



SAPIENZA UNIVERSITY OF ROME
FACULTY OF MEDICINE AND PSYCHOLOGY
DOCTORAL PROGRAM IN SOCIAL PSYCHOLOGY, DEVELOPMENTAL
PSYCHOLOGY AND EDUCATIONAL RESEARCH
THE DOCTORAL THESIS

PhD Candidate
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XXXII Cycle

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*SCHOOLING CONTEXTS OF REFUGEE AND
IMMIGRANT STUDENTS IN ITALIAN ELEMENTARY
SCHOOLS*

Editrice
Nuova Cultura – Rome

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Abstract

Schooling Contexts of Refugee and Immigrant Students in Italian Elementary Schools

Ceyda Şensin

This doctoral dissertation has been prepared to contribute to the limited research available on best practices for the integration of refugee and immigrant students. Given the fact that primary school children spend most of their school days with their teachers, this age group of refugee and immigrant students and their teachers were chosen as the research's sample to seek for the best practices for the integration of service seeking asylum seekers and immigrant children. In this thesis, firstly, non-participant observations were conducted as a case study in Rome, Italy, to examine the needs of refugee and immigrant children in the field of education and integration. According to these observations, refugee and immigrant students are generally adapted well to new learning environments but have difficulty learning Italian. Then, to confront the collected data, the questionnaire was conducted by elementary school teachers in Rome, Italy to contribute their points of view to the study on teaching refugee and immigrant students. Although it was stated that the teachers did not get enough education on multicultural

education during their teacher education, that was found out that the teachers were confident enough on their efficient teaching on refugee and immigrant students. Although the same teachers stated that they did not receive sufficient support from the administrative staff of the schools, they were found to be open to implementing new practices to serve refugee and immigrant students. Then the effects and future suggestions were discussed.

Key Words: Refugee, immigrant, integration, classroom teaching, multicultural education.

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*"zero guerra
meno tasse
più ricerca"*

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INTRODUCTION

Throughout history, the world has been affected by migration. Armed conflicts, natural disasters, political or economic reasons forced described people of leaving their lives as immigrants, refugees, asylum seekers, economic immigrants, irregular migrants and more various reasons. Kara and Korkut (2010) defined the concept of immigrants as people who voluntarily left their country and immigrated to another country with the official permission to remain in that country. Migration significantly changes both the population and composition of the country of migration. Immigrants must interact with the social institutions of the country they are visiting. This also applies to the society in the country of migration (Şirin, 2011). In other words, both the migrants and the people living in the migrated region are mutually affected by the process. Migration movements can have positive consequences when they are well organised, and they can also bring about many negative consequences on the other way around. Therefore, it is vitally important to ensure the effectiveness of migration management.

The phenomenon of migration affects the settled new region in the social, cultural and economic fields as well as the educational arrangements of these regions. It is stated that there is a low academic achievement of children coming from immigration, but this is not due to migration but because of

socioeconomic conditions. (Fargues, 2014). The phenomenon of migration is closely related to the concepts of refugees and asylum seekers. They volunteer to leave the country using another country that immigrants' concept for people migrating the permission of the country, forcing the concept of proportional remaining refugees forced to leave their places called refugee community an important part.

Nearly 9.7% of the school population is immigrated in Italy. This shows that education should be used as an effective tool in order to prevent the risk of being a lost generation. Therefore, this thesis is focused on the education of refugee and immigrant children in Italy. The main objective of this thesis is, analysing refugee and immigrant students who are children with culturally different background and identifying problems in Italian elementary schools. Within that, on the second part of the research, the observations were done in classrooms during the education process of the refugee students in which various opportunities were provided for education. According to these observations, it was possible for experts to indicate the educational problems the elementary school teachers experienced in the education of refugee students and to offer solutions to these problems. Then the second part of the research, it was aimed to see elementary school teachers' self-perception on teaching refugee and immigrant students.

Chapter 1 gives the overview of refugee and immigrant stances; migration theories and education theories within the theoretical framework of the thesis. Then, it explains the way of the research why and how it was written, within the purpose, limitation and significance of this thesis.

Chapters 2 is the part of the thesis where researches on schooling refugee and immigrant children are examining, followed by explaining the stances of students with non-Italian citizenship in Italy. Chapter 3 gives information about the methods that were used on this thesis. Chapter 4 details the results of both the qualitative and quantitative studies for this thesis. Chapter 5 is the result of a final comparison of the results of both studies.

First Part:
THEORETICAL FRAMEWORK

CHAPTER I: OVERVIEW

Since this thesis is based on the themes of education and migration, it is important to define the concepts of education and migration and to examine the theories created in the historical process related to these concepts and to carry out the research on a healthy basis. Starting from this point, these concepts are included in this section.

1.1. Definitions of Refugee and Immigrant Populations

In this doctoral dissertation, refugees and migrants are used to describe the groups involved in the process of acculturation. The precondition for fully understanding the educational needs of these groups of children is to identify the differences between refugees and migrants, because both definitions have different experiences. These experiences may be similar due to the increase in the number of immigrants and refugees in Italy. As different researchers may define or explain a little differently, it should be noted that both groups, both refugees and migrants, are undergoing a process of acculturation.

In the literature and in everyday language, it is seen that the concepts such as asylum seekers, asylum, refugees, immigration and immigrants are often confused and used interchangeably, and these concepts can be defined in different ways throughout the world. In this topic, the most commonly used concepts in the literature and in this study are given below using the Glossary of

Migration Terms of International Organization for Migration, which is accepted as a common platform on international human movements:

Migration: Population movements in which people are displaced by crossing an international border or within a state regardless of their duration, structure and cause (IOM, 2009).

Immigrant: It is the person who decides to immigrate to another country or region with his free will for the sake of personal comfort such as improving his financial and social situation and without any external force (IOM, 2009).

Refugee: A person who does not want to benefit from the protection of his / her nationality due to his fear of rightful persecution due to his race, religion, nationality, membership of a certain social group and political views (IOM, 2009).

Asylum Seeker: A person who wishes to be admitted as a refugee to a country under the relevant national or international documents and is awaiting the outcome of their application for refugee status and must leave the country in case of a negative decision (IOM, 2009).

Temporary Protection: In the event of a massive influx from third country persons who cannot return to their countries of origin, or if it can occur immediately, there is an immediate and real risk to the asylum system in case of an inability to operate the asylum system without adversely affecting the effective functioning of

the asylum system, in particular for the benefit of those persons or other persons requiring protection. exceptional procedure for protection (IOM, 2009).

Mass / Collective Migration: It is a sudden human movement in high numbers (IOM, 2009).

Forced Migration: It is a migration movement that includes a compelling element that includes threats to life and prosperity due to natural or human reasons (IOM, 2009).

Integration: Immigrants are accepted as a part of society as individuals and groups; it is not the responsibility of a single group but a process in which both the immigrants themselves and the host state, institutions and society are responsible together I (IOM, 2009).

Policy: These are the general principles that a government follows in the management of public affairs (IOM, 2009).

Unaccompanied Minors: Minors that are children whose parents are not accompanied by a guardian or an adult responsible for them by law or tradition (IOM, 2009).

Stateless Person: Not considered a citizen within the framework of the functioning of the laws of any state; a person who is deprived of the rights granted by citizenship, the diplomatic protection provided by the state, the right to remain naturally in the country of residence and the right to return to the country if s/he travels. (IOM, 2009).

Displaced / Uprooted Person: It is usually the person who has to leave home or country due to armed conflict or natural disasters." (IOM, 2009).

1.2. Concept of Migration and Theories of Migration

Migration is population movements in which people are displaced within a state or across an international border, regardless of duration, structure and cause, including refugees, displaced, displaced persons and economic migrants (IOM, 2009: 22). Migration movements: social, cultural and economic aspects that cause or accelerate the changes that cause social changes (Yalçın, 2004; act. Akalin, 2016: 8).

When the studies on migration are examined, it is seen that the common point of the different definitions is the desire to be changed or forced to be changed. Factors causing migration: natural disasters, economic distress, socio-political structural changes and life safety, as well as the individual dimension of a better life expectancy. In fact, migration is a phenomenon with very complex dimensions and therefore it is argued that a universal generalization cannot be made about its causes (Yalçın, 2004; cited in Bingöl, 2006: 27).

Since the phenomenon of migration is as old as the existence of a human being, various theories have been developed in order to understand why migration emerges over time and to explain the consequences of migration.

Ravenstein migration laws, push-pull theory, Petersen's five types of migration, intersecting opportunities theory, center-periphery theory, migration systems theory and relations network theories can be considered as the most prominent theories in the literature regarding the phenomenon of migration. These theories are outlined and discussed below.

1.2.1. Ravenstein's Laws of Migration

Ravenstein (1885) summarizes the general passive characteristics of migration with seven laws, which are as follows: According to the immigration and distance law, most immigrants migrate only to places within short distances, and the resulting migration flows are directed towards large industrial and commercial centers. The ratio of the employment opportunities in the migrated centers to the population of that city determines the intensity of migration (cited by Çağlayan, 2006: 69). In other words, although there is a lot of job opportunities, if the population density is low in these places, the probability of migration to these places increases.

According to the Law on Migration and its Steps, economic growth, which has increased with the development of industry and trade, attracts people close to the city, while the dilution created by these people in rural areas is filled by immigrants from more distant regions. This wave of migration

expands throughout the country by expanding over time and is felt all over the country (cited by Çağlayan, 2006: 69).

Ravenstein, in his first two laws, defines migration as gradual and argues that the vacancy in places where the population is decreasing is filled by immigrants from other regions over time. Therefore, it is emphasized that migration will take place gradually. It is seen that the law of migration and distance and the law of migration and its steps support each other.

According to the Law on Spreading and Suction Process, the process of spreading starts with the tendency of people to migrate in line with the desire to get a share from the economic growth resulting from the development of industry and trade, resulting in the absorption of the labor force needed by the rapidly developing industry in urban industrial centers. It is seen that the needs are met for both employers and migrants (cited by Çağlayan, 2006: 70).

According to the law on migration chains, places receiving migration also emigrate, ie each migration wave creates another equalizing wave. While the dilution in the emigration places causes new migration waves towards those places, the new migrations are a driving factor that directs those who live in those places to migrate to other places. According to the direct immigration law, people who prefer long-distance

migrations migrate directly to major industrial and commercial centers without grading.

Ravenstein's first five immigration laws mainly refer to two types of migration. Accordingly, "in the first model, migration takes place gradually, short-distance and chained to the industrial and commercial centers; In the second model, stepless, long-distance and direct, is directed to trade and industrial centers (cited by Caglayan, 2006: 70). The common point in these types of migration is that migration is towards the big cities where trade and industry develop gel (cited by Caglayan, 2006: 70).

According to the law of rural-urban settlers' difference, the tendency of rural residents to migrate is higher than that of urban residents. According to the law on the difference between men and women, while women have a higher tendency to migrate in the short distance and domestic migration: for long-distance and foreign migrations, males have a higher tendency to migrate.

When Ravenstein laws are considered in general, it is seen that it is the desire to improve economically and increase the welfare of individuals to make the decision to migrate.

1.2.2. The Push-Pull Theory

Everett Lee (1969), in his studies, explained migration movements based on repulsive and attractive factors, and

emphasized the importance of the effects of positive and negative elements on the origin and destination of individuals (cited by Özcan, 2017: 192). Stating that each migration process is shaped by an exit and a destination, Lee identified four factors that are effective in the migration decision and migration process (cited by Özcan, 2017: 192). These factors identified by Lee are as follows; factors related to the place of origin, factors related to destination, interfering obstacles and individual factors.

Migration factors should be considered in three parts as positive, negative and ineffective for each factor. For example, the factors that enable individuals to stay at their exit points are positive, the factors that direct individuals to emigrate from their exit points are negative, and those that do not have a positive or negative impact on individuals' decision to migrate from their exit points are considered ineffective and similar factors apply to the destination (Özcan, 2017: 192). Accordingly, while the positive factors at the exit point are high, the migration decision prevents the migration decision, while the positive factors at the destination point are high, leading to the migration.

One of the notable points in the theory is that these positive and negative factors are relative because they vary from person to person. For example, for a family with children, the educational opportunities at the place of migration will have an impact on the decision to migrate, whereas for a family without

children, these will have no impact on the decision to migrate. Again, the positive and negative factors related to the migration decision should be evaluated within themselves according to the place where they live and planned to migrate (Çağlayan, 2006: 73).

In addition, despite having a clear idea about all the positive and negative factors in the place of residence, the uncertainty resulting from the lack of a clear idea about all the positive and negative factors in the place of destination (Çağlayan, 2006: 74) also states that the decision to migrate all persons regardless of the factors. Although the factors that Lee has determined for the migration decision continue to work today, the idea that it is possible to make clear determinations on every issue while making the migration decision is controversial.

1.2.3. Petersen's Five Migration Types

Petersen (1958), the types of migration, individual and class differences are created by considering the types of migration identified as follows: Primitive migration; drought, bad weather conditions such as migration caused by the difficulties created by the natural environment (cited by Çağlayan, 2006: 75). As for the first type of migration, diverted migrations are different from the effect of nature on the decision of migration, which are determined according to the social situation effect. Although there is pressure on the social situation

to decide whether to migrate, the immigrant itself decides (cited by Çağlayan, 2006: 75-76). Forced migrations are those that are the opposite of directed migration. In this type of migration, the decision to migrate occurs as a result of external pressure (cited by Çağlayan, 2006: 75-76) and the migration decision is made for reasons that are not in the hands of the immigrant. Free migrations are those in which the immigrant makes and applies the decision of immigration completely without any external pressure.

Mass migration is a migration that runs parallel to technological development. The migration to America and Europe is an example of this type of migration (cited by Çağlayan, 2006: 76). Leading migrants initiated by free migrants are mass migrations due to the increase in time. It is seen that Petersen, in forming his theories of migration, mostly approaches the phenomenon of immigration and tries to explain mass movements rather than individual movements for general reasons arising from the social situation of the society in which one lives or decides to migrate.

1.2.4. Cross-Opportunity Theory

According to Stouffer's theory, the important points in the phenomenon of migration are the distance to be migrated, the possibilities at the place to migrate and the amount of these opportunities (Özcan, 2017: 190). Distance factor is considered as

the main factor in the analysis. In other words, it is stated that the factors that create gravitational effects are important in the migration to any two centers, but the main point determining the importance of these factors is distance. The short distance between the destination and the place of residence has a positive effect on the migration decision (Stouffer, 1940; cited by Çağlayan, 2006: 77).

Stouffer argues that the number of individuals migrating to a certain distance is directly proportional to the amount of opportunities at their destination, and inversely proportional to the amount of opportunities that intersect (Stouffer, 1940; cited by Özcan, 2017: 190). While short distance encourages migration, the fact that there is a lot of job opportunities in the place of migration is another important factor that promotes migration.

According to the Cross-Opportunity Theory, a significant contribution has been made to the field of international migration as different from other theories, due to the difficulties that may arise during migration due to migration distance. The borders and transitions of the nation-states to be crossed in the distance to be traveled for migration have a negative effect on migration (Çağlayan, 2006: 77.) Since each boundary means encountering a separate control system, it makes it difficult for migrants to migrate to the country. becomes a factor that restricts the decision.

When the theory is analysed in general, it is seen that individuals put forward the decisions by micro evaluation of migration and migration decision and it is not enough to explain today's complex migration structures.

1.2.5. Central-Environmental Theory

This theory, also called the School of Addiction or World Systems Theory, was developed by such thinkers as Samir Amin, Immanuel Wallerstein and Andre Gunder Frank (Çağlayan, 2006: 78). Wallerstein (2000) argues that the various images of capitalism or capitalism are the basic elements that determine the current economy and other structures (cited by Çağlayan, 2006: 79) and summarize the basis of their theories.

According to the theory, when the capitalist networks in the center begin to infiltrate the environmental structures of non-capitalist societies, the population in the neighboring countries begins to migrate; In the emerging dependency system, central countries need neighboring countries to market cheap labor, raw materials and produced products (Özcan, 2017: 200). Similarly, neighboring countries need central countries to complete their capitalist development and raise their economic welfare. Thus, a two-way dependency situation emerges (Özcan, 2017: 200) and migration occurs due to mutually developing reasons.

When the labor, raw materials and territories of the surrounding countries are under the control of world markets,

various migration flows emerge and a significant portion of them are directed to foreign countries (Abadan Unat, 2006; cited by Özcan, 2017: 200). Central countries use environmental labor, which is cheaper than the labor force in their own countries, in order to reduce production costs (Özcan, 2017: 200). The countries in the center develop by exploiting the neighboring countries and the development of the neighboring countries is prevented due to the asymmetric dependency relations (Toksöz, 2006; cited by Özcan, 2017: 200). An example of this situation is the immigration policies that are applied today and require many harsh prerequisites such as being well-trained, skilled and qualified personnel. This type of elements coming from central countries to neighboring countries are run with low wages and thus the production cost is reduced (Çağlayan, 2006: 80-81). However, it is observed that with the development of economic globalization, this situation is reversed and in addition to cheap labor being directed towards central countries, capital is now moving towards countries where labor and input costs are low (Çağlayan, 2006; act. Özcan, 2017: 200). In general, the theory puts capital interests at the basis of migration decisions and does not address individuals' own reasons for making the migration decision.

1.2.6. Migration Systems' Theory

According to this theory developed on an economic-political basis within the framework of international relations, two or more countries form a migration system and a chain of relations with the exchange of migrants. This relationship can be established between countries that have close or long distances between them. While the relationship between migration and immigration between Mexico and the USA is on a close geography, the relationship between migration and immigration between West Africa and France can be given as an example of the relationship between migration systems between distant geographies (Çağlayan, 2006: 82).

According to the migration system theory, "the migration movement is based on a relationship that existed before migration and generally there is a relationship between the two countries that emigrate and receive migration before the migration relationship (Çağlayan, 2006: 82). The basis of this relationship "colonial period and colonial relations, commercial and financial relations, political influence, cultural ties and military invasions can be based on" (Caglayan, 2006: 82). For example, cheap labor relations between Turkey and Germany in order to meet the requirements to be considered in this system is carried out.

Migration system theory, unlike other migration theories, defends that migration flows between countries because of the

economic, political reasons for the realization of various reasons, therefore it argues that the geographical proximity of countries to each other is not an influential factor (Özcan, 2017: 201).

The migration systems approach advocates that any social movement for migration may arise from micro structures and macro structures created by a wide range of institutional factors, which can be influenced by informal social networks governing the relationships among immigrants.

According to Faist (2003), there are three main features of the theory of migration systems. He defined these attributes as follows:

Basically, an immigration system consists of two or more places that are connected to each other by human flow and opposite human flow (cited in Çağlayan, 2006: 83). These are usually nation-states. The migration system is shaped by the existence of connections between countries, such as trade and security agreements or colonial ties, rather than people (cited in Çağlayan, 2006: 83).

Migration processes, not as a one-time event is an active process that repeats itself through the chain of events over time (cited by Çağlayan, 2006: 84). Migration movements are not unidirectional; a change in a part of migration affects an entire interconnected system. Economic inequalities between countries and immigration acceptance policies push migrants to develop

strategies to deal with these issues (cited in Çağlayan, 2006: 84). Although there are generally individual or collective actors in the system, the system is a whole and these actors are in a network of unifying relations.

Although migration systems theory emphasizes the effect of historical process on the phenomenon of migration, it makes very general evaluations by not mentioning the complex details of migration and migrant relations.

1.2.7. Relationship Network Theory

The basis of this theory is the network of relations between migrants, which are seen as an effective factor in international labor migration. This network; it is due to the common origins, descent and friendship connections between the immigrants, new immigrants and non-immigrants in the newly settled countries (Özcan, 2017: 202). These networks are, among the factors that encourage international migration; It is considered as a kind of social capital that people can apply for when they need help or to find a job (Özcan, 2017: 202). Thanks to the infrastructure created by leading immigrants and developed over time, this network among immigrants remains active and continues to attract new immigrants.

The network of relations supports migration and positively affects potential migrants. While the economic burdens of migration are reduced by the help mechanisms and

the acceleration of bureaucratic events, the lonely feeling of loneliness is also prevented through the help mechanisms, and the burdens that must be endured socially are reduced. "When the effects of the network towards the social cohesion of migrants are examined, it can facilitate the social cohesion of the newly arrived migrants and cause the immigrant to be withdrawn from its own community and isolated from the society in which it is located (Çağlayan, 2006: 86). Therefore, it may be more difficult for this type of immigration to achieve social cohesion outside its own group than other immigrants. An example of this situation is the fact that despite the long years in the migrated country, it is not possible to speak the mother tongue of that country and that social networks cannot be developed with the people of that country, and that they live within their own group, in line with their own values and as they do in their own country.

Relations network theory helps to explain why migration continues despite wage differences or employment policies (Özcan, 2017: 202). As the costs and risks associated with migration are reduced in line with this system, wage differences lose their importance, and the existence of a network of relationships affects the decisions and location choices of immigrants (Vertovec, 2002; Dustmann and Glitz, 2005; cited by Özcan, 2017: 202). The theory differentiates from other migration

theories and emphasizes the importance of the factors affecting migration on an individual basis.

Since another area that this thesis is a source of is education theme; the concept of education is explained under the next heading and then the approaches developed in this area are mentioned.

1.3. Concept of Education and Theories of Education

Although the concept of education is explained in various ways, according to the general acceptance of the definition content, education has the mental and physical training. Education is generally divided into two parts as organized and unorganized education and school and family and environment are accepted as educational institutions (Adem, 2008: 9; Özen, Gül and Gülaçtı, 2007: 112-113). The organized side of the education consists of a planned training program (Güllüpnar, 2012: 85) and schools are included in this section. Schools are expected to educate individuals in line with their own interests and abilities in accordance with social expectations and needs and equip them with the skills they will need in the future (Güllüpnar, 2012: 85). The unorganized side of education is the spontaneous, purposeful and unplanned part of the life process; family and environmental institutions (Özen, Gül and Gülaçtı, 2007: 112-113).

Education is a factor affecting human welfare. Efficiency in production and management increases with increasing educational level in society; this situation affects economic development and real national income. For these reasons, education services approaching the quality. In order to benefit the society from education, primary and secondary education is carried out by the state (Güllüpnar, 2012: 85). It is aimed to provide more efficient use of resources through education provided by the state, to prevent the deprivation of talented students due to inequalities in income distribution and to create human capital for the future (Mutlu, 1995; cited by Güllüpnar, 2012: 86).

When literature related to the subject is searched, it is seen that education is tried to be explained in sociological context and various approaches are developed for this purpose. Under the next heading, the most prominent theoretical approaches in the field of education are examined with the outline of functionalist approach, confrontational approach and interpretive approach.

1.3.1. Functional Approach

The functionalist approach argues that all institutions in society exist to meet social needs; it likens society to the human body. According to the theory, various institutions of society are in contact with other institutions, as certain organs in the human

body perform certain functions and work mutually dependent (Tezcan, 1993: 9).

Education; interdependence with family, politics and economic institutions. According to the theory, educational institutions function as the transfer of norms and values necessary to ensure social continuity. In other words, the duty of raising the type of people with similar values and principles required by the society in order to maintain social functioning and to ensure stability falls to education (Güllüpinar, 2012: 86).

The functionalist approach is referred to by Durkheim, the founder of educational sociology (Güllüpinar, 2012: 86). Durkheim changes according to time and society education as a social phenomenon (Tezcan, 1993: 12), how to maintain and maintain the social order has worked on (Tan, 1991: 560). For example, there is religious education in Europe in the Middle Ages, libertarian in the Renaissance, literary education in the 17th century, and today there is scientific education. This situation is shown as evidence that education is used by society and for the purpose of shaping people according to social expectations.

Another functional approach supporter is Parsons. Parsons argued that there are functional ties between educational and other social institutions. Parsons emphasized the role of schools in ensuring social cohesion and capacity

building; that education educates people who perform their roles well; social values and roles in the direction of commitment and the best way to increase their motivation in the functioning of a function (Tezcan, 1993: 15-16), he argued.

The functionalist approach explains the importance of education in contemporary society compared to previous societies with two main functions of education: First of all, it selects and selects the talented people and ensures that the most competent and determined ones reach the highest positions. Secondly, schools teach the cognitive skills and norms that are necessary for the realization of adult roles in a society that is increasingly dependent on knowledge for economic development (Hurn, 1985; cited by Tan, 1991: 560).

According to the theory, since individual talent and effort are more important than social backgrounds in modern societies in order to progress to certain statuses and position; education enables specialization and classifies individuals according to their abilities to enable better educated individuals to achieve better professional positions. Eventually, it is assumed that it is possible to create a society in which equality of opportunity is realised beyond talent and effort (Güllüpinar, 2012: 86).

Overall, according to the functionalist approach, social origin is not sufficient to ensure social continuity which can be a

disadvantage for refugee and immigrant children. The important thing is to get a good education and get specialized.

1.3.2 Conflict Approach

According to the confrontational approach which gives a critical perspective to the social role of education and which is based on Marx and Weber's views in general, different interest groups struggle to take education under their sovereignty because of the conflicts between them and to use it as an engine of social change (Tan, 1991 :565). Since the parties are not equal in the process of struggle, the appearance of equality under the name of equal opportunity is created to legitimize and reproduce the existing social order (Güllüpnar, 2012: 86).

Although struggling to take education into their own hands among social groups, the privileged and dominant classes control education to a large extent. Accordingly, the main purpose of education is not to teach cognitive skills for the profession, but to support the current order by adopting appropriate values (Güllüpnar, 2012: 86).

According to Althusser (Blackledge and Hunt, 1989; cited by Tan, 1991: 566), the Devices of the State largely provide this function, stating that the indispensable condition of production is the reproduction of production relations. These devices are divided into repressive state devices and ideological state devices: The repressive state apparatuses are legislative,

executive, judicial, police and military, and the task of these apparatuses is to intervene in the name of the ruling class by force in the class struggle (Tan, 1991: 566). Ideological state apparatus includes family, education, religion, politics and law. The most basic of these devices is education (Tan, 1991: 567). Because through education, children are educated in line with the necessary skills, rules of conduct and sovereign ideology that are appropriate to the social role that they must fulfill in class societies in the age when they are most vulnerable (Athusser, 2006; cited by Güllüpnar, 2012: 87; Tan, 1991: 567).

Bowles and Gintis (1976) argue that success in school and life depends on the socio-economic level of the family, rejecting that mass education in the capitalist society will provide socio-economic equality and develop the individual's ability and potential (cited by Tezcan, 1993: 22). According to these sociologists, it is unrealistic to expect that reforms in the education system alone will reduce the inequalities in the lives of different classes. Compulsory education is used by a small minority in order to raise an obedient and loyal labor force by controlling the society (cited by Tezcan, 1993: 22).

Bourdieu calls the role of the educational system as cultural reproduction and argues that through education, not the culture of society but the dominant class culture is reproduced (Ball, 1986; cited by Tezcan, 1993: 29). The students of the ruling

classes are advantageous because they know the cultural codes used in education and determined by the ruling classes because of their socialization with the ruling class culture. In other words, overall school success depends mainly on the previous years. Students belonging to the dominant classes are therefore more successful than the lower social classes (Tezcan, 1993: 29-30). Dominant classes; they have the compelling power to force the possibilities, to show themselves legitimate and to show their culture as valuable through education (Tezcan, 1993: 30).

The conclusion is, according to the ideas of the confrontational approach to education, although it is accepted that there is a conflict between classes in order to use education in their own interests, the idea that the ruling class dominates the reproduction of the existing order in this conflict and reproduces its own values through education draws attention. Again, this approach doesn't take into consideration of refugee and immigrant students' benefits.

1.3.3. Interpreter Approach

According to commentators such as Blackledge and Hunt (1989), the building blocks of social life are people's daily life activities (cited in Tan, 1993: 81). Almost all aspects of social reality can be reduced to people's behavior in everyday life. In order to understand how education is shaped or its impact on people, it is necessary to examine the daily activities of people

such as teachers, students and administrators. On the other hand, daily activities cannot be determined entirely by the society (Tan, 1993: 82).

Although there are pressures and factors that limit or affect our behavior, daily life is the work of people who live together and produce their own actions to a certain degree of freedom and independence, and in order to comprehend daily life, it is necessary to capture how people understand their behavior (Tan, 1993: 81-82).

According to the interpreters, the meaning is personal, not the determination of culture or society (Tan, 1993: 81-82). Everyday activities consist of interactions between people. In this interaction we give meaning to our own actions as well as the actions of others. So we interpret the actions of the people we interact with. Although certain patterns are taken into account when making comments, meanings and interpretations are not static and continuous. People can change their views over time (Tan, 1993: 82).

Sociology of interpretative education is also opposed to objectivist positivist methods that impose their own scientific concepts in research and adopts subjectivist approach. Because in order to understand how people make sense of how they define the situation, that is to look at what is going on in their heads (Tan, 1993: 83) has brought a perspective towards the

individual. Although education approaches have provided explanations to understand the majority or the individual himself, it is seen that all of these approaches can exist in the system at the same time. Thus, it is clear that the general validity of only one approach cannot be mentioned.

In this thesis, education policies applied to asylum-seekers and immigrant children, who left their country and started living in Italy due to the compulsory reasons as stated in the Push-Pull Theory and Peterson's five migration-type theories, arising from the pressure of external influences such as life safety were examined. Considering that education in general is a tool that provides mental and physical development through cooperation between school, family and environment and it should have a welfare-enhancing function, this thesis focuses on educational problems affecting the physical, mental, spiritual and social development of refugee and immigrant children. This thesis is not only based on a functionalist approach that emphasizes equality of opportunity and a good future through good education but also based on the interpretative approach, which states that the effects of education on human beings also affect the daily lives of people. It has been assumed that asylum seekers and immigrant children will look more hopeful in the future by feeling more comfortable in the Italian education system, develop a sense of belonging to the school and increase

their stay in education and acquire a profession that will enable them to build a good future for themselves. Accordingly, remedial suggestions were made for the common problems mentioned in the literature and the education services being provided.

In this section, the concepts of education and migration and the reasons for their existence in human life are examined theoretically. The connection of these concepts and theories with the subject of the thesis is discussed. In the next section, the bodies and legal arrangements related to refugees are presented in a national and international context in order to look at the issue in a wider framework.

1.4. Refugee Law and Institutions

1.4.1. International Refugee Law

In every period of human history, it is possible to come across individual and mass human mobility. People have left their homelands for different reasons, either individually, in small groups or in masses, and have gone to other places. World history is shaped by displaced people. However, the modern era in which the boundaries between states are sharpened and the central authority is strengthened, like many things, have bound human mobility between states. The first and general rule on this issue is that it is not possible in principle for the citizens of one state to live freely in another state and this depends on the

permission of the receiving state (Uzun, 2013: 117). Many concerns about economic, political and security cause states to refuse to easily accept the citizens of other states; however, obstacles and prohibitions cannot end human mobility. There are two main groups on human mobility. The first of these is the immigrants who want to settle in other countries for purely economic reasons in order to reach better living conditions by disliking the living conditions in their own states; the other is the refugees who had to leave their countries for political reasons (Uzun, 2013: 117). Although the admission of migrants is subject to certain conditions by countries, various international arrangements have been made since the drama experienced by refugees both in the process of reaching the target country and in the state they reach is an international problem (Uzun, 2013: 118).

Refugee status is a status recognized and not granted by the state concerned. It is not possible to call this person a refugee before the state providing protection provides legal remedies. The state providing protection firstly examines the situation of the asylum seeker and examines whether there are internationally recognized conditions for refugees. As a matter of fact, people who request protection first enter legally and illegally the country where they will demand protection and expect to be officially recognized of their refugee status (Uzun,

2013: 120-121). These are called asylum seekers until the recognition of refugee status. International law also accepts and protects asylum seekers (Uzun, 2013: 120-112) under the name of refugees. In international law, the basic regulations covering and addressing refugees are as follows:

The right to asylum is regulated in the 1948 Universal Declaration of Human Rights (Art. 14.1): "Everyone has the right to seek and to enjoy in other countries asylum from persecution".

The most important texts of international refugee law are the 1951 Convention on the Legal Status of Refugees (1951 Refugee Convention) and the 1967 Protocol on the Legal Status of Refugees (1967 Refugee Protocol), which were first established directly for refugees. The refugee is defined in the 1951 Refugee Convention as follows:

REFUGEE: As a result of the events that took place before 1 January 1951 and because of race, religion, nationality, membership of a certain social group or political ideas, he was afraid of being persecuted for justifiable reasons and could not benefit from the protection of the country or the country in question. do not want to take advantage of; or any person who does not have a nationality and who is outside the country of residence where he lived before as a result of such events, cannot return there or does not want to return because of the fear in question [Art. 1. (2)].

The Protocol Relating to the Status of Refugees in 1967 was adopted in order to ensure that all refugees covered by the

Convention are entitled to equal legal status, taking into account the occurrence of new refugee incidents after the adoption of the Convention and the possibility that they may not be covered by the Convention.

Again in the Treaty of Amsterdam, which was accepted as one of the founding treaties of the European Union and entered into force in May 1999, the other policies related to visa, asylum, migration and free movement of persons; Protection is provided to refugees and internally displaced persons by expressing:

“a-Minimum standards for the provision of temporary protection for internally displaced persons from third countries and persons in need of international protection for other reasons”,

“b-Take measures to promote a balanced effort among member states in the reception of refugees and internally displaced persons and in undertaking their consequences (Art. 63/2)”.

1.4.2. Italian Refugee Law

Regular Procedure According to Italian legislation, an asylum request may be made either at the Border Police Office or at the Immigration Office of the Police (Questura) – if the applicant is already in the territory – where an initial registration, fingerprinting and photographing of the applicant take place. If the asylum request is made at the border, asylum seekers are requested to present themselves at the Questura for formal registration within 8 working days. The above preliminary phase is followed by the formal registration (lodging of the asylum

application) – completion of a detailed form with the personal details and history of the applicant – conducted exclusively by the Questura. Then the applicants are issued with a stay permit for asylum applicants, which is valid for 6 months and renewable. The police authorities send the registration form and all documents concerning an asylum applicant to the Territorial Commissions for International Protection (hereafter, CTRPIs) or Sub-commissions, the competent bodies for examining an asylum application and taking decisions in the first instance. Each CTRPI has 4 members: 2 representatives of the Ministry of the Interior, one of which is a senior police officer; 1 representative of the municipality (or province or region); and 1 representative of the UNHCR.

The personal interview of the applicant is conducted by one member provided by an interpreter, where necessary. Interviews are recorded and transcribed (not fully) in a report, which is given to the applicant at the end of the interview. The interviewing member then presents the case to the other members. The decision on the merits is taken by a 3-member majority. In case of a split vote, the President's vote prevails. The interview must take place within 30 days after the CTRPI has received the applicant's file from the Police Headquarters (Questura in Italian) and the decision to be taken in the 3 following working days. In practice, however, the regular

procedure usually lasts several months (Asylum Information Database, 2005, p. 28). The Law provides for the extension of the set time limits under certain conditions, in accordance with Directive 2013/32/EU. The maximum duration of the asylum procedure is 18 months. 55 One also needs to refer to the National Commission for the Right of Asylum (CNDA) 56, which coordinates and gives guidance to the CTRPI. Furthermore, the CNDA is responsible for the revocation and cessation of international protection status. Both the CTRPI and CNDA belong to the Department of Civil Liberties and Immigration of the Italian Ministry of the Interior and they are independent bodies concerning their decision-making powers.

Asylum applicants may file an appeal within 30 calendar days (15 days for applicants under administrative detention) from the notification of the first instance decision rejecting their application before the competent Civil Tribunal, which does not deal exclusively with asylum cases. The appeal must be filed by a lawyer. The appeal has automatic suspensive effect of the subsequent return order, except in cases where:

- a) the applicant is under administrative detention;
- b) the application was rejected as inadmissible;
- c) the application was rejected as “manifestly unfounded”;
- d) the application was made by an applicant under the accelerated procedure after having been apprehended for

avoiding or attempting to avoid border controls, or immediately after, or for irregular stay, with the sole aim to avoid an expulsion or rejection order. However, in those cases, the applicant may request the suspension of the return order from the competent judge. The Tribunal must issue a decision, which may not be appealed against, within 5 days.

According to the law, the unaccompanied minor may submit an asylum application in person or through his or her legal guardian based on the evaluation of the minor's situation. In the former case, the competent authority must suspend the asylum procedure and immediately inform both the Juvenile Court and the Judge for Guardianship. The Judge for Guardianship must appoint a legal guardian within 48 hours, although this is not always the case in practice. The legal guardian, when appointed, must immediately contact the police authorities to confirm and reactivate the asylum procedure and to instigate the adoption of measures concerning the accommodation and care of the child. The legal guardian has the responsibility to assist the unaccompanied minor throughout the asylum procedure, including the appeal procedure in the event of a negative decision. Furthermore, the asylum interview cannot take place without the legal guardian's presence. The member of the CTRPI interviewing the minor must be specifically skilled for that purpose. For justified reasons, the CTRPI may interview the

minor again, even without the presence of the legal guardian, in the presence of supporting personnel, if considered necessary in relation to the personal situation of the minor, degree of maturity and development, based on the minor's best interests. The legal guardian must be authorized by the Judge for Guardianship to make an appeal against a negative decision. In practice, this rarely happens because in general legal guardians do not consider it necessary to appeal the decisions since children have already obtained a form of protection status or could obtain a stay permit until the age of 18 years.

Illegal entered foreigners in Italy are welcomed in immigration centers where they receive assistance, and can be identified and held for expulsion or, in the case of applicants for international protection, for the procedures for ascertaining the related requirements. These structures are divided into:

- First aid and reception centers (CPSA)
- Reception centers (Cda)
- Reception centers for asylum seekers (CARA)
- Identification and expulsion centers (CIE).

First aid and reception centers (CPSA) are where the foreigners are welcome once they arrive in Italy. In such centers, the migrants receive the first necessary medical treatment. Their photos are taken then the refugees can request international

protection. Subsequently, depending on their condition, they are transferred to other types of centers. The centers are listed below:

- Agrigento, Lampedusa - (First aid and reception center)
- Cagliari, Elmas - (First aid and reception center, with CARA functions)
- Lecce - Otranto (Center of first reception)
- Ragusa, Pozzallo (First aid and reception center)

The reception centers (Cda) and reception centers for asylum seekers (CARA) are where they guarantee the first reception of the stranger traced back to the national territory for the time necessary for his identification and verification of the regularity of his stay in Italy. The irregular foreigner who requires international protection is instead sent to reception centers for asylum seekers (CARA), for the identification and initiation of procedures relating to international protection. The centers are listed below:

- Gorizia, Gradisca d'Isonzo
- Ancona, Arcevia
- Rome, Castelnuovo di Porto (now closed)
- Foggia, Borgo Mezzanone
- Bari, Palese
- Brindisi, Restinco
- Lecce, Don Tonino Bello
- Crotone, Loc. S. Anna

- Catania, Mineo
- Ragusa, Pozzallo
- Caltanissetta, Contrada Pian del Lago
- Agrigento, Lampedusa
- Trapani, Salina Grande
- Cagliari, Elmas

Identification and expulsion centers (CIE) are where the foreigners who arrive illegally in Italy or who do not apply for international protection or do not have the requisites are held for the identification and expulsion, established to prevent the dispersal of those who are being expelled and allow the execution of the relative provision by the police. The residence time (18 months maximum - link to the decree law n.89 / 2011 converted by the law n.129 / 2011) is functional to the identification procedures and to the subsequent ones of expulsion and repatriation. These centers are listed below:

- Turin
- Rome
- Bari
- Trapani
- Caltanissetta (Capasso, 2019).

1.4.3. Refugee Education in International Regulations

More than half of the world's refugee stock consists of children aged 18 and under (UNHCR, 2018d). It is conceivable

that these children, who are both children, refugees and uneducated children, will be predisposed to violence and create a security threat for the world due to repeated victimization, which indicates that the education of refugee children needs to be considered carefully. In this context, international documents on the education of refugee children have been examined under this heading.

The first legal basis for the right of refugees to education is the 1948 Universal Declaration of Human Rights. The topic is explained as follows:

“Everyone has the right to education. Education must be free of charge, at least in the initial and basic education levels. Primary education is compulsory. Everyone should be able to benefit from technical and vocational training, and higher education should be open to all with full equality, according to success. Education should be aimed at fully developing human personality and strengthening respect for human rights and fundamental freedoms. Education should strengthen understanding, tolerance and friendship among all nations, races and religious communities, and improve the work of the United Nations in the pursuit of peace (Art. 26).”

The 1951 Convention on the Status of Refugees is as follows: “States Parties shall apply to refugees the same treatment as their citizens in basic education (Art. 22.1).” “States

parties are entitled to refugees as far as possible in the fields of education other than basic education and in particular in the fields of educational benefit, recognition of education certificates, university diplomas and degrees from foreign they will behave in a less inappropriate way (Art.22.2).”

Another international convention on the right to education is the 1966 United Nations International Covenant on Economic, Social and Cultural Rights. Articles 10, 13 and 14 of the Convention, similar to other international instruments, emphasize that the Convention recognizes, without discrimination, the right to equal education for all, on the basis of respect for human rights and fundamental freedoms in education, and for the purpose of strengthening the United Nations' peacekeeping activities.

Although Article 24 of the 1976 International Covenant on Civil and Political Rights does not specify the right to direct education, it is noted that every child has the right, without any discrimination, to the protection measures required by the status of minors by her family, society or state.

Another international regulation on the right to education is the 1989 United Nations Convention on the Rights of the Child. Articles 28 and 29 of the Convention recognize the right of the child to education and the realization of this right on the basis of equality of opportunity and the objectives of

education. The United Nations Convention on the Rights of the Child is based on the Geneva Declaration of Children's Rights of 1924, the first international declaration on the protection of children, and the United Nations Declaration of the Rights of the Child of 1959 after the Second World War. In the agreement, it is stated that the child should be kept in conditions suitable for physical and mental development and should be able to earn a living.

In the 1999 Convention on the Prohibition and Elimination of Child Labor in Bad Conditions, the Convention on the Prevention and Elimination of All Children Under the Age of 18 is deemed to be a child and children under this age are required to receive free basic education. the use of children in military conflicts, the use of children in prostitution, the production or display of pornographic publications, the use of children in the production, supply or presentation of drugs, and the nature of the conditions under which they are carried out should be removed from all bad work that is detrimental to their health, safety and moral development.

1.4.4. Major International Bodies Related to Refugees and Their Training

International bodies have emerged over time due to the lack of people to defend the rights of refugees who have had to leave their countries, and to remain silent in the face of their

suffering. From this point of view, under this heading, international bodies working on the educational rights of refugees and refugee children are mentioned.

After millions of Europeans were forced to leave their homes in the Second World War (UNHCR 2018b), the process of refugees reaching the target country and the drama they experienced in the state they reached were considered as an international problem (Uzun, 2013: 118). (UNHCR). UNHCR has been working closely with host countries to protect refugee rights and welfare since its inception; provides assistance and support in many areas such as housing, health and education.

The United Nations Children's Fund (UNICEF), which specializes in monitoring and promoting children's rights, is recognized as the world's leading child advocate. The Agency conducts its activities in line with the most widely adopted international convention on human rights in the history, the United Nations Convention on the Rights of the Child. UNICEF respects the rights of all children through its work but does most of its work with priority in meeting the basic needs of children living in the poorest regions of the world and in need of emergency assistance (UNICEF, 2017a).

Education is one of the priority areas of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The institution is responsible for coordinating

international cooperation in the fields of education, science, culture and communication with the aim of ensuring access to quality education, the fundamental human right for every citizen and the prerequisite of sustainable development, ensuring freedom of expression that forms the basis of democracies and promoting scientific developments (UNESCO, 2018).). Believing that education is a key point in social and economic development, UNESCO has undertaken a vision of a holistic and humanistic education.

In Italy, studies on the education of refugees are frequently cooperated with international actors. It is known that technical and financial support is provided from these actors in various subjects such as school building, renovation and equipping, monthly financial incentives to teachers, financial support to students and their families, psycho-social support, clothing and stationery support, library establishment, child development sets, recreation sets.

Apart from these large international organizations within the “United Nations”, “Mercy Corps”, “Save the Children” which carry out various activities such as material psychosocial support, language training and adaptation enhancing activities; there are also many international voluntary charities such as Sea-Watch International, One Life ONLUS, IRIS, Save The Children, CELCIS, COOPISA, TDH Migration, GAGE Programme,

MiLideSatatus, Laboratorio53, Refugees Welcome IT, ECPAT Italia, NCMEC, IOM'S Missing Migrants Project, CISP, Cittadini DEL Mondo, Mikk, Notizia Migranti, Project REMILAS, CARITAS Italiana, CIR Rifugiati, Border Violence Monitoring, IOM, Amnesty International, CIFE, FEUTURE, Migration Policy Center, UNICEF, ASGI, Oxfam Italia, Op Refugee Child, PICUM, Humanismo, RSA, IAI, Open Migration, CILD, Melting Pot Europea, MEDU, COP Cooperazione, IMESClub, RETE SPRAR, MSF Sea in Italy.

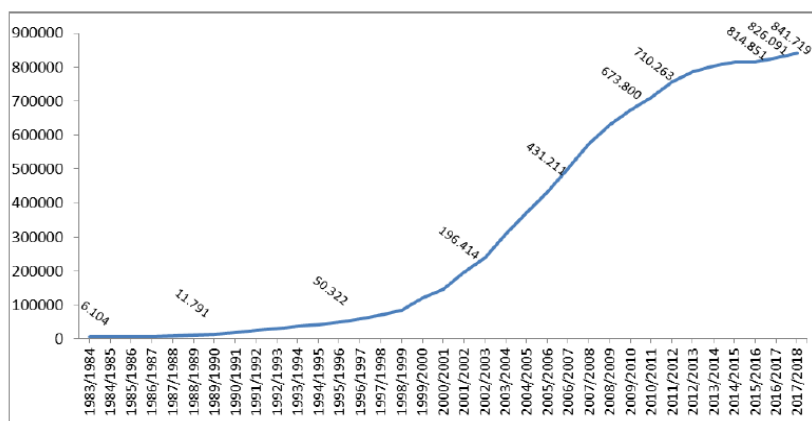
In this section, the examples of cooperation carried out by the Italian government and international organizations for the education of asylum seekers and immigrant children in Italy were mentioned. The detailed information about the joint studies can be obtained at the related section.

1.5. Problem Statement

The statistics that was published by The Italian Ministry of Education in 2019, during the academic year of 2017-2018, 9.7% of the school population was of migratory origin. In the decade 2008/2009 - 2017/2018, foreign students overall increased by 33.7% in Italy and more detailly the majority of foreign students are second-generation students, i.e. children and young people born in Italy from non-Italian parents. The educational rates of students with non-Italian citizenship are close to those of Italians both in the 6-13 age group (around 100%), corresponding to the

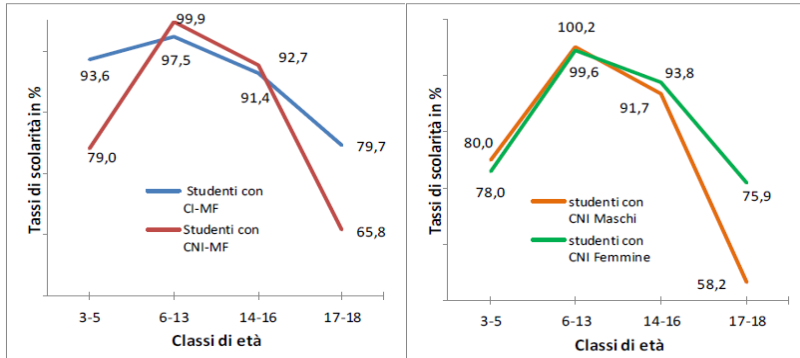
1st cycle school, and in the 14-16 age group, corresponding to the first three-year secondary school degree (in which they fall to 90%). On the contrary, at 17 and 18 years of age (the last two years of secondary level II) the educational rate of students with non-Italian citizenship decreases up to 65.8% compared to 79.7% of Italian students (Graph 3). It is interesting to note here the abrupt interruption of school attendance that occurs at 17 and 18 and which consequently prevents more than a third of students with non-Italian citizenship from carrying out more complete training for entering the world of work.

Figure 1: Pupils with non-Italian citizenship (absolute values) –
From the academic year of 1983/1984 to 2017/2018



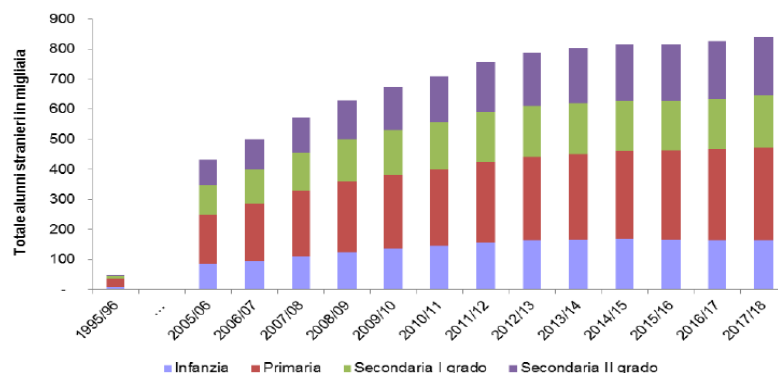
The gender differences show that the school interruption involves boys in a much more alarming way than girls. For girls, the drop in the schooling rate is considerably lower, going from 93.8% to 75.9% where for the seventeen-year-olds the index collapses from 91.7% to 58.2%.

Figure 2: Education rate by age group, citizenship and gender –
Academic year 2017/2018



The other educational area in which the education of students with non-Italian citizenship is significantly lower than that of Italians, is the kindergarten school. Between 3- and 5- years old children with non-Italian citizenship present in schools represent 79% (77% in 2016/2017) of children with non-Italian citizenship residing in Italy, while the figure reaches 94% for Italian children. Gender differences show that more children than girls are attending nursery school (80.0% versus 78.0%), whereas in other education levels the level of education of female students is always higher than that of students. From the point of the Ministry, cultural and family motivations that disadvantage girls compared to children.

Figure 3: Pupils with non-Italian citizenship by school order –
Academic years of 1995/1996, 2005/2006 - 2017/2018



In Nursery and Primary schools, the incidence of children with non-Italian citizenship exceeds 11% in Italy. The overall growth students with non-Italian citizenship derives from rather different trends in the various degrees of education. Particularly in the nursery school the increase of children of migratory origin was only 295 units, however, their incidence on the total continues to grow due to the much greater drop in Italian students. The primary school remains the sector that absorbs the greatest number of students with non-Italian citizenship, in the academic year of 2017/2018 recorded an increase of almost 5,700 students. In fact, registrations in the sector tend to decline overall. In 1995/1996, 47.7% of students with non-Italian citizenship attended primary school; in 2008/2009 the percentage dropped to 37.2% to reach 36.6% in the academic year of 2017/2018. Nevertheless, the nearly 308,000 children with non-Italian citizenship currently attending primary school as much as

11.2% of the total number of pupils in this school order, the highest percentage among the different educational levels.

In the upper secondary school, there is the largest increase in students, equal to 6,329 units. The growth trend is in line with the previous year, after a three-year period of constant decline. The percentage increase is 3.8%, a higher value among all school orders. In 2017/2018 students with non-Italian citizenship present in secondary school are around 195,000, with an increase of 1.7% (+3.308) compared to the previous year. The upper secondary school can be considered the relatively more dynamic sector as regards the entry of students with non-Italian citizenship. The number of students with non-Italian citizenship detected in the different school orders in the decade 2008/2009 - 2017/2018 equaled 100 students grew by 32% in kindergarten, by 31% in primary school, by 24% in lower secondary school, 50% in secondary schools of the second degree.

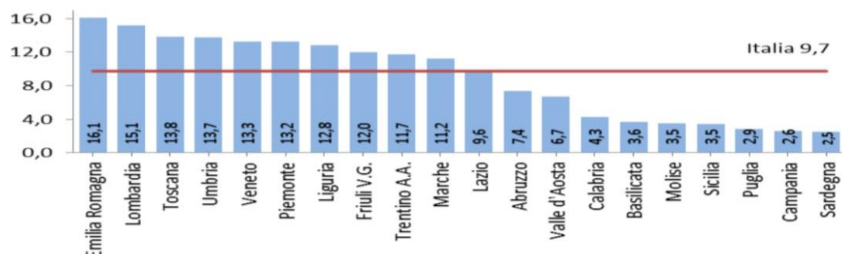
Table 1: Pupils with non-Italian citizenship by school order (absolute and percentage values) – Between the academic years of 2008/2009 to 2017/2018

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Totale	629.360	673.800	710.263	755.939	786.630	803.053	814.208	814.851	826.091	841.719
Infanzia	125.092	135.840	144.828	156.701	164.589	167.693	168.001	166.428	164.820	165.115
Primaria	234.206	244.457	254.653	268.671	276.129	283.383	291.782	297.285	302.122	307.818
Secondaria I grado	140.050	150.279	157.559	166.043	170.792	169.751	167.068	163.813	167.486	173.815
Secondaria II grado	130.012	143.224	153.423	164.524	175.120	182.226	187.357	187.525	191.663	194.971
per 100 alunni										
Totale	7,0	7,5	7,9	8,4	8,9	9,0	9,2	9,2	9,4	9,7
Infanzia	7,6	8,1	8,6	9,2	9,8	10,1	10,3	10,4	10,7	11,1
Primaria	8,3	8,7	9,0	9,5	9,8	10,0	10,3	10,6	10,8	11,2
Secondaria I grado	8,0	8,5	8,8	9,3	9,6	9,6	9,6	9,4	9,7	10,0
Secondaria II grado	4,8	5,3	5,8	6,2	6,6	6,8	7,0	7,0	7,1	7,3
composizione percentuale rispetto agli ordini di scuola										
Totale	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Infanzia	19,9	20,2	20,4	20,7	20,9	20,9	20,6	20,4	20,0	19,6
Primaria	37,2	36,3	35,9	35,5	35,1	35,3	35,8	36,5	36,6	36,6
Secondaria I grado	22,3	22,3	22,2	22,0	21,7	21,1	20,5	20,1	20,3	20,7
Secondaria II grado	20,7	21,3	21,6	21,8	22,3	22,7	23,0	23,0	23,1	23,2
Numero indice - A.S. 2008/2009 = 100										
Totale	100	107	113	120	125	128	129	129	131	134
Infanzia	100	109	116	125	132	134	134	133	132	132
Primaria	100	104	109	115	118	121	125	127	129	131
Secondaria I grado	100	107	113	119	122	121	119	117	120	124
Secondaria II grado	100	110	118	127	135	140	144	144	147	150

Lombardia is the region with the highest number of students with non-Italian citizenship (213,153), about a quarter of the total in Italy (25.3%), conversely, in the schools of the Campania region only 3% of the total students with non-Italian citizenship are enrolled. The other regions with the largest number of foreign students are Emilia Romagna, Veneto, Lazio and Piedmont which absorb a share of approximately 9% to 12%.

Figure 4: Students with non-Italian citizenship in relation to the total number of students per region (percentage values) –

Academic year of 2017/2018



However, the presence of students with non-Italian citizenship in the various regions has a different impact when studying the phenomenon in relation to the local school population and its growth and / or decrease dynamics. From this point of view, the region in which students with non-Italian citizenship most affect the local school context is Emilia Romagna where over 16% of students do not have Italian citizenship. Lombardy follows with 15.1%, with Tuscany (13.8%) and Umbria (13.7%) in third and fourth place, followed by Veneto (13.3%) and Piemonte (13, 2%). In practice, for every 5 Italian students one is a foreigner (last two columns of Table 2).

Table 2: - Pupils with Italian and non-Italian citizenship by region (absolute and percentage values) – Academic years from 2015/2016 to 2017/2018

Regioni	Alunni con cittadinanza italiana			Alunni con cittadinanza non italiana			alunni italiani su alunni stranieri	
	2017/2018	2015/2016	differenza	2017/2018	2015/2016	differenza	2017/2018	2015/2016
Piemonte	506.224	514.413	-8.189	77.274	75.789	1.485	6,6	6,8
Valle d'Aosta	17.026	17.135	-109	1.228	1.402	-174	13,9	12,2
Lombardia	1.195.805	1.207.053	-11.248	213.153	203.979	9.174	5,6	5,9
Trentino A.A.	143.021	144.234	-1.213	18.936	18.433	503	7,6	7,8
Veneto	607.882	620.308	-12.426	93.058	91.853	1.205	6,5	6,8
Friuli V.G.	140.391	142.156	-1.765	19.107	18.960	147	7,3	7,5
Liguria	167.647	171.972	-4.325	24.589	23.388	1.201	6,8	7,4
Emilia Romagna	520.411	520.875	-464	99.661	96.213	3.448	5,2	5,4
Toscana	439.055	444.028	-4.973	70.431	67.004	3.427	6,2	6,6
Umbria	104.822	106.173	-1.351	16.663	16.945	-282	6,3	6,3
Marche	192.966	196.061	-3.095	24.348	25.439	-1.091	7,9	7,7
Lazio	740.673	751.660	-10.987	78.438	77.109	1.329	9,4	9,7
Abruzzo	166.763	171.138	-4.375	13.309	13.260	49	12,5	12,9
Molise	38.348	40.304	-1.956	1.398	1.450	-52	27,4	27,8
Campania	944.301	985.200	-40.899	25.443	22.492	2.951	37,1	43,8
Puglia	594.812	621.463	-26.651	17.526	16.557	969	33,9	37,5
Basilicata	77.948	81.823	-3.875	2.950	2.625	325	26,4	31,2
Calabria	277.032	290.345	-13.313	12.372	12.580	-208	22,4	23,1
Sicilia	737.558	769.405	-31.847	26.432	24.319	2.113	27,9	31,6
Sardegna	209.963	216.296	-6.333	5.403	5.054	349	38,9	42,8
Italia	7.822.648	8.012.042	-189.394	841.719	814.851	26.868	9,3	9,8

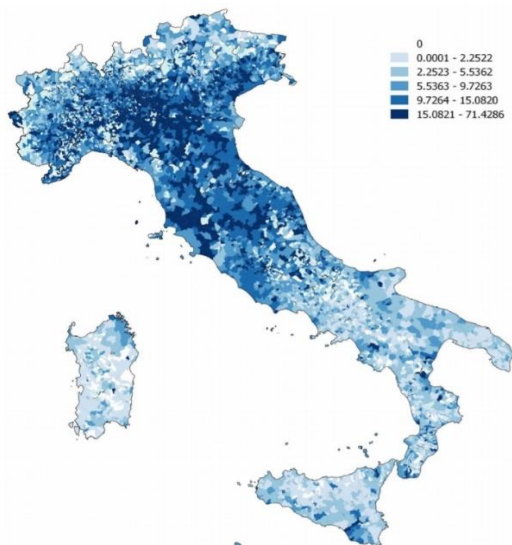
At the provincial level it is observed that the first 10 provinces with the largest number of students with non-Italian citizenship are following: First in the ranking is the province of

Milan with 88,957 students, followed by Rome with 62.328 and Turin with 39.342 presences. Other provinces include Brescia (32,950 students), Bergamo (25,435), Florence (22,034), two provinces of Emilia Romagna (Bologna 21,531 and Modena 18,326) and two provinces of Veneto (Verona 19,946 and Treviso 17,971).

Table 3: Pupils with non-Italian citizenship in the top 10 provinces by number of presences in absolute value (absolute values and percentage of the total pupils with non-Italian citizenship) – Academic Year of 2017/2018

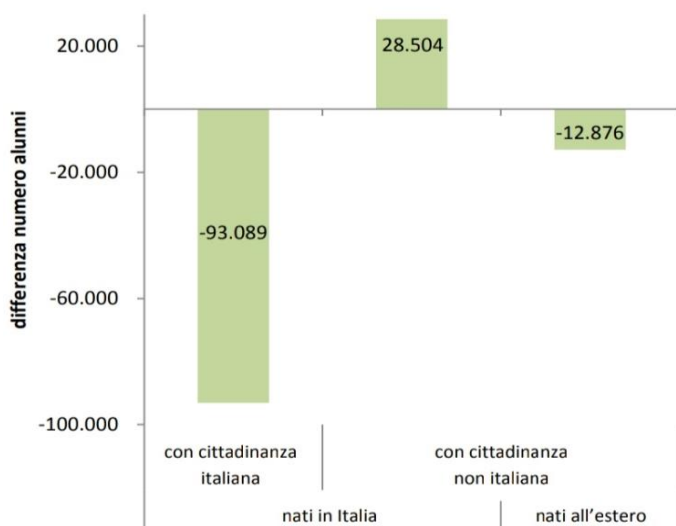
Provincia	v.a.	%
Milano	88.957	10,6
Roma	62.328	7,4
Torino	39.342	4,7
Brescia	32.950	3,9
Bergamo	25.435	3,0
Firenze	22.034	2,6
Bologna	21.531	2,6
Verona	19.946	2,4
Modena	18.326	2,2
Treviso	17.971	2,1
<i>Sub totale</i>	348.820	41,4
<i>Altre province</i>	492.899	58,6

Figure 5: Municipal distribution of pupils with non-Italian citizenship (percentage values of total pupils) Academic Year of 2017/2018



The statistics showed that 63% of students with non-Italian citizenship is represented by second generations. The steady growth of students born in Italy from emigrated parents in our country significantly characterizes the evolution of the presence of students with a migration background. In the different school orders, the proportion of those born in Italy out of the total foreign students is 84.4% in kindergarten, 75.2% in the primary and reaches 56.7% in the lower secondary school. In secondary school, students with non-Italian citizenship born in Italy are still a minority (31.8%). However, the Ministry predicts that in a few years they will reach the majority also in this level of education considering the dynamics of enrollment it is easily.

Figure 6: Variation of students among the Academic years of 2017/2018 and 2016/2017 by State of birth and citizenship



The distribution of students by region, school order and state of birth provides other elements on the characteristics of the diffusion of students with non-Italian citizenship in the national school system. Regarding Nursery and Primary schools, the regions where students with non-Italian citizenship have a greater impact on the total number of students are Emilia Romagna (18.4% in nursery school; 18.0% in primary school), Lombardy (17.0% and 17.4%) and Veneto (15.8% and 15.9%). Umbria and Tuscany rank among the first places of secondary school level I and II, as well as Emilia Romagna and Lombardy. In particular, Umbria is the third region in terms of incidence of students with non-Italian citizenship in the lower secondary level (14.7%) and second in the case of the lower grade secondary school (11.8%) followed, in this case, from Tuscany (11.2%). This indicates that for these educational areas the differences between

the regional levels depend above all on the presence, more or less, of second-generation students, while the contribution of students with non-Italian first-generation citizenship is less important.

Table 4: Pupils with non-Italian citizenship by region and school order (absolute values and percentage composition) – Academic Year. 2017/2018

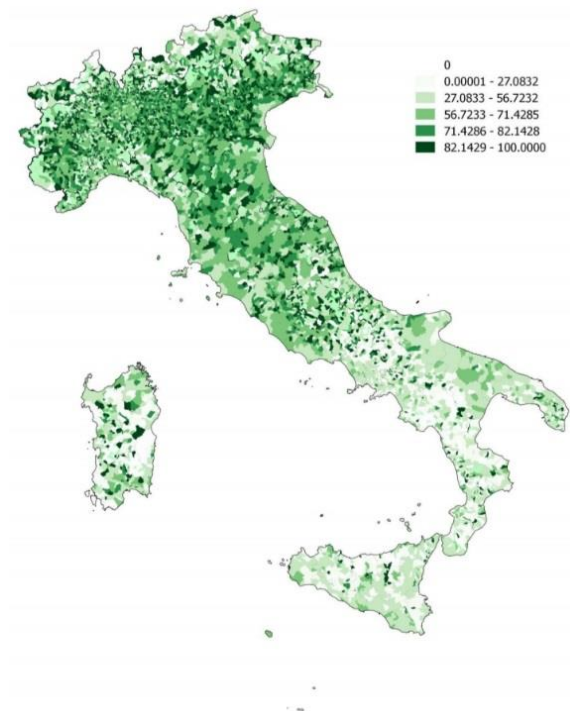
Regioni	Totale	Infanzia	Primaria	Secondaria I grado	Secondaria II grado	Totale	Infanzia	Primaria	Secondaria I grado	Secondaria II grado
Italia	841.719	165.115	307.818	173.815	194.971	100,0	19,6	36,6	20,7	23,2
Piemonte	77.274	15.774	28.509	15.819	17.172	100,0	20,4	36,9	20,5	22,2
Valle d'Aosta	1.228	272	468	197	291	100,0	22,1	38,1	16,0	23,7
Lombardia	213.153	42.699	82.091	44.657	43.706	100,0	20,0	38,5	21,0	20,5
Trentino A. A.	18.936	4.584	7.195	3.912	3.245	100,0	24,2	38,0	20,7	17,1
Veneto	93.058	19.366	36.174	19.485	18.033	100,0	20,8	38,9	20,9	19,4
Friuli V. G.	19.107	3.932	7.228	3.886	4.061	100,0	20,6	37,8	20,3	21,3
Liguria	24.589	4.771	8.273	4.873	6.672	100,0	19,4	33,6	19,8	27,1
E. Romagna	99.661	19.703	36.521	19.657	23.780	100,0	19,8	36,6	19,7	23,9
Toscana	70.431	13.245	24.850	14.369	17.967	100,0	18,8	35,3	20,4	25,5
Umbria	16.663	3.025	5.664	3.520	4.454	100,0	18,2	34,0	21,1	26,7
Marche	24.348	4.448	8.425	4.880	6.595	100,0	18,3	34,6	20,0	27,1
Lazio	78.438	14.456	27.823	16.202	19.957	100,0	18,4	35,5	20,7	25,4
Abruzzo	13.309	2.703	4.532	2.761	3.313	100,0	20,3	34,1	20,7	24,9
Molise	1.398	266	432	295	405	100,0	19,0	30,9	21,1	29,0
Campania	25.443	4.411	8.744	5.264	7.024	100,0	17,3	34,4	20,7	27,6
Puglia	17.526	3.323	5.920	3.654	4.629	100,0	19,0	33,8	20,8	26,4
Basilicata	2.950	532	906	649	863	100,0	18,0	30,7	22,0	29,3
Calabria	12.372	2.160	3.827	2.550	3.835	100,0	17,5	30,9	20,6	31,0
Sicilia	26.432	4.586	8.491	6.006	7.349	100,0	17,4	32,1	22,7	27,8
Sardegna	5.403	859	1.745	1.179	1.620	100,0	15,9	32,3	21,8	30,0

Table 5: Pupils with non-Italian citizenship by region, school order and country of birth (for 100 students in total) – Academic Year.2017 / 2018

	Totale ordini			Infanzia			Primaria			Secondaria I grado			Secondaria II grado		
	Totale stranieri	nat in Italia	nat all'Estero	Totale stranieri	nat in Italia	nat all'Estero	Totale stranieri	nat in Italia	nat all'Estero	Totale stranieri	nat in Italia	nat all'Estero	Totale stranieri	nat in Italia	nat all'Estero
Italia	9,7	6,1	3,6	11,1	9,3	1,7	11,2	8,4	2,8	10,0	5,7	4,3	7,3	2,3	4,9
Piemonte	13,2	9,0	4,3	15,2	13,1	2,0	15,1	12,2	2,9	13,5	8,5	5,1	9,9	3,3	6,6
Valle d'Aosta	6,7	3,7	3,0	8,6	7,4	1,2	7,9	5,9	2,0	5,5	1,7	3,8	5,2	0,6	4,6
Lombardia	15,1	10,1	5,0	17,0	14,6	2,4	17,4	13,3	4,0	15,5	9,3	6,2	11,0	4,1	6,9
Trentino A.A.	11,7	7,6	4,1	14,4	12,2	2,2	13,2	9,6	3,5	11,5	6,2	5,3	7,9	2,5	5,4
Veneto	13,3	9,3	4,0	15,8	13,9	1,9	15,9	12,8	3,1	13,7	8,8	4,9	8,7	3,2	5,5
Friuli V.G.	12,0	7,5	4,4	14,1	11,4	2,7	14,2	10,7	3,5	12,2	7,0	5,2	8,3	2,4	5,9
Liguria	12,8	7,7	5,1	14,6	12,5	2,1	13,8	10,2	3,6	12,7	7,2	5,5	10,9	3,0	7,9
E. Romagna	16,1	10,5	5,5	18,4	15,9	2,5	18,0	14,1	3,9	16,2	9,7	6,5	12,6	4,2	8,4
Toscana	13,8	9,1	4,7	15,2	13,4	1,9	15,4	12,2	3,2	14,4	8,7	5,7	11,2	4,0	7,2
Umbria	13,7	9,2	4,5	14,1	12,3	1,8	14,7	12,0	2,7	14,7	9,6	5,1	11,8	4,3	7,5
Marche	11,2	7,0	4,2	11,9	10,0	1,8	12,4	9,6	2,8	11,8	6,9	4,9	9,3	3,0	6,3
Lazio	9,6	5,8	3,8	10,5	8,8	1,6	10,4	7,6	2,8	10,0	5,5	4,5	8,0	2,4	5,8
Abruzzo	7,4	4,2	3,2	8,3	6,7	1,5	8,1	5,7	2,4	8,0	3,9	4,0	5,8	1,4	4,5
Molise	3,5	1,3	2,2	4,0	2,6	1,3	3,7	1,9	1,8	3,8	1,2	2,6	2,9	0,3	2,6
Campania	2,6	1,0	1,6	2,8	1,8	1,0	3,0	1,5	1,5	2,7	0,8	1,9	2,2	0,3	1,8
Puglia	2,9	1,4	1,5	3,3	2,4	0,9	3,2	1,8	1,4	3,0	1,2	1,8	2,2	0,5	1,7
Basilicata	3,6	1,3	2,3	4,2	2,8	1,4	3,9	1,9	2,1	4,2	1,0	3,2	2,9	0,4	2,5
Calabria	4,3	1,4	2,9	4,2	2,6	1,6	4,4	2,1	2,3	4,5	1,1	3,4	4,0	0,4	3,6
Sicilia	3,5	1,6	1,9	3,6	2,6	1,0	3,6	2,1	1,5	3,8	1,2	2,6	3,0	0,7	2,3
Sardegna	2,5	1,1	1,4	2,4	1,8	0,6	2,7	1,6	1,1	2,8	1,1	1,8	2,2	0,3	1,9
Deviazione standard	4,7	3,5	1,3	5,4	4,9	0,6	5,4	4,6	0,9	4,8	3,4	1,4	3,6	1,5	2,1

Figure 7: Municipal distribution of students with non-Italian citizenship born in Italy (percentage values on the total number of students with students with non-Italian citizenship) - A.S.

2017/2018



Another information can be found on those statistics that, almost half of the students with non-Italian citizenship in Italy are of European origin. There are over 200 countries from which students with non-Italian citizenship originate. Within this large number, some communities are far more represented than others. The data divided by continent show that the majority of students, or 47.2%, come from a European country, followed by

students of African origin or origin (25.4%) and then Asian students (19.6%). The percentage of students coming from America (7.8%) and Oceania (0.03%) is much more contained.

Table 6: Pupils with non-Italian citizenship by continent –
Academic Year 2017/2018

Continente	v.a.	in %
Europa	396.954	47,16
<i>di cui:</i>		
- UE	188.197	47,41
- Non UE	208.757	52,59
Africa	213.716	25,39
Asia	164.827	19,58
America	65.601	7,79
Oceania	267	0,03
Apolidi	354	0,04
Totale	841.719	100,00

Among the European countries the most represented citizenship is confirmed as the Romanian one with more than 158 thousand students. Students of Romanian origin with Albanian ones (114 thousand units) together represent almost a third of foreign students in Italy. In the 2007/2008 - 2017/2018 period, the share of Romanian students increased by 2.6 percentage points from 16.2% to 18.8% compared to a decrease in the share of Albanian students. In the same period, the students of Moldavian and Ukrainian origins also increased and in 2017/2018 reached 25,500 and 20,000 respectively, thus returning to the group of the most represented communities. The Moroccan students, about 103 thousand (12.3%) constitute the largest community of the African continent and the third in

absolute value in Italy. The second African state in terms of number of students is Egypt which, with almost 23 thousand students, is permanently present in the last few years in the group of the top ten most represented citizenships. Within the Asian communities the most numerous citizenships is certainly the Chinese one with over 53 thousand students (6.3%), followed by Pakistani students who continue to represent 2.4% of students.

Table 7: Pupils with non-Italian citizenship for the first 10 countries of origin (absolute and percentage values) - A.S.

2017/2018 and 2007/2008

A.S. 2007/2008			A.S. 2017/2018		
Paesi	v.a.	per 100 alunni stranieri	Paesi	v.a.	per 100 alunni stranieri
Romania	92.734	16,2	Romania	158.044	18,8
Albania	85.195	14,8	Albania	114.240	13,6
Marocco	76.217	13,3	Marocco	103.216	12,3
Cina	27.558	4,8	Cina	53.339	6,3
Ecuador	17.813	3,1	Filippine	27.062	3,2
Tunisia	15.563	2,7	India	26.473	3,1
Filippine	15.248	2,7	Moldavia	25.546	3,0
India	14.708	2,6	Egitto	22.895	2,7
Serbia	14.340	2,5	Pakistan	20.424	2,4
Macedonia	14.266	2,5	Ucraina	19.887	2,4
Sub totale	373.642	65,1	Sub totale	571.126	67,9
Altri paesi	200.491	34,9	Altri paesi	270.593	32,2
Totale	574.133	100,0	Totale	841.719	100,0

The largest group is that of students with Romanian citizenship (91.389) followed by students with Albanian citizenship (85.144), Moroccan (76.978) and Chinese (43.552). Considering the higher percentages were noted by the Ministry,

it should be noted as well that the community in which the students born in Italy have the greatest impact is the Chinese one in which they represent 82.3% of the total (43.552 of 52.928). This is followed by second-generation students with Moroccan and Albanian citizenship who both represent about 76% of the total number of students of the same nationality. Fourth in the rankings, again compared to the percentage values, the Filipino students born in Italy who represent 67% of the total of Italian nationals.

Table 8 shows the students of the top ten nationalities distributed by school order. On the whole of these nationalities the most conspicuous number of students is represented by pupils attending the first cycle school (Primary or Secondary First Degree) equal in proportion to 57.9% of the students compared to 55.8% of the corresponding index measured on the total of students of other nationalities. In particular, among students of Moroccan, Chinese, Egyptian and Pakistani nationality, the percentage of students enrolled in a first-cycle school represents more than 60% of the students in these countries.

Table 8: Pupils with non-Italian citizenship for the first 10 countries of origin and school order (absolute values) – Academic Year 2017/2018

Paese di provenienza	Ordine di scuola				Totale
	Infanzia	Primaria	Secondaria I grado	Secondaria II grado	
Romania	31.850	57.408	31.943	36.843	158.044
Albania	23.412	40.966	23.406	26.456	114.240
Marocco	23.050	42.180	19.951	18.035	103.216
Cina	9.795	20.042	13.413	10.089	53.339
Filippine	3.941	8.383	6.362	8.376	27.062
India	5.875	10.756	4.975	4.867	26.473
Moldavia	4.657	8.262	5.024	7.603	25.546
Egitto	5.273	9.091	4.791	3.740	22.895
Pakistan	3.751	8.598	4.415	3.660	20.424
Ucraina	3.138	6.376	4.190	6.183	19.887
<i>Subtotale (primi 10 Paesi)</i>	114.742	212.062	118.470	125.852	571.126
	20,1	37,1	20,7	22,0	100,0
Altri Paesi	50.373	95.756	55.345	69.119	270.593
	18,6	35,4	20,5	25,5	100,0
Totale alunni con cittadinanza non italiana	165.115	307.818	173.815	194.971	841.719
	19,6	36,6	20,7	23,2	100,0

The Romanian students, constitute the largest community, despite being distributed throughout the national territory, at regional level are present above all in Lazio, where 18.2% of the total resides. In the Academic year of 2017/2018 shows a slight redistribution of students with non-Italian citizenship among large geographical areas compared to 2016/2017. In particular, there is an increase in the share of students with Egyptian citizenship in the northern regions compared to a decline in the regions of the Center and the South. The same is observed in the case of students of Moroccan origin who decrease by 0.9 percentage points in the northern regions in the face of a corresponding increase in the southern regions.

Figure 8: Pupils with non-Italian citizenship for the first countries of origin and by geographical area (percentage values) – Academic Year 2017/2018

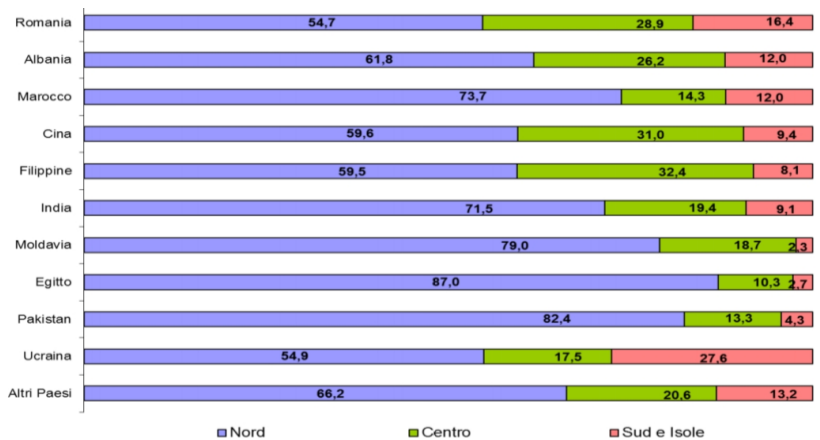


Table 9: Municipalities with greater presence of students with non-Italian citizenship for the first countries of origin (absolute and percentage values) – Academic Year 2017/2018

Regioni	Comuni	alunni con cittadinanza non italiana		Paesi di provenienza										
		al valore assoluto		Romania	Albania	Marocco	Cina	Filippine	India	Moldavia	Egitto	Pakistan	Iran	Altri Paesi
		per 100 alunni in Italia												
Piemonte	Torino	24.482	19,4	34,1	5,3	17,1	5,7	2,8	0,1	3,6	5,1	0,2	0,5	25,4
	Novara	3.389	37,2	5,7	14,3	17,8	2,8	0,2	1,9	1,2	2,6	7,7	3,3	42,5
	Alessandria	2.808	21,8	21,2	20,3	22,0	4,6	0,5	0,9	0,4	0,5	0,8	1,4	18,3
	Asti	2.172	16,8	15,0	41,9	17,6	3,3	0,3	0,0	3,4	0,6	0,2	0,6	17,0
	Cuneo	1.401	11,6	19,5	30,0	12,8	3,7	4,8	1,2	1,1	1,2	0,2	0,3	25,1
	Vercelli	1.160	14,2	12,0	23,4	28,4	4,3	0,3	0,9	0,9	1,6	1,0	2,4	24,6
	Bra	933	18,3	13,4	32,3	25,6	5,4	0,2	2,4	0,2	1,4	-	0,6	18,5
	Milano	39.486	20,2	5,4	2,6	4,8	11,4	18,9	0,3	1,2	16,3	0,5	1,8	36,8
	Brescia	8.150	19,2	7,8	8,6	5,8	7,1	4,1	7,4	7,7	5,2	11,9	3,7	30,7
	Bergamo	4.797	14,0	8,0	7,1	13,1	6,0	1,7	3,1	1,0	1,8	2,1	4,1	51,9
Monza	3.162	12,4	10,8	10,2	6,2	4,4	3,8	0,5	3,2	10,7	1,2	3,5	45,6	
Como	2.828	14,3	6,9	8,6	5,9	3,0	8,6	0,7	2,1	2,2	2,6	2,7	56,6	
Cristoforo Colombo	2.761	25,9	16,4	4,1	5,7	3,4	3,6	0,2	2,4	25,4	0,4	2,4	36,0	
Sesto San Giovanni	2.753	23,1	8,9	5,1	3,7	5,3	8,0	0,2	2,0	30,3	0,3	2,9	33,4	
Cremona	2.703	18,9	28,3	14,7	13,7	4,1	0,1	9,1	0,7	1,7	0,6	1,0	26,1	
Varese	2.242	13,6	5,2	27,7	8,0	4,3	2,3	0,4	0,7	2,4	1,8	4,4	42,9	
Gallarate	2.136	17,6	6,5	19,1	14,9	6,1	0,4	1,0	0,4	0,9	14,7	1,5	34,5	
Pavia	2.129	12,4	20,2	12,8	5,6	3,9	1,4	1,6	3,9	6,2	0,6	6,5	37,2	
Busto Arsizio	1.885	11,2	7,0	19,6	12,1	3,9	1,6	0,3	1,0	2,7	4,1	2,1	45,5	
Vigevano	1.812	19,6	10,3	13,5	10,0	4,7	3,5	0,2	2,1	18,6	0,4	1,8	34,9	
Legnano	1.735	15,6	7,1	24,4	9,3	6,2	1,6	0,7	1,3	2,0	4,6	2,1	40,9	
Monza	1.690	13,7	11,5	7,4	17,8	7,5	3,1	7,9	1,2	1,5	2,6	3,0	38,4	
Lecco	1.680	14,3	25,8	12,6	5,0	2,8	2,0	2,9	1,7	11,7	0,8	1,1	33,6	
Pioltello	1.661	34,6	8,6	7,4	5,2	1,9	2,2	1,4	2,3	16,2	11,9	1,4	41,4	
Crema	1.390	12,4	18,6	10,2	14,0	1,7	1,5	7,3	4,0	8,1	1,1	3,7	29,8	
Treviglio	1.337	14,1	9,6	20,3	19,2	2,2	0,4	2,5	1,0	11,5	6,4	1,7	25,0	
Cologno Monzese	1.315	24,0	13,8	10,5	3,0	6,2	3,4	0,1	2,8	14,4	0,1	3,0	42,7	
Sarone	1.262	11,7	12,2	8,9	17,4	4,5	3,3	0,8	1,8	6,4	7,9	5,0	31,8	
Rho	1.221	12,9	16,9	8,0	7,7	5,0	0,4	0,3	3,8	7,6	1,5	6,7	42,0	
Romano	1.150	25,8	17,8	28,9	15,6	3,1	0,1	11,3	0,3	1,6	2,5	1,1	17,6	
Voghera	1.136	15,4	23,8	14,5	15,2	3,3	0,6	1,1	1,8	3,3	0,6	6,0	29,8	
Trento	4.204	12,8	16,1	14,0	11,0	3,0	0,3	2,3	6,7	0,3	9,3	3,0	33,2	
Bolzano	3.537	17,3	5,5	20,5	14,4	4,6	0,4	2,8	3,2	0,6	8,7	2,0	37,2	
Merano	1.508	18,4	3,8	21,4	8,8	2,5	0,2	2,3	1,0	0,5	9,2	2,0	48,4	
Rovereto	1.189	14,3	10,9	21,4	9,7	1,3	0,2	0,8	4,0	-	14,0	3,4	34,1	
Veneto	7.362	15,0	22,1	6,3	6,6	6,2	1,4	2,3	11,0	0,1	1,8	0,8	41,0	
Padova	6.593	15,9	22,2	5,1	8,8	10,2	6,1	0,5	14,8	0,3	1,2	1,2	29,6	
Venezia	6.157	16,5	11,7	6,7	1,8	10,5	4,6	0,5	14,7	1,2	0,5	3,8	43,9	
Vicenza	4.111	16,6	9,5	7,1	5,6	5,5	4,2	1,5	7,2	0,1	4,4	1,1	53,8	
Treviso	2.616	12,2	9,5	9,8	6,6	7,8	2,3	0,8	9,6	0,2	0,0	1,8	51,6	
Conegliano	1.454	15,6	9,6	10,6	8,7	17,1	3,0	0,9	4,3	0,3	2,0	3,7	39,7	
Schio	1.141	12,9	17,0	4,5	7,6	2,9	0,2	0,4	5,1	0,7	0,6	0,5	60,6	
Castellano Grotte	1.116	10,4	31,1	7,8	12,6	14,1	0,7	0,4	3,6	-	0,4	1,6	27,7	
San Donà di Piave	1.085	12,7	22,9	24,1	6,3	5,5	0,3	0,3	7,8	0,4	0,3	3,0	29,1	
Udine	3.292	13,8	17,4	17,5	4,3	4,3	2,5	0,6	1,7	0,2	0,5	3,5	47,8	
Trieste	2.834	11,3	13,6	3,4	2,1	6,6	0,5	0,3	3,2	0,4	0,7	2,8	66,4	
Portofino	1.965	15,1	20,3	18,1	5,1	2,6	0,3	2,3	2,8	0,2	2,8	2,0	43,5	
Montebelluna	1.000	29,2	13,5	4,3	1,5	2,5	0,7	0,1	1,0	-	0,3	1,0	75,1	
Liguria	10.429	13,9	7,3	15,6	8,9	4,3	1,1	1,3	0,5	0,5	0,5	1,5	56,6	
La Spezia	2.474	16,0	9,6	24,7	14,8	3,2	0,8	0,1	1,1	1,1	0,5	0,8	43,4	
Imperia	1.246	17,4	9,1	23,4	6,9	1,7	2,2	0,2	0,8	1,3	0,2	1,6	52,7	
Savona	1.163	11,0	8,9	43,9	6,4	4,0	0,4	2,3	2,1	2,7	0,4	3,2	25,8	
Bologna	10.229	18,8	13,3	5,6	10,1	7,8	9,3	1,6	7,3	1,3	8,0	3,0	32,6	
Modena	5.870	17,4	8,3	10,2	14,1	4,6	10,9	1,4	6,1	0,5	1,4	3,1	39,5	
Parma	5.571	17,3	8,7	12,7	5,7	2,9	8,7	3,1	16,0	0,5	1,2	2,1	38,3	
Reggio nell'Emilia	5.567	17,7	6,3	16,8	12,3	10,4	1,0	2,8	5,9	2,7	1,9	3,6	36,2	
Piacenza	4.372	22,4	8,5	18,2	12,6	2,9	1,1	1,4	2,1	6,5	0,3	2,5	43,9	
Rimini	3.706	15,3	10,4	21,8	5,6	8,1	0,5	0,1	4,7	0,4	0,2	7,3	40,9	
Ravenna	2.874	13,5	18,0	23,7	5,6	3,1	0,7	1,1	3,4	0,9	0,7	2,7	40,1	
Ferrara	2.698	14,7	17,1	17,1	13,5	13,4	0,4	0,5	1,9	0,6	0,7	2,3	32,6	
Ferrara	2.551	12,7	15,9	10,5	12,3	7,2	2,2	0,5	11,4	0,2	5,0	7,8	27,0	
Carpì	2.117	18,2	7,4	4,3	11,0	12,8	0,1	5,8	6,5	0,0	26,2	2,2	23,6	
Cesena	1.845	10,4	12,4	18,2	12,9	4,2	-	1,0	2,1	0,2	0,2	2,8	46,1	
Imola	1.578	12,9	22,6	18,2	24,7	2,7	0,1	0,6	2,7	0,9	3,2	2,0	22,2	
Faenza	1.463	14,1	12,6	29,5	14,8	4,2	0,8	0,5	11,8	0,3	0,5	2,2	22,2	
Sassuolo	1.418	16,3	5,6	17,0	39,1	4,5	2,8	0,6	1,9	0,4	1,0	1,4	25,8	
Vignola	1.176	20,1	5,4	25,9	23,6	3,1	1,2	1,8	2,2	-	0,8	1,4	34,6	
Cento	1.072	15,8	10,4	12,0	29,6	8,1	-	0,4	3,2	0,1	17,3	1,4	17,6	
Castelfranco di Reno	1.009	15,2	19,0	13,4	14,4	3,1	8,4	0,7	9,7	0,4	5,8	1,9	23,2	
Firenze	9.574	16,3	13,0	13,5	4,4	14,9	9,9	1,8	0,8	2,0	0,6	1,0	38,1	
Prato	8.553	27,3	5,7	15,2	4,8	57,6	0,9	0,5	0,2	0,2	4,4	0,3	10,2	
Pisa	2.072	12,6	9,6	21,5	5,1	3,2	15,3	1,1	1,8	0,4	0,1	2,3	39,6	
Anzico	2.039	12,2	28,5	15,6	4,8	5,2	4,5	1,9	0,3	0,0	10,1	0,5	28,5	
Luca	1.818	11,3	18,3	22,6	14,2	2,5	7,2	0,8	0,6	0,2	0,7	2,2	30,6	
Empoli	1.792	17,4	9,7	19,1	8,6	33,3	8,1	1,3	1,1	0,4	0,9	0,8	16,6	
Pistoia	1.781	11,7	11,3	52,8	11,6	4,1	2,6	0,5	1,7	0,4	1,2	0,9	12,9	
Campi Bisenzio	1.419	25,6	6,6	15,3	5,6	60,5	0,2	0,1	0,1	0,4	0,2	0,6	10,5	
Siena	1.386	11,9	9,5	20,6	3,9	1,9	2,0	1,7	4,0	0,4	0,3	1,6	54,1	
Sesto Fiorentino	1.129	15,3	15,8	15,7	8,3	25,5	2,1	0,4	1,0	0,7	0,4	0,7	29,3	
Portoferra	1.101	13,3	9,6	28,6	17,9	3,3	2,3	0,6	0,9	-	0,3	1,4	35,1	
Fucecchio	917	29,3	2,8	28,4	13,1	38,0	1,3	2,3	0,2	0,1	0,3	0,1	12,3	
Perugia	3.743	14,0	14,3	18,2	10,3	3,3	4,3	0,3	3,6	0,2	0,2	3,0	42,2	
Terni	1.949	12,1	28,1	20,5	4,9	3,4	6,6	6,8	1,7	0,1	2,3	4,2	21,6	
Foligno	1.605	16,6	15,9	38,6	16,7	1,6	0,4	0,2	1,1	0,2	0,1	3,2	22,1	
Ancona	2.165	14,0	14,7	13,4	3,8	2,8	6,5	1,2	3,4	1,2	0,5	2,5	49,9	
Macerata	1.010	10,6	10,5	15,6	7,5	4,9	0,4	0,0	2,9	0,5	4,2	1,7	48,9	
Roma	41.540	10,6	26,6	2,9	2,1	5,9	12,8	1,8	3,4	3,3	0,6	2,3	38,4	
Guidonia Montecelio	1.543	12,4	84,4											

For a detailed analysis at the municipal level, Table 10 contains information on a selection of municipalities. The Italian municipalities are reported in which the number of students with non-Italian citizenship exceeds one thousand or is just below and accounts for more than 10% at the local level (first and second column of table 20). The percentage distribution of students with non-Italian citizenship according to the main countries of origin is shown for each municipality.

With regard to the countries of origin, the data show that some communities are particularly rooted in some cities. In Lazio, for example, students of Romanian nationality constitute in the municipalities of Guidonia and Tivoli, a percentage share of students with non-Italian citizenship between 64.4% (Guidonia) and 69.6% (Tivoli).

Table 10: Municipality of Lazio with greater presence of students with non-Italian citizenship for the first countries of origin (absolute and percentage values) - A.S. 2017/2018

Regioni	Comuni	alunni con cidad. non italiana	Paesi di provenienza											
			Romania	Albania	Marocco	Cina	Filippine	India	Moldavia	Egitto	Pakistan	Ucraina	Altri Paesi	
Lazio	Roma	41.540	10,6	26,6	2,9	2,1	5,9	12,8	1,8	3,4	3,3	0,6	2,3	38,4
	Guidonia Montecelio	1.543	12,4	64,4	4,6	2,1	1,4	0,5	0,6	1,7	1,8	0,8	1,1	21,0
	Tivoli	1.338	12,1	69,6	4,0	0,7	2,2	0,4	0,1	2,6	2,9	0,8	1,5	15,3
	Pomezia	1.148	10,3	48,8	4,8	3,7	1,5	1,0	3,1	8,0	1,7	2,0	2,6	22,9
	Agnone	1.131	10,7	54,2	2,7	0,6	1,1	0,4	16,1	2,6	1,0	0,5	1,4	19,5
	Anzio	1.048	11,0	25,3	4,1	5,7	0,2	0,1	20,5	2,7	1,0	6,5	1,7	32,2

In order to achieve the stated aim at the very beginning of this chapter, this study has been composed of four main sections. In the first chapter; subject, aim and research questions

were mentioned in the scope of the study, basic concepts related to the subject and how to conduct the research were mentioned. The theoretical background and theories were examined and national and international immigration law and immigration actors are discussed. In the second chapter; related studies in the literature were examined and the educational policies for refugees and immigrants analysed. In the third chapter, the refugee and immigrant students from the research sample were briefly mentioned. Since the main aim of the thesis is analysing the Italian education system for the refugee and immigrant children, it was explained and analysed based on the efforts for those refugee and immigrant children to be included in the Italian current educational system. In the fourth and also the last chapter as conclusions, it was explained that these children, who are immigrants and refugees, are already a disadvantaged group because they are both children and refugees. It is emphasized that education is very important in terms of the direction of these children's future lives. As the education received by refugee and immigrant children in Italy cannot be considered independent from the whole of the Italian education system, the study was concluded by offering suggestions for improving the education services offered to all foreign children studying in Italy as well as suggestions for improving all education services.

In this study, first of all, the education policies implemented by the Italian Ministry of National Education, which is responsible for the education policies for the age of compulsory education in Italy, are examined and the suggestions about the problems in education services are presented. To achieve this goal, the following questions were sought:

- 1- What are the problems that are reflected in the related literature and are still being overcome and what are the causes of these problems?
- 2- What are the studies that have been done and planned for the education of refugee and immigrant children in the compulsory education age and the problems that are experienced with these trainings?
- 3- What are the remedial suggestions for current practices and work being planned?

It is stated that it takes an average of more than 20 years for a refugee to re-establish a regular life after leaving the country (UNHCR, 2016). This process is quite long and covers the entire basic and compulsory education period of a newborn refugee child. Education is a subject that needs to be meticulously considered as it is extremely important that the children shaping the future are able to direct their own future.

Given its location, Italy has been home to millions of immigrants and lately also for refugees on its territory

throughout history. At this point, it is important to establish a comprehensive education policy for the education of foreigners in this country where foreign people are permanently settled temporarily or permanently. When the literature on the subject was searched, it was seen that the studies were insufficient and insufficient according to the importance of the subject and this study aimed to contribute to the literature. In the next section, the definitions of the basic concepts commonly used in the related literature are given.

1.6. RESEARCH METHOD

On this research, The Exploratory Design was used as a Mixed Method Design. The research originated from the observation as a qualitative method to highlight the refugee and immigrant students' educational difficulties in Italian classrooms by the researcher's herself who is an immigrant teacher as well which provides the uniqueness to the research. The advantage of the two-phase Exploratory Design is that the results of the first method (qualitative) can help develop or inform the second method (quantitative) (Green et al., 1989). For this research, this design is based on the premise that since this design begins qualitatively, it is best suited for exploring a phenomenon (Creswell, Plano Clark, et al., 2003). After the qualitative study, it was needed to conduct another study to get another perception based on seeking new perspectives of frameworks, the recasting

of questions or results by using a quantitative method. Therefore, starting from the observations in order to investigate the educational stances; the present research has developed a mixed method analysis that combined by a qualitative and a quantitative study, through the analysis of the observations and the administration of questionnaires (Green, Caracelli and Graham, 1989). This design is particularly useful when a researcher needs to develop and test an instrument because one is not available (Creswell, 1999), like in this the need of developing the questionnaire from the American origin, which was also adapted from various questionnaires (Schwarzer, Schmitz, & Daytner, 1999; Vassallo, 2012; Aarons, 2014; Kurbegovic, 2016).

1.7. ORIGINALITY AND LIMITATIONS

In the literature, there are limited number of studies aimed at determining the opinions and suggestions of classroom teachers about the problems they experience in the education of refugee students and their solutions. This research, which is an original study in this aspect, is also functional with the feature of identifying the problems experienced by the classroom teachers who spend most time with the refugee students at basic education level and offering solutions to these problems. It is considered that this research is necessary and important in terms of contributing not only to the improvement of the practices of

placing refugee students in Italian education system, but also to the studies to be made to bring them into the society as happy individuals.

It should be considered that the originality of this research is including both the perspective of the Italian teachers' point of view and the refugee students with the explanation of the researcher's cultural and educational background. This unique study was conducted by a researcher who is a classroom teacher with a master's degree in Elementary Education with experience on teaching yet is a foreigner who used to have limited Italian language skills whereby she had empathy with refugee students.

It was assumed that the teachers participating in the research were sincere during the observations in classrooms. In the same way, the refugee students in the classrooms who were observed during the study were assumed that they were being honest.

Since the research findings are based on the literature review, the information and data obtained in electronic media and the information and data shared by the public institutions in writing, the currentity of the information presented cannot be known precisely and the most current and accurate information cannot be determined precisely because different institutions share different numerical data. limitations. These difficulties and limitations have been tried to be overcome by comparing the

relevant data and sometimes in consultation with the relevant authorities.

This research is limited to the scope of the observations for data collection with five refugee students and one immigrant student with various teachers in a in Rome as a case study. Unfortunately the study was limited with the reason of Italian government's decision of closing the reception center (CARA - Centro di Accoglienza per Richiedenti Asilo) in Castelnuovo di Porto by the 31st of January 2019 (<https://www.ilpost.it/2019/01/22/chiusura-cara-castelnuovo-porto/>) with the explanation of "common sense and good administration intervention that will save Italians six million euros a year by not taking away rights from anyone" by deputy premier and interior minister Matteo Salvini. "Whoever was abusive before, is still abusive. If the request is to find accommodation for those who are not entitled to stay in Italy, the answer is no. There are laws and rules, respected in all the countries of the world: Who has the right is relocated to other structures with the right to food, lodging, health and education. If the asylum application is accepted, they will remain in Italy and will be welcome, otherwise the practices for expulsion will begin." (https://www.agi.it/politica/salvini_cara_castelnuovo-4888851/news/2019-01-23/) According to the minister, Salvini, CARA in Castelnuovo di Porto as the Lazio center for refugees

and asylum seekers is "an oversized structure. They asked me to renew the 12-year lease at the cost of one million euros a year and management costs of 5 million euros a year and I have answered no ". Therefore, all those refugees who were still waiting their asylum applications being confirmed were transferred to other regions in Italy that even they had no precise knowledge where they were taking to.

One hundred migrant asylum seekers were transferred from the CARA of Castelnuovo di Porto. The first 30 had left on the 22nd of January, while the next day three buses brought 75 refugees (single males and single women) to Molise, Marche and Abruzzo. The departure took place in a climate of strong tension. It was criticized the method of emptying the center and then the vehicle with the migrants who were leaving the reception center was blocked by Rosella Muorini, the deputy of Free and Equal (LEA) Italian political party the exit of a bus and the vehicle was forced to return (<https://twitter.com/RossellaMuroni/status/1088015560984719360?s=19>).

Figure 9: The Screenshot of Rosella Muorini's Tweet on 23rd of January 2019.



“Children, women, men, we just want to know where they go and what conditions they will find. We remain human, please. #castelnuovodiporto #CARA”

On Thursday the 24th, other 85 immigrants left for Tuscany and Emilia-Romagna, while another 25 migrants were transferred to Piedmont on Friday the 25th. Then for some time family units were still present, but the center had to be completely closed by 31st of January. The workers of the cooperative (CARA) were 120 (107 of those were lately present in the structure) including lawyers, teachers and cultural mediators. Nobody knew nothing because the cooperative was not officially informed them of the closure. Therefore, also their relocation was uncertain. (https://roma.corriere.it/notizie/cronaca/19_gennaio_23/salvini-

chiude-castelnuovo-fuori-accoglienza-solo-migranti-abusivi-34444494-1ee6-11e9-a474-995954c4bc54.shtml?refresh_ce-cp).

On the 13th of March 2019, the round table was organized as part of the European Project Get Up (Gender Equality Training to overcome Unfair discrimination Practices in education and labour market - <http://www.getupproject.eu/project/>), together with the CISP (International Committee for the Development of Peoples - <http://developmentofpeoples.org/>), by the teachers of the Guido Pitocco Institute to answer the questions from female students and those from the third year at middle school about their former refugee classmates' stance who were transferred now without informed. At the meeting, there were Professor Adele Cantoni as the school teacher at Guido Pitocco and the protagonists of the story together with some experts: Loredana Garritano, the school principal of Guido Pitocco, experts from CISP, Francesca Maurizi as former psychologist at CARA, journalists, a representative of the Commission Representation European in Rome and Riccardo Travaglini as the mayor of Castelnuovo di Porto (https://roma.repubblica.it/cronaca/2019/03/13/news/roma_le_domande_degli_studenti_su_immigrazione_e_il_cara_di_castelnuovo_di_porto-221495461/?refresh_ce).

Not being able to track refugee students that were observed during this research has limited the study. This study

wouldn't be done without their existence and it's hoped that they are doing well now if they remain in Italy or wherever they are.

CHAPTER II: LITERATURE REVIEW

2.1. The Schooling Context for Immigrant Children

When the studies conducted abroad on the education of immigrant students were examined, it was seen that various researches were conducted with immigrant students and school administrators on the subject. When the literature is examined, the studies with students (Kosheleva, Samofalova, Holtman and Kopotilova, 2015; Nykiel-Herbert, 2010; Dooley, 2009; Taylor, 2008; Kohler and Lazarin, 2007; Bulgan, 2007; Matthews and Ewen, 2006; Manço, 2002; Rumbaut and Corneliu, 1995) and school administrators (Deveci and Gürbüz, 2012). The studies on the educational status of immigrant students are mentioned below.

In the study conducted with Chinese university students who migrated to Russia for education purposes, it was determined that the students could not benefit from the universities they received education with sufficient quality because they did not have enough command of Russian. To prevent these difficulties, there are practices in Russia for foreign university students to take Russian courses for a period of three months to one year before starting their education (Kosheleva, Samofalova, Holtman and Kopotilova, 2015).

Nykiel-Herbert (2010), on the other hand, has researched the problems in the education process of immigrant Iraqi

children in the USA. When the teacher organized activities from easy to difficult to overcome the problems, it was concluded that the immigrant children succeeded.

Dooley (2009), in his study with immigrant Africans in Australia, showed that immigration is a cultural richness when it is well organized and if it is not organized well enough, it can cause chaotic environments. In this qualitative study conducted with teachers and community organizations on the education of African immigrants in Australia, it was accepted that schools played a key role in the process of settling migrants in their new arrivals and it was concluded that positive and hospitable behaviors for these students would have positive effects.

Taylor (2008) stated in her study with high school immigrant children in Australia that not only the children's language needs but also their other learning and emotional needs should be taken into consideration. In this research, it is mentioned that community organizations and schools should work in cooperation with the immigrant children. In addition, the importance of supporting with family participation was emphasized in this process.

As a result of the study which investigated the problems experienced in the education process of the Latins studying in the USA, it was found out that Latin students tend to drop out late without being graduated. In order to prevent the problems

of the Latin students in their education process, it is emphasized that the students learn English in order to adapt these students to the American culture (Kohler and Lazarin, 2007).

Matthews and Ewen (2006) investigated the effect of preschool education on immigrant children living in the United States. In this study, it was concluded that immigrant families tend to be raised by their families or relatives. In the study, the importance of pre-school education in order to accelerate the adaptation process to the country of immigration was made and recommendations were made to the immigrant families for the education of their children in pre-school institutions.

In a study conducted by Rumbaut and Cornelius (1995) with eighth and ninth grade students who were studying in California and having immigrant children, it was determined that the low number of non-second language teachers in public schools caused difficulties in the adaptation process in education. However, when the students' GPAs are compared, it is concluded that the achievement levels of immigrant children are higher than those of American-born students.

Bulgan's (2007) study with high school students reveals the effect of music lessons on adaptation to the country of migration. According to this study, it was determined that music lessons were used to facilitate the adaptation of Turkish students

attending high school in Germany to the new country of immigration and positive results were reached.

Another study of Turks living in Europe was composed of Turkish immigrant children in Belgium. It has been found that Turkish language courses are offered in some kindergartens and secondary schools in regions where Turks live intensively, and in addition, Turkish language activities are included in education curricula in some universities (Manço, 2002).

In the study conducted by Deveci and Gürbüz (2012), it aimed to identify the problems experienced in the education process of Turkish students at primary school level in Denmark. In the determination of the problems, interviews were conducted with the principals of the primary schools that have Turkish students. As a result of the interviews, it was found out that the students had problems due to not knowing the language of the country they were migrated to, that there were undesirable behaviors and that the parents could not cooperate with the school administration or teachers.

In a qualitative study conducted with sixth grade students who had experienced internal migration in Turkey, it was found that these students had low success in using punctuation marks within the Turkish course. As a result of the research, it was concluded that the low level of success of these students is related to the education rate in the family. In order to

solve this problem, families were advised to be more careful about speaking and writing (Metin and Canbulat, 2013).

In the study conducted by Altıntaş (2012) in Istanbul, it was aimed to identify problems in education due to internal migration. For this purpose, school administrators, teachers and students in primary schools were interviewed. As a result of this research, it has been determined that there are difficulties in the schools in the regions receiving immigration due to the rapid increase in class size. In addition to experiencing communication problems among immigrants, there has also been a tendency for various disciplinary offenses.

In a study conducted by Alptekin (2011) with children and families working on the streets in Düzce, it was determined that these children working in the streets came from families with many children who had experienced internal migration. It was concluded that the children of the families who had negative financial problems due to their immigration lives worked on the streets to provide financial support. All of the children included in the research sample were found to be students in primary schools. It was concluded that families have expectations from charitable organizations and that these include education. In a comparative quantitative study, it was aimed to determine the effect of internal immigration on school adaptation with primary school students who have experienced and experienced internal

migration in Antalya. According to the results of the study, it was concluded that children who had internal migration had higher mental health risk than children who had not. It has been proposed to provide guidance services from both the school and the social service organizations that provide services to immigrants in order to overcome the problems experienced for both these students and their families (Polat Uluocak, 2009).

Gün and Bayraktar (2008) conducted a study with adolescents living in Mardin and İzmir. They found that life satisfaction levels of the groups who had experienced internal migration were lower than those who had not. This result is attributed to the negativity in the economic development of the migrant groups. In addition, as the age increased, life satisfaction decreased in adolescents who had migrated. This situation was attributed to the increase in cognitive skills with the advancement of age, and therefore, it was interpreted as a clearer perception of the negative effects of migration process. As a result of the research, it has been determined that the social support networks of adolescents who have migrated have experienced contraction.

In the study of Ekinçi (2008) with immigrant children, the situation of children expressing themselves with pictures was examined. In this research, 110 painting works that were exposed to migration and who did not, were interpreted by the researcher

to the experts in their fields and the interpretations were evaluated. As a result of the study, it was found that the figurative development of the children who had migrated was weak and according to these comments, it was determined that the phenomenon of migration had an effect on the expression of children through painting.

Bozan (2014) aimed to determine the impact of internal migration on education through interviews with fourth grade teachers, fourth grade students, parents and school principals in Turkey. As a result of this research, according to the opinions of the school administration, there are disciplinary problems among the immigrants. It was also determined that the academic achievement of these students was low. According to the teachers who gave opinions within the scope of the research, the fact that the parents of immigrant students do not speak the language causes communication problems. Likewise, it was concluded that these students, who did not have sufficient command of Turkish, had adaptation problems.

Tok (2010) tried to determine the learning difficulties experienced by the students in schools receiving immigration in a survey conducted with fourth and fifth grade teachers and school counselors in Mersin. The findings of this study were determined according to the opinions of teachers and as a result of the research, it was found that the professional experiences

and gender of the teachers could cause significant differences in determining the difficulties experienced in the educational status of these students.

Şirin (2011), in his study on Bulgarian immigrants who immigrated to Turkey in 1989, mentioned that approximately 2000 immigrant children were provided with the opportunity to receive free boarding schools by the ministry. Turkish researchers knew before starting the education process to ensure that these students needed to support literacy courses given in Turkish, Bulgarian immigrants stated that this case was one of the factors that the integration of Turkey.

2.2. The Schooling Context for Refugee Minors

Schools aim to provide an ideal setting to implement integrations to refugee children. Within that aim, education systems may follow different strategies. When the studies conducted on the schooling context of refugee minors, it was seen that various researches were conducted with refugee minors on the subject. The studies on the educational status of refugee minors are listed below.

Yiğit (2015) examined the educational status of refugee children in central urban provinces in Turkey. For this purpose, semi-structured interviews were conducted with refugee students, teachers and school principals. According to the results of the study, it was determined that refugee students are

experiencing failure due to cultural adaptation problems and Turkish language insufficiency, and the indifference of the families of asylum-seeker children towards children is emphasized.

In the study which includes the analysis of the educational status of the Syrian students staying in the refugee camps (Arabacı, Başar, Akan and Göksoy, 2014), it was observed that the problems experienced were attributed to multiple causes. The opinions of the teachers were reported mainly on the lack of experience of the school administration on the subject, the trauma of the students due to their war histories, lack of parental interest, lack of guidance services, difficulties arising from cultural differences, incompatibility of curricula and material deficiencies. According to the qualitative study conducted with preschool teachers who have Syrian students in Samsun in Turkey, the teachers who participated in the study stated that the Syrian students had adaptation problems. It was concluded that the biggest difficulty experienced was the fact that asylum-seeker children do not speak Turkish and social isolation due to this (Mercan Uzun & Bütün, 2016).

As a result of the qualitative study conducted with the senior students of Anadolu University Faculty of Education in Eskişehir in Turkey, different opinions were obtained about the Syrian refugees. While most of the students participating in the

study stated that they could be colleagues with Syrians, almost all of them stated that they would not be disturbed to send their children to the same class with asylum seekers (Karakuş and Göktuna Yaylacı, 2015).

In the survey conducted with classroom teachers working in İzmir in Turkey (Er and Bayındır, 2015), it was concluded that the teachers participating in the study could not communicate with them because Syrian students do not know Turkish, they are inadequate in their education and they need in-service training.

These studies show that refugee students have difficulties in their educational lives. It is considered that various support services should be taken to prevent these difficulties. Considering the researches and the role of classroom teachers in the education of refugee students, the belief that the determination of the problems experienced by classroom teachers and their opinions and suggestions will contribute to the education of refugee students has been the starting point of this research.

At below, the table gives an overview of systemic differences in the education of refugees in selected EU countries.

Table 11: Overview of systemic differences in the education of refugees in selected EU countries (transferred from Koehler and Schneider, 2019)

<i>Reception education</i>						
Model of reception education	Reception classes exist		No reception classes/refugees enrol directly in mainstream classes			
Country	Austria, Belgium (Flanders), Germany, Finland, France, Italy, Sweden, Denmark, Greece, Hungary, The Netherlands, Poland		Bulgaria, Slovakia, Spain, UK, Greece (since school year 2017/18)			
	Reception classes as separate classes	Option to enroll directly in mainstream classes				
	Belgium (Flanders), Denmark, Hungary, Finland, France, Germany, The Netherlands, Greece (in 2016)	Austria, Italy, (parts of) Germany, Greece, Sweden, Poland				
<i>Tracking</i>						
Model of tracking	First ability tracking with 10 years	First ability tracking with 12 years	First ability tracking with 15/16 years	No tracking		
Country	Germany (but regional differences)	The Netherlands, Greece, Belgium (Flanders)	Sweden, Finland	UK		
<i>Additional support for refugees and asylum seekers in mainstream schools</i>						
Model of additional support	No obligation to assign a person for additional support		Obligation to assign a person for additional support			
Country	Germany, Belgium (Flanders), The Netherlands, Greece		Sweden			

The Nordic region provided refugees with extensive integration programs, including free language training, cultural programs, vocational training and other courses for cultural integration. In Sweden, refugees have access to state-funded educational settings. Sweden's policy of uniting refugees is a two-year program that includes language education. The state has offered Swedish courses to all immigrants, including

refugees (Honoré, 2003, Powell 2015). While reception classes exist in Sweden, it is also possible to enroll directly in mainstream classes. Additionally, it is also possible track refugee children with 15/16 years. Yet, refugee students are obliged to be assigned with a person for additional support (Koehler and Schneider, 2019). Cities in Gothenburg and Malmo, the city administration is directly responsible for compulsory primary school and upper secondary school education, including the language course 'Swedish for Immigrants'. Yet, in Malmo, there is a digital guideline for head teachers and teachers, aiming to give detailed information on how to arrange education for newly-arrival refugees which all schools are obliged to follow. and tips newcomers, which all schools are supposed to follow (Eurocities, 2017).

The Danish Immigration Service has taught Danish language and culture to refugees within courses on Danish society and education advice (Jensen *et al*, 2009). Apart from the courses, refugee children were obliged to get education at reception classes as separate classes (Koehler and Schneider, 2019).

In the Netherlands, refugee children in compulsory school age are obliged to participate in education. Also, depending on the number of refugee children in that school, refugee children would go to an immersion class first, which are

separate classes, from one year up to two years (Koehler and Schneider, 2019). Apart from the central education strategies, cities in the Netherlands may have varied educational practices. As an example, in Tilburg, preschool education for refugees is relied on volunteers to provide preschool education in reception centers (Eurocities, 2017).

In Greece, there are reception classes for refugee children with the consideration for enrolling directly in mainstream classes. While there is no obligation to assign an individual to support refugee children in schools (Koehler and Schneider, 2019), in Athens, the 'open schools' program brings refugee parents and their children together to organise activities such as language courses or music lessons (Eurocities, 2017).

In Germany, refugee children have options to attend immersion classes or to enroll directly to mainstream classes. The immersion classes can take one or two years, before the pupils are transferred to regular classes (Koehler and Schneider, 2019). While Germany has already improved its German language support, it is still not commonly accepted to teach the mother tongue as a state responsibility. If there is an option, the lessons in the mother tongue can be held in the afternoons (Storost, 2009). In Berlin, it is organized as all school districts have their own coordination units, while the city's department of education has started Europe-wide collaborations on the integration of

newly-arrived refugee youth in the mainstream schools (Eurocities, 2017). In Hamburg, there are training courses as 'intercultural mediators' and 'cultural agents' through the teacher training institute to support schools (Eurocities, 2017).

In Greece, The Hellenic Parliament has been aiding in the education of refugees until academic year of 2018-2019 by the request of the Ministry of Education, Research and Religions for the additional grant of Primary and Secondary School Committees. The grant has intended to cover heating and cleaning costs incurred in school units due to the operation of Refugee Education Facilities between 2-6pm. At the same time, for the first time, school committees were also subsidized for Kindergarten Structures operating within the Hosting Centers. The grant involved 48 School Committees for 89 school units. The grant is deposited into the accounts of the School Committees which, in turn, must allocate the funds to cover heating and cleaning costs in the schools, as well as in the Kindergarten annexes. Apart from that grant support, the Ministry announces the calls quite often for teaching refugee students in Hosting Centers or for substitute teachers with specialisation. The Ministry also publishes that the afternoon institutions of the Refugee Education Reception Facilities (EDPs) continued to work successfully to help refugee students

becoming familiar with the rules of school life, taking into account their particular educational needs and special needs.

The flows of refugees in the Mediterranean, towards Greece and Italy, have been particularly marked since the summer of 2015. Until March 2016, the strategy of letting large numbers of refugees pass without any problem through the country was preferred. Soon after the closure of the borders, the strategy of managing, protecting and setting up this population in permanent accommodation facilities began to be implemented. Finally, after the EU - Turkey agreement (2016), there is still a concern of the relocation of a large number of refugees from Greece and Italy has dramatically aggravated the sense of feeling stranded. Under the following sub-title, it was discussed the stances of refugee and immigrant students in Italy, based on the given information by the Italian Ministry of Education and selected researches about the subject.

2.3. “Gli Studenti Con Cittadinanza Non-Italiana”: The Students with non-Italian Citizenship

On the Italian literature, lately the subject of immigrant education is blooming. There are various concepts to dig deeper; mostly about unaccompanied foreign minors, refugee resettlement, first-generation immigrant students, second-generation immigrants and teaching Italian as a foreign language.

The study that conducted to address educational needs of unaccompanied minors in Sicily, found out that interviewee minors had various linguistic background with the knowledge from a minimum of three languages to a maximum of seven. Considering that more than 90% of the minors expressed themselves that they had intention to remain in Italy, the authors concluded that; the integration could lead Italy having a greater linguistic heritage in coming future (Di Rosa, Gucciardo, Argento & Leonforte, 2019).

The study which focused on adolescents visiting health cares in Bari from various countries, aimed to examine the post traumatic stress disorder symptoms within depression, anxiety and tendency. This study came to the conclusion that foreign minors seeking asylum had the presence of PTSD or symptoms associated with it (anxiety, depression and dissociative tendencies) based on their experiences on the journey to Italy which underline the stressful effect and the psychopathological risk of child migration (Taurino et al. 2012).

Zannoni and Sirotti (2019) conducted a study aiming to read some passages of second-generation literature collectively with high school students in Campania, Italy where 14% of the students were migration originated. After each piece, questions were asked in order to reflect and do comparisons between the experiences. In particular, the pieces chosen as a stimulus for the discussions were taken from works by Igiaba Scego, Randa

Ghazy and Shi Yang Shi. Different aspects have emerged depending on the type of piece dealt with. After all, the participated students enjoyed discussing together about other cultures, other countries and other ways of thinking. Azzolini, however, compared the competences of first and second-generation students, with those of natives and those of children of mixed couples, in the second and last years of primary school, finding a significant gap in both grades, both in the linguistic competitions than in mathematical ones (Azzolini, 2012). Knowing that the young immigrants are a rapidly growing population, which constitutes a structural reality of Italy, as well as an important segment of the youth population. (Colombo 2007; Dalla Zuanna et al. 2009; Caponio and Schmoll 2011); continuous confrontation with people from other cultures who do not think alike should never be missed, especially at school.

On the contribution by Melero Rodríguez, Caon and Bricchese (2015), it was explained why and how having a student with non-Italian citizenship in the classroom who could be considered as a pupil with linguistic issues related with special educational needs. Non-Italian mother-language students can be defined as students with BES (Special Educational Needs, *Bisogni Educativi Speciali* in Italian) which is stated in the Intervention tools for pupils with Special Educational Needs and Territorial Organization for School Inclusion which was published by the Italian Ministry of Education, University and Research (2012),

pupils with Special Educational Needs. The study recommends using PEP (Personalised Education Program, *Piano Educativo Personalizzato* in Italian). The importance of PEP and individualized learning paths is combined by the competency of individual foreign students and the necessary adaptation of the teaching programs.

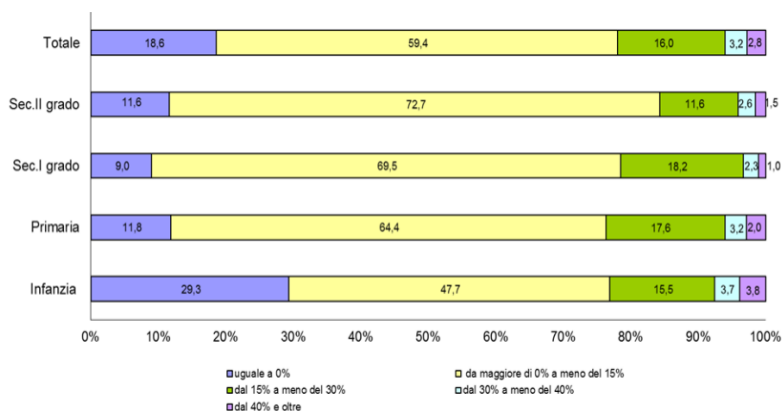
According to the report that was published by the Italian Ministry of Education (MIUR, 2019), the central aspect of the school inclusion process for pupils with non-Italian citizenship was their distribution among schools and, within schools, between classes. In order to avoid the concentration of pupils with non-Italian citizenship in certain schools and to favor their balanced distribution, MIUR has established some organizational criteria regarding their distribution among schools and in individual classes.

According to the ministerial provisions, the number of students with non-Italian citizenship with reduced knowledge of the Italian language must not normally exceed 30% of the enrolled students in each class and in each school. The Regional School Offices (*Gli Uffici Scolastici Regionali*, in original) are required to facilitate a balanced distribution of pupils with non-Italian citizenship among schools by promoting agreements at local level and agreements between schools and local authorities. There are some exceptions in specific cases. The 30% limit can be

raised - with the determination of the Director General of the Regional School Office - against the presence of students with non-Italian citizenship who already possess adequate language skills. In this regard, reference is expressly made to students born in Italy. On the other hand, the 30% limit can be reduced, again with the determination of the Director General of the Regional School Office, against the presence of students with non-Italian citizenship for whom a mastery of the Italian language is still found at enrollment inadequate for a complete participation in the teaching activity and in any case in the face of particular and documented complexity. The data collected by the Ministry in 2017/2018 confirmed a tendency to increase in schools that exceed the 30% threshold. Overall, 18.6% of schools do not have any foreign students (19.4% in the previous academic year); 59.4% have a percentage of students with non-Italian citizenship up to 15% (equal value in 2016/2017), 16% have a variable amount between 15 and 30% (15.6% in 2016 / 2017). In the remaining 6% of schools the number of students with non-Italian citizenship is more than 30% of the total.

Table12: Schools for the presence of pupils with non-Italian citizenship by school order (percentage composition) - A.S.

2017/2018



The kindergarten confirms itself as the educational area with the highest percentage of schools without any foreign children (29.3%) and schools with the presence of students with non-Italian citizenship over 30% (7.5%). In primary schools, the branches with more than 30% of foreign students are 5.2% of the total, a slight increase compared to 5.0% in the previous school year. Also noteworthy is the increase in schools where students of migratory origin represent the majority, or more than 50% of the total number of attending students. While the primary school records the highest percentage of classes with more than 30% of students with non-Italian citizenship (9.0% in 2017/2018; 8.4% in 2016/2017), but also the lowest percentage when they are considered only students born abroad (0.2%); in lower grade secondary schools it was observed that the lowest percentage of classes "over 30%" when we consider all students with non-Italian citizenship (2.8%), but the highest when considering only students born abroad (1.2%).

Table 13: Classes with more than 30% of foreign students in total and born abroad, by region and school order - State school (percentage values) - A.S. 2017/2018

Regioni	classi con oltre il 30% di presenza di alunni stranieri							
	Primaria		Secondaria I grado		Secondaria II grado		Totale	
	in totale	nati all'estero	in totale	nati all'estero	in totale	nati all'estero	in totale	nati all'estero
Italia	9,0	0,2	4,6	0,3	2,8	1,2	5,6	0,6
Piemonte	13,4	0,2	8,2	0,5	4,0	1,6	8,8	0,8
Lombardia	17,4	0,3	11,0	0,5	6,7	2,6	12,2	1,1
Veneto	13,5	0,1	5,3	0,1	2,1	1,1	7,6	0,4
Friuli V.G.	12,9	0,2	5,7	0,6	1,9	1,0	7,1	0,6
Liguria	14,4	0,5	7,3	0,2	6,3	2,7	9,7	1,3
Emilia Romagna	16,8	0,2	8,8	0,3	7,9	2,9	11,6	1,2
Toscana	12,3	0,1	6,6	0,3	5,3	1,8	8,2	0,8
Umbria	10,0	0,3	4,5	0,3	5,6	1,6	7,2	0,8
Marche	6,1	0,2	3,0	0,2	4,2	1,3	4,7	0,6
Lazio	5,2	0,1	2,4	0,0	1,1	0,7	3,0	0,3
Abruzzo	2,3	0,2	1,3	0,4	0,8	0,3	1,5	0,3
Molise	0,5	0,2	1,6	0,8	0,1	0,1	0,6	0,3
Campania	0,8	0,1	0,3	0,1	0,1	0,1	0,4	0,1
Puglia	0,4	0,1	0,2	0,1	0,1	0,1	0,2	0,1
Basilicata	0,3	0,2	1,0	0,5	0,3	0,3	0,5	0,3
Calabria	1,4	0,7	0,5	0,5	0,4	0,4	0,8	0,5
Sicilia	1,8	0,3	0,8	0,2	0,3	0,2	1,0	0,2
Sardegna	0,6	0,0	0,5	0,3	0,4	0,4	0,5	0,2

At the regional level, schools that exceed the threshold of 30% of students with non-Italian citizenship are in Lombardy with 910 school units, equal to 11.6% of total schools. Emilia Romagna follows with 471 schools (13.6% of the total schools) and Veneto with 424 (9.7% of the total schools).

Considering students with non-Italian citizenship in secondary schools in Italy, it was reported that 82% of secondary school graduates continue in grade II secondary school; 9% choose regional training. The regularity of the school path is one of the dimensions of analysis through which to evaluate the educational and social integration of students of migratory origin. The delay of students with non-Italian citizenship is often consequent to insertions in classes lower than those corresponding to the chronological age. To this is added along

the way the delays due to non-admissions and repetitions. The Ministry of Education reported that in the academic year of 2017/2018, 80.9% of 10-year-old foreign students regularly attend the fifth class of primary school, 13.4% have a year late, 1.6% have accumulated two years and more of delay.

An alarming consequence of the scholastic delay is constituted by the abandonment. Examination of this phenomenon through the European Early Leaving from Education and Training (ELET) indicator, which is referring to the proportion of young people aged between 18 and 24 with no higher education qualifications than lower secondary education and not included in vocational training programs, shows that pupils with non-Italian citizenship are those at highest risk of abandonment. In 2017, the ELET indicator for foreign students is 33.1% compared to a national average of 14.0%, which in turn is 4 percentage points away from the European 2020 target of 10%. To the gap between young Italians and those of migratory origin is added that relating to gender differences: the risk of dropping out of the male component is equal to 35.0% higher by 3.8 percentage points than the corresponding figure for girls, equal to 31, 2%. Those percentages indicating that delays and abandonment during the school journey affect negatively foreign students in Italy, therefore it is a must to promote, not only

foreign students but also Italian students to have regularity during the school journey.

Since children and adolescents spend a good portion of their daily lives in schools, teacher and school staff can effect on them (Roysircar, 2009) through their instructional judgments and actions (Knopp & Smith, 2005). Considering that refugee and immigrant children and adolescents live in environments that are more than one which makes them open to life experiences more than others. At this point, schools have a mission of representing the ideal setting for refugee and immigrant students to build their cultural identities and make them be provided supports to address the acculturation and traumatic stressors they are experiencing when they need to.

Teachers have a mission that is as heavy as the school missions just mentioned above, that is to serve as role models for students. Teachers must objectively convey attitudes and personal points of views about the classroom subject matter and their values about learning, diverse populations of students, the community, and society (Gallivan, 1998).

Given the fact that intercultural education can be helpful for refugee and immigrant students to be integrated better, as well as for all students to embrace refugee and immigrant students; unfortunately, the current research is limited on what works best for these diverse populations. Thus, it is not enough

simply to do curricular adjustments for foreign students in the classrooms; but also, teachers and staff must use these within multicultural education settings through the use of culturally responsive practices.

Figure 10: “Our Blessed Homeland” Cartoon by Tom Gauld on 1st of March 2015



While refugee and immigrant students are carrying their cultural identities at home, they are try doing this at school (Ramsey, 2000). Bridging this gap between home and school allows educational environments to build better relationships with students and families as shareholders. Therefore, it is a must to make schools a great environment for students to get the services that they need.

Every child has the right to education, most importantly, any refugee child. Refugees have come from a variety of countries, carrying such experiences in their emotional baggage that now there are very hard circumstances in their majority. Yet, they do not make up a homogeneous group; these people are individuals of various nationalities with different social and cultural characteristics and different economic and cultural capital. To do better adjustments, the researches should continue. At the part, it is discussed this research, its methodology, results and at the end with the conclusion.

Second Part:
THE RESEARCH

CHAPTER III: METHODOLOGY

On this research, The Exploratory Design was used as a Mixed Method Design. The research originated from the observation as a qualitative method to highlight the refugee and immigrant students' educational difficulties in Italian classrooms by the researcher's herself who is an immigrant teacher as well which provides the uniqueness to the research. The advantage of the two-phase Exploratory Design is that the results of the first method (qualitative) can help develop or inform the second method (quantitative) (Green et al., 1989). For this research, this design is based on the premise that since this design begins qualitatively, it is best suited for exploring a phenomenon (Creswell, Plano Clark, et al., 2003). After the qualitative study, it was needed to conduct another study to get another perception based on seeking new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method. Therefore, starting from the observations in order to investigate the educational stances; the present research has developed a mixed method analysis that combined by a qualitative and a quantitative study, through the analysis of the observations and the administration of questionnaires (Green, Caracelli and Graham, 1989). This design is particularly useful when a researcher needs to develop and test an instrument because one is not available (Creswell, 1999), like in

this the need of developing the questionnaire from the American origin, which was also adapted from various questionnaires (Schwarzer, Schmitz, & Daytner, 1999; Vassallo, 2012; Aarons, 2014; Kurbegovic, 2016).

3.1. QUALITATIVE RESEARCH

3.1.1. Research Model

This research aiming to analyse activities to address the educational issues of refugee children attending elementary schools in Italy based on “Qualitative Research Model”. This research was designed as a case study. Merriam (2015) considers the case study as an intense, holistic description and analysis of a program, an institution, a person, a process or a social structure limited to time and space. The reason for this case study is to observe refugee and immigrant children in their natural environment with a limited time frame.

3.1.2. Research Sample

To start the project, based on the request to have a schedule from the headteacher of IC Guido Pitocco, it was received on the 4th of May 2018. The schedule was giving opportunity to visit certain classrooms with foreign students and do the observations. To make the frame of observations clearer, on the 4th of May 2018, Prof. Benvenuto contacted the headteacher to explain what it was planned between Prof.

Benvenuto, Prof. Szupunar, Prof. Lucisano and the researcher's herself.

It was shared with the participant teachers and the headteacher that the project named "Educational Integration of Foreign Minors" was a process with phases of qualitative observations of teaching activities carried out in the frequency classes where there were immigrant and/or refugee children from CARA. The protocol was also explained that during the observations would be made by researcher's herself who is also a foreigner but fluent in English yet already began to progress to talk in Italian language. The observations could happen participant observations only by chance and in case it was inevitable the involvement. Overall, the sample of this study decided to be consisted of two students from kindergarten, two students from primary school and two students from lower secondary school studying in Castelnuovo di Port, Rome.

3.1.3. Procedure

Since the researcher was limited to have only one school to make the observations, and a cultural context was used for the improvement of the educational activities, the research's itself is both a case and an ethnographic study. Non-participant observation and research diary were used for the data collection. The researcher was given a timetable to spend time in the school

to collect data which was provided by the researcher's herself as a non-participant observer.

Before starting the research, to define the frame of work and to set goals, a meeting was requested on the 23rd of January 2018 with the participants-to-be teachers, former pedagogue of CARA and the researcher's herself with her supervisor and tutor. The planned meeting took place at IC Guido Pitocco on the 31st of January 2018. On this meeting, it was agreed to do the research under the name of "Educational Integration of Foreign Minors" as a project. Given reason that the Territorial Center for the Integration of the IC. G. Pitocco has as its purpose the creation and consolidation of collaborative ties between the subjects that provide services for integration (School, Local Bodies, Municipal and CARA) and families, through: communication, comparison, realization and evaluation of initiatives and projects; the integration of minors in a handicap situation that must respond to the logic of "special normality" understood as a tendency to include the person in all contexts of community life. It is necessary to pay attention to the peculiarities of each one, to the need to promote personal-social well-being and to develop its cognitive, affective, communicative and social potential. Therefore, the protocol was signed between The Department of Psychology of Development and Socialization Processes (DPPSS) of Sapienza University of Rome, represented by the

Director, Prof. Alessandra TALAMO and the IC "GUIDO PITOCO" represented by the Headmaster Prof. Loredana Garritano on the 22nd of March 2018.

Based on this protocol, the project was considered as an inter-institutional link between school and university competences, which sees in the Department of Psychology of Development and Socialization Processes professionalism that carries out training and information activities on inclusion, intercultural education, legality education and citizenship, school dropout prevention, linguistic welcome and work with a multidisciplinary team pursuing and implementing the following objectives and main services:

- creation, implementation and management of inclusion, integration and school inclusion paths
- training teachers and families on intercultural education;
- inclusive teaching design related to the most innovative teaching methods;
- monitoring paths for inclusion of foreign minors

For the implementation of the project the Sapienza University of Rome DPPSS was willing to commit to:

- collaborate in the preparation of training and information courses on topics of interest to this project;
- assist teachers in the planning and monitoring of inclusion paths;

- monitor jointly carried out projects;
- provide information and in-depth information on the issues in the case of requests specific on these topics even outside of larger projects.

3.1.4. Data Collection

The activities to address the educational issues of refugee children were observed with “Non-Participatory Observation Technique” that gives the observer the freedom to collect and record information without a pre-observation structuring. These could be in the form of note taking and diary keeping. Non-Participant Observation is a typical qualitative data collection method with data collection occurring in the normal setting in which the participant(s) are located (Adler and Adler 1994). Observations are made of people in the context of their natural environment, setting or field (Minichiello et al 1991). The technique requires the observer to undertake the tasks of synthesizing, abstraction and organizing information. In the non-participatory observation approach, the observer makes observations without any external influence (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2008; Yıldırım and Şimşek, 2006). All verbal expressions and behaviors of the teachers, curricular/extra-curricular activities and target students were recorded in descriptive notes for the purpose of the study. Before starting to observe, time was spent in order to

ensure that the teacher's behaviors were not affected by the observer.

As it was agreed with the school principal and the participant teachers, the data collection took place in the month of May in 2018. Stressing the fact that before the data collection's itself, the researcher had another meeting with the former pedagogue of CARA to know more about the target students on 26th January 2018. The meeting's itself was also recorded with the pedagogue's permission for 51 minutes and 5 seconds. At that meeting, brief information of shared with the researcher.

The research that was carried out in the classrooms took different days to participate in each class. The schedule that was shared with the researcher to invite her in the school by the school principle is at below:

Observations in Kindergarten:

Dates:	Hours:	Selected Classrooms:	Accompanying Teacher:
22 nd May 2018	08:00- 12:30	Both classrooms	Teacher C.
23 rd May 2018	08:00- 12:30	Both classrooms	Teacher C.
24 th May 2018	08:00- 12:30	Both classrooms	Teacher C.

For Kindergarten observations the researcher was expected to be at the school which had only three classes for this level of education, in the selected class to be observing the

refugee student(s) in the classroom on the 22nd, 23rd and the 24th of May in 2018 between the hours: 8,00-12,30. It should be also noted that, for personal reasons (), no observations happened on the 23rd of May therefore observations took place only 2 days.

Observations in Primary School:

Dates:	Hours:	Selected Classrooms:	Accompanying Teacher:
7 th May 2018	08:35- 13:35	Fifth Grade	Teacher T.
8 th May 2018	08:35- 13:35	Fifth Grade	Teacher T.
10 th May 2018	08:35- 16:35	Fifth Grade	Teacher T.

For Primary School observations, the teacher of a fifth-grade classroom teacher volunteered to work with the researcher. Therefore, the observations in the selected classroom on the 7th, 8th and the 10th of May in 2018. On the 7th and the 10th of May, the researcher was allowed to stay in the classroom in between 8,35-13,35; but on the 8th, she was allowed to stay longer such as in between 8,35-16,35. During the process, the researcher had found the chance not only to observe the volunteered teacher and the target refugee students but also the assistant teacher and two (Geography&Religion) other subject teachers.

Observations in Lower Secondary School:

Dates:	Hours:	Selected Classrooms:	Accompanying Teacher:
28 th May 2018	08:00- 14:00	First Grade	Teacher G.
29 th May 2018	08:00- 14:00	First Grade	Teacher G.
30 th May 2018	08:00- 14:00	First Grade	Teacher G.
1 st June 2018	08:00- 14:00	First Grade	Teacher G.

In Secondary School, the researcher had the observations in a 1st graders classroom. Those observations took place on the 28th, 29th and the 30th of in May and the 1st of June in 2018, hours in between 8,00-14,00. The volunteered teacher was a teacher of Italian language subject, however during the the researcher’s stay in the classroom as a non-participant observer, the other subject teachers also allowed her to stay during their lessons.

3.1.5. Research Tool

Observation is a form of information gathering aimed at better understanding a given event or behavior (Cerrocchi and Martini, 2005). To do the observations, it was decided to use a card for the qualitative observation that requires information timing of activities, some categories concerning the manner of

teaching (transfer meanings, co-building, collaboration, control, verification and consolidation etc.) and specially to describe the educational relationship (teacher-child, child-child, child/focus-teacher). The live description, through annotations will therefore be enriched in the reflection / reconstruction phase of the activity prior to Postgraduate, so if possible, with the teacher and the research group of Pitocco in appointments that will establish in June and thereafter. It was asked from the academic shareholders to the participating teachers to present the researcher to their pupils as a "trainee" or a "foreign student" who was doing her research on educational activities in the Italian schools with the willingness to see with her own eyes what Italians do "every day". We could also say that "will stay with us a few days and will not participate directly because its purpose is just to see what we do."

The observations were written on such observation list (original in Italian):

Date:	Class:	Observers:	
Hour:	Activity Code:	Objective Observations:	Personal Notes:

3.1.6. Data Analysis

SWOT Analysis, one of the qualitative research methods, was used in the analysis of the data obtained in the study. SWOT Analysis is a tool used to analyse an organisation's internal and external environments. The necessity to analyse such environments can be examined and is termed by SWOT Analysis. The SWOT stands for 'strengths', 'weakness', 'opportunities' and 'threats'. Strengths and weaknesses are internal factors, opportunities and threats are external factors of the environment (Thompson et al., 2007: 97). There is no

standard list of key factors which apply for all studies exists because of the specificity of this set.

Strength refers to the characteristic that gives advantage when compared to something else. In other words, strength has a positive meaning characterise the fact. However, weakness means not having the needed form or competency. In this regards, weakness is a characteristic with disadvantageous. Opportunity means a condition suitable for an activity which can overcome organizational weaknesses or neutralize environmental threats. However, threat is a disadvantageous situation referring to a negative characteristic that should be avoided (Harrison and St. John, 2004: 164; Ülgen and Mirze, 2010: 161; Thompson and Strickland, 1989: 109).

In this respect, the data collected as a result of the observation within the scope of the research was written on the computer separately for each observation. The text written in this program was read by the researcher and the related codes were made. Categories were determined based on these encodings. The main dimensions of classroom management were taken into consideration while determining the categories, and categories were evaluated in terms of rule-making, communication, intervention to unwanted behaviors, time management and physical organization of the classroom. The categories of expressions and behaviors were independently assigned by the

researchers and then their consistency was evaluated. Sample expressions related to the categories were directly transferred (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2008; Yıldırım and Şimşek, 2006).

The results of this study enabled us to conduct a SWOT – strengths, weaknesses, opportunities and threats – analysis for the development of a framework of an integrated communication skills curriculum.

3.2. QUANTITATIVE RESEARCH

3.2.1. Research Model

The purpose of this study is to make an examination of primary school teachers' views regarding this process to determine its defective points. In this study, an online survey (Cronbach's Alpha= .858) was conducted with elementary school teachers (N=190) to examine the beliefs and attitudes of the teachers towards the following factors in meeting the needs of refugee and migrant children: perceived self-efficacy of teachers, attitudes towards implementing new and innovative practices, cultural competences, preventive preparation and general competence and perceptions on the needs of refugee and immigrant students.

3.2.2. Research Sample

This study conducted in year 2019 and the sample consisted of a total of one hundred and ninety elementary school

teachers. The sample involved eight schools in Rome and in the province of Rome in Italy. As a summary, one hundred and seventy-seven, or 93.1%, were female, or 6.9% were male. Half of the teachers were from the age group of 41-54, yet years of teaching experience indicated that the majority of the participants with a sample of 85, or 44.7%, have experience on teaching for more than 20 years. Statistics also show that, the subject of teaching for the participant teachers were more split, with a big portion of teachers teaching Italian language (32.1%) and Mathematics (20.5%). The majority of the participants with a percentage of 73.7% had experience on teaching refugee and/or immigrant students in the last five years, but among all participants only a small number of twenty teachers currently have refugee and/or immigrant students in their classes. Greater number of the participant teachers, or 75.3%, claimed that they had second generation immigrant students, compared to the number of teachers (n=91) who had first generation immigrant students.

3.2.3. Data Collection

The administrations took place from February to June 2019 within the schools, in paper format and in electronic format via Google Form. The protocol was the same for each individual administration as in each of the two types, paper or electronic.

The questionnaire was administered anonymously; it is therefore not possible to trace the subjects.

3.2.4. Procedure

The original research instrument (Kurbegovic, 2016) was thrived from different research instruments as well. Based on the final form, the American form, it was translated by the researcher's herself who is a bilingual. Then, it was asked to compile the questionnaire to ten Italian teachers, aiming to receive feedbacks. From that phase, the instrument was criticised, mostly about the cultural context differences. Between the American context and the Italian context, the feedbacks were taking into consideration and made changes. That part can be understood, since the researcher is an immigrant in Italy whose cultural background would need feedbacks to make better adaptations. Within that, the new version of the questionnaire was translated by the supervisors who are professors at Sapienza University of Rome, specialized on special pedagogy and intercultural education. After that the updated questionnaire was asked to be administered by another sample of 16 teachers in Rome. Among those teachers, few of them left comments, claiming that two items needed explanation. (Those items are now troubling the questionnaire on Exploratory Factorial Analysis). After adding the examples to those two items, the questionnaire was found ready by the researcher and her

supervisors. Each item in every category, the words “gli studenti con cittadinanza non italiana” (translation: students with non-Italian citizenship) were added to each statement to describe the refugee and immigrant students as the term was used by the Ministry of Education, University and Research in Italy (MIUR, 2019). As a limitation of this research, some of the participants (N=3) at the beginning, hesitated to compile the survey considering the immigrant students they used to teach were children of diplomats. This limitation would give a confirmation to other researches with the same theme that refugee/immigrant students tend to come from a different socio-economic class rather than diplomats.

The administrations took place from February to June 2019 within the schools, in paper format and in electronic format via Google Form. The protocol was the same for each individual administration as in each of the two types, paper or electronic. The questionnaire was administered anonymously; it is therefore not possible to trace the subjects. To protect the privacy of the research participants, no identifying information was collected in the survey information, such as the name of the participant or the location of the school.

3.2.5. Research Tool

The survey instrument included 30 close-ended items (Cronbach’s Alpha= 0,858) consists of a measurement scale

consisting of five different conceptual sub-categories derived from other scales. A 4-point scale has been shown sufficiently collecting data with variability among respondents and reduce neutral responses (Alwin, 1997; Dillman et al., 2009).

The Teacher Self-Efficacy Scale (Schwarzer, Schmitz, & Daytner, 1999) was used and adapted around self-efficacy for this questionnaire. Cronbach's alpha scale was 0,839. Similarly, the "Evidence Based Practice Attitude Scale" (Aarons, 2014) was adapted to the implementation of practices for the purposes of this survey. To measure cultural competency, Multicultural Competencies Survey (Vassallo, 2012) was used and adapted. The items were chosen to see the different aspects such as awareness, knowledge, attitude, and skills. Cronbach's alpha for this scale was 0,768. For the Competency/Preparation and Students' Needs scales were adapted from Kurbegovic (2016). Cronbach's alpha for these scales were 0,770 and 0,827. Eight background questions were also included at the beginning of the survey. For each item in every category, the words "gli studenti con cittadinanza non italiana" were added to each statement to describe the refugee and immigrant students.

All categories included the following agree-disagree statements scaling format: "Completely Disagree", "Slightly Disagree", "Slightly Agree" and "Completely Moderately

Agree". For each category, the words "gli student con cittadinanza non italiana" were added to each statement.

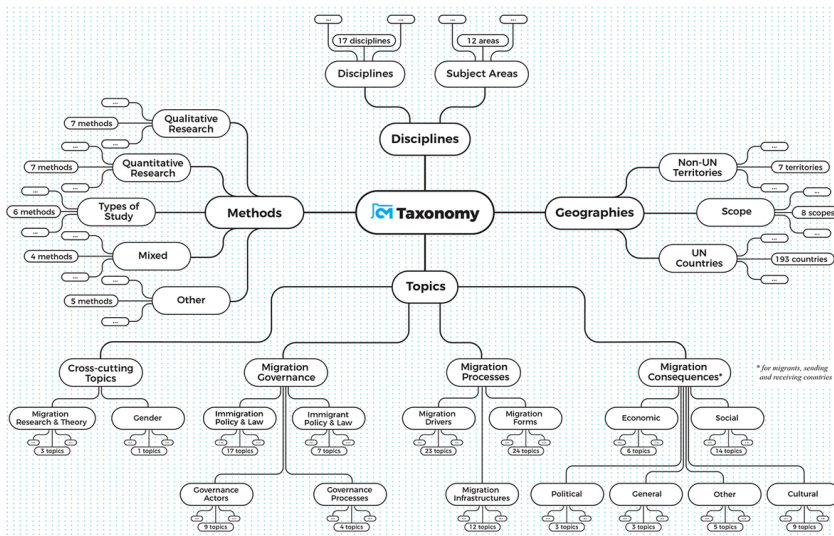
The sub-categories investigated are:

- Category 1: Self-efficacy is measured with 6 items and shows a Cronbach's Alpha of .839. Example of object: "I am able to relate to students with non-Italian citizenship."
- Category 2: The attitudes towards implementing practices is measured with 7 items and shows Cronbach's Alpha of .871. Example of articles: "I would be willing to use new teaching strategies to help students with non-Italian citizenship."
- Category 3: The intercultural dimension is measured with 6 items and shows Cronbach's Alpha of .768. Example of object: "I am aware of the importance of knowing the cultural context of my students with non-Italian citizenship."
- Category 4: The competency/preparation is measured with 5 items and shows Cronbach's Alpha of .770. Example of object: "My teaching training course has adequately prepared me to meet the needs of students with non-Italian citizenship."
- Category 5: The needs of the students are measured with 6 items and show an alpha Cronbach's Alpha of .827.

Example of object: "Students with non-Italian citizenship have different social and emotional needs than other students."

See Appendix C for the survey itself, including background information, survey items, and demographic information (please note that this is an example and looks visually different on the Google Form)

Figure 11: The Taxonomy for Migration Studies



Overall, based on the taxonomy for migration studies developed by Cross Migration, IMISCOE and EU-H2020 (<https://crossmigration.eu/topics>), on this study, it was chosen to use non-participant observations as the first part of the research since it is a qualitative study and then to have another look to the stance, it was used descriptive method to analyse the quantitative study.

CHAPTER IV: RESULTS

4.1. Qualitative Study

At below, it was explained the analysis of qualitative study's findings for this research with the following sub-titles: Characteristics of refugee students participating in the research, Characteristics of participant teachers and Extra/curricular activities.

4.1.1. Characteristics of Refugee Students Participating in The Research

In this part of the study, it is aimed to describe the target students' profiles. At below, each students' profiles described based on the observations and the anecdotes that shared with the researcher by the former pedagogue of CARA and the teachers. It should be noted that fictional names were given to the target students to manage anonymity for privacy reasons.

4.1.1.1 "Mili"

Mili was a 3-year-old female refugee student from Ethiopia. She was accompanied by her mother at CARA, the refugee camp. During the time when the researcher spent to make observations in Mili's classroom, it was noted down on the researcher's diary many specific anecdotes about her and her teacher as well. Even if the former pedagogue at CARA said Mili had a serious language barrier, it was observed that she had more than only language problems. Mili's case should be

considered as Within the information that was provided by the former pedagogue came out not matching with the practice in real life.

“She is the youngest student in her class.” This note on the researcher’s diary needs to be explained detailly. As it was regulated by the Ministry of Education (MIUR, 2019), children who turn three years of age by 30th of April of the reference school year can enroll in kindergarten (<http://www.istruzione.it/archivio/web/istruzione/famiglie/anticipi.html>). Considering that Mili was a 3-year-old student, she was automatically one of the youngest students in her classroom. Not only by her age but also by her physical appearance, it was easily be told that she was the youngest and the smallest student as well. This was the explanation for many of the issues she was facing starting from the cognitive development differences. Jean Piaget, one of the cognitive development theorists, explained cognitive development with biological principles. According to Piaget, development is the result of the interaction of heredity and the environment. Based on his theory, Mili was on the Pre-Operational Stage (Age group 2-7). Operations are the internalization of the activities that the child accepts mentally and intellectually before performing them physically. This stage is combined by Symbolic function substage (2-4) and Intuitive thought substage (4-7). In the Symbolic Function Substage,

language develops rapidly during this period, but the concepts they develop and the meanings of the symbols they use are unique to themselves, often not real. The child develops symbols that represent objects, events, people and existence that are not present in front of his eyes or that do not exist at all (Selçuk, 1996; 72).

One of the main characteristics children from this age group is, while the language continues to develop rapidly, cognitive and physical maturation has not yet occurred to fully express feelings and thoughts (Yapıcı and Yapıcı, 2006). Mili, at age 3, expected to be ready to develop the language skills to express herself. Because according to the language development stages, while the children from the age group 2-3 range, the vocabulary of children increases rapidly; children from the age group of 3-5 are able to give the necessary answers when asked questions and even change topics when talking. They create self-answer dialogue, in order to solve problems or to find the answers (Aşıcı, 2004; Kolb and Fantie, 2008). Therefore, at Mili's age, it was expected to have ready to pass those stages with no problem. Yet, it was observed that she wasn't expressing herself not in Italian nor in her mother tongue. She was linguistically blocked to make herself understood by peers or teachers at the school. This issue was underlined by the former pedagogue at the very first meeting, therefore, it was expected to be observed.

“Teacher C. considers that the target student takes advantages of the lack of Italian language.” As it was reported on the researcher’s diary three times, this issue’s itself was reported by the classroom teacher. The classroom teacher, “Teacher C.”, expressed to the researcher that Mili “... had violent behavior with an attitude of never responding in any language her peers but more importantly to teachers”. As it was explained above, during the observations, it was noted that she had the language barrier to express herself. During the process of the observations, not only the language barrier but the tend to act violently were also observed. Here, the word of violence was used to refer the body language with pulling and pushing. In the Symbolic Function Substage, one of the main characteristics of children is being self-centered. In the games, the child wants all the toys to be at her/his hand whenever s/he wants, to be given when s/he wants (Yapıcı and Yapıcı, 2006). Considering that, while she was trying to play with her peers in the classroom, she wasn’t interested in sharing the toys, just like any other kid in her classroom, regarding that they were all at the same age group but slightly older. Knowing that, when Mili didn’t want to share the toy, she didn’t express herself verbally, because of the lack of Italian language, but made herself clear physically that she wanted to keep the toy for herself with pushing other kids. When this occasion happened for the first time during the visit of the

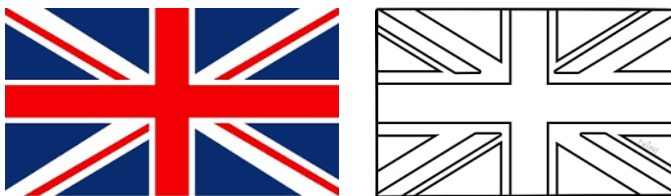
researcher, Teacher C. told the researcher that "... It wasn't the first time...". During the researcher's stay in that classroom, similar occasions happened two times more. On the first time once there was chaos in the classroom after pushing and pulling between toddlers, Teacher C. raised her voice and made a speech of "... The researcher you see is here to observe you all each and then if you continue acting such bad, she will call your mothers ...". Then it was observed that there was pure silence in the classroom for some time. The words that Teacher C. used were not targeting only Mili but also every student in the classroom that were acting the way that Teacher C. wouldn't approve. Teacher C. was one of the well-experienced teachers in the kindergarten at IC Guido Pitocco but she was constantly using the phrase of "*Giocate bene o chiamo le vostre mamme*" ("Play well or I call your mothers"), which makes it clear her way of being a teacher. Teacher C. enjoyed silence and harmony in the classroom, as she stated herself on a small talk with the researcher, but considering that in kindergarten, kids are from the age group of 3-6 when they tend to be socialised to play games with their peers. From this moment on, the level of self-centeredness gradually decreases. But the full development of social self begins in the next intuitive period (Yapıcı and Yapıcı, 2006). Therefore, expecting children at that age to be strictly obeying all the time is not possible.

Teachers should be doing adjustments and arrangements to make a better learning environment to include each and every student. Giving them fear of punishment or labeling other adults to be the scapegoat is not the solution. Vygotsky stated that the social environment of the child, plays an important role in the cognitive development and that the richness of the social environment will contribute positively to the cognitive development. Vygotsky emphasizes that the role of the adult is very important in influencing the child's cognitive development. According to him, when children work together with adults or other children, their cognitive development is fed. Cognitive development progresses from behaviors regulated by others to self-regulated behaviors (Bayhan & Artan, 2007). Yet, according to Bruner, Mili was from an age group that children understand the environment through actions; it relates directly to objects, and the meaning of the objects depends on what the children do with them. During this period, the child understands the environment through actions, recognizes the surrounding objects by touching them, hitting, biting and moving them. They learn through psycho-motor actions (Aydın, 1999). Regarding the adults' influence on children, teachers should be encouraging kids to socialize and let them explore the learning environment safely.

Yet, on the research diary it was noted that "... *Mili participates to the singing exercise during the English lessons but not doing as good as rest of the same lesson*". Regarding to her language issue, it should be highlighted that Mili participated a part of the English lesson which gives the idea that the target student could participate in some of the curricular activities. The time when the researcher was there for the observations, the English lesson occurred at a very basic level. The lesson took place in 40 minutes. The lesson started to aim practicing for the ceremony that supposed to happen at the end of the academic year. Teacher C. explained to the researcher that, also kindergarten students do some extra-curricular activities to celebrate the end of the academic year. It was expected to have the parents to the ceremony in order to make them see what their kids learnt in that year. For that purpose, Teacher C. cooperated with the English language teacher as well to prepare a short display. At the beginning of the lesson, the language teacher arranged a quick seating arrangement in the shape of a half crescent to face every student. To rise up the students' preparedness to start the lesson, she repeated what they learnt in previous lessons. She made students sing simple child songs (i.e. "Rain, rain, go away" and "Head, shoulders, knees and toes."). At that part of the lesson, it was observed that Mili was either pretending to know all the lyrics for some of the songs but still participating and for some

song she was raising her voice and singing the songs. It was observed that the teacher was smiling at her once in a while. Behavioral approach explains that it is assumed that language is acquired through imitation (Dağabakan, 2008). The teacher's body language was strengthening Mili's language learning skills. Regardless that, Mili stopped participating the rest of the activities given the fact that it was not suitable for her level. Just before starting the new activity, the teacher rearranged the classroom seating again to make all the students seated as before. Once they all settled down, the teacher started explaining what the goal of the new activity was and how to achieve it. As it can be seen below, the teacher brought a sample of colour printed flag of UK. While she was explaining the colours on it in English, the students started to lose the interest. Then she rapidly changed the language and started to explain the activity in Italian, saying that she would give an uncoloured flag of UK to each student and leave the sample on the table of the Teacher C. so toddlers would have a look at the flag whenever they needed help to understand in what colour they supposed to colour at where as well.

Figure 12: Activity for Kindergarten students: Colouring map



The colouring sheets spreaded quickly and crayons were shared between toddlers, under the teacher's control. At that activity, it was aimed both using the psycho-motor actions while colouring detailed parts of the flag while using the vocabulary of three colours from the flag. Even though the teacher gave clear instructions, some of the toddlers used different colours to on the sheet, including Mili. She didn't only use different colours but also, she didn't follow the instructions as well. She scratched the sheet randomly with many wide red stripes. Knowing that she was the youngest in the classroom, she didn't struggle only following the cognitively-complicated instructions but also because of the lack of the language. Therefore, eventually she coloured the sheet as the way she wanted. The language teacher tried to help her to make it clear that she needed to colour it the way how it is originally on the flag, she explained it from actual physical distance. To learn by doing, Mili would do better if only she had someone physically close to her explaining what colour to use and where to.

"Is Mili allowed to go out without permission?" Mili had a habit that occurred to be observed several times during the observations. While there was an ongoing activity in the classroom, she was tempting to go out of the classroom without letting the teacher know. As a rule, in the classroom, all of the students were required to ask for permission to go out of the

classroom for different reasons (i.e. to use the bathroom). When it was observed that Mili standing up, walking to the door and going out, stage by stage, it was needed to question this behavior's background. To answer that, Teacher C. explained the situation saying that "I tried to explain her several times that she needed to ask me for permission. But she doesn't our language. She takes advantages of her stance and just walks by." Knowing that she was going out of the classroom but staying in the building, Teacher C. "just gave up trying to make her understand the rules". Mili's some of behaviors can be explained by the study that was contributed by Suárez-Orozco, Bang, and Kim in year 2011, which came out with the outcome where children who are separated from their parents were more likely to report symptoms of anxiety and depression in the initial years after migrating than children.

During the observations, this behavior of Mili's was attached with another habit of all refugee students from this research. It is that the children that are residing at the refugee camp, CARA, were obliged to use the school bus that was provided only for themselves. The school bus had a specific schedule that children were arriving school very earlier but also leaving school even before the last school bell rang. In that case, Mili caught the habit to arrive school very early to walk around freely (because of the lack of anyone companying her) and also

leaving school earlier than Italian peers even without saying goodbye to them. When the school bus habit is combined with the Teacher C. giving up attitude, Mili found a way to act like there was no rules for her to follow. Knowing that schools should be safe places for children, there was no physical threat to her to hurt herself in any way at IC Guido Pitocco, however, giving up on kids and letting them do how they want to do were too much of risky behaviors. It was reported by Teacher C. that Mili used to go out of the classroom to reach her school bag to grab some snacks at random times during the activities in the classroom. Considering that in Italy, there are “merenda” (snack) times at certain hours during the school time. It was observed that while each and every child was obeying the rule and waiting for that certain hour to snack together, Mili was again out of the context.

Overall, at age 3, children tend to have a cognitive development different than 4 or 5-year-olds. She needed clearer instructions to be explained and patient individuals to trust around her. If the aim is, not to not leave any child behind, it is required to cooperate with school principals, school teachers, pedagogues; to prepare specialized materials for certain children to make them achieve the goals. At below, it can be found the summarized SWOT analysis of Mili.

<i>Strengths</i>	<i>Weakness</i>
Acknowledgement by the school stakeholders and peers Willingness to attend activities Willingness to play with peers Effective using of virtual materials	Lack of parental involvement Lack of rule-making Lack of language knowledge Lack of instruction following Schooling at a young age Insufficient integration Traditional stringency of the curriculum
<i>Opportunities</i>	<i>Threats</i>
Schooling at a young age Bilingual education Curricular reform processes Supportive academics	Resistance to change Motivation Clinical and academic demands

4.1.1.2. “Umi”

Umi was a 7-year old male student who was attending kindergarten classes. Based on the anecdotes told by the former pedagogue from CARA, his father is originally a Pakistani and his mother is from the United Arab States. Since the citizenship is up to the father’s nationality, on paper himself and his five other siblings are Pakistani also. The family used to live in Dubai before migrating and back in Dubai the family had a great life quality, said the former pedagogue. It’s known that Umi used to go to nursery then kindergarten as well. Even though the official language is Arabic in Dubai, the education language may vary. The entire family members speak English. Just two days after their arrival, their father visited the school to ask about his children if they were doing good at there.

Based on the anecdote that was shared by his kindergarten classroom teacher, who is a clinical psychologist but not a teacher, since he enrolled in the class, he had willingness to communicate in English. As told by the same teacher, she struggled to understand him because of her lack of English language skills. Yet, Umi didn't know any single word in Italian. "The first months were really difficult." said the teacher who is a fresh graduated teacher with a degree on Psychology and teacher training. "I was ashamed because my refugee student was able to communicate in English, Arabic and a little in French but I couldn't understand him" said the teacher. On Umi's profile, it can be understood that he was practically a polyglot even before he had to refuge in Italy. It is known that (De Angelis, 2007), mother tongue (L1) affects the process of learning other languages, but at some cases it can be expected the second language (L2) may also play an active role in the learning of the third language (L3). Given the fact that he already learnt two more languages after his mother tongue therefore it was practically expected him to improve Italian language quickly. As it was expected, he learnt Italian only in a few months, said the teacher. He started attending the lessons in November and he never had an intensive course to learn Italian language but in couple of months he improved it a lot. It should be also noted that, the classroom observations took place on the month of May

for his case. As it can be seen, he improved a new language from zero only in six months that it was fully noted on the researcher's diary in this way: "The target student can be easily tracked because all the other students seem to play with him." Based on that, it should be explained the reason behind this attitude. Umi is a 7-year-old child who has higher cognitive skills rather than his classmates'. Him being the oldest student in the classroom made him create new plays. Yet he was the one finishing those games when it was told to do so which means he had the authority among classmates.

In the kindergarten, Umi and Mili have been monitored at the kindergarten. While Mili had violent behavior (Szente, J., Hoot, J., & Taylor, D., 2006.) and language barrier, Umi was a good example of refugee integration. It should be considered that at Umi's age, his cognitive skills were at the best condition to start learning a new language, yet he was still attending the kindergarten lessons. As a recommendation, it can be considered to apply welcoming refugee students to the classes with a year younger classmate rather than welcoming refugee students without any information of the host country. In this way of immersion year, refugee students can have the chance to practice host country's language. At below, it can be found the summarized SWOT analysis of Umi.

<i>Strengths</i>	<i>Weakness</i>
Acknowledgement by the school stakeholders and peers Willingness to play with peers Effective using of virtual materials Highly developed cognitive skills	Insufficient language knowledge Traditional stringency of the curriculum Schooling at an above average age
<i>Opportunities</i>	<i>Threats</i>
Schooling at an above average age Polyglot education Curricular reform processes Supportive academics	Lack of motivation to attend activities based on highly developed cognitive skills Clinical and academic demands

4.1.1.3. "Mari"

Mari was an eleven-year-old female student from Egypt. She has two older sisters and a baby sister. She started to go to IC Guido Pitocco in November 2017. According to the former pedagogue of CARA, Mari's family is quite well educated based on the parents' level of English language. Before starting the observations, the pedagogue expressed that Mari is good at school even though she joined the class in November, and she was already understanding Italian also trying to force herself to speak. During the observations, it came out that actually she wasn't understanding the curricular activities much or following the tasks because of the lack of language. Therefore, she was taking advantage of sitting the back row of the class and not participating to the activities. According to the former pedagogue, Mari was ignoring to communicate in any other language but only in Italian. Again, based on the researcher's

diary, it was observed that she had small talks with the researcher in English for a few times.

There are two more points to be underlined to understand her stance. Firstly, as the former pedagogue shared the information with the researcher, Mari's family is educated enough to understand the importance of girls getting education. The parents were also speaking in English, yet, they both shared their concerns with the pedagogue at the refugee camps, saying that they want to get their children education so that they can continue their education. With the family support, children have greater possibility to be successful.

Overall, she was lucky from the family's side but unfortunately Mari had difficulties to maintain her concentration in the classes and was constantly staring outside out of the classroom's window. It was noted on the researcher's diary that the researcher caught her yawning. The first idea popping up in the mind was that, if she was yawning while her classmates were with full of energy, it supposed to be because of her lack of language and interest of to participate the activities. The supporting idea came from the classroom teacher that, back in time again when she yawned, the teacher questioned her if everything was okay. According to the teacher, Mari said, she had sleeping problems because of having many people at the refugee camp. This should be underlined that; refugee camps are

not homes therefore those children are the affected the most. The study on post-traumatic stress disorder, anxiety, depression and dissociative tendencies in young migrants living in community health centers in Bari conducted with 34 adolescents. On that study, it wasn't only confirmed that the potentially stressful effect and the psychopathological risk of child migration, is correlated but also it came out that the specific symptomatology of depression emerges in those children who live in communities from more than six months but less than a year. Yet, these symptoms decline in minors who stay in residential contexts from more than one year. Considering the importance of the permanence in communities should be organized on the model of the global therapeutic environment which has therapeutic effects on pathological experiences of the persons involved (Taurino et al. 2012).

At below, it can be found the summarized SWOT analysis of Mari.

<i>Strengths</i>	<i>Weakness</i>
Acknowledgement by the school stakeholders and peers Parental involvement Willingness to attend activities Effective using of virtual materials	Lack of language knowledge Lack of instruction following Insufficient integration Traditional stringency of the curriculum
<i>Opportunities</i>	<i>Threats</i>
Supportive teachers Bilingual education Curricular reform processes Supportive academics	Resistance to change Motivation Clinical and academic demands

4.1.1.4. "Tabi"

Tabi was an eleven-year-old female student from Pakistan. Her entire family migrated to Italy, including her two brothers and two sisters. She started to go to IC Guido Pitocco in October 2017. Tabi was, naturally friendly with others. Whenever a classmate needed something -even a pencil-, she was running towards to that friend. She seemed she wasn't making many mistakes while trying to speak in Italian. She had her side-kick as her desk-mate who was a Romani girl. (That part is explained better at the section of 4.1.2.2.1. Physical Arrangement of Class.) The study that conducted to address educational needs of unaccompanied minors in Sicily (Di Rosa, Gucciardo, Argento & Leonforte, 2019) underlined that the unaccompanied minors who have the opportunity to speak Italian with friends turn out to know the Italian language more than those who do not have friends or who do not speak Italian

with friends. It was explained by the facts which are benefit of the one-to-one relationship and having friends who offer opportunities for interaction in the Italian language is a decisive factor for a more rapid and effective learning of the local language. Considering that, between those two students only one of them had integrated well while Mari was excluded.

Apart from her inclusion in the class, based on both the researcher's observations and the teacher's perceptions, Tabi was still considered as a pupil with special needs. Her relatively lack of Italian language caused her coming up to her education life from behind. Contini (2013) adopts a concerning perspective and reaches the conclusion that foreign students enrolled in the last year of primary school and the first year of lower secondary school point out in both points of the scholastic career minor skills of the natives. The disadvantage is also statistically significant for both the first and second generations. At below, it can be found the summarized SWOT analysis of Tabi.

<i>Strengths</i>	<i>Weakness</i>
Acknowledgement by the school stakeholders and peers Willingness to attend activities Willingness to play with peers Effective using of virtual materials "Peer-buddy"	Lack of parental involvement Insufficient language knowledge Lack of instruction following Traditional stringency of the curriculum
<i>Opportunities</i>	<i>Threats</i>
Supportive teachers Bilingual education Curricular reform processes Supportive academics	Easily distracted by peers Clinical and academic demands

4.1.1.5. "Rabi"

The student at age 12 was from Dubai who is Umi's elder sister. Considering the family background, it was expected to have her way more social than how she was. Yet, on her case, there are many points to underline.

Starting from her age, it can be told that she was in a one-year scholastic delay. Almost one-third of students with non-Italian citizenship (31.3%) find themselves in a situation of scholastic delay, that is, they attend a lower class than the one corresponding to the registry age. 10% of Italian students are in the same situation. The delay of students with non-Italian citizenship is often consequent to inclusion in classes lower than those corresponding to the chronological age at the time of the first entry into school. Added to this are the delays due to non-admissions and repetitions. From the results of the ISTAT survey

Integration of second generations conducted in 2015 and co-financed by the European Union and the Ministry of the Interior - a survey involving secondary schools of I and II degree with at least 5 students of foreign citizenship - it emerges that 49% of the foreign students born abroad is inserted in school in the class corresponding to their age; almost 39% claim to have been enrolled in the previous class and 12% in classes where the gap between age and class is at least 2 years. In the case of students enrolled directly in a secondary school, the delay involves 76.9% of the subjects and, of these, almost 30% has been inserted at least two years back compared to the class corresponding to the registry age. Furthermore, among the students of the late second grade secondary school, more than 36,000 students aged 19-20 and over are included, 36.6% of whom are still in the first year of the second year (Favaro, 2019).

In her case, she had an attachment issue with the English language teacher where she was expressing that she felt way more comfortable than when she's staying alone in the classroom. It can be explained by her lack of Italian language skills. Considering that knowing the language of hosting countries is a great start to integrate into the local life but she resisted learning the language, yet she kept relying on the English language teacher constantly.

Based on the researcher's diary, the anecdote was the entire small talk when the researcher had a connection with the target student. It was the part of the day the English language teacher was occupied with her own schedule therefore she couldn't assist Rabi to translate the entire lesson. In fact, it was the mathematics and according to the literature review, mathematics is the subject that refugees do better since digits and calculations are international. On that lesson, they were doing exercises on division the decimal numbers. At her age, an average student at age 11 is expected to be good at division so based on that they can improve doing divisions also on decimal numbers. Unfortunately, it was observed that she was starting at the board with blank eyes. According to the anecdote, the researcher went nearby her and asked her if everything was okay in English. She responded back that she wasn't following the lesson quite well. Given the fact that the research had the experience to teach mathematics to middle class students, she tried to explain the process of division. It was observed that the target student was struggling to do the basic division even before division of decimal numbers. In that, the researcher questioned Rabi why she could not divide 40 by 5. As Rabi said, she didn't practice those for a long time, not even in English. Then once she remembered how to do divisions, the research gave her another example to exercise on divisions with smaller numbers. At this

point, it was aimed to see if she knew the numbers in Italian. The experiment went well with the results that she knew the numbers but she had some misconceptions between the teens and tenners (e.g. Diciassette : 17 settanta : 70) With such phonetics, it can be confusing when learning a new language. But the real issue's itself was she wasn't forcing herself to even try learning and exercising in Italian.

After this small rapprochement with the target student, on the first break of the course, the researcher came by her and asked why she wasn't practicing still in Italian giving the example of herself saying that at age 27 she was still trying to learn the language of Italian. Her explanation gave another dimension to the family background since it was very different to what either the former pedagogy or her brother's teachers were explaining. She informed the researcher that she didn't have the urge to learn Italian because her family told her that the family may end up in Canada and in Canada they speak in English. This small sentence affected the target student that she wouldn't need to learn Italian because she had the idea of moving again. The lack of encouragement from the parents caused her lack of motivation to learn the language (Szente, J., Hoot, J., & Taylor, D., 2006). At below, it can be found the summarized SWOT analysis of Tabi.

<i>Strengths</i>	<i>Weakness</i>
Acknowledgement by the school stakeholders and peers Cognitively readiness for language learning Polyglot education Effective using of virtual materials	Denial of the refugee stance Misdirection by parents Attachment issues Lack of motivation Lack of language knowledge Lack of instruction following Traditional stringency of the curriculum
<i>Opportunities</i>	<i>Threats</i>
Supportive teachers Polyglot education Curricular reform processes Supportive academics	Clinical and academic demands Possible drop-out Pre-Adolescent

4.1.1.6. Eri

Eri is the 11-year-old boy from Cuba. This immigrant student was staying in Castelnuovo di Porto with his grandmother. Eri seemed quite social with his classmates and even to extra/-curricular activities. It could be explained with the advantage of his that his mother tongue is Spanish. The literature says that Italian and Spanish are similar languages; within that Eri faced less linguistic issues with learning Italian (Face, T. L., & D'Imperio, M., 2005).

To make him use his advantage, teachers can be more sensitive on students' being differentiated on the basis of different cognitive styles, learning, multiple intelligences (Gardner 1983) and different sensory preferences. Methods, teaching techniques (Balboni 1998) and inputs provided by the teacher can also be differentiated. Creating open or eligible tasks

means proposing activities that do not provide a single correct solution and that allow students with different linguistic skills to carry out the task anyway.

The school, as an intentionally formative agency and a multicultural context aimed at education and socialization/education in protected environments, with shared contents and purposes, constitutes a privileged space for rethinking and redefining curricula in an intercultural perspective (Frabboni, 2002; Pinto Minerva, 2002; Baldacci, 2006) and draft strategies and actions that can support the vulnerability of adolescent children of immigrants, transforming them from an individual weakness into an opportunity for enrichment for all. To make Eri's immigrant identity a richness in the classroom, teachers should provide opportunities.

At below, it can be found the summarized SWOT analysis of Eri.

<i>Strengths</i>	<i>Weakness</i>
Acknowledgement by the school stakeholders and peers Parental involvement Cognitively readiness for language learning Knowledge of another language from the same family language group Sufficient language learning Motivation to attend activities Effective using of virtual materials	Traditional stringency of the curriculum Pre-Adolescent
<i>Opportunities</i>	<i>Threats</i>
Supportive teachers Polyglot education Curricular reform processes Supportive academics	Motivation Pre-Adolescent

4.1.2. LEARNING ENVIROMENTS

As a fundamental human right, the right of getting access to education is protected and promoted by the laws; including refugee kids. To avoid a lost generation (UNICEF, 2014.), the educational services should be re-organized according to the refugee minors needs.

4.1.2.1. Kindergarten

Kindergarten of IC Guido Pitocco has a separate entering of the entire school complex with a middle size grass garden with toys. As the anecdotes were shared on the students' profiles, it was clear that there were points to be analysed.

Starting from the teachers, it can be told that having a teacher with a lots of teaching experience is a great strength in

the classroom. On the other hand, it could be seen that the teacher of Mili was not sensitive enough anymore, considering that there was a refugee student in the classroom in a great need of help and support. Burnout is defined as emotional exhaustion, depersonalization and low personal accomplishment (Maslach and Zimbardo, 1982). Desensitisation is defined by the cynical and negative feelings and attitudes towards the person's work and the people s/he works for. The person establishes negative relations especially with the individuals s/he gives education and is not satisfied with his/her achievements, skills and themselves (Muscatello et al., 2006). Weisberg and Sagie (1999) state that teaching is a very stressful job and that increasing stress among teachers leads to burnout and decreases the quality of teaching. Friedman (2000) stated that some of the teachers quit the profession because of the frustration and stress they experienced in their first years of profession, and those who continued their profession developed effective strategies for coping with classroom teaching and disciplinary problems as years passed and experienced teachers developed experienced teachers. less emotional exhaustion and insensitivity.

Knowing that the teacher of Umi had the lack of pedagogical formation could be considered as a weakness, however, she had a great commitment to the effort even where she was trying to understand her refugee student in the

classroom while he was expressing himself in a language that the teacher didn't know sufficiently. While with Mili there was the lack of parental involvement it was considered as a weakness, with Umi, his parents' involvement caused a great motivation to his teacher to cooperate with them. But for both, there was the lack of specific training in PTSD for their current and in-future refugee students.

Yet it should be noted that, the commitment to the effort had that outcome where both teachers had the goal to have a successful celebration for the end of the academic year. The arrangements in classroom to make refugee students have responsibilities on that celebration was a strength for the inclusion.

<i>Strengths</i>	<i>Weakness</i>
Teaching experience	Lack of pedagogical formation
Support from the colleagues	Lack of specific training in PTSD
Support from the school principal	Possible burnout
Commitment to the effort	Lack of parental involvement
Willingness to cooperate	Lack of patience
Parental involvement	Change is time-consuming
Extra-curricular activities	Traditional stringency of the curriculum
	Traditional teaching methods
<i>Opportunities</i>	<i>Threats</i>
Curricular reform processes	Resistance to change
Growing networks	Motivation
Experience sharing between colleagues	Governance/overall institutional support
Supportive academics	Clinical and academic demands

4.1.2.2. Primary School

Primary School of IC Guido Pitocco is combined with its Lower Secondary School in the same building with a concrete area in front of it which can be used as car parking zone as well. Even though Castelnuovo di Porto is not a big city, parents seemed to be tend on giving rides to children therefore the beton zone right in front of the school was constantly hosting traffic. Not only parents' cars but the school bus which was running between CARA and IC Guido Pitocco used to park there as well. It should be noted that the bus used to pick up refugee children from the refugee camp, CARA, so early that the time when they arrived, Italian students had not arrived yet. That way, the school security used to accompany those children at the entrance of the school. It can be assumed that seeing other children accompanying by their own family members could be painful to start a day for refugee students waiting inside.

4.1.2.2.1. Physical Arrangement of Class

The classroom where the observations took place for the primary school level was with full of hand-made posters in Italian and about Italy. Considering that a quick way to improve a new language is being exposed to that language, having virtual materials around was a good method to boost the efficiency. Yet, it could be seen that, in that classroom, there were not enough evidence that there were foreign students in the classroom as

well. The student-made posters were already prepared but to make a fair atmosphere in the classroom, new posters with immigrant and refugee students' names on it could be prepared altogether. To have a classroom spirit, it was expected to see even their names on the walls but given the fact that there was that lack of materials, it was assumed that, those refugee students might have not felt welcomed enough to the classroom.

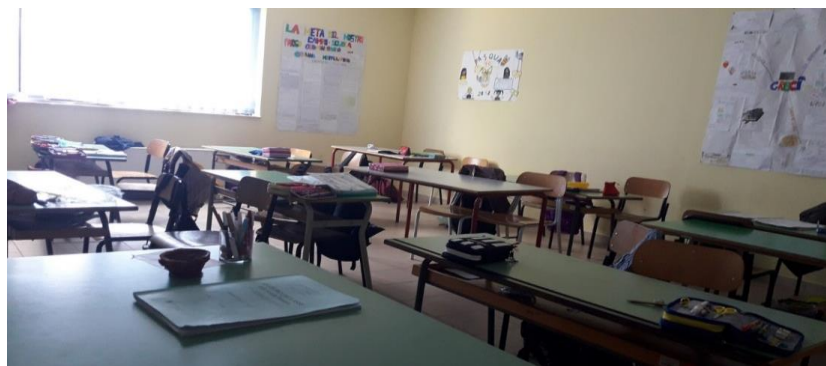
Figure 13: A Hand-made Poster by Primary School Students



The management in the classroom was not as fair enough to make students stop having clicks. As it can be seen at below, the teacher's desk was located on the left side of the board, but the refugee students were sitting in the back row and diagonally opposite the teacher's desk. The first photo at below was taken while sitting the teacher's desk aiming to underline a few points. Remembering that the refugee students, Mari and Tabi, joined the classroom after the academic year officially started. Therefore, the seats were already chosen by the other students in the classroom. At that point, the classroom teacher decided

where the refugee students should have sat on behalf of them. Within that, it was decided for Tabi to sit on the seat that is in front of the back row, sharing the desk with a Romani student. As it was explained before at above, Tabi had the advantage of having a desk mate who was a foreigner as well. It was noted on the researcher's diary that the classroom teacher explained that Romani student's stance saying that she was born in Italy and speaking quite good in Italian. Based on that anecdote, the Romani girl had no habit of coming to school regularly until she met Tabi as well. Once those two developed the good friendship, Tabi had a greater chance to learn the host country's language given the fact that she always had someone not only to practice with but also correct her when she was making mistakes in Italian. Here, it can be seen that even the teacher can be far away physically from the target student with special needs, having a student buddy to assist her whenever needed was a good strategy.

Figure 14: Classroom Photo from the Angle of the Teacher's Desk



The second photo at below was taken from Mari's seat which was practically meeting the angle of the classroom. The photo can explain the desperation of not being any close to the person that is needed the most reliable in the classroom. Unfortunately, Mari wasn't as lucky as Tabi because she was chosen to seat with an Italian boy whose best friend in the class was sitting right next to him on the side row. Having clicks didn't help Mari to develop any friendships and based on the researcher's diary, while Tabi was participating the activities in the classroom, Mari was not giving enough of the attention but instead, staring out the window right next to her. Friendships can affect new students' adaptation. To speed up the process of adaptation and integration, it is recommended to teachers to make investments on students to grow friendships. Extra-curricular activities can be used for that.

Figure 15: Classroom Photo from the Angle of the Refugee Student's Desk



In the study of Akpınar (2008), it came out that it was easy (Akpınar, 2008.) to exclude refugee students out of the intention in the classroom. It is highly recommended to create a classroom spirit to create a more united atmosphere. As a recommendation, to have a warmer classroom atmosphere the teachers can apply classroom buddy system (Delpit, L., 2006).

4.1.2.2.2. *Communication*

The subject teacher of Geography and History was a great example of her teaching strategy. As observed, she was prepared for her lesson and she made it clear even at the beginning of the lesson what pupils would learn at the end of the lesson. While every Italian student had their materials already, the subject teacher prepared photocopies of the materials for Mari and Tabi before the lesson.

Figure 16: Activity for Primary School Students: Colouring map



Before starting the lesson, she made pupils remember what they learnt at the previous lesson. Then she gave clear instructions to open up what page on the book to the Italian student, while she was providing materials (at above) to refugee girls in the classroom. She delivered the first blind map to the girls while asking key questions to guide each and every student to discover answer by themselves. She was physically active in the classroom, walking back and forth. She didn't only physically stand near refugee pupils to explain what to do for the activity, she spent enough of her time to explain the same process to the student with ADHD. It is clear that the area of school disadvantage is much broader than that explicitly referable to the presence of deficits since in each class there are students who, for different reasons, in need of special attention. This area therefore includes problems that can be summarized in three large sub-categories:

- disability;
- specific developmental disorders;
- the socio-economic, linguistic and cultural disadvantage (Tabarelli and Pisanu 2013). It was observed that when a teacher or a peer gave enough of attention, Mari was attending to the lesson.

4.1.2.2.3. Intervening the Activity

It should not be forgotten that for students at the basic education level who have experienced trauma as a result of war and / or migration, these students will be able to overcome their trauma more easily by means of extracurricular activities prepared considering the individual and cultural characteristics of these students (Gupta and Zimmer, 2008). Considering that, to include refugee/immigrant students or even new students in general, teachers should guide students and arrange (and rearrange if needed) the learning environment with the extracurricular activities.

The classroom teacher, Teacher T., was organising a school trip for camping in nature. Knowing that the school trip became a tradition for that classroom due to the fact that every year right before the academic year ends, all of the students were going to the trip together. Since 5th grade is the last grade of the primary school in Italy, not each and every pupil but also

Teacher T was excited. The researcher noted that it was needed two hours to organise the camping modules (who is staying with whom at each tent). Since peers were classmates for 5 academic years, they already had their clicks and it caused some managing problems to Teacher T. to solve. Teacher T. gave more than enough of her attention and consideration to involve the student with ADHD in her class but knowing that she couldn't do the same to Mari or Tabi didn't feel ethically right, as it was noted on the diary of the researcher's. When it was questioned, Teacher T. explained that she didn't have the authorization to confirm students' attendances to the school trip unless the parents confirm it on paper. Here at this part of the research, the issue is combined with the lack parental involvement with the lack of language. To integrate refugee and immigrant students, it was an ideal setting to do the school trip altogether, especially when it was a classroom tradition. Unfortunately, not being able to involve the students from the refugee camp caused Mari and Tabi being excluded.

Another important outcome occurred when the teaching of the Catholic religion in Italy (sometimes abbreviated IRC), commonly called religion time ("ora di religione" in Italian). In Italy, it is optional to participate or not for this lesson. In the kindergarten and primary school, the teaching of the Catholic religion can be given, by the teachers of the didactic circle who

have attended the teaching of the Catholic religion during the upper secondary studies, or in any case are recognized as suitable by the ordinary diocesan. In that case, the teaching of the Catholic religion is not given by a teacher of the didactic circle, it can be entrusted by priests and deacons, or to religious possessing a qualification recognized by the Italian Bishops' Conference in implementation or by those who, having a valid qualification for teaching in kindergartens and primary schools that possess the requisites; or by those who, having obtained another secondary school diploma, have obtained at least a diploma issued by an institute of religious sciences recognized by the Italian Bishops' Conference. Considering that, for the classroom of Mari and Tabi, the teacher of this subject was a supply teacher. Given that fact, the teacher was with pedagogical formation but had lack of specialization. Therefore, she was making the pupils dictate, where she was reading straight out of a book. Observing that while she was reading chapters, the questions raised among pupils, explaining by the subject of the day. On that day, they were learning about the other major religions around the world. That subject was added by the school principal to make the refugee students and the other students understand each other's differences. While on theory this practice goes well and raising many questions by students with Italian citizenship to understand other religions such as Islam

which is practiced by Mari and Tabi; there was the lack of students with non-Italian citizenship in the classroom. During the lesson of IRC, those two students were asked to practice Italian language with their main classroom teacher, Teacher T., in an empty classroom for the moment. The intention to do that extra hour of Italian language was to make refugee pupils practice for conjugations in Italian which is genuinely important during the process of learning a new language. However, it could be seen how this innocent action could cause exclusion from the classroom where students with Italian citizenship and those with non-Italian citizenship were not only physically but also morally kept away from each other. On one hand, giving a lesson where it was taught that there are more religions around the world and diversity is a richness; on the other hand, those who brought that richness to the classroom were excluded during the lesson. Within that, the diversity got deeper and sharper. Even if it wasn't based on religion lesson but still connected with religion; the study that conducted by Zannoni and Sirotti (2019) within high school students in Campania, where 14% of the students were with non-Italian citizenship can be count as a good example. On this study, it was decided to work through collective reading on some passages of second-generation migrant literature. After each piece, questions were asked to make comparisons and do reflections. While religion

wasn't one of the most important elements of the discussions, it emerged only later. Having such a discussion with students from various nationalities together made understand each other and ended up having a safer place in the classroom.

There are two important arguments in the literature about why social integration is important. The first argument states that the relationship between the ethnic group and the inter-group interaction will be reduced in terms of both prejudice and conflict (Allport et al., 1954). The second argument is that immigrants contribute to the social capital of the indigenous society through the link they establish with economic and cultural integration (Chriswick and Miller, 2001). For example, in terms of economic integration, migrants can find jobs in the labor market more easily with the positive approach of the local community; When we look at cultural integration, we can easily see that in both cases the social capital of the indigenous society has reached a higher level, considering that immigrants have learned the language of the host society. Studies in other countries with similar experiences emphasized the importance of intergroup contact in the context of prejudice and discrimination-reducing effects. Allport (1954) identifies the characteristics that intergroup contact should have for such an effect as equivalent status, common goals, lack of intergroup competition, and an authority to impose sanctions. Tropp and

Prenovost (2008), who examined the effects of contacts in this direction, showed that 94% of all studies conducted across the world reduced communication between groups and highlighted the importance of integrated classrooms and schools where both groups were together. Aboud et al. (2012) noted that at a young age this effect is stronger than adults and may occur even in short-term interactions outside the school. In this context, given the case of Italy, intergroup communication opportunities become even more important for the young population and highlight the importance of fusing activities. Based on this literature, it is expected that an out-of-school inclusion activity will lead to a positive change in the perceptions of the groups by increasing the communication between the groups.

<i>Strengths</i>	<i>Weakness</i>
Teaching experience	Lack of pedagogical formation
Support from the colleagues	Lack of specific training in PTSD
Support from the school principal	Lack of parental involvement
Commitment to the effort	Lack of knowledge about pupils
Willingness to cooperate	Change is time-consuming
Virtual materials	Traditional stringency of the curriculum
Enough time spending to teach language	Traditional teaching methods
	Arrangements in the classroom
<i>Opportunities</i>	<i>Threats</i>
Curricular reform processes	Resistance to change
Growing networks	Already existing clicks between pupils
Experience sharing between colleagues	Motivation
Supportive academics	Physical exclusion
Cultural diversity is a richness in the classroom	Clinical and academic demands

4.1.2.3. Lower Secondary School

4.1.2.3.1. *Physical Arrangement of Class*

The Lower Secondary School is a part of the Institutional Complex of Guido Pitocco sharing the same building with Primary School section. The classroom that the observations took place was located at the second floor. Compared to the kindergarten and primary school classroom that observed; this classroom had fewer visual materials. The materials that were already pinned on the walls were children's biology consisted posters all in Italian. The seating arrangement was relatively better than primary school, knowing that Eri and Rabi were not seated in the back of the class. While Eri was sitting at the desk in the third row and facing the teacher's desk; Rabi was arranged to seat on the windowsill in the second row. Both of them were sharing the desk with Italian peers.

Figure 16: The Classroom Photo of the Lower Secondary Class



Apart from the physical arrangement needs in the classroom, it was urgently needed to manage subject based improvements starting from the teachers, considering that teachers were the guides to help out pupils to learn and improve.

4.1.2.3.2. Communication

One of the most desperation that was observed during the time spent in this classroom was the lesson of Mathematics. Knowing that numeric system is universal; it was expected to keep it up with each and all students in the classroom with the same speed. The study showed that Unfortunately; as the anecdote was mentioned above at the Rabi's profile; it is not the fact that children can forget the numeric system, but they can lose the speed to do the operations. It came out from a research that classroom teachers who stated that Syrian refugee students were participating in mathematics class, this to the fact that Syrian students were older than native classmates (Şensin, 2016). This can be expressed as the readiness of the cognitive competencies of the Syrian refugee students. Yet, as January and Dönmez (2010) stated that the age of the individual will affect the success of mathematics positively or negatively, it is thought that basing the reason for the participation of asylum-seeker students in mathematics alone on the universality of mathematics will lead to under-evaluation of the process. As can be seen in the example of Rabi, she was in need of help to practice more and more to

keep it up with her classmates starting from the language learning. In his study, Manço (2012) concluded that the children of immigrant Turkish families in Belgium have failed in the Belgian education system and this failure has been attributed to the fact that Turkish students do not speak enough of the host country's language. The findings of both studies overlap that students who do not speak the language of the country of study will fail. In this case, it is thought that the increase in the participation and success of the refugee and immigrant students in Italy will be possible by being able to dominate and support the Italian language.

Bulgan's (2007) study with high school students reveals the effect of music lessons on adaptation to the country of migration. According to this study, it was found that music lessons were used to facilitate the adaptation of Turkish students attending high school in Germany to the new country of immigration and positive results were achieved. But on this study, the music lesson didn't overlap with the literature, given the fact that the subject teacher was on maternity leave, therefore, the supply teacher couldn't do much. It was noted on the research diary that an Italian pupil shared her thoughts with the researcher that the supply teacher was "*useless.*"

As regards non-Italian native speakers in particular, Pallotti (2000, 160) tells about the process of understanding in the

classroom: «the link between understanding and language learning is particularly important. A student who does not understand will not be able to make great progress in his interlingua; consequently, he will always find it hard to understand, triggering a vicious circle of linguistic and communicative failures ». Considering that, lack of Italian language caused a lot of regression for one of the refugee students in the classroom. It was needed to pay more attention to get her involved in the classroom, starting from motivating her to learn the language.

4.1.2.3.3. Intervene in The Activity

At the art lesson, it was asked to draw a cartoon on theme of bullying. While the teacher was very clear about the instructions on the project to pupils, she let the Rabi to partner up with English language teacher. This soft side of her ended up Rabi being freer than her peers. At the end, the teacher had to ask Rabi to change her drawing style then to finish her entire project giving the reason of having lack of time.

Not only refugee students but mostly them are in need of consistency in their lives. They witnessed a lot of changes throughout their lives, however, to ease their struggle of settling down, schools need to plan the activities more precisely. Knowing that in the classroom there was a refugee student who could be considered as a pupil with linguistic issues related with

special educational needs; it can be referred to the study by Melero Rodríguez, Caon and Bricchese (2015) where ethical questions are addressed in Linguistic Education for students with special educational needs, while for the general ethical question in Linguistic Education it is referred to Balboni's works (2010, 2011, 2014). If therefore the ethical dimension is primarily at the center of this reflection, we recall the legislation that regulates legal obligations or at least the guidelines to follow with respect to these types of students.

<i>Strengths</i>	<i>Weakness</i>
Teaching experience Support from the colleagues Support from the school principal Commitment to the effort Willingness to cooperate Virtual materials	Lack of specific training in PTSD Lack of parental involvement Lack of knowledge about pupils Change is time-consuming Traditional stringency of the curriculum Traditional teaching methods Arrangements in the classroom Supply teaching with better materials
<i>Opportunities</i>	<i>Threats</i>
Curricular reform processes Growing networks Experience sharing between colleagues Supportive academics Cultural diversity is a richness in the classroom Use of extra-curricular activities	Resistance to change Already existing clicks between pupils Motivation Governance/overall institutional support Clinical and academic demands Teacher-pupil bonds can lead up attachment issues

4.2. QUANTITATIVE STUDY

At below, it was explained the analysis of quantitative study's findings for this research with the following sub-titles: Characteristics of participant teachers in the research and factorial analysis.

4.2.1. Characteristics of Teachers Participating In The Research

In this part of the study, it is aimed to describe the teachers' profiles who were participated for this study. At below, it was given the gender percentages, age groups, teaching experience of the participated teachers and their refugee and immigrant students' citizenship status.

4.2.1.1. Gender

According to the chart below, it can be seen that, one hundred and seventy-seven of the one hundred and ninety of the participant teachers were female. As a limitation of this study, it can be seen that gender is not balanced among participant teachers. It can be explained that teaching is a female dominated field of work since it is one of the few socially acceptable careers for females based on a society culture where middle class women are obliged to choose socially acceptable careers to be financially independent since school teaching is still considered an extension of women's domestic role. (Cubillio 2003; Foster 1993; Hoffman, 2003; Joncich 1991; Smulyan, 2006.).

Table 14: Gender Percentages of Participant Teachers

	Frequency	Percent
Male	13	6.8
Female	177	93.2
Total	190	100.0

According to the Organisation for Economic Cooperation and Development (2019), female primary school teachers have been always overwhelmingly more than male colleagues in Italy. This limitation can be only inspiring for future studies focusing on male primary school teachers as well.

4.2.1.2. Age Percentages

At below, the chart shows that, on this research, half of the participant teachers were from the age percentages of 41-54 which means it was expected to say that the initial teachers at young age, at least the ones from the age group of 21-30 for this study, didn't volunteer to participate as much as older colleagues.

Table 15: Age Percentages of Participant Teachers

	Frequency	Percent
21-30	14	7.4
31-40	32	16.8
41-54	95	50.0
55+	49	25.8
Total	190	100.0

But based on OECD (2019), it can be told that even the percentages of primary school teachers under the age 30 vary by

year, the highest percentage was on the year of 2005 between 2005 and 2016. It should be considered that, teachers can work at school even before gaining their title in Italy. OECD shows the statistics that the percentages of primary school teachers from the age group of 30-49 in Italy were varied as well, yet the same statistics confirmed that the percentages were almost around the half of the teachers. Therefore, those two charts and the study's age group chart are confronting each other.

4.2.1.3. Teaching Experience

The table above indicated that almost the half of the participant teachers (44,7%) had teaching experience for more than 20 years. The teachers with teaching experience for more than 11 years but still less than 20 years are the second biggest portion on the chart with a 25,3 percentage. The following frequencies are matching with the age groups of participant teachers as the younger they are the less teaching experience they have.

Table 16: Percentages of Participant Teachers' Teaching Experience by Year

	Frequency	Percent
0-5	33	17.4
6-10	24	12.6
11-19	48	25.3
20+ years	85	44.7

4.2.1.4. Students' Stance of The Participant Teachers

The two tables below explain the consideration of teachers' reason of participating to this study. The first table shows that two of the participant teachers expressed themselves as they never had any immigrant or refugee students in their classrooms. Even though it was strictly indicated the beginning of the survey, they needed to had experience of teaching refugee and/or immigrant students, those two participants continued filling the online form. This limitation should be a warning to the following/future researches to indicate the scope better for the sample choosing.

Table 17: "I used to teach refugee/immigrant students..."

	Frequency	Percent
In the last 5 years	140	73.7
In the last 3 years	28	14.7
On this year	20	10.5
Never	2	1.1

Apart from that, one hundred and forty teachers (or 73,7%) expressed that they had refugee and/or immigrant students in their classes in the last five years. The following percentage is 14,7% with the expression of teachers with experience of teaching refugee/immigrant students in the last three years. At the end, only twenty teachers out of one hundred and ninety participants told that they had refugee/immigrant students in their classroom on the academic year of 2018-2019.

After considering the frequencies above, the table below describes the students' stances considered by the teachers involved in the research. Based on that, it can be easily seen that more than half of the teachers' proclamation of their students were considered as second-generation immigrants. The following frequency is teachers' having experience to teach first-generation immigrant students in their classroom (N=47). At the end, forty-four teachers out of one hundred and ninety teachers expressed that they had both first and second-generation immigrants in their classrooms.

Table 18: "Currently I am teaching ... students in my classroom."

	Frequency	Percent
Refugee/immigrant students that were born in Italy	99	52.1
Refugee/immigrant students that were born abroad	47	24.7
Both of the refugee/immigrant students that were born in Italy and abroad	44	23.2

4.2.2. FACTORIAL ANALYSIS

When the questionnaire, as used by Kurbegovic (2016), was applied directly to the participating teachers in Italy, 7 factors emerged according to the discovery factor analysis.

Table 19: Factorial Analysis when the Original Questionnaire
Applied in Italy

	1	2	3	4	5	6	7
Sono disposto ad utilizzare nuove strategie didattiche per studenti con cittadinanza non italiana dalle ricerche.	0.83						
Credo che le strategie didattiche e gli interventi basati sulla ricerca siano utili per gli studenti con cittadinanza non Italiana.	0.62						
Sarei disposto sviluppare attività di ricerca per migliorare le strategie didattiche per studenti con cittadinanza non italiana.	0.49						
Gli studenti con cittadinanza non italiana sembrano avere più comportamenti disfunzionali rispetto agli altri studenti.		0.86					
Gli studenti con cittadinanza non italiana sembrano essere più depressi o tristi degli altri studenti.		0.81					
Gli studenti con cittadinanza non italiana sembrano più ansiosi o nervosi degli altri studenti.		0.77					
Gli studenti con cittadinanza non italiana, rispetto agli altri studenti, sembrano essere negativamente influenzati da esperienze traumatiche che si sono verificate nella loro vita.		0.58					

Gli studenti con cittadinanza non italiana sembrano avere più problemi sociali degli altri studenti.		0.56					
Gli studenti con cittadinanza non italiana hanno esigenze sociali ed emotive diverse rispetto ad altri studenti.		0.48					
Durante il mio lavoro ho sviluppato sufficienti competenze per sostenere in classe gli studenti con cittadinanza non Italiana.			0.82				
Il mio percorso di formazione all'insegnamento mi ha adeguatamente preparato per soddisfare i bisogni degli studenti con cittadinanza non Italiana.			0.75				
Ho maturato molta esperienza lavorando con studenti senza cittadinanza Italiana.			0.52				
Ho frequentato corsi specifici sulle diverse pratiche culturali di studenti provenienti da diversi contesti culturali.			0.51				
La mia scuola dedica tempo ed energia a discutere strategie efficaci per promuovere il benessere degli studenti con cittadinanza non Italiana.			0.47				
Sono convinto che, col passare del tempo, diventerò sempre più capace di aiutare i miei studenti con cittadinanza non Italiana ad essere consapevoli dei propri bisogni.				0.79			

So che posso motivare i miei studenti con cittadinanza non Italiana a partecipare a progetti innovativi/creativi.				0.61			
So che posso esercitare un'influenza positiva sullo sviluppo personale e formativo dei miei studenti con cittadinanza non Italiana.				0.59			
So di poter mantenere un rapporto positivo con i genitori di bambini con cittadinanza non Italiana anche quando sorgono tensioni.				0.59			
Sono in grado di relazionarmi agli studenti con cittadinanza non Italiana.				0.52			
Sono fiducioso nella mia capacità di rispondere ai bisogni dei miei studenti con cittadinanza non Italiana anche se ho una brutta giornata.				0.49			
Sarei aperto a provare nuovi tipi di strategie didattiche per studenti con cittadinanza non Italiana, anche se dovessi seguire un manuale specifico (il curriculum scolastico, PTOF, ecc.).					-0.76		
Sarei disposto a utilizzare nuove strategie didattiche per aiutare gli studenti con cittadinanza non Italiana.					-0.46		
Sarei disposto per studenti con cittadinanza non Italiana ad usare strategie didattiche presentate nei libri di testo.	0.34				-0.35		-0.31

Posso imparare molto dagli studenti con cittadinanza non Italiana anche se il loro background culturale è diverso dal mio.						0.71	
Sono a conoscenza delle differenze linguistiche degli studenti con cittadinanza non Italiana nella mia classe.						0.61	
Sono consapevole dell'importanza di conoscere il contesto culturale dei miei studenti con cittadinanza non Italiana.						0.52	
Sono consapevole della diversità dei contesti culturali degli studenti con cittadinanza non Italiana con cui lavoro.						0.49	
Promuovo il senso di appartenenza alla propria cultura di origine negli studenti con cittadinanza non Italiana.						0.48	
I metodi di insegnamento devono essere adattati per soddisfare le esigenze degli studenti con cittadinanza non Italiana.						0.47	
Sarei aperto a provare una nuova pratica o intervento per studenti con cittadinanza non Italiana, anche se fosse diverso da quello che sono abituato a fare.	0.41						-0.48

When this situation is examined for each item, it is seen that 2 items cause difficulty in factor analysis. Given the emergence of 5 factors in the original questionnaire, these two items were specifically examined as follows by using the correlations:

Table 20: The Analysis of Both Items that Create Difficulties

	Sarei aperto a provare nuovi tipi di strategie didattiche per studenti con cittadinanza non italiana, anche se dovessi seguire un manuale specifico (il curriculum scolastico, PTOF, ecc.).	Sarei aperto a provare una nuova pratica o intervento per studenti con cittadinanza non italiana, anche se fosse diverso da quello che sono abituato a fare.
Self-efficacy	,373**	,466**
Teaching Strategies	,677**	,634**
Intercultural Dimension	,315**	,429**
Competency	,225**	,184*
Students' Needs	-0,139	-0,077

The items that analysed can be explained by saying that the translation wasn't sufficient enough. Given the fact that it was translated from English and then modified after the comments on in need of example giving and lack of clearness, by selected school teachers before the compilation of the questionnaire. both of those long expressions. Each item is actually combined by two dependent clauses which can cause confusion to the participants. Given that fact, after the elimination of two items from the survey and analysed by factorial analysis, it came out that that are actually 5 factors, as Kurbegovic's.

Table 20: The Analysis of the Questionnaire after Eliminated the 2-Items

		1	2	3	4	5
Teaching Strategies	Sono disposto ad utilizzare nuove strategie didattiche per studenti con cittadinanza non italiana dalle ricerche.	0.87				
	Credo che le strategie didattiche e gli interventi basati sulla ricerca siano utili per gli studenti con cittadinanza non Italiana.	0.72				
	Sarei disposto sviluppare attività di ricerca per migliorare le strategie didattiche per studenti con cittadinanza non italiana.	0.64				
	Sarei disposto a utilizzare nuove strategie didattiche per aiutare gli studenti con cittadinanza non Italiana.	0.53				
	Sarei disposto per studenti con cittadinanza non Italiana ad usare strategie didattiche presentate nei libri di testo.	0.50				

Students' Needs	Gli studenti con cittadinanza non italiana sembrano avere più comportamenti disfunzionali rispetto agli altri studenti.	0.86			
	Gli studenti con cittadinanza non italiana sembrano essere più depressi o tristi degli altri studenti.	0.81			
	Gli studenti con cittadinanza non italiana sembrano più ansiosi o nervosi degli altri studenti.	0.77			
	Gli studenti con cittadinanza non italiana, rispetto agli altri studenti, sembrano essere negativamente influenzati da esperienze traumatiche che si sono verificate nella loro vita.	0.57			
	Gli studenti con cittadinanza non italiana sembrano avere più problemi sociali degli altri studenti.	0.56			
	Gli studenti con cittadinanza non italiana hanno esigenze sociali ed emotive diverse rispetto ad altri studenti.	0.49			

	Durante il mio lavoro ho sviluppato sufficienti competenze per sostenere in classe gli studenti con cittadinanza non Italiana.			0.84		
	Il mio percorso di formazione all'insegnamento mi ha adeguatamente preparato per soddisfare i bisogni degli studenti con cittadinanza non Italiana.			0.72		
	Ho maturato molta esperienza lavorando con studenti senza cittadinanza Italiana.			0.54		
	Ho frequentato corsi specifici sulle diverse pratiche culturali di studenti provenienti da diversi contesti culturali.			0.52		
Competency	La mia scuola dedica tempo ed energia a discutere strategie efficaci per promuovere il benessere degli studenti con cittadinanza non Italiana.			0.46		

Self-efficacy	So che posso esercitare un'influenza positiva sullo sviluppo personale e formativo dei miei studenti con cittadinanza non Italiana.				-0.72	
	Sono fiducioso nella mia capacità di rispondere ai bisogni dei miei studenti con cittadinanza non Italiana anche se ho una brutta giornata.				-0.64	
	So che posso motivare i miei studenti con cittadinanza non Italiana a partecipare a progetti innovativi/creativi.				-0.63	
	Sono convinto che, col passare del tempo, diventerò sempre più capace di aiutare i miei studenti con cittadinanza non Italiana ad essere consapevoli dei propri bisogni.				-0.61	
	So di poter mantenere un rapporto positivo con i genitori di bambini con cittadinanza non Italiana anche				-0.49	

	quando sorgono tensioni.					
	Sono in grado di relazionarmi agli studenti con cittadinanza non Italiana.				-0.47	
Intercultural Dimension	Posso imparare molto dagli studenti con cittadinanza non Italiana anche se il loro background culturale è diverso dal mio.					0.68
	Sono a conoscenza delle differenze linguistiche degli studenti con cittadinanza non Italiana nella mia classe.					0.55
	Sono consapevole dell'importanza di conoscere il contesto culturale dei miei studenti con cittadinanza non Italiana.					0.49
	I metodi di insegnamento devono essere adattati per soddisfare le esigenze degli studenti con cittadinanza non Italiana.					0.47
	Promuovo il senso di appartenenza alla propria cultura di origine negli					0.47

	studenti con cittadinanza non Italiana.					
	Sono consapevole della diversità dei contesti culturali degli studenti con cittadinanza non Italiana con cui lavoro.					0.46

4.2.3. CRONBACH'S ALPHA

In this section, Cronbach's Alpha value was calculated for each factor found.

4.2.3.1. Teaching Strategies

Table 21: The Cronbach Alpha Value for "Teaching Strategies"

Teaching Strategies	Medium scale if the element is deleted	Scale variance if the element is deleted	Correct element-total correlation	Cronbach's Alpha if the item is deleted	Cronbach's Alpha
Sarei disposto a utilizzare nuove strategie didattiche per aiutare gli studenti con cittadinanza non italiana.	21.03	8.53	0.58	0.86	0.87
Sarei aperto a provare nuovi tipi di strategie didattiche per studenti con cittadinanza non italiana, anche se dovessi seguire un manuale specifico (il curricolo scolastico, PTOF, ecc.).	21.19	7.84	0.69	0.84	
Sarei disposto sviluppare attività di ricerca per migliorare le strategie didattiche per studenti con cittadinanza non italiana.	21.16	7.96	0.65	0.85	
Sono disposto ad utilizzare nuove strategie didattiche per studenti con cittadinanza non italiana dalle ricerche.	21.23	7.56	0.75	0.83	
Crede che le strategie didattiche e gli interventi basati sulla ricerca siano utili per gli studenti con cittadinanza non italiana.	21.27	7.73	0.65	0.85	
Sarei disposto per studenti con cittadinanza non italiana ad usare strategie didattiche presentate nei libri di testo.	21.40	7.65	0.57	0.86	
Sarei aperto a provare una nuova pratica o intervento per studenti con cittadinanza non italiana, anche se fosse diverso da quello che sono abituato a fare.	21.12	8.08	0.64	0.85	

While the Cronbach's Alpha value was (0,87) high enough, the coloured items were tiring the factorial analysis. Even if it was observed that Cronbach's Alpha value decreased, the factual deletion of these items facilitated the survey in factorial analysis. This suggests that these two items should be arranged for further research, given that Cronbach's Alpha is still high.

4.2.3.2. Intercultural Dimension

Table 23: The Cronbach Alpha Value for “Intercultural Dimension”

	Medium scale if the element is deleted	Scale variance if the element is deleted	Correct element-total correlation	Cronbach's Alpha if the item is deleted	Cronbach's Alpha
Intercultural Dimension					
Sono consapevole della diversità dei contesti culturali degli studenti con cittadinanza non italiana con cui lavoro.	17.91	4.50	0.49	0.72	0.76
Posso imparare molto dagli studenti con cittadinanza non italiana anche se il loro background culturale è diverso dal mio.	17.81	4.30	0.61	0.69	
I metodi di insegnamento devono essere adattati per soddisfare le esigenze degli studenti con cittadinanza non italiana.	18.06	4.18	0.41	0.76	
Sono consapevole dell'importanza di conoscere il contesto culturale dei miei studenti con cittadinanza non italiana.	17.81	4.64	0.49	0.72	
Promuovo il senso di appartenenza alla propria cultura di origine negli studenti con cittadinanza non italiana.	18.09	4.24	0.50	0.72	
Sono a conoscenza delle differenze linguistiche degli studenti con cittadinanza non italiana nella mia classe.	17.90	4.28	0.53	0.71	

4.2.3.3. Competency

Table 24: The Cronbach Alpha Value for “Competency”

	Medium scale if the element is deleted	Scale variance if the element is deleted	Correct element-total correlation	Cronbach's Alpha if the item is deleted	Cronbach's Alpha
Competency					
Il mio percorso di formazione all'insegnamento mi ha adeguatamente preparato per soddisfare i bisogni degli studenti con cittadinanza non italiana.	10.59	7.03	0.60	0.70	0.77
Durante il mio lavoro ho sviluppato sufficienti competenze per sostenere in classe gli studenti con cittadinanza non italiana.	10.15	7.20	0.66	0.69	
Ho maturato molta esperienza lavorando con studenti senza cittadinanza italiana.	10.08	7.60	0.54	0.72	
Ho frequentato corsi specifici sulle diverse pratiche culturali di studenti provenienti da diversi contesti culturali.	10.69	7.15	0.50	0.74	
La mia scuola dedica tempo ed energia a discutere strategie efficaci per promuovere il benessere degli studenti con cittadinanza non italiana.	10.35	7.59	0.42	0.77	

4.2.3.4. Students' Needs

Table 25: The Cronbach Alpha Value for “Students' Needs”

	Medium scale if the element is deleted	Scale variance if the element is deleted	Correct element-total correlation	Cronbach's Alpha if the item is deleted	Cronbach's Alpha
Students' Needs					
Gli studenti con cittadinanza non italiana hanno esigenze sociali ed emotive diverse rispetto ad altri studenti.	9.72	9.93	0.48	0.83	0.83
Gli studenti con cittadinanza non italiana sembrano avere più problemi sociali degli altri studenti.	10.03	9.66	0.54	0.81	
Gli studenti con cittadinanza non italiana sembrano più ansiosi o nervosi degli altri studenti.	10.51	9.46	0.67	0.79	
Gli studenti con cittadinanza non italiana sembrano avere più comportamenti disfunzionali rispetto agli altri studenti.	10.47	9.15	0.73	0.77	
Gli studenti con cittadinanza non italiana sembrano essere più depressi o tristi degli altri studenti.	10.70	9.73	0.67	0.79	
Gli studenti con cittadinanza non italiana, rispetto agli altri studenti, sembrano essere negativamente influenzati da esperienze traumatiche che si sono verificate nella loro vita.	10.34	9.89	0.52	0.82	

4.2.3.5. Self-Efficacy

Table 26: The Cronbach Alpha Value for "Self-Efficacy"

	Medium scale if the element is deleted	Scale variance if the element is deleted	Correct element-total correlation	Cronbach's Alpha if the item is deleted	Cronbach's Alpha
Self-efficacy					
So di poter mantenere un rapporto positivo con i genitori di bambini con cittadinanza non italiana anche quando sorgono tensioni.	17.66	5.12	0.56	0.8	0.84
Sono in grado di relazionarmi agli studenti con cittadinanza non italiana.	17.45	5.29	0.53	0.8	
Sono convinto che, col passare del tempo, diventerò sempre più capace di aiutare i miei studenti con cittadinanza non italiana ad essere consapevoli dei propri bisogni.	17.35	5.05	0.67	0.8	
Sono fiducioso nella mia capacità di rispondere ai bisogni dei miei studenti con cittadinanza non italiana anche se ho una brutta giornata.	17.48	5.07	0.60	0.8	
So che posso esercitare un'influenza positiva sullo sviluppo personale e formativo dei miei studenti con cittadinanza non italiana.	17.37	5.22	0.65	0.8	
So che posso motivare i miei studenti con cittadinanza non italiana a partecipare a progetti innovativi/creativi.	17.35	5.03	0.68	0.8	

4.2.4. CORRELATIONS

Table 27: The Correlations Between Categories

	Self-efficacy	Teaching Strategies	Intercultural Dimension	Competency	Students' Needs
Self-efficacy	1				
Teaching Strategies	,516**	1			
Intercultural Dimension	,490**	,472**	1		
Competency	,313**	,223**	,318**	1	
Students' Needs	-0.057	-0.034	0.019	0.12	1

The table above described the correlations between the factors that found on this study. Accordingly, it can be seen that, the most correlated factors are Self-Efficacy and Teaching Strategies. The explanation of the negative correlations was that the items in the Students' Needs factor included the opinions on the students with non-Italian citizenship, but all the remaining factors included the assessments of the teachers themselves.

Scale AI	Kindergarten (n= 20)		Primary School (n= 104)		Lower Secondary School (n= 55)	
	M	DS	M	DS	M	DS
Self-efficacy	3,71	0,34	3,49	0,45	3,41	0,46
Teaching Strategies	3,47	0,38	3,54	0,50	3,49	0,48
Intercultural Dimension	3,62	0,41	3,61	0,42	3,55	0,41
Competency	2,76	0,67	2,63	0,62	2,46	0,70
Students' Needs	1,93	0,54	2,01	0,61	2,18	0,61

The table at below describes that there was no statistically significance between the teachers who have been teaching immigrant pupils in the last 5 years, or 3 years or in the current academic year.

In the last 5 years (n= 140)		In the last 3 years (n= 28)		The current academic year (n= 20)	
Media	SD	Media	SD	Media	SD
3,47	0,46	3,56	0,33	3,53	0,45
3,49	0,50	3,62	0,32	3,55	0,52
3,58	0,42	3,60	0,40	3,62	0,38
2,61	0,65	2,44	0,60	2,71	0,77
2,06	0,60	2,08	0,59	2,04	0,71

The table below describes that there was no statistically significance on any category between first generation and second-generation immigrant pupils.

Dependent variable	(I) Se ha attualmente o ha avuto studenti con cittadinanza non <u>Italiana</u> che in classe sono/erano	(J) Se ha attualmente o ha avuto studenti con cittadinanza non <u>Italiana</u> che in classe sono/erano	Differenza della media (I-J)	Std. error
Self-efficacy	first generation immigrant pupils	second generation immigrant pupils	,24249*	0,08
Teaching Strategies	first generation immigrant pupils	second generation immigrant pupils	,30818*	0,08
Intercultural Dimension	first generation immigrant pupils	second generation immigrant pupils	,17486*	0,07
Students' Needs	first generation immigrant pupils	second generation immigrant pupils	-,30049*	0,11

* The average difference is significant at the 0.05 level.

At below, a statistically difference was found out that “Competency” had a higher impact on teachers whom had pupils both first and the second generation even though it was expected to have a higher impact on every category.

Scale	Studenti con cittadinanza non Italiana nati in Italia (n= 97)		Studenti con cittadinanza non Italiana nati all'estero (n= 47)		Studenti con cittadinanza non Italiana nati in Italia, Studenti con cittadinanza non Italiana nati all'estero (n= 44)	
	M	DS	M	DS	M	DS
Self-efficacy	3,57	0,41	3,33	0,53	3,48	0,38
Teaching Strategies	3,61	0,42	3,30	0,54	3,54	0,46
Intercultural Dimension	3,63	0,38	3,46	0,46	3,62	0,37
Competency	2,66	0,69	2,60	0,65	2,43	0,56
Students' Needs	1,94	0,61	2,14	0,60	2,24	0,58

Differences are statistically significant ($p < .05$).

At below, there are all the items of the scale with M and standard deviation values.

Scale AI	Item	M	SD
Self-Efficacy	So che posso motivare i miei studenti con cittadinanza non <u>Italiana</u> a partecipare a progetti innovativi/creativi.	3,59	0,58
	Sono convinto che, col passare del tempo, diventerò sempre più capace di aiutare i miei studenti con cittadinanza non <u>Italiana</u> ad essere consapevoli dei propri bisogni.	3,58	0,58
	So che posso esercitare un'influenza positiva sullo sviluppo personale e formativo dei miei studenti con cittadinanza non <u>Italiana</u> .	3,56	0,55
	Sono in grado di relazionarmi agli studenti con cittadinanza non <u>Italiana</u> .	3,48	0,62
	Sono fiducioso nella mia capacità di rispondere ai bisogni dei miei studenti con cittadinanza non <u>Italiana</u> anche se ho una brutta giornata.	3,45	0,62
	So di poter mantenere un rapporto positivo con i genitori di bambini con cittadinanza non <u>Italiana</u> anche quando sorgono tensioni.	3,27	0,64
Teaching Strategies	Sarei disposto a utilizzare nuove strategie didattiche per aiutare gli studenti con cittadinanza non <u>Italiana</u> .	3,71	0,51
	Sarei aperto a provare una nuova pratica o intervento per studenti con cittadinanza non <u>Italiana</u> , anche se fosse diverso da quello che sono abituato a fare.	3,61	0,58
	Sarei disposto sviluppare attività di ricerca per migliorare le strategie didattiche per studenti con cittadinanza non italiana.	3,57	0,60

	Sarei aperto a provare nuovi tipi di strategie didattiche per studenti con cittadinanza non <u>Italiana</u> , anche se dovessi seguire un manuale specifico (il curriculum scolastico, PTOF, ecc.).	3,54	0,61
	Sono disposto ad utilizzare nuove strategie didattiche per studenti con cittadinanza non italiana dalle ricerche.	3,51	0,63
	Credo che le strategie didattiche e gli interventi basati sulla ricerca siano utili per gli studenti con cittadinanza non <u>Italiana</u> .	3,47	0,66
	Sarei disposto per studenti con cittadinanza non <u>Italiana</u> ad usare strategie didattiche presentate nei libri di testo.	3,33	0,74
Intercultural Dimension	Posso imparare molto dagli studenti con cittadinanza non <u>Italiana</u> anche se il loro background culturale è diverso dal mio.	3,70	0,54
	Sono consapevole dell'importanza di conoscere il contesto culturale dei miei studenti con cittadinanza non <u>Italiana</u> .	3,70	0,51
	Sono a conoscenza delle differenze linguistiche degli studenti con cittadinanza non <u>Italiana</u> nella mia classe.	3,62	0,61
	Sono consapevole della diversità dei contesti culturali degli studenti con cittadinanza non <u>Italiana</u> con cui lavoro.	3,61	0,56
	I metodi di insegnamento devono essere adattati per soddisfare le esigenze degli studenti con cittadinanza non <u>Italiana</u> .	3,46	0,75
	Promuovo il senso di appartenenza alla propria cultura di origine negli studenti con cittadinanza non <u>Italiana</u> .	3,43	0,65
Competency	Ho maturato molta esperienza lavorando con studenti senza cittadinanza <u>Italiana</u> .	2,88	0,84

	Durante il mio lavoro ho sviluppato sufficienti competenze per sostenere in classe gli studenti con cittadinanza non italiana.	2,81	0,82
	La mia scuola dedica tempo ed energia a discutere strategie efficaci per promuovere il benessere degli studenti con cittadinanza non italiana.	2,62	0,98
	Il mio percorso di formazione all'insegnamento mi ha adeguatamente preparato per soddisfare i bisogni degli studenti con cittadinanza non italiana.	2,38	0,92
	Ho frequentato corsi specifici sulle diverse pratiche culturali di studenti provenienti da diversi contesti culturali.	2,28	1,00
Students' Needs	Gli studenti con cittadinanza non italiana hanno esigenze sociali ed emotive diverse rispetto ad altri studenti.	2,63	0,89
	Gli studenti con cittadinanza non italiana sembrano avere più problemi sociali degli altri studenti.	2,32	0,88
	Gli studenti con cittadinanza non italiana, rispetto agli altri studenti, sembrano essere negativamente influenzati da esperienze traumatiche che si sono verificate nella loro vita.	2,02	0,86
	Gli studenti con cittadinanza non italiana sembrano avere più comportamenti disfunzionali rispetto agli altri studenti.	1,88	0,81
	Gli studenti con cittadinanza non italiana sembrano più ansiosi o nervosi degli altri studenti.	1,85	0,80
	Gli studenti con cittadinanza non italiana sembrano essere più depressi o tristi degli altri studenti.	1,65	0,75

The table indicates that regardless the age or the teaching experience by years, the participant teachers had a perspective on themselves where they considered themselves highly self-efficient, within a great will to use new teaching strategies and very aware of the intercultural dimension in their classrooms. Yet, the same table shows that, the participant teachers claimed that they had the lack of courses on how to teach students from

culturally different backgrounds. The schools' principals didn't dedicate enough of time or put sufficient effort on teachers to teach refugee and immigrant students in their classrooms; claimed the participant teachers. Not having enough competency before initial teachers launch out, yet not being supported enough by the school administrators about the context can lead up to problems even though the participant teachers so far considered themselves quite efficient. Their openness and readiness to develop their skills on teaching strategies should be strongly supported with in-service training. Apart from those, the sub-table where the needs of students with not Italian citizenship examined, the results came out moderately negative. It could be explained by the way of the procedure of collecting data; in terms of the perceptions of teachers about those students may not be completely true about the students' real stance.

CHAPTER V: CONCLUSION

Italy is known as a hotspot in Southern Europe. Considering that Italy is a home for many refugees and immigrants, it changes its demographic characteristics of Italy's itself. Regardless the politics or its history, Italy -or any other country which shelters many refugees- needs modifications the stance of foreigners. Within that, the modifications would affect the local community as well to get a better future.

Knowing that the young immigrants are a rapidly growing population, which constitutes a structural reality of Italy, as well as an important segment of the youth population. (Colombo 2007; Dalla Zuanna et al. 2009; Caponio and Schmolli 2011); continuous confrontation with people from other cultures who do not think alike should never be missed, especially at school.

Within the scope of this thesis, the studies carried out for the education of refugee and immigrant children in primary school age in Italy. With the increase in the population of refugees, the studies carried out by the Ministry of National Education for the use of educational services for refugee and immigrant children have been found to improve. However, it is understood that the number of refugee and immigrant children in Italy, the asylum seeker and immigrant child population, and

the refugee and immigrant child population in Italy are not sufficient.

Access to education and school is an important development for refugees, disabled people and children with low socio-economic status. However, the task undertaken by education systems for these children cannot be deemed to have been completed only by enrollment in school (UNESCO, 1994; cited in Chios, 2016: 67-68). Therefore, it located in the borders of Italy, who temporary or permanent residence, a container can respond to each child's needs with different ethnic groups and cultures education system is an important subject area to be created. However, it is unrealistic to expect the construction of integrative school cultures (McLeskey and Waldron, 2007; cited in Chios, 2016: 67-68), which can respond to the needs of all children and provide them with qualified educational opportunities by simply making new laws and regulations. Because a school culture is integrative, it is possible to see differences as a source of wealth in that school and to support positive views and attitudes towards differences.

In order to create a truly democratic society, the rights of different ethnic groups must be included in state institutions. Schools are the main institutions in terms of eliminating inequality, injustice and transformation of society (Çiftçi and Aydın, 2014: 205, 210). Therefore, it is important to implement

multicultural education in schools. In such an education, the students; different language, religion, race, class and gender to respect people (Aydin, 2013; actors. Farmer and Aydin, 2014: 210) provides training. Therefore, an inclusive perspective should be brought to education and the rights of all sectors should be taken into consideration.

Despite the multicultural heritage of Italy from the past to the present, the absence of multicultural and integrative education in the Italian education system has affected and continues to affect refugee and immigrant students residing in Italy. Therefore, these children; develop feelings of self-efficacy and autonomy; prevent negative attitudes and thoughts about the world and their future; It is important to provide quality education in order to avoid early marriages, child labor, the dangers of radical groups, the tendency to crime and the feeling of exclusion and to gain the power to direct their own lives.

Within the scope of this thesis, the educational policies implemented for asylum seekers and immigrant children in Italy were examined and problems were identified, and improvement suggestions were made for the education services provided. Since the education offered to foreigners and the quality of this education cannot be considered independently of the whole of the Italian education system and education policies, the recommendations also include those covering the Italian

education system in general. These recommendations are presented as follows:

- As stated in the international reports, teacher quality is very important in achieving the increase of school and student qualifications (OECD, 2015: 78). It is not realistic to expect an increase in the quality of education unless policies aiming to increase the quality of teachers are given priority (ERG, 2014: 21). In order to achieve this aim, the number of faculty members in education faculties should be reduced to the level of developed countries and the employment of qualified faculty members; It is necessary to select students who are successful in education faculties, who really know the profession and willingly choose and make the selection process suitable for this selection.
- To keep children stay in education, the financial opportunities of the children should be followed, stationary materials such as books and notebooks should be provided for the child's access to education and hardware support should be provided for all ages such as computer and internet; the child should be fully independent of the financial means of the parents during the years of compulsory education; the socio-economic

situation in which it is located should be prevented from affecting the academic achievement of the child.

- Education should not be limited to schools, local administrations and public education centers should be included in the education and the facilities of these centers should be provided free of charge to the students. For example, it is known that art and sports keep children away from negative behaviors. In this context, all services related to culture, arts and sports such as concerts, exhibitions, theater and film screenings organized by local administrations, swimming courses organized by municipalities, foreign language or craft courses of public education centers are both educational support and should be used as a guiding tool for culture, arts and sports and students should be able to use these facilities free of charge.
- Social, cultural and sporting activities in schools should be compulsory according to the individual preferences of the children, or they should be offered free of charge by public education centers and local administrations and the school culture / arts / sports-community connection should be strengthened.
- Education should be provided for children who have passed the age of compulsory education but who have

not received education through continuous and regular cooperation activities such as school-public education center and school-local administrations. Lessons can be organized in the evening to increase the participation of working children. Compensation and support courses should be established to cover all children who receive education; it should be made continuous and orderly.

- For political reasons, even during an election period, changes can be making many times regardless of the hierarchical status of administrative supervisors within a ministry, causing a slowdown in decision-making, making it difficult to make healthy decisions and not implementing the decisions consistently. The political influence should be withdrawn from education and the education system should be made fully autonomous. Moreover, education policies should be part of long-term education plans, i.e. education should be presented as planned after decades.
- To learn deeper the multicultural education, graduate students at the education faculties can be obliged to do a teaching practice for certain hours in selected schools -as in schools with immigrant students. Within that, initial teachers can avoid being a fish out of water just before starting to work in the field.

- Teachers with migrant background should be actively sought after and supported.
- Yet, the teachers should be covered with in-service training annually and they can be in touch with the educators during the academic year as well in case of any consultations. The in-service training should cover:
 - Improving non-verbal communication skills
 - How to properly approach a refugee with mental health issues or post-traumatic stress disorder (PTSD)
 - The history of Middle Eastern countries
 - Basic knowledge of Islam
- Considering the continuous immigration of Italy, a comprehensive and systematic education policy should be established for the education of foreign students. For this purpose:
 - *Mother tongue education:* For children whose first language is not Italian, compulsory Italian additional language courses should be given before the beginning of the school year or during the school year according to the age of the child. In addition, it should be remembered that the child's mother tongue should be given

importance. Again, the child's success in Italian and mother tongue should be followed by appropriate methods.

- *Teaching materials and methodology:* Comprehensive work should be done to develop methodologies and materials for teaching Italian to foreigners of all educational backgrounds and age groups, primarily those of compulsory education. With the certificate issued by The University for Foreigners of Siena and The University for Foreigners Perugia, various teaching materials have been prepared for teaching Italian to foreigners. These courses should be reproduced in order to create original materials and methodology for teaching Italian to foreigners. Again, in order to solve the problem of teaching Italian to foreigners in the short and medium term, it is possible to teach Italian Teaching to Foreigners courses in all philology departments of universities. In this way, manpower to teach Italian to foreigners in Italy and to Italians and children abroad will be raised in every language.

- *Curriculum and materials*: Curriculum and educational materials should be designed to promote multiculturalism, respect for diversity, gender equality, freedom of thought and ideas of equality. The OECD 2015 Education Policy Outlook Report states that it is possible to achieve equality and quality in education and this can be achieved in Korea, Japan, the Netherlands, Finland, Canada, Estonia and Australia (OECD, 2015: 23). Among these countries, Canada and Australia are countries with a high number of ethnic populations (Gören, 2013: 23-27). It is noteworthy that despite the differences in their populations, these countries have achieved equality and quality in education at the same time (OECD, 2015: 23). For this reason, it is useful to examine the education systems of these countries in order to improve the education policies applied to all children and young people of education age, especially disadvantaged groups such as refugee and immigrant children in Italy and children of low-income families.
- *Human power*: When necessary, teachers can be exchanged for each level of education in

cooperation with schools abroad in line with a program such as Exchange Teaching. Similar to the temporary exchange of two students in Erasmus exchange students, the exchange teacher program, which allows the exchange of two teachers, can be an opportunity for all teachers to recognize different countries and cultures, and a focus of attraction with better earning opportunities. Again, teachers participating in the program may be required to know a common language, such as English, in order to communicate and collaborate with teachers in the countries where they go. Thus, both short-term problems can be solved, the people of the two countries can be given the opportunity to get to know each other mutually, and students can be provided with a foreign teacher culture to expand their thinking and perception areas.

- Finally, no improvement movement or policy for the education of foreign children in Italy should be better or more than those implemented for children of low-income Italian citizens; all policies should be created keeping all children equal.

Italy is a country that is composed of many different linguistic, religious, ethnic and cultural groups (Gören, 2013: 23-27) and is home to many civilizations. Due to its strategic location in Southern Europe, Italy is bound to many cultures and is one of the countries where the edge effect is felt most. For this reason, it is important that the education given in the schools, which is one of the primary institutional structures in the formation of the society, be designed to meet the needs of the age and cover all sub-groups of the society and to create studies to shed light on the policy makers.

This thesis was created in the direction with the aim of the study is to contribute to the literature on the provision of access to educational services in the most healthy way, including the refugee and immigrant children in Italy, all children studying in Italy in the most healthy way, making the best use of children's education services and improving the quality of education provided.

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<https://twitter.com/tomgauld/status/571994690289061888?s=20>

APPENDIX A:

Istituto Comprensivo " GUIDO
PITOCO C.F. 97196940585 C.M.
RMIC88100L

PROTOCOLLO D'INTESA

TRA

SAPIENZA UNIVERSITA' DI ROMA – DIPARTIMENTO DI
PSICOLOGIA DEI PROCESSI DI SVILUPPO E SOCIALIZZAZIONE
(DPPSS) - via dei Marsi 78, 00185 Roma

E

L'Istituto "GUIDO PITOCO" con sede in CASTELNUOVO DI
PORTO, Via Umberto I, 20– CF 97196945585
, rappresentato dal Dirigente Scolastico Prof.ssa Loredana
Garritano nata a Roma il 3-8-1961 C.F. GRRLDN61M43H501G

PER LA REALIZZAZIONE DEL PROGETTO:

“Integrazione scolastica di minori stranieri”.

PREMESSA

L'Istituto C. "GUIDO PITOCO" è sede CTI indicata dal MIUR dal 2014

Il Centro Territoriale per l'Integrazione dell'I.C. G. Pitocco ha come finalità la creazione e il consolidamento di legami collaborativi tra i soggetti che erogano servizi per l'integrazione (Scuola, ASL RM4, Enti Locali, COMUNE E C.A.R.A.) e le famiglie, attraverso: la comunicazione, il confronto, la realizzazione e la valutazione di iniziative e progetti. I principi condivisi dai diversi soggetti della rete dei C.T.I fanno riferimento all'integrazione dei minori in situazione di

Handicap che deve rispondere alla logica della “speciale normalità” intesa come tendenza all’inclusione della persona in tutti i contesti di vita della comunità. E’ necessario prestare attenzione alle peculiarità di ognuno, all’esigenza di promuovere il benessere personale-sociale e di sviluppare le sue potenzialità cognitive, affettive, comunicative, sociali.

**II DIPARTIMENTO DI PSICOLOGIA DEI PROCESSI DI SVILUPPO
E SOCIALIZZAZIONE (DPPSS) di Sapienza
Università di Roma**, rappresentato dal Direttore, Prof.ssa
Alessandra TALAMO

E

L’Istituto C. “GUIDO PITOCO”
rappresentato dal Dirigente Scolastico Prof.ssa Loredana
Garritano



Firmato da:
GARRETANO LOREDANA
Codice fiscale:
GRDLN63M43H5201G
20.02.2019 06:54:22 UTC

Art.1 OGGETTO

Il presente Protocollo d’intesa stabilisce il raccordo interistituzionale tra scuola e competenze universitarie, che vede nel DPPSS professionalità che svolgono attività di formazione e informazione su inclusione, educazione interculturale, educazione alla legalità e cittadinanza, prevenzione dispersione scolastica, accoglienza linguistica ed opera con un team multidisciplinare perseguendo e attuando i seguenti obiettivi e servizi principali:

- ideazione, realizzazione e gestione di percorsi di inserimento, integrazione e inclusione scolastica
- formazione di operatori, insegnanti e famiglie anche su educazione interculturale;
- progettazione di didattica inclusiva connessa alle metodologie didattiche più innovative;
- monitoraggio percorsi di inclusione minori stranieri

Art.2 IMPEGNI DELLE PARTI

Per l'attuazione del progetto il DPPSS di Sapienza Università di Roma si impegnerà a

- collaborare nella redazione di percorsi formativi e informativi sulle tematiche di interesse di questo protocollo di intesa;
- coadiuvare insegnanti nella progettazione e monitoraggio percorsi di inclusione;
- a monitorare i progetti svolti congiuntamente;
- a fornire momenti di informazione e di approfondimento sulle tematiche nel caso di richieste specifiche su questi argomenti anche al di fuori di progetti più ampi.

La responsabilità scientifica per il DPPSS di Sapienza Università di Roma sarà del Prof. Guido Benvenuto, professore ordinario di Metodologia della Ricerca Educativa.

Il presente Protocollo d'Intesa ha validità triennale ed in ogni momento le parti possono concordare cambiamenti o scioglierlo se ne sopravvenissero i motivi che lo rendono nullo, ovvero l'inadempienza di uno dei soggetti coinvolti nel rispetto dei punti previsti dal presente documento.

Letto, confermato e sottoscritto

Per Sapienza Università di Roma
Per l'Istituto C. "GUIDO PITOCOCO"
Dipartimento di Psicologia dei Processi
Il dirigente scolastico
di Sviluppo e Socializzazione
Prof.ssa Loredana Garritano
Il Direttore
Prof.ssa Alessandra TALAMO

APPENDIX B:

The Observation List in Italian:

Giorno:		Classe:	Osservator:
Ora:	Codifica ATTIVITA':	OSSERVAZIONE oggettiva (ciò che succede e si può osservare):	NOTE personali:

APPENDIX C:

APPENDIX C:



SAPIENZA
UNIVERSITÀ DI ROMA

DIPARTIMENTO DI PSICOLOGIA
DEI PROCESSI DI SVILUPPO
E SOCIALIZZAZIONE

UN QUESTIONARIO SULL'AUTOPERCEZIONE DELL'INSEGNAMENTO

AGLI STUDENTI CON CITTADINANZA NON ITALIANA

Sono una dottoranda all'Università di Studi "La Sapienza" di Roma. Sto conducendo una ricerca sulle opinioni degli insegnanti sugli studenti con cittadinanza non Italiana. Le chiedo di rispondere a questo breve questionario anonimo. I dati saranno gestiti nel pieno rispetto del codice di protezione relativo ai dati personali. Se ha qualche dubbio sulla ricerca o sulla gestione del questionario può contattarmi al seguente indirizzo:

ceyda.sensin@uniroma1.it

È possibile compilare il questionario tramite il seguente link:

<https://tinyurl.com/sapienzabursa>

INFORMAZIONI ANAGRAFICHE

1. Sesso
 - Femmina
 - Maschio
2. Nazionalità
 - Italiana
 - Altro
3. Età
 - 21-30
 - 31-40
 - 41-54
 - 55+
4. Anni di esperienza di insegnamento
 - 0-5
 - 6-10
 - 11-19
 - 20+anni
5. Grado scolastico di insegnamento
 - Scuola dell'infanzia
 - Scuola primaria
 - Scuola Secondario di Primo Grado
 - Scuola Secondario di Secondo Grado
6. Area/Materia di insegnamento
.....
7. Ha avuto studenti con cittadinanza non Italiana nelle sue classi
 - Negli ultimi 5 anni
 - Negli ultimi 3 anni
 - Quest'anno
 - Mai
8. Se ha attualmente o ha avuto studenti con cittadinanza non Italiana in classe sono /erano
 - Studenti con cittadinanza non Italiana nati in Italia
 - Studenti con cittadinanza non Italiana nati all'estero

AUTOEFFICACIA

Indichi per ognuno delle seguenti affermazioni, il Suo grado di accordo, utilizzando la seguente scala:

(1) Per niente d'accordo	(2) Poco d'accordo	(3) Abbastanza d'accordo	(4) Completamente d'accordo
-----------------------------	-----------------------	-----------------------------	--------------------------------

So di poter mantenere un rapporto positivo con i genitori di bambini con cittadinanza non Italiana anche quando sorgono tensioni.	1	2	3	4
Sono in grado di relazionarmi agli studenti con cittadinanza non Italiana.	1	2	3	4
Sono convinto che, col passare del tempo, diventerò sempre più capace di aiutare i miei studenti con cittadinanza non Italiana ad essere consapevoli dei propri bisogni.	1	2	3	4
Sono fiducioso nella mia capacità di rispondere ai bisogni dei miei studenti con cittadinanza non Italiana anche se ho una brutta giornata.	1	2	3	4
So che posso esercitare un'influenza positiva sullo sviluppo personale e formativo dei miei studenti con cittadinanza non Italiana.	1	2	3	4
So che posso motivare i miei studenti con cittadinanza non Italiana a partecipare a progetti innovativi/creativi.	1	2	3	4

STRATEGIE DIDATTICHE PER L'INNOVAZIONE

Indichi per ognuna delle seguenti affermazioni, il Suo grado di accordo, utilizzando la seguente scala:

(1) Per niente d'accordo	(2) Poco d'accordo	(3) Abbastanza d'accordo	(4) Completamente d'accordo
-----------------------------	-----------------------	-----------------------------	--------------------------------

Sarei disposto a utilizzare nuove strategie didattiche per aiutare gli studenti con cittadinanza non Italiana.	1	2	3	4
Sarei aperto a provare nuovi tipi di strategie didattiche per studenti con cittadinanza non Italiana, anche se dovessi seguire un manuale specifico (il curriculum scolastico, PTOF, ecc.).	1	2	3	4
Sarei disposto sviluppare attività di ricerca per migliorare le strategie didattiche per studenti con cittadinanza non italiana.	1	2	3	4
Sono disposto ad utilizzare nuove strategie didattiche per studenti con cittadinanza non italiana dalle ricerche.	1	2	3	4

Credo che le strategie didattiche e gli interventi basati sulla ricerca siano utili per gli studenti con cittadinanza non Italiana.	1	2	3	4
Sarei disposto per studenti con cittadinanza non Italiana ad usare strategie didattiche presentate nei libri di testo.	1	2	3	4
Sarei aperto a provare una nuova pratica o intervento per studenti con cittadinanza non Italiana, anche se fosse diverso da quello che sono abituato a fare.	1	2	3	4

DIMENSIONE INTERCULTURALE

Indichi per ognuna delle seguenti affermazioni, il Suo grado di accordo, utilizzando la seguente scala:

(1) Per niente d'accordo	(2) Poco d'accordo	(3) Abbastanza d'accordo	(4) Completamente d'accordo
-----------------------------	-----------------------	-----------------------------	--------------------------------

Sono consapevole della diversità dei contesti culturali degli studenti con cittadinanza non Italiana con cui lavoro.	1	2	3	4
Posso imparare molto dagli studenti con cittadinanza non Italiana anche se il loro background culturale è diverso dal mio.	1	2	3	4
I metodi di insegnamento devono essere adattati per soddisfare le esigenze degli studenti con cittadinanza non Italiana.	1	2	3	4
Sono consapevole dell'importanza di conoscere il contesto culturale dei miei studenti con cittadinanza non Italiana.	1	2	3	4
Promuovo il senso di appartenenza alla propria cultura di origine negli studenti con cittadinanza non Italiana.	1	2	3	4
Sono a conoscenza delle differenze linguistiche degli studenti con cittadinanza non Italiana nella mia classe.	1	2	3	4

COMPETENZA / FORMAZIONE

Indichi per ognuna delle seguenti affermazioni, il Suo grado di accordo, utilizzando la seguente scala:

(1) Per niente d'accordo	(2) Poco d'accordo	(3) Abbastanza d'accordo	(4) Completamente d'accordo
-----------------------------	-----------------------	-----------------------------	--------------------------------

Il mio percorso di formazione all'insegnamento mi ha adeguatamente preparato per soddisfare i bisogni degli	1	2	3	4
---	---	---	---	---

studenti con cittadinanza non Italiana.				
Durante il mio lavoro, ho sviluppato sufficienti competenze per sostenere in classe gli studenti con cittadinanza non Italiana.	1	2	3	4
Ho maturato molta esperienza lavorando con studenti senza cittadinanza Italiana.	1	2	3	4
Ho frequentato corsi specifici sulle diverse pratiche culturali di studenti provenienti da diversi contesti culturali.	1	2	3	4
La mia scuola dedica tempo ed energia a discutere strategie efficaci per promuovere il benessere degli studenti con cittadinanza non Italiana.	1	2	3	4

STUDENT'S NEEDS

Indichi per ognuna delle seguenti affermazioni, il Suo grado di accordo, utilizzando la seguente scala:

(1) Per niente d'accordo	(2) Poco d'accordo	(3) Abbastanza d'accordo	(4) Completamente d'accordo
-----------------------------	-----------------------	-----------------------------	--------------------------------

Gli studenti con cittadinanza non Italiana hanno esigenze sociali ed emotive diverse rispetto ad altri studenti.	1	2	3	4
Gli studenti con cittadinanza non Italiana sembrano avere più problemi sociali degli altri studenti.	1	2	3	4
Gli studenti con cittadinanza non Italiana sembrano più ansiosi o nervosi degli altri studenti.	1	2	3	4
Gli studenti con cittadinanza non Italiana sembrano avere più comportamenti disfunzionali rispetto agli altri studenti.	1	2	3	4
Gli studenti con cittadinanza non Italiana sembrano essere più depressi o tristi degli altri studenti.	1	2	3	4
Gli studenti con cittadinanza non Italiana, rispetto agli altri studenti, sembrano essere negativamente influenzati da esperienze traumatiche che si sono verificate nella loro vita.	1	2	3	4

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