

UDK: 37-054.6(450)"20
Izvorni znanstveni rad
Primljeno: 27. 03. 2006.
Prihvaćeno: 09. 06. 2006.

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Is the Integration of Newcomers Mediated by the School?

SUMMARY

The problems of schooling for foreigners can be divided into three issues: pupil education, adult training and university students. Each issue is different in terms of different problems and their presentation. Pupils are second or third generation foreigners; adults are normally first generation foreigners, while university students can belong either to the first, or to successive generations of foreigners. As regards pupils and students in school (from primary to secondary school, vocational, arts and music schools) we wrongly suppose that their problems are on the attendant side, and almost always due to the poor language expertise. For this reason we speak of *immigrants at school*. But in reality also the school system has many delicate problems to face, such as the acceptance of newcomers, multicultural education, updating teachers, the relationship with the families of pupils, communication between foreign and native pupils, education results, dropout rates and so on. This is the reason it is better to say *immigrants and school* meaning that the relationship is two sided, and the schools also have responsibilities and tasks. The second question concerns adult training. The paper examines different issues concerning foreign adult attendance at school, the aims of such attendance, professional training and teaching in public or private institutions. The third question concerns foreign university students. In Italy the number of students has continuously decreased from the '80s, but quite recently has grown again. This is due not only to an increase in students coming from abroad, but mainly due to foreign students in terms of citizenship who have been residents in Italy for many years and have, therefore, attended Italian schools. Another important matter in these last years is the rapid and continuous increase of female participation: while in the '90s male attendance was about double compared to female attendance, today the number of girls is higher.

KEY WORDS: foreign students, foreign university students, adult training, education

Introduction

When we refer to the school system we immediately shift our thinking to pupils, and generally younger students, recently arrived from foreign country (newcomers). But this is not totally true, since although there are segments of foreign people looking for schooling in the local education system who may be real newcomers, others arrived in the past and strictly speaking they are not "new". Adults, as well as boys and girls, can have an interest in schools. When we talk of newcomers we have to use a different approach. We should not proceed only from the utilizer perspective, but must consider the new users of the school and education system, those who just entered it and those who have here for a long time, both in terms of the time of their arrival and in terms of their age. In other words, the newcomer represents a new item and a challenge for the school.

Furthermore, if we speak of school, which kind of school are we referring to?

In trying to provide an answer to these questions we can divide the issue into three parts:

- 1) the first concerns students entering or attending school in the education system, from the young child level until secondary school. Generally they belong to the second generation (or a further generation) in the migration process;
- 2) the second is represented by adults, nearly always first generation migrants;
- 3) the third sector is formed by the university students. They do not have an impact the school system, but on higher levels of education. Sometimes they are first generation migrants and sometimes they can be migrants belonging to the second, third or successive generations.

Immigrants *at* school or immigrants *and* school?

In regard to pupils entering the school system, we think that the problems are those of the pupil himself. Maybe it is his first contact with the local school, and integration in the class is totally his responsibility. Success or failure in this goal only depends on the foreign student, on his or her capacity to understand companions and teachers, and to carry out common programs and exercises as early as possible, in order to approach the standard of indigenous students. It seems that the problem is *immigrants at school*.

The reality is different. Yet having said that, we have covered only a part of the scenario. We must evaluate not only the reaction of the foreign student, but also that of the school system. By "school system" we wish to indicate all the issues concerning school organisation, such as teachers, other students, school boards, study programs, aims and goals of schools, updating teachers, the relationship with the social environment.

It is a two-way path. It involves foreign students in regard to the school system, but it also involves the school in regard to foreign pupils. This is why it is better to speak of *immigrants and school*. It is a long and not always easy process, in which the forces in the field must cooperate. This is not a battle between the immigrants versus the school, but rather a way to find solutions, to facilitate the arrival of newcomers, to achieve a genuine multiethnic and multicultural approach in a system, that has been developed in a manner closed towards other cultures and to other ways of thinking.

The largest number of difficulties and the hardships to solve often pertain to the school, rather than to the student. In a survey made some years ago we registered the reaction of a teacher, who had received a foreign student for the first time. It was also the first time for the student, who had just arrived from his native country and consequently had no knowledge of the Italian language. Due to this lag in language acquisition, no communication was initially possible. The teacher immediately began to alert the interest of the school boards, call meetings of the board of parents, call for the intervention of his superiors, ask other teachers outside his school to share their experience in similar cases. All these procedures went on for many weeks, and it appeared clear that the solution was difficult and would take long to find. In the meantime the foreign student started to communicate with other pupils, started to play with them, and started

to study with them. The other pupils helped him and communicated with him. The solution appeared by itself, underlining that the troubles were not on the part of the student, but on the part of the school.

Receiving foreign students requires a different type of attention from the school organisation concerning relational aspects, as well as didactic, linguistic and cultural comparisons, and mediation among issues pertaining to different educational models. The role of "student" that the newcomer must immediately play, together with the discontinuity in his history, at a particular vulnerable and emotional moment of disorientation in his life, makes it necessary for teachers to review rules and didactic models, language learning and the identification of a common curriculum. In any case, the presence of foreign pupils is a challenge for the school system that must constitute itself in a new way, taking into account the actors in the field (teachers and students), their roles, background and ways of learning. The school, transformed into a multicultural unit, has the job of bringing together and mediating between different experiences, realized elsewhere, that need to be recognized and known, shared and exchanged. Teachers must have new professional tools available that would be able to initiate a dialogue among pupils with all these differences, and at the same time consider unity and the differences within it, in order to find a common goal that respects also the different cultural approaches in use in different countries (Favaro, 2004).

Among teachers, the first more common behavioural reactions towards an event (the arrival of newcomer students) include calls to authority, professionalism, new pedagogies and relational approaches, responsibility sharing, delegation to other structures and a dramatization of problems. Teachers ask for a rapid solution of their problems and a new model of reference, in which they can find terms for integration, organisative issues, phases and ways to overcome the linguistic obstacles, didactic paths and criteria for evaluation. They seek a way in which to pass from an emergency situation to a "normal" and stable situation.

We mentioned the student who had his first contact with the local education system and the reaction of different "agencies" in the school system. Many problems are connected to language expertise. It seems, consequently, that the integration of foreigners is easier for students who entered the school system a few years before and for whom language is no longer a difficulty. For these pupils another issue becomes more important: respect for and the continuity of the culture and language of their parents. They have responsibility for the continuation of their original traditions and are caught between two different styles of living: that of the culture of origin and that of the local culture. Boys and girls can easily adapt or change their way of acting and thinking, and approach local youth in their behaviour. They attend the same school, they listen to the same music, they play the same sports and they have the same fashions. But their parents are linked to the country of origin, where such factors are different or where they simply do not exist (Ambrosini, 2004).

The teacher's responsibility is to understand and manage the differences: in cultures, in study programs, in the aims of education, in the position of the student within his/her family and in the role of his work in respect to the programs of the family. It comes out that the task of the teacher is not only tied to the work done inside the school,

but is also associated to the external socio-cultural environment. School must not operate separately and alone. It is part of a social system operating at the same time. Integration is not to be sought for only within school walls, but in everyday life, at every occasion in different environments. For these reasons it is important for the teacher not to live in isolation inside the school, for only a few hours each day. Contact with the family of origin and with representative organisations (ethnic groups, consulates and embassies, culture mediators, religious boards) must occur as much as possible.

At the same time, we are asking for *all teachers* to be active in the process of integrating foreign students, regardless of the subject that they teach, be it Italian history, music education, natural sciences or gymnastics. Receiving and integrating newcomers is a task for all the educational staff, which must be sensitive not only to the progress of learning, in terms of contents and the quantity of ideas, but also to the relational climate existing in the class, to mutual interactions and exchanges among students (nationals and immigrants), and to possible conflicts among pupils/students and between the school and families.

The teacher must transform himself from only an instrument of education into an instrument of integration. If we refer to Favaro's list (2006), integration is a *multidimensional concept* linked with relationships and exchanges among adults and pupils, both inside the school as well as outside of it. Integration is a *process*, which develops day after day through stops, leaps and back steps, nostalgias and hopes, fears and enthusiasms.

Integration is an *intentional project* that does not make its appearance casually but, on the contrary, is strongly wished for, followed, and sustained through attention, help, care and competence *by all the actors involved*.

Finally, integration means an *integrity of oneself*, which recognises the possibility of re-evaluating one's own history, language, belonging, in a dynamic process of change and comparison. The foreigner must escape from being the "hostage" of his original culture, whereas its references, differences and components must be accepted and compared, but not in a competitive sense.

The school system in this process-project has a fundamental responsibility and it must monitor and manage the tendencies of different components. Furthermore, if local students encounter many problems, experience in Italy (confirmed in other countries, also) indicates that these problems will be greater for foreigners. We might mention poorer results at school, failing at school, dropping out of school after the period of compulsory schooling.

Also, if the figures say that the foreign students are behind at school and do not have such good results, this is not due to a difference in their level of intelligence. On the contrary, they show a greater interest in the education process, when compared to Italians. Table 1 shows some motivations for leaving school, for national and foreign pupils, measured in research conducted by the Ministry of Education.

It is evident that the problems pertain much more to the school and to authorities, than to the students. As matter of fact, foreign students are just as clever as local students. The family of origin and the culture of origin generate differences. Generally the

social level of immigrants is lower with respect to the average conditions of locals; this can influence performance at school. According to the more recent data of the Italian Ministry of Education the difference in terms of percentage points between the performance of locals and that of foreigners is 8 for secondary schools (first grade) and 15 for secondary school (second grade). Furthermore, the economic conditions of immigrant families may not be able to support children in secondary school, and when this happens, frequently foreign students attend vocational schools. According to the same data source, 42% of foreign students, after compulsory schooling, attend vocational schools, rather than classical high schools, precisely twice as many as Italians.

Table 1: Reasons for school failure regarding national and immigrant pupils, school year 2000/01

<i>Motivation</i>	<i>Italian pupils</i>	<i>Foreign pupils</i>
Did not attain goal in schooling	57.6	47.9
Disengagement of the pupil	54.6	24.4
Family indifference	32.3	23.0
Inconstancy in attending school	24.4	24.9
Inadequate didactic methods	9.7	24.0
Insufficient integration	4.3	18.2

Source: Answers given by 5,361 school managers, MIUR (Ministry of Education, University and Research), 2001

How many are they?

To evaluate the importance of the problem for the school system we must answer the question concerning numbers. How many are they?

First, we must decide what definition to adopt. What do we mean by a foreigner student? The immediate answer to the question is based on nationality. All those who are not Italians must be considered "foreign". In effect the majority of cases fall into this typology. But there are many particular cases that we have to take into account. The following list is just an example and not necessarily exhaustive:

- Are we referring to present citizenship or to citizenship at birth? It could be that the student, who was originally a foreigner at birth, is now Italian, or vice-versa.
- Are we referring to the citizenship of the parents? There are no problems when it is the same for both parents. But is it correct to consider only the citizenship of the student himself? The problem is especially evident for those countries that apply the *jus loci*, instead of *jus sanguinis* in giving nationality to the newborn. In such cases nationality is local, but the family of origin is foreign.
- And what about when one parent is Italian and the other foreign? Culturally speaking the children are less foreign if compared to boys and girls with both parents of foreign nationality.
- Adopted children sometimes preserve their original citizenship, when the bureaucratic procedures are not completely solved, and sometimes they receive the nationality of the adopting parents.

• The typology of migration influences what definition of citizenship should be followed. France, for example, makes a distinction between *l'enfant d'immigrés*, *l'enfant de réfugiés* and *le nouvel arrivant*. Slovenia classifies children of immigrants into two categories according to their residential status: children of persons holding a *permanent* residence permit, children of persons holding a *temporary* residence permit. The latter group includes minors with temporary asylum, minor asylum seekers and minor refugees (Todisco, 2005)

For these reasons it is difficult to receive reliable and comparable international statistics. In regard to the Italian situation, we can refer to the data collected by the Ministry of Education, which follows the more general criterion of current foreign citizenship. The evolution of foreign pupils in Italian schools is well depicted in Table 2.

Table 2: Number and origin of foreign pupils in all schools in Italy, 1983–2003

School year	European Community		Non EU (1)		Total non-Italian pupils	Index number (1983-84=100)	Percentage of non-Italian pupils in the school population
	Value	%	Value	%			
1983/84	2 706	44.33	3 398	55.67	6 104	100	0.06
1984/85	2 792	43.17	3 676	58.63	6 468	106	0.06
1985/86	2 915	41.35	4 135	58.65	7 050	115	0.07
1986/87	3 097	41.72	4 327	58.28	7 424	122	0.07
1987/88	3 605	40.20	5 362	59.80	8 967	147	0.09
1988/89	4 559	38.67	7 232	61.33	11 791	193	0.12
1989/90	4 988	36.49	8 680	63.51	13 668	224	0.14
1990/91	6 044	32.16	12 750	67.84	18 794	308	0.19
1991/92	8 351	32.42	17 405	67.58	25 756	422	0.27
1992/93	11 045	36.16	19 502	63.84	30 547	500	0.32
1993/94	14 938	39.86	22 540	60.14	37 478	614	0.41
1994/95	18 161	42.42	24 655	57.58	42 816	701	0.47
1995/96	21 736	43.19	28 586	56.81	50 322	824	0.56
1996/97	24 423	42.40	33 172	57.60	57 595	944	0.66
1997/98 (2)	30 134	42.65	40 523	57.35	70 657	1 158	0.81
1998/99 (3)	35 687	41.73	49 835	58.27	85 522	1 401	1.09
1999/00	51 361	42.92	68 318	57.08	119 679	1 961	1.47
2000/01	64 342	43.65	83 064	56.35	147 406	2 415	1.84
2001/02	80 622	44.35	101 145	55.65	181 767	2 978	2.31
2002/03	103 717	44.56	129 049	55.44	232 766	3 813	2.96
2003/04	131 104	46.38	151 579	53.62	282 683	4 631	3.49
2004/05	172 700	47.76	188 876	52.24	361 576	5 924	4.20

Source: Istat until 1993/94; Istat and Sistema Informativo of the MIUR (Ministry of Education, University and Research) from 1994/95 until 1996/97; Sistema Informativo of the MIUR (Ministry of Education, University and Research) from 1998/99

(1) including stateless persons

(2) data on secondary schools is estimated by applying the same growth rate as in the two previous school years

(3) except for non-state secondary schools

In a little more than twenty years the number of foreign students grew from 6,000 to 362,000, increasing about 60 times. Five years were enough to double the number (in 1988/89); the new doubling period was only two years (1991/92). In 1995/96 the number of foreign pupils doubled again (1995/96); afterwards the doubling period was four years (1999/2000). Then in only two years the number of foreign pupils doubled again (2002/03), and in the last two years (2004/05) the number of foreigners again doubled. This is just to stress the high speed of growth of the immigrant segment within the school population. The index number rose from 100 to 5,924.

It is interesting to note that the share of foreigners in the total amount of pupils (foreigners and locals) was initially negligible: less than one per thousand. It reached 1% in 1998/99, and 4.2% in the last year. The index number of the share, passed from 100 to 7,000. This higher growth is due to a simultaneous phenomenon: the decrease in the local student population. In fact the speed of the increase is all the greater due to the simultaneous reduction in the number of native pupils. This demographic situation is becoming quite serious all over Europe. The number of births is falling drastically and now, at the beginning of the new century (and millennium), the total fertility rate is lower than the replacement level nearly everywhere on the Old Continent.

Another important statistic appears in the table above: the share of students from European countries of origin, differentiated in regard to whether or not they are in the European Union, indicates that there are slightly more non communitarian students than students from countries within the Union. This percentage has always been over 50% and had reached the ratio of two to three students by the early '90s. Starting from the end of the '90s the ratio decreased continuously and is still falling. The number of pupils of East European origin is declining.

Territorial data available shows that the total student population attending schools in Italy is distributed differently in the various parts of the peninsula. This is evident in the Table 3.

Table 3: Foreign pupils in Italy: share according to geographical distribution and proportion of non-Italian pupils in the school population and type of school, 2003/04

Geographical sector	Pupils		Type of school				
	Absolute values	%	Nursery school	Primary school	Secondary I level	Secondary II level	Total
North-West	107 976	38.20	6.19	6.98	6.46	2.98	5.61
North-East	81 097	28.69	6.24	7.71	6.87	3.44	6.05
Centre	67 260	23.79	5.04	5.97	5.68	2.68	4.73
South	19 059	6.74	0.83	1.11	1.02	0.41	0.83
Islands	7 291	2.58	0.76	0.85	0.78	0.31	0.66
Italy	282 683	100.0	3.83	4.47	4.01	1.87	3.49

Source: MIUR (Ministry of Education, University and Research), 2005

The relevant information is that foreign students are located mainly in Northern and Central Italy, while in the South and on the Islands their numbers are quite negligible.

This is true not only in terms of absolute values, but also in regard to the share of foreigners in the total school population: in the North/Centre the percentage is about 5, while in the Mezzogiorno (South and Islands) it does not reach one percentage point.

To understand the reason for such a distribution we must refer to adult immigration and to the history of the migration process. Migration flows, mainly for reasons of work, were directed to the North and Centre due to the greater possibilities of finding more or less permanent jobs. The geographically industrialized part of the Italian territory is principally in the North/Centre, while the Mezzogiorno is more agricultural. Immigrant workers could find job positions in small and middle sized firms located in the North. In the South the job opportunities exist only in the primary sector, where work is seasonal and temporary. By their demographic characteristics, immigrants are young, alone and in transit. Very often immigrants in this part of Italy have no children with them and the presence of pupils in schools is much reduced. This may be an important indicator and can show how the migration process is stable and continuous.

Due to the shortage of the space available we cannot present the numerous tables prepared by the Ministry of Education, although the statistics available give us further interesting information. We can only summarise it briefly:

- The largest ethnic groups are the Albanians, Moroccans, Rumanians, Chinese.
- 90% of foreign students attend state schools and 10% non-state schools (mainly private schools, but also public schools such as those run by municipalities and Regions).
- The Regions with the highest shares of pupils without Italian citizenship are: Emilia-Romagna, Umbria, Marche.
- The provinces with the highest shares of non-Italian pupils are: Mantova, Reggio Emilia, Piacenza.
- The municipality with the highest number of foreign students is Milan.
- There are 187 different nationalities of foreign students.
- In the next school year (2007/08) we expect the figure to reach 500,000 foreigners in schools, and in the 2009/10 more than 600,000, i.e. if the increase in foreign residents will be 150,000 each year. More reliable forecasts on immigration flows will be influenced by policy-making in the coming years.

Adult education and training

We have seen the efforts made by the school system to facilitate the integration of pupils into the school, when a foreign pupil comes to school with his own needs and difficulties, yet is keen to communicate with his companions and to have an opportunity to learn. This is one side of the picture; there is another side in which parents are called upon to cooperate with school boards in contributing to the schooling of their children. Generally parents cooperate in this dialogue, when they can. Parents are often embarrassed to take part in meetings, due to difficulties with the language. Language once again is a major obstacle.

This is one of the reasons language courses are organised for adult immigrants. The linguistic problems of adults influence the integration process. Parents without ade-

quate language abilities in Italian use their own language of origin within their family. This can lead to two controversial questions. On the one hand, it is possible to transmit to the children the essentials of the language of their origins and enable them not to lose contact with their original culture. This is especially important when the migration is felt as temporary, and the family is waiting for the right time to go back home. But, on the other hand, boys and girls are not stimulated to practice the language of the local community and of their school companions. This hinders the integration of foreign pupils and can lead to poorer school results (Todisco, 2005).

For adults, language becomes part of the integration process when they have to present themselves for a job. The newcomer may have interesting qualifications, but without language expertise his or her search for a job could be compromised. In such cases adults will need training only in language skills, and schools are involved in this task. Recent Italian legislation (Law 189/2002) says "the teaching of the Italian language is promoted by the State, the Regions and the Local Authorities in collaboration with associations in the tertiary sector, as well as in voluntary work and also bearing in mind the needs of workers and evaluating the existing structures in the country".

It is not rare for an immigrant to need some schooling in order to practise a trade or profession. As far as Italian legislation is concerned, before opening a commercial activity a prospective businessperson, whether native or immigrant, must possess official qualifications received during compulsory education. The school system is in charge of this service, which, as we must stress, is available both for locals and immigrants, but is much more important for the latter than for natives (for natives the basic educational level is compulsory and they normally already have it).

There are other levels of courses available at schools such as vocational education, which an immigrant might need in order to upgrade his professional qualifications. This form of schooling is highly utilized by the children of migrants, as was previously mentioned. Generally due to a lower social level and lower economic conditions, migrant families prefer that their children attend schools that are more immediately useful in obtaining a job. But adults may also require the same schooling. Schools organize morning teaching schedules for young people and afternoon/evening courses for adults. However, this is not very common in the Italian schools, due to organizational procedures and the formal recognition of studies.

Much more frequent are the vocational training courses organized by the Regions. They last from a few weeks to a few months and are programmed to teach mathematics, science and technology in a general sense, and also applied to some industrial sector or specific issue. Teaching in this part of the public sector is a way of giving trainees new responsibilities and improving their abilities and skills within the labour market.

Different aims are pursued by the private sector. Here the goal is to update the skills of one's own employees and workers in order to increase the profitability of the enterprise. It is an investment into changes that entrepreneurs introduce into their plants or production systems. The goal is to make the company more competitive and to help it remain on the market. This is the reason firms are not interested in improving the ge-

neral skills of workers (domestic or immigrant workers as they be), but only in updating the skills of their reliable workers in regard to new processes or tools or machines.

To use an analogy, the public sector (regional courses) teaches people how to drive a truck and issues driving licences. A private firm employs a driver who is already professionally skilled, and the training course organized by the firm serves just to introduce the driver to a new truck or to the trucks being used in the company.

A further question pertains to immigrant entrepreneurship. Vocational education in this field involves training and orientation courses, providing information on how to start a business, on laws regulating a commercial activity, information on financial assistance, access to bank loans, administrative procedures and on the general rules to follow. Naturally these courses are run by the public sector. Using the same analogy as above, it can be said that the public training sector must provide the necessary economic, social and environmental information, as well as presenting the norms and rules to follow. It must teach the meaning of road signs, so that the new driver is able to drive correctly.

Finally, there is another sector of the immigrant population that is generally given little attention by the government – i.e. immigrant prisoners. Often the time spent in prison is a stand-by period for the immigrant who is just waiting for his release to start his integration process again. It is good policy to use the time available to obtain basic education, when necessary, or vocational training when it is needed. Many immigrants in prison had probably met difficulties in finding regular jobs and entered into microcriminal as well as organized criminal activities. Time invested in increasing one's own qualification while doing time in prison can help afterwards, during the search for work, when the person is again at liberty.

Immigrant university students

It is surprising to hear so many different languages spoken by students attending university courses. This is not due to the practising of languages in and outside the university lecture halls. It is a real "external" presence of foreign persons and it is heartening to note that so many people coming from different parts of the world and with so many different skin colours can live side by side, without major conflicts.

If we dig below the appearances, the language spoken and the colour of the skin are not sufficient indicators to recognize an immigrant student.

First, nearly all European Union universities (but also many others outside the boundaries of the E.U.) take part in student mobility activities, generally known by the name of the Erasmus programme. With the support of the European Commission, universities are motivated to make agreements with other universities to allow students to attend courses in other cities. The length of the stay away from their university can last from a few months to two academic semesters (about one year). Generally we cannot consider the "migration" of foreign students a real migration, since their stay is formally temporary and does not require a change of residence. This is so despite the fact that sometimes a stay permit is required, as for immigrants. In any case, the stay is temporary and the purpose is to attend some courses and not to complete a degree.

A second type of foreign university student is represented by those who come from a different country and stay for a whole degree course. They are genuine immigrants since they need a sojourn permit, a visa if required, and a residence permit. This segment of incoming population is certainly made up of legal migrants, since the administrative bureaucracy accepts their applications only after all the documents, including the results of a language test, have been presented. Foreign students can have sojourn permits for the whole period of their courses of studies (with the possibility of extending it for a few months or a few additional years) until the student passes the final examination to get his degree.

These students are genuine immigrants, and are "first generation" immigrants. They come alone, without their families or their parents (normally they are young and unmarried). They stay officially and are statistically visible.

A third type of foreign university student has no sojourn permit, but still has legal status. This is the foreign student who was born in the country (or arrived with adults when he was very young or through family reunification), but who has immigrant parents and officially a foreign nationality. He or she completed his school education in the country in the same way that native pupils and students do, attending primary and secondary level schools, and is now entering the tertiary level. Formally he is a foreign student, but in reality his educational background makes him a foreigner *sui generis*. To enter universities such persons do not have to demonstrate knowledge of the local language, since they can present certificates of their school curriculum completed in the host country. They are genuine "second generation" migrants.

Sometimes, depending on the rules in the host country, these students may or may not be foreign. In countries where the *jus loci* is in force, a newborn child receives the nationality of the territory, regardless of the citizenship of his parents. When he reaches university age he has already obtained local citizenship; statistically speaking he is considered a national and has no statistical visibility as a foreigner. Different is the case of countries following the *jus sanguinis*, where a newborn child has the citizenship of his parents and remains in the status of a migrant even when he or she enters university.

In regard to the Italian situation, foreign students in Italian university courses numbered 10,000 in the middle of the '60s, about 20,000 at the beginning of the '70s, and by the beginning of the '80s their numbers reached 30,000 (in the 1981/82 academic year 30,493 foreign students were registered). After this increase, a continuous descending trend continued all through the '90s. A change was recorded at the turn of the new century. In the last few years the number of foreign university students reached and surpassed the previous maximum. The latest available statistics indicate the figure to be over 38,000, and the rate of increase is very significant. The reasons for such a rapid increase can be seen in the influence of religious universities and in greater numbers of students from Albania and other parts of Eastern Europe. But the cause of this trend is the quota of students, formally foreign, yet educated in the Italian school system, that we defined as second generation immigrants.

Table 4 shows another interesting change: whereas during the '80s the number of males was higher than that of females and the masculinity ratio was greater than 100,

in the middle of the '90s, the ratio became lower than 100, meaning that females had overtaken males. This ratio is in constant decline, in the years reported, and the increase in the number of females among foreign students is constant and unstoppable. The ratio was 4 males to 6 females for every 10 foreign university students in the last academic year (2004/05). The reasons for such a trend are various. Female mobility has grown mainly due to a higher presence of girls coming from the Arab world and from the East of Europe. Another reason is linked to the greater presence of second and third generation migrants within the foreign university population. Immigrant families prefer to let their females continue their educations at a university, while they push their males to try to enter the labour market as soon as possible.

Table 4: Foreign university students in Italy

<i>Academic year</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>M/F × 100</i>
1989/90	13 303	6 896	20 199	192.9
1990/91	13 725	8 063	21 788	170.2
1991/91	12 169	8 344	20 513	145.8
1992/93	12 151	8 660	20 811	140.3
1993/94	13 500	10 123	23 623	133.4
1994/95	13 041	9 877	22 918	132.0
1995/96	11 732	9 789	21 521	119.8
1996/97	11 842	10 500	22 342	112.8
1997/98	11 952	12 058	24 010	99.1
1998/99	11 205	11 883	23 088	94.3
1999/2000	11 437	12 229	23 666	93.5
2000/01	11 723	14 046	25 769	83.5
2001/02	11 473	14 504	25 977	79.1
2002/03	13 854	17 924	31 778	77.3
2003/04	15 052	20 247	35 299	74.3
2004/05	16 168	22 130	38 298	73.1

Source: MIUR (Ministry of Education, University and Research)

As to the courses foreign students prefer, Table 5 provides this information. The most sought after are medicine and surgery, followed by economics, and then literature and philosophy. Together, just these three disciplines account for slightly less than the half of the total.

Table 5 gives us other useful information. The rate of increase in respect to the previous year is on the average 20%, which means a doubling of the figure every 3–4 years. Particularly high is the increase in attendance by foreigners at political science faculties (42.3%) and faculties of sociology (35.9%). The share of foreign students in the total number of students at each faculty is very significant in medicine and surgery (5.2%) and pharmacy (4.7%); on the contrary the share is negligible at faculties of education sciences (0.7%) and faculties of sociology (0.9%). Furthermore the gender division is in favour of females at faculties of foreign languages and literature (84.7 out of 100 foreign students), education sciences (84.7), psychology (82.1) and sociology (70.2). A

greater number of males is recorded in engineering (80.7% males out of 100 foreign students). Three other faculties, agriculture (55.8%), architecture (51.2%) and mathematics, physics and natural sciences (51.2%), have a small majority of males in respect to females.

Table 5: Foreign students attending university courses as to kind of Faculty, 2002/03

Faculty	Foreign students	Increasing percentage (on 2001-02)	Share of the total	Share of 100 students attending the courses	Females out of 100 foreign students
Agriculture, veterinary medicine	606	13.9	1.9	1.4	44.2
Architecture	1 831	13.0	5.8	2.4	48.8
Economics	3 965	28.8	12.7	1.7	55.4
Pharmacy	2 218	21.7	7.1	4.7	52.1
Law	2 627	6.1	8.4	1.1	59.3
Engineering	2 771	26.2	8.8	1.2	19.3
Literature and Philosophy	3 417	20.8	10.9	1.5	77.6
Foreign languages and literature	1 457	27.5	4.6	2.8	84.7
Medicine and surgery	6 617	13.3	21.1	5.2	53.1
Psychology	597	19.6	1.9	1.3	82.1
Educational sciences	770	27.9	2.5	0.7	84.7
Mathematical, physics and natural science	1 806	22.8	5.8	1.4	48.8
Political sciences	1 759	42.3	5.6	1.9	59.4
Sociology	382	35.9	1.2	0.9	70.2
Others	520	48.6	1.7	1.1	59.0
<i>Total</i>	<i>31 343</i>	<i>20.7</i>	<i>100.0</i>	<i>1.8</i>	<i>56.3</i>

Source: MIUR, Study and Planning Office, 2005

Foreigners choosing to attend Italian universities come mainly from Europe, as shown in Table 6.

Table 6: Foreign students in Italian universities, by geographical area of origin, 2002/03

Geographical area of origin	Foreign students	%
Europe	23 255	74
E.U.	10 154	32
Other European countries	13 101	42
Africa	2 674	9
America	2 198	7
Asia	3 119	10
Oceania	35	—
<i>Total</i>	<i>31 343</i>	<i>100</i>

Source: MIUR, Study and Planning Office, 2005

As to communitarian origin or not, the higher share is for students originating from countries outside the European Union: 13,000 versus 10,000. The European area, outside the E.U., is well represented by Albania and Croatia. Students from these two countries number 7,600, about the same as the number of students coming from all the other areas.

Conclusion

In the final document of the Lisbon Summit (March 2000) the integration of regular immigrants was indicated as one of the pivots of E.U. policy that is now taking shape, and the education system was identified as an arena in which integration could occur. The conclusion of the Tampere European Council session (October 1999) has had a decisive impact on European policy in regard to the integration of citizens from third countries. This point of view was reiterated at the Seville European Council session (June 2002). During the Thessalonica European Council session (June 2003) it was stated that E.U. policy for integration should cover factors such as education and language training. The integration of legal immigrants was again referred to as a priority during the Brussels European Council session of October 2003 (Eurydice, 2004). A general consensus has been reached during these last meetings to improve active citizenship, equal opportunities and social cohesion. These issues are particularly valuable for the access of immigrants and their children to education and training systems.

These papers and the general discussion in the school environment make it clearly evident how important a role the school system plays in integration. School is not only a place where education is acquired, training, knowledge of historical facts, mathematical abilities, local language expertise, but it is also a place of integration. School is simultaneously a tool of integration for everybody involved in education and a goal where real integration between native and the immigrant populations can be achieved (Todisco, 2005).

One of the last reports of the European Commission (Report of the Commission, 31 January 2001) stated that starting from 2002 the main aim will be to reinforce European cooperation towards a European dimension of teaching and professional training. This will be achieved by increasing the number of university students, post-graduates and researchers studying in other European countries, or outside Europe.

Integration is assuming a more general meaning. It does not concern only receiving foreign pupils/students in the domestic school system; it is not only an update of the school system to meet the new demands that the newcomers make, but it also implies a closer connection between the school systems of different countries. It implies an integration of European schools.

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POSREDUJE LI ŠKOLA U INTEGRACIJI PRIDOŠLICA?

SAŽETAK

Problem školovanja stranaca može se podijeliti na tri dijela: obrazovanje učenika, usavršavanje odraslih i obrazovanje studenata. Svako od tih obrazovanja različito je s obzirom na različite probleme. Učenici su pripadnici drugoga ili trećeg naraštaja stranaca, odrasli su najčešće prvi naraštaj, a studenti mogu pripadati ili prvome ili sljedećim naraštajima. Kad su posrijedi učenici u školama (od osnovne do srednje, obrtničke, umjetničke i glazbene), pogrešno pretpostavljamo da se problemi odnose na polaznike tih škola, kao i da su gotovo uvijek posljedica slaba poznavanja jezika. Zato govorimo o *imigrantima u školi*. Ali u stvarnosti školski se sustav također suočava s mnogim delikatnim problemima kao što su prihvaćanje pridošlica, multikulturalno obrazovanje, osuvremenjivanje nastavničkog rada, odnos s obiteljima učenika, komunikacija između stranih i domaćih učenika, rezultati obrazovanja, postoci prekida školovanja i drugi. Zbog toga je bolje reći *imigranti i škola*, što znači da je odnos obostran i da škole također snose odgovornost i imaju svoje zadatke. Drugi problem odnosi se na obrazovanje odraslih. U radu se razmatraju različiti problemi s obzirom na odrasle strance i njihovo pohađanje nastave, ciljevi takva obrazovanja, profesionalno usavršavanje te poučavanje u javnim ili privatnim institucijama. Treći problem tiče se stranih studenata na fakultetima. U Italiji je od osamdesetih godina prošlog stoljeća broj studenata stalno padao, ali se nedavno opet povećao. To je posljedica ne samo većeg broja studenata koji dolaze iz inozemstva, nego i studenata koji imaju strano državljanstvo ali dugo godina borave u Italiji i zato su pohađali talijanske škole. Još jedan važan problem posljednjih godina odnosi se na brzo i neprestano povećanje udjela žena: dok je u devedesetima broj studenata bio gotovo dvostruko veći u usporedbi sa studenticama, danas studentica ima više.

KLJUČNE RIJEČI: strani učenici, strani studenti, usavršavanje odraslih, obrazovanje

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L'ÉCOLE CONTRIBUE-T-ELLE À L'INTEGRATION DES NOUVEAUX ARRIVANTS?

RÉSUMÉ

Le problème de la scolarisation des étrangers peut être scindé en trois catégories: scolarisation des élèves, complément de formation des adultes et formation des étudiants. Chacun de ces types d'éducation diffère des autres en fonction de différents problèmes. Les élèves appartiennent à la deuxième ou la troisième génération issue de l'immigration, les adultes constituent généralement la première génération, les étudiants peuvent relever du premier ou du deuxième groupe. En ce qui concerne les élèves de primaire et secondaire (de l'école primaire aux lycées, lycées techniques ou

artistiques) nous supposons à tort que les problèmes auxquels sont confrontés les élèves fréquentant ces établissements émanent d'eux et sont presque toujours la conséquence de difficultés linguistiques. C'est dans cette perspective que l'on évoque *les immigrants en milieu scolaire*. Mais dans la réalité, le système scolaire est également confronté à nombre de problèmes délicats tels que l'acceptation des nouveaux arrivants, l'éducation multiculturelle, la formation continue des enseignants, les rapports avec les familles des élèves, la communication entre les étrangers et les élèves autochtones, les résultats de l'éducation, le pourcentage d'abandons des études, etc. Il est donc préférable d'évoquer *les immigrants et le milieu scolaire*, ce qui signifie que la relation existe dans les deux sens et que les écoles ont également une part de responsabilité et des tâches à remplir. La seconde question est celle de la formation des adultes. L'article examine les différents problèmes concernant les étrangers adultes et leur fréquentation des cours, les objectifs de cette formation, la formation professionnelle et les cours dans les institutions publiques et privées. La troisième question concerne les étudiants étrangers dans les facultés. En Italie, depuis les années 1980, le nombre des étudiants est en constante chute mais a connu récemment un nouvel essor. C'est la conséquence non seulement du nombre croissant d'étudiants venus de l'étranger, mais aussi de la présence d'étudiants ne possédant pas la nationalité italienne mais ayant séjourné pendant de longues années dans ce pays et fréquentant donc ses établissements d'enseignement. Un autre problème important ces dernières années est posé par l'augmentation rapide et constante du taux de femmes dans la population estudiantine : alors que, dans les années 1990, le nombre d'étudiants était deux fois supérieur à celui des étudiantes, or les étudiantes sont aujourd'hui plus nombreuses.

MOTS CLÉS : élèves étrangers, étudiants étrangers, formation des adultes, éducation