



# About Knowing and Doing Intercultural Education

Policies and Outputs  
of Integrating Migrant Children  
in Italian Schools

# Agenda



- Policies of Integration

- Policy Outputs

- Reflection I: Malfunctioning Policies?

- Perceptions and Attitudes of Actors

- Reflection II: Reconstructing Policies from Outputs

# Integration Levels and Strategies

Integration Level	Integration Policy			
	<u>General Mode of</u> Integration in Nation State	<u>Special Policy</u>		
		Creation of New Institution	Strengthening of general Institution	Policies for Equal Opportunities
Structural	1	5	9	13
Cultural	2	6	10	14
Social	3	7	11	15
Identificative	4	8	12	16

# Policies of Integration in Italian Schools

- **General Mode** of Integration: *Intercultural Education* established by Immigration Law No.40/98, Art. 36, comma 3
  
- **Targeted Policy**: *National Fund for Migration Policies (FNPM)*

# General Mode of Nation State Integration

## Intercultural Education:

“...The school community promotes and favours initiatives aiming at the accommodation (of children with immigrant background – MB), the **protection of the culture** and the **language of origin** as well as at the **realisation of conjoint intercultural activities.**”



# Targeted Policy (FNPM)

## **School 1:** ↑ „Terra di Aronne“

teaching Italian language and intercultural activities after school

## **School 2:** → „Associazioni Insieme“

5x 4-hours courses in Italian language and language of origin after school

# Policy Outputs

## ● **School 1:**

→FNPM: no Italian, no Intercultural Activities

→IntculEdu: No Systematic Teaching of Languages of Origin or Cultures of Origin in School

## ● **School 2:**

→FNPM: no Italian, no Language of Origin

→IntculEdu: No Systematic Teaching of Languages of Origin or Cultures of Origin in School

# Policy Outputs II



- **Both:** Only Catholic Religion Classes
- **Both:** Language Laboratories for Children with Immigrant Background
- **Both:** Activities Charged on Single Teacher (Language Laboratories)

# Reflection I:

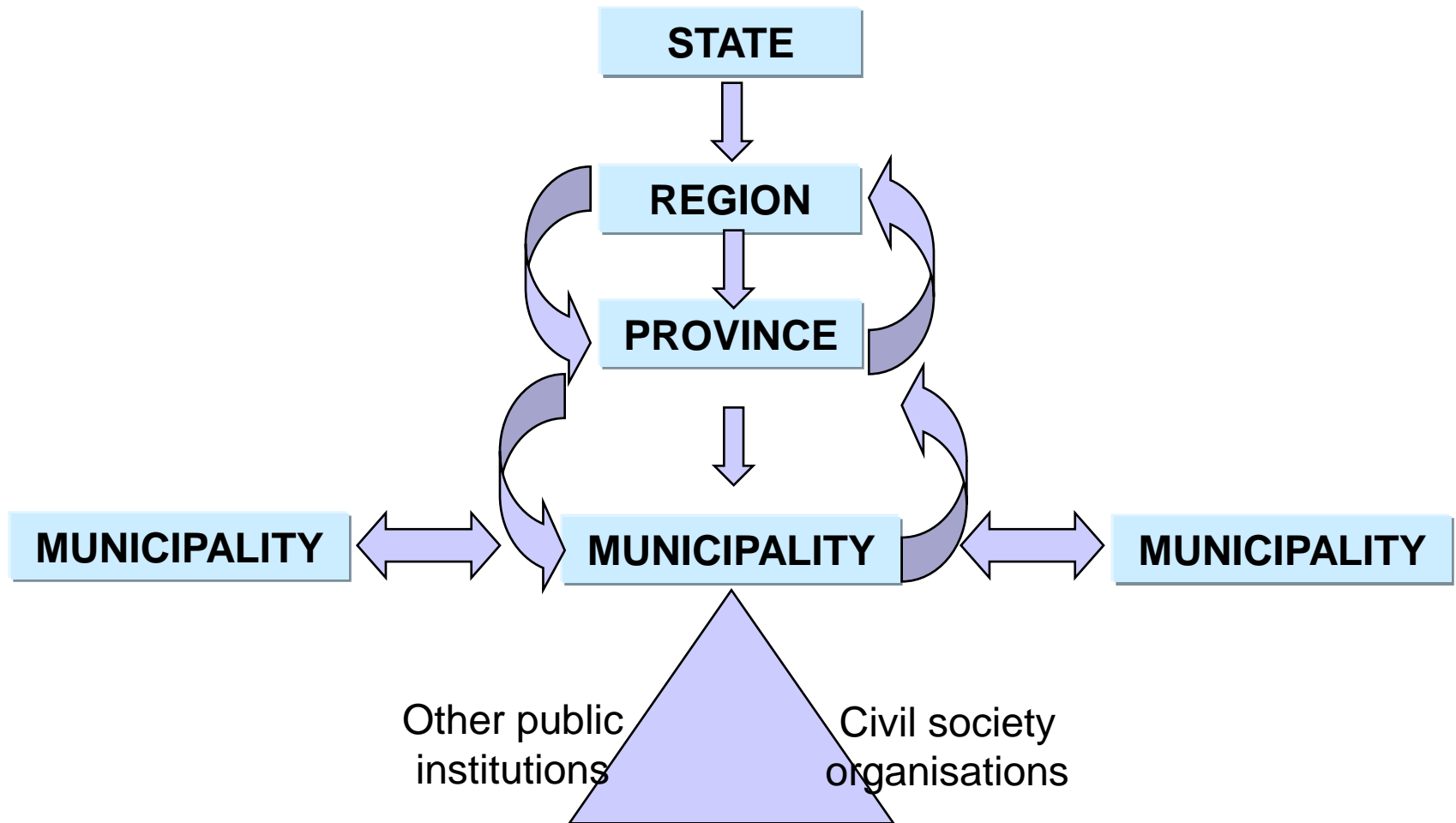
- Are Policy Aims Misinterpreted?
- Are Policies Implemented Badly?
- What Other Factors Influence Policy Process?



Results I

- **Policy Aims require Further Interpretation** by Local Implementing Actors
- **Competences are Moved ‘Down’ and ‘Out’**

# Sketching the Policy Process



# Results II



- **Policy Aims require Further Interpretation of Local Implementing Actors**
  - **Competences are Moved ‘Down’ and ‘Out’**
  - **No Quality Control (Project Evaluation),**
  - **No syst. Implementation Control**
- ⇒ **‘Implementation as Art’ at Local Level**
- ⇒ **Personal Believes enter Policy Process**

# Collective Patterns of Perception

- **Immigrants** ascribed with **Neg. Attributions**

- Autochthonous' Perceptions:

⇒ Immigrants as technical-administrative burdens

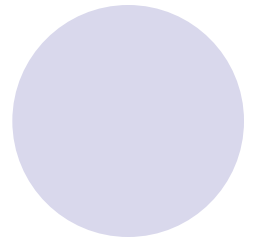
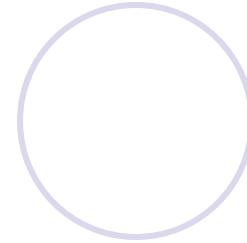
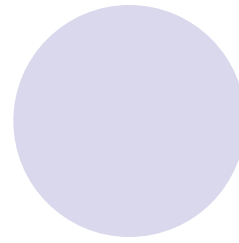
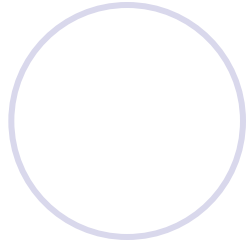
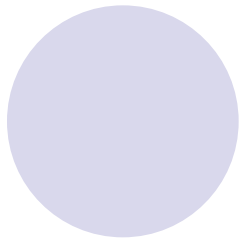
⇒ Immigrants as culturally diverse

⇒ Immigrants as socially distant

⇒ Immigrants necessary for demographic and economic reasons

# Reflection II

- How dysfunctional are the Policies?
    - No Education to Cultural Diversity
    - No Education to Religious Diversity
    - Italian courses for Children with Immigrant Background (⇒ Structural Incorporation)
- ⇒ Is Integration Policy dominated by Demographic-Economic Needs and 'Ethnicitisation' from Italian Autochthonous?



● Thank you very much for your attention!

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