

# The integration of migrants in urban areas:

the concrete action of the Community of Sant'Egidio  
in Rome

## **Non-Italian residents in Rome 252,582 (January 1st, 2013 )**

### **Largest communities:**

- Romanian
- Philippine
- Bangladeshi
- Albanian
- Ukrainian

**large variety of cultures and ethnic groups**

**favourable element in the processes of integration**

**can withstand the creation of mono-ethnic ghettos**

## Assessment of the integration level of migrants

### **CNEL report 2013 on:**

- attractiveness of territories
- social integration
- occupational integration

**In Milan and Rome  
the rating of the potential  
for integration  
has progressively declined  
over the last two years**

### **MIPEX (III Report 2011)**

**Italy ranging from a rating of  
41 (education)  
to 74 (family reunification)**

**linguistic competence**  
(results of governmental proficiency test on Italian SL)  
in Lombardia 21,50% of the people failed the test  
in Rome only 8,43% did not pass it

## **The experience of the Community of Sant'Egidio**

**In three decades the school of Sant'Egidio has opened Italian Language and Culture Schools in Rome and in other 11 Italian cities  
100,000 students have attended free Italian language courses**

**In Rome 50,000 adult immigrants attend classes both in central and suburban areas**

**In the current school year over 3,300 students on the 6 CEFR levels**

**Huge demand to learn Italian  
regardless of the need to acquire a residence  
permit**

**the level of language proficiency is one of the key factors for a successful integration process**

**The Community of Sant'Egidio was among the first actors in this field in Italy, long before State schools provided free language courses**

**In Italy there was no textbook for Italian as Second Language  
The textbook written in the 90s by the Community of Sant'Egidio  
“L’italiano per amico” drew its methodological approach  
from the ESL texts**

**The collaboration between the Community of Sant'Egidio  
and the CVCL - University of Perugia  
offered students the opportunity to obtain a European level  
certificate**

**At the end of the 80s, the request of L2 teaching on the first two levels of CEFR (A1-A2) was very high.**

**Language was needed for communication in everyday life**

**teaching was initially focused on oral skills**

**migration flows were highly mobile, following rapidly evolving cycles**

**a new “hop on, hop off” teaching model, according to the user’s needs**

**the needs changed: not only everyday communication**

**language is needed to express more complex concepts, abstractions, feelings**

**and a new language produces changes in the mental processes and cognitive potential, producing integration**

**literature is instrumental as a place to meet and express mental images that introduce different forms of thought. These images are enhanced and transformed by reading**

**Demand for learning is independent from instrumental uses such as regularization, but it is really a matter of culture, which is both the vehicle and the goal of a successful integration, in a virtuous circle**

**The third volume of the textbook “L’italiano per amico” collects texts from Italian and world literature in five thematic modules such as: history of Italy, immigration and emigration, racism, reading and writing, living together.**

**New CLIL teaching sessions**  
**conferences on demography, human rights, history, art,**  
**which take place in classroom or videoconference sessions,**  
**with structured teaching modules adapted to the higher levels**



## **success factors in the path of integration:**

**multi-ethnic classes as a place of socialization and coexistence  
through classroom teaching and not e-learning  
not only language, but culture, history, literature, music, art  
festivals and events, actions that produce integration as they  
create contact points between people from different cultures  
Through a positive image it is possible to fight fear and  
resulting prejudices that are the source of mistrust and  
marginalization**