



## Spaces and practices of inclusive didactics: a territorial laboratory in Naples

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### Abstract

The paper proposes an analysis of the school experience and urban perception of students with migratory background, in a neighborhood of Naples with a high concentration of foreign nationals. It will collect the first results of the field work realized with the cooperation of the teachers involved as coordinators of education and inclusion activities for students with migratory background, enrolled in the three gymnasiums of the III-IV Municipalities – which include the railway station neighborhoods – where the percentage of non-Italian students reaches the highest level on the urban scale, in view of possible strategies for inclusion. The methodology is mainly qualitative and uses focus groups and in-depth interviews both with teachers and students. The field work, although in progress, points out that the critical issues faced by non-national students affect both the learning and the social process; furthermore, these extend into perceptions of the urban space.

**Keywords:** Inclusive Didactics, Urban Perception, Students with Migratory Background, Naples

### 1. Introduction

This contribution aims to present the first contents of a research that was born thanks to the activity carried out by the authors for the project commissioned to AIIG by INAPP on the educational dropout of students with a migrant background (Amato and Matarazzo, in press). Through some focus groups, the critical issues of the school inclusion process and the actions implemented in the city of Naples

between scholastic institutions and non-profit associations were collected to share interventions and good practices to contain the risk of dropping out of school. In that circumstance the purpose of going analytically deep into the topic took shape, starting from the experiences of three high schools in Naples, located in the neighborhoods with a high density of non-Italian students. These meetings also performed a function of connection and exchange of practices between the teachers involved.

The lack of updated data prompted us to proceed with meetings and interviews not only with teachers but also with CNI (Non Italian Citizens) students, in order to provide the research an initial framework in which to continue the study in the following months.

The immigrants' children have a fundamental and strategic role in the host countries because they represent the stakeholders of a social and cultural change. To intercept and deeply examine these processes, the study of school integration is a priority.

The comparative studies promoted periodically by the OECD show that the income differential of the children of immigrants is quite widespread. In Italy there is an extensive literature on this topic based mainly on periodic monitoring: among the many, we consider the production of the Ismu Foundation, focused not only on the Lombardy region (Santagati and Colussi, 2020) and the annual reports on immigration in Italy by Idos (Idos, 2022).

This paper moves from the idea that school as the main environment where to observe the migrant's perception of urban space is strategic. It locates it within the framework of international studies that combine the three focuses of this research itself: city, foreign children and school (Ismail, 2018; Banks, 2007; den Besten, 2010; Demintseva, 2020; Gül, 2020).

This contribution represents only the first step of an ongoing research. As we will demonstrate, the available data on non-Italian students in the Neapolitan schools is not updated, so a purely qualitative approach was the only path to be followed.

In particular, the contacts acquired during the previous focus groups were useful in order to enter the three schools, thanks to the collaboration of the teachers involved. They made it possible to carry out simple observations of school spaces in order to understand the dynamics of interaction even outside the classroom. Furthermore, several meetings and open interviews with teachers allowed us to go back to the history of the policies implemented by every school to support non-Italian students.

If teachers didn't require any selection, because everyone involved in inclusive paths

was interviewed, students were selected according to nationality, gender, age and time of arrival, in order to match different experiences, perspectives and perceptions on school, everyday life and urban space.

The students interviews were realized individually in some school place (auditorium, classrooms, labs) almost always without teachers. At the end of the interview, we asked the interviewed to draw a mental map representing their everyday pathways and their reference points in the neighborhood they live in.

Mental maps are a typical tool of perception geography, although born in others fields of the social sciences (Lynch, 1969). This geographical approach also spread rapidly in Italian urban studies from the second half of the 1970s (Bianchi and Perussia, 1978), to then become rarer from the end of the 1980s until it almost disappeared in the mid-1990s. It has known a renewed interest thanks to the spatial turn in the last decades (Pezzoni, 2020).

These maps combine objective knowledge with subjective perceptions: in our case we used them to catch positive and negative impressions on places more than precise knowledge about the location of geographic features.

## 2. The city of Naples and its migrations

The city of Naples is an inexhaustible field of research that too often emphasizes a sort of exceptionality or anomaly if compared to the rest of Italy, an exceptional city that would have ordinary characteristics (Amato, 2020). Through the prism of international migration, it is possible not only to read the peculiarities of this city as well as the more "normal" aspects shared with other Mediterranean metropolises, but above all this interpretation allows us to intercept the transformations occurring in different places of the city. The relationship of the Naples with "the other" in recent decades is nothing new but has crossed the history a city which has periodically confronted foreigners, often conquerors and invaders. In the age of the great migration at the turn of the 1900s, the port

of the city assumed the role of hub for transoceanic emigration. Starting from the 1970s it was then affected by immigration, first punctually and then more widely. In an initial step, Naples was interpreted as an intermediate stage of international migration for those who made settlement choices in the central-northern Italian regions. The first entries into the city were linked to Italian colonial legacy: after the annexation of Eritrea by Ethiopia (1962), some families from the Horn of Africa arrived in Naples. Since the 1970s, Moroccans set up more stable migratory projects that combined itinerant trade with unskilled jobs. Starting in the 1980s, the immigration process took on a more defined form: the presence of Filipinos, Cape Verdeans and later Sri Lankans, Peruvians and Dominicans became more significant, occupying above all domestic assistance activities, a niche in the labour market which it will then be taken by Ukrainians, Romanians and Poles. Also, in the Eighties we witness the arrival of communities from Sub-Saharan Africa (especially Senegalese, but also Ghanaians, Nigerians and Burkinabe). Since the 1990s, it has become clear that the city is no longer a place of transit but rather a place of sedentariness which generates processes of change in the urban landscape. In the last fifteen years there has been a progressive intensification of the foreign presence with a great momentum of the communities coming from the Indian subcontinent: the migratory pressure (foreigners on the total population) went from 3.2% in 2011 to 6.2% in 2020 and then decreased to 5.8% in 2022. In an increasingly complex general context (Arab Spring, economic crisis, refugee crisis, effects of the Coronavirus pandemic, war in Ukraine...) the migrant presence changed and Naples changed with it. In 2022, 53,440 foreigners are officially registered (Table 1). The Sri Lankans are confirmed as the first nationality (14,291 presences) followed by the Ukraine (7,053, first nationality in Campania) and, at a distance, by the Chinese (4,412) and the Romanians (2,261).

Country	Male	Female	Total	% of non-Italians
Ukraine	5,437	16,627	22,064	17,18
Sri Lanka	8,659	7,986	16,645	12,96
Bangladesh	9,411	1,954	11,365	8,85
China	5,100	4,538	9,638	7,51
Romania	3,824	5,102	8,926	6,95
Morocco	4,324	2,191	6,515	5,07
Pakistan	4,739	817	5,556	4,33
Poland	646	2,662	3,308	2,58
Nigeria	1,931	1,283	3,214	2,50
Bulgaria	694	1,933	2,627	2,05
India	1,661	759	2,420	1,88
Philippines	887	1,457	2,344	1,83
Ghana	1,912	410	2,322	1,81
Algeria	1,614	379	1,993	1,55
Albania	1,031	903	1,934	1,51
Russia	206	1,546	1,752	1,36
Senegal	1,506	266	1,722	1,38
Burkina Faso	1,290	256	1,546	1,20
Dominican Republic	764	1,181	1,945	1,51
Brazil	214	988	1,202	0,94

Table 1. Nationality over 1,000 presences in Naples. Source: [www.demo.istat.it](http://www.demo.istat.it).

The novelties of recent transformations can be seen in the growing weight of the Pakistani (3,098), Bangladeshi (1,960) and Indian (908) communities, preceded only by the historical presence of the Filipinos (1,708), Nigerians (1,465) and Senegalese (1,174). Eastern Europe also expresses the presence of Poland (937), Russia (803) and Bulgaria (658). The historical presences of the Dominicans (1,000), Algerians (783), Cape Verdeans (708), Peruvians (652) and Moroccans (556) is now stable. The total of foreigners under 19 are 8,853 that is 16.5% of the total present.

From this data we can stress the sedentariness of the pre-existing communities. Now they demand services and citizenship, and the growth of the second generation is associated with the increase in arrivals, whose composition presents increasingly heterogeneous actors, with the increase in unaccompanied minors (de Filippo, Strozza, 2015). Most of the asylum seekers have been placed in temporary reception centers. A solution that appears ineffective due to the extension of residence times and because, at the end of the reception process, these people find themselves joining the ranks of absolute marginality traced on the streets of the city.

There is no updated data on a neighborhood scale (the latest available ones go back to 2016, Amato, 2021), but by now all the neighborhoods are affected by the migratory process. Nonetheless, the districts of the historic center are those most involved. In these spaces of Naples there has been a growing presence in the marginal segments of the housing market and an increase in the entrepreneurial dimension with the management of small shops and itinerant trade (Laino, 2022).

In general, the IV Municipality records the highest percentage of third-country nationals: in 2016, out of 99,321 inhabitants, there were 15,571 foreigners with an incidence of 15.7%. In particular, the districts of St. Lorenzo and Vicaria (which together with Poggioreale and the Industrial Zone make up the IV municipality) are districts with the greatest concentration. The most numerous national group is the Chinese one which absorbed 24% of foreign residents in the entire Municipality in 2016: 56% are males and 44% are females, a relative gender balance which is a sign of a solid

migration project. In second place we find the Pakistanis (11% of the total of foreigners) with a clear male prevalence (91%), followed by the Ukrainians (9% of the total) who, instead, have a clear female majority (77%).

Important evidence of the change in the city is linked to the issues of living, jobs and training as reported in the first survey by Laino (2015). According to this research, the fourth Municipality of Naples confirmed its primacy especially in relation to the presence of non-national students in the schools. The non-profit sector and the associations promoted by migrants are a further element that makes up the multicultural transformation of the city. The significant presence of NGOs with a supply of "low-threshold" social, educational and health services confirms this transformation. If a part of the associative sector has been following the migratory process since the 1990s, an explosion of these stakeholders has been recorded since the 2000s. The fourth Municipality, and partly also the third one, registered the concentration of non-profit organizations, migrants, confessional and non-confessional voluntary associations, trade union structures and tax aid centers (CAF) (Figure 1). Some of these structures have become important reference points for the local schools, ensuring activities, training support and partnerships for projects.

Although the presence of immigrants' children in Naples has been limited up until now (de Filippo, 2011) - if compared to other cities, especially in the Center and the North of Italy - there is no doubt that it is increasing rapidly and is characterized by a wide variety of origins, migratory projects and settlement models, as well as significant heterogeneity in the composition by gender, age, marital status.

In the main groups living in Naples, the prevalence of second-generation minors is now dominant. According to the research the demographer Strozza carried out a few years ago, 95% of Nigerian minors and 87% of Chinese minors were born in Italy. Among the nationalities with a low proportion of minors but almost all born in Italy are the Algerians and the Senegalese. On the contrary, among the citizens of Eastern Europe and the Indian sub-continent, the proportion of minors born in Italy is almost always lower (Strozza, 2016).

### 3. Old data for a fast process

The hypothesized research suffers from a heavy deficit due to the unavailability of updated data from the Ministry of Education on the presence of CNI in the city of Naples. The most thorough research, promoted by Salvatore Strozza (2016), is based on data from the school year 2012-13. This the same data base is associated with the publication of the urban planner Giovanni Laino (2015) which considers the presence in schools of minors with a migratory background: one of the three elements that together with job and housing make up the interpretative matrix of changes in the city. These two surveys interpret the change taking place on the urban scale and highlight the role played by the central districts of the city in the absorption of CNI students (Figure 2).

The most recent data, unfortunately, is available only on a regional scale: it shows that the Campania region occupies a secondary role compared to other contexts (MIUR, 2022a, 2022b). On a regional level, in the 2020/21 school year, against the absorption of 12% of the total number of Italian students (with Lombardy hosting 15%), the region ranks seventh, registering 3.2% of the total of non-Italian students. And again, combined with the total number of students, the impact of students with Italian citizenship is only 3% compared to the national average of 10.2%. This places Campania in the second-last place, ahead only of Sardinia. Still on a regional scale, using the only parameters available, the generalized decline of Italian pupils in recent years has also affected Campania, historically a region where this rate was increasing: from 928,856 students in the school year 2018/19 to 900,704 in the 2020/21 one.

In the same period, however, CNI students have grown: 27,883 (+606 compared to 2018/19). The constant growth of second generations characterizes the evolution of the presence of students with a migration background also in Campania. This follows a consolidated national trend: in the s.y. 2020/21 there are 12,847 CNI students born in Italy, equal to 46% of the total pupils with a migratory background, compared to a national average of 66.7%.

However, the component relating to the students not born in Italy remains important: of the 27,883 CNI pupils, 8,288 are in secondary schools, that is 29.7% of the total, a higher percentage than the national one, with a presence of students born in Italy of 2,078, that is 25.1% of the total, compared to a national average of 45.6%. These data place Campania fifth from last position on a national scale. Of the 4,313 CNI kindergarten students (15.5% of the total, lower than the national average), 3,034 were born in Italy, that is 70.3% of the total, a percentage impact that is far from the 82.7 in Italy. In the primary school there were 9,690 pupils, accounting for 30.9% of the total compared to a national impact of 35.8%. Also in this case the rate of those born in Italy is growing (5,288, over half of the group) but with values far from the national ones (74.5%). Finally, like the national trends, the presence in lower secondary schools was: 5,592 students equal to 20.1% (in Italy 21.3%), 2,447 students were born in Italy (48.8% compared to 65% on the national scale).

The only change of scale allowed by the available data is the condition of the province of Naples which absorbs 46% of the regional total, with 12,976 CNI students, which corresponds to 2.5% of students enrolled. In kindergartens we have 1,870 pupils equal to 2.3% of students enrolled; in the primaries 4,672 (2.8%); in lower secondary schools 2,678 (3%); in secondary schools 3,666 (2%). These percentages are lower than the regional average due to the high population density of this province compared to the other four of the region. In secondary schools, on which the current research focuses, there is a slight prevalence of high schools (1,399) over technical institutes (1,217) and professional institutes (1,059), a different distribution than the national one of the southern macro-area, where the technical institutes dominate. Out of all pupils, 2.5% of CNI, just under half were born in Italy (6,004). In kindergartens, an impact of 2.3% was recorded, 1.8% (1,267) were born in Italy, while 0.7% were born abroad.

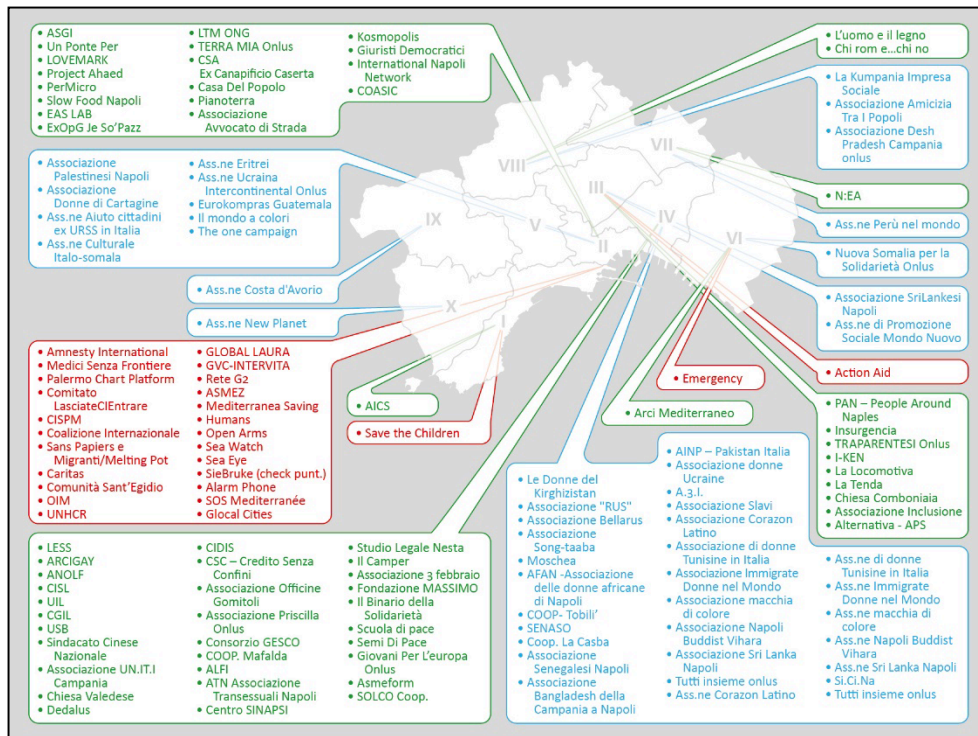


Figure 1. The NGOs for migrants in Naples. Source: Rignoli, 2020.

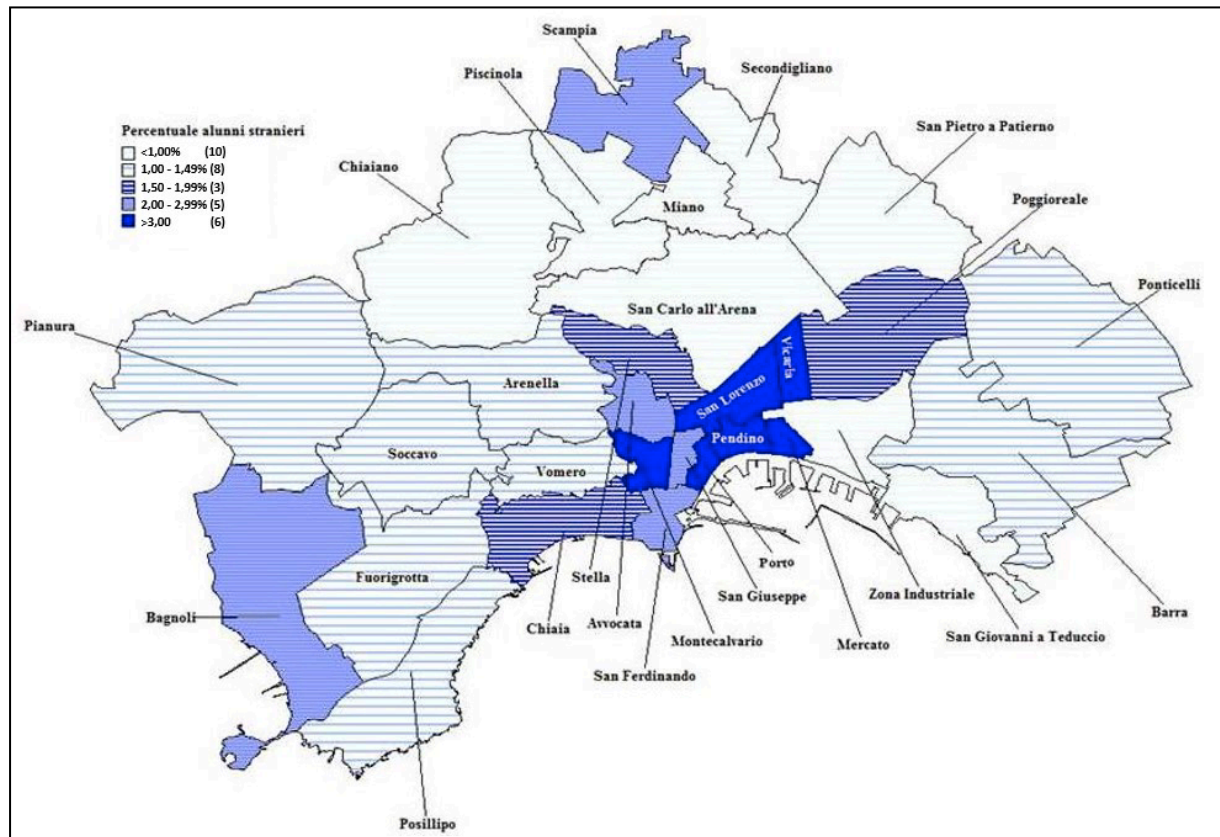


Figure 2. The percentage of non-Italian students (*percentuale alunni stranieri*) out of the total number of students in Naples on a municipal scale. Elaboration on Strozza, 2016.

Moreover, in the primary schools (3% CNI on the total number of pupils) the share of the students born in Italy prevails (2,527 equal to 1.8%). In the secondary schools, however, the total of 2.7% of those enrolled sees the prevalence from abroad which absorbs 1.5%. Lastly, 2% of those enrolled in upper secondary schools record the lowest impact of those born in Italy with 0.5% (988 students). Europe and Asia are the continents most represented among the students of the Province of Naples.

With secondary schools, in the Province of Naples there are 517 institutes of which 90 do not have any CNI pupils, while the vast majority of schools (414) register up to 15%, beyond this threshold there are only 13 schools, including one that exceeds 40%. This is a macro redistribution that follows national trends, according to the schools with a presence of up to 15% of CNI prevail, nevertheless in the central and northern regions the schools with a share between 15 and 30% have grown significantly. Even on a provincial scale, the prevailing nationality is Bangladesh which represents 4%, and therefore most of the regional presence.

#### 4. The field work

The field study is organized in two parts: the first one, dedicated to collect the experiences of teachers involved in inclusive didactics, where we asked critical issues concerning actions for inclusive paths, the second one, dedicated to interviews with the students, in order to collect their perception not only about school and education issues, but also about their life in Naples and the neighborhood they live in.

The choice involved three high schools (Figure 1) located in the central railway station area, sharing a number of non-national students greater than fifty, the availability of human resources dedicated to projects for the inclusive didactics and the availability of specific procedures and activities for their education pathway.

The institutes with these requirements and which accepted participating in the research are: ITIS “Alessandro Volta”, Liceo Statale

“Pasquale Villari” and ITP “Alfonso Casanova”. They are distant no more than 2 km from each other, each located in the III or the IV Municipality. The first two schools are nearer the central station than the third one, that is closer to the historical city center, involving other little clusters of migrant presence in Naples (i.e. the Cavone and Sanità neighborhoods, in the III Municipality).

All three schools have a specific didactic protocol for non-Italian students and a consolidated activity for them so that they are identified in the surrounding neighborhoods as families with migratory backgrounds.

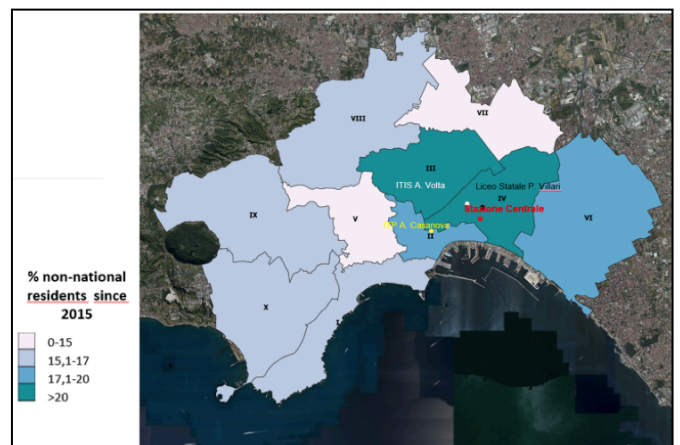


Figure 3. Percentage of non-national residents in the Municipalities of Naples (2015) and location of the schools selected. Elaboration on data of the Municipality of Naples.

Among them, Liceo Statale “Villari” is recognized by the other two institutes as the main pivot for the city of Naples with programs for inclusive didactics. Although the Villari school does not have the highest density of students with a migrant background, it is a particularly important school because it has anticipated the transformation processes involved. This school has focused since the early 2000s on intercultural exchanges with the French context to allow Italian students to experience a wider world. But if the presence of second-generation students was still sporadic, the growing arrival of new arrivals in Italy (NAI) forced teachers to question their practices as they were unaccustomed to confrontation

with new cultures. In this first decade, the few initiatives achieved, seemed in some way forms of folklore. In 2007, with the project “Migrant routes and plural cities: my story and your story” this school became the protagonist through a agreement of understanding with the Dedalus association for various projects to welcome unaccompanied foreign minors (MSNA), training courses in Italian as a second language and above all peer education experiments. The school “Villari” joined the project “October 3rd” for a network of Italian and European schools that deal with the issue of migration, allowing a teacher and two students to attend intercultural workshops in Lampedusa and exchanges with other European schools. In more recent years, in response to the highest dropout rates in the two-year period, an Intercultural commission was created. The main action of this commission is a permanent reception protocol (with exemption from disciplines with dispensatory and compensatory measures) that made this best practice a reference on an urban scale.

#### **4.1 Critical issues and best practices for inclusive didactics of students with migratory background**

The most critical issues perceived by teachers are largely linked to the lack of funding projects and to some organizational difficulties. In particular, the insufficiency of available resources weakens the continuity of personalized care and support pathways, that require the constant presence of support, such as teachers for foreigners, psychologists and cultural mediators. The scarcity of funding for projects of didactic inclusion for pupils with immigrant origin also affects the quality and effectiveness of teacher training. In fact, the didactic path is often entrusted to the availability and sensitivity of individual teachers with an increased risk of school failure, with the resulting consequences of disparities in opportunities and evaluation.

A further imbalance that an adequate availability of resources could help to correct is that linked to the tendency, recorded by the teachers involved, of the families of pupils with a migration background to choose to relate with

third sector operators rather than with school, teaching and non-teaching staff. This is presumably for reasons involving language or even the perception of socio-emotional comfort. Having more financial resources would make it possible to give continuity to some of the services supplied by the associations within the school and perceived as a useful support for the orientation and inclusion of both students and their families. This “wishful list” contains the permanent presence of an Italian language teacher as a second language and not tied to discontinuous projects; the creation of structured and mandatory training sessions for teachers; the recruitment of other personnel for the afternoon accompaniment also in the classrooms to support the study and above all the families.

As for the organizational difficulties, an initial bias was found dealing with the criterion adopted for the placement of students of non-Italian citizenship, which takes into consideration the level of education as a priority with respect to age and neglects the risk of penalizing the processes of socialization which also represent an indispensable component of learning.

Furthermore, the application of the ministerial guidelines for the inclusion of pupils with a migrant background (MIUR, 2014, 2022a, 2022b) is uneven. This raises questions of the right to equal opportunities of Italian and non-Italian students, whose protection isn’t guaranteed in an organic and systemic way among schools of the same municipality or, even worse, among class councils of the same institution. The bias due to inclusion based on educational level and not on the student’s age is one of the most critical aspects. A contributing cause of this situation is the role played by school managers, often perceived as weak or in any case not incisive enough for the purpose of adopting homogeneous working methods and criteria within the reference school context. In general, the unpreparedness of the teaching staff to face the change, which is left, as mentioned, to spontaneous actions linked to the goodwill of individuals, is underlined.

If the range of critical issues is vast, so is that of good practices for the care and inclusion of pupils from migrant backgrounds implemented



by school managers and teachers.

The testimonies collected, including those from students, confirm that the best results are those achieved thanks to peer education practices, i.e. the education of students who, on a rotational basis, are called to support their classmates with difficulties. The effectiveness of such a path seems to be farsighted when in a certain sense it prepares cultural mediation within the school itself, starting it from the bottom up as a structural component of the didactic experience. In doing so the foreign students who receive the education among peers prepare themselves in some way to actively replicate it in the future, also making the most of their dual linguistic knowledge. Teachers must also be trained to overturn the peer education mechanism in cases where excellence among foreign students occurs, as happens, moreover not infrequently, especially with technical disciplines.

The many initiatives aimed at improving the hospitality of school environments for non-Italian users are also recognized as valid, through the installation of multilingual posters, which favor the bilateralism of the integration process, i.e. aimed at both foreign and Italian students.

Finally, the interaction of the school community with the realities of the third sector in the districts of Naples affected by this survey appears useful, if not indispensable. In fact, it can be identified as a mechanism to some extent compensating for some structural deficiencies in the scholastic institution, although it is to be hoped that the budget available for this joint activity will be greater in the future.

#### **4.2 The students' point of view: perception of school and urban space**

In addition to the experience of the teachers experience responsible for the inclusive education paths for students with migratory background, the fieldwork also collects the experiences of students (26 at the moment of writing this paper). These interviews were realized with an unstructured questionnaire. The main nationalities are Ukrainian, Pakistani and Sri Lanka, but we also interviewed Latin

American students.

Most of them live in the same municipality of the school they attend, but in some cases their home is up to 10 km from it, usually because the family transferred to another neighborhood.

Most of the students interviewed arrived in Naples for family reunification between 2015 and 2022, now they are between 14 and 20 years old.

In their school experience, most of them are enrolled in a lower class with respect to their age because when they arrived in Italy the school system assigned them this way and some of the interviewed have a clear perception of this.

Nobody reports difficulties with teachers, as expected in three schools attentive to non-nationals, but some of them experienced discrimination and bullying. Only a few, in fact, have friends among the classmates; most spend the free time with family members or fellow country people. In moments and spaces for aggregation within the school, such as breaks or physical education lessons, both students and teachers detect a tendency to socialize that occurs mainly with other non-Italian students.

If the main learning difficulty is the rather common one with the humanities (above all the national language and history), as expected for non-national students, it is relevant to note that for all of them the path of inclusion began with the attendance of Italian taught by teachers within the school or NGOs.

A common feature of the migratory and school experience of the young people interviewed is that represented by the time most of them dedicate to some work activity, often in a family business (this is typically the case of Pakistanis and Sri Lankans). If many work a few hours on weekends, others are also busy every afternoon and sometimes at night as carers, with predictable effects on school performance. It is clear, in fact, that the fragmentation of commitment between school and work increase the risk of dropout, although in the Neapolitan neighborhoods covered by the present research, local students also often have similar experiences.

In terms of urban and life space, most of the

interviewed experienced the public space of the municipalities as being insecure because of the perceived danger of being robbed. They are afraid of walking in Piazza Cavour, very close to the central station, whose degraded urban landscape is often identified as a threat. Some of them think that the dangers in the neighborhoods around the railways station are harder for non-Italians.

More in general, the students' perception of life in Naples city center appears largely conditioned by family, usually when parents prohibit going somewhere because of some kind of risk, as in the case of some places in the III and IV municipalities.

The interviews with the students were completed with the request to draw a mental map of the city of Naples with the mandate to indicate their everyday path between home and school and/or home and the favorite place. We collected 26 mental maps to be processed with others we are going to collect. The map contained in figure 4 was selected because its author has been living in Naples for more time than the others. Nevertheless, the author lives in a peripheral suburb, he/her appears to be familiar with the most touristic places of the city, like the seafront.



Figure 4. Mental map of the way from home to school. Source: a student interviewed.

## 5. Conclusions

This study, as mentioned, is partial and in progress. It supports the interpretation of the

strategic role that school plays in processes of inclusion of non-Italian citizens not only within the school community but also, and above all, in the territorial community (Strozza et al., 2014). In fact, it is at school that young people with a migration background have their first contact with the host society and where they face the opportunity to experience socialization that is in some way free from family conditioning.

Inclusive education combines the idea that all students are able to affect their education and learning goals and to be active and equal partners in a shared learning environment. A culturally responsible pedagogy seeks to enhance students' previous experiences with cultural knowledge and different attitudes in the learning process. Multicultural education aims at a transforming process leading to the cultivation of active members of society who are able to think critically (Banks, 2007). The mitigation of prejudiced attitudes is a prime example of this where students have the opportunity to interact and produce their own cognitive schemas and knowledge through the maintenance of their own national cultural capital. Systemic efforts for inclusive paths are necessary both for the empowerment of students with migratory background and national ones in a Citizenship Education perspective.

However inclusive education related goals are often marginalized due to issues that are considered to be of "higher" political priority. The meaning and importance of inclusive education is inadequately understood and, consequently, teachers and school staff are in many cases insufficiently prepared.

Typical of this lack of knowledge is the primary approach with non-national students. Even in schools with consolidated programs for the inclusion of non-Italian pupils, such as those involved in this study, in fact, the needs of the latter are almost always immediately met Italian language course; these, although indispensable, risks blocking the perception of deeper questions and difficulties.

Initiatives aimed at inclusion that use alternative languages, such as music, generally record more immediate results confirming that linguistic barriers can initially be bypassed giving priority to a more rapid acceptance

among non-Italian students.

The school experience is itself an urban experience. In the case of this research, the school location in the city center and close to home give students the opportunity to walk in urban public spaces and develop an individual perception of places and community.

This study will continue to meet teachers and students and to extend the research to other school levels and also to the II municipality, in order to collect a more complete range of territorial experiences, useful to suggesting practices and policies for inclusion in the school and in the city.

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