

**UNIVERSITÀ DEGLI STUDI DI PADOVA**  
**Dipartimento di Filosofia, Sociologia, Pedagogia e Psicologia Applicata**  
**(FISPPA)**

**Corso di Laurea Magistrale in**

**MANAGEMENT DEI SERVIZI EDUCATIVI E DELLA FORMAZIONE CONTINUA**

**Tesi di Laurea Magistrale**

**Istruzione degli adulti e apprendimento permanente: Valutare  
l'efficacia dell'educazione degli adulti per i rifugiati/immigrati che  
vivono in Italia.**

**Adult education and lifelong learning: Assessing the efficacy of adult  
education for refugees/immigrants living in Italy.**

University supervisor

Professor JULIANA E. RAFFAGHELLI

Student

NAVINA OMANY

**Matricola:2048603**

Academic year 2023-2024







*“Education either functions as an instrument which is used to facilitate integration of the young and old generation in to the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with the realty and discover how to participate in the transformation of the world.” (“Paulo Freire”)*

## **Abstract**

The thesis handed out explores a study on adult education for immigrants and refugees living in Italy and assessing the efficacy of this type of education that has been offered by adult education centres in the Italian territory.

The study examines the past and current landscape of adult education and the contribution as to if the community and national support is or is to improve the educational prospects for immigrants and refugees as enhancing adult education for immigrants and refugees is crucial for their integration, personal development and contribution to Italian society.

The study focuses mainly on:

- Adult education in Europe and in Italy
- adult education for immigrants and refugees living in Italy.
- Adult education centres in Italy



## Sintesi

L'istruzione degli adulti è diventata uno dei temi più importanti a livello mondiale grazie al cambiamento globale e alla velocità con cui sta cambiando. Il fenomeno dell'istruzione degli adulti e della globalizzazione è interconnesso con la società, fattori economici e tecnologici. Tutti questi fattori richiedono elevate conoscenze, competenze e abilità. Inoltre, questi fattori hanno evidenziato l'importanza dell'apprendimento permanente e la necessità per gli adulti di aggiornare continuamente le proprie competenze e conoscenze. A causa delle esigenze che derivano dal mondo che cambia. Con l'introduzione dell'intelligenza artificiale e di altre innovazioni tecnologiche, c'è stata la flessibilità nei luoghi di lavoro, cambiamenti economici, cambiamenti demografici, equità sociale e inclusione e molti altri fattori. Quest'ultimo richiede un aggiornamento continuo delle conoscenze di un individuo attraverso l'educazione degli adulti. Non solo per la crescita professionale ma anche per la crescita personale. Questo studio ha lo scopo di portare sotto i riflettori l'educazione degli adulti e discutere l'efficacia dell'istruzione degli adulti in Italia, in particolare l'istruzione degli adulti per gli immigrati e i rifugiati che vivono in Italia. Nel primo capitolo, illustrerò e discuterò la storia antica dell'istruzione degli adulti e come l'istruzione degli adulti si è evoluta negli ultimi anni. Questo capitolo delinea la storia dell'educazione degli adulti che riflette i più ampi cambiamenti sociali e l'evoluzione delle esigenze dei popoli e delle comunità. Con una storia ricca e variegata che parte dall'antica Roma e dalla Grecia fino ai giorni nostri, dimostra che l'educazione degli adulti è sempre stata un fattore essenziale in una società in cambiamento. Anche se ha ottenuto il riconoscimento in seguito, attraverso gli studi si può confermare che è sempre stato lì, ma è stato camuffato e non è stato prestato. Ci sono state diverse ricerche sull'educazione degli adulti per migliorare la situazione di questo tipo di istruzione dopo le due guerre mondiali. Queste ricerche da

parte di studiosi dell'educazione degli adulti hanno anche contribuito alle politiche attuate dalle organizzazioni internazionali e dai paesi in materia di educazione degli adulti.

Il secondo capitolo è dedicato alla mia narrazione etnografica della mia esperienza personale sull'istruzione degli adulti. Come immigrata di seconda generazione che ha vissuto la sua adolescenza vivendo in Africa ed è arrivata in Italia dopo la sua istruzione di base. Condivido la mia esperienza formativa e professionale. La mia narrazione si basa sulla mia esperienza che ho avuto come studentessa e partecipante in un centro di educazione per adulti in Italia e sulle difficoltà e le sfide che ho incontrato. La mia narrazione si concentra anche sul mio percorso professionale nel campo dell'educazione degli adulti in Italia. Dal racconto della mia autobiografia sulla mia esperienza personale, il terzo capitolo di questa tesi affronta le caratteristiche dell'educazione degli adulti in Italia e i centri che gestiscono alcuni aspetti dei corsi di educazione degli adulti. Qui viene messa alla prova l'efficacia dell'istruzione degli adulti in Italia.

L'istruzione degli adulti per immigrati e rifugiati in Italia è una componente cruciale dell'integrazione degli immigrati nella società italiana. È fondamentale perché, oltre all'integrazione degli immigrati nella società, offre opportunità di crescita personale e professionale e di partecipazione economica.

Ciononostante, gli immigrati e i rifugiati affrontano sfide e difficoltà nell'accesso all'istruzione degli adulti in Italia. In sostanza, concentrarsi sull'educazione degli adulti per immigrati e rifugiati in Italia aiuta a promuovere la coesione sociale, l'impegno economico, l'integrazione e un empowerment individuale. Questo tipo di istruzione apre le porte a una società più vivace e inclusiva.



## Table of contents

Introduction.....	3
CHAPTER 1 .....	5
ADULT EDUCATION IN EUROPE .....	5
1.1 Early history of adult education in Europe .....	5
1.2. Theoretical framework of adult education in Europe .....	9
1.2.1 Europe Policy initiatives in adult education.....	13
1.2.2 A Leap from adult education to Lifelong learning.....	14
1.2.3 Five strategic priorities for the period 2021-2030: .....	16
1.2.4 Adult education field's new professionalism .....	17
1.3 Refugees/immigrants' education - from policies to research.....	18
1.4 Few scholars who have influenced adult education.....	27
CHAPTER 2 .....	29
THOUGHT THROUGH ETHNOGRAPHIC LENS OF THE NARRATOR .....	29
2.1 Autoethnography/autobiographical narrative.....	29
2.2 From the outsider to the insider (Narrator's experience in the field).....	30
CHAPTER 3 .....	35
ADULT EDUCATION IN ITALY.....	35
3.1 How adult education functions in Italy .....	35
3.1.1 Scuola popolare in Italy (1947).....	37
3.2 Refugees/immigrants' educational policies in Italy.....	44
3.2.1 recent policies on adult education in Italy.....	54
3.3 The provincial centres for adult education in Italy (CPIA).....	57
3.4 Adult educators in Italy.....	66
3.5 Web analysis CPIA sites .....	68
3.6 Adult education and adult education centres in Germany .....	74
3.6.1 Adult education centres in Germany.....	75
CHAPTER 4 .....	79
DISCUSSIONS AND FINDINGS.....	79
4.1 Discussions about elements found through the research.....	79
Conclusions.....	84
References & Bibliography.....	87



## **Introduction**

According to UNESCO Institute for statistics adult education is “Education specifically targeting individuals who are regarded as adults by the society to which the purpose is to complete a level of formal education, or to acquire knowledge, skills and competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred to as continuing education, recurrent education or second chance education.” (*Adult Education*, 2023)

Adult education has become one of the world’s significant topics thanks to the global change and how fast it is changing. The phenomenon of adult education alongside globalization is interconnected with society. economic and technological factors. All these factors demand high knowledge, skills and abilities. Furthermore, these factors have highlighted the importance of lifelong learning and the needs for adults to continually update their skills and knowledge.

Due to the demands that come with the world changing, the introduction of artificial intelligence and other technology innovations, there have been flexibility at workplaces, economic shifts, demographic changes, social equity and inclusion and many other factors. The latter calls for a continuing update of knowledge of an individual through adult education. Not just for professional growth but also for personal growth.

This study is to bring adult education to the spotlight and discuss the efficacy of adult education in Italy, specifically adult education for immigrants and refugees living in Italy.

In chapter one, I will illustrate and discuss the early history of adult education and how adult education has evolved through the past years.

This chapter outlines the history of adult education that reflects broader societal changes and evolving needs of peoples and communities. With a rich and varied history starting from ancient Rome and Greece to the present day proves that adult education has always been an essential factor in a changing society. Though it gained recognition later, through studies it can be confirmed that it has always been there but was disguised and not paid attention to.

There have been several research on adult education to improve the situation of this type of education after the two world wars. These research by adult education scholars have also contributed to the policies implemented by the international organizations and countries regarding adult education.

Chapter two I discuss my ethnographic narrative of my personal experience on adult education. As a second-generation immigrant who has had her teenage years living in Africa and coming to Italy after her basic education.

I share my educational and professional experience. My narrative is based on my experience I had as a student and participant at an adult education centre in Italy and the difficulties and challenges I encountered.

My narrative focuses also on my professional journey in the adult education field in Italy.

From my autobiography narrative of my personal experience, Chapter three of this thesis tackles the features of adult education in Italy and the centres that manage some angles of adult education courses. Here the efficacy of Italian adult education is put to the test.

Adult education for immigrants and refugees in Italy is a crucial component of the integration of immigrants into Italian society. It is crucial because aside from integration of immigrants into the society, it provides opportunities for personal and professional growth and economic participation.

Nevertheless, immigrants and refugees face challenges and difficulties having access to adult education in Italy.

Focusing on adult education for immigrants and refugees in Italy helps promote social cohesiveness, economic engagement, integration and individual empowerment. This type of education opens doors to a society that is more vibrant and inclusive.

## **CHAPTER 1**

### **ADULT EDUCATION IN EUROPE**

#### 1.1 Early history of adult education in Europe

One of the matters of contentions in our 21st century is the topic of adult education and lifelong learning. Adult education is a recent topic that became known only in the last two or three decades. Instead, looking back, adults have been existing since ancient civilization. By then, it was established in a vastly unusual way to the kind of adult education we have now in our society.

This type of education has gone up to diverse and significant mutations in society in regard to the continuous change in the society and the urge to adapt to these changes. The factors that contributed and still have an upper hand to the latter are political, social, and economic factors.

Education in ancient Greece and ancient Rome played significant roles when it comes to adult education in Europe and in some parts of the world.

Greek education in that era was influenced by Plato, Isocrates and Sophists.

The history of adult education in Greece dates back to a time when philosophical debates and intellectual pursuits were essential parts of daily life. In ancient Greece, adult education was not established in the same structured way as it is today, with a primary focus on the development of young males. But adult education and intellectual development were possible, if in a less structured way than in the case of the schooling system for young males

As noted before, although there were no official adult education systems in ancient Greece, there were nevertheless opportunities for lifelong learning for adults. Adults' education and intellectual growth were aided by participating in public life, mentoring, self-education, philosophical schools, and symposiums. Greece experienced a number of social and political transformations in more recent times that had an impact on its philosophy of adult education. Adult education institutions, such as evening classes, vocational training, and literacy programs, were established during the Ottoman Empire's rule and later in the 19th and 20th

centuries. Improving the skills and knowledge of the general public, including adults, was the goal of education. Greece concentrated on developing its educational system in the 20th century, particularly after gaining independence, to accommodate adults looking to further their education and advance their careers. The government prioritized adult education programs, literacy campaigns, vocational training, and lifelong learning initiatives in conjunction with a number of organizations and institutions. Formal and informal education were the two major types of education. The formal education consisted in attending a public or private establishment and in addition to having a private teacher or private tutor at home after lessons. Informal education in ancient Greek on the other hand consisted in learning through people who were recognized as teachers and did not have the requirements to teach. These people were not receiving any payment. They were either family friends or family friends who teach young males a craft or skill. education was predominately for males. The kind of formal which was accepted in the society by the Isocrates was the "Paideia"<sup>1</sup> Teaching pais is the Greek word for Child and it is the root of the term "paideia," which refers to the teaching that Isocrates commended. To put it simply, paideia was meant to enable male children to transcend the lowest aspects of human nature and reach the pinnacle of morality. Practically speaking, it also gave society men who were ready to assume adult responsibilities in the military and politics. The Paideia was not drafted for females. (Raquel Lopez, 2018) Young females from rich and prominent families sometimes got the opportunity to learn how to read. This is because young females were primarily given to marriage in their teen ages therefore education was not a priority in the case of young females. Over and above, females were considered inferior in the society hierarchy. Hence females participate less or not in social and political activities. Education and many other things were decided based on the gender of an individual.

Some Greek people open school with their own curricula and parents, or young males could choose the type of school to attend on the courses or subjects of their

---

<sup>1</sup> The term "paideia" originates from Greek education and describes the complete education and rearing of the ideal citizen. It includes not only academic instruction but also moral and physical growth. The phrase comes from the Greek word "pais," which means child, and it refers to the process of bringing up a child to be a responsible, moral adult who can make a positive contribution to society.

interest. there was no guide or any institution that wrote down the formalization of these schools. Everyone, including the poor and the rich had freedom and liberty to open school and choose any course to offer as long as one had the money and resources to pay. According to many researchers and scholars the ancient Greek system of education before the two world wars paved the way to what we have as liberal studies.

When it comes the early history behind adult education in ancient Rome, it can be traced.

back to the early second century BC. However, it is important to note that education in ancient Rome was primarily focused on the aristocratic class, and it was not until later that access to education became more widespread. Education in ancient Rome was based and coloured by the basis of education from Greek education. In fact, the teachers and private tutors were generally from Greece. Among these, were also slaves bought from the Greek emperor or detained during war.

During the Republican period (509-27 BC), education was primarily a private affair, with wealthy families hiring private tutors to educate their children. These tutors, known as "paedagogus," were responsible for teaching reading, writing, arithmetic, and basic subjects such as literature and philosophy. Education for adults during this time was limited and mainly focused on practical skills needed for daily life, such as farming, trades, and military training.

It was with the upward push of the Roman Empire within the first century AD that adult training started to gain more importance. Emperors including Augustus and Trajan diagnosed the importance of training in maintaining skilled personnel and selling cultural growth. During the reign of Augustus, considered as one of the substantial leaders in roman history, made a great turn in the economy, political and social aspect of the roman empire. He believed that to keep a society moving and evolving through adequate training and apprenticeship. Once only the elite were well trained. As in ancient Greek, the elite who were the ruling class could afford such training and education. Since the privileged class were the ones who could afford to be in the constituting assembly, Augustus decided to provide them with a well-educated training which would be essential for the growth and prosperity of

his Empire. They established legal guidelines and establishments geared toward increasing access to training for both children and adults.

One huge development in personal training at some point of this period changed into the established order of public libraries, which were accessible to residents of all training. These libraries, referred to as "bibliothecae," housed various written works and offered a space for intellectual gatherings. They supplied access to an extensive range of topics, consisting of history, philosophy, literature, and science.

Another essential organization in grownup schooling turned into the Roman baths. These public bathing complexes not handiest served as locations for rest and hygiene however additionally as facilities of socialization and training. It became not unusual for individuals to interact in discussions, debates, and lectures on various subjects in those areas. The baths eased the sharing of information and endorsed highbrow change.

Furthermore, philosophical schools known as "academiae" also emerged in the course of this time, providing adults with the possibility to interact in philosophical debates and discussions. These colleges, inspired by Greek philosophy, supplied teachings on Stoicism, Epicureanism, and other philosophical colleges of concept.

It is also worth noting the influence of Greek training in ancient Rome. As Rome expanded its empire, Greek training, with its emphasis on literature, philosophy, and rhetoric, have become exceptionally common. Many Romans sought schooling from Greek instructors, similarly, enriching their understanding and knowledge of numerous subjects.

Overall, grownup training in historical Rome became driven through a growing popularity of the significance of intellectual and cultural increase, both for private improvement and for the advancement of society. Libraries, baths, philosophical schools, and the impact of Greek schooling all played a part in presenting avenues for adults getting to know and selling highbrow exchange.



## 1.2. Theoretical framework of adult education in Europe

As a little aforementioned earlier many ancient philosophers first argued that Europe is where adult education began in the world. Large adult education institutions are thought to have originated in Europe before spreading to other regions of the world. Great Britain, Germany and France are one of the first countries in Europe where the phenomena of adult education spread quickly during the 19th century.

The aftermath of the second world war led to the destruction of many cultural, religious, political, economic and educational systems in Europe. During the era of Hitler many changes occurred including the education sector in Europe. The human resources were one of the roads to recovery and reconstruction of European countries was through the educational system. The educational system was one of the avenues for the rehabilitation and reconstruction of the European nations.

The thirst to rebuild European society was extraordinarily strong and noticeable. The economic system needed to stand on its feet again. To build the economic system, people need to be educated regarding the professional field available or at disposal. Jobs needed to be created. Many European countries initiate educational programs. The aim behind these educational programs was to aid adults to acquire knowledge and professional skills in the profession available to rebuild European society and consequently economic growth.

Aside from acquiring professional skills as a necessity to revamp the European society, obtaining skills in speaking in different languages was also regard as an additional pertinent facet in reconstructing the economic system.

During this period, vocational colleges and community colleges were founded for professional educational programs. Along the line, after some years the economic and social system became stable leading to a switch from adult education to primary, secondary, tertiary and higher education. Adult in that moment was microscopic.

In the 1970s, Malcolm Knowles<sup>2</sup> came into the picture of adult education. Malcolm S. Knowles was an American educator. He was recognized for his theory on adult

---

<sup>2</sup> Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. New York: New York Association Press.

education and andragogy. Malcolm's theory was focused on pedagogy and andragogy. He criticized the methodological approach used in adult education in America. This theory later on became one of the epicentres and manuals for scholars in the educational field across the world.

Knowles on this handbook written on adult education in the 1960s, indicated that adult education was beginning to show up in many fields and sectors such as the community development, economic sector, health sector, political institution and so on. Knowles' idea on adult education was not beneficial to adult learners as he thought that child learners be differentiated from an adult learner in terms of methods applied in education. In other words, he was criticizing the fact that pedagogical methods used in formal education were the same methods applied in adult education. He outlined that pedagogy and andragogy should be distinguished as two different terms. As andragogy methods and principles are for adults and pedagogy for children.

According to UNESCO, Education specifically targeting individuals who are regarded as adults by the society to which they belong to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills and competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred to as 'continuing education,' 'recurrent education' or 'second chance education ("Adult education | UNESCO UIS")

Due to the vital role in individual, professional, and societal growth, adult education has recently received a great deal of attention and respect. The development and evolution of adult education vary from country to country. In light of research done in line with the history behind adult education in Europe, ancient Rome and Greece

are considered some of the significant foundations that pave the way for adult education. (Bouckovalas, 1988)<sup>3</sup>

Many ancient philosophers first argued that Europe is where adult education began in the world. Large adult education institutions are thought to have originated in Europe before spreading to other regions of the world. Great Britain, Germany and France are one of the first countries in Europe where the phenomena of adult education spread quickly during the 19th century.

The aftermath of the second world war led to the destruction of many cultural, religious, political, economic and educational systems in Europe. During the era of Hilter many changes occurred including the education sector in Europe. The human resources were.

One of the roads to recovery and reconstruction of European countries was through the educational system. The educational system was one of the avenues for the rehabilitation and reconstruction of the European nations.

The thirst to rebuild European society was extraordinarily strong and noticeable. The economic system needed to stand on its feet again. To build the economic system, people need to be educated regarding the professional field available or at disposal. Jobs needed to be created. Many European countries initiate educational programs. The aim behind these educational programs was to aid adults to acquire knowledge and professional skills in the profession available to rebuild European society and consequently economic growth.

Aside from acquiring professional skills as a necessity to revamp the European society, obtaining skills in speaking in different languages was also regard as an additional pertinent facet in reconstructing the economic system.

During this period, vocational colleges and community colleges were founded for professional educational programs. Along the line, after some years the economic and social system became stable leading to a switch from adult education to primary, secondary, tertiary and higher education. Adult in that moment was microscopic.

---

<sup>3</sup> Anthony C. Boucouvalas probably addresses the background and development of adult education in ancient Greece and Rome in his 1988 work. The broad concepts underlying adult education in various civilizations can be summarized, even though the publication's specifics are not given.

In the 1970s, Malcolm Knowles came into the picture of adult education. Malcolm S. Knowles was an American educator. He was recognized for his theory on adult education and andragogy. Malcolm's theory was focused on pedagogy and andragogy. He criticized the methodological approach used in adult education in America. This theory later on became one of the epicentres and manuals for scholars in the educational field across the world.

Knowles on this handbook written on adult education in the 1960s, indicated that adult education was beginning to show up in many fields and sectors such as the community development, economic sector, health sector, political institution and so on and so forth. Knowles' idea on adult education was not beneficial to adult learners as he thought that child learners be differentiated from an adult learner in terms of methods applied in education. In other words, he was criticizing the fact that pedagogical methods used in formal education were the same methods applied in adult education. He outlined that pedagogy and andragogy should be distinguished as two different terms. As andragogy methods and principles are for adults and pedagogy for children.

Furthermore, Knowles blocks out five assumptions of an adult learner. He suggests these assumptions are to help define the methods and principles of adult education. The five assumptions are:

- self-concept: Adults are grown-ups and matured and they are responsible for what they do with their lives. They need to be treated as self-directed people not as incapable.
- readiness to learn: As we grow and mature, the need to learn something need are oriented to the position we play in the society and the tasks in our various workplace.
- Adult learner experience: people grow to become adults with a bag of experience in many contexts in life. Learning through the experiences of one another helps to improve in acquiring new knowledge about something.
- orientation to learning adults pursue knowledge or go back to learn not because of the sake of learning something but they learn to gain knowledge on how to solve a problem they are facing in a particular moment

or period.

- motivation to learn: As the more we grow and mature, more the motivation we need to start something new or acquire new knowledge becomes internal and not external (Malcolm S: Knowles, 1984)

Knowles' five assumptions stated above received some critiques later. Especially the first assumption on self-concept. He revised the assumptions and later two more were added making them seven.

### *1.2.1 Europe Policy initiatives in adult education*

Adult education in Europe has always been subjected to continuous revision to promote young adult employment.

Europe throughout the years has adopted policies and the educational field to help promote a better Europe in terms of work enforcement.

Additionally, these policies are cantered to serve a succour and assisting adults with lower professional skills to acquire supplemental knowledge that will lead to being competent to specific jobs in this fasting global society.

Policies made in Europe for adult education are policies established before and after the second world war. Adult education became more evident after World War two. The European Union (European commission), the United Nations, Educational, scientific and cultural organization (UNESCO,2023) and the organization for economic cooperation and development normally track adult education participation, political governance, educational output and quality and countries' implementation of international political strategies on a regular basis.

Within the European Commission, there have been the establishment of numerous organizations and institutions whose engagement is entirely dedicated to formal, informal and non- formal education and learning.

Among these is the institution of CEDEFOP<sup>4</sup> (European Centre for the development of Vocational Training). It was established between 1974 and 1975. The need for

---

<sup>4</sup> Founded in 1975, the European Union founded CEDEFOP, the European Centre for the Development of Vocational Training. Its goal is to assist in the formulation and execution of policies related to vocational education and training (VET). CEDEFOP is a vital resource for policymakers, practitioners, and stakeholders in Europe, offering knowledge, research, and skills that contribute to the advancement and improvement of vocational education and training.

this agency or organization was to promote competences for adult education after World War two and make policies to help fight policy skill. The CEDEFOP agency boils down the vision of vocational education and training (VET).

The intergovernmental organization, Organisation for Economic Cooperation and Development (OECD) has also contributed to the workforce in Europe in the last two decades: Majority of young adults completed upper secondary school in the year 2000.

In the last twenty years, multitude reforms have happened in the adult educational system. These reforms emerge from some sources stated below (European commission, ongoing reforms and policy developments. Law 4763/202)

- CEDEFOP Studies
- European skills Agenda
- Social partners
- The European Framework for quality and Effective Apprenticeship
- The Draft Recommendation concerning Vocational Education and Training
- The European Semestre etc.

### *1.2.2 A Leap from adult education to Lifelong learning*

The globe is changing rapidly in the political contest, economic contest and social contest. These changes include globalization, immigration and technological inventions. This quick changing world acquires skills with the academic competencies in every field. Workers need to be competent and skilful enough to be able to meet the needs and demands of the new quick changing global society. Therefore, the system needs to provide and prepare students and adult learners to develop new abilities and competencies.

Malcolm Knowles in his theory on adult education that education will undergo changes every decade. There should be a continuous revision of the educational policy and legislation laws. The failure to do the needful might cause a huge vacuum and challenges in the educational system. The education system is one the strongholds of fortification against crises in diverse sectors.

The European commission white paper teaching and learning presented by the European commission. The aim of the paper is to create policy in favour of

investing in knowledge. The paper reintroduces the concept of lifelong learning. Adult education till then was concentrated on labour-based economy but this policy was based in a knowledge-based economy. (Memo 95/165-European commission)

The concept of lifelong learning takes into account both professional and personal skills of an individual and this concept is linked to continuous learning: An individual does not finish learning but he or she learns from birth to the reminisce of the person. Lifelong learning is aligned to the theory of Andragogy.

Research conducted by agencies and organizations within the European union and international organization.

Furthermore, Knowles blocks out five assumptions of an adult learner. He suggests these assumptions are to help define the methods and principles of adult education.

The five assumptions are

- **self-concept:** Adults are grown-ups and matured and they are responsible for what they do with their lives. They need to be treated as self-directed people not as incapable.
- **readiness to learn:** As we grow and mature, the need to learn something need are oriented to the position we play in the society and the tasks in our various workplace.
- **Adult learner experience:** people grow to become adults with a bag of experience in many contests in life. Learning through the experiences of one another helps to improve in acquiring new knowledge about something.
- **orientation to learning** adults pursue knowledge or go back to learn not because of the sake of learning something but they learn to gain knowledge on how to solve a problem they are facing in a particular moment or period.
- **motivation to learn:** As the more we grow and mature, more the motivation we need to start something new or acquire new knowledge becomes internal and not external (Malcolm S: Knowles, 1984)

Knowles' five assumptions stated above received some critiques later. Especially the first assumption on self-concept. He revised the assumptions and later two more were added making them seven.

The other two shadowed assumptions Knowles made were.

### **Need to Know:**

- **Assumption:** Adults need to understand why they need to learn something before they are willing to invest time and effort into learning it.
- **Implication:** Educators should explain the reasons, benefits, and practical applications of the learning material to motivate adult learners.

### **Relevance:**

- **Assumption:** Adults need to see the relevance of what they are learning to their work or personal lives.
- **Implication:** Educators should explicitly relate learning activities to adult learners' goals and practical applications to ensure that the material is relevant and meaningful.

#### *1.2.3 Five strategic priorities for the period 2021-2030:*

([https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690630/EPRS\\_BRI\(2021\)690630\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690630/EPRS_BRI(2021)690630_EN.pdf))

1.Improving quality, equity, inclusion and success for all in education and training  
2.Making lifelong learning and mobility a reality for all with the objective to provide quality education and lifelong learning opportunities for all. The actions to be taken are to:

- a. Ensure universal access to primary and secondary education.
- b. Invest in higher education and vocational training programs that align with market needs.
- c. Promote lifelong learning initiatives to upskill and reskill the workforce.
- d. Incorporate digital tools and innovative teaching methods to enhance learning outcomes.

The impact is to prepare individuals for the evolving job market, reduce inequality, and promote social mobility.



3.Enhancing competences and motivation in the education profession,  
4.Reinforcing European higher education,  
5.Supporting the green and digital transitions in and through education and training:  
Objective: Address climate change and promote sustainable practices across all sectors.  
actions:

- Implement policies that reduce carbon emissions and promote renewable energy sources.
- Encourage sustainable agriculture, conservation, and biodiversity protection.
- Promote circular economy principles to minimize waste and maximize resource efficiency.
- Invest in green infrastructures and Technologies.

**Impact:** Mitigates the effects of climate change, preserves natural resources for future generations, and fosters economic resilience.

#### *1.2.4 Adult education field's new professionalism*

From the late 90s, the globe has been undergoing different levels of transformation and changes. Jobs in the 21st century require not being a professional but being professional. Competencies, knowledge and abilities are redefined. The definition of competence goes beyond the definition that describes it. The labour market requires competencies that are not considered only hard skills but both hard skills and soft skills (human resources). For that reason, the educational system has the task to produce and prepare students and learners to be qualified and efficient in overseeing the modern-day jobs. For instance, a professional adult educator is expected to have both hard skills and soft skills. Thus, his or her job is not limited to just preparing lectures but also to have soft skills like problem solving, communication skills, cultural sensitivity, patience and so on and so forth.

With technological inventions, adult education tends to be more flexible than the traditional way of learning. Adults are educated to be active citizens. The core of

professionalism goes beyond the traditional professionalism. Its' focus is no longer on the profession, but it is now knowledge based.

Noordegraaf (2016) discusses a shifting professionalism that is related to societal changes that have an impact on its settings and work as well as organizational settings. This revised understanding of a "new professionalism" or "organizational professionalism" places more emphasis on various levels (society, organizations, and professionals) that have an effect on the professionalization of working fields rather than on discrete and attributive aspects of professionalization. As a result, it is debatable whether or not to use many levels while analysing professionalization processes. The interdependencies between the various levels are taken into account in this enlarged perspective. To analyse current issues and needs thoroughly, it is vital to take an interconnected perspective on the professional actions. During the last decade, the European debate has cantered on the professionalism of adult education teachers and trainers. Several projects created lists of competencies that teachers and trainers in adult and continuing education should demonstrate, which appear to be based on an individualized understanding of competences. However, it appears that this 'competence-list professionalism' must be reflected within contextual conditions and professionalism requirements. To that end, the current discourse on professionalism in sociology provides a framework for understanding adult education staff professionalism in terms of its societal, institutional, and organizational interrelationships.

To summarize, when we speak of professionalism in adult education, we are referring to adult educators who are constantly dealing with various economic, bureaucratic, and professional requirements as part of their daily work.

### 1.3 Refugees/immigrants' education - from policies to research

Certainly, the landscape of adult education policy in Europe is multifaceted, reflecting the diversity of approaches and priorities among European countries. Before diving into the policies and the research that has and still accompanies these

policies, here is a definition of who an immigrant is. according to the international organization for Migration an immigrant is defined as “An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students.” (IOM, 2024)

Throughout European history, it has experienced a considerable number of immigrants: individuals who move from one country to another in search of greener pastures with the intention of settling there permanently or for a prolonged extended period of time. Furthermore, not all the immigrants move to other countries in search of greener pastures or better still for labour purposes but to flee from persecution and conflicts. In cases like these, the immigrants are referred to as refugees. they flee from violence and human right abuse.

when it comes to immigrants there can be diverse types:

1. Economic Immigrants: These individuals move to another country primarily for employment opportunities and better economic prospects. Economic immigrants may have specific skills or qualifications desired by the receiving country's labour market.
2. Family-Based Immigrants: Family-based immigrants move to join family members who are already residing in the destination country. This category includes spouses, children, parents, and sometimes extended family members.
3. Refugees: Refugees are individuals who flee their country of origin due to persecution, conflict, violence, or human rights abuses. They seek protection and asylum in another country. Refugees are often forced to leave their homes due to fear of persecution based on race, religion, nationality, political opinion, or membership in a particular social group.

1. Asylum Seekers: Asylum seekers are individuals who have left their country of origin and applied for asylum in another country but have not yet received a decision on their refugee status. They seek protection and legal recognition of their refugee status under international law.
2. Environmental Migrants: Environmental migrants, also known as climate migrants or climate refugees, are individuals who are forced to leave their homes due to environmental factors such as natural disasters, environmental degradation, or the effects of climate change.
3. Irregular Migrants: Irregular migrants, also referred to as undocumented or illegal immigrants, are individuals who enter or reside in a country without legal authorization or in violation of immigration laws. They may enter a country clandestinely or overstay their visas.

Indeed, moving from a country to another has never been an easy task. Moving out of one's country of origin comes with different challenges and complex processes, both emotional and practically a hard nut to crack. An immigrant has to deal with cultural adjustments, language barriers, financial difficulties and changes, career challenges, social integration and so on and so forth in order to integrate into the society.

The consequences of lack of immigrants' integration into the society can have a wide-ranging impact affecting both the immigrants and the host country or better still the host community in which they find themselves.

Social isolation and segregation and language and communication barriers can be some of the major consequences of immigrants not integrating into the society.

to extinguish the gap of the latter, the European countries have and still continue to put in place policies to rebuild education and training systems that are more inclusive and sturdier (EEA)

After the Second World War, education was only the rights recognized as a fundamental human right in Europe, solidified by various international agreements, declarations, and national policies. For instance, the Universal Declaration of Human Rights (UDHR) adopted by the United Nations General Assembly in 1948,

proclaimed education as a fundamental human right. Article 26<sup>5</sup> The UDHR states that "everyone has the right to education," and that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

In addition, The UNESCO Convention Against Discrimination in Education (1960) and the International Covenant on Economic, Social and Cultural Rights (1966) further emphasized education as a fundamental human right.

The period after World War II saw a concerted effort in Europe to provide education for all, regardless of background or status. Education was seen as essential for rebuilding societies, fostering democracy, and preventing future conflicts.

European countries, as signatories of the UDHR, committed to ensuring access to education for all individuals within their territories, including refugees and immigrants.

European countries ratified various international agreements and conventions that underscored the right to education.

Post-war reconstruction efforts in Europe often included rebuilding educational infrastructure, such as schools and universities.

The focus was on providing access to quality education for all, including marginalized groups such as refugees and immigrants.

Compulsory education laws were enacted or reinforced in many European countries, making it mandatory for children to attend school up to a certain age.

These laws applied equally to nationals and to refugees and immigrants residing within the country's borders. Efforts were made to ensure equal access to education for all, regardless of socioeconomic status, ethnicity, religion, or nationality.

Discrimination in education was condemned and measures were taken to eliminate barriers to access. Language training, cultural orientation, and integration programs were developed to ease the integration of newcomers into European societies.

---

<sup>5</sup> Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Immigrants and refugees' education in Europe is a multifaceted issue that involves policies, practices, and ongoing research. Here is an overview:

1. Policies:

- **Integration Policies:** European countries have varying integration policies aimed at facilitating the education and social inclusion of immigrants and refugees. These policies encompass language training, access to education, and employment support.
- **Education Policies:** Education policies differ across countries but often prioritize access to education for all children, regardless of their immigration status.
- **Recognition of Prior Learning:** Some countries have initiatives to recognize and validate immigrants' prior learning and qualifications to facilitate their integration into the education system or workforce.
- **Specialized Support:** Certain regions or countries provide specialized support for immigrant and refugee children, such as intensive language classes or cultural integration programs.
- **EU Frameworks:** The European Union has frameworks and directives guiding member states in developing inclusive education policies for immigrants and refugees.

2. Practices:

- **Language Support:** Immigrants and refugees often require language support to access education. This include Language classes tailored to their needs.
- **Integration Programs:** Schools and community organizations often run integration programs to help newcomers adapt to the education system and the local culture.
- **Diverse Curricula:** Some schools adapt their curricula to reflect the cultural diversity of their student body, incorporating elements from diverse cultures.

- **Teacher Training:** Training programs for teachers focus on strategies for teaching students from diverse linguistic and cultural backgrounds.

3. Research:

- **Educational Attainment:** Research examines the educational attainment of immigrant and refugee populations compared to native-born students.
- **Barriers to Education:** Studies explore the barriers immigrants and refugees face in accessing education, such as language proficiency, legal status, or discrimination.
- **Integration Outcomes:** Researchers assess the impact of education on the social and economic integration of immigrants and refugees.
- **Policy Analysis:** There is ongoing research analysing the effectiveness of integration policies and educational interventions targeting immigrants and refugees.
- **Best Practices:** Research identifies best practices in immigrant and refugee education, including successful integration models, effective language programs, and supportive policies.

4. Challenges:

- **Language Barriers:** Language proficiency is often a significant barrier to education and integration.
- **Trauma and Psychosocial Support:** Many immigrant and refugee children have experienced trauma, requiring specialized support in schools.
- **Resource Allocation:** Schools and governments face challenges in allocating resources to support the diverse needs of immigrant and refugee students.
- **Legal and Administrative Hurdles:** Legal and administrative processes can impede access to education for some immigrant and refugee populations.

5. Future Directions:

- Early Childhood Education: Increasing focus on early childhood education for immigrant and refugee children to facilitate their language acquisition and social development.
- Employment Integration: Strengthening connections between education and employment for immigrants and refugees, ensuring their qualifications are recognized and valued in the job market.
- Long-term Integration Strategies: Developing long-term strategies for the integration of immigrants and refugees, including support beyond initial resettlement.

In the nutshell, the education of immigrants and refugees in Europe involves a complex interplay of policies, practices, and ongoing research to ensure their successful integration and participation in society.<sup>6</sup>

Now coming to adult education, as stated earlier, European countries have established integration policies aimed at facilitating the social inclusion of refugees and immigrants. These policies emphasize access to education as a fundamental right and a key factor in successful integration. Language training, vocational skills development, and cultural orientation are central components of these policies. Additionally, recognition of prior learning and qualifications is essential for streamlining the integration process. European frameworks, influenced by international agreements like the Universal Declaration of Human Rights and the Refugee Convention, underpin these policies, emphasizing equal access to education for all individuals, regardless of their background.

Educational practices for adult refugees and immigrants vary but often include language classes, vocational training programs, and cultural integration initiatives. Community centres, NGOs, and online platforms play vital roles in providing education and support services. These programs aim to address the diverse needs of

---

6

European Commission. (2016). Education and training: Refugees and migrants - Education and training. European Migration Network. (2019). EMN Ad-Hoc Query on Education of Beneficiaries of International Protection.



adult learners, including language barriers, trauma, and cultural adaptation. Additionally, some European countries offer specialized support for higher education access and workforce integration.

Research in this field examines various aspects of adult education for refugees and immigrants. Studies assess the effectiveness of language programs, the impact of vocational training on employment outcomes, and the barriers to participation in education. Research also explores long-term integration outcomes and evaluates the effectiveness of integration policies. Moreover, there is ongoing research on best practices in adult education and the development of innovative approaches to address the evolving needs of adult learners. There have been several scholars who have done research on the theme of adult education for refugees and immigrants living in Europe. In the years, some researchers have tackled many angles of the latter. below are a few lists of research been done in these recent times:

- . Research by Johansson (2018) and Tazmini (2021) emphasizes the role of language proficiency in social integration and employment outcomes. These studies highlight the importance of language learning for refugee and immigrant adults in Europe. Tazmini's research focuses on the intersection of education, migration, and social policy. He has published extensively on issues related to adult education for migrants and refugees, including access to language learning and vocational training programs.
- Language programs tailored to the specific needs of adult learners, such as those offered by community centres and NGOs, have been found to be effective in facilitating integration (Steinkamp & Kühn, 2019).
- Vocational training programs play a crucial role in the economic integration of refugees and immigrants. Panzeri and Krzaklewska (2017) highlight the challenges and best practices in vocational education and training (VET) for refugees.
- Research by Djumalieva and Porstendorfer (2014) explores factors influencing successful labour market integration and identifies

policy implications for promoting employment among refugee adults.

- Research by Tait and Wright (2019) discuss the implications of digital literacy for lifelong learning among adult learners. This researches digital literacy essential for social inclusion and access to education and employment especially for refugees and immigrants.
- Lifelong learning initiatives, such as those examined by Milana (2020) and Rinne (2018), offer opportunities for refugees and immigrants to acquire new skills and knowledge throughout their lives.
- Lifelong learning contributes to social integration and well-being among refugees and immigrants. Assirelli and Ferragina (2016) examine the impact of lifelong learning on well-being outcomes, emphasizing the relationship between education participation and subjective well-being.
- Community-based education initiatives, as studied by Robinson-Pant and O'Mahony (2017), play a vital role in promoting social inclusion and empowerment among diverse adult populations.
- Research by Rinne (2018) explores the barriers and enablers of lifelong learning from the perspective of adult learners, providing insights into factors influencing their engagement in education and training activities.
- Gender differences in lifelong learning participation are examined by Schuller and Gustafsson (2012), highlighting the socio-cultural, economic, and institutional factors shaping women's and men's engagement in education.

1.4 Few scholars who have influenced adult education.

**Paulo Freire:**

Freire's work, particularly his book "Pedagogy of the Oppressed," has had a profound impact on adult education theory and practice. He emphasized critical pedagogy and the importance of dialogue and empowerment in adult learning.<sup>7</sup>

**Malcolm Knowles:**

Knowles is often referred to as the father of adult education. His theory of andragogy, outlined in books like "The Modern Practice of Adult Education," revolutionized how educators understand and approach adult learning.<sup>8</sup>

**Jack Mezirow:** Mezirow's transformative learning theory has been influential in understanding how adults learn and change. His work, including the book "Transformative Dimensions of Adult Learning," explores how critical reflection leads to transformative learning experiences.<sup>9</sup>

---

<sup>7</sup> Note: additional information, Mayo, P. (2009). Paulo Freire and Adult Education. In: Abdi, A.A., Kapoor, D. (eds) Global Perspectives on Adult Education. Palgrave Macmillan, New York. [https://doi.org/10.1057/9780230617971\\_6](https://doi.org/10.1057/9780230617971_6)

<sup>8</sup> Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*.

<sup>9</sup> Calleja, C. (2014). Jack Mezirow's conceptualisation of adult transformative learning: a review. *Journal of Adult and Continuing Education*, 20 (1), 117-136.



## CHAPTER 2

### THOUGHT THROUGH ETHNOGRAPHIC LENS OF THE NARRATOR

#### 2.1 Autoethnography/autobiographical narrative

Based on the researcher's personal observations and interactions, an ethnographic story is a type of qualitative research in which a specific cultural group or community is thoroughly described and analysed. A deep, comprehensive understanding of a cultural phenomenon or social context is provided by the integration of anthropological research methodologies with storytelling features.

The typical components of an ethnographic narrative are as follows:

**Fieldwork:** The foundation of ethnographic narratives is fieldwork, in which the investigator fully integrates themselves into the cultural context they are examining. This entails becoming a part of the community for long stretches of time, interacting with its members, and developing relationships with them.

**Participant observation** is the practice of researchers actively participating in the day-to-day activities of the community while simultaneously observing and recording.

**Interviews and Informal talks:** To learn about the opinions, experiences, values, and beliefs of the community, ethnographers hold informal interviews and talks with its members. These interviews support the researcher's findings and offer insights into the inner workings of the culture.

**Detailed Description:** Ethnographic narratives include in-depth explanations of the cultural setting, encompassing the physical surroundings, societal institutions, customs, and symbolic meanings associated with many facets of daily life.

**Personal Thoughts:** Ethnographers frequently share their own thoughts and learnings from their fieldwork. This can involve considering their own prejudices and presumptions as well as the effects of their presence on the neighbourhood.

**Narrative Structure:** Stories having a beginning, middle, and end are the traditional format for ethnographic tales. They frequently chronicle the investigator's path of exploration and comprehension, emphasizing pivotal events, exchanges, and realizations obtained throughout the fieldwork.

**Thick Description:** Detailed narratives that encompass the background, subtleties, and intricacies of the cultural phenomena under investigation are what ethnographers refer to as "thick descriptions" of their observations.

**Emic Perspective:** The goal of ethnographic storytelling is to convey the emic perspective, or the cultural viewpoint from within the community. This calls for an insider's comprehension and interpretation of the cultural meanings and symbols.

**Analytical Framework:** To understand their data, ethnographers frequently refer to anthropological theories or concepts as they analyse their data within a theoretical framework. This aids in placing the findings in context and clarifies the cultural dynamics and trends noticed in the field.

Given the circumstances, an ethnographic story offers rich and complex insights into the lives and experiences of the individuals being studied, making it a potent tool for investigating and comprehending the complexities of human culture.

## 2.2 From the outsider to the insider (Narrator's experience in the field)

As a person from a comparable cultural background and as an outsider to the community, I had to negotiate a tricky area between insider and outsider viewpoints. Although my common cultural background first made it easier for me to integrate into the community, it also made it more difficult for me to remain impartial and refrain from drawing conclusions from my subjective experiences. Throughout the fieldwork, this dual identity influenced my interactions and perceptions.

In this chapter, I would like to give and share my personal experience as a teen immigrant who arrived in a country which was completely different in sense of country, language and culture. The aim is to offer the reader a lens through which one can comprehend what the educational system for immigrants is in Italy.

Let me start by saying that I was born in a city in the northern part of Italy, but my parents decided to send me to live with my Godparents due to some tricky situations they were in at the moment. I went to live with my Godparents in Ghana barely at the tender age. I was almost a year old. This means I never had the chance to have my basic education in Italy.

In Ghana, I had my education up to the Junior high school level. In Ghana, basic education, secondary education, and higher education make up three primary levels of Ghana's educational system. Basic education is compulsory for every child from the age of six years and fifteen. Ghana operates on a 6-3-3-3-4 system. One may ask what does that mean? It comprises kindergarten school, elementary school and the junior high school from the ages 3-6 years, 6- 12 years and 12-15 years, respectively. Junior high school is equivalent to what is called “scuola media in Italy”. Normally in Ghana the average age to complete junior high school is at the age of 15 to 16 years. Instead in Italy the average age is between the ages of 12 years and 13 years.

After I had completed my basic education in Ghana, I arrived in Italy to join my mother and sister who had been in Italy for many ears. My parents were divorced by then. I recall joining my family was one of my happiest moments. Though I loved the life I had back in my country, I couldn't wait to be with my mother and sister as a family. It had been my wish for an exceedingly long time. At the same time, it was hard leaving my country for Italy. This is a place I have lived for a long time, made friends and families. The Idea of leaving the life I had built for so many years to start fresh in another man's country back- breaking for me. But what could I do? There is a quote by James Allen which goes “He who would accomplish little must sacrifice little; he who would achieve much must sacrifice much; he who would attain highly must sacrifice greatly.” I guess I needed to make the sacrifice by turning a new leaf in another country completely different from the world I was living in the sense of language, culture and lifestyle.

In Italy I was living with my mother, my stepfather and my two other sisters. Fortunately for me, I started school two days after my arrival in Italy. I was overwhelmed with positive emotions. At that time as a young teenager, I was thrilled to make new friends and learn the Italian language. Learning Italian was one of my priorities and goals I wanted to achieve in the short term. This was because at home my siblings communicate mostly in the Italian language more than English or in my local dialect therefore, I was triggered to learn to speak Italian amazingly fast. My mother and stepfather worked from Mondays to Saturdays so barely see them at home if not Sundays. Funny enough, if even my parents were

more present at home to help with the language it would have made any difference because both of them did not speak the language fluently. My siblings were my fountain to learning and practicing the Italian language.

. Back in Ghana, I was studying Stem courses. In Ghana, a student gets the chance to offer STEM courses from junior high school. Since I attended a science school, my mother decided to enrol me into a science senior high school called “liceo G. Marinelli. My first day at the science school, everything went very smoothly as I expected. I was extremely cheery about my experience. Even though it was a bit difficult to make friends because of the language barrier. Thanks to my English teacher who facilitated my communication with others at school. Following the struggles of the language the school head decided to appoint a linguistics mediator for me to help me with the Italian language. The facilitator was supposed to come to my school three times a week. Lessons with the facilitator were in a separate classroom. just me and the mediator. Lessons normally lasted between three or four hours with intermediate breaks. During lessons with the mediator were in Italian. It was exceedingly difficult to follow up with lessons because I was in Italy for less than a month and therefore my ears were not familiar enough with the language to understand and communicate. In the back of my mind, I thought that this was probably the best way to learn the language faster. I continued to have lessons with the mediator for a couple of weeks until I realized the absence of the mediator for a week. So, with the aid of my English teacher, who accompanied me to the school head’s office to ask of the sudden absence of the facilitator. The school head informed me that the linguistic mediator was not going to come again due to lack of funds from the government. The news dishearten my heart. I asked myself: “Now, what’s next? How am I going to carry on with my Italian language?”

I must admit things went really rough. I had a tough time catching up with lessons and due to the latter, my marks were extremely poor. My teachers advised me to spend some time at the library reading and translating some terms from English to Italian language. My parents got me a vocabulary book which was useful for me during class tests. Although the vocabulary helped me during class tests, I was always unable to finish the test because I spent more time on looking for the



meaning of the terminologies in Italian than answering questions being asked in the class tests.

This “occurrence of mine” persisted till the end of the academic year. At the end of the academic year, I failed. I was not promoted to the next class in view of the fact that I had insufficient marks in almost all the course subjects. It was arduous for me to take but I had to clench my teeth and accept the results in good faith.

Through my class teacher, I discovered a centre for adult education in my city where I was told this centre gave assistance to immigrants who want to learn the Italian language and help with integration in the society. Lessons was on learning basic Italiano.

I enrolled myself in this centre for adult education. I went to the senior high in the morning from 8am to 1pm and then went to classes in this centre from 3pm to 6pm. This routine went on for almost seven months. It was very hectic for me throughout the seven months. I barely had time to study and go through my notes after lessons at the high school. Due to that I was obtaining negative votes in almost all the subjects. I didn't know how to go about it. For the second time, I failed another academic year. I decided to quit going to Italian language classes and concentrate on my life and find myself a job so I could give a helping hand at home. During this period, my mother had lost her job, so my stepfather was the only one providing for the housekeep. Besides, my mother and stepfather recommended me on finding myself a job and making a life out of it. Being a young female in an African home, education was not what was considered a priority or of any importance. At first, I bought the advice of my parents but later I realized that was not what I have always wanted. fast forward if I decided to change the subject which I was studying and opt for another school. I changed my school to a school for Marketing and languages. In this new school, I had the opportunity to have a cultural and linguistic mediator to assist me with the Italian language. I was excited. At least I could have someone to help me in understanding things I didn't get the chance to understand in detail during classes. At that time, I was still not fluent in the Italian language. This time around, the facilitator assisted me for almost a month and a half then she stopped coming to my school as a consequence of lack of funds. One more time, I was devastated about the latter. Because I had a bond with the mediator. The little

time we spent together I noticed some changes with my votes. In addition, she also accompanied me in making decisions and choices which fitted in an Italian society. For the second time, I was alone to integrate into Italian society and learn the language. I completed my senior high school after seven years. After that I decided to move to the city of Padua, in search of greener pastures and to further my education.

During my bachelor's degree in 2016 at the university of Padua, I got a part time job as a linguistic mediator for immigrants and asylum seekers. I mainly did translations in English, Akan, pidgin English and Italian.

I worked as a linguistic mediator for some years and also started working as a linguistic facilitator in 2023 in some elementary schools in Padua, Italy. Throughout my working experiences I have come across some many challenges. Some of the challenges were similar and even the same experience I had to pass through when I arrived in Italy.

In all, from being a foreign student to assisting foreign students who just arrived in Italy has been both challenging and rewarding, allowing me to make tangible connections and differences in the lives of young immigrants living in the Italian community.

## CHAPTER 3

### ADULT EDUCATION IN ITALY

#### 3.1 How adult education functions in Italy

In Italy, the educational system has laid open to enormous progress regarding the European and national perspective in terms of legislative law, methodologies and instruments, guidelines and recommendations which regulates the educational system.

Between the years of 1908 and 1911, the educational system in Italy witnessed some changes. Due to the prominent level of illiteracy in the country, especially the gap between the southern and northern part of Italy. The Italian government made some establishments which involved mainly children and adolescents and considered less adults. Adults had the possibility to attend evening and holiday schools. The idea behind the establishment of these schools was to reduce the amount of illiteracy. These schools for adults were initially not public therefore they were not funded by the state. As a consequence of that, not the citizens had access to the schools. Some regions in the country lacked funds to set up the evening and holidays schools for adults. In 1911, the adult school was nationalized. And subsequently in 1919, there was an establishment of an agency for education of illiterate adults. Although the government took a step forward to better adult education, the effort was meaningless and insufficient as there was still no provision of funds from the government. The problem remained the same and this situation remained the same for years. The Italian education system was concentrated exclusively on children and adolescents' education and was the only way to combat the problem of illiteracy. Adult education was directed to people with high social class who could afford this type of education. The main aim was to teach adults illiterates how to read and write the Italian language.

The Casati Law<sup>10</sup>, also known as the Casati Act (Legge Casati), was a significant

---

<sup>10</sup> Named after Gabrio Casati, the then-Minister of Education for the Kingdom of Sardinia, the Casati Law, or "Legge Casati," was a key piece of legislation that was approved in Italy in 1859. This law, which standardized education throughout the many states that would eventually form the Kingdom of Italy, established the groundwork for the current Italian educational system and was essential in bringing Italy together.

education reform law enacted in Italy in 1859. It was named after the Minister of Education of the Kingdom of Sardinia, Gabrio Casati, who played a key role in its development and implementation. The law had several important provisions aimed at modernizing and centralizing the Italian education system. Here are the key aspects of the Casati Law:

1. **Compulsory Education:** The Casati Law introduced compulsory primary education for children between the ages of 6 and 9, making it mandatory for parents to send their children to school. This was a significant step towards increasing access to education for all children, regardless of social class.
2. **Public Schools:** The law established public primary schools (*scuole elementari*) in every municipality, funded and supervised by the state. This helped to standardize and centralize the education system, replacing the fragmented and often inadequate local schooling systems that existed previously.
3. **Curriculum and Standards:** The Casati Law defined a standardized curriculum for primary education, which included basic subjects such as reading, writing, arithmetic, geography, history, and religion. It also established uniform standards for teacher qualifications and school facilities.
4. **Teacher Training:** The law introduced requirements for teacher training and certification, aiming to improve the quality of instruction in primary schools. Teachers were required to attend training courses and pass examinations to become certified educators.
5. **State Oversight:** The Casati Law increased state control and oversight of the education system. The government appointed inspectors to monitor schools, ensure compliance with educational standards, and evaluate teacher performance.
6. **Religious Education:** While the Casati Law established secular public schools, it also allowed for religious education to be provided in primary schools. However, this education was made optional, and parents could choose whether or not their children would receive religious instruction.
7. **Implications for Italian Unification:** The enactment of the Casati Law was closely tied to the broader political context of the *Risorgimento*, Italy's movement for unification. Education reform was seen as crucial for creating a unified Italian

identity and fostering national unity among the diverse regions of the Italian peninsula.

The Casati Law was a landmark piece of legislation that significantly transformed the Italian education system, laying the groundwork for the development of a more inclusive, standardized, and accessible system of public education. It stood for a major step forward in Italy's efforts to modernize and unify the country during the Risorgimento period.

After the second world war, Europe was down due to many destructions and needed to be rebuilt. One way to rebuild it was through investment in the education system specifically in adult education. Despite the urge to reconstruct Europe, adult education in Italy remained still invisible and nonfunctional. The teaching methods applied for adults were the same applied to children and adolescent teaching methods. As a matter of fact, during this period illiteracy in Italy became worse. This was also a result of the first and second world war. Reforms that were made after the second world war in the education sector excluded adult education till the 1960s and 1970s.

### *3.1.1 Scuola popolare in Italy (1947)*

The so called “scuole popolare” instituted in the year 1947 with the entrance of the” decreto legge 1559” of 17th December was founded to reduce or better still to eliminate and fight against illiteracy among adult men and women. it was to permit adults to finish their basic education especially individuals who due to the two bellic wars were not able to complete their education. these schools were accessible to everyone. they were opened to all adults of all backgrounds and also, they were very flexible in terms of time factor, lessons were scheduled to suit the working individuals and those with family commitments. which of course referred to females and mothers. It served as an eye opener for most women when it comes to education. Most women had the perception that education was only for men and not meant for women.

The popular schools (scuole popolari) tend to be hosted in small towns/city halls or conveniently located places in towns or neighbourhoods. These facilities were

selected to guarantee that the community at large was able to easily reach them. Above all, facilities were chosen to grant affordability and accessibility to the adult learners.

Apart from the community centres, places like Union halls, schools' buildings, cultural associations halls and church halls. Nevertheless, in some situations where adult learners were few, or were in smaller groups, lessons were held in private homes of some adult learners voluntarily.

The teachers who offered both formal and informal education were volunteers. An assortment of criteria such as educational background, dedication in the society/community, connectedness to the community and congruence with the guiding principles and goals of the popular education were taken into account while selecting the teachers for the popular schools. Still preferable teachers were:

1. Political Activists: these individuals shared their knowledge in educating adult learners on political and social movements and ideologies and the value that adds up in building the society as a whole.

2. Religious figures: As stated earlier, some of these individual classes were held in places like church halls. Most of the lessons that took place in the church halls were often held by religious figures that worked in the churches. especially the catholic churches. These workers provided both religious and secular education.

3. Qualified teachers: Teachers with adequate competences to teach both the primary and secondary schools were also selected to offer classes to individuals in their communities. The teachers mainly received their education in pedagogy and subject - specific instruction.

4. Local educators: In rural areas or small communities, popular schools relied on local individuals who were knowledgeable and capable of teaching basic subjects like reading, writing and arithmetic. Not all these teachers had formal teaching qualifications but possessed practical skills and local knowledge.

5. Volunteers: Last but not least, there were some classes held by individuals who volunteered to support their communities. These teachers include retired schoolteachers, community teachers or individuals who had the passion in teaching and education. They offered their time and expertise to supplement formal instruction or provide additional support for the adult learners.

The teachers from the popular schools were paid differently. They received payment in diverse ways. The payment varied depending on several factors including the type of school, its funding sources and regional economic conditions. Here, the payment for the teachers were mainly funded by the government. Some funding came from private organizations and contributions from voluntary organizations.

There wasn't a fixed salary for the teachers. The funds the popular schools were getting were not enough.

Paradoxically, some teachers had to accept the so-called “Barter system” form as payments. which simply implied receiving goods or services in exchange for their teaching services such as food, livestock or other necessities.

overall, the payment of the popular schoolteachers during the period were for the most part inveigled by the economic conditions, local customs and availability of sources within each community.

It was obvious that there was a huge gap between individuals from the rural areas and those from the urban areas.

During the “scuola popolare” era, students enrolled in the popular schools through various means depending on the circumstances and resources available in their communities.

Community outreach programs, word of mouth, publicity and promotion, government initiatives, parental initiative and community events were some common ways adult learners enrolled into the popular schools.

Though the government hired and invested in educational agencies in promoting popular schools and facilitating enrolment, most of the government’s initiatives were in prisons. With the prisoners it was pretty much easier in a sense of organization. It was much easier to impose lessons for the prisons.

Reviewing a short documentary shot by the “RAI TV” named “Banchi di scuola per quaratenni”. This documentary was shot in some popular schools constructed post war II in Rome for adults. It took place somewhere in 1952 after some years that the popular schools came into existence. Testimonial stories and experiences from both students and teachers at these popular schools were gathered. Individuals were invited to share their experiences. One thing that outlined in some of the

interviews was the enrolment of the female adults. Glancing back to some historical years before the two-world post Belic, females were not considered when it comes to education except those who were privileged to get education to a certain level. This was because they came from a higher social class family.

From the interview, two young females in her 40s living in the rural areas shared her testimonies affirming:

**Lady A:** “It has only been four days since I started these courses and I have learned to write my name and learned how to sign my signature”

**Lady B:** “I’m a maid and this is my first time attending a popular school in a province of Rome. I have a request, that next year the useful courses like these will be extended to other housekeepers. And I’m talking on behalf of my colleagues”.

To the question, “Why do we now have adults sitting at schools’ tables?” Professor Guido Mestica (Provveditore agli studi di Roma) He responded:

“Today it is no longer the repentant adult who returns to school driven perhaps by the need to obtain the qualification that opens the door to employment and allows him to maintain the job he has invested in, but it is the school that within the framework of a vast and essential action of social renewal seeks adults in the workplace, in factories and workshops and the military corps. It is the school that in the impetus of a holy work of reclamation of the saints brings together the young people who prepare themselves for a better destiny in the re-education homes. He joins adults in places of expiation where the guilt of crimes is paid for, often resulting more from social chaos than from an inciting tendency towards crime.”(<https://www.teche.rai.it/1952/09/banchi-di-scuola-per-quarantenni/>)

In the 1960s and 1970s, a slight turn in adult education took place. International organizations like the European Union, the United Nations Educational, Scientific and Cultural Organization (UNESCO), of which Italy is a member, implemented some regulations regarding changes in the educational system.

Thanks to the policies implemented reintroduced the concept of lifelong education and it started to expand. Lifelong education makes allowances for a continuous pursuit of knowledge for both personal and professional development. This type of



education deals with adult education in general and goes beyond the definition of education.

In the long run, adult education was given the full recognition in Italy, and it was no longer seen as invisible education but one of the fundamentals that contributes to the economic growth and personal development.

In 1973, following several strikes on behalf of metalworkers, adult education in Italy began to be viewed as a fundamental right for a person's democratic or social development. A course for adults called "the 150 hours" was introduced. This course includes the usual formal education. This course was aimed at recognizing the rights of adults as members of the human race, promoting personal fulfilment, social mobility, cultural advancement, and engaged citizenship. For twenty years, the "150 hours" program was the only institutional form of adult education that gave individuals in Italy the opportunity to participate more fully in society and their culture. Its cultural and social significance was centred on lifelong learning and the continuing training viewpoint (including qualification, specialization, refinement, further development, and expert knowledge) during maturity rather than basic literacy or professional training.

In the 1990s, with the fast rising of globalization and technological inventions, the urge to make changes was resentful. The Italian government relying on the guidelines given by the European commission to its member states, the permanent Territorial Centres for education and training in Adulthood (CTPs) were established. This was to meet the requirements of globalization and the global labour market (*Ministerial order 29 July 1997*).

This form of education establishment was linked to the large migratory flow from Albania and North Africa in the early 90s to Italy. Low skilled adults and illiterate immigrants mostly attended the courses offered by the CTPs.

CPTs were renamed Provincial Centres of Instruction for Adults (CPIAs) in 2012, and they became operational in the national territory in 2014. The educational goals related to adult cultural, personal, and social development were lost in the main goal: the organization of language courses to develop functional literacy for both Italian and immigrant adults.

According to the most recent Ministry of Education and Merit (MIM) survey, there

are approximately 130 CPIAs (Provincial Centres for Adult Education) across Italy. These centres are integral in providing educational services to adults, including immigrants and refugees, aiming to facilitate their integration into Italian society through language and vocational training programs.(EPALE - European Commission).

The recognition and promotion of adult education in Italy began to gain significant momentum in the mid-20th century. Here are some key developments:

1. Post-World War II Period: In the aftermath of World War II, Italy underwent a period of reconstruction and social reform. Adult education became increasingly recognized as a tool for rebuilding the nation and addressing the educational needs of the population.

2.1950s - 1960s: Economic Development and Social Reform\*\*: During Italy's economic boom in the 1950s and 1960s, there was a growing awareness of the importance of education for economic development and social progress. Adult education programs were expanded to provide vocational training and skills development for the workforce.

3. 1970s: Reform of the Education System: In the 1970s, Italy implemented significant reforms in its education system, including the recognition of adult education as an integral part of the national education system. The "legge n. 517" of 1977, known as the "legge quadro sull'istruzione degli adulti" (Framework Law on Adult Education), provided a legal framework for adult education and lifelong learning.

4. 1980s - 1990s: Lifelong Learning Policies: During the 1980s and 1990s, Italy adopted policies promoting lifelong learning, recognizing the importance of education and training throughout one's life. This led to the development of adult education programs in various fields, including literacy, vocational training, language learning, and continuing education.

5.European Union Integration: Italy's integration into the European Union (EU) also influenced its adult education policies. The EU's emphasis on lifelong learning and the exchange of best practices in education encouraged Italy to further develop its adult education programs and initiatives.

6. 21st Century: Lifelong Learning Strategies: In the 21st century, Italy continued

to prioritize adult education and lifelong learning as key components of its education policy. National strategies and initiatives were developed to increase access to adult education, promote skills development, and support the integration of marginalized groups into the workforce.

Overall, adult education in Italy has evolved over time, from its recognition as a tool for post-war reconstruction to its current status as an essential component of lifelong learning and skills development policies.

The table below gives a summary of the stages of the history behind adult education in Italy.

*Table 3 1: Italian ALE policy measures through time.*

<b>1908</b>	Evening and holiday local schools for adults
<b>1911</b>	Nationalization of local schools for illiterate adults
<b>1919</b>	National agency for the education of illiterate adults
<b>1922</b>	Committee of Struggle Against Illiteracy (CLA)
<b>1947</b>	Emergency schools for illiterate adults
<b>1951</b>	National Union for the Fight against Illiteracy (UNLA) – Centres of Culture for Lifelong Education
<b>1973</b>	‘150 hours’ law
<b>1997</b>	Permanent territorial Centres for Education and Training in Adulthood (CTPs)
<b>2012/2014</b>	Provincial Centres of Instruction for Adults (CPIA)

Note: source from research in comparative and international education, chiara Biasin & Rosanna, 2019

The table displays the different policy measures adopted since national unity and during the dictatorship period until today.

Here is also a quick view of the how adult education has evolved in the last decades since the second world war.

Table 3 2: Adult education since the two world wars

<p>Post-WWII</p> <p>Following World War II, Italy initiated reforms to reduce illiteracy and provide basic education for adults, laying the groundwork for modern adult education.</p>
<p>1970s-1980s</p> <p>The expansion during the 70s and 80s included vocational training and continuing education, aiming to improve adult skills and qualifications.</p>
<p>1990s-2000s</p> <p>With EU integration, Italy embraced lifelong learning, aligning with EU directives to support continuous education and adaptability in the workforce</p>

### 3.2 Refugees/immigrants’ educational policies in Italy

Since the year 2015, Europe has seen the peak of the refugee and immigrant’s crisis, and Italy has also been a key entry point for refugees and immigrants entering Europe. Key entry points for immigrants from Africa, the middle east and Asia. Some may ask why is Italy the let’s say one of the major doorposts for the majority of refugees and immigrants’ entry in Europe?

The natural and unfiltered answer is, Italy naturally is situated in the southern shores of Europe and that makes it easily accessible. The coastline position of Italy along the mediterranean sea grants easy access to come to Italy illegally.

Italy's location in the central Mediterranean puts it in close proximity to areas experiencing major instability, conflict, and economic misery. Libya, Tunisia, and Egypt are reasonably close, making the sea journey to Italy one of the shortest and most practical options for migrants from North Africa and the Middle East.

Italy has a vast coastline along the Mediterranean Sea, reaching around 7,600 kilometres. This lengthy and accessible coastline offers many points of entrance for boats, making maritime arrival possible. The central Mediterranean route is a major route used by migrants coming from North Africa to Europe. This route often requires crossing from Libya or Tunisia to the Italian islands of Lampedusa and Sicily, which are among the nearest European nations.

Libya, in particular, has become a key departure point for migrants due to continued political instability and a lack of efficient border security. The breakdown of

efficient governance in Libya has allowed human smuggling networks to develop, facilitating the movement of migrants to Italy. The Dublin Regulation, which requires asylum seekers to apply for asylum in the first EU nation they visit, frequently leaves Italy with a large burden for initial processing and hosting. This strategy has resulted in a high number of asylum applicants being registered in Italy. Italy has been at the forefront of maritime search and rescue efforts in the Mediterranean. Operations like Mare Nostrum (2013-2014) and subsequent EU missions have tried to save lives at sea, often resulting in rescue.

Established human smuggling networks operate throughout North Africa, mainly

Libya, aiding migrants' journeys across the Mediterranean. By planning risky sea crossings, these networks frequently take advantage of refugees' despair. Throughout history, numerous cultures and peoples have found themselves at a crossroads due to migration. Italy has long been recognized as a point of entry due to its geographic location and historical background. It is on the front lines of controlling immigration into Europe as a nation bordering the EU. The EU's efforts to fortify its external frontiers frequently have more profound initial effects on nations such as Greece, Spain, Italy, and so on. Compared to the more fortified borders of other EU countries and the dangerous routes through the Balkans or the Eastern Mediterranean, the central Mediterranean route to Italy, despite its dangers, remains one of the more accessible options for many refugees and migrants.

Since 2015 Italy has been the main entry point for refugees/immigrants and asylum seekers. By 2016, Italy was considered the second country recipient of refugees in Europe with a substantial number of young people especially from the Middle East and West Africa mostly from Nigeria.

In 2021, at that time during the ongoing COVID-19 pandemic, Italy hosted over 165,000 refugees and asylum seekers rescued by the government in search of protection and advocacy. (UNHCR-The UN Refugee Agency, 2022).

## Most common nationalities of sea arrivals (since 1st Jan., 2024)

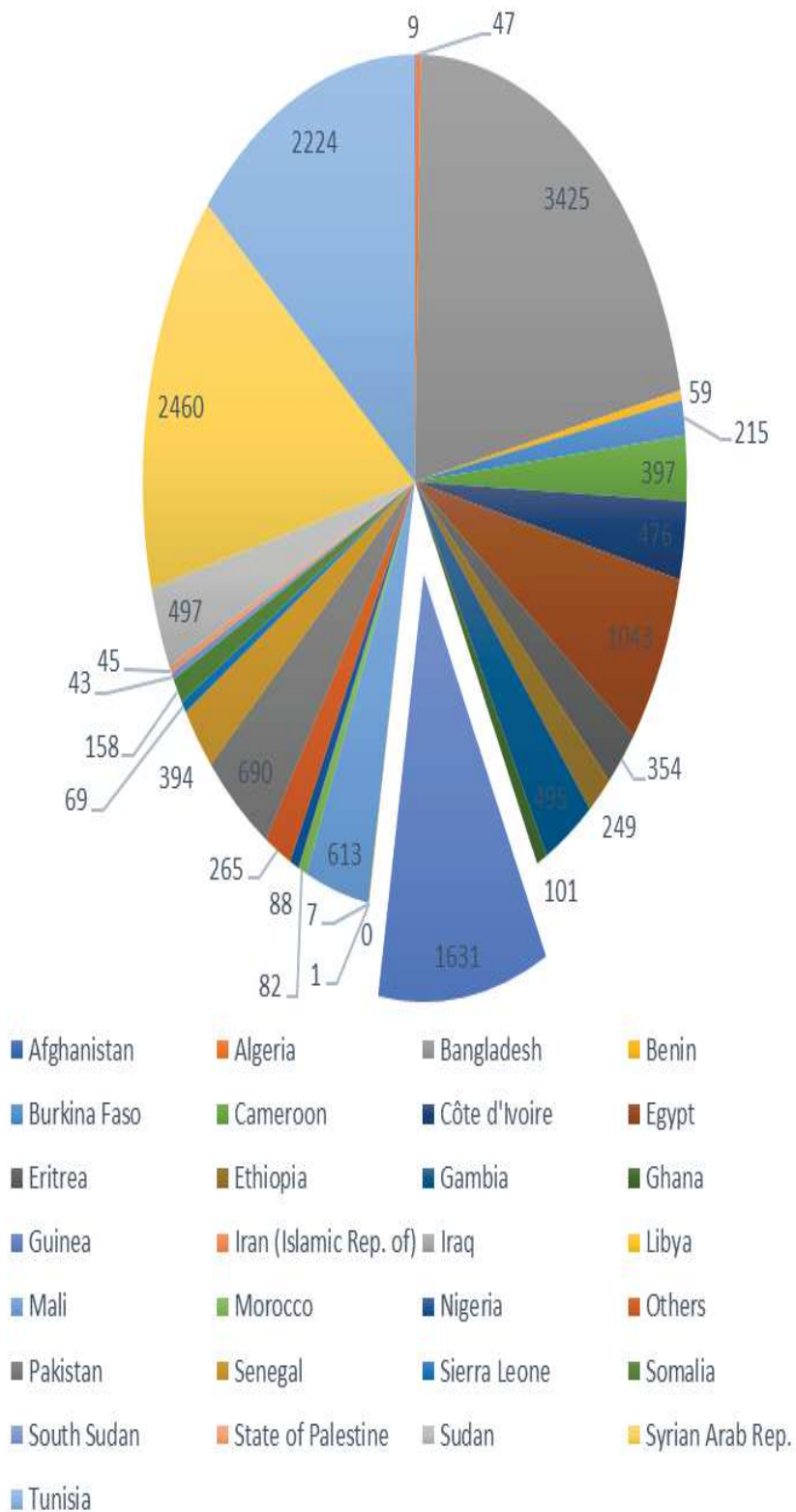
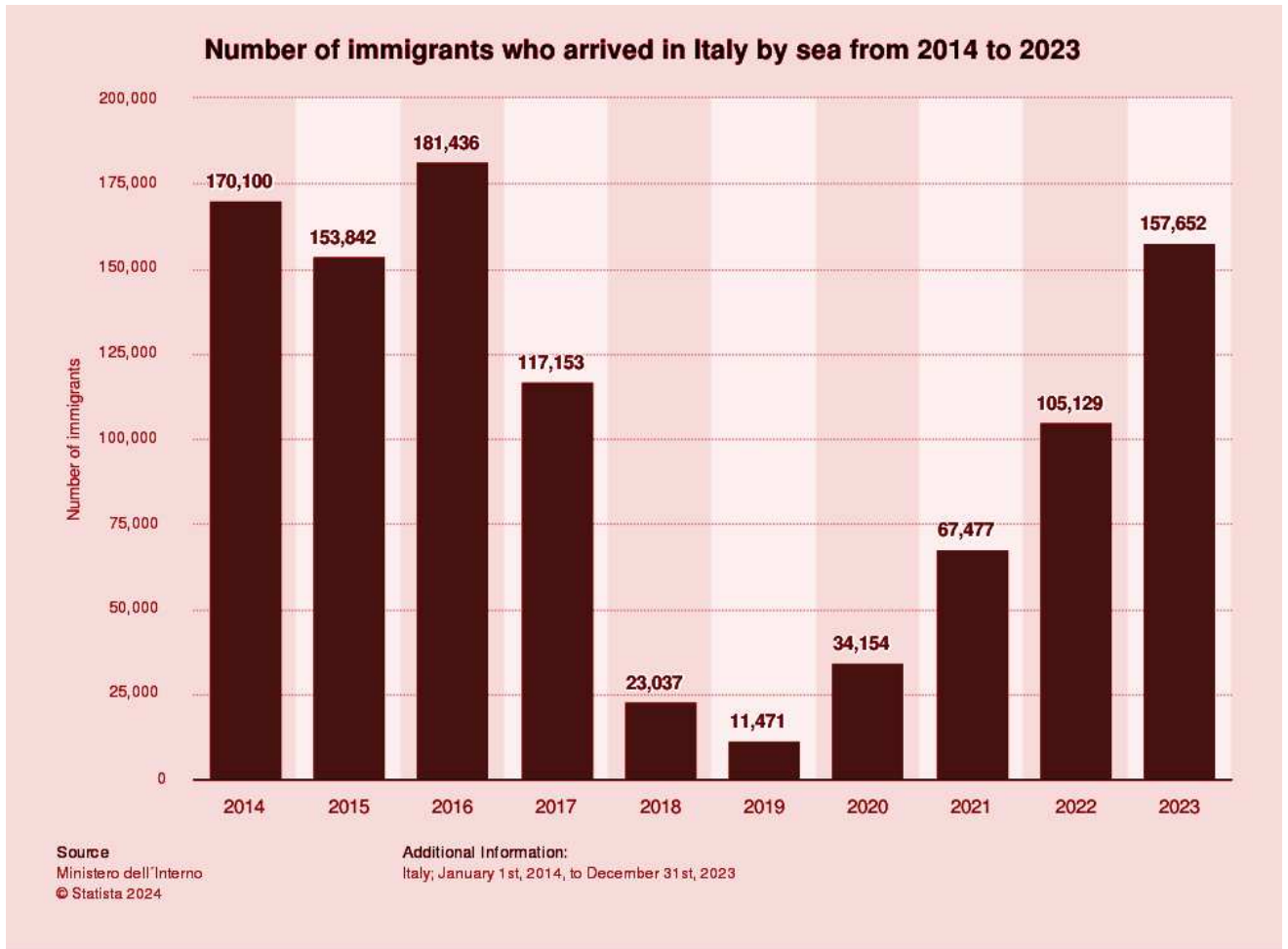


Fig. 3 1: Most common nationalities of sea arrivals, January, 2024



*Fig. 3 2: Number of immigrants who arrived in Italy by sea from 2014 to 2023.*

Note: Reprinted from “Number of immigrants who arrived in Italy by sea from 2014 - 2023” by Ministero dell’interno, Italy; January 1st,2014, to December 31st,2023  
Release date: December,2023

The two imagine illustration above outline the flux of immigrants or refugees and asylum seekers that arrived in Italy by sea from the year 2014 - 2023.

The highest number between these years was recorded in the years 2014 - 2016 with 181,436 individuals in 2016. In fact, between the years 2016 and 2017 immigrants’ policies were introduced stricter. The process of obtaining documents was not easily accessible. Quite a few new policies and laws were implemented when it comes to refugees and asylum seekers who arrive in the country by sea illegally. The Italian

government put effort into visiting the countries where most of these individuals originated from. The main agenda primarily was to help these individuals in their home countries in order to reduce the number of the flux.

It can be noticed that between the years 2018 and 2019, the number of individuals arriving in Italy by sea reduced drastically. The latter was also because the Italian government by then was composed of the right- wing and the populist supported by the five - star movement political party, who implemented some strict immigration laws and policies.

The number of the flux kept on being low and constant mainly because of lack of jobs in Italy and the measures implemented by the government by that time until year after the pandemic outbreak and the ongoing wars the Middle East and the Ukraine and Russia war.

*Table 3 3: Number of individuals arriving in Italy by sea (2018 & 2019)*

Country	Individuals	Percentage
Afghanistan	9	0,06%
Algeria	47	0,29%
Bangladesh	3425	21,22%
Benin	59	0,37%
Burkina Faso	215	1,33%
Cameroon	397	2,46%
Côte d'Ivoire	476	2,95%
Egypt	1043	6,46%



Eritrea	354	2,19%
Ethiopia	249	1,54%
Gambia	495	3,07%
Ghana	101	0,63%
Guinea	1631	10,11%
Iran (Islamic Rep. of)	0	0,00%
Iraq	1	0,01%
Libya	7	0,04%
Mali	613	3,80%
Morocco	82	0,51%
Nigeria	88	0,55%
Others	265	1,64%
Pakistan	690	4,28%
Senegal	394	2,44%
Sierra Leone	69	0,43%
Somalia	158	0,98%
South Sudan	43	0,27%

State of Palestine	45	0,28%
Sudan	497	3,08%
Syrian Arab Rep.	2460	15,24%
Tunisia	2224	13,78%
Total	16137	100,00%

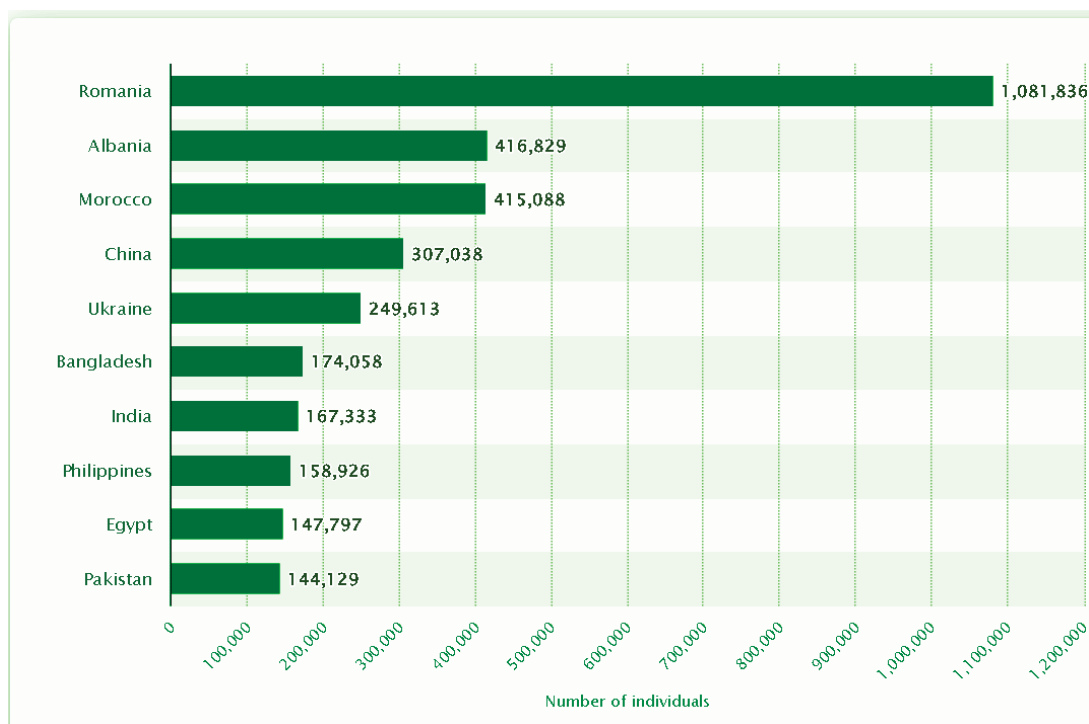


Fig. 3 3: Foreign population in Italy as of 2023, by leading country of origin

source: <http://dati.istat.it/?lang=en#>

The Figure above outlines the foreigners in Italy based on their nationalities. Romanies in 2023 were the foreigners in Italy that had a substantial number of immigrants.

when it comes to education as most European countries, Italy gives everyone the right to it regardless of age, race, nationality, status and gender as stated according to article 34 of the italian constitution which affirms that “*Schools are open to everyone. Primary education, given for at least eight years, is compulsory and free of tuition. Capable and deserving pupils, including those lacking financial resources, have the right to attain the highest levels of education. The Republic renders this right effective through scholarships, allowances to families and other benefits, which shall be assigned through competitive examinations.*

[https://www.senato.it/documenti/repository/istituzione/costituzione\\_inglese.](https://www.senato.it/documenti/repository/istituzione/costituzione_inglese.)

Italian education policies are designed to provide a comprehensive, inclusive and high-quality education system for all students. These policies encompass various

levels of education from early childhood to higher education and include specific measures to support the needs of diverse groups including immigrants.

Italian educational policies and initiatives spread its wings that touches inclusive education, language support programs, early childhood education, digital literacy, vocational education and training (VET) and education for immigrants and refugees.

Italian education is compulsory for children aged 6 - 16 ages. Between these ages education is free in public schools without taking into account the economic status of the families of the pupils. The educational level comprises:

- Nursery school: Ages 3 - 6 (not compulsory)
- Primary school: ages 6 - 11 (compulsory)
- lower secondary school: Ages 11 - 14 (compulsory)
- upper secondary school: Ages 14 - 19 (compulsory up to age 16, leading to vocation or higher education.

Throughout the writings so far of this thesis, a lot has been jotted down concerning the flux of refugees and immigrants living in Italy in the last few years. which obviously draws much attention to the integration of these individuals apart from securing the papers. Due to the high figure of immigrants' flux, Integration has been a major factor talking of refugees/immigrants.

The educational policies for immigrants living in Italy are in line with the policies drafted by the European Union for its member states. On arrival of a refugee/immigrant he or she is entitled to education: An opportunity is granted to the immigrant to first follow an Italian language course. It is believed that in order to integrate in a society, one of the major key factors is learning the language of the society that is hosting you.

The same rules that apply to Italian nationals apply to adults over 16 who have a valid visitor's visa and can attend adult public schools. Classes for adult education can be found at Provincial Centres for Adults Education (Centri Provinciali per l'istruzione degli Adulti, or CPIA) or at night in public schools.

For Lower Secondary School (Scuola Secondaria di Primo Grado), an immigrant or refugee may enrol directly at the CPIA of their choosing; for Upper Secondary School (Scuola Secondaria di Secondo Grado), they may enrol at the school that is

hosting the lessons. A lower secondary school credential (Middle School License, Licenza media), earned in Italy or, if earned overseas, legally recognized, is required to enrol in an upper secondary school. It is possible to take the Licenza in several schools. (UNHCR-The UN Refugee Agency, 2024)

In order to assist immigrants and refugees in assimilating into society and giving them the chance to advance their education, Italy provides a variety of educational initiatives such as

- UNHCR Programs: Under the "University Corridors for Refugees" (UNICORE) initiative, the UNHCR offers scholarships to refugees so they can study in Italy for a higher degree. The goal of this program is to provide complete scholarships for master's degree programs to refugees, covering all living expenses and academic support. (<https://help.unhcr.org/italy/services/education/>)
- EU and Erasmus+ Initiatives: Through Erasmus+, the European Union finances a range of educational initiatives, such as mutual learning across EU Member States, language instruction, and vocational training. By recognizing their abilities and offering intercultural education, these projects seek to integrate refugees and migrants into educational systems. (European Education area-EEA,2024)
- National and Local Programs: Language instruction and career development are the main topics of national and regional programs offered in Italy. These include classes on legal assistance, job-specific skills, and Italian language ability. These kinds of initiatives are frequently carried out by NGOs and local governments to aid immigrants in settling into Italian society.
- NGO and Community Initiatives: Immigrants and refugees in Italy can get educational and vocational training from a number of non-governmental organizations (NGOs). For example, groups such as the Italian Council for Refugees (CIR) provide services centred around legal aid, language learning, and job placement.

These initiatives are essential for fostering social cohesion in Italy, improving job opportunities for immigrants and refugees, and assisting them in adjusting to their new surroundings.

Asylum seekers and refugees can also have partial access to public universities in Italy thanks to programs established in these universities. Some of the university institutions even guarantee full enrolment before obtaining a regular residence permit or a positive reply from the asylum application. If the outcome is positive, the refugee or asylum seeker can then graduate after sitting for the necessary examinations established by the university course.

Immigrants who wish to further their studies upon arrival in Italy are required to provide an educational certificate for title recognition of their previous studies.

### *3.2.1 recent policies on adult education in Italy*

Since the 2013–2014 academic year, the adult education system reform has been steadily implemented. With the creation of the first CPIAs, the reorganization of the Centres began in the academic year 2014–2015. In the 2015–2016 academic year, when CPIAs and second-level courses were implemented across the nation, the reform was fully implemented.

Courses provided by CPIAs are open to people aged 16 and above (people aged 15 can participate in exceptional circumstances).

In the year 2012, the EU recommendations emphasized the importance of learning outside of formal education by valuing all types of learning, whether they occur in school, at work, or through other firsthand experiences. This strategy defines validation as a four-stage process that includes the identification, documentation, assessment, and certification of learning outcomes. This structure allows for process flexibility based on the needs of the students.

In Italy, in accordance with EU recommendations, law no. 92/2012, known as Legge Fornero, defines lifelong learning and establishes a national public system for competency certification based on common criteria. It also states that a number of formative credits may be assigned as a result of the validation of non-formal and informal learning.

CPIAs provide programmes corresponding to initial education up to the completion of compulsory education as well as language courses for immigrants. The system of ‘school education for adults’ offers:

- first-level courses, organized by CPIAs, aimed at obtaining a first-cycle qualification and the certification of basic competences to be acquired at the end of compulsory education in vocational and technical education.
- second-level courses, organized by upper secondary schools, aimed at the obtainment of a technical, vocational and artistic school leaving certificate.
- literacy and Italian language courses for foreign adults, organized by CPIAs, aimed at the acquisition of competences in the Italian language at least at the level A2 of CEFR. (Eurydice Italia)

The 2015 Guidelines on the passage to the new system to support the organizational and teaching autonomy of CPIAs established the procedure for reform implementation. The PAIDEIA Plan, which comprises all national initiatives and was implemented in conjunction with the reform process, is seen as the key component in the development of the new adult education system. (Eurydice Italia). With entrance and approval of the law decree of the 11th of November 2022 with some modification in December 2023, the name of the Ministry of Education changed into Ministry of Education and Merit (Ministero dell’istruzione e Merito - MIM). From this year 2024, the article 34 of the Italian constitution has undergone and still continue to undergo modifications with the developments of new policies. The education reform is set to touch the angles in education and training like early childhood education and care, school education, vocational training and adult education, higher education, soft skills and employability. The law 79/2022 which went into effect in 2022, brought about a thorough overhaul of the Italian educational system with an emphasis on teachers' preparation, certification, and ongoing professional growth. Additionally, by ensuring that teachers are equipped to meet the special needs of immigrant and refugee students, this reform contains elements designed to better serve these students. A report on immigrant minors in the educational system was released by the Italian Ministry of Education in July 2022. This research evaluates school policies related to inclusion and integration and highlights initiatives aimed at resolving the educational difficulties encountered

by kids from immigrant families. (Eurydice)



### 3.3\_The provincial centres for adult education in Italy (CPIA)

<sup>11</sup>The definition of CPIA given on the CPIA digital platform affirms that:

“The CPIA (Provincial Centres for Adult Education), which was founded by the President of the Republic 263 on October 29, 2012, decree, promotes adult education. They make up a particular kind of independent educational institution with a distinct organizational and instructional structure, staff, and curriculum. The CPIA is organized into three-tiered "territorial service networks": (<https://www.miur.gov.it/i-centri-provinciali-per-l-istruzione-degli-adulti>)

A Level: Administrative unit

B Level: Teaching unit

C Level: Training Unit”

The Administrative Unit consists of a headquarters (sede centrale) and several branches (Sedi associate) that provide literacy and Italian language training in addition to Level 1 programs.

Teaching units (unità didattiche) on the other hand are the secondary schools that CPIA has agreements with and that offer Level 2 courses.

The training units instead are contracted with local government bodies (Enti locali) and other public and commercial establishments to improve the quality of instruction offered.

As stated earlier in the beginning of the chapter conforming to the history and evolution of Italian adult education, the institution that offers adult education is the Provincial Centres for Adult Education (CPIAs) and established with the President of the Republic's Decree No. 263/2012 (*DECRETO DEL PRESIDENTE DELLA REPUBBLICA 29 ottobre 2012, n. 263*: “Regolamento recante norme generali per la ridefinizione dell'assetto organizzativo didattico dei Centri d'istruzione per gli adulti, ivi compresi i corsi serali, a norma dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112, convertito, con modificazioni, dalla legge 6 agosto 2008, n. 133. (13G00055)”) got it going from the permanent Territorial Centres for

---

<sup>11</sup> <https://www.miur.gov.it/i-centri-provinciali-per-l-istruzione-degli-adulti>

education and training in Adulthood (CTPs) to the current name Provincial Centres for adult education (CPIA). This new law establishes the functions and instructional features of the CPIAs (Provincial Centres for Adult Education), which completely replace the nighttime programs and Local Permanent Centres. Like all other Italian public schools, CPIA are independent educational institutions with autonomy over their buildings, personnel, and governing bodies. Regardless of nationality, they assist individuals with low levels of education who are at least 18 years old and offer adult education. With the release of detailed implementation recommendations for the new CPIA system in March 2015, under the Fornero law, the 2012 reform was taken a step further. By the time of the 2014–15 school year, when many CPIA were established across the nation, it had been fully implemented. Along with the guidelines, the PAIDEIA plan—which was created in the 2014–15 school year with the goal of developing national metrics for the update of the CPIA directors, teachers, and other staff—also provided assistance for the CPIA's implementation. In fact, the modification of the Legge Fornero came with broadening of many CPIA in almost the regions in Italy.

The 2015 reform changes the age of enrolment to age 16. This mainly was the fact, there were cases where minors immigrants at age 15 and 16 who have already had their basic and compulsory education had to wait till age 18 to be able to enrol in any CPIA. In compliance with the 2015 educational reform of adult education and the centres for adult education, The Ministry of Education breaks the 2015 reform about adults and explains that:

The new Provincial Centres for Adult Education (CPIA) had to begin with the 2014/2015 school year. The new centres will conduct the functions carried out so far by the Permanent Territorial Centres (CTP) and by the educational institutions hosting evening courses and Individuals who can register into CPIA are:

- Adults, including foreigners, who have not completed compulsory education and who intend to obtain the final qualification of the first cycle of education.
- Adults, including foreigners, who have the final qualification of the first cycle of education and who intend to obtain the final qualification of the second cycle of education.

- Foreign adults who intend to enrol in literacy and Italian language learning courses.
- Young people who have reached the age of 16 and who, in possession of the final qualification of the first cycle of education, demonstrate that they cannot attend day courses.

In addition, the adult education courses of the CPIA, including those held in prevention and punishment institutes, are organized into the following paths.

- First level education courses
- Literacy and learning courses in the Italian language.
- Second level education courses (Technical, Professional and Artistic High School)

The first level education paths and the literacy and learning paths of the Italian language are carried out by the CPIA, while the second level education paths are carried out by the technical, professional and artistic education institutions.

The first level education courses paths are divided into two teaching periods: The first teaching period has a total time of 400 hours and is aimed at obtaining the final qualification of the first education cycle. In the absence of the final primary school certification, the overall timetable can be increased up to a maximum of 200 hours. This fee can also be used for the purposes of literacy and learning the Italian language.

The second teaching period has a total timetable equal to 70 percent of that foreseen by the corresponding regulations of the first two years of technical or professional institutes for the general education area and is aimed at acquiring the certification certifying the acquisition of basic skills connected to the obligation of education referred to in Ministerial Decree 139/2007.

Literacy and learning courses in the Italian language.

The literacy and learning courses of the Italian language, intended for foreign adults, are aimed at obtaining a qualification certifying the achievement of a level of knowledge of the Italian language not lower than the A2 level of the Common European Framework of Reference for Languages, developed by the Council of Europe.

Second level education courses are aimed at obtaining a diploma in technical, professional and artistic education. The second level technical and professional education courses are divided into three teaching periods, structured as follows:

- First educational period, aimed at acquiring the certification necessary for admission to the second two-year course of technical or professional institutes, in relation to the major chosen by the student.
- Second educational period, aimed at acquiring the certification necessary for admission to the last year of technical or professional institute courses, in relation to the major chosen by the student.
- Third educational period, aimed at acquiring the technical or professional education diploma, in relation to the major chosen by the student.

The second level courses have, respectively, an overall timetable equal to 70 percent of that foreseen by the corresponding regulations of the first two years of the technical, professional or artistic high schools with reference to the general education area and the individual areas of direction.

Attendance at the first teaching period of the second level allows the acquisition of the knowledge and skills envisaged by the curricula relating to the first two years of technical, professional and artistic secondary education institutes, also useful for the purposes of fulfilling the compulsory education on the part of young adults (16-18 years), aimed at fulfilling the right-duty referred to in Legislative Decree 15 April 2005, n. 76.

In high school educational institutions, courses may be provided aimed at obtaining other high school diplomas in addition to the artistic one. (Ministero dell'istruzione e del Merito - MIM)

<https://www.miur.gov.it/istruzione-per-gli-adulti-centri-provinciali-per-l-istruzione-degli-adulti>

The CPIAs also offer level 1 courses to prisoners. especially those who are to be released from jail. Currently 70 CPIAs in Italy offer courses to prisoners and ex - convicts. The intention of the government is to widen other centres to offer courses as such in all the regions in the Italian territory.

The three units cited by the CPIA official site comprises an administrative unit, which explained into details are made up of the (sede centrale), the headquarters, and several branches that provide literacy and Italian language instruction in addition to Level 1 programs; a teaching units are the secondary schools that CPIA has partnerships with that offer Level 2 courses and a Contracting learning unit with other public and private institutions and local authorities is necessary to improve the quality of the instruction offered. In simple words, the CPIAs are state or public schools for adults, where they are offered different courses and services. The adults include both the Italian and the foreign adults. One of the main goals is to encourage inclusion, personal and professional growth and to improve economic growth. Nevertheless, the CPIA also aims to promote cultural diversity.

The overwhelming majority of agreements are signed with third-sector partners, local government representatives, and non-EU international visitors' welcome organizations. The primary motivations behind the creation of these agreements are to increase student social inclusion (78%) and the quality of the training and learning opportunities (89%) (INVALSI,2020).

As of now there are 130 CPIAs operating in the country. All the twenty regions in Italy have CPIAs situated in their cities in exception of the two autonomous regions. Valle d'Aosta and Trentino Alto Adige, respectively.

*Table 3 4: Distribution of the CPIAs in zones on the Italian territory*

<b>ZONE</b>	<b>FIGURES</b>	<b>PERCENTAGE</b>
NORTH - WEST ITALY	37	28.5%
NORTH - EAST ITALY	23	17.7%
CENTRE ITALY	28	21.5%
SOUTH ITALY	27	20.8%
ISLANDS	15	
<b>TOTAL</b>	<b>130</b>	<b>100%</b>

Note: Reprinted from the Ministry of Education and Merit (MIM)  
source: MIUR - Portale unico dei dati della scuola, Anagrafe scuola

The table above provides a comprehensive overview of how the provincial centres for adult education are distributed according to the zones in the Italian territory. It can be noticed in the Northwestern part of Italy. This part comprises Liguria, Lombardia, Piemonte e Valle d'Aosta. Lombardia is also considered one of the regions with a high number of immigrants alongside the Piemonte region.

Who can enrol in these CPIAs? As stated earlier, both Italians and foreigners. But more specifically the individual that wants to enrol him or herself must have been 16 years of age and above. There are exemptions for cases where an individual of 15 can also be enrolled in a CPIA. This can be only when the teenager in their last days of the age 15 and has already completed the compulsory education established by the Italian education authorities and already in position of a diploma of lower secondary school (licenza Media).

Required documents required for CPIA enrolment are an identity card or valid passport and a hospital card (codice fiscale).

Currently, the number of students enrolled in the Provincial Centres for Adult Education (CPIA) in Italy is growing, with a significant influx of foreign students. According to the Ministry of Education, for the 2023/2024 school year, there are

approximately 200,000 enrolled in the various courses offered by the CPIA. These paths include first level courses, aimed at obtaining the lower secondary school diploma, second level courses for the technical, professional and artistic education diploma, and literacy courses for learning the Italian language (<https://www.miur.gov.it/istruzione-degli-adulti>).

*Table 3 5: participants of adult education by gender in the year 2022*

Indicator	Country (ITALY)	
Educational attainment of 25–34-year-olds by gender	2022	
gender	% MEN	% WOMEN
Below upper secondary	25%	19%
Upper secondary or post-secondary non-tertiary	52%	45%

Source: OECD (2023), “Italy: Diagram of education system”, OECD

Note: The table was extracted from table A1.2 from “education at glance 2023, country, Italy

Most of the students enrol in the literacy and Italian language courses. With the number of immigrants living in Italy, there is a high request of enrolment in CPIAs nationwide.

It is notable the presence of immigrants in Italy therefore also in Italian schools. As part of the integration

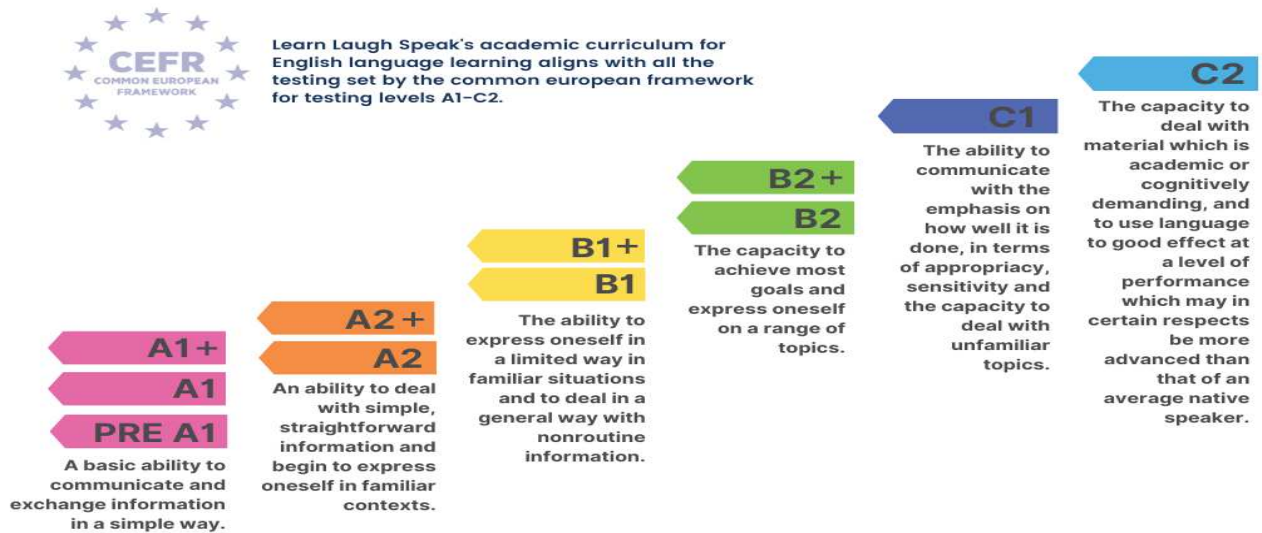


Fig. 3 4: European framework for testing levels A1 ~ A2

program(<http://www.libertaciviliimmigrazione.dlci.interno.gov.it/it/accordo-dintegrazione>)<sup>12</sup>

For refugees and immigrants living in Italy, learning a professional course and the Italian language is considered one of the priorities as long as immigrant integration is concerned. After obtaining residence permit or any document equivalent an immigrant/refugee first step taken is to be enrolled in an adult education centre for Italian course. In Most cases or always, refugees who just arrived in Italian started some basic Italian language learning in their respective social cooperative<sup>13</sup> who is hosting them. These communities function as “Parents assisting the children in taking their first steps”. For instance, they accompany refugees when they arrive with documents and other stuffs. They receive assistance until they are independent. In fact, these host communities are home for the alphabetization and learning of the Italian language for refugees.

As stated previously the CPIA courses in literacy and Italian language are the most courses taken by adults living in Italy. This is because immigrants and refugees on their arrival in Italy are attending these courses to learn the Italian. Often adult

<sup>12</sup> The integration program includes aspects where an immigrant and refugee are expected at a certain point to acquire knowledge and dialogue stability in the Italian language.

<sup>13</sup> Social cooperatives are host communities in Italy (cooperative sociali) whose mission is to assist the integration of refugees into Italian society. They assist in the participation of refugees at a cultural, social and economic level.



education centres are mistaken or better still misjudged as Italian schools for immigrants and refugees.

As a result, additional requirements have emerged, including reevaluating adult learners' Italian didactics, alphabetizing adults, and modifying the Italian language certification for migrant users. (Minuz and Borri 2016; Balboni 2008; Rocca 2008)

immigrants and refugees are expected to take a 200-hour course in Italian language to obtain A2 certificate in Italian language as asserted in the European Framework of Reference for Language.<sup>14</sup>

Below is a table that clarifies the language test levels accorded in the European Union concerning education.

Table 3 6: CPIA extracurricular courses: Italian language course for foreigners<sup>15</sup>

	2015/2016		2015/2017	
	courses	students	courses	students
Pre A1	371	5961	643	10493
Upper A2	279	4582	355	5299
Corsi FAMI <sup>16</sup>	40	412	412	6662

Source: INDIRE, 2018

<sup>14</sup> Common European Framework of Reference for Languages: Learning, Teaching, Assessment  
Edizione Inglese di Council of Europe Council of Europe

<sup>15</sup> <https://www.indire.it/progetto/ida-istruzione-degli-adulti/ricerca/>

<sup>16</sup> Fondo asilo migrazione e integrazione

The table helps to understand the rate at which foreigners, especially immigrants and refugees, enrolled in adult education centres to learn the Italian language and therefore it is a necessity for the government and region to pay much attention in terms of adult immigrants and refugees schooling in Italy.

The Provincial centres for adult education are funded by the government with the state budget destined to adult education in general. Furthermore, the various regions where CPIAs are present also do fund these centres for adult education. and this can vary from region to region depending on the educational policies and regulations orthodox about adult education.

A significant part of the funding for adult education centres hail from the pockets of the European Union. Annually funds are set aside by the European Union for projects and educational programs to help improve competences and encourage lifelong learning and general education.

Funds can also come from NGOs and facilities donations from private agencies, but it is rare that adult education centres receive funds for the latter.

### 3.4 Adult educators in Italy

Adult education varies from country to country so is the role of adult educators. The political and cultural perspective of a country determines the definition of an adult educator.

In Italy. Adult educators follow the same procedure to become a primary, secondary and tertiary teacher. There is no difference between adult educators and teachers for children and adolescents. The labour market for adult educators in Italy does not require a specific certificate in adult education.

Teachers are selected from the state or public schools. There is no need for an additional qualification if you are already teaching in a public school. Concerning alphabetization in centres for adult education for immigrants and refugees, the teachers who fit as adult educators are normally primary school teachers or adult educators who have won placement to teach in public after sitting a state examination.

Since in terms of professionalism, there is no difference between the adult teachers and the other teachers, the course to follow to become an adult educator is divided into two different levels: the first one is to obtain a bachelor's degree in science of education and the second level is a master course in educational service and adult education hence the competences of an adult teacher is that of a formal education. The introduction of a masters' degree course in adult education is a recent phenomenon.

Teachers of adult education programs leading to formal school system qualifications are recruited from the national education system, and thus the same CPD requirements apply.

External experts are frequently hired to teach in programs aimed at developing basic, social, and cultural skills, depending on the type of course. As a result of their diverse origins, information on their continuing professional development is unavailable.

The most recent adult education reform (Decree of the President of the Republic - DPR 263/2012) envisaged national initiatives devoted to the professional development of CPIA staff (provincial centres for adult education). The Activity Plan for Adult Education Innovation (Paideia) began in 2014 with the goal of consolidating and updating competencies of adults. (Eurydice)

In the last few years, adult education in Italy has been making progress in trying to better the adult education sector yet there are some challenges that are still hindrances in bettering and developing this sector. Some of the main challenges pulling the education of adults in the country are:

- The legislative framework on educational system is not straightforward with adult education.
- Most non formal education lacks funding on behalf of the government therefore many adult education programs rely on funds from international organizations and the European union.
- Low qualified adults, migrants, older generation, women and vulnerable groups are underrepresented in adult learning activities.
- The training or education given to adult teachers or educators are not conformed with the labour market needs (OECD)

Some challenges adult educators can face can be:

#### 1. Diverse learner needs

- **Varied Educational Backgrounds:** Adult learners come with a wide range of educational experiences, making it challenging to address all their needs effectively.
- **Language Barriers:** Teaching Italian to non-native speakers requires specialized skills and approaches to accommodate different proficiency levels.

#### 2. Resource Constraints

- **Limited Funding:** Adult education programs often operate with limited financial resources, impacting the availability of materials, technology, and support services.
- **Inadequate Facilities:** Some programs may lack adequate physical space and facilities to conduct classes effectively.

#### 3. Emotional and Psychological Support

**Trauma and Stress:** Many immigrants and refugees have experienced significant trauma, requiring teachers to be sensitive and sometimes trained in basic psychological support.

#### 3.5 Web analysis CPIA sites

web Analysis Research on some CPIAs in Italy

Foreword:

Adult education is pivotal in fostering lifelong learning and improving the employability and social inclusion of adults in Italy. Provincial Centres for Adult Education (Centri Provinciali

per l'Istruzione degli Adulti, or CPIAs) play a significant role in this framework. The CPIA (Provincial Centres for Adult Education) in Italy offer a variety of educational services aimed at promoting lifelong learning and personal, social, and economic growth for adults. These centres are part of a national network established by the Italian Ministry of Education, University, and Research, aimed at fostering adult education through a structured, accessible, and flexible approach. Each centre's offerings are tailored to meet local community needs and support lifelong learning and integration.

Here is an overview of 10 CPIA centres and their offerings based on their websites and recent reports.

### Overview of CPIAs

CPIAs are public institutions dedicated to adult education, aimed at enhancing basic skills,

offering vocational training, and facilitating the acquisition of Italian language skills for

immigrants and refugees. In Italy, several CPIAs serve as prominent examples of the diverse

educational opportunities available for adults.

### **1.CPIA Milano**

CPIA Milano offers a variety of courses, including literacy programs, secondary school completion, and vocational training. The centre emphasizes digital literacy and Italian language courses for immigrants and refugees, reflecting the region's demographic needs. It also offers education services to Italian and foreign citizens over 16 years old, including language and social integration courses, middle school diploma programs, and basic IT skills. They issue Italian language competence certificates after passing a final test. The centre enrolled approximately 1,200 immigrants, with refugees making up around 25% of this figure. (<http://milano.italianostranieri.org/en/post/what-is-the-cpia>). (Italianostranieri, 2023).

## **2.CPIA Torino**

CPIA Torino provides comprehensive educational services, focusing on basic education, vocational training, and Italian language courses. The centre also offers tailored programs for refugees and asylum seekers, aligning with the city's multicultural environment. CPIA Torino hosts institutions like Associazione la Tenda and Il Passo Social Point, providing language courses and social integration activities for immigrants and refugees language certificates. Out of 900 immigrants enrolled, refugees accounted for 18%. (Refugee.info Italy - <https://italy.refugee.info/en-us/articles/9048768792733>)

## **3.CPIA Genoa**

CPIA Genoa offers a wide range of educational services, including literacy programs, secondary school diplomas, and vocational training. The centre's programs are designed to meet the specific needs of the local population, including targeted support for marginalized groups. This centre had 550 immigrants, with refugees making up 17%. (EPALE, 2023).

## **4.CPIA Padova**

CPIA Padova offers adult education programs with a strong focus on literacy and vocational training. The centre's initiatives include partnerships with local enterprises to provide practical training opportunities, preparing learners for immediate employment. (<https://cpiapadova.edu.it/>)

## **5.CPIA Bologna**

CPIA Bologna provides comprehensive adult education services, focusing on basic education, vocational training, and language courses. The centre's innovative programs, such as digital literacy initiatives, aim to bridge the digital divide and enhance learners job readiness. (OECD, 2021).

CPIA Bologna Includes various centres like ApriMONDO Centro Poggeschi and Scuola d'Italiano By Piedi, offering Italian language courses and integration programs tailored to different community needs. These centres cater to immigrants and refugees, providing language courses and integration programs. Enrolment specifics for each centre may vary, but they generally aim to be inclusive and supportive. There were 700 immigrants, with refugees making up 20%. (Refugee.info Italy - <https://italy.refugee.info/en-us/articles/9048768792733>).

## **6.CPIA Palermo**

CPIA Palermo features schools like Centro Astalli and ItaStra - UniPa, which offer Italian language learning and cultural integration programs for foreign residents. Schools like Centro Astalli and ItaStra - UniPa offer Italian language learning and cultural integration programs for foreigners. Enrolment policies aim to support a broad demographic of foreign residents, particularly those needing language proficiency for residence permits [oai\_citation:6, Learning Italian and Italian language certificates - Refugee.info Italy](<https://italy.refugee.info/en-us/articles/9048768792733>).

(Refugee.info Italy), (<https://italy.refugee.info/en-us/articles/9048768792733>).

This centre has six hundred immigrants enrolled, and refugees comprised 22% of the enrolment.

## **7.CPIA Roma**

Through platforms like Scuole Migranti, offers a range of free Italian language courses throughout the Lazio region, catering to the needs of migrants and refugees. Through platforms like Scuole Migranti, a variety of free Italian language courses are offered across the Lazio region. The network collects information on various course offerings and likely supports high enrolment numbers due to its broad reach and no-cost policy (Italian language certificates - Refugee.info Italy) (<https://italy.refugee.info/en-us/articles/9048768792733>).

In Rome, there were 1,000 enrolled immigrants, of which about 20% were refugees.

## **8.CPIA Napoli**

The University of Naples L'Orientale offers Italian language courses and integration programs, focusing on higher education and vocational training for foreigners. Enrolment specifics are tailored to support students aiming for university-level education and professional development (Refugee.info Italy] (<https://italy.refugee.info/en-us/articles/9048768792733>).

The enrolment included eight hundred immigrants, with refugees constituting about 15% of the total.

## **9.CPIA Bari**

Provides adult education with a focus on basic literacy, vocational training, and language courses to support social and professional integration of adult learners. CPIA Bari likely offers adult education with a focus on literacy, vocational training, and language courses. While specific enrolment numbers are not detailed, the centre aims to support wide community participation. With 450 immigrants enrolled, refugees constituted 18% (<https://www.cpia1bari.edu.it/>)

**10.CPIA Firenze** Offers comprehensive adult education programs including Italian language courses, vocational training, and educational pathways for obtaining middle school diplomas. The Florence CPIA provides comprehensive adult education programs, including language courses, vocational training, and pathways to middle school diplomas. Enrolment policies likely encourage broad participation from local adult learners. Currently 650 immigrants are enrolled, with refugees representing 19%. (<https://www.cpia1firenze.edu.it>)

Remark:

CPIAs in Italy play a vital role in providing adult education and fostering lifelong learning. Despite the extensive offerings and innovative programs, adult education in Italy faces several challenges, including inadequate funding and low participation rates. According to

the European Association for the Education of Adults (EAEA), adult education in Italy is underfunded, and participation is below the EU average, particularly among



low-qualified adults (EAEA, 2023). Furthermore, policymakers often do not prioritize adult education,

which exacerbates these issues.

Despite facing funding and policy challenges, these centres continue to offer diverse and innovative programs that address the educational and vocational needs of adults. By

enhancing funding, policy support, and stakeholder engagement, Italy can further improve its

adult education system, contributing to greater social and economic inclusion.

The data collected through web analysis of some CPIAs in Italy indicates that refugees typically make up between 15% and 25% of the immigrant student body at these centres. This proportion varies slightly depending on the specific region and local demographics. The focus of these centres on language acquisition and social integration is particularly crucial for refugees who often face significant barriers in adapting to their pristine environment.

The enrolment figures for immigrants and refugees at the 10 CPIA centres in Italy show distinct differences between these two groups in 2023. CPIAs (Provincial Centres for Adult Education) provide essential educational services, particularly focusing on language and social integration for foreigners. A stark difference can be spotted between the CPIAs in the northern part of Italy and the southern part of Italy.

To address these challenges, it is recommended that:

1. **Increased Funding:** Allocate more funds to adult education programs, especially for disadvantaged groups.
2. **Policy Support:** Enhance policy support for adult education at both national and EU levels.
3. **Awareness Campaigns:** Launch awareness campaigns to highlight the importance of adult education for social cohesion and employability.
4. **Stakeholder Engagement:** Involve civil society and learners in the decision-making process

to ensure that programs meet their needs (Eurydice, 2023).

### 3.6 Adult education and adult education centres in Germany

The world is evolving fast every day and to meet the so-called needs of globalization, continuing education and lifelong learning has been on the minds of almost every European country especially developed countries or the western countries. The change the globe is facing comes with mutations that touch all angles of the life of an individual. Both professional and personal growth and development In alignment with the Eu recommendation concerning adult education, the institutionalization of adult education and training is very keen on the German government in order to catch up with what the future holds for adult education.

There are vast range of structures developed for adult education in Germany awning vocational training, general and continuous academic training (Eurydice, March 2024)

When it comes to continuing education in Germany, the federal government and the Länder<sup>17</sup> occupy the research and piloting schemes in all the sectors of education including adult education and lifelong learning. Within German, the federal states that comprise the nation are referred to as "Länder" (plural of "Land"). Germany is a federal republic made up of sixteen states, each having its own government, constitution, and set of legislative privileges. These states consist of:

- Württemberg-Baden
- Bayern (Bayern)
- Berlin
- Brand-enburg
- Bremen
- Hamburg

---

<sup>17</sup> <https://www.deutschland.de/en/topic/life/germany-16-federal-states-and-their-differences>

- Hessen (Hessen)
- Niedersachsen, or Lower Saxony
- Köpping-Vorpommern
- North Nordrhein-Westfalen, or Rhine-Westphalia
- Rhineland-Pfalz (or Rhineland-Palatinate)
- Saarland
- Sachsen (Saxony)
- The German state of Sachsen-Anhalt
- Holstein-Schleswig
- Thuringen, or Thuringia

Every Land has a parliament and government that oversees different areas like law enforcement, education, and cultural affairs; other topics are managed at the federal level. Within the one country, regional diversity and autonomy are made possible by the federal structure.

The aim is to promote the continuation of general education. Not only general education but also encourage cultural education and diversity. The regulation of Germany's education is contained in the *Berufsakademien*.<sup>18</sup> The länder is also in charge of the prerequisite of funding major part of the continuing education.

### *3.6.1 Adult education centres in Germany*

Employees may attend continuing education classes for up to five working days a year in 14 of the 16 Länder with no loss of pay, as long as certain requirements are met. The exemption primarily relates to continuing education and training in politics and the workforce; in certain Länder, it also covers some aspects of general continuing education and training, particularly those related to honorary office

---

<sup>18</sup> The concept of the **Berufsakademie** (vocational academy) in Germany is rooted in legislation designed to integrate academic education with practical training. This dual education system has been formalized through various laws and regulations to ensure its effectiveness and alignment with both educational standards and industry needs.

qualification. Each land has a different legal foundation. In recent times, the Länder have fostered inventive proposals and formulated multiple initiatives to bolster supplementary education and training, considering the multifarious facets of the demand for continuing education on local labour markets and the growing significance of professional and vocational continuing education. Hereby, particular focus is given to less This statement designates as special attention recipients' older personnel and those with lower levels of education.

Approximately 700,000 activities, primarily courses but also lectures, study trips, and excursions, are offered annually by Germany's roughly 900 adult education centres with almost 3000 branch offices across Germany. Adult education centres are by far the biggest supplier of general adult education in Germany, serving around nine million people. Like in Italy, these German adult education centres are open to everyone regardless of age, gender, race, nationality and religion with or without disabilities.

They offer key programs in areas like

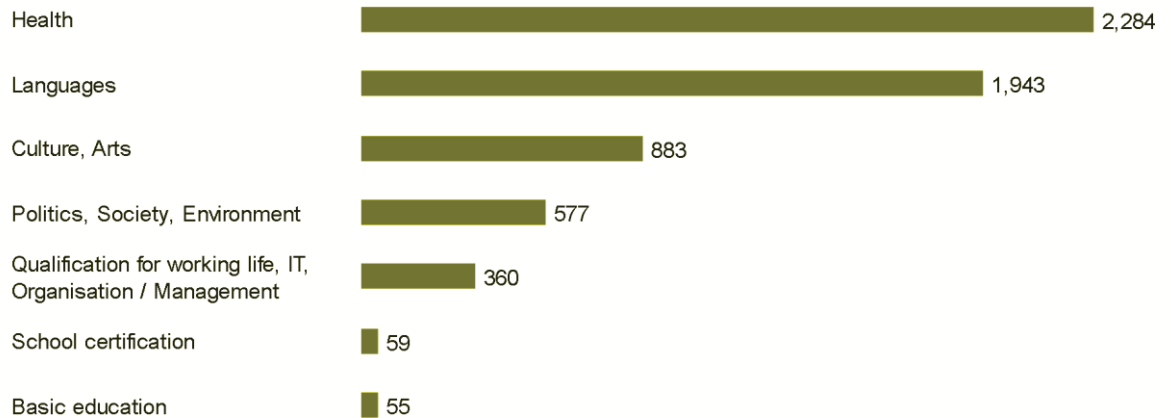
- Basic education
- politics, society and environnement
- health courses
- language and German as a second language
- culture and creativity
- school leaving qualification
- digital literacy (VHS<sup>19</sup>, Deutscher Volkshochschul verband)

---

<sup>19</sup> In Germany, the term "VHS" stands for "Volkshochschule," which translates to "People's University" or "Adult Education Centre." VHS institutions are integral to the adult education system in Germany, offering a wide range of educational opportunities to the public.

### Registrations for education centre courses, 2019

by subject fields, thousand



Source: Volkshochschul-Statistik, Deutsches Institut für Erwachsenenbildung, Bonn

© Statistisches Bundesamt (Destatis), 2024

Fig. 3 5: Registration for education centre courses in Germany in 2019

Source: Deutsches institute fur Erwachsenebildung, Bon

How are these centres funded?

Adult education centres in Germany are funded by both the government, the European Union projects for education and other private organisations.

The funding for Volkshochschule (VHS), or adult education institutes in Germany, comes from a variety of sources. These facilities are essential for offering chances for lifelong learning, from language instruction to career training and cultural events. The financing structure is meant to guarantee sustainability and accessibility. These sources of funding can be:

- The German federal government: Although the German federal government largely establishes the framework for education policy, it also funds particular national adult education initiatives and projects, particularly those that deal with digital education, immigrant integration, and literacy campaigns.
- Local municipalities

- taxes fees taken from participants: The adult students attending these centres pay school fees. one third of the fees taken are being invested into the adult education centres and remaining two thirds goes to the government which can be used as resource for other adult education projects and program:
- EU funding
- NGOs funding
- Private donations and contributions from agencies or companies.

How are adult education teachers/facilitators selected?

Adult education teachers are regulated by the Länder legislation. According to the *kultusministerkonferenz*<sup>20</sup>(1970)<https://www.kmk.org/kmk/information-in-english.html>, Teachers qualified for adult education centres or to teach a professional training course must have a higher education degree in educational science, an additional qualification in a profession or vocational training qualification and also to have several years of practical experience in the field of adult education.(Eurydice, 2023 Germany)

When adult educators are employed, they are employed full time. The German ministry of education puts much effort into professional development of teachers and trainers working in adult education and training.

In summary comparing both German and Italian adult education, it can be recognized that the importance of the latter reflects the approaches the unique cultural and educational contexts. Germany's system is decentralised, extensive and emphasizes lifelong learning and professional development. In contrast, Italy is more centralized approach focuses on addressing basic education needs with recent effort to improve accessibility and relevance. Both countries continue to evolve their adult education systems to meet contemporary challenges and opportunities.

---

<sup>20</sup> The oldest ministerial conference in Germany, the Standing Conference of the Ministers of Education and Cultural Affairs, is a useful tool for the development and coordination of education throughout the nation. It is a coalition of ministers in charge of research and cultural affairs, higher education, education, and schooling, and in this role, it formulates the common goals and interests of all 16 federal states.

## CHAPTER 4

### DISCUSSIONS AND FINDINGS

#### 4.1 Discussions about elements found through the research.

This section of the thesis is to discuss the findings and elements found through the research on the aim of studying the efficacy of adult education designated for immigrants and refugees living in Italy.

The discussion is structured around the key research question around what adult education can be for immigrants and refugees in Italy, acknowledging the loopholes and limitations that immigrants and refugees encounter as far as adult education is concerned.

In addition, suggesting directions for future research.

One primary element related to the research topic was the provincial centres for adult education in Italy (CPIA). In particular, the alphabetization of immigrants and refugees who take literacy and Italian language course. The legislation that surrounds the adult education law in Italy has as foundation the EU recommendation and legislation set for lifelong learning. This latter does not only apply to Italy but to all European Union members. Comparing Italian adult education in general to that of German, put the spotlight and threw a light on the confirmation of challenges found through research and finding throughout the elaboration of the thesis. The Italian adult education system and its conglomerate behind immigrants and refugees is shaky.

Let's go back to article 34 of the Italian constitution that speaks about general education: *“School shall be open to everyone. Primary education, which is provided for at least eight years, shall be compulsory and free. The able and the deserving, including those without adequate financial resources, shall have the right to attain the highest levels of education. The Republic shall make this right effective by means of grants and scholarships, allowances to families and other benefits, which*

*shall be assigned through competitive examinations.”*<sup>21</sup>(costituzione Italiana English version, Nevola Riccardo, 2023)

This article outlines the rights everyone has to education including immigrants and refugees whether young or adult. The affirms that it will be possible by removing any hindrance which can be a financial obstacle and so on and so forth. Yet apropos to adult education for immigrants and refugees must be given. Policies implemented for refugees and immigrants regarding education are not line or better still do not meet the needs of an immigrant and refugee.

After thorough research and reading the results indicate that adult education for immigrants and refugees faces challenges that can be:

- Lack of funds
- Absence or little connection between the state and regions that have CPIAs.
- Enormous difference between the CPIAs in northern and southern part of the country
- Professionalization of adult educators
- Lack of facilities such as books, libraries etc.
- Lack of information and awareness
- difficulties in obtaining documents and timelines for obtaining documents.
- Inconstancy of a stable government (therefore policies changes anytime there is a new government)
- lack of language and cultural profile (Early courses for cultural integration before even starting a language course)

Italy struggles to provide immigrants and refugees with an appropriate adult education, frequently as a result of insufficient finance. The general well-being of these groups as well as integration may suffer significantly as a result of this problem. Adult education programs for immigrants and refugees sometimes receives insufficient funding. This may result in a dearth of classes, restricted access

---

21

([https://www.cortecostituzionale.it/documenti/download/pdf/Costituzione\\_italiana\\_english\\_version\\_ott2023.pdf#:~:text=Citizens%20shall%20have%20the%20right%20to%20form%20associations,are%20not%20forbidden%20to%20individuals%20by%20criminal%20law.](https://www.cortecostituzionale.it/documenti/download/pdf/Costituzione_italiana_english_version_ott2023.pdf#:~:text=Citizens%20shall%20have%20the%20right%20to%20form%20associations,are%20not%20forbidden%20to%20individuals%20by%20criminal%20law.))



to resources, and insufficient support services. Lack of access to education makes it more difficult for immigrants and refugees to learn the Italian language, comprehend local customs, and acquire the skills necessary to obtain a job, as adult education for these groups has a significant impact on integration. Thus, their assimilation into society and the workforce is slowed down. There are significant differences in how regions across Italy handle adult education for immigrants and refugees. Some regions may have more robust programs due to better funding and local initiatives, while others struggle to provide even basic educational services. Also often, NGOs and volunteer organizations step in to fill the gaps left by insufficient government funding. While these organizations provide crucial support, they too face funding challenges and may not be able to meet the high demand for their services. There have been calls for increased funding and more comprehensive policies to address these educational needs, and the disparity among the regions. Advocates argue that investing in education for immigrants and refugees is essential for social cohesion and economic growth.

The European Union provides some funding and support for integration programs, including education. However, the effectiveness and reach of these programs can vary, and additional national investment is often necessary to meet local needs.

The lack of professionalization of the adult education educator or teachers in Italy was one of the findings through this research studies. The intricacy of adult education has a direct impact on people who work in this field and places a great deal of accountability on adult educators. The idea that adult educators are the primary influence on students' academic success is becoming more widely acknowledged. In Italy, formal identification of adult educators as a separate professional category is often absent.

The adult education system in Italy is fragmented, with multiple institutions (e.g., schools, universities, private training centres) offering adult education programs without a cohesive strategy. There is often a lack of coordination between different providers of adult education, making it difficult to implement comprehensive professionalization.

Their status declines and this may lead to reduced pay and less opportunities for career advancement. There are few long-term career opportunities and job

instability among adult educators because many of them have temporary or part-time employment agreements. Policies regarding adult education vary significantly across regions, leading to unequal support and development opportunities for educators. Furthermore, Adult education programs often suffer from insufficient funding, which affects the availability and quality of professional development opportunities for educators. There are limited opportunities for continuous professional development tailored specifically to adult educators and adult educators lack access to the resources and support needed to engage in ongoing professional learning.

The main key challenges highlighted throughout the research on the adult education for immigrants and refugees in Italy in terms of adult educators follows:

- **Different Professional Backgrounds:** It is challenging to provide a uniform set of requirements for adult educators because they have such a wide range of backgrounds.
- **Disparities in the Type and Quality of Education Received by Adult Educators:** Adult educators are not trained under a single, national framework.

Moreover, the lack of facilities and resources, such as books and other educational materials, for adult education for immigrants living in Italy is a significant issue that affects the quality and accessibility of education for this demographic. This problem can hinder the integration and empowerment of immigrants and refugees. This latter differs from region to region. For instance, this phenomenon is clearer in the southern part of Italy, than the northern part. For refugees, the daily pocket money received is not sufficient to also cater for needs like transportation and books. Many adult education centres lack adequate libraries, computer labs, and other facilities essential for effective learning.

Lastly, limited access to digital resources and the internet can further constrain educational opportunities.

These major findings contour as to the reason behind why Italian adult education is considered one of the substandard in Europe. As a matter of fact, currently Italy is among the three countries that their adult education level below that standard

number rate set by OECD (The Organisation for Economic Co-operation and Development)

The graph below shows the level of adult education in some European countries. The research was conducted in the year by the organization for Economic Cooperation and Development. The number rate by this organization is 19,5 and from the graph Italy on the other hand falls a little above 35 as the number rate level of adult education. Italy has lower participation rates in adult education compared to the European average. According to Eurostat, “The Lifelong Learning Participation Rate for adults aged 25-64 in Italy has traditionally lagged behind countries like Sweden, Finland, and Denmark, which have some of the highest rates in Europe.” (Eurostat 2024)

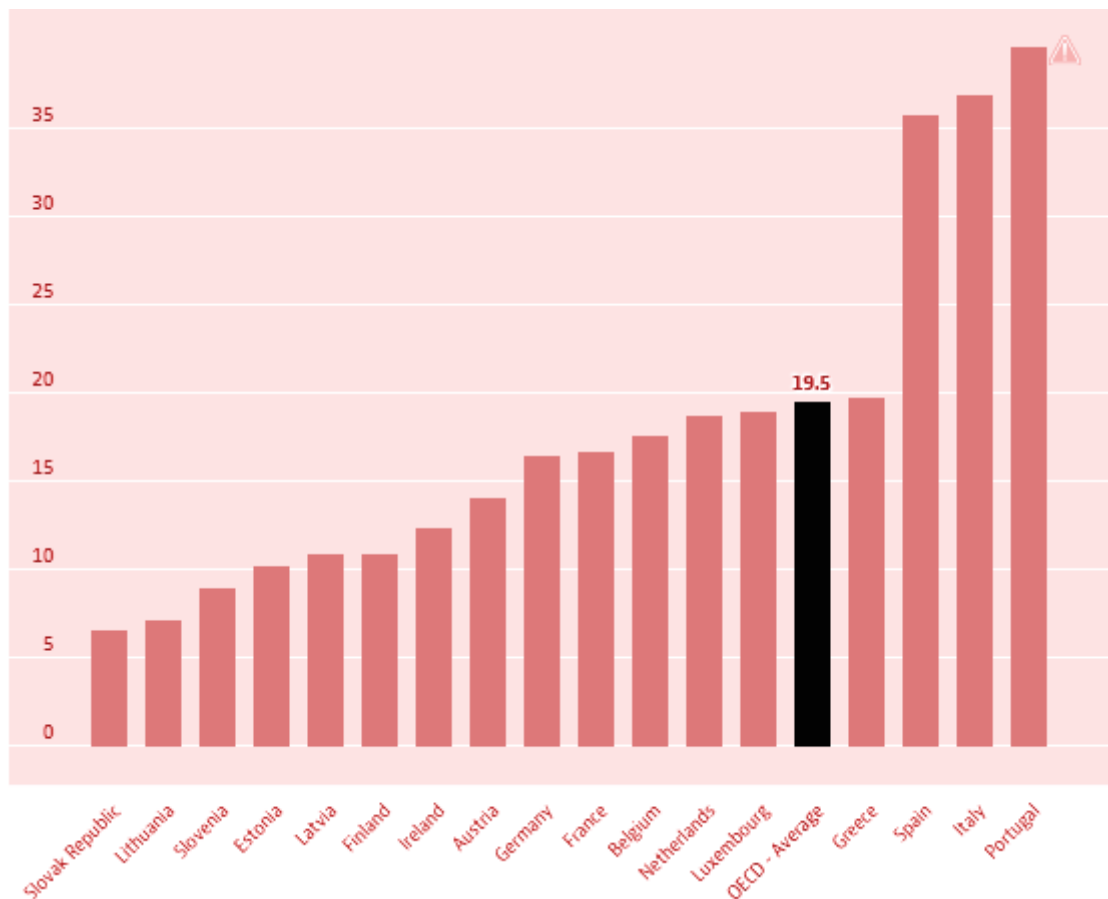


Fig.4 1: Adult education level among OECD countries, 2022

Note: Reprinted from OECD Data; **Adult education level Below upper secondary / Tertiary / Upper secondary, % of 25–64-year-olds, 2022 or latest available**  
 Source: Education at a glance: Educational attainment and labour-force status

## **Conclusions**

The research and studies on adult education for immigrants and refugees living in Italy is extremely limited. The shadowing of this topic and comparable topics generates many hindrances and obstacles for the integration of immigrants and refugees living in Italy. And if care is not taken it can possibly have a negative impact on the society.

The goal of this thesis was to investigate the complex field of adult education with a particular emphasis on the integration of refugees and immigrants through the Italian educational system and diving into the efficacy of adult education set for immigrants and refugees. The principal aims of the study were to ascertain the principal obstacles encountered by adult learners, assess the efficacy of current educational initiatives, and put forth suggestions for augmenting educational results and to why there are still facing challenges: Why these gaps and potholes in the adult education for immigrants and refugees getting worse in Italy? The results offered some important insights. First, despite the efforts made by Italian authorities and various organizations to provide educational opportunities for immigrants, numerous barriers continue to hinder their effective integration and personal development. For many adult immigrants, language competency has emerged as a major obstacle to educational accomplishment and integration. Language and vocational training programs such as the Centri Provinciali per l'Istruzione degli Adulti (CPIA) are essential, but their efficacy varies by region because of differences in funding and resources. Second, it is still difficult for foreign qualifications to be recognized, which makes it harder for talented immigrants to obtain a job that suits them.

Moreover, bureaucratic roadblocks and socioeconomic restrictions make access to school much more difficult.

The consequences of these findings for educators and policymakers are significant. It is crucial to address linguistic obstacles by offering more reliable and superior Italian language instruction. Enhancing the efficiency of the foreign qualification recognition procedure can help make better use of immigrants' skills in the workforce. The research and studies for the thesis work through the origin of education in general, coming from the European level down to the Italian national

level. The dive through the origin of adult education. Moreover, financing and resource increases for adult education initiatives can aid in the reduction of inequities and enhancement of general educational results, especially in marginalized areas.

The study also recognizes its shortcomings, which include its regionally limited scope and its dependence on statistics that might not fully convey the complexity of the problems. Subsequent investigations may delve into longitudinal studies to evaluate the enduring effects of educational interventions and examine the potential of digital technology to augment adult education.

Adult education plays a critical role in supporting immigrant and refugee integration and empowerment in Italy. Through the implementation of recommended practices and resolution of highlighted obstacles, Italy may improve its adult education system and encourage social inclusion and economic involvement for all.

Adult education in Italy needs to do heaps of groundwork when it comes to adult education for immigrants/refugees.

In a nutshell, the key challenges identified include insufficient funding, inadequate facilities, the absence of the professionalization of adult educators and a lack of culturally and linguistically proper educational materials. Additionally, immigrants face considerable obstacles such as language barriers, bureaucratic complexities, and social isolation, which further impede their access to education. The disparity in policy implementation across different regions of Italy exacerbates these issues, leading to unequal educational opportunities.

To improve the state of adult education for immigrants and refugees living in Italy several recommendations need to be put in place. The Italian government ought to review the policies and legislation behind adult education. Throughout the study it is outlined that the Italian policies seem to be in line with the demands and essentialities of a refugee and immigrant. For instance, the figure of an adult educator needs to be professionalized. Teachers or educators need appropriate and suitable training to be prepared for the role of an adult educator since in Italy the presence of immigrants and refugees is high. Well trained adult educators can pave the way for an easy integration for immigrants. The training given to a primary

school teacher, can't be same as the one given to adult educator. The educators need to be trained in a manner that they can manage multilingual and multicultural classes and be able to handle the psychosocial challenges that come with it. Not forgetting that most refugees have had traumatic experiences before entering the country. The lack of competences and abilities to handle classes with these groups of people might have led to a possibility of adult immigrants and refugees leaving schools.

Again, the inattention for adult education for immigrants fails also in terms of research. The sector of education seems to be neglected in the process. It's evitable that research on adult education for immigrants and refugees suffers a significant research gap which needs to be attended to. And of the proves was the research for this thesis. There is a great limitation when it comes to obtaining information and data on adult education in general talk of education for immigrants and refugees. This is due the lack of investments in the field of adult education. Addressing the research gap on adult education for immigrants and refugees in Italy is crucial for a better immigrant integration and empowerment. By and large, focusing on key areas where research is lacking and promoting strategies to encourage scholarly inquiry can enhance it-s understanding of these challenges, possible solution to them and opportunities in the field of adult education in Italy.

By implementing these recommendations, Italy can create a more inclusive and effective adult education system for immigrants and refugees. This will not only enhance their educational outcomes but also support their integration into Italian society, contributing to social cohesion and economic development.

To sum up, improving adult education for immigrants and refugees in Italy is a critical step towards fostering social cohesion, economic participation, and individual empowerment. It requires a concerted effort from policymakers, educators, community organizations, and the immigrants themselves. With the right investments and initiatives, Italy can create a more inclusive and equitable society that values and harnesses the potential of all its residents.

## References & Bibliography

*Adult and Continuing Education: Major themes in education.* (n.d.). Routledge & CRC Press. <https://www.routledge.com/Adult-and-Continuing-Education-Major-Themes-in-Education/Jarvis/p/book/9780415130257>

*Adult education activities of the public schools.* (n.d.). Google Books. [https://books.google.it/books?id=oasaAAAAMAAJ&printsec=frontcover&hl=it&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.it/books?id=oasaAAAAMAAJ&printsec=frontcover&hl=it&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

*Adult education and training.* (n.d.-a). <https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/adult-education-and-training>

*Adult education and training.* (n.d.-b). <https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/adult-education-and-training>

*Adult education and training in Europe: Building inclusive pathways to skills and qualifications.* (2024, May 27). <https://eurydice.eacea.ec.europa.eu/publications/adult-education-and-training-europe-building-inclusive-pathways-skills-and>

*Adult education at the crossroads.* (n.d.-a). Google Books. [https://books.google.it/books?id=U8h8xwmXXPMC&printsec=frontcover&hl=it&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.it/books?id=U8h8xwmXXPMC&printsec=frontcover&hl=it&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

*Adult education at the crossroads.* (n.d.-b). Google Books. [https://books.google.it/books?id=U8h8xwmXXPMC&printsec=frontcover&hl=it&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.it/books?id=U8h8xwmXXPMC&printsec=frontcover&hl=it&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

Ambrósio, S., Sá, M. H. a. E., & Simões, A. R. (2014). The role of universities in the development of plurilingual repertoires: The Voices of Non-traditional Adult students. *Procedia: Social & Behavioral Sciences*, 142, 12–18. <https://doi.org/10.1016/j.sbspro.2014.07.579>

An Introduction to: Reform in West Europe's Post-Primary Education on JSTOR. (n.d.). [www.jstor.org](http://www.jstor.org). <http://www.jstor.org/stable/20342674>

*Andragogy - Wiki Educator*. (n.d.).

[https://wikieducator.org/Learning\\_and\\_Teaching\\_in\\_Practice/Andragogy](https://wikieducator.org/Learning_and_Teaching_in_Practice/Andragogy)

Barros, A., Bristow, A., Contu, A., Wanderley, S., & Prasad, A. (2024). Politicizing and humanizing management learning and education with Paulo Freire. *Management Learning*, 55(1), 3–16. <https://doi.org/10.1177/13505076231221792>

BOOK REVIEWS. (1989). *International Journal of Lifelong Education*, 8(1), 83–95. <https://doi.org/10.1080/0260137890080106>

Carlsen, C. H., Rocca, L., & Sheils, J. (2023). 10 Education for Integration: the case of adult migrants. In *Multilingual Matters eBooks* (pp. 180–202). <https://doi.org/10.21832/9781800414037-011>

*Comparative migration Studies*. (2024, May 31). SpringerOpen. [https://comparativemigrationstudies.springeropen.com/?gad\\_source=1&gclid=Cj0KCQjw9vqyBhCKARIsAIIcLMFd3Sk0m3kdGMgbY0p7AqfRoQBfOtoATZIJSM7H8sBVkv338aOaMHYAsnUEALw\\_wcB](https://comparativemigrationstudies.springeropen.com/?gad_source=1&gclid=Cj0KCQjw9vqyBhCKARIsAIIcLMFd3Sk0m3kdGMgbY0p7AqfRoQBfOtoATZIJSM7H8sBVkv338aOaMHYAsnUEALw_wcB)

*Country responsible for asylum application (Dublin Regulation)*. (n.d.). Migration and Home Affairs. [https://home-affairs.ec.europa.eu/policies/migration-and-asylum/common-european-asylum-system/country-responsible-asylum-application-dublin-regulation\\_en](https://home-affairs.ec.europa.eu/policies/migration-and-asylum/common-european-asylum-system/country-responsible-asylum-application-dublin-regulation_en)

*Curriculum GlobALE*. (n.d.). TEXT. <https://www.dvv-international.ba/materials/curriculum-globale>

Da Silveira Zanin, H. (2024). *Fleeing persecution: a study on LGBTQI+ asylum in Europe and Germany*. <https://doi.org/10.11606/d.2.2022.tde-29092022-100954>

Darder, A. (2024). *The student guide to Freire's "Pedagogy of the Oppressed."* Bloomsbury Publishing.



Ditzel, J. (2023). *The Vestal Virgins and the Transition From Republic to Principate Under Augustus c. 30 BCE - 14 CE*.  
<https://doi.org/10.15760/honors.1276>

*Education, Asylum and The “Non-Citizen” Child: The Politics of Compassion and Belonging (Paperback) | Harvard Book Store.* (n.d.).  
<https://shop.harvard.com/book/9781349357147>

*EMN ad-hoc queries.* (n.d.). Migration and Home Affairs. [https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-publications/emn-ad-hoc-queries\\_en](https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-publications/emn-ad-hoc-queries_en)

Feltsan, I. (2017a). Development of adult education in Europe and in the context of Knowles' study. *Porivnâl'na Profesijna Pedagogika/Comparative Professional Pedagogy*, 7(2), 69–75. <https://doi.org/10.1515/rpp-2017-0025>

Feltsan, I. (2017b). Development of adult education in Europe and in the context of Knowles' study. *Porivnâl'na Profesijna Pedagogika/Comparative Professional Pedagogy*, 7(2), 69–75. <https://doi.org/10.1515/rpp-2017-0025>

Fleming, T. (2024a). Transformative learning transforming research. *The European Journal for Research on the Education and Learning of Adults*, 15(1), 13–26. <https://doi.org/10.3384/rela.2000-7426.4841>

Fleming, T. (2024b). Transformative learning transforming research. *The European Journal for Research on the Education and Learning of Adults*, 15(1), 13–26. <https://doi.org/10.3384/rela.2000-7426.4841>

*Global Perspectives on language Education Policies.* (2018, November 2). Routledge & CRC Press. <https://www.routledge.com/Global-Perspectives-on-Language-Education-Policies/Crandall-Bailey/p/book/9781138090828>

*Google Books.* (n.d.). [https://www.google.it/books/edition/Ripensare\\_1\\_educazione/L\\_6ZDwAAQBAJ?hl=it&gbpv=0](https://www.google.it/books/edition/Ripensare_1_educazione/L_6ZDwAAQBAJ?hl=it&gbpv=0)

*Handbook* | *e-Toolkit*. (n.d.). <https://lifelonglearning-toolkit.uil.unesco.org/en/node/1>

*History of Adult Education and Training in Europe* | *ESREA*. (n.d.). <https://esrea.org/networks/history-of-adult-education-and-training-in-europe/>

Interculturality in institutions. (2022). In *Culture in policy making*. <https://doi.org/10.1007/978-3-031-12626-0>

*Introducing the good adult educator*. (n.d.). TEXT. <https://www.dvv-international.de/en/adult-education-and-development/editions/aed-862019-the-good-adult-educator/introduction/introducing-the-good-adult-educator>

Ireland, T. D. C., & Spezia, C. H. C. (n.d.). *Adult Education in retrospective: 60 years of CONFINTEA*. <https://eric.ed.gov/?id=ED561053>

*ISSN 1573-0638 (Online)* | *International review of education* | *The ISSN Portal*. (2021, June 2). <https://portal.issn.org/resource/ISSN/1573-0638>

Knowles, M. (1977a). ADULT LEARNING PROCESSES: PEDAGOGY AND ANDRAGOGY. *Religious Education*, 72(2), 202–211. <https://doi.org/10.1080/0034408770720210>

Knowles, M. (1977b). ADULT LEARNING PROCESSES: PEDAGOGY AND ANDRAGOGY. *Religious Education*, 72(2), 202–211. <https://doi.org/10.1080/0034408770720210>

Knowles, M. (1977c). ADULT LEARNING PROCESSES: PEDAGOGY AND ANDRAGOGY. *Religious Education*, 72(2), 202–211. <https://doi.org/10.1080/0034408770720210>

Koehler, C., & Schneider, J. (2019). Young refugees in education: the particular challenges of school systems in Europe. *Comparative Migration Studies*, 7(1). <https://doi.org/10.1186/s40878-019-0129-3>

Kulich, J. & K. W. (n.d.). *The Universities and adult education in Europe (Monographs on comparative and area studies in adult education)*. Kulich, J & Kruger, W: 9780888431233 - AbeBooks. <https://www.abebooks.com/9780888431233/Universities-adult-education-Europe-Monographs-0888431236/plp>

Lauzon, A. C. (2013a). A reflection on an emergent spirituality and the practice of adult education. *Canadian Journal of University Continuing Education*, 33(2). <https://doi.org/10.21225/d5n88s>

Lauzon, A. C. (2013b). A reflection on an emergent spirituality and the practice of adult education. *Canadian Journal of University Continuing Education*, 33(2). <https://doi.org/10.21225/d5n88s>

Maurer, M., & Gonon, P. (2016). The work of UNESCO Institute for Lifelong Learning (UIL) in strengthening lifelong learning through National Qualifications Frameworks (NQFs): Madhu Singh. In *Peter Lang eBooks*. <https://doi.org/10.3726/978-3-0351-0758-6/17>

Peace Research Institute Oslo (PRIO). (2023). Revisiting aspiration and ability in international migration – Peace Research Institute Oslo (PRIO). *Peace Research Institute Oslo (PRIO)*. <https://www.prio.org/publications/10773>

Piangiamore, G. L., & Maramai, A. (2022). Gaming and Resilience: Teaching by Playing Together—Online Educational Competition at School during the Pandemic. *Applied Sciences*, 12(23), 11931. <https://doi.org/10.3390/app122311931>

*Plato and Play: Taking Education Seriously in - ProQuest*. (n.d.). <https://www.proquest.com/docview/1459141963?sourcetype=Scholarly%20Journals>

Policy options for stronger, more equitable student outcomes in Türkiye. (2022). In *Education Policy Pointers*. <https://doi.org/10.1787/2c578d0c-en>

*References\**. (n.d.). World Migration Report. <https://worldmigrationreport.iom.int/what-we-do/world-migration-report-2024-chapter-4/references>

*Refugee and migrant integration into education and training*. (n.d.). European Education Area. <https://education.ec.europa.eu/focus-topics/improving-quality/inclusive-education/migrants-and-refugees>

Sava, S. (2012). *Needs analysis and programme planning in adult education*. <https://doi.org/10.2307/j.ctvbkjvs2>

Špolar, V. a. M., Landri, P., Milana, M., & De Vita, A. (2020). Adult education and migrations: Migrants a mixed bag? *Journal of Adult and Continuing Education*, 27(1), 3–9. <https://doi.org/10.1177/1477971420919944>

Squire, M., & Lorenz, K. (2015). Roman art [Dataset]. In *Oxford Bibliographies Online Datasets*. <https://doi.org/10.1093/obo/9780199920105-0073>

*The School of Rome*. (n.d.). Google Books. [https://books.google.it/books?id=cCaJaTJYT4MC&printsec=frontcover&hl=it&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.it/books?id=cCaJaTJYT4MC&printsec=frontcover&hl=it&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

*Transforming our world: the 2030 Agenda for Sustainable Development* | Department of Economic and Social Affairs. (n.d.). <https://sdgs.un.org/2030agenda>

UNHCR - The UN Refugee Agency. (n.d.-a). *Global Trends Report 2021* | UNHCR. UNHCR. <https://www.unhcr.org/media/global-trends-report-2021>

UNHCR - The UN Refugee Agency. (n.d.-b). *Higher education and skills* | UNHCR. UNHCR. <https://www.unhcr.org/what-we-do/build-better-futures/education/higher-education-and-skills>

UNHCR - The UN Refugee Agency. (n.d.-c). *The 1951 Refugee Convention* | UNHCR. UNHCR. <https://www.unhcr.org/about-unhcr/who-we-are/1951-refugee-convention>

Uzun, T. (2018). S. F. BONNER, Education in Ancient Rome: From The Elder Cato to The Younger Pliny. London-New York 2012. Routledge, 404 sayfa (25 Görsel ile birlikte). ISBN: 9780415689793. *LIBRI: Epigrafi, Çeviri Ve Eleştiri Dergisi*, 4, 319–331. <https://doi.org/10.20480/lbr.2018034>

*What is the CPIA?* (n.d.). <https://milano.italianostranieri.org/en/post/what-is-the-cpia>

Zarifis, G. K. #. (2014). Developing the adult learning sector: Quality in the Adult Learning Sector. *Auth.* [https://www.academia.edu/4199027/Developing\\_the\\_adult\\_learning\\_sector\\_Quality\\_in\\_the\\_Adult\\_Learning\\_Sector](https://www.academia.edu/4199027/Developing_the_adult_learning_sector_Quality_in_the_Adult_Learning_Sector)

Ziegahn, L. (1989). Boucouvalas, Marcie. (1988). Adult education in Greece. Vancouver: The University of British Columbia and The International Council for Adult Education, 139 pages, "5.00. *Adult Education Quarterly*, 40(1), 60–62. <https://doi.org/10.1177/074171368904000109>



## **Acknowledgements**

This thesis does not only represent the work and research but its is also a milestone of work that I owe to some people

thanks to Professor Juliana Raffaghelli for patiently guiding me through and supporting with her valuable time

I am also grateful to my husband, Mr. Randy Sagoe and my family for their encouragement and insightful advises that kept me throughout my journey in the last two years of my master's program at the university of Padua.

thank you all

Navina Omany