

Languages and digital teaching for school inclusion

REPORT ON THE IMPLEMENTATION OF THE AKELIUS PROGRAM
IN ITALY IN SCHOOL YEAR 2025/26



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main findings



main findings

THE PROGRAM SPREADS AND CONSOLIDATES



- In school year 2025/26 the program reached a phase of consolidation. It involves **72 comprehensive institutes**, with **150 primary schools** and **102 lower secondary schools**. Many schools take part for several years. This shows the tool integrates step by step into school practice.

SCHOOLS ARE READY ON ORGANIZATION



- Self-assessment results show that schools solved most infrastructure problems. These problems marked the first phases of the trial.
- The strongest points concern
 - › tablet management and maintenance
 - › adequate connections
 - › device charging procedures
 - › logistics for using the app
- The main areas for improvement are no longer about technology. They are
 - › integrating the app into teaching
 - › use of advanced functions
 - › stronger digital skills of teachers

TRAINING IS A DECISIVE SUCCESS FACTOR



- **340 teachers** took part this year.
- Teachers rate the training paths very positively, above all for
 - › clear content
 - › immediate use in class
 - › balance of theory and practice
 - › concrete examples and transferable activities
- Teachers name exchange of experience and professional dialogue as one of the greatest gains of the program.
- Teachers strongly ask for more practical examples, activity models and support for classroom trials.

AKELIUS ANSWERS COMPLEX EDUCATIONAL NEEDS



- Teachers use the app mainly with students with a migrant background and students newly arrived in Italy.
They use it more and more with an inclusive aim, with students with special educational needs and specific learning disorders.
More than half of the students involved are newly arrived, **54.2 percent**.
Almost half have special educational needs, **46.3 percent**.
- Classes differ strongly in language and culture.
The app lets teachers personalize paths and differentiate activities.

THE APP SERVES MAINLY ITALIAN AS A SECOND LANGUAGE



- **94 percent of uses** teach Italian as a second language.
Use happens mostly in language labs and with small groups of students.
- Teachers rarely use the app alone.
Mostly they combine it with worksheets, textbooks, visual materials and other teaching activities.
This confirms the central role of the blended learning approach.

HIGH PARTICIPATION AND MOTIVATION



- Participation is the most positive indicator.
73 percent of teachers see strong active participation by students.
- Playful components are a main driver of engagement.
These are games, quizzes and songs.
73 percent of teachers see a strong rise in motivation thanks to these functions.
- Teachers name these main strengths
 - > gamification
 - > interactivity
 - > immediate feedback
 - > ease of use
 - > personalized work



ENCOURAGING LEARNING RESULTS



- In school year 2025/26 the program reached 406 male and 356 female students, 753 in total.
- Teacher assessments show clear language progress.
More than 40 percent of students exceed the levels the assigned activities first planned.
- The app supports early literacy paths well.
It also works well in multilevel groups.
- Data confirm that listening comprehension develops faster than reading comprehension.
This matches the literature on language acquisition.

INCLUSION IS THE MAIN CHANGE OF 2025/26



- The most innovative change this year is a new view of Akelius.
It moves from a tool for teaching Italian as a second language and foreign languages
to a **tool for school inclusion**.
- Workshops and reflective activities showed that the app can support
 - > participation
 - > peer collaboration
 - > value of multilingualism
 - > involvement of the whole class, not only newly arrived students
- Experience suggests the greatest potential of Akelius lies in integration.
It joins technology, teaching design, personalization and inclusive practice.

1

how the **Akelius**
program **evolved**



1. how the Akelius program evolved

Before analyzing the data of the last school year in Italy, place the Italian trial in its international frame.

The program was born there.

It grew from the strategic partnership between **UNICEF Regional Office for Europe and Central Asia**¹ and the **Akelius Foundation**.

It is a global effort to answer the most complex educational challenges.

It promotes inclusion in formal and informal education.

The pedagogical design rests on precise goals.

They join technological innovation and social inclusion.

The platform builds language skills and digital skills together.

It supports the school and social entry of children with a migrant background.

It helps them overcome the first language barrier
and take full part in class life.

To make this change possible, the project invests in teacher training.

It guides teachers toward a blended learning approach.

Blended learning alternates traditional teaching and digital interaction.

To reach many schools, the platform is **open source and completely free**, with no economic barriers.

It offers great flexibility in two versions.

The **web version** suits computers and interactive whiteboards.

The **app version** downloads to smartphones and tablets on Android and iOS.

The learning offer covers **12 language courses**.

The languages are Italian, English, French, Spanish, Arabic, German, Greek, Portuguese, Brazilian Portuguese, Polish, Russian and Swedish.

Levels run **from pre-A1 to B2**.

This meets the needs of first literacy and of advanced learning paths.

¹ UNICEF is the United Nations Children's Fund.

Its aims include applying the basic principles of the United Nations Convention on the Rights of the Child of 1989-11-20.

Italy ratified the convention with Law 176 of 1991-05-27.

UNICEF works in Italy with a detached team of its Regional Office for Europe and Central Asia, based in Geneva, Switzerland.

The team cooperates with the Italian government on protection, education and social inclusion of minors and young people.

It pays special attention to those in disadvantaged situations.

This follows the recommendations and concluding observations of the United Nations Committee on the Rights of the Child.

the trial worldwide

Data on 2026-08-31 show a mature trial with very high impact worldwide.

The program now runs in twenty countries, in a transcontinental network.

The network counts **1,195 schools and 294 non-formal education centers**.

It involves **more than 321,000 students**, 50 percent of them female.

It involves **14,800 teachers**.

The field work is supported by the distribution of **14,000 tablets**.

The global trial spans very different social and institutional realities

- In **Europe**, besides Italy, the program runs in Albania, Bosnia and Herzegovina, Greece and Poland.
- In **Africa**, activities focus on Congo, Kenya, Egypt, Libya and Mauritania, plus the island states of Cape Verde and São Tomé and Príncipe.
- In **Latin America**, the project runs in Mexico.
- In the **Asian and Middle Eastern** area, it runs in Bhutan, Kazakhstan, Nepal, Sri Lanka and Vietnam.

The trial in Italy is one piece of this wide geography of inclusion.

It started in June 2021.

the trial in Italy

The Akelius initiative for digital learning of Italian as a second language has grown step by step.

It is now a structured model of teaching innovation for language inclusion of students with a migrant background.

It also serves students with special educational needs and specific learning disorders.

In 2022/23 the project grew into a **national scale-up** of the pilot started in 2021.

It joined the UNICEF response to the Ukraine emergency.

The main goal was learning Italian and school inclusion for recently arrived minors, above all Ukrainian refugee children.

The work focused on spreading the Akelius app in schools.

It also covered device distribution and first teacher training.

A help desk for technical and organizational support started too.

At the same time, the project built a detailed system to monitor and collect data.

The system documented the implementation and allowed first analyses of results.

In 2023/24 the project grew larger.

It involved 55 comprehensive institutes and five out-of-school organizations.

It trained more than 460 teachers and reached more than 1,000 students.

A major evaluation accompanied the implementation.

It showed that the Akelius app, within blended learning paths, clearly improved the Italian language skills of the students involved.

Some important problems for sustainability also emerged.



They include few teachers with specific training in teaching Italian as a second language. They also include different levels of digital skills among school staff. Schools had organizational and technological difficulties in managing IT equipment. The evaluation also showed that the professional side of teachers is the main enabling factor for effective and lasting use of the app.

Supported by this evidence, the project started a new phase in 2023/24 and 2024/25. The phase aims at consolidation and sustainability. The project continued to train and support schools.

It also adapted to the Italian context the **Standard Operating Procedures** of the Akelius Foundation.

This work set more structured guidance on technology, organization and management. The guidance supports effective integration of the app in schools. It also uses the experience gained in the involved regions. Developing and spreading the procedures was a significant step. It moved the project toward institutionalization. It also built conditions for long-term sustainability.

School year 2025/26 belongs to this evolution.

Evidence from earlier years showed that quality and continuity of use depend on teachers.

They depend on how well teachers can start teaching trials.

They depend on teachers' skills.

They depend on timely access to training and support.

The project strengthened its training offer to meet this need.

It designed and delivered courses, some asynchronous, for flexible and continuous use.

One of them is an **introductory course for starting with Akelius**.

It sits on the Learning Passport.

It gives all new teachers common knowledge of the blended learning approach, the technical side of the platform and the ways to use the app.

overall data of the national network

Looking at spread and geography, the final data of this year show a distribution that consolidates the project.

It is strongest in contexts with the highest multicultural index.

Since 2021/22 the national network counts **106 comprehensive institutes** that joined the project.

More than 50 of them took part for more than one consecutive year.

In these institutes **354 schools** tried the Akelius platform in different teaching activities.

They are **213 primary** and **135 lower secondary schools**.

- **PIEDMONT**
 - 1 primary, 2 lower secondary
 - 2 comprehensive institutes
- **LOMBARDY**
 - 133 primary, 84 lower secondary
 - 2 learning centers
- **VENETO**
 - 4 primary, 2 lower secondary
 - 1 comprehensive institute
 - 1 learning center
- **FRIULI-VENEZIA GIULIA**
 - 1 primary, 1 lower secondary
 - 1 comprehensive institute
- **EMILIA-ROMAGNA**
 - 50 primary, 29 lower secondary
 - 22 comprehensive institutes
- **LAZIO**
 - 3 preschool, 24 primary, 17 lower secondary
 - 14 comprehensive institutes
 - 1 learning center
- **CALABRIA**
 - 1 learning center

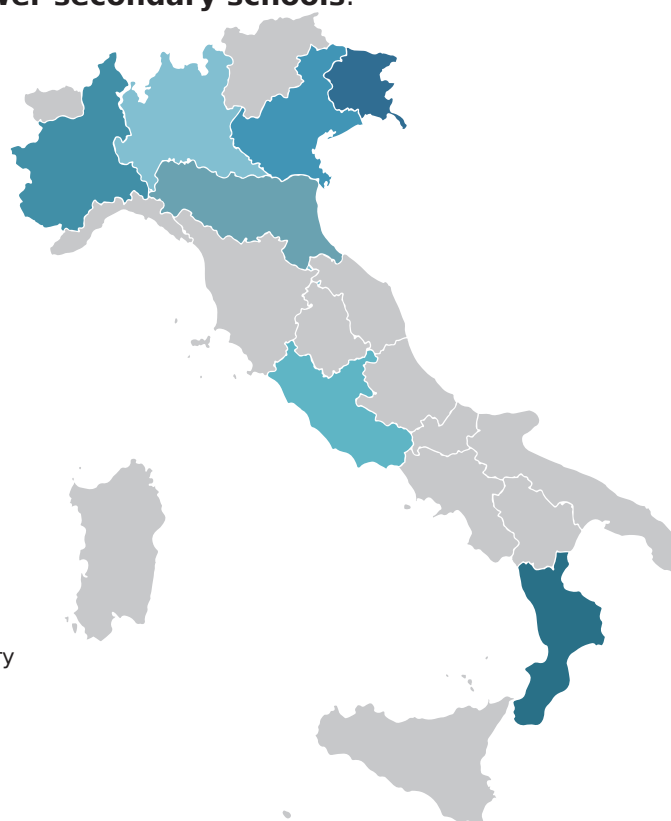


Figure 1, number of schools and associations in the Akelius program, school years 2021/22 to 2025/26

As the map shows, the trial concentrates in northern and central regions. These areas have a high density of students with a migrant background.

Lombardy remains the main driver of the project, with 66 schools alone.

Emilia-Romagna follows with 22 schools and **Lazio** takes part with 14.

Piedmont, Friuli-Venezia Giulia, Calabria and Veneto add some comprehensive institutes.

They joined for different reasons.

Some associations or non-formal education bodies take part too.

They are mostly Ukrainian schools, involved above all in the emergency phase.

2

methodological **note**



2. methodological note

This section briefly describes the methodological design and the survey tools. They guided the implementation, monitoring and evaluation of project activities in school year 2025/26.

monitoring use of the Akelius app in schools

Monitoring of teaching activities used a mostly quantitative approach.

It gives a constant, analytical overall picture.

For this, Fondazione ISMU ETS set up a digital platform reserved for project users.

Teachers recorded data on their students and on the work sessions there.

The survey mapped the personal and school profiles of students.

These are age, nationality, class and starting language level.

It also mapped teaching variables.

These are session length, individual, group or whole-class use, and the languages taught, with Italian as a second language first.

The data allowed constant checks of the program indicators.

Monthly extraction of the data fed quantitative analytical dashboards.

The dashboards served as a real-time control and guidance tool for the overall progress of the trial.

self-assessment of schools on organizational aspects

To examine how institutions see the project, school principals and lead teachers received a standardized self-assessment tool.

The activity has a double function.

It promotes reflective practice and organizational awareness in each institute.

It also gives the Akelius program empirical evidence to calibrate and improve technical and pedagogical support.

The tool has 20 closed questions, with open sections for text notes.
It focuses on six dimensions crucial for the sustainability of the project.

1. ability to plan Akelius app updates
2. how the app is used in school
3. digital skills of the teachers involved
4. state of the technology infrastructure and tablet management
5. charging plans and real availability of devices
6. organization and integration of teaching with the platform

Sent on 2026-03-19 and closed after an extension on 2026-04-08, the survey saw strong institutional participation.

Of 71 participating comprehensive institutes, 52 sent complete questionnaires.

The data were analyzed by thematic dimension and by region.

follow-up questionnaire for teachers

In May 2026 an online follow-up questionnaire went out on the LimeSurvey platform.
It targeted all teachers who actively tried the app in their classes.

The survey was not anonymous.

It asked for the teacher's name and institute.

It covered a network of 45 comprehensive institutes.

The questionnaire had 7 progressive sections and a conditional path logic.

This filter sent teachers who had not used the tool to questions on why they did not.

It sent actual users to detailed modules on contexts of use, methods applied and perceived teaching impact.

The survey collected 233 answers in total.

164 questionnaires were fully completed, 70 percent of respondents.

Some were partly completed and stopped at different points.

This matches the expected drop-off rates for voluntary online surveys.

training approach for teachers

The training paths of school year 2025/26 continued earlier years.

They stayed strongly anchored in teaching practice.

They stayed flexible for the needs of different school contexts.

The design joined theory and practice closely.

It guided teachers to use the platform in class right away.

The results show that adopting the tool is a mainly experiential process.

Course guidelines give direction, yet the competence of teachers

grows and changes through daily practice in the field.

This practice raises a constant demand for new application models and scenario examples.

Across all training options, professional reflection played a key role.

It took the form of individual self-analysis in self-training modules, the asynchronous courses.

It took the form of exchange and sharing among professionals in the synchronous activities.

reflective support workshop for inclusion and pedagogical support activities

The reflective support workshop and related pedagogical support activities are training actions for teachers.

They aimed to value the experience and method legacy of the communities of practice from earlier editions of the project.

The main goal of the workshop space was to give teachers a protected place for interaction, exchange and co-design.

The path explored cultural representations and teaching routines linked to school inclusion.

The activities focused on the Akelius app not as a mere technology device.

They saw it as an educational mediator and relational facilitator.

It can support and strengthen inclusive strategies in the class group.

note on inclusive language

To promote inclusive, non-discriminatory communication, in line with institutional guidance², this report makes precise terminology and gender choices.

They reflect the reality of the school contexts analyzed and value diversity.

• Reference terminology.

To move beyond stereotyping categories, the report avoids the general term “foreigners”.

It uses the more accurate and widely shared expression “**students with a migrant background**”.

Where it must show how recently students arrived in Italy, it uses “**newly arrived students**”.

• Use of grammatical gender.

To avoid systematic use of the universal masculine, the Italian text alternates gender options.

More than 91 percent of the teaching staff in the survey data are women.

So in some passages the Italian text uses the **inclusive feminine** for teachers as a whole.

This also shows in language the real makeup of the educating community involved.

² On attention to gender, see Sabatini, A., 1987, Raccomandazioni per un uso non sessista della lingua italiana, Presidenza del Consiglio dei Ministri, Rome.

See also the later guidance of the Accademia della Crusca on drafting institutional and school documents.

See also the recommendations of the European Parliament, 2018, on gender neutrality in language.

On terminology for students without Italian citizenship, see Ministero dell'Istruzione, dell'Università e della Ricerca, 2014, Linee guida per l'accoglienza e l'integrazione degli alunni stranieri, note protocol 4233.

On the systematic adoption of the concepts of migrant background and newly arrived students.

3

managing the Akelius trial in schools, **strengths and challenges**



3. managing the Akelius trial in schools, strengths and challenges

3.1 school involvement, renewals and new trials

School involvement rested mainly on relationships already built between Fondazione ISMU, the UNICEF Regional Office for Europe and Central Asia and the comprehensive institutes. They grew through earlier cooperation on education and inclusion projects, including Akelius itself. This existing network spread the Call to Action quickly and effectively. It reached both schools already involved and new ones. The process started from the Call to Action. The Call to Action presented the program goals, the training and support available and the expectations for using the Akelius app.

For this, webinars took place.

Some targeted schools already taking part, to present the updated project frame for 2025/26 and strengthen the partnership with the most experienced institutes.

Others targeted schools in Emilia-Romagna, Lazio and Lombardy that take part in the FAMI projects, with participation from other regions too.

They explored the specific needs of each territory, answered precise questions and found new interested schools early.

After the meetings, the Call to Action spread further.

It used existing communication channels and direct contacts with school principals and project leads.

Participating schools then received a follow-up questionnaire.

It collected operating information for the implementation phase.

The information covered number of teachers, available equipment, operating systems, device charging capacity and profile of the students involved.

In this way 72 comprehensive institutes confirmed their participation.

47 are new and 25 already experienced.

They concentrate in Lombardy with 44, Emilia-Romagna with 17, Lazio with 8, Piedmont with 2 and Veneto with 1.

In Emilia-Romagna, the partnership with the cooperative AIPI, the regional school office and the Municipality of Bologna strengthened involvement further.

The Municipality supported the participation of five Bologna schools.

It joined the Akelius method with other educational inclusion initiatives in the territory.

To close the process, each school received

a Letter of Intent that formalized the partnership.

It set mutual commitments.

It stressed that the program is free for schools.

It listed the services offered and the expectations of schools' support for implementing the activities.

PIEDMONT

- 1 primary, 2 lower secondary
- 2 comprehensive institutes

LOMBARDY

- 92 primary, 61 lower secondary
- 44 comprehensive institutes

VENETO

- 4 primary, 2 lower secondary
- 1 comprehensive institute

EMILIA-ROMAGNA

- 38 primary, 26 lower secondary
- 17 comprehensive institutes

LAZIO

- 13 primary, 11 lower secondary
- 14 comprehensive institutes
- 1 learning center



Figure 2, number of schools and associations in the Akelius program, school year 2025/26

3.2 how schools manage activities, a self-assessment path

A few months after the start of activities, Fondazione ISMU shared a tool with all schools in the Akelius program in school year 2025/26.

The school principal or the lead teacher used it to assess how the Akelius app is managed.

The results allowed analysis of key elements that affect how well the Akelius app works.

These concern teaching Italian as a second language to students with a migrant background.

More broadly they concern teaching other foreign languages to the whole class.

The results also allowed an assessment of the maturity that schools perceive and declare. Schools assessed themselves on six thematic dimensions³.

The dimensions come from the guidelines of the Akelius Foundation, adapted to the Italian context.

³ The thematic dimensions follow Guidelines 1 and 2.

They concern the technological infrastructure and the logistic and organizational dimension of the comprehensive institute. The Akelius Foundation drew them up in 2024 and updated them this year.

Table 1, summary of self-assessment results by thematic dimension
Source Fondazione ISMU

THEMATIC DIMENSION	NUMBER OF SCHOOLS IN POSITIVE BAND	NUMBER OF SCHOOLS IN CRITICAL BAND	AVERAGE SCORE AND MAXIMUM
Planning app updates, maximum 4	24, 46 percent	6, 12 percent	64 percent
How the app is used, maximum 4	5, 9.5 percent	14, 27 percent	45 percent
Teachers' digital skills, maximum 8	10, 19 percent	12, 23 percent	47 percent
Infrastructure and tablet management, maximum 12	30, 58 percent	0, 0 percent	77 percent
Charging plans, maximum 6	29, 57 percent	1, 2 percent	77 percent
Organization of teaching, maximum 6	10, 19 percent	6, 12 percent	52 percent

planning of app updates

Managing updates of the Akelius app is one of the basic aspects of correct operation during the school year.

The dimension covers the need to plan app updates on tablets, both technical and content⁴ updates.

Schools should name a reference person.

Where needed, they should set a workflow that defines a clear routine.

This prevents obstacles to using the app.

Another central element is the chance for teachers to get support from specialized staff.

These are the digital animator and an IT technician for needs or specific problems.

Results show a positive overall situation.

The average score is **2.6 out of 4**, which is **64 percent of the maximum score**.

This shows that a large share of schools know how important it is to keep the Akelius app updated, technically and in content.

They have set procedures or reference persons to manage this as well as possible.

In particular, 24 of 52 schools, 46 percent, are in the positive band, with scores of 3 or 4 out of 4.

At the same time, 6 schools, 12 percent, are in the critical band, with scores of 0 or 1.

With this self-assessment, they show the need to deepen technical aspects of the app, including updates.

They also need to formalize responsibilities and internal procedures to oversee these aspects.

Overall, schools see themselves as reasonably aware here.

They could still gain from stronger organizational practice.

⁴ Content updates, as the Akelius guidelines state, are generally scheduled at two specific times of year. They are April to May and August to September.

how the Akelius app is used

The dimension on how the Akelius app is used rests on one assumption.

Using the app on a tablet, rather than in a browser on a computer, gives the best user experience of the Akelius program.

The tablet guarantees certain functions that make use more effective.

For example, only the app on a tablet allows access with a teacher profile and a student profile.

Only the tablet app lets teachers monitor progress of all students.

In the self-assessment of schools, this is one of the areas with the greatest divergence.

The average score is **1.8 out of 4, which is 45 percent of the maximum score.**

Using the same criteria as for all thematic dimensions, only 5 of 52 schools, 9.5 percent, reach the positive band with 3 or 4 points.

In contrast, 14 schools, 27 percent, fall in the critical band with 0 or 1 point.

Overall, this dimension has the lowest share of schools in the positive band.

It also has the highest share of schools in the critical band.

This suggests that many schools already use the Akelius app, on tablets, and exploit its full potential.

At the same time, as many schools have teaching needs that push teachers to use Akelius in a browser on a computer.

For example, they address the lesson content to the whole class and use the interactive whiteboard, which shares through the browser.

In some cases schools preferred the whiteboard because few tablets were available.

From this view, it would help to consider strengthening the Akelius program in browsers on computers as well, on a par with the tablet app.

teachers' digital skills

Teachers' digital skills are a key element to turn available technology into real learning opportunities.

Schools assessed themselves mainly on knowing and using the teacher and student profiles mentioned above.

They also assessed how often they use the interactive whiteboard to show lesson content.

Another element is awareness that without an internet connection the app still works.

Teachers download the lesson content beforehand and update later when the network is available.

The average score for this dimension is 3.8 out of 8, which is 47 percent of the available maximum.

Answers show that knowledge of important app functions is not yet uniform.

These include access with a teacher profile, offline use of content, downloading lessons beforehand and using QR codes to monitor class progress.

Taking at least 6 of 8 points as the positive band, only 11 of 52 schools, 21 percent, reach the highest levels.

At the same time, 10 schools, 19 percent, fall in the critical band with scores from 0 to 2.

The result shows a rather polarized situation.

Next to a group of schools that report good command of the available tools, a significant share of schools still find advanced functions unclear. The key divide is the two distinct profiles, teacher and student, with specific functions. Schools show either that they know this very well or that they know little about it. For this dimension, more practical training and support could bring especially relevant benefits.

infrastructure and tablet management

Infrastructure and management of digital devices are the main strength found by the survey.

This dimension covers all logistical and organizational aspects that matter for the best use of the Akelius app.

They are a tablet storage place close to where lessons take place and a plan for tablet maintenance.

They also include protective covers, a good wi-fi connection, and a person or defined workflow to manage all this.

The average score reaches 9.2 out of 12, which is 77 percent of the maximum.

Most schools say they have consolidated organizational procedures to store, maintain, prepare and move tablets.

This makes use of the app smoother and easier to integrate into school activities.

By band, 30 of 52 schools, 58 percent, are in the positive band, with scores from 9 to 12.

Even more significant, no school is in the critical band.

Schools say they are strongest on a good wi-fi connection and on tablets ready at the moment of use, without demanding moves.

This confirms that most schools see themselves as able to meet organizational and logistical duties.

This makes the work of teachers easier and gives a base to develop teaching and method further.

charging plans and tablet availability

Charging plans are another of the most important thematic dimensions for good use of the Akelius app.

They include tablets with enough charge from the start of the lesson.

They include sockets in the classroom for emergency use.

They include a designated person or a precise workflow to manage this dimension.

Such organizational aspects can look simple to manage.

But experience from past years shows that such surprises can become real obstacles to constant use of the app.

For this reason, tablet charging is part of the guidelines for using the Akelius app and was reported to schools several times.

This meant that in the self-assessment, managing the organizational flow raised no special problems.

The average score reaches 4.6 out of 6, which is 77 percent of the expected maximum.

Results show that most schools have procedures that ensure charged tablets during teaching activities.

29 of 52 schools, 56 percent, reach the positive band, with 5 or 6 points out of 6.

Only 1 school is in the critical band, with 0 or 1 point.

Overall, schools show they know how important it is to keep tablets charged regularly.

Above all, they organized themselves internally.

Daily availability of tablets no longer seems an obstacle to using the Akelius app.

organizing teaching with the Akelius app

The organization of teaching shows how far the Akelius app is really integrated into teaching and learning.

The average score is 3.1 out of 6, which is 52 percent of the maximum.

Questions in this section covered use of the app in blended learning activities.

They covered managing different needs in the same class.

They covered use of support tools such as headphones.

Overall, schools with at least 5 of 6 points are in the positive band.

This group has 10 of 52 schools, 19 percent.

They say they always use the app in blended learning mode.

They work in small groups or individually to answer different needs.

In contrast, 6 schools, 12 percent, are in the critical band, with scores of 0 or 1.

This comes from little trial use during the school year.

Most schools sit in the middle band.

This suggests the app is already part of school practice.

In many cases its use can become still more systematic and structured.

Overall, teaching organization shows major growth potential.

The main challenge is not the availability of technology.

It is spreading teaching models and methods that integrate the app ever more effectively in learning paths.

3.3 a regional view of school organization

The regional spread of schools in the trial allows a deeper analysis of organizational aspects from a regional view.

Table 2 shows that Lombardy is the main source of participation in the self-assessment checklist.

It accounts for almost two thirds of the whole sample, 63.5 percent.

Emilia-Romagna follows with about one fifth of responding schools, 20.2 percent.

Then come Lazio with 11.5 percent and, to a lesser extent, Piedmont with 3.8 percent⁵.

The next sections analyze each region in detail.

They explore the internal distribution of participating schools.

They describe the main organizational features and point out regional specifics.

⁵ Unlike what was shown before, Veneto is missing from this list.
Data on this specific survey are not available for the comprehensive institute of Veneto.

Table 2, regional distribution of responding schools
Source Fondazione ISMU

REGION	NUMBER OF SCHOOLS COMPREHENSIVE INSTITUTES	PERCENT OF SAMPLE
Lombardy	33	63.5 percent
Emilia-Romagna	11	20.2 percent
Lazio	6	11.5 percent
Piedmont	2	3.8 percent
TOTAL	52	100 percent

Lombardy

33 participating schools, 63.5 percent of the whole sample.

Lombardy is the core of the survey.

It gives the most representative picture of how schools use the Akelius app.

Results are particularly positive on organization and infrastructure.

Infrastructure and tablet management reaches on average **73 percent of the maximum score**.

The same holds for **charging plans**, also at **73 percent**.

The **capacity to plan app updates** is slightly lower, at **61 percent**.

This suggests that most comprehensive institutes in Lombardy now have established procedures.

They manage devices and keep them available during lessons.

The picture is more varied on app use and teacher skills.

Organization of teaching scores **51 percent**.

How the app is used and **teachers' digital skills** stop at **45 percent** and **43 percent**.

Schools have built solid operating conditions for the app.

Significant differences remain in how fully they bring the tool into daily teaching.

In other words, the infrastructure is established.

The main room for growth is spreading the skills and teaching methods that use all functions of the Akelius app.

Emilia-Romagna

The **11 schools in Emilia-Romagna, 21.2 percent of the sample**, show one of the most balanced profiles of the survey.

Results on the organizational dimensions are particularly high.

Infrastructure and tablet management reaches **86 percent of the maximum score**.

Charging plans reach **88 percent**, the highest value among regions with a significant number of schools.

The **capacity to plan app updates** is also above the sample average, at **68 percent**.

These figures show strong organization and close attention to the logistics that allow daily use of the devices.

Teachers' digital skills are also slightly above the sample average, at **52 percent of the maximum score**.

Some room for improvement remains in **how the app is used, 45 percent**, and in the **organization of teaching, 45 percent**.

These results are closer to the overall average.

Emilia-Romagna stands out for solid organizational and management capacity.

This is a favorable base to develop the methodological and pedagogical side of using Akelius.

Lazio

The **6 schools in Lazio, 11.5 percent of the sample**, are one of the territorial groups with the most positive results overall.

These schools score above average in almost all dimensions surveyed.

Teachers' digital skills reach **60 percent of the maximum score**, against an overall average of 47 percent.

Charging plans reach **83 percent** and **infrastructure and tablet management 79 percent**.

The result on **organization of teaching** is particularly significant.

It reaches **78 percent of the maximum score**, well above the sample average of 52 percent.

The **capacity to update the Akelius app** is also slightly above the overall average, at **67 percent**.

How the app is used is in line with the overall average, at **46 percent**.

The most interesting point is not a single figure but the consistency of the results.

Lazio appears to be the territory where organizational, technological and teaching aspects are best integrated, at least by the schools' own self-assessments.

The schools have the technical conditions.

They also turn them more often into structured teaching practice.

Piedmont

The **2 schools in Piedmont, 3.8 percent of the sample**, have quite different profiles. Read the results with particular caution.

On the positive side, **planning app updates** reaches **75 percent of the maximum score**.

Infrastructure and tablet management is also **75 percent**.

Both schools have organizational and technological bases adequate to support use of the Akelius app.

Results are weaker on **how the app is used, 25 percent**, and **organization of teaching, 33 percent**.

These dimensions show the greatest critical issues.

Teachers' digital skills reach **50 percent**.

Charging plans for tablets stand at **58 percent**.

The sample is small.

Still, the main opportunities for development do not concern the availability of tools.

They concern using the tools systematically in teaching and learning paths.

closing summary

Overall, the self-assessment shows schools that mostly have the organizational and technological conditions to use Akelius effectively.

The strongest dimensions are **tablet management** and **charging plans**.

The challenges ahead are mainly **how the Akelius app is used, teachers' digital skills** and **full integration of the tool into teaching practice**.

In other words, the issue is not the availability of technology or its practical management.

The issue is the capacity to use all its teaching potential for the benefit of learning.

The Akelius app sits in a favorable context.

Keep strengthening training, invest in sharing experiences and spread good practice.

This can turn good existing infrastructure into more effective and systematic use of the tool in schools.

4

Akelius teachers, profiles, training and experience



4. Akelius teachers, profiles, training and experience

This chapter describes the teachers in the Akelius trial in school year 2025/26.

It follows their training path.

It shows their active role in the trial activities of the program.

The Akelius trial brings challenges.

The training offer for this school year answers them in modular, progressive steps.

It combines technical guidance on digital tools, teaching theory and inclusive practice.

The next sections describe the paths that structured the work with teachers.

The introductory course runs asynchronously.

It is the first step before starting the trial with the Akelius app.

Two **asynchronous courses** cover integrated digital teaching.

They are Making Italian with Akelius in the L2 workshop and Making language education between Italian L2 and foreign languages.

There are also **workshop activities**.

The Akelius trial workshop focuses on classroom practice.

The reflective support workshop for inclusion and the pedagogical support encourage sharing and joint planning among teachers⁶.

4.1 a mosaic of profiles

Teachers took part in school year 2025/2026 with wide and varied professional paths.

They form a true **mosaic of skills and profiles**.

340 people took part, from 71 comprehensive institutes in 100 municipalities across Italy.

The group is clearly mostly female, about 91 percent.

Most are between 36 and 64 years old, 235

⁶ All the courses mentioned are accredited on the S.O.F.I.A. platform of the Ministry of Education and Merit.

teachers.

About a quarter, 99 teachers, are under 35.

Only 3 are over 64.

Almost all participants hold Italian citizenship, 337 of 340.

Most teach in primary school, 210 teachers.

The rest teach in lower secondary school, 127.

The linguistic, artistic and expressive area is the largest, as the chart below shows.

The historical, geographic and social area has 47, the mathematical, scientific and technological area 46.

A small group of 24 reports other subjects or mixed assignments.

Examples are Italian with history and geography, enrichment, and preschool teachers.

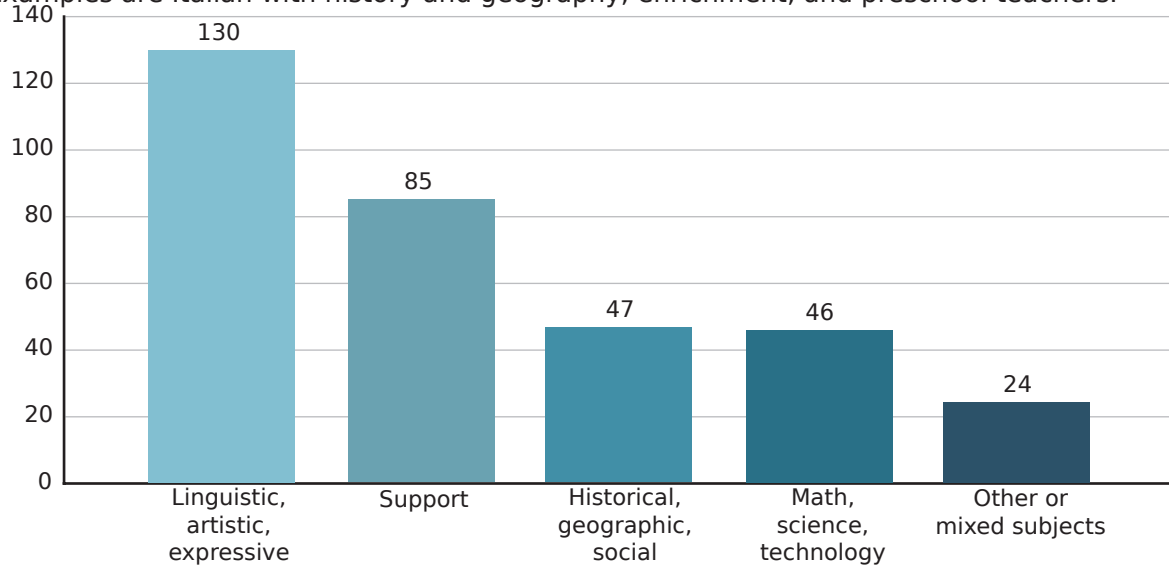


Figure 3, distribution by subject area

Among teachers in the language area, about one third also teach a foreign language.

80 teachers out of 340 have specific training in teaching Italian L2.

Most of them took training paths on teaching and learning Italian L2, 45 cases.

Next come those with a specific certification such as DITALS, DILS-PG or CEDILS, 13 cases.

Then come specific master's or degrees in language teaching, 9 cases.

Some teachers report combined paths of course, certification and master's, or individual experience.

Examples are teaching Italian L2 at a foreign university or a thesis on child bilingualism.

A survey of teachers in April shows who used the Akelius app.

Mainly curricular teachers inside the school used it, about 70 percent of 126 cases.

In some cases L2 specialist teachers worked alongside them.

A mixed group of support and enrichment staff and intercultural contacts sits under Other.

About 38 percent of respondents also hold a coordinating role.

The main area is inclusion and intercultural education, 59 teachers.

Others are digital innovation, school plan management and documentation, safety, assessment, training and guidance.

Almost all respondents used the app to teach Italian L2.

About 81 percent came to it for the first time this school year, 275 teachers.

The other 19 percent, 65 teachers, already used it in earlier school years.

4.2 the introductory course

From school year 2025/2026 an introductory course prepares teachers to use the Akelius app.

It answers a need from earlier editions, to give all teachers basic training.

Experience showed that teachers and facilitators came to the app at different times of the school year.

They could not always join the planned training.

They could not always count on informal support or tutoring from trained colleagues.

The preparatory path gives the essential knowledge and skills to start teaching with Akelius.

The **introductory course** runs asynchronously and lasts 2 hours.

It prepares for the later intensive courses.

It serves facilitators and teachers who want to bring the Akelius app into teaching Italian L2 and foreign languages.

The course familiarizes participants with the structure and functions of the platform.

It gives the basic skills to navigate the app and use it in blended learning.

It also covers the technical side of setting up and maintaining devices.

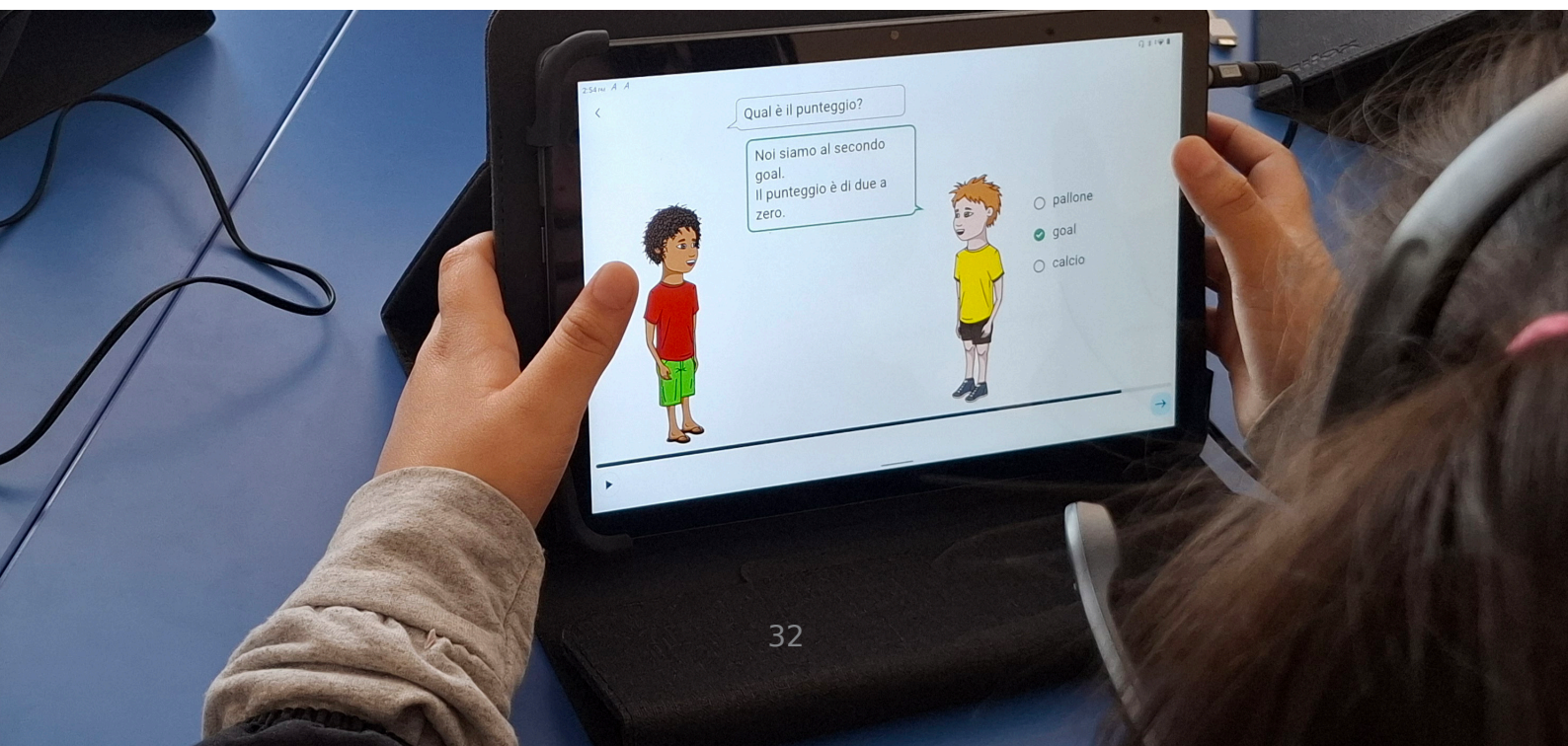
It shows the main ways to access and manage digital content.

It shows how the teacher profile helps monitor student progress.

It gives particular attention to the user experience from the student's point of view.

It explores the interactive functions and gamification elements of the language learning path.

The course has five units, shown below in the content summary.



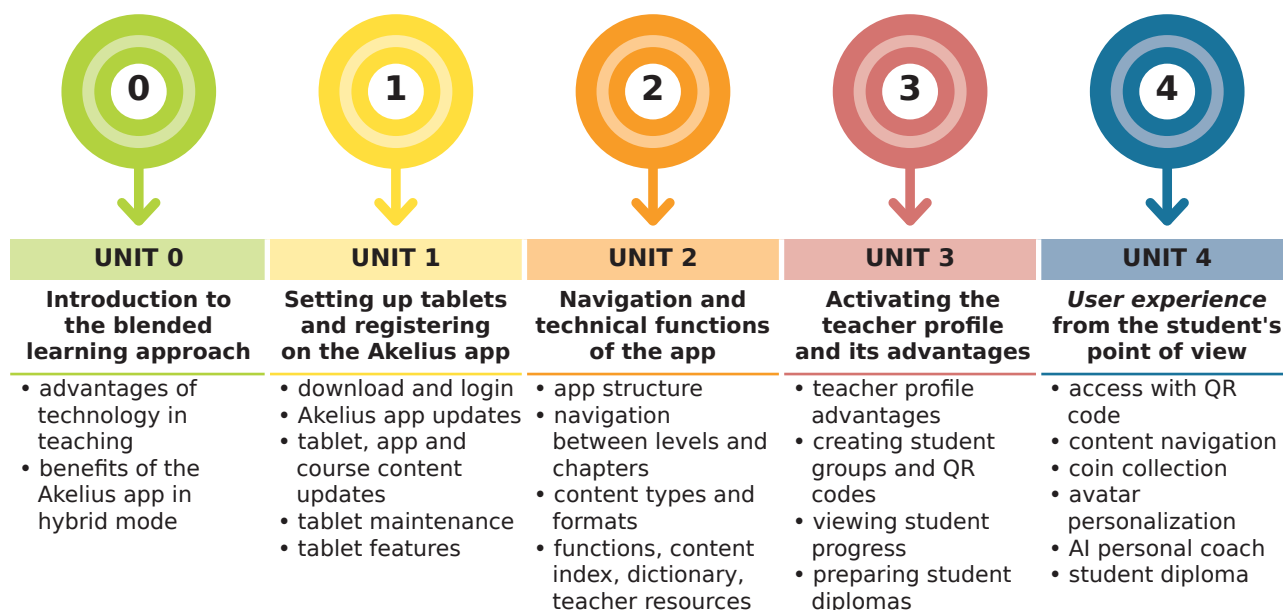


Figure 4, introductory course: content summary

4.3 asynchronous training, blended learning at hand

The training paths⁷ also run asynchronously.

They serve teachers in primary and lower secondary school.

They support a more aware use of the Akelius app for teaching and learning languages in blended learning.

The support is complete and flexible.

The two courses answer varied, complementary needs of teachers and schools.

They support workshops and Italian L2 courses.

They also bring language work into the class, for L2 and foreign languages.

TITLE	RECIPIENTS	EDITIONS	TOTAL HOURS	TOTAL PARTICIPANTS
Making Italian with Akelius in blended learning in the L2 workshop	Facilitators and Italian L2 teachers in language workshops outside the classroom	Active since February 2025, ongoing	7 hours of recognized training	98 teachers as of 2026-06-18
Making language education with Akelius in blended learning Italian L2 and foreign languages in class	Foreign language teachers and teachers of other subjects and support	Active since March 2026, ongoing	4 hours of recognized training	19 teachers as of 2026-06-18

Figure 5, course summary

⁷ U.E. 26 brief Akelius draft 1.



The **first path**, Making Italian with Akelius in blended learning in the L2 workshop, serves facilitators and Italian L2 teachers in workshops outside the classroom.

It builds blended learning skills.

Blended learning flexibly mixes face-to-face activities and digital resources.

Participants explore Akelius materials and tools and apply them to teaching Italian L2.

The course covers language skill development.

It covers mixed and multilevel groups, typical of L2 classes with differentiated abilities, CAD.

The content summary below shows the modules.

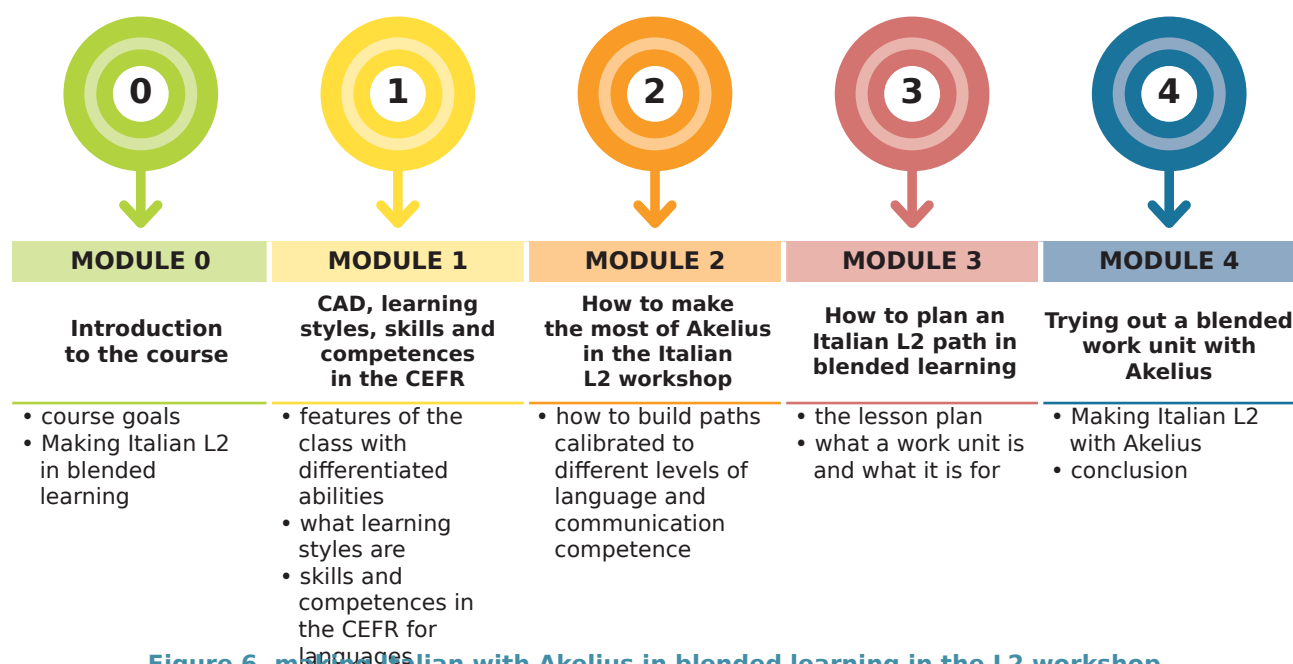


Figure 6, making Italian with Akelius in blended learning in the L2 workshop

The **second path**, Making language education with Akelius in blended learning, Italian L2 and foreign languages in class, serves a wider audience.

It includes foreign language teachers, teachers of other subjects and support teachers.

Its goal is a hybrid approach to language education in all its forms.

It uses Akelius for Italian L2 and for foreign languages.

The course gives tools to design blended learning activities in class.

It differentiates teaching proposals.

It includes the different styles and levels of learners.

Teachers work on Italbase and Italstudio activities and on plurilingual language education.

They see how to combine Akelius activities with face-to-face proposals.

This develops several language and communication skills at once.

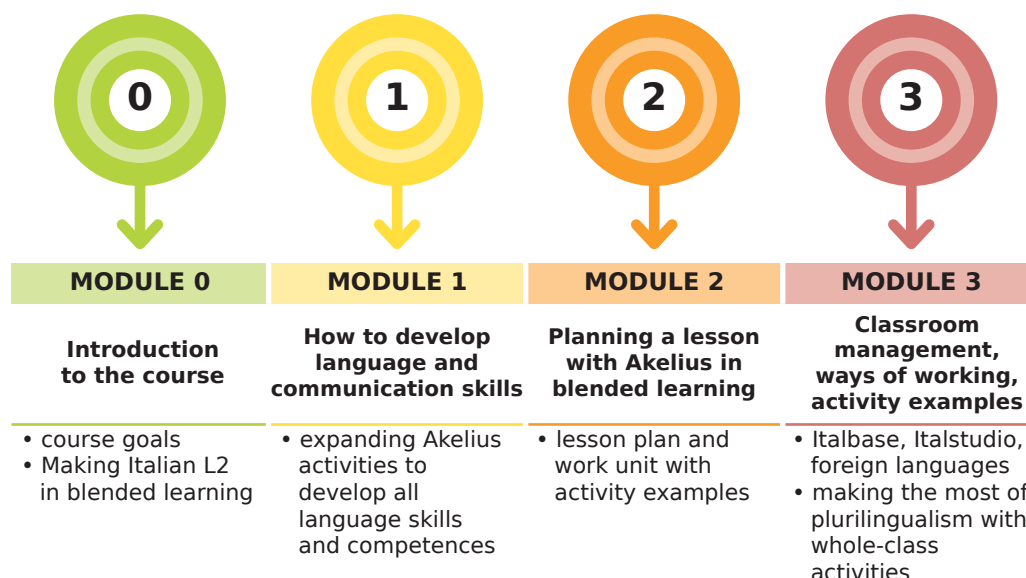


**Figure 7, making language education with Akelius in blended learning
Italian L2 and foreign languages in class**

Both intensive courses reach teachers who are partly not language education specialists.

A central part introduces blended learning, with its main advantages and possible critical points for teachers and students.

The courses also deepen the language and communication skills of the Common European Framework of Reference for Languages, CEFR.

They focus on managing classes with differentiated abilities.

They propose strategies to use the platform in several ways.

One way is small groups of students newly arrived in Italy in the class, Itabase.

Another is Italian for study, Italstudio.

Another is plurilingual paths for the whole class group.

Overall, the paths have contributed and can contribute to practical skills.

They raise awareness of the role of technology in teaching languages in blended mode.

This matters particularly for building inclusive, flexible learning environments.

some training results, trained teachers have their say

For the first path, Making Italian with Akelius in blended learning in the L2 workshop, satisfaction questionnaires show a very positive response overall.

General satisfaction is high, average 4.37 out of 5.

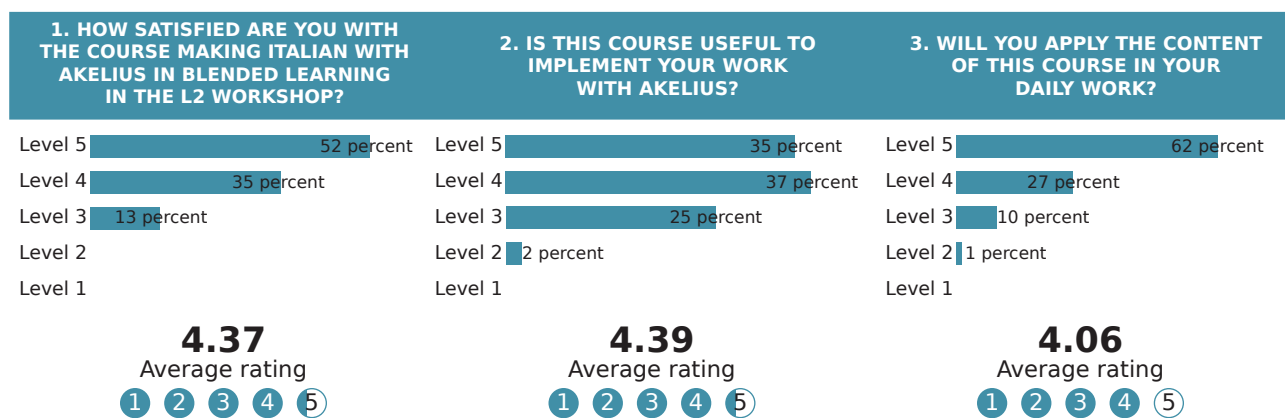
Perceived usefulness for teaching practice is 4.39 out of 5.

This confirms the content fits the needs of teachers in Italian L2 workshops.

The applicability score, 4.06 out of 5, shows good transfer of what teachers learned.

It also shows the need for time to test and adapt to different school contexts.

The reason is probably managing mixed and multilevel groups.



For the second path, Making language education with Akelius in blended learning, Italian L2 and foreign languages in class, results are similarly positive.

In some cases they are better.

General satisfaction reaches an average of 4.62 out of 5.

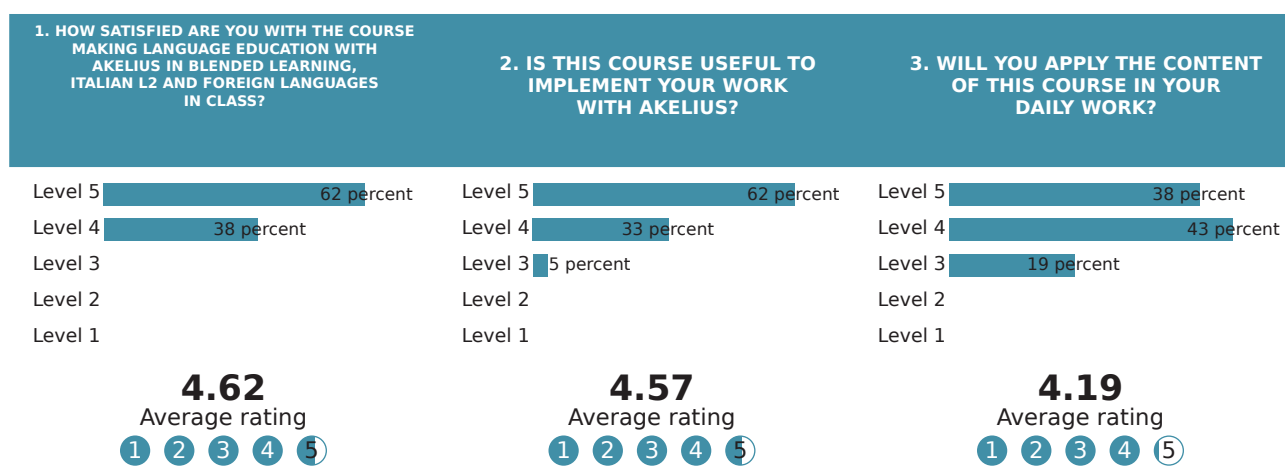
Perceived usefulness for teaching practice stands at 4.57 out of 5.

This shows the proposals matter for teachers of different subjects.

The applicability score, 4.19 out of 5, confirms good transfer of the activities.

This holds in particular for designing differentiated, inclusive teaching.

It serves both newly arrived students and the whole class group.



Teachers' **comments** on the **first intensive path**, Making Italian with Akelius in blended learning in the L2 workshop, confirm the figures.

They highlight areas of particular appreciation.

They give useful pointers for more aware, effective use of Akelius.

• Applicability and practicality

Teachers value the practical side of the path, described as "clear, practical and full of activities to apply right away".

They value the "practical lesson ideas" and the chance to bring learning straight into class.

Some suggest adding "more practical examples" and "more concrete examples of paths".

- **clarity of content**

Some feedback highlights "clarity of content", "simple concepts" and "clear, complete explanations".

The path is seen as well structured and easy to understand.

- **asynchronous mode**

Teachers see this mode as a strength for its "flexibility".

They particularly value that the course "can be taken at any time".

They value that it lets them "review the lessons" as they need.

- **variety and systematic order of activities and content**

Some participants stress the "variety of teaching proposals" and the "richness of materials".

The path is clearly organized, described by "variety and sequence of proposals" and a "clear and systematic" design.

- **personalized learning**

Another valued element is adapting activities to the different needs of the class.

Teachers cite the "possibility to adapt activities to different learning styles", "differentiated paths for different abilities" and the chance to "personalize learning at each student's own pace".

This matters particularly in contexts with high linguistic and cultural diversity.

Teachers' **comments** on the **second intensive path** also confirm a very positive overall assessment.

The path is Making language education with Akelius in blended learning, Italian L2 and foreign languages in class.

- **usability of the training offer**

Teachers value the "usability" and a structure "organized in easy, interesting steps".

They can follow the path on their own.

They easily reach materials they can use right away.

- **clear content and gradual path**

Teachers highlight "clear presentation", "clear explanations" and "clear, complete videos".

The progressive organization, seen as a "structured path", supports gradual, accessible learning.

- **methodology adopted**

The methodology is valued for combining theory and application.

Participants stress that "theory and practice go hand in hand".

They like the "interactivity" of the proposal.

- **concrete examples**

Among the most appreciated aspects are "concrete examples", "many teaching examples" and "examples of activities".

Teachers see them as essential to understand how to use the platform in different school contexts.

Some suggest strengthening this with "more practical activities" and materials from real experiences.

An example is "videos or photos of activities carried out in schools".

- **ease of carrying out activities**

Teachers see the proposed activities as easy to transfer to school contexts.

The "ease of carrying out the paths"

and the tools available for lesson design show this.

The path is usable in daily work.

- **differentiation across levels**

Teachers particularly value working at several levels within the class.

They stress "the chance to work on the same topic at different levels" and "class work at different levels".

They also stress attention to "different types of learning".

They see these as central for managing mixed, multicultural contexts.

4.4 synchronous Akelius trial workshops

TITLE	RECIPIENTS	EDITIONS	TOTAL HOURS	TOTAL PARTICIPANTS
Workshops to test Akelius teaching activities and materials	Italian L2, foreign language, subject and support teachers who use Akelius in class or in the L2 workshop	Five	10 hours of training, 6 online and 4 of <i>project work</i> to test activities in class or in the L2 workshop	48

Figure 8, trial workshops

The main goal of the synchronous trial workshops was to give participants **methodological and teaching strategies to extend and enrich the activities on the Akelius platform**.

The path aimed to support designing and producing teaching expansions of Akelius activities.

The expansions strengthen both receptive and productive sides of language in balance.

To this end, Fondazione ISMU trainers built **twelve activity expansions** from several sections of the platform.

The sections are Song, Composition, Geography, Guess, Science, Variations and Dictionary.

The expansions differ by audience, language competence level and training goal.

The proposals were these.

- **two Italbase and other foreign language activities**

One is for primary and lower secondary learners at **level Pre-A1**.

One is for primary children at **level A1+**.

- **six Italbase and other foreign language activities** for primary and lower secondary students, across language levels **from A1 to A2**.

- **two Italstudio activities**

One is Geography for fourth and fifth grade of primary and for lower secondary at **level A2 to B1**.

One is Science for the same audience at **level B1+**.

- **two activities to value plurilingualism**

One is for primary school and one for lower secondary school.

Both run with the whole class, including Italian-speaking students.

workshop structure

The workshops ran in **three synchronous online meetings**.

The teaching design combined **theory with applied and reflective activities**.

The meetings covered blended learning.

They covered language and communication skills and competences from the Common European Framework of Reference for Languages, CEFR.

They covered cooperative learning and the role of plurilingualism in teaching and learning languages.

The first two meetings presented the twelve Akelius activity expansions the trainers produced.

Participants had to test them in class and adapt them to the classroom where needed.

They documented the results at the next meeting.

The method used a **gradual progression**.

It starts with observing and analyzing the activities the trainers prepared.

It moves to testing them in school contexts.

It ends with teachers designing new activities on their own.

Each meeting included small group discussion and then plenary discussion.

This supported collaborative reflection and shared building of professional knowledge.

trial results

Across the five workshop editions, **71 activities** were tested in all, **42 in primary school and 29 in lower secondary school**, as Table 1 describes.

Italbase interventions are the most frequent.

They are followed by activities valuing plurilingualism, then Italstudio and foreign languages.

Table 2 shows the activity types, Italbase, foreign languages and Italstudio, by language level⁸.

The language levels involved show most activities at beginner levels, particularly Pre-A1 to A2.

This confirms the focus on supporting learners mainly in first acquisition of the language of schooling.

Table 3, trial results I

	ITALBASE	FOREIGN LANGUAGES	ITALSTUDIO	PLURILINGUALISM	TOTAL
Primary school	21	3, English	8	10	42
Lower secondary school	17	1, French	4	7	29
TOTAL	38	4	12	17	71

⁸ The table leaves out plurilingualism activities because they target no specific level.

Table 4, trial results II

	PRE-A1	A1	A1+	A1 TO A2	A2	A2 TO B1	B1+
Italbase	10	5	7	10	6	none	none
Foreign languages	2	0	2	0	0	none	none
Italstudio	none	none	none	none	none	4 geography	8 science

As Tables 3 and 4 show, about 65 percent of activities were tested in class.

The other 35 percent ran in the L2 workshop.

About **65 percent were adapted** to the context.

35 percent ran without substantial changes.

This suggests **high transferability of the proposals.**

It shows **teachers' capacity to run targeted interventions for the needs of their classes.**

Table 5, trial results III

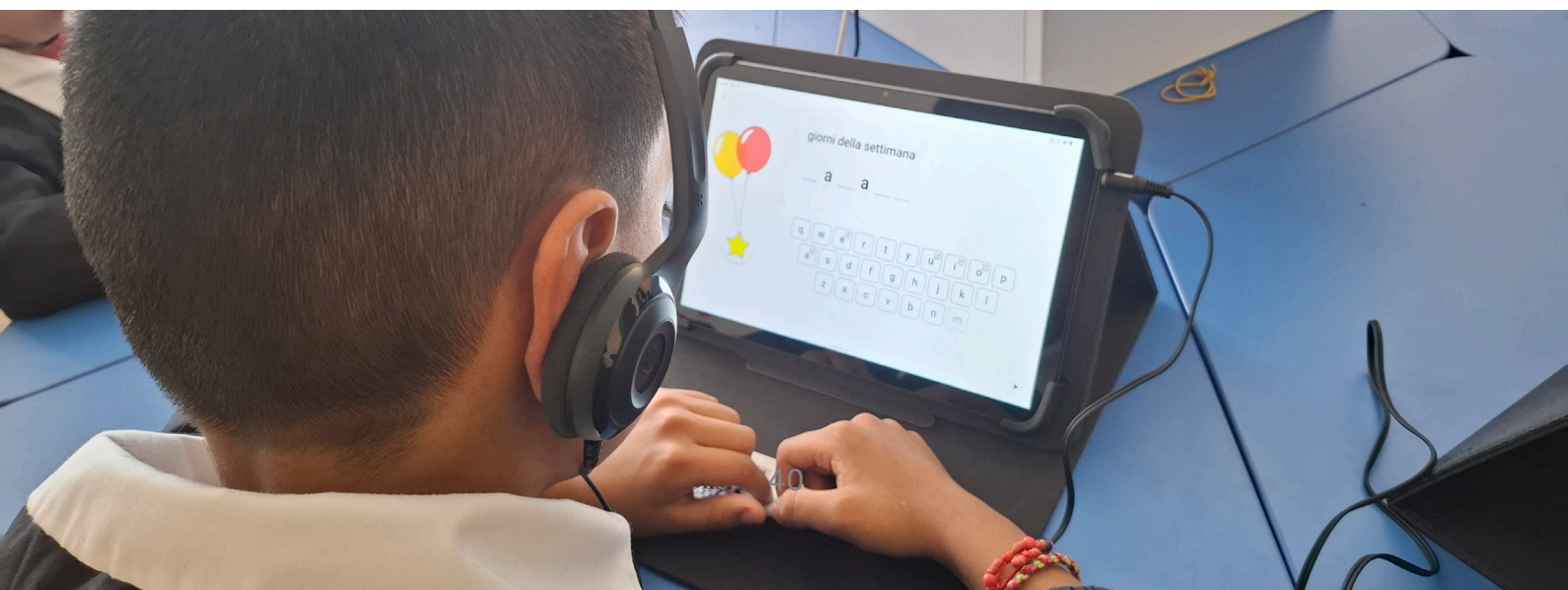
	ITALBASE	FOREIGN LANGUAGES	ITALSTUDIO	PLURILINGUALISM	TOTAL
In class	21	3	10	12	46
In L2 workshop	17	1	2	5	25

Table 6, trial results IV

	ITALBASE	FOREIGN LANGUAGES	ITALSTUDIO	PLURILINGUALISM	TOTAL
With adaptation	22	2	8	14	46
Without adaptation	16	2	4	3	25

According to the report forms, **in 70 of 71 cases the trial had positive to very positive results.**

The only critical case came from the particular complexity of the class group involved.



The figure shows some teacher observations.

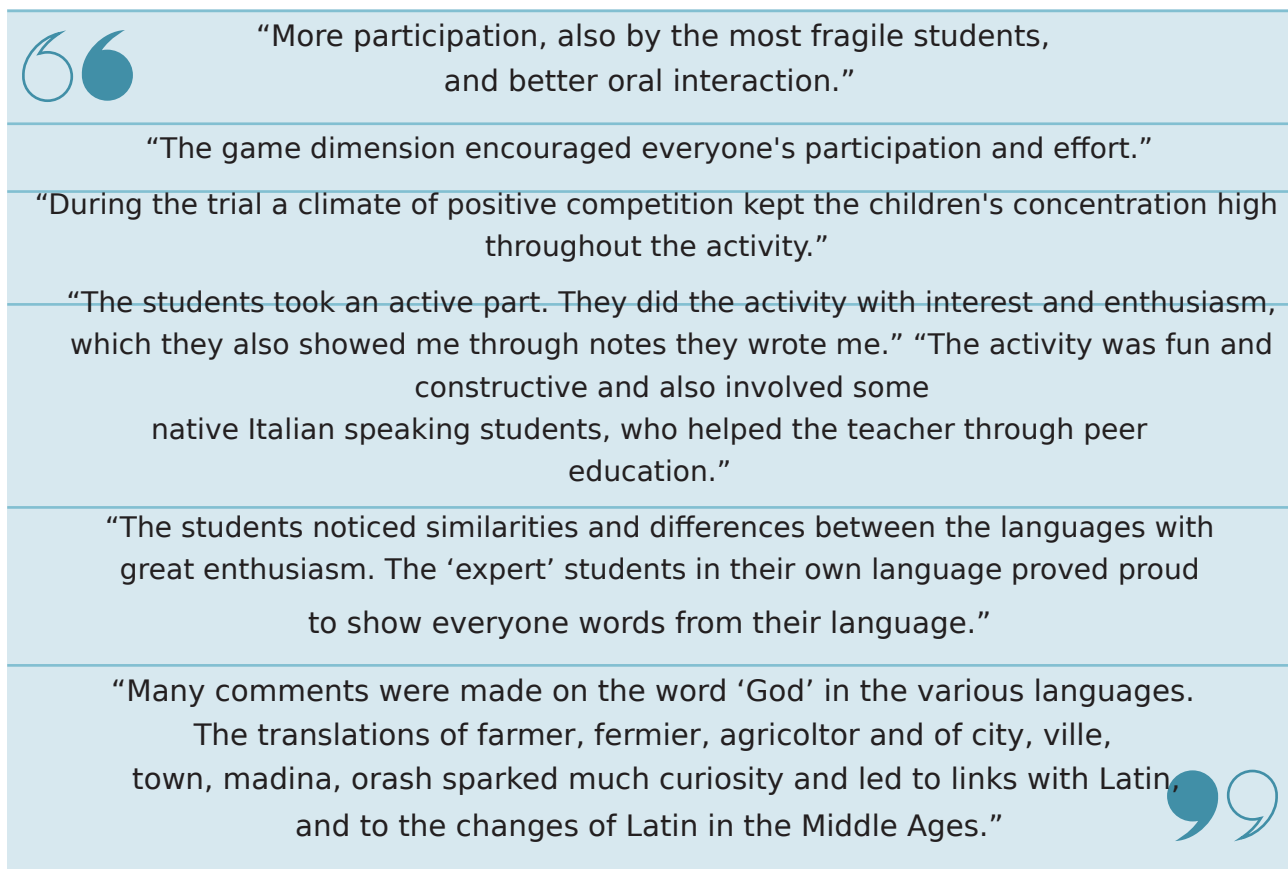


Figure 9, teacher observations

Teachers produced **11 Italbase activities** and **2 foreign language activities**.

Of the 11 Italbase activities, 9 are for primary learners, one for lower secondary and one for both school levels.

Of the 2 foreign language activities, one is French for lower secondary school and one English for primary children.

All materials produced, tested and adapted went into a publication.

Teachers and schools can use it⁹.

Most teachers say they are **satisfied with the workshop activity**.

They feel they received useful tools to bring Akelius into their teaching practice.

The workshop satisfaction questionnaire shows these **strengths**.

- the **workshop format** with the needed theory and methodology
- the offer of **simple, effective activities** for school
- testing in class and then **comparing with colleagues**
- work in **small groups**
- exchange and **interaction between colleagues from different schools**

⁹ You can read the materials at <https://www.ismu.org/unicef-akelius/>.

- attention to **design** as the founding element of teaching practice
- focus on **interaction between students** and on **inclusion for the whole class**

Teachers also name areas to improve.

They ask for more meetings and more relaxed time to test.

They ask for more activities to test in the field.

They ask to design whole blended learning paths.

They ask to differentiate training proposals by school level.

4.5 reflective support workshop for inclusion and pedagogical support

TITLE	RECIPIENTS	EDITIONS	TOTAL HOURS	TOTAL PARTICIPANTS
Reflective support workshop for inclusion	Italian L2, foreign language, subject and support teachers who start using Akelius	1	Six hours of synchronous training	3
Pedagogical support	Italian L2, foreign language, subject and support teachers who start using Akelius	1	Two hours of synchronous training	6

Figure 10, reflective support workshop

This continues the training of past school years, especially the work in communities of practice.

The reflective support workshop and the pedagogical support aimed to accompany teachers in an exchange.

The exchange covered **how they think about and set up inclusion at school**.

It also covered how **Akelius** can serve as an **educational mediator** in this process¹⁰.

The proposals let teachers recall their **explicit knowledge**.

This is their own knowledge of school inclusion, how they apply it, and what they find functional or critical in their practice.

They also recalled their **implicit knowledge**.

This is what they learned from the classes they work in about a specific form of school inclusion, and how different organizational contexts shape it.

Together these elements brought out practical knowledge from sharing each person's knowledge.

It is the result of the workshop path.

The workshop covered these themes.

The theoretical framework on inclusion and the effects of a critical reading of it on professional practice.

Analysis of participants' experience aimed at inclusion.

Design of an inclusive teaching proposal with Akelius.

Overall feedback on what was done.

¹⁰ The paths drew on ideas from the study and research approach called Clinica della formazione, the training clinic. Its aim is to make explicit the explicit and implicit pedagogical dimensions of professionals' practice. The hypothesis is that bringing these dimensions out lets teachers act in daily work with more awareness.

First, the path clarified how the Akelius app can be an inclusive tool for all students, with their particular traits.

These include specific learning disorders, special educational needs and emotional fragility.

It targeted subject and support teachers.

It paid particular attention to those with less than 5 years at school.

structure of the proposals

The reflective support workshop opened with a first meeting.

It gave an overview of social and school inclusion definitions.

It reflected on **social inclusion as a process** with several levels.

The macro level covers policies and laws that promote inclusion or produce exclusion.

The meso level covers how organizations apply inclusion through policy or services.

The micro level covers the inclusion or exclusion of vulnerable groups in relationships.

The meeting then presented **school inclusion** through a **system perspective**.

The whole school community takes part in inclusion, each in its own part.

The school is a whole where everyone ideally holds a piece of a puzzle¹¹.

Two activations supported this content.

They began to show how to shape an **inclusive teaching posture** in specific contexts.

• activation 1

Reflection on the question "When you think of INCLUSION, which main dimensions come to mind?"

What does the term mean in your personal and professional daily life?"

• activation 2

Individual work "Using online resources or original material, show in a collage of images and text what being an inclusive teacher means to you."

Teachers' feedback shows the **inclusive teacher as an activator of possibilities**.

This teacher creates conditions for everyone to take part.

They adapt spaces, times and tools, "come down from the teacher's desk" and organize flexible environments.

They value group work and recognize different learning rhythms.

The teacher becomes a "tool" that orchestrates different methods, from frontal lessons to cooperative work.

As in an orchestra, the goal is to "play the same music with different instruments".

Technology is one of the most powerful media to make inclusion real.

Teachers can "break down barriers" and widen learning possibilities.

Including means valuing every student and **building a class like a network, where every element is essential**.

The group becomes a resource, and learning a shared process, in which even

¹¹ Booth and Ainscow, 2014.

roles change.

Students can become protagonists.

The teacher becomes a guide who makes this widespread participation possible.

The workshop then let teachers re-read the design of a lesson through its many elements.

These can be seen as an **educational device**¹².

- **meanings**, learning goals and expectations
- **strategies**, teaching methods
- **contexts**, spaces, times and people
- **affects**, moods, emotions and relational dynamics

Combining these elements can support reflection on how inclusion is thought and acted on in each class.

It lets teachers see which parts of their practice fit the context best.

It shows what to rethink.

The device lens guided the two activations of this meeting.

• **activation 1**

Critical re-reading of a teaching proposal that uses Akelius.

• **activation 2**

Reflection on an episode from this task "Tell of a success or failure linked to setting up inclusive teaching practices.

If possible, refer to a time you used Akelius.

Give as much detail as possible on time and place, your actions, the protagonists and their interactions, the feelings raised and any other relevant human or non-human element."

Re-reading the case study and the episodes shows that inclusive teaching comes from **intentional, personalized design**.

It fully works through **adaptation along the way**.

In one story, materials prepared in advance, "videos, audio, texts with exercises and simplified tasks", let a student usually left aside take part.

He began "to raise his hand often" and created a "serious, collaborative climate".

In another, a **structured environment**, "desks in islands, interactive whiteboard, a PC for every student", and **differentiated activities** met **the unexpected**, a "moment of embarrassment, almost inadequacy".

Immediate mediation, "simplified questions, accompaniment", created **active participation** by everyone.

In a third, an engaging proposal, "we drew the roles and started to act out", showed the **risks** of unpredictability, "shouting and a situation out of control".

It showed the need to rethink the proposal.

Overall, from the

¹² For the idea of education as a device, see Massa, 1987.

participation in the two activations shows how an inclusive teacher must design from the needs of individuals and of the class group.

The teacher must also **re-read** and **re-orient** the situation continuously.

The teacher holds together intention and response to the unexpected.

The final steps of the workshop focused on **design**, always in reference to inclusion and to the lesson as a complex device of several elements.

The discussion started from the teaching proposals teachers imagined after the activation.

• **activation 1**

We are in a lower secondary school, in a second grade class of 16 students, 8 boys and 8 girls.

[...]

It is the first hour, 8:15 AM, until 10:30 AM, including a 10 minute break.

The activity is for the whole class.

Two teachers are in the room, the Italian teacher and the support teacher.

The lesson topic is emotions.

Design an inclusive teaching activity that involves the whole class group as much as possible.

Consider the dimensions of the device, contexts, meanings, affects and strategies.

Include analog and digital tools such as Akelius.

The imagined proposals fit the **Akelius Guidelines**¹³.

Digital and analog integrate.

Cooperative work becomes central to build shared meanings.

One idea starts from Unit 36¹⁴ of the app.

It combines technological and other tools, which supports **participation**.

"Big printed" emoticons **integrate** with platform activities, "I let the students do quizzes and riddles", and an **interactive dimension**, "a Google Chat where the teacher simulates a conversation".

Also from Unit 36, another proposal has a **cooperative workshop moment** to write a short detective story.

Another work on emotions starts from Unit 74¹⁵, which treats friendship.

It integrates **digital input with bodily and collaborative activities**.

Teachers project the app's proposals and build "situation cards" and a short "staging".

Students reflect on experiences and relationships, "How do I feel? How do others feel?"

The ideas show an inclusive proposal through a **hybrid, participatory teaching design**.

The Akelius app works with other supports.

This makes learning meaningful and shared.

the pedagogical support activity

As stated in the introduction, the pedagogical support activity ran alongside the reflective support workshop meetings.

It served individual comprehensive institutes, to encourage

¹³ https://www.ismu.org/unicef-akelius/wp-content/uploads/2025/01/Linee-guida-per-scuole_Versione-dic2024.pdf

¹⁴ Unit 36 treats emotions and moods.

¹⁵ Unit 74 treats friendship, communicating with friends on social media and spending time together.

trying out the app.

It worked with people already familiar with Akelius.

It built a moment to bring possible concrete examples of use.

It weighed the elements that ease or limit an inclusive teaching experience.

As in the second workshop meeting, the discussion started from a story of a success or failure.

The story linked to participants' work setting up inclusive teaching practices.

It referred to Akelius or other tools.

Teachers tried to ask these questions, "What made that moment, that lesson, effective or not effective?

Why was it particularly incisive or not from an inclusion point of view?

What made it so?"

A shared idea emerged clearly among teachers, **the learning value of experience lived together** as a starting point for meaningful learning.

They stressed valuing students' differences and experiences, not in a forced way, but mainly when they link to events that involved everyone.

Examples are a trip, an experiment at school, or an image or video watched in class.

In this view, it matters not only to share experience but also to reflect on it.

Starting from lived experience makes learning more accessible, deep and lasting.

Abstract content is harder to understand and consolidate.

The Akelius app can also support teaching, with visual stimuli and guided activations that serve as a base for observation and discussion.

Next, teachers discussed **time** as a key lever for inclusion.

With specific learning disorders or special educational needs, **plan differentiated times and tasks calibrated to each student.**

Not everyone can access activities in the same way.

This attention builds **teaching as "orchestration"** that truly fits each student's possibilities.

It avoids goals set only by adult expectations or a performance logic.

The focus shifts to the **quality of the learning experience.**

The question is how each student can find their space and feel good in the path.

Doing inclusion means responding concretely to each person's skills and needs.

It uses intentional, flexible choices that attend to differences.

The discussion also stressed the importance of **defining a common goal for the lesson.**

The goal can take different forms.

It can be built into **game** activities, which carry relevant content and meaning in a light, engaging way.

Here the Akelius app is a useful tool, with a variety of activities such as crosswords, word searches and completion exercises, for example finding missing letters.

These proposals work on language skills **in an accessible, gradual way.**

Methodologically, teachers can place such activities at different moments of the lesson, introduction, development or conclusion,

to widen students' **involvement**.

Some students take part more steadily in the central phases of a lesson.

Short game activities can also activate those who tend to be less involved.

Adjusting the level of difficulty also lets teachers **differentiate proposals**.

Another teacher's words show Akelius as a starting point to develop teaching proposals further.

It adds **creative elements** such as images, collages or other individual or small group activities.

This type of proposal **consolidates learning**.

It also **values each student's skills**.

In this view, an inclusive teaching posture means actively involving all students in the proposed activities.

It limits passive roles.

It encourages direct, aware contributions to the learning process.

participant evaluation of the workshop and pedagogical support

At the end of the activities, teachers answered an evaluation questionnaire.

The main results follow.

- An **active listening** stance proved essential for open, constructive discussion.
It helped find shared perspectives on inclusion and mutual enrichment.
- The theory **widened how teachers understand inclusion**.
It helped build a cross-cutting approach to guide teaching proposals.
Reflection on collaboration between school and local organizations proved useful.
Teachers see it as a key element for effective inclusive practice.
- The **comparison of effective and ineffective professional experiences** let teachers reflect on building quality teaching better and better.
- **Small group** work was reassuring and motivating.
Seeing the strategies colleagues use for similar problems gave concrete ideas to improve and new operating perspectives.

Overall, the workshop format is a key tool to promote awareness, critical rethinking and continuous professional development.

For the future, teachers pass on the following.

- They suggest more reference to **concrete examples of teaching activities**.
These can serve as models easy to transfer to daily practice.
- They hope to try Akelius with the support and supervision of **experts**.
Guided support would build technical skills.
It would also build a more aware reflection on methodological and teaching choices.
- They see further **structured support materials** as possible added value for the path.

Overall, these suggestions show the need for a training approach more oriented to concreteness, guided testing and transfer to teaching practice.

To meet these needs, the program produced teaching materials¹⁶ teachers can use directly. They range from the activities tested¹⁷ in the workshops to blended learning teaching units. They are designed for daily use in class.

The training proposals are the asynchronous courses, the trial workshop, the reflective support workshop and the pedagogical support.

A few recurring, cross-cutting elements stand out.

The training paths of school year 2025/26 continue the previous years.

They are **adaptable to contexts**.

They suggest ways of using the app that teachers can actually **use** in teaching practice.

Still, teachers ask for **new examples** and **opportunities to apply**.

This shows the strong experiential side of understanding the platform.

Training mentions it, but actual use in class strengthens it.

The paths also share a strong **link between theory and practice**.

Another relevant aspect across all proposals is shared reflection among teachers.

It is individual reflection in the asynchronous paths.

It is group reflection in the synchronous proposals.

4.6 from training to practice, keys to effective use

The evidence teachers gathered points to some key elements.

They help integrate Akelius into teaching activities and bring out its potential in different school contexts and ways of use.

The ways of use are in class or in the L2 workshop, for Italian L2 or for foreign languages.

First, training must be strongly practice oriented.

It needs **concrete examples, activity models** to adapt to one's own context and **paths** that **transfer to class** right away.

This matches the training needs teachers state.

The most frequent theme in the open survey fields is organizational and pedagogical strategies to integrate the app into the lesson.

Teachers do not ask about technical use of the platform itself.

One testimony sums it up, "It would be useful to receive suggestions on organizational and pedagogical strategies"¹⁸.

Seeing real applications and having operating tools eases the step from knowing the platform to using it in lesson design.

¹⁶ API Cooperativa Sociale prepared the analog materials that support blended learning activities with Akelius.

They cover levels from Pre A1 to B1, split into materials for students and materials for teachers.

¹⁷ Working with Akelius in blended learning, <https://www.ismu.org/lavorare-con-akelius-in-modalita-blended-learning>.

¹⁸ Data from the analysis of the questionnaire given to teachers.

A second element is **clarity linked to the gradual training path**.

Well organized content and a gradual path, with accessible explanations, let teachers structure lessons that combine the platform in blended learning mode.

The chance to work on **teaching differentiation** also stands out.

Teachers see Akelius as a useful tool for classes with different language levels.

It offers personalized paths and activities adaptable to different learning needs.

The figures confirm this.

35 percent of teachers name differentiation by level among their goals with the app.

27 percent use the content index to assign different lessons to students of different levels.

Over half of those who organize pair or group work, 51 percent, mix them by language level to encourage peer support¹⁹.

This matters particularly in today's classes with differentiated abilities and with newly arrived students or students with mixed language skills.

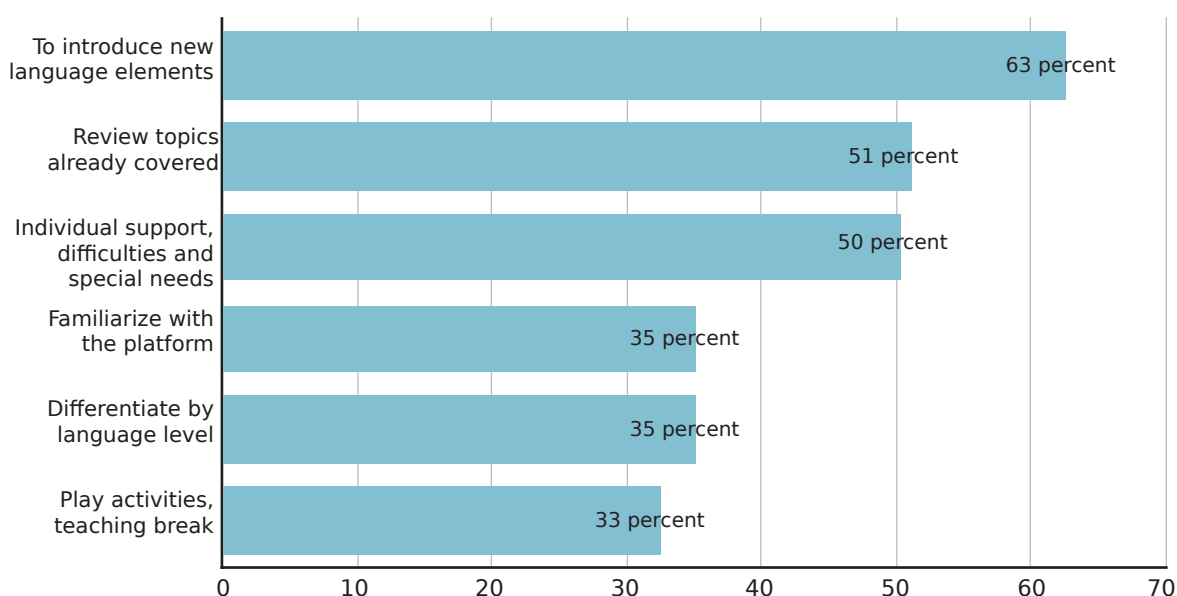


Figure 11, teaching goals pursued

Another supporting factor is the real **integration of digital and in-person activities**.

The data show the app is rarely used alone.

Only 22 percent of teachers use it alone.

Most combine it with worksheets and photocopies, 59 percent, visual materials, 38 percent, or the textbook in use, 28 percent.

Similarly, 59 percent alternate frontal explanation and app activities "sometimes", and 37 percent do so "always"²⁰.

So real blended learning, combining different tools, methods and ways of working, is seen as a chance to raise student involvement and make classroom organization more flexible.

¹⁹ Ibidem

²⁰ Ibidem

Finally, the availability of **varied materials, structured paths and in-depth resources** strengthens teachers' autonomy in designing activities and managing language paths.

It supports a more aware, targeted use of the platform.

Teachers find gamification functions useful, 98 percent, 64 percent "completely" and 34 percent "partly".

9 teachers out of 10 offer listening activities.

Voice recording is known but little used.

This is an area where targeted training could have a proportionally high impact²¹.

Together, these elements show that the effectiveness of Akelius does not depend only on the technology.

It depends on integrating it into clear, flexible teaching design that attends to the diverse needs in class.

²¹ Ibidem

5 The Akelius app in teaching, students, use and results



5. the Akelius app in teaching, students, use and results

This chapter describes the students in the trial from monitoring data.

It also tells how the Akelius app entered daily teaching practice in school year 2025/2026.

It looks at two complementary dimensions.

The first is the concrete ways of use, meaning contexts, time spent, goals and working group make-up.

The second is student response as teachers observed it, meaning autonomy, participation and motivation.

The analysis rests on the experiences of 142 teachers who used the Akelius app²².

5.1 profile of the students involved

To understand the impact of the Akelius trial, map the personal, demographic and school traits of the students who used the platform.

The data show greater use of the app in primary school.

They describe a student population with great cultural variety and specific educational needs.

These needs call for flexible, targeted teaching answers.

age and gender, a very young school population

The student population who did Akelius activities in school year 2025/2026 is 406 male students and 347 female students.

In all, 753 users tried Akelius.

Over all activities from 2021 to today, students who did Akelius activities total 4,027.

This school year the trial concentrated with a slight majority in primary school, **56.6 percent**.

It involved students mainly in the first years of schooling.

Participation peaks at **8 years old**, 14.4 percent of the sample, followed by the

²² The percentages in the text use varying bases, with N stated each time, because not all contributions cover the full range of topics covered

children of **7 and 9 years**, both at 10.7 percent, and of **6 years**, 5.7 percent.

This confirms the tool finds its main use in the early literacy stages.

The trial also spread well to lower secondary school.

There it involved mainly newly arrived students, 68 percent of all secondary students involved, aged **12 and 13**, 29 percent of the total.

By gender the group is nearly equal, with a slight male majority, **52.3 percent** versus **47.7 percent**.

variety of migration background

Citizenship data show a strongly multicultural picture.

The most represented nationality is **Egyptian**, 19.8 percent of all students.

Pakistan follows with 14.6 percent and **Morocco** with 7.2 percent.

Significant shares also come from **Peru**, 6.9 percent, **China**, 6.7 percent, and **Bangladesh**, 5 percent.

The rest come from Albania, Romania, Ukraine, Moldova, India, Senegal and Tunisia.

Very small percentages come from over twenty other countries.

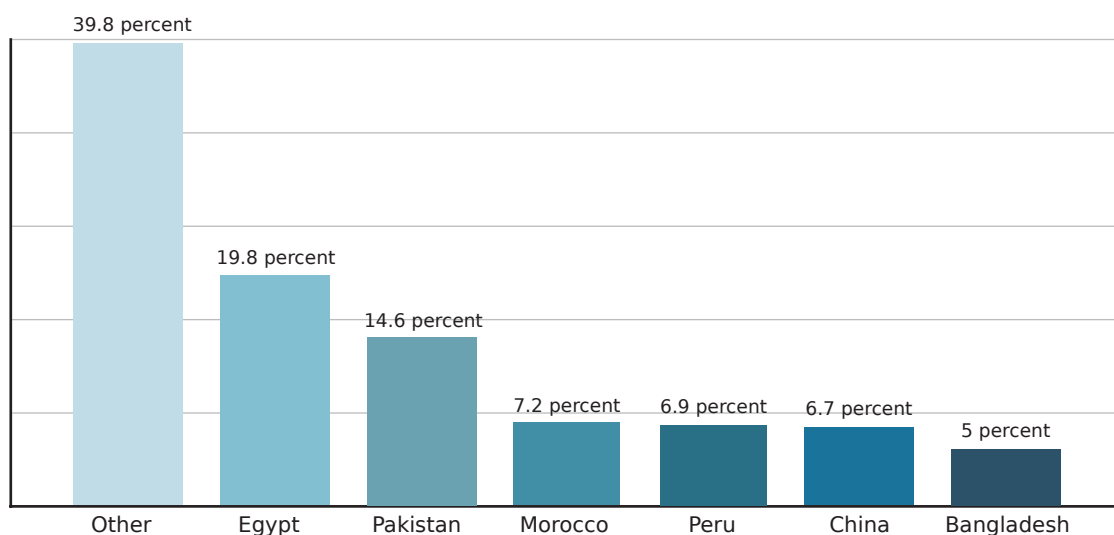


Figure 12

Crossing origin with gender shows a proportional split between boys and girls in almost all communities.

Egypt is the exception, with seven percentage points more boys.

In Morocco girls are better represented.

new arrivals and vulnerability

A key indicator for teachers' daily work is how recently students arrived in Italy and how fragile their migration path is.

The data show **27.4 percent** of the sample are students **born in Italy**.

They often need specific language reinforcement, especially in the first school years.

This holds particularly if they did not attend preschool and grew up in a family context where the parents' mother tongue is mostly spoken.



The challenge of first literacy shows strongly in a second figure. A full **54.2 percent** of the group are **newly arrived students**. They entered the school system for the very first time this year or the year before. Almost one student in four starts without any Italian.

The type of background also shows strong social or institutional vulnerability.

9.6 percent of minors are in Italy with one parent.

0.5 percent are in **foster care**.

0.2 percent of the group are unaccompanied minors.

Finally, the Akelius platform is valuable support for the wider range of educational needs in class.

46.3 percent of the students involved have a certification of **special educational needs** linked to social or environmental factors.

3.4 percent have a diagnosis of **specific learning disorders**.

These figures confirm the tool serves not only as a "language bridge".

It also mediates inclusive, personalized teaching for the whole class group.

5.2 how the app enters daily teaching

In school year 2025/26 teachers in the schools involved ran **215 teaching activities** in all for teaching Italian L2.

This area has always been the core of the Akelius program.

Most activities ran in **small groups**, 98, 45.6 percent.

Next come **individual** activities, 68, 31.6 percent, and activities **structured for the whole class**, 49, 22.8 percent.

There were also **13 activities for teaching foreign languages**.

This is new in the school year under review, after a first trial in the 2021/22 pilot phase.

The app's language area stays clearly concentrated on **Italian L2**, 94 percent of the activities recorded.

Use for teaching **foreign languages** or for a

combined use in both areas stays marginal, 3 percent in each case.

This picture shows the central role of Italian L2 and the direct involvement of curricular teachers.

Within it sit the operating choices on times, contexts and recipients of Akelius app use.

The **final questionnaire for teachers** gives more detail on how the app is used in different school contexts.

Teachers say the most frequent context is the **Italian L2 language workshop** for newly arrived students or students with a migration background, 49 percent of respondents.

Close behind is use in the **curricular class with a small group of students**, 42 percent.

Less frequent are use with the **whole curricular class**, 8 percent, and remote activities as **homework**, 3 percent.

These results confirm the app is used mainly as a targeted tool for language support of small groups of students with specific needs.

Its use as a shared resource for the whole class stays limited.

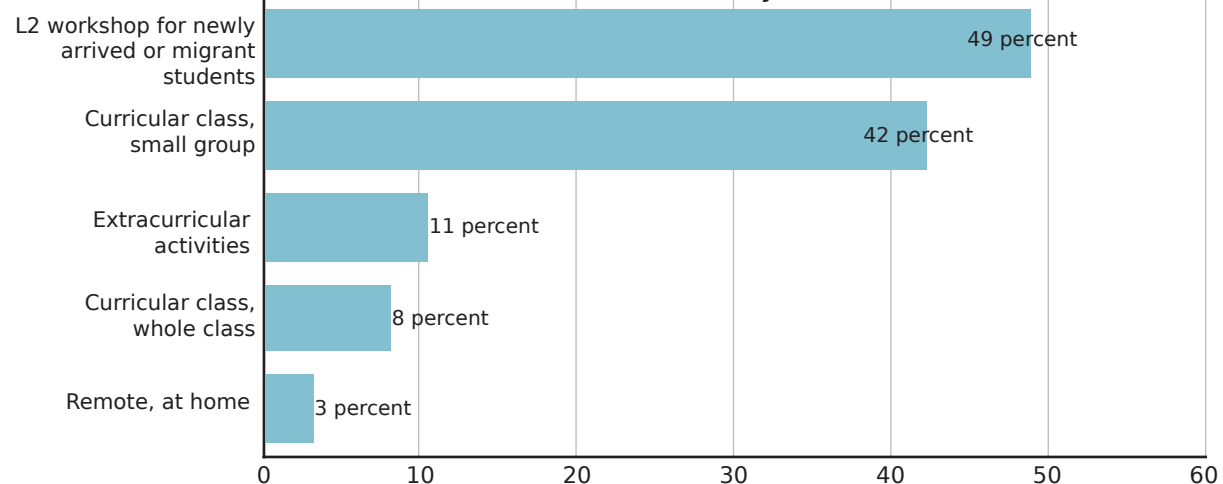


Figure 13, context of use, multiple answer, 123 respondents

Organization also follows an individual approach.

By far the most common way of working has each student use their own device, 83 percent of 123 cases.

This matches the use the Akelius app guidelines plan.

The app has high potential beyond improving language skills.

It also serves communication and inclusion goals.

So it suits other ways of use.

Collective ways are less common.

26 percent work in pairs with one tablet.

17 percent work in small groups of 3 to 5 students.

11 percent work as a whole class with an interactive whiteboard or video projector.

When teachers use them, the most common criterion for forming groups is mixed language level, 51 percent of 51 teachers who organized pair or group activities.

Next is the same level of Italian competence based on the teacher's assessment, 39 percent.

Only 18 percent use a formal placement test.

12 percent let students organize freely.

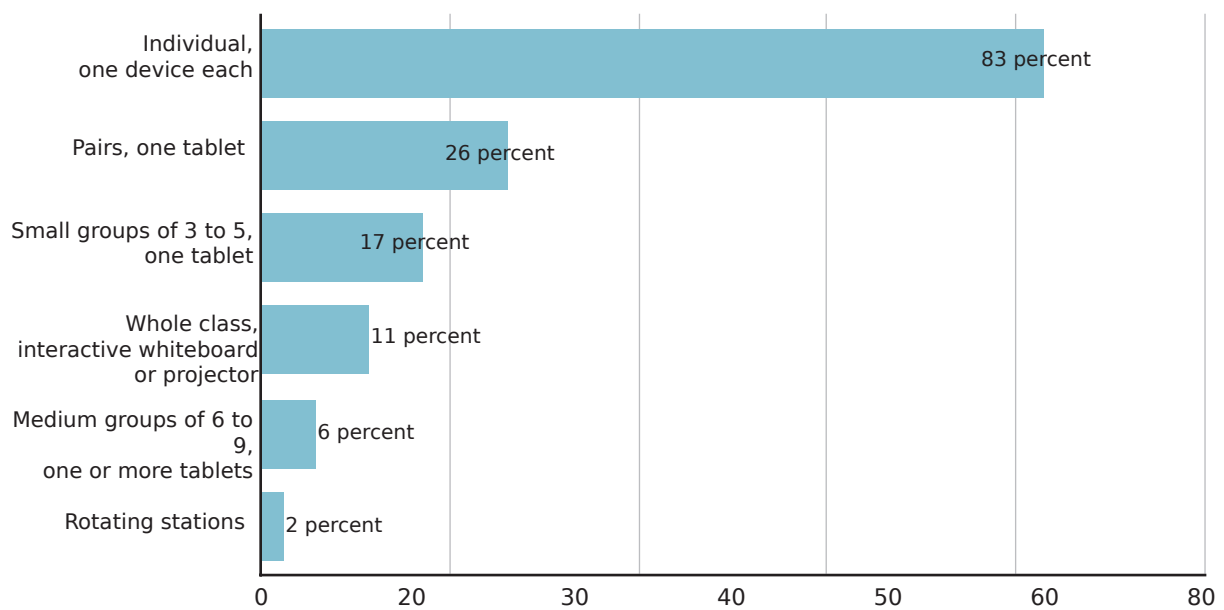


Figure 14, main way of working, multiple answer, 123 respondents

Almost always, the Akelius app is paired with other teaching tools.

Only 22 percent of teachers say they used it alone.

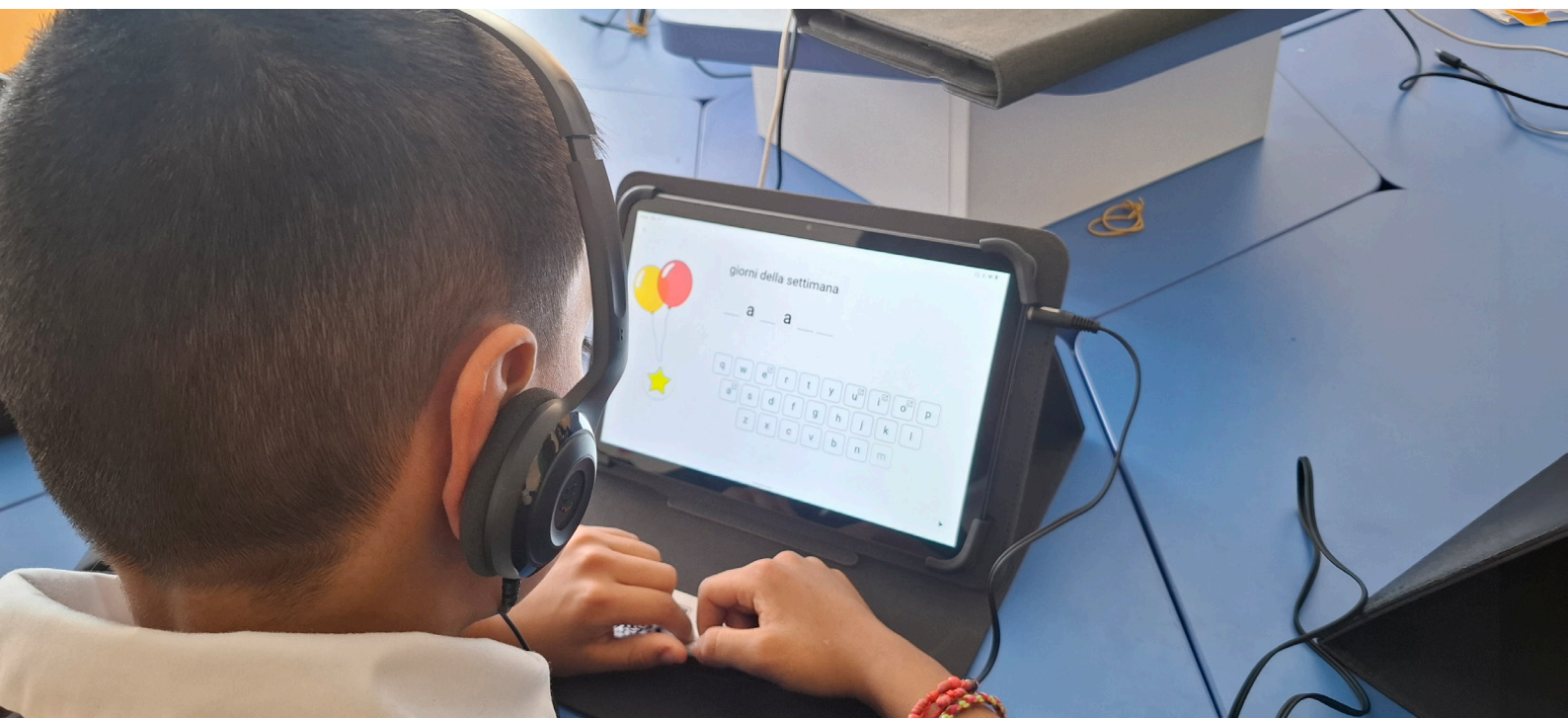
The most frequent combinations are with worksheets and photocopies, 59 percent, flash cards or visual materials, 38 percent, other digital tools such as interactive whiteboards, videos or other apps, 29 percent, and the textbook in use, 28 percent.

Combining with external audio is uncommon, 5 percent.

This is probably because audio is already part of the Akelius app.

Outside school, 70 percent of responses say the Akelius app is used only during lessons.

21 percent would also like to assign it as



autonomous or home activity but meets practical obstacles, device access and connection.

Only 17 percent already do so, occasionally or regularly.

Organizational constraints hold back this room for growth more than teaching choices.

The picture so far shows the "how" of integrating the Akelius app into daily teaching.

The next part looks at the effects teachers perceive on student behavior.

5.3 perceived effect of the app, autonomy, participation and gamification

Teachers rated student response to the Akelius app on a three level scale, Not at all, Partly and Completely.

The indicators are autonomy, participation, collaboration and motivation.

The overall picture is clearly positive on all indicators.

Participation and motivation linked to the game side are the clearest strengths.

autonomy

Autonomy has the widest room for growth.

47 percent of teachers say students use the Akelius app "completely" on their own.

50 percent judge autonomy only "partial" and 3 percent report none.

This fits the wide use of individual work with teacher guidance, described at the start of the chapter.

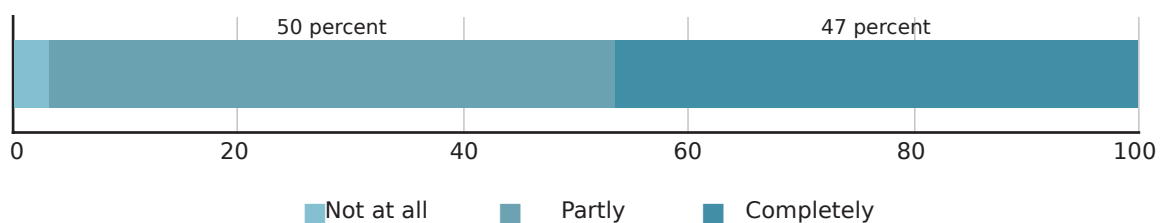


Figure 15, autonomy in using the Akelius app, 120 respondents

participation

Active participation gets the most favorable judgment of all.

73 percent of teachers rate it "complete" and 25 percent "partial".

Only 2 percent report no participation.

As later sections show, this is closely linked to the time spent on the Akelius app during the lesson.

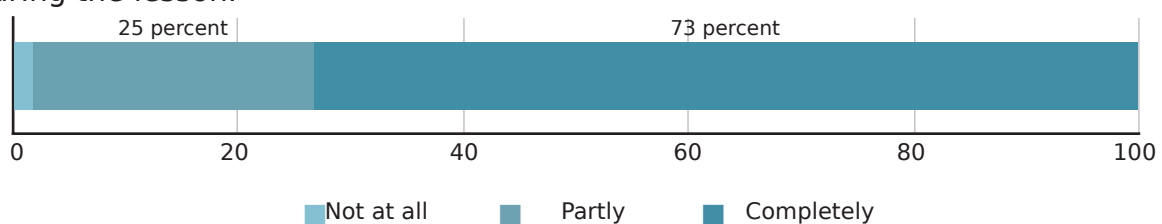


Figure 16, active participation in the proposed activities, 120 respondents

collaboration

On the app's ability to encourage collaboration and exchange between students, judgment splits more evenly.

48 percent rate it "high" and 48 percent "medium".

5 percent give negative judgments.

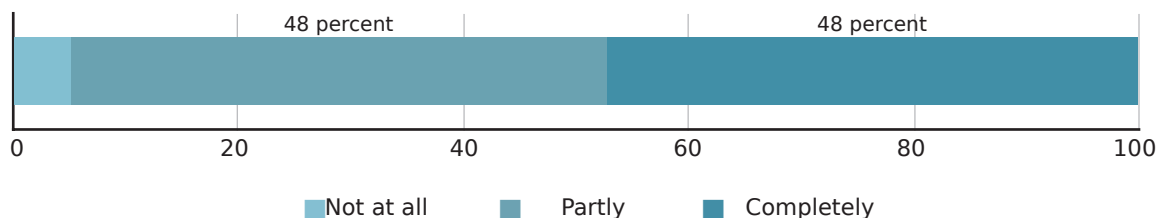


Figure 17, collaboration and exchange between students encouraged by the app, 120 respondents

motivation

The app's game functions, games, songs and quizzes, are a very strong motivation factor, the clearest of all indicators here.

73 percent of teachers see a "complete" increase in motivation or involvement when these functions are used.

27 percent see a "partial" increase and one isolated case no effect.

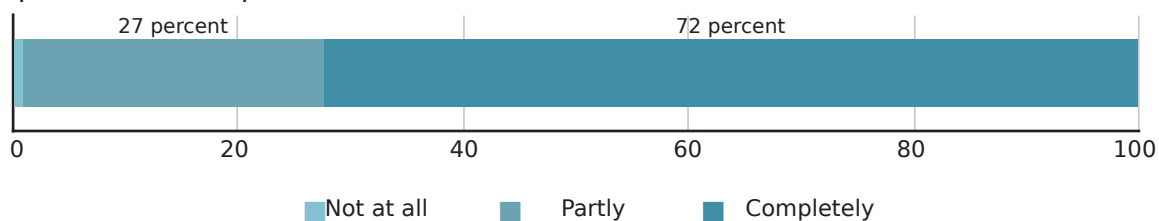


Figure 18, motivation observed with game functions, 120 respondents



digital skills

A last element is differences in students' earlier digital skills.

28 percent of teachers say students with more digital skills use the Akelius app more autonomously.

32 percent see these differences shrink over time.

24 percent saw no significant differences.

16 percent say all students adapted in a similar time.

So earlier digital skill matters at first but loses weight with practice.

This matters for planning the introduction of the app.

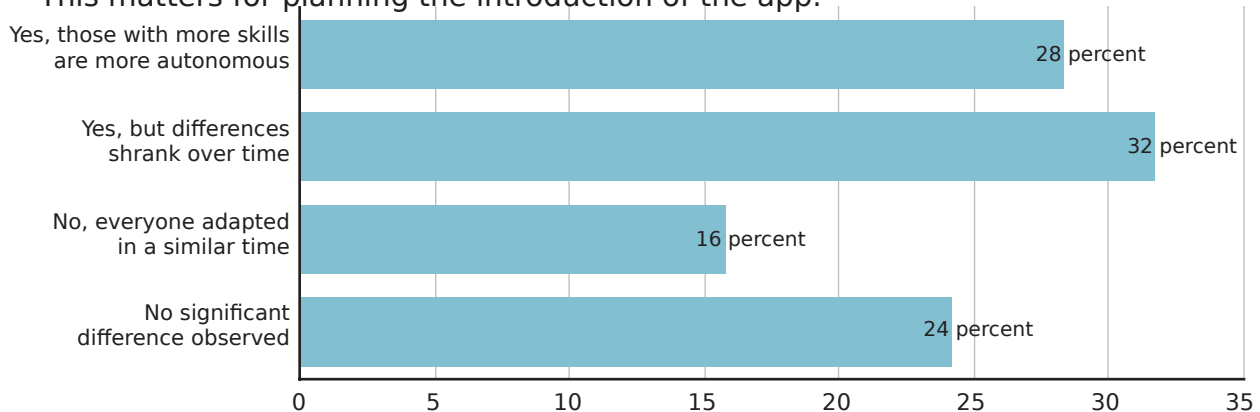


Figure 19, differences by level of digital skill, 120 respondents

strengths in using the Akelius app

To confirm this picture, users told what worked best in their experience, 118 testimonies collected.

The most frequent theme is the game and gamification side, games, quizzes and songs, in 31 percent of cases.

Simplicity and an intuitive interface follow, 20 percent.

The multisensory side, images, listening and pronunciation, and the effect on motivation and involvement each appear in 16 percent of cases.

Autonomy in individual work appears in 15 percent.

Less frequent but present are the chance to differentiate content by level, 9 percent, and the variety and richness of content, 9 percent.



“The look and the interactivity of the Akelius app raised student motivation. The game approach worked very well. It let even the shyest students [...] get involved on their own, respecting their own learning pace.”

“Images and the spoken part are very clear. Immediate feedback. Intuitive platform.”

“The chance to differentiate lessons by student level and to work individually with each one myself while the others continue their work.”



5.4 learning results

5.4.1 teacher assessments

To see how effective the teaching design was and how students responded, the analysis combined two things.

One is the level of Italian L2 activities that teachers set.

The other is the final assessment given to all students at the end of the path²³.

The 534 cases overall give a very interesting picture.

The data confirm strong language progress.

They show how flexibly the platform supports each student's pace.

consolidating skills

The analysis of linear paths shows a significant part of students strengthened the level the teacher had planned.

In the early literacy phases, 23 students consolidated their basics starting from zero at level Pre-A1.

The transition band between Pre-A1 and A1 has the highest number, 36 students who confirmed this middle position.

Toward the first milestones of autonomy, 20 students settled steadily at level A1, 17 held the next transition and 28 consolidated a full A2.

At the most advanced levels a similar trend appears, with 8 students in the transition to B1 and 11 who reached full language autonomy at level B1.

For very many students the planned path was linear.

They absorbed skills step by step.

beyond expectations, the push toward self-learning

The most relevant teaching finding concerns students who went beyond the nominal level of the assigned activities.

Many students worked on initial modules.

They still got a final assessment above the complexity of the tasks set on Akelius.

This leap shows especially in the first phases.

Among those who did activities for the base level, Pre-A1, 28 students moved to the next band, 5 reached A1 and 3 even reached A2.

Similarly, among those working in the transition between Pre-A1 and A1, 12 students reached A1 and 5 an intermediate level between A1 and A2.

A small group, 5, even reached a full A2.

At higher levels too, important shares of students improved their language skills.

At level A1, 8 students reached the next intermediate level.

At level A1 to A2, 26 students improved their skills by one level or more.

Overall **over 40 percent of students improved** their language skills.

These results show that, thanks to interactivity, images and immediate feedback, Akelius works as an accelerator.

It stimulates curiosity.

It lets students make their own connections, beyond the standard level set for the class.

²³ The data come from analysis of the contingency table crossing the variable "Activity level" with the variable "Italian level reached, assessed by the teacher".
534 cases, excluding one isolated case that cannot be classified.

managing mixed levels, multilevel groups

A last note goes to **mixed multilevel groups**, 73 cases.

They are very common in Italian L2 workshops and in classes with many newly arrived students. In these contexts final results are spread very evenly.

There are excellent peaks at autonomy level A2, 14 cases, and in the transition to B1, 10 cases.

This confirms the platform is an excellent ally for differentiated teaching.

It lets the teacher manage the complexity of the classroom.

Each student works individually on their own path while the rest of the class follows its own goals.

Table 7, heterogeneity of groups

	PRE-A1	PRE-A1 TO A1	A1	A1 TO A2	A2	A2 TO B1	B1
Mixed multilevel group	0	2	4	6	14	10	6
Pre-A1	23	28	5	1	3	0	0
Pre-A1 to A1	0	36	12	5	5	1	0
A1	1	3	20	8	0	0	0
A1 to A2	0	0	6	17	19	4	3
A2	0	0	0	12	28	7	0
A2 to B1	0	0	0	1	6	8	15
B1	0	0	0	0	0	1	11

In a smaller share of cases the final assessment was lower than the level of the activity given.

For example, students who worked on A2 modules but landed on an earlier transition.

This can be seen as natural in such varied groups of students.

5.4.2 standardized tests and teacher assessments compared

The analysis links the levels students got in the standardized **listening** and **reading** tests with the final overall judgment of their teachers.

This bridges objective measurement of skills and observation in the field.

The box below gives the technical specifications of this tool, designed for primary school.

The test was made available to schools to support skills assessment.

Qualitative feedback shows schools used it in very different ways across the territory.

Some teachers used it as an

entry test to check initial student placement.

Others offered it at the end as a final check.

A large share chose not to give it.

The **Italian L2 skills assessment test**, produced by the CILS Center of the University for Foreigners of Siena, is a **progressive** test for **primary school**.

The test has three sections.

They tell apart these levels of language and communication competence.

- from Pre-A1 to A1
- A2
- B1

Each of the three sections has **tasks** for assessing both **listening comprehension** and **reading comprehension**.

The techniques used are true or false, three option multiple choice, dictation cloze and text reordering.

In detail, the **listening comprehension** task for **level Pre-A1** has three short, simple texts, each with one three option multiple choice answer with images as options.

Level A1 has three more texts, one dictation cloze and two with a single three option multiple choice item.

Level A2 has three texts with a single three option multiple choice item and two texts with one true or false answer.

Level B1 has two texts, one true or false and one three option multiple choice.

On **text type**, the texts are dialogues or monologues in these domains, private, public and educational.

The **listening comprehension** task lasts about **20 minutes**.

The **reading comprehension** task for **level Pre-A1** has three short, simple texts, each with one three option multiple choice answer with images as options.

Level A1 has three more texts, two with true or false answers and one three option multiple choice.

Level A2 has three texts with true or false answers.

Level B1 has two texts, one three option multiple choice and one reordering.

The **text types** are descriptive, informative, regulatory and narrative texts in the private and public domains.

The **reading comprehension task** takes about **30 minutes**.

This uneven use shows clearly in the overall data.

Isolating the sub-sample of students who actually took the tests, **121 cases**, the cross-tabulation allows some interesting remarks on the distribution of levels.



• listening skill, listening comprehension

The listening tests put the largest share of students at level A1, 39.7 percent of the sub-sample, 48 cases.

Level A2 follows, 26.4 percent, 32 cases, then B1, 17.4 percent, 21 cases.

Pre-A1 has 16.5 percent, 20 cases.

Compared with teacher judgment, data tend to disperse across different assessment bands.

For example, among the 48 students with an A1 test, only 6 match the teacher's final assessment exactly.

18 sit at higher levels, between A1 and A2 or at A2.

A sizable group, 17 cases, is not assessed or sits under other entries at the close of monitoring.

• reading skill, text comprehension

The reading test distribution is more squeezed toward initial and intermediate levels.

36.4 percent sit at level A1, 44 cases, 33.9 percent at A2, 41 cases, 24.0 percent at Pre-A1, 29 cases, and just 5.8 percent reach B1, 7 cases.

Compared with listening, reading shows in places a stronger concentration on direct match.

At reading level A2, for example, of 41 tested, 14 students show a perfect match between test level and the teacher's final assessment.

This is the largest crossing group among those assessed.

It shows a skill that, when measured and observed, tends to show more stable judgment.

In short, the data confirm that listening tests place more students in the higher skill bands, A2 and B1, than reading tests.

Reading tests stay more anchored to initial levels.

This reflects the natural progression of language skills, where listening comprehension generally leads and written comprehension consolidates later.

Table 8, listening test results crossed with the teacher's assessment
Sub-sample, 121 students

LISTENING TEST LEVEL	PRE-A1	PRE-A1 TO A1	A1	A1 TO A2	A2	A2 TO B1	B1	NOT ASSESSED OR OTHER	TOTAL STUDENTS	PERCENT OF SUB-SAMPLE
Pre-A1	2	0	4	1	0	1	0	12	20	16.5 percent
A1	1	9	6	6	9	0	0	17	48	39.7 percent
A2	0	0	4	5	7	3	1	12	32	26.4 percent
B1	0	0	1	0	6	2	7	5	21	17.4 percent
TOTAL	3	9	15	12	22	6	8	46	121	100.0 percent

**Table 9, reading test results crossed with the teacher's assessment
Sub-sample, 121 students**

READING TEST LEVEL	PRE-A1	PRE-A1 TO A1	A1	A1 TO A2	A2	A2 TO B1	B1	NOT ASSESSED OR OTHER	TOTAL STUDENTS	PERCENT OF SUB-SAMPLE
Pre-A1	2	4	5	3	0	1	0	14	29	24.0 percent
A1	1	4	8	7	8	0	1	15	44	36.4 percent
A2	0	1	2	2	14	3	3	16	41	33.9 percent
B1	0	0	0	0	0	2	4	1	7	5.8 percent
TOTAL	3	9	15	12	22	6	8	46	121	100.0 percent

5.5 factors linked to trial results

Crossing context of use variables with observed student results shows some patterns that can guide future teaching choices.

more time on the Akelius app, more active participation

The data suggest a nearly linear link between the share of lesson time on the Akelius app and the active participation teachers report.

Participation rated "high" is 67 percent when the app takes up to 25 percent of the time.

It is 70 percent in the 25 to 50 percent band and 77 percent in the 50 to 75 percent band.

It reaches 93 percent when the app takes over 75 percent of lesson time.

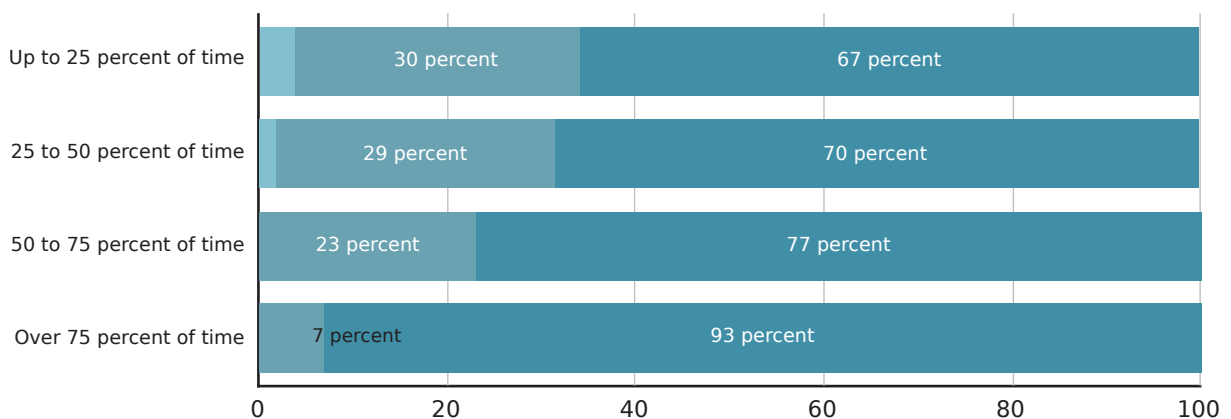
In other words, lessons where the Akelius app is more central record systematically more active participation.

This suggests short, fragmented sessions tend to be less engaging than longer paths structured around the platform.

Still, the effectiveness of the Akelius app depends largely on integrating it into a blended learning approach.

That approach combines digital activities and traditional teaching practice.

It avoids using the tool for all of L2 teaching.

**Figure 20, active participation by share of time on the Akelius app during the lesson**

work in pairs or small groups strengthens perceived collaboration

Teachers who promoted collective use, in pairs or small to medium groups, differ markedly from teachers who worked only individually.

69 percent of the first group rate the collaboration the Akelius app supports as "high", against 32 percent of the second.

Negative judgments of "not at all" disappear among group users, 0 percent against 9 percent.

Peer collaboration is not an automatic effect of the platform.

It depends largely on the teacher's choice to structure shared work around the Akelius app, rather than relying on individual use alone.

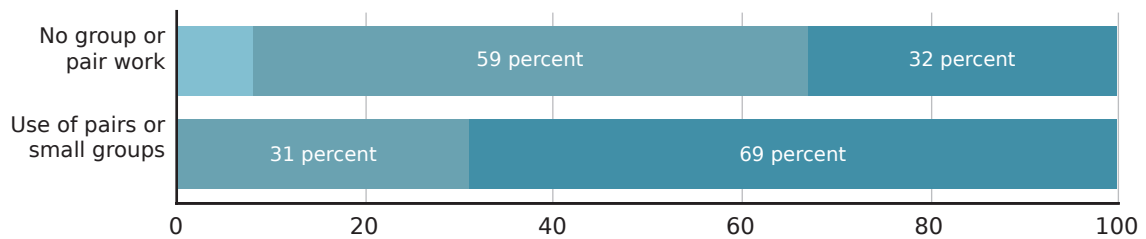


Figure 21, perceived collaboration by work mode used

the playful dimension as a spur to participation

Teachers who explicitly named "playful or learning break activities" among their goals report "high" observed motivation in 80 percent of cases, against 69 percent of teachers who did not name it among their goals.

The difference is smaller than in the first two relations.

The data suggest the motivational effect of gamification grows when teachers use it consciously and intentionally.

It is not just a by-product of language activities.

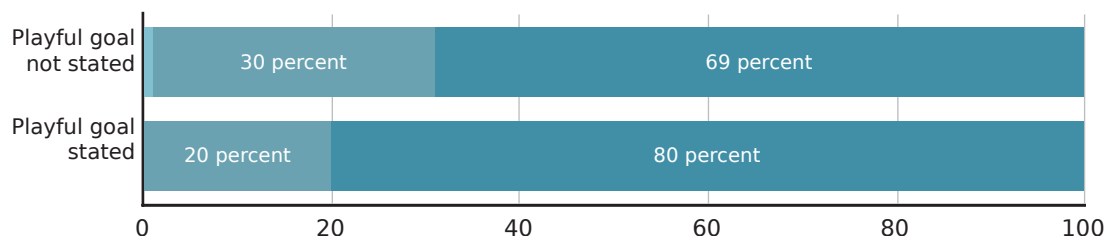


Figure 22, observed motivation by playful goal among stated goals

conclusions

a program that keeps growing

The 2025/2026 results confirm the steady consolidation of the Akelius program in Italian schools.

72 comprehensive institutes took part in the program this school year, with **150 primary and 102 lower secondary schools** involved.

This confirms a wide and stable presence across many areas of the country.

Continuity of participation is particularly significant.

Many schools joined the program for several consecutive years.

This shows the tool answers real educational needs and fits gradually into school practice.

The overall analysis of the experiences shows Akelius moving beyond simple technology trial.

It becomes an educational resource firmly placed in the welcoming, literacy and inclusion strategies for students with a migrant background.

from managing technology to teaching innovation

One of the clearest changes since the first years concerns organizational conditions in schools.

Surveys show high levels of functioning in managing devices, connectivity and their availability.

Many early technology difficulties have been gradually overcome.

In the early phases of the trial, attention focused on access to tablets and on organizing activities.

Today the trial has moved to more strictly teaching aspects.

How to integrate the app in lesson planning.

How to personalize paths.

How to encourage active student participation.

The schools involved show increasingly varied ways of use.

They include language workshops, individualized activities, small groups and, increasingly, paths run inside the ordinary class.

The self-assessment forms confirm this shift.

The areas with the most room for development concern less the infrastructure than use of the app's more advanced functions, systematic monitoring of student progress and a

broader integration of the tool in lesson planning.
This shows the program maturing.
Technology is no longer the goal of the intervention.
It is a tool serving broader educational goals.

a growing professional community

Training results are also particularly positive.

The activities offered during the year involved a large number of teachers.
Most were curricular and support teachers new to Akelius.

The ratings confirm the soundness of the training design developed in 2025/2026.
Participants valued the paths for clear content, for the balance between theory and practice, for materials ready to transfer to schools and for the focus on practical work.

The variety of offers let teachers pick the paths closest to their professional needs.
It valued both the flexible use of asynchronous training and the spaces for exchange and trial in the workshop activities.

The evidence also shows training contributed beyond practical skills in using the app.

It helped build a professional community oriented to sharing practice and reflecting on linguistic inclusion.

Exchange among teachers from different contexts was named as one of the most significant aspects of the paths.

So was the chance to discuss strategies, adaptations and teaching solutions tried in different schools.

Participants also pointed to some areas to deepen.

They asked for more time for teaching trials, even more examples and concrete cases, and further differentiation of some training activities by school level.

Overall, these indications confirm teachers' interest in a training offer widely recognized as useful and relevant to professional practice.

meeting the complexity of today's classes

The Akelius app is used mainly with students with a migrant background, in particular newly arrived students in Italy.

It supports learning Italian as a second language and encourages full participation in school life.

Under this common label, however, very different situations live together.

The students involved have varied profiles in age, previous schooling, language competence level, length of time since migration and specific educational needs.

This calls for flexible and personalized teaching strategies.

In this scenario, schools value the flexibility of the platform most.

The chance to personalize activities and adapt paths to the

individual language levels lets teachers work with students at very different stages of learning Italian.

It keeps differentiated goals and work paces suited to each student's needs.

The evidence shows this feature matters most in schools with growing linguistic and cultural diversity.

In many schools, teaching Italian L2 must reconcile very different needs within the same learning group.

Rather than offering standard paths, Akelius appears to offer a tool flexible enough to adapt to different situations.

It supports personalized interventions and teachers' work in managing mixed groups.

inclusion, a new perspective in 2025/2026

Among the most significant aspects of the year is the growing attention to the link between language learning and school inclusion.

In the first phases of the project, Akelius was mostly tied to language support for newly arrived students.

During 2025/2026 a broader reflection took hold on the role the tool can play.

It can encourage participation, recognition of differences and appreciation of the resources in the classes.

In this perspective, the **reflective support workshops** made a particularly relevant contribution.

They gave teachers a space to question inclusive practice, ways of personalizing learning and the link between language teaching and participation in class life.

The activities showed that using the app can support more than acquiring Italian L2.

It can also support paths that account for the variety of skills, language biographies and educational needs in today's school contexts.

The shared reflections point above all to the importance of designing activities that let all students take part in a meaningful way, valuing differences as a resource for learning.

The workshops on building and adapting teaching materials confirm this reading.

Several teachers used Akelius activities not only in Italian L2 paths for small groups, but also with the whole class.

They used personalization and differentiation to answer the variety of language levels and needs.

In these experiences attention to individual differences was not treated as separate from teaching activity.

It was an integral part of educational design.

The results of the trial workshops also confirm this perspective.

The activities proved effective and transferable across educational contexts.

70 of the 71 trials carried out were rated positive or very positive.

The observations show an increase in participation, motivation and interaction between

students, with effects especially clear for those with greater language fragility or in the first phases of school integration.

In many cases the activities encouraged collaboration and involvement.

They helped make learning experiences more accessible.

Another element concerns valuing the plurilingualism in schools.

The documented experiences show that students' languages and linguistic repertoires can be a resource to start from.

They help build inclusive activities, strengthen belonging and promote broader forms of participation.

Attention to inclusion is thus one of the most interesting novelties of 2025/2026.

The experiences suggest a gradual evolution in how Akelius is read and used in schools.

It is not only a tool to support learning Italian L2.

It is also a resource that can help build learning environments able to recognize and value the differences in the classes.

participation, motivation and learning

Teacher feedback gives a broadly positive picture of the student experience.

The app is still used mostly in a targeted way.

It is used above all with groups of students newly arrived in Italy or with a migrant background, within Italian L2 paths, alongside and not in place of ordinary teaching.

Overall, the data show a tool that generates high levels of participation and motivation, above all when placed within intentional lesson design.

That means dedicated time, collaborative activities and conscious use of the app's playful and interactive components.

Teacher testimonies show these features make language learning more accessible and engaging.

The most frequently observed effects are more interest in the activities, more student participation and gradual growth of autonomy.

Autonomy is also the area with the most room to grow.

The observations suggest autonomy develops mainly through continued use of the tool and growing familiarity with its functions, more than through students' initial digital skills.

On language learning too the results are encouraging.

Most students reached the goals of the planned paths.

Over 40 percent achieved results above what teachers first expected.

This confirms the tool's potential to support learning Italian L2, in particular in the early phases of language acquisition and in contexts with high heterogeneity.

an overall view

Taken together, the evidence from the teacher questionnaires, student monitoring, training activities and trial workshops gives a

coherent and articulated picture.

The schools in the program show a growing ability to integrate the tool into their educational practice.

Teachers value its teaching and educational potential.

Students take part with interest in personalized paths that encourage learning, involvement and gradual autonomy.

The 2025/2026 results also suggest the value of Akelius lies not only in the app's features, but in the combination of technology, teacher training, teaching trials and shared reflection.

This integration lets schools use the tool flexibly, adapting it to different contexts and student needs.

The experiences and results in this report show a tool that keeps its specific role of supporting language learning.

It can also help build educational contexts attentive to the diversity of paths, needs and resources students bring.

In this perspective, the integration of technology, lesson design and teacher professionalism appears as one of the conditions that can encourage participation, learning and inclusion in today's school.



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