

INTERCULTURAL EDUCATION BETWEEN METHODOLOGICAL INNOVATIONS AND IDEOLOGICAL CONTRASTS: A POSSIBLE MODEL

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Research objectives: This research aims to be an observation point on the ongoing transformations of Western society in an intercultural key and on how the school world, not only Italian but also European, is managing this key step towards a substantial rethinking of the educational system, giving centrality to the categories of diversity and inclusion. The school is a crucial place for the intercultural education.

Theoretical framework of the research: Underlying the study the most recent and shared theses of Mauro Ceruti, Edgar Morin, Francois Jullien who articulate the concepts of complexity and multiculturalism and support the analysis of today's multiethnic society and the educational implications of complex thought itself.

Methodology: Empirical method for the theoretical framework of study and exploratory method for the analysis of good practices of intercultural education.

Results: From our exploratory research of the "good practices" of Italian schools with these characteristics:

- belonging to highly migratory areas (metropolis and suburbs);
- in the last three years;
- from schools of all levels;
- born from goal networks and with strong partnership, resulted in an innovative project model of

intercultural education that incorporates all the strong elements of the projects examined.

Conclusions: According to our study there is therefore an innovative intercultural educational response to ensure respect for diversity and the inclusion of foreign pupils in school. We still have a lot of work to do, however, because of the unevenness and discontinuity of the interventions, the prejudice and the reinvigorated racist ideologies.