

# Didactics and Gender knowledge

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Abstract Id: 112

Submitted: 15/10/2021

Event: PIconf 2021 - Challenges for a Global Higher Education: Digitalisation, Open Science and Bioethics

Topic: Social inclusion & Diversity

Keywords: Gender knowledge – didactics – global society

Intercultural education cuts across all areas of knowledge and is connected with education in the values that make up democracy, and therefore with current and important issues such as peace and social and democratic coexistence, in opposition to concepts such as fundamentalism, ethnic wars, racism, xenophobia and homophobia.

The realities of our global society require schools to pay close attention to issues related to intercultural education, the status of women in different cultures and gender identity. Consequently, teacher training is of fundamental importance and must be inspired by a multidisciplinary approach: anthropological, pedagogical-didactical, sociological, psychological, artistic...

It is therefore necessary to structure teaching in an intercultural perspective, with intervention strategies that are not only didactically effective, in the sense that they facilitate learning, but are also highly effective educationally in that they strengthen socialisation, collaboration and respect for others.

What is needed, therefore, is a new Paideia, capable of combining identity and difference, within the framework of a training programme for the 'planetary citizen', where education for citizenship becomes an indispensable support for the individual disciplines in order to guarantee a truly inclusive school for all.

History, geography, literature, mathematics, science, the arts, music, the new communication languages and other fields of knowledge are all opportunities for training in diversity, allowing people to approach not only different "contents" but also different structures and ways of thinking.

This is the reality to which each school is called to respond with its own planning. A projectuality to which it is necessary to change perspective by assuming the dimension of "plurality" and "difference" as a starting point, as a cultural enrichment and not as an extraordinary element that generates disturbances to be brought back to order.

In this way, the School takes on a central role, supporting the development of everyone's potential and making concrete the inalienability of the different facets of education, in its different forms, in its different spheres and in relation to the specific needs of the person in his singularity and in the constructive relationship with the other; guaranteeing inclusion and the implementation of the right to equal opportunities and educational success for all and the acceptance of all diversities.