

# Education in Multiculturality Education to Interculturality

In Ecclesiastical Institutions of Higher Education  
and in Formation Communities  
for Catholic Consecrated Life in Italy

Edited by  
**Enrica Ottone – Luca Pandolfi**



URBANIANA  
UNIVERSITY  
PRESS



Enrica Ottone, Luca Pandolfi (eds.)  
**EDUCATION IN MULTICULTURALITY  
EDUCATION TO INTERCULTURALITY**  
**In Ecclesiastical Institutions of Higher Education  
and in Formation Communities for Catholic Consecrated Life in Italy**

ISBN 978-88-401-9061-7

© 2023 Urbaniana University Press  
00120 Città del Vaticano  
www.urbaniana.press

This work is the outcome of the scientific research project:  
Interdisciplinary Action/Research Project 2017/2021  
INTERCULTURAL SKILLS FOR UNIVERSITY  
AND FOR CONSACRATED LIFE RESEARCH/ACTION/FORMATION – RAF



This work is licensed under the CC BY-NC-ND 4.0 Creative Commons license

The open access publication of this ebook has been made possible  
thanks to the contribution of



Research Project in collaboration with



*Front cover*  
Pavel Égüez, *Grito de los Excluidos*, mural en cerámica.  
Cotacachi, Ecuador 2001  
(Photograph by Luca Pandolfi, 2007)

# Education in Multiculturality Education to Interculturality

In Ecclesiastical Institutions of Higher Education  
and in Formation Communities  
for Catholic Consecrated Life in Italy

Edited by  
**Enrica Ottone – Luca Pandolfi**



“

*Diversity always proves a bit frightening, for it challenges our securities and the status quo. [...] In the face of cultural, ethnic, political and religious diversity, we can either retreat into a rigid defense of our supposed identity, or become open to encountering others and cultivating together the dream of a fraternal society.*

”

POPE FRANCIS

*Speech to the Hungarian Episcopal Conference*  
Apostolic visit to Budapest, September 12, 2021

# Table of Contents

<b>7</b>	<b>From the Editors</b>
<b>8</b>	<b>Acronyms and Abbreviations</b>
<b>9</b>	<b>Keynote Address</b> – “To Look More Closely” Kathleen Mahoney, <i>GHR Foundation</i>
<b>11</b>	<b>Preface</b> Teacher Education and Intercultural Competence: Challenges and the Way Forward An Interview with <b>Darla Deardorf</b> by Enrica Ottone and Luca Pandolfi
<b>15</b>	<b>Introduction</b> Education in Multiculturality, Education to Interculturality <b>Enrica Ottone, Luca Pandolfi</b>
	<b>Part One</b> <b>FROM THE 2016 RESEARCH IN USA TO THE RESEARCH IN ITALY</b> <b>Multiculturality in Life Communities and Education Communities</b>
<b>21</b>	International Sisters in the United States of America: A Sociological Study <b>Mary L. Gautier</b>
<b>33</b>	Interculturality in Multicultural Education and Formation Communities: An Action-Research-Training Project in Italy <b>Enrica Ottone, Luca Pandolfi</b>
	<b>Part Two</b> <b>UNIVERSITY, CONSECRATED LIFE AND EDUCATION IN CULTURAL PLURALITY</b> <b>Analysis of the Qualitative and Quantitative Research</b>
<b>70</b>	Intercultural Competences in Multicultural Education and Formation Communities: Key Concepts Identified by the Text Analyses of Focus Groups <b>Fiorenza Deriu</b>
<b>113</b>	Multiculturality and Interculturality: A Qualitative Analysis of the Perspective of Focus Group Participants <b>Nina Deliu</b>
<b>159</b>	The Intercultural Challenge in Multicultural Education and Formation Communities: Results of the Quantitative Survey <b>Luca Di Censi</b>
<b>182</b>	Intercultural Competences under Construction: Qualitative Analysis of Narration of Critical Incidents by a Group of University Students <b>Enrica Ottone</b>
<b>235</b>	Formation in Multiculturality, Formation towards Interculturality: Challenges to Embrace and Necessary Transformations <b>Luca Pandolfi</b>

**Part Three**  
**EXPERIENCES OF EDUCATION TO INTERCULTURALITY  
IN CONSECRATED LIFE AND IN LAITY MOVEMENTS**

- 266** Opportunities and Challenges of Intercultural Encounters  
in Religious Education Centres  
**Robin Sahaya Seelan**
- 273** Formation in Interculturality for Formators and Leaders of Female Consecrated Life:  
Challenges and Good Practices  
**Patricia Murray**
- 279** The Need for Formation to Move from Multiculturalism to Interculturality  
**Peter Claver Narh**
- 291** Living in Multiculturalism, Learning Interculturality in Catholic Higher Education  
**Cristina Montoya**
- 301** Intercultural Education in Chile: A Critical Approach from Intercultural Philosophy  
**Lorena Zuchel Lovera**
- 311** Formation Experiences in the Search for God and in Reciprocal Listening:  
Ideas for Theological Reflection in Support of Pastoral Practices in Intercultural  
Communities/Churches/Societies  
**Anne Zell**

**Part Four**  
**FURTHER INSIGHTS**

- 319** Critical Intercultural Education between Similarities and Differences:  
Points of no Return, Choices and Strategies for Teaching Intercultural Competences  
**Milena Santerini**
- 326** University, University Education and the Challenge of Interculturality  
as a Form of Life and Thinking  
**Raúl Fornet-Betancourt**
- 333** Training in Pedagogical Research in Contexts of High Socio-Cultural Complexity  
**Davide Zoletto**
- 342** Sociology and Intercultural Relations between Hegemonic Research Practices  
and the Critical Gaze  
**Ilenya Camozzi**

**Part Five**  
**APPENDICES: RESEARCH INSTRUMENTS**

- 356** The Three Focus Groups
- 364** Tool for the Narration of Critical Incidents
- 366** Questionnaire on Intercultural Competences in Formative Setting
- 383** Interview Outlines
- 385** **Authors**
- 390** **General Index**



# Tool for the Narration of Critical Incidents

❖ Enrica Ottone



© 2023 Urbaniana University Press  
This work is licensed  
under the CC BY-NC-ND 4.0  
Creative Commons license

## **Purpose of the activity**

Describe the resources and competences deployed in a challenging and/or problematic incident experienced when interacting with people from a culture different from one's own in your own life context (university environment, work context, consecrated life community).

## **Methodology**

The activity uses the methodology of practice storytelling. Initially, the participants are asked to narrate in written form and in detail an incident experienced in a multicultural context; subsequently, they are asked to reflect on the intercultural competences implemented to deal with the situation described, i.e. thoughts, emotions, actions implemented in the interaction with one or more people belonging to a culture different from your own.

## **Stages, timing, and procedure**

TIMING	ACTIVITIES
<b>First Stage: Narrate a challenging event or situation</b>	
30 minutes*	<ul style="list-style-type: none"> <li>Identify in your life experience in the multicultural educational context in which you are embedded (living community or university environment) a single incident you experienced as challenging that relates to the interaction between you and one or more members belonging to a culture different from your own.</li> <li>Once chosen, please describe it in detail using the attached form.</li> <li>Once finished, kindly send your story by e-mail.</li> </ul>
<b>Second Stage: Reread and enrich your story</b>	
15 minutes*	<p><i>If necessary,</i></p> <ul style="list-style-type: none"> <li>Based on the reply you will receive by email – in the light of the comments and any follow-up questions sent to you – revise your narrative, enriching it with details, to make it clearer and more comprehensive.</li> <li>Once finished, kindly send your narrative by email.</li> </ul>
<b>Third stage: Analyse intercultural competence</b>	
15 minutes*	<ul style="list-style-type: none"> <li>Reread the final version of your narrative, identify one or more skills you implemented in the challenging and/or problematic situation you narrated and write them in the space provided.</li> <li>Describe the resources you activated, i.e. the knowledge, skills and internal dispositions (attitudes, values) you put into action in the situation.</li> <li>Afterwards, if you wish, you may also fill in the section 'Any remarks'. Finally, assign an evocative title to the narrated event, which is representative of the listed competence(s).</li> <li>Once finished, kindly send your narrative by email.</li> </ul>
<b>Fourth Stage: Submit final version</b>	
15 minutes*	<p><i>If necessary,</i></p> <ul style="list-style-type: none"> <li>in the light of the comments and suggestions provided to you by email, revise your 'Form', draft the final version and kindly send it by email.</li> </ul>

\* The requested work must be completed no later than 1 week from the date of receipt of the reply email. The time indicated in the first column is only an indication.

**Sheet to be completed in two or more stages**

<p><b>DETAILED DESCRIPTION OF A CHALLENGING INCIDENT OR PROBLEMATIC EVENT YOU EXPERIENCED IN A MULTICULTURAL CONTEXT</b></p> <p><i>Describe the situation in detail, dwell on concrete details and avoid generalisations; describe the context in which the incident took place and explain how it happened; dwell on each stage; describe your experience and possible interpretations of the event (yours and those of the people involved).</i></p>	<p><b>First stage</b>  <i>The following questions can help you clarify and describe the situation:</i></p> <ul style="list-style-type: none"> <li>• When and in what context did the episode occur? <i>Please describe briefly.</i></li> <li>• Who are the persons involved? <i>Describe the protagonists, clarify their role and, if necessary, state whether other people witnessed the event.</i></li> <li>• What happened? <i>Describe the event by detailing what happened at the beginning, during and afterwards.</i></li> <li>• What did you think? What did you feel? How did you behave?</li> <li>• <i>Tell your thoughts, your emotions, what you said and/or did.</i></li> <li>• What meaning do you attribute to the event? <i>Please explain what the event meant to you.</i></li> <li>• In your opinion, what significance did people from a different culture than yours attach to the event? <i>Imagine how he/she experienced the event (what he/she thought and felt) and describe his/her interpretation of the event.</i></li> </ul>
<p><b>TITLE OF THE EVENT</b>  <i>(you can assign it at the end of the activity)</i></p>	<p><b>Second stage</b>  <i>Write a title, i.e. a concise and effective expression to summarise your narrative.</i></p>
<p><b>CONTEXT, PERIOD</b></p>	<p><i>Indicate the context and period in which the incident occurred (e.g. community of life, or university or work environment...).</i></p>
<p><b>COMPETENCE</b>  <i>taken into consideration</i></p>	<p><b>Third and fourth stages</b>  <i>Write down the main competence you implemented (e.g.: I was able to decentralise, or I understood the other person's point of view, or I was able to recognise my own prejudices...).</i></p>
<p><b>RESOURCES YOU ACTIVATED IN THE SITUATION</b></p>	
<p><b>Knowledge</b></p>	<p><i>Ask the tutor to send you some examples if you need help filling in this line and those below.</i></p>
<p><b>Skills</b></p>	
<p><b>Internal Provisions</b>  <i>(values, attitudes)</i></p>	
<p><b>ANY COMMENTS</b></p>	

\* The module was designed by Enrica Ottone based on the model of the tool used in the research conducted by the team at the Catholic University of Milan through the Research Centre on Intercultural Relations. Cf. P. REGGIO, *La ricerca sulle competenze interculturali di insegnanti ed educatori*, in Id. – SANTERINI (eds.), *Le competenze*, 60.

