

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

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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



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The open access publication of this ebook has been made possible
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Research Project in collaboration with



Front cover

Pavel Égüez, *Grito de los Excluidos*, mural en cerámica.

Cotacachi, Ecuador 2001

(Photograph by Luca Pandolfi, 2007)

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“

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

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Interview Outlines

❖ Luca Pandolfi

Interviews with teachers, university students and formators of consecrated life communities were conducted on the basis of the proposed outlines. Information for transcribing the interview text is provided at the end of this document.

The outline for the interview with formators of consecrated life communities

1. Often, in social analysis, in educational provision, in information dissemination or in the mass media, the words multiculturalism and interculturalism are used interchangeably and as synonyms. Do you detect a difference between the two, and if so, how do they differ?
2. We live in a multicultural reality. When, and in what way, is this an opportunity?
3. When, and in what way, is it a problem?
4. Have you ever experienced a communication or interrelational problem with a person belonging to a cultural tradition which is different from yours? Can you describe it briefly?
5. In your view, how can problematic situations like the ones you have described be overcome?
6. What kind of attention to multicultural interaction is included in the formation proposals made to the people who live in your situation? Can you describe them briefly?
7. We are in a multicultural context. How is this reflected in the choice of educators? (In their multicultural origin, for example, or the choice of people with solid multicultural experience, or in possession of intercultural skills.)
8. If you could make any suggestions to the Institution where you are an educator, what would you propose?

The outline for the interview with university teachers

1. Often, in social analysis, in educational provision, in information dissemination or in the mass media, the words multiculturalism and interculturalism are used interchangeably and as synonyms. Do you detect a difference between the two, and if so, how do they differ?
2. We live in a multicultural reality. When, and in what way, is this an opportunity?
3. When, and in what way, is it a problem?
4. Have you ever experienced a communication or interrelational problem with a person belonging to a cultural tradition which is different from yours? Can you describe it briefly?
5. In your view, how can problematic situations like the ones you have described be overcome?
6. What kind of attention to multicultural interaction is included in the educational proposals made by the people who live in your situation? Can you describe them briefly?
7. We are in a multicultural context. How does this change your didactic provision (lesson content, language used in lessons and manuals, bibliographies required at examinations)?
8. If you could make any suggestions to the Institution where you are a teacher or a student, what would you propose?



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Method of conducting, recording and transcribing the interview

The interviewer fills in the form below in which he/she collects some information about the person, the place and date of the interview; he/she specifies that the interview is anonymous and asks permission to record, then activates the device and starts filling in the form. He/she first fills in the personal details, then proceeds with the questions, writing under each question personal notes, comments and interesting aspects that emerge from the interview.

The interviewer then transcribes both the interview and the personal notes in full.

Interview Date and Time		Start time:		End time:	
Interview location					
Interviewer					
Information on the respondent	Age	Sex	Nationality	Role	Years of teaching or experience as a trainer





Authors

CAMOZZI Ilenya

Ilenya Camozzi is associate professor in Sociology of Culture at the University of Milano-Bicocca, where she teaches Intercultural Relations, and Cultures, Diversity and Conflict. Her main research interests are: everyday forms of multiculturalism, migrants' political activism and the second generation's sense of belonging. She is also interested in contemporary trajectories of transition to adulthood within mobile and cosmopolitan regimes. Her latest publications are: *Growing up and Belonging in Regimes of Geographical Mobility. Young Cosmopolitans in Berlin*, Journal of youth studies (2022); *Sulle tracce di Max Weber*, BUP – EGEA (with Cavalli, A., and Palma, M.) (eds) (2022); *The Rise of Multicultural Festivals. Beyond Cultural Commodification and 'ethnic' Authenticity*, "Studi culturali" (2021).

DEARDORFF Darla

Darla Deardorff is Research Fellow at Duke University, Durham, NC, Accomplished cross-cultural education trainer and author for 20 years she is Executive Director of the Association of International Education Administrators (AIEA), as well as a Research Scholar at Duke University, USA. She is an EAIE trainer. She holds a Master's degree in adult education with a focus on second language acquisition and a Doctorate degree in education with a focus on international higher education. She has lived and taught abroad in Germany, Switzerland and Japan and is a faculty member at several universities around the world including in China, Japan, the USA and South Africa as well as at the Summer Institute of Intercultural Communication in Portland, USA. She has conducted cross-cultural training for universities, companies and non-profit organisations for nearly 20 years and is frequently invited to give talks around the world. A recipient of numerous awards, Darla has published widely on international education, intercultural competence and outcomes assessment with eight books and 60+ articles and book chapters. She edited the SAGE Handbook of Intercultural Competence (2009) and co-edited the SAGE Handbook of International Higher Education (2012) and *Building Cultural Competence: Innovative Activities and Models* (Stylus 2012), among others.

DELIU Nina

Nina Deliu is an assistant professor at Sapienza University of Rome and a long-term visitor at the University of Cambridge, UK. She collaborates with different research institutions worldwide, including National University of Singapore, University of Toronto, Fondazione Brodolini (Rome), and PFSEA where she taught the "Laboratory of Social Research Methods" course. Her research interests are mainly devoted to the study of adaptive experimentation with innovative methodologies in a number of application domains going from behavioural and educational to clinical areas. She also participated in designing and analysing qualitative surveys on social thematic such as active ageing, age management, quality of life, and multiculturalism. She is author of numerous publications in specialized scientific journals and volumes. She is in the editorial board of *YoungStatS*, the blog of Young Statisticians Europe (YSE), and curates the Women in Statistics and Data Science Twitter account.

DERIU Fiorenza

Fiorenza Deriu is professor of General Sociology at the Department of Statistical Sciences of the Sapienza University of Rome: she is President of the Degree Course in "Statistics, Economics and Society" and Director of the 2nd level Master in "Big Data. Statistical methods for the knowledge society". She teaches "Sociology" and "Methodology and techniques of social research" in the Degree Course in "Statistics, economics and society", "Planning and conducting social surveys" in the Degree Course in "Statistical science", and "Sociology of groups and social networks" in the Degree Course in "Applied social sciences". She has written numerous books and scientific articles on the topics of violence against women and work-life balance; on active ageing from a gender perspective and on innovative social housing solutions to promote a better quality of life in old age.

DI CENSI Luca

Luca Di Censi is a Sociologist and Scientific Advisor at Human Foundation Do & Think Tank for social innovation and collaborates with the teaching and research activities of the Department of Communication and Social Research of the Sapienza University of Rome. He has participated in numerous research projects and commissions at national and European level. He has collaborated with several university in Rome (Sapienza University of Roma, University of Rome "Tor Vergata", University of Rome "Foro Italico") and "third sector" organisations (FioPSD, Diocesan Caritas of Rome, Ass. Parsec, FIVOL and others). Recent publications include: *Adolescenti iperconnessi* (Mauceri S., Di Censi L., edd. 2020), *Uno studio sul "barbonismo domestico" nell'area metropolitana di Roma. Tra povertà, Sindrome di Diogene e disposofobia* (2016), *Statistiche sulla repressione del traffico di droghe in Italia: misurare l'inefficacia delle leggi proibizioniste* (2017), *Studenti italiani e di seconda generazione a Roma – Reti relazionali, aspettative, aspirazioni* (L. Cannavò, F. Deriu, O. Gianicola, M. Musci, S. Vergati, edd. 2018). His main research interests include impact evaluation, welfare, addictions and emerging urban poverty.

FORNET-BETANCOURT Raúl

Raúl Fornet-Betancourt (Cuba 1946) received his Doctorate in Philosophy from the University of Aachen and the University of Salamanca. He obtained his "Habilitation Doctorate" at the University of Bremen. He is also an honorary professor at the University of Aachen and at the Universidad Nacional Mayor de San Marcos in Lima, Peru. He is currently director of the International Research Institute for Intercultural and Interdisciplinary Collaboration (ISIS) in Eichstätt and the International School of Intercultural Philosophy (www.eifi.one). He has received, among other honours, the Karl-Otto Apel International Philosophy Prize, an honorary doctorate from the University of Zulia in Venezuela and the Universitätsmedaille from the University of Eichstätt. He is the founder and editor of "Concordia", International Journal of Philosophy. He is the founder and coordinator of the North-South philosophical dialogue programme and the dialogue programme with Cuba. He is also the initiator and organiser of the International Congresses of Intercultural Philosophy and a member of the Société Européenne de Culture. His works have been translated into Russian, Polish, Italian, Portuguese, French and English. There are more than 150 books, academic papers and articles on his publications list.

GAUTIER Mary L.

Mary L. Gautier is a senior research associate at CARA (Center for Applied Research in Apostolate at Georgetown University, Washington, DC). She has a PhD in Sociology from Louisiana State University. Before coming to CARA in 1998, she taught Sociology at Louisiana State University and at Texas Christian University and served as a lay pastoral associate at St. George Parish in Baton Rouge, Louisiana for six years. At CARA,

she specializes in Catholic demographic trends in the United States, manages CARA databases on Church information, and conducts demographic projects and computer-aided mapping. She also edits "The CARA Report", a quarterly research journal, and other CARA publications. She is co-author of *Same Call, Different Men: The Evolution of the Priesthood Since Vatican II*; *American Catholics in Transition*; *New Generations of Catholic Sisters*; and *Bridging the Gap: The Opportunities and Challenges of International Priests Ministering in the United States*.

MAHONEY Kathleen

Kathleen A. Mahoney, PhD, has worked at the intersections of higher education, religion and philanthropy. She holds degrees in Religious Studies and Theology from the University of Toronto and University of Notre Dame, IN, and a doctorate in Education from the University of Rochester, NY where she focused on the history of education. Mahoney was a Spencer Dissertation Fellow and held a postdoctoral fellowship from the National Academy of Education. She is author of the award-winning *Catholic Higher Education in Protestant America: The Jesuits and Harvard in the Age of the University* (Johns Hopkins University Press) and more recently, co-author (with John Schmalzbauer) of *The Resilience of Religion in American Higher Education* (Baylor University Press). As a faculty member at the Lynch School of Education at Boston College, she founded the Institute for Administrators in Catholic Higher Education. More recently, Kathleen has worked in the field of philanthropy. For almost a decade she headed Porticus North America. She is currently senior program officer for global development at GHR Foundation.

MONTOYA Cristina

Cristina Montoya, from Colombia holds a BA in Communication and Journalism from the Pontifical Bolivarian University of Medellin and an MA in Communication from the Javeriana University of Bogotá. After her PhD in Communication at the UPS in Rome, she taught courses at the University Institute "Sophia" (Italy) on "Introduction to the dynamics of intercultural dialogue" and "Communication and interculturalism". She has been implementing and accompanying Communication for Social Change and Development projects for many years, coordinating workshops on participatory culture and active citizenship as well as creating and implementing formal and non-formal educational projects. She has been a visiting professor at the Universidad Pontificia Bolivariana in Medellin (Colombia) and at the Instituto de Estudios Eclesiasticos "P. Felix Varela", La Habana (Cuba).

MURRAY Patricia, IBVM

Patricia Murray, from Ireland, is a member of the Institute of the Blessed Virgin Mary (also known as Loreto Sisters). She holds a Master in Education (Trinity College Dublin), a Master in Theology and a Doctorate in Practical Theology (Catholic Theological Union, Chicago). She has taught at various second and third level institutions. She was a member of the Episcopal Commission for Justice and peace for over a decade. From 1998 to 2006 Sr. Patricia was a member of the General Council of her Institute and in 2009 was appointed as the first Executive Director of the Solidarity with South Sudan Project, an initiative promoted by the UISG and USG. Since 2014 she has served as Executive Secretary of the International Union of Superiors General (UISG) the organization that supports almost 2000 worldwide leaders of female congregations. During the past five years UISG has offered the members of religious congregations a series of workshops and seminars on interculturality and on intercultural competence, an area of increasing significance as religious congregations and ministry contexts are increasingly multicultural.

NARH Peter Claver, SVD

Peter Claver Narh, from Ghana, studied Philosophy in his home country before completing his Theology studies at the SVD College of the Society of the Divine Word, St Augustin, Germany. Also in Germany, he obtained his Master's degree in Supervision and Counselling (University of Bielefeld) and his Doctorate in Pastoral Psychology at the Jesuit College "St. Georgen", Frankfurt, Germany with a thesis on "Intercultural Living in a Religious Congregation. The SVD as an Example". Since 2018 he has been Coordinator for the formation of the Society of the Divine Word and for new SVD Missionaries in Germany: Coordinator of the Overseas Training Program (OTP) and SVD Vice Provincial in Germany. He works with several congregations on Interculturality.

OTTONE Enrica, FMA

Enrica Ottone teaches Social Pedagogy, Intercultural Pedagogy, Experimental Pedagogy and Ethics and Professional Deontology at the Pontifical Faculty of Educational Sciences Auxilium (Rome). She obtained her PhD in Educational Sciences – Specialisation in Social Pedagogy at the UPS in Rome with a thesis entitled "Human Rights and School Education Processes: An Action-research Project in a Secondary School". Her main areas of interest are: Teaching and Learning; Educational Technology; Assessing and Promoting Strategic Learning Competences and Intercultural Competences; Citizenship Education.

PANDOLFI Luca

Luca Pandolfi holds a Bachelor of Arts in Philosophy, in Theology and a Master's Degree in Fundamental Theology from the Pontifical Gregorian University, an MA in Sociology from Sapienza University of Roma as well as a PhD in Ethno-Anthropology from the same university. He is full professor of Cultural Anthropology, Sociology of Religion, Intercultural Communication, Communication and Pastoral, Social Doctrine of the Church at PUU. Pandolfi was also dean of the ISCSM (2019/2022) and directed the Social Communications Centre in the same University (2006/2022). He has been visiting professor in Latin America (Chile, Argentina, El Salvador, Mexico) and Roman Universities (UPS, PFSEA). He has authored four books and several articles.

SANTERINI Milena

Milena Santerini is full professor of General Pedagogy and Social and Intercultural Pedagogy, Director of the Research Centre on Intercultural Relations at the Catholic University of Milan and of the First Level Master in Intercultural Competences and Integration of Minors. She served as National Coordinator for the fight against anti-Semitism at the Presidency of the Council of Ministers and Vice President of the Shoah Memorial Foundation in Milan. She has been the coordinator for 2006 and 2008- PRIN (Research Programmes of Significant National Interest. She is on the editorial boards of several journals and a member of the scientific council of various organisations including the FIDR (International Forum for Democracy and Religions), the Intercultura Foundation and the CDEC (Centre for Contemporary Jewish Documentation). She carries out research projects on social and intercultural issues: Integration of immigrants in schools and educational services, citizenship education; strategies against racism; didactics of the Shoah; moral education and neuroscience. She is involved in the training of educators and teachers in children's services and schools. From 2013 to 2018 she was a Member of the Italian Parliament where she promoted the Jo Cox Commission against intolerance and racism and a delegate at the Council of Europe where she chaired the No Hate Parliamentary Alliance. Her publications are numerous.

SEELAN Robin S.,

Robin S. Seelan, a member of the Society of Jesus, obtained his Doctorate in Philosophy from the University of Madras, he was junior research fellow from 2002 to 2005 and a senior research fellow from 2005 to 2007 at the University Grants Commission. He is the Director of the Satya Nilayam Research Institute recognized by the University of Madras. In 2017, he was appointed to the MacLean Chair for one year as a visiting professor and at Saint Joseph's University in Philadelphia, USA. In 2020, he was invited by Georgetown University in Washington, DC, USA, to be an international Jesuit fellow on the Doha campus in Qatar. In addition to his keen interest in Philosophy of Religion, which has led to a number of publications of book chapters and articles, he is also interested in Interfaith Dialogue, Intercultural Philosophy and Applied Ethics. He has published five books so far, the latest of which is *Venturing Together: The Role of Inter-religious Dialogue Today* (2021).

ZELL Anne

After graduating in Protestant Theology from the University of Heidelberg, Anne (Annegret) Zell was ordained as a pastor in 1993. In 1995, she moved from Germany to Italy and has since been registered as a Waldensian pastor with the Tavola Valdese. She has ministered in the Waldensian Valleys and in the Methodist Churches in Verbano, where she collaborated in setting up a home for immigrant families. She then became pastor of the Waldensian Evangelical Church in Milan, also involved in the Council of Christian Churches and the Forum of Religions. Finally, for more than 10 years she led the Waldensian Evangelical Church of Brescia, a multicultural community with a majority of believers from various African countries. For years she has been collaborating in the integration project "Essere Chiesa Insieme" of the Federation of Evangelical Churches in Italy, promoting and accompanying intercultural training courses. In order to improve her own pastoral training and her ability to listen and mediate between different people, she achieved the first level of 'Clinical Pastoral Training', took part in a cultural exchange project between women ministers with a fellow pastor of the Presbyterian Church in Togo and a two-month internship in a church of the RCA (Reformed Church of America) in Holland, MI. She is currently pastor of the Evangelical Waldensian Church in Como, member of the advisory board for migration of the CCPE (Communion of Protestant Churches in Europe) and coordinator of the Master's in Theology and Diakonia from an intercultural perspective at the Valdese Faculty of Theology in Rome. She also regularly collaborates in the guidance of candidates for pastoral ministry and in the training of young intercultural mediators.

ZOLETTO Davide

Davide Zoletto is associate professor of General and Social Pedagogy at Università degli Studi di Udine, Italy. His main areas of research are intercultural pedagogy, educational theory and pedagogical research in heterogeneous contexts, including child and youth cultures, and the perspectives of cultural and postcolonial studies. Recent publications include: *Dall'intercultura ai contesti eterogenei. Presupposti teorici e ambiti di ricerca pedagogica* (FrancoAngeli, 2012) and *A partire dai punti di forza. Popular culture, eterogeneità, educazione* (FrancoAngeli, 2020).

ZUCHEL Lorena

Lorena Zuchel, PhD in Philosophy at the University of Deusto, Spain, has taught Philosophy at several Chilean Universities and is currently an academic and researcher at the Technical University "Federico Santa María" of Chile. Her main research field is the philosophy of Ignacio Ellacuría and intercultural philosophy. She has written several scientific articles and co-edited the books: *Contrabandos: Escrituras y Políticas en la frontera entre Bolivia y Chile* (2016), *La universidad chilena en los albores del siglo XX: Conceptos y experiencias* (2016), *Des-Hechos: lo que no se ve de lo tecnológico como desafío* (2017) and *Interculturalidad y Reconocimiento: escritos interdisciplinarios* (2019).

