

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



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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**

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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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From the Editors

This volume – *Education in Multiculturalism, Education to Interculturalism* – is the outcome of an action-research project funded by GHR (Gerald and Henrietta Rauenhurst) Foundation, Minneapolis (MN, USA), conducted in Italy over four years (2018-2021), and concluded with an international and highly attended (both online and on-site) International Congress in Rome (November 17-19, 2021). The action-research group was made up of a considerable number of participants from Ecclesiastical Institutions of higher education and formation communities of female and male Consecrated Life Institutes in Italy – in particular, only institutions and communities with a highly multicultural population (teachers, students, people in formation) have been selected.

This book is prefaced by a scholarly authority in the field, Darla K. Deardorff and offers the readers (Part I and II) the methodology and results of the action-research conducted by a multidisciplinary team (coordinators: Enrica Ottone and Luca Pandolfi). Part III presents a number of case studies of religious formation in multicultural contexts, resulting in innovative intercultural experiences. Part IV presents some of the field-related scientific Congress proceedings, which would hopefully enhance the research on how a formation in a multicultural context can promote intercultural competences. Part V provides the qualitative and quantitative instruments of the action-research: summaries of the focus groups, the guide of the interviews, and the structured questionnaire translated into nine languages. By March 2022 the final manuscripts were submitted to UUP.

Research and discussions results can be outlined as follows: in the education communities involved in the action-research, multiculturalism is a *fait accompli* while interculturalism does not actually go beyond the formal level of the declarations of intents; difficulties persist in the implementation of systematic research and planning; program actions aimed at an enduring formation that promotes, supports and fosters the now increasingly needed intercultural competences are barely incipient. Nevertheless, although we still have a long way to go, we got going.