

Summary

Intercultural Pedagogical Response to a Complex Society

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In contrast to the popular opinion, the phenomena of globalisation and plural societies have caused not only fundamental and dramatic changes in the fields of economy and employment, but have particularly influenced our entirety as human beings: our attitude towards coexistence, our ways of cognition and understanding of knowledge and culture, relationships, communication and identity.

Alongside more frequent migration patterns and the creation of multi-ethnic and multi-cultural societies, we are witnessing an increased frequency of conflicts and value crises affecting, it seems, every individual regardless of where they live.

This crisis is particularly reflected in the area of education (increasingly replaced by the concepts of spontaneity and *carpe diem*) and pedagogy (what is the purpose of the science of education if, as it seems, education and planning have lost their meaning and value?)

The fundamental thesis of this paper is the belief that if we want to identify and manage the changes and challenges of globalisation and of our multicultural societies in a better way, so as to achieve the set goals, it is particularly important to start with education and pedagogy. The art of educating is not given by birth, but is acquired over a long period of training, and pedagogy is the only theoretical discipline whose definition is based on the educability of an individual by means of determining the goals, methods, means, ways of interaction and the environment.

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