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# REINVENTING EDUCATION

second international conference

## BOOK OF ABSTRACTS



**2<sup>nd</sup> International Conference of the journal “Scuola  
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**Reinventing Education**

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### 376 Building An Intercultural Citizenship: Participatory Pathways Among Educators Of

#### Unaccompanied Minors, School And Territory

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**Keywords:** Intercultural city, educators of unaccompanied minors, participatory research, citizenship, educational network

Nowadays, global challenges need to be addressed at the local level. In our multicultural cities, different people, cultural and symbolic models, and experiential and educational backgrounds come together and can generate new possibilities for transformative learning (Mezirow, 2016). Starting from the idea that the city is a significant place where citizenship takes shape (Council of Europe, 2020), along with the willingness to respond to Sustainable Development Goals (SDG4-SDG11), this paper debates active citizenship education with a renewed perspective, by focusing on the collaboration among all the actors (educators, teachers, local community) that face the challenge of the reception and integration for unaccompanied minors (UASC). Adopting an emancipatory pedagogical perspective (Freire, 1968), this contribution discusses citizenship education as "right to the city" (Lefebvre, 1978), referring to both UASC, who may overcome a number of cultural and social obstacles to full participation in schools and society, and to educators and teachers, required to implement common planning to ensure minors' inclusion and development (European Commission/EACEA/Eurydice, 2019). This paper aims to investigate: how to create pathways of participation among all the actors? What kind of active citizenship education should be promoted to build a more inclusive city?

The paper presents some findings from a research, which has been developing in the City of Turin, on the theme of the pedagogical reception for UASC. Some data coming from a preliminary analysis of numerous open interviews and focus groups with several key informants (educators of different types of structures, cultural mediators, heads of institutions, services and associations of the reception system and school teachers) are discussed in order to enter into dialogue with the intercultural city model. A participatory research methodology was adopted (Griffiths, 1998; Mortari & Ghirotti, 2019) to give voice to all the actors and, in particular, to educators, which are usually not considered in educational welfare policies, even though crucial to the design of sustainable school integration pathways.

Properly this way of carrying out the research has promoted an intercultural dialogue between educators of different services, which is able to enhance existing synergies and activate new alliances among different educational agencies and the territory. The process of sharing and reflecting on the different interpretive models has allowed the development of new knowledge, competencies and resources to improve educational practice with minors, but it has also opened new spaces for professional training and a better integration of minors in the city.

Thus, by introducing new variables and new actors in the educational and research process, the paradigm of citizenship is redefined and transformed in daily practice in a network within the territory, and ground a renewed idea of city and intercultural citizenship.

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