

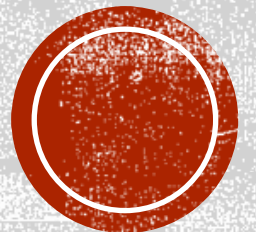
**THE EDUCATING COMMUNITY AS A COUNTER TO
THE CULTURE OF HATRED.**

***PEDAGOGICAL OUTLOOKS ON EDUCATIONAL
PRACTICES IN FORMAL AND NON-FORMAL
CONTEXTS***

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THE GREAT TRANSFORMATIONS



- Pandemic, Russian-Ukrainian war, instability in many areas of the world, most recently Niger and most of North Africa and many sub-Saharan areas;
- A process of globalisation that differs from the previous one and which takes its starting point from the supremacism (racism, identitarianism, racialism and ethnocentrism) of a few nations that claim to impose customs, habits and above all markets;
- The basic idea is that only by restoring the sense of solidarity between citizens belonging to the same democratic community, it is possible to halt the decline of liberal democracies;
- What democracy educate to and what education with? What citizenship to? What idea of mankind to? (Baldacci, 2019; Fiorucci, 2020; Santerini, 2001, 2019).

WHAT SCHOOL? WHAT EDUCATION?

- From school to integrated education system (Frabboni, Pinto Minerva, 2013);
- The history of our education certainly suffers from a past of 'barracks-schools' (Massa, 1983, p. 147) when illiteracy was dominant and those who went to school learnt static knowledge and rigid obedience to rules. "If prison resembles hospitals, factories, schools, barracks, how can be surprising that all these resemble prisons" (Foucault, 1976, p. 247);
- Urgent need for schools to be open to external educational experiences, the widespread realisation of "community educational pacts".



HATE SPEECH AS AN EMERGING PEDAGOGICAL ISSUE

- Addressing the phenomenon of violence from an educational point of view and from a broad and interdisciplinary outlook, as a basis for establishing proposals for prevention and educational action.
- Some theoretical foundations for the prevention of violent behaviour: from the ethics of care and otherness to the promotion of education based on good treatment.
- The phenomenon of hate culture in digital spaces.

(Santerini, 2022; Pasta, 2023)

DIGITAL SPACES



- Digital spaces have admitted diversity of practices, habits or beliefs, sometimes even contradictory, but coexisting. And while social media increase the possibility of bringing individual viewpoints and issues into the public sphere, at the same time they limit or radicalise speech, exacerbating only certain voices and structuring the collective focus towards “moral panic” (Jungherr and Schroeder, 2021).

CONTEMPORANEITY

- We must bear in mind that social networks nurture a certain exhibitionism so that users constantly create and share in public.
- Users also mobilise the expression of our opinions, sometimes quickly and compulsively and sometimes more reflectively.



FOR SCHOOL



- Countering the increasing episodes of violence against teachers and school staff: phenomena that structurally weaken the school system, making it fragile and defenceless;
- Restoring prestige and authority to schools and their staff;
- Relaunching the educating community.

THE EDUCATING COMMUNITY



- Recover alliances and collaboration to offer effective responses to emergencies;
- Support teachers and parents in their relations with students and among families;
- Strengthen the synergic work of teaching staff, the school headmaster and specific professional figures with the necessary skills;
- Consolidate educational networks with local authorities, the third sector and all the realities that act for the support and development of the educating community (Zamengo, Valenzano, 2018).

NEED FOR «WIDESPREAD SCHOOLING»

- Essential place not only for logic-cognitive learning but as a space for socialisation to counter the threat of educational poverty;
- Increasing opportunities to meet;
- Improving educational spaces;
- Reorganising services with a view to integration that aims to increase and diversify the offer, imagining alternative services such as micro-nurseries, spring sections, creative, play, motor, sports, artistic and musical activities.



SOME STRATEGIC PATHS

- Understanding and reflecting on human rights;
- Reflecting on the consequences of different actions;
- Teaching social skills and positive conflict resolution;
- Promoting spaces for participation and responsible dialogue;
- Developing acceptance of diversity;
- Getting to know the manifestations of violence and the topics used to normalise it;
- Teaching how to identify and self-regulate anger and hatred;
- Learning to think critically.

NOT TO CONCLUDE

- From this outlook, school becomes the centre where the different parts of society work for the common good and for the development of the human person.
- Cooperating to start again. In order to recover effective planning, institutional activities must be involved with all the forces of civil society, so that they can participate and become promoters of ideas that affect the entire community. Such forces are crucial in this phase but also in the long term, through concrete actions to promote emotional and psychological well-being.



Mulțumesc pentru atenție