Ensuring inclusive education and lifelong learning for everyone.

Describing the perceptions of compulsory education teachers in Messina about cultural diversity.

Compulsory education teachers working with Roma students in the city of Messina tend to perceive cultural diversity positively. Perceptions close to theoretical and practical perspectives which are favourable to cultural diversity (+ that of primary education teachers).

Favourable to the use of dialogue between cultures and to shaping a school open to participation.

Teachers exist who have a negative vision of diversity and are reluctant to develop practices which favour inclusion.

Broadening the scope of inquiry through the adoption of new qualitative approaches and with new factors that help to better understand teachers’ perceptions about cultural diversity and their commitment to intercultural education and the inclusion of all students.

Difficulties to transfer the theoretical perspective to professional practice.

Inventory of future teachers’ beliefs about cultural diversity (4-dimension Likert scale consisting of 71 items).

Confirmation of H1

Objective 1

Higher average scores of agreement – Dimensions about the positive approach to cultural diversity.

2.22

Practices which favour the inclusion of culturally diverse students.

2.33

Disagreement – The dimension which presents cultural diversity as a problem.

2.11

Disagreement – practices which do not favour inclusion.

OBJECTIVE 2

The variable educational level + dimensions + total of the test.

No statistically significant differences exist in any of the dimensions.

The variable educational level + items

Significant differences.

5

66

CONFIRMATION OF H1

H2

Teachers close to theoretical and practical perspectives which are favourable to cultural diversity (+ that of primary education teachers).

Favourable to the use of dialogue between cultures and to shaping a school open to participation.

Agents of change

Roma community

Especially complex

Teachers

2030 Agenda for Sustainable Development

INTRODUCTION

OBJECTIVES

METHODOLOGY

RESULTS

CONCLUSIONS

Methodology of a descriptive nature

Quantitative methodology of a descriptive nature

Participants

182 teachers

68.2% primary education

31.8% secondary education

Information collection and analysis

Training practices favourable to cultural diversity.

D3

Training practices unfavourable to cultural diversity.

D4

Approach to cultural diversity as a problem.

D1

Positive approach to cultural diversity.

D2

Descriptive and inferential analysis

IBM SPSS Statistics v.24