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TEACHERS' IMPACT ON FACILITATING INTERCULTURAL RELATIONSHIPS AMONG PRIMARY SCHOOL STUDENTS

Abstract:

Migration floods have dramatically increased in frequency and numbers over the past two decades. The phenomenon is continually changing in characteristics and populations affected by it. The challenges they are posing are evolving, as well, and they demand a difficult shift in the host communities. The focus of this paper is on the key role teachers play in facilitating or impeding integration. We collected data in Italy among 5th-grade students (10-11 y.o.) observing how teachers' instructions and arised empathy can modulate the likeability, ingroup/outgroup identification and acculturation expectations toward a fictional immigrant peer. Results are still under processing, but at this preliminary stage the impact of both teachers and empathy seems to be confirmed, even though at different extents. Implications, limitations and future directions will be discussed.

Keywords:

teacher's role, immigration, empathy, integration

JEL Classification: I00, I24, J15