

Associazione Poesia e Solidarietà
in collaboration with
International Study and Documentation Centre
for Youth Culture (iSDC) - Trieste

2 - 4 OCTOBER 2020 / TRIESTE (ITALY)



**WORLD YOUTH FORUM “RIGHT TO DIALOGUE”
XIII EDITION**

DEBATES, CULTURAL AND ARTISTIC EVENTS, FRIENDSHIP

AWARDS!

Scientific Director: Prof. Gabriella Valera
Scientific Board: Prof Ana Cecilia Prenz, Prof. Lorenza Rega, Prof. Ornella Urpis,
Dr. Fabio Corigliano, Dr. Dario Castellaneta.

In cooperation with

**CREMIT- Centro di Ricerca sull'Educazione ai Media all'Informazione e alla Tecnologia -
Università Cattolica di Milano (Italy)**
Associazione Culturale Digital Evocation (Foggia, Italy)
Associazione Culturale Nesos (San Giorgio di Nogaro, Italy)
Wayne Ventures Pvt Ltd (Precisely) (New Delhi, India)

**“Education”:
Practices, Challenges, Strategies of
Intergenerational Dialogue**

Programme

Introduction and envisaged focuses

The theme “education” surfaced during the final stages of the XII edition of the Forum. It did so as a topic at the crossroads between teaching practices (formal/informal) and the transfer of knowledge contents on the one hand, and mediation/elaboration of values in different dialogical contexts (particularly the intergenerational – the teacher-student relationship – and intercultural ones) on the other.

The pandemic crisis notoriously brought about significant reorganization issues in the methods and contents of education/teaching, highlighting unbridgeable gaps and social-cultural disparities. Many contributions received in the Forum programme refer to data concerning this experience.

However, the general structure of the forum has not changed, proving that the theme at the center of the discussion has a "global" character: it is crossed vertically (over time from tradition to innovation) and horizontally (connectivity, different perception of distances, interculturality) by the transformations/migrations that continually affect the relationships between men, communities and peoples.

A summary look at the panels in which the forum is divided allows us to recognize, in the great diversity of the covered topics, a thread that leads us towards a deep knowledge of the possible contexts, problems, solutions, critical tools applicable by each in their own field of work: some certainty, doubts and questions, guidelines acquired, openness and determination in the possibility of dialogue.

I.

The first panel is entitled "Education: a global emergency".

The idea of an educational "state of emergency" is introduced in the first presentation of the first panel with reference to Covid 19.

The concept of **state of emergency**, normally used in the political and juridical-constitutional sphere to allow governmental decision-making otherwise subject to legislative constraints, is very strong if applied to the educational field: as if it allowed and required "**exceptional**" **legislation** whose purposes should be recognized and accepted. We therefore work in the educational field in ways that are difficult to define constitutionally and politically

The paper by the two authors shows that the state of educational emergency includes economic issues, the philosophy of education, reflections on intergenerational and intercultural dialogue.

A consideration could be suggested from the very beginning of the forum. The idea that there is an opposition between **emergency problems and structural problems** (with the relative methods of approach) is quite widespread. In the case of "Education", the global emergency must instead be considered continuous and not transitory, insofar as Education concerns constantly moving realities that bring to the surface in **the apparently systemic backgrounds of complexities**, those waves that upset and reshape the whole asking for the attentive gaze of those involved.

The panel reports are dedicated to this or that emergency aspect in different countries and to possible answers and represent a broad, non-uniform picture, full of ideas and concrete inputs and data, not without open questions.

II.

The second panel entitled "Contemporary world / contemporary words" focuses precisely on the fact that the educational emergency cannot find answers once and for all because its "innovative" content is always in progress. Its growth is proportional to innovation, to the new languages on the basis of which dialogue is necessary.

It therefore begins with a disconcerting reflection on "dialogue" as a rhetorical device, to begin reflecting on the dialogue more deeply, as an intergenerational dialogue, between teachers and learners (the worlds they represent, sensitivity, ability, values). They **"share" knowledge, welcome and revitalize traditions**. This **sharing** of knowledge and languages between different generations and cultures **generates and shapes what we call "contemporaneity"**.

III.

"Scenarios of the future"

AI, as augmented intelligence causes the necessary **escape from "formal education"**. But the question is: does this step really constitute **a paradigm shift** in educational strategies and practices? Does the symbolic alliance between **education and technology**, in addition to reshaping the world of **professions**, constitute a new **virtual educational "environment" (one would almost say habitat)**? How is this virtual educational environment (or habitat) conditioned by the belief that "we have the world in our pockets" and that we can discover it with a simple google search?

IV.

Border Spaces; digital Technologies as an opportunity for hybridization

The panel presents informal education practices; declines the theme of technologies and digital in a community perspective and the intrinsic link between planning and management as an educational modality.

Starting from the idea of **"border spaces" as they are processed through digital technology**, the issue of "virtual educational environments" can be repositioned. Virtual educational environments are not just abstractions from reality, they each have specific and particular characteristics. The **"distance"** does not only indicate the state of physical separation of the learner from the teacher

(distance teaching / learning, E-learning). "Distant" are many of the contents that are taught / learned, constituting in their coherence and cohesion that particular space (necessarily "virtual" but not unreal) **which as an educational habitat is "shared" by teachers and learners**, widening the gaze and mind.

V.

Transforming education

"Distant" in time and space are a large part of the **cultural and intercultural contents, produced by tradition and precisely by education**, that is, by **the transfer of knowledge and the elaboration, conscious or unconscious imposition of values and beliefs**. These spaces cannot be taken for granted once and for all, they must be traversed in a **dialogic way**.

The fifth panel "Transforming Education" offers some food for thought on this very aspect. It speaks of the function of **interculturality and tolerance as an integral part of educational processes** and of their transformation (what can be learned from interculturality?); proposes case studies that come from very distant educational "environments". Comparable case studies could be multiplied by bringing out similarities and differences. Furthermore, the intercultural theme also raises the question of **responsibility as a vital "competence"**.

VI.

"Teaching and learning: the intangible challenge of education".

The expression "intangible challenge of education" suggests a linguistic assonance with the UNESCO definition of the "intangible" heritages of humanity: The educational challenge is one of the great intangible heritages.

Regarding the first panel, it was said that education is a permanent emergency: like all emergencies, it feeds on complexity and reproduces it by redesigning it.

In the presentation of the individual panels we have repeatedly emphasized that this challenge has teachers and learners as equal protagonists, so we have used the combination of teaching / learning constantly to indicate critical paths on the issues of education today.

The sixth panel proposes reflections and case studies precisely on these issues: on the theme of authority and the unilateral imposition of contents / values (power); on the other hand on the theme of the formation of leading personalities (still power); on the corrections of a distorted education through problem based learning and again of interculturalism where traditions are particularly codified and oppressive.

The panel concludes with a broad look: teaching and learning are intangible challenge of education because "**education, compared with literacy involves a multiple dimension**": **work in progress of humanity, languages and civilizations**.

FRIDAY, OCTOBER 2
9,30- 13,30 (LOCAL ITALY TIME)

I. Education: a global emergency

Savya Sachi Pandey

Student, BSc Economics from MIT-WPU, Pune

India

Vishesh Dwivedi

Student, B.A Honours in Global Studies from Ambedkar University, Delhi

India

Covid 19: a state of educational emergency

Valentina Cralli

PhD student

Italy

Is education a national duty?

Lama Abu Samra

Student researcher, University of Pecs

Jordan / Hungary

Educational diplomacy in the European Union

Anna Rosa Dusconi

Degree in Performative Arts and Theoretical Philosophy

Italy

Education at first place for a real social concrete interaction

DEBATE

Priyesh Gounder

Student at SZIE University - Hungary

Fiji

Impact of school locality on teaching and learning: a qualitative inquiry

Regis Hima

Teacher

Albania

Education system in Albania in years

Iskander Mombekov

*MBA/MA / CEO, GIGIL Consult / Marketing Executive, IT-GRAD / Executive Director,
“Alumni Association “Turan-Zerde” at Turan University*

Kazakhstan

Social disparities in education: investments for youth in Kazakhstan

Bani Khera

Study - BBA LLB/5 Semester, Fairfield Institute of Management & Technology

India

Kaushal Kumar

Attorney - Senior Associate counsel for Singhania & CO

India

Future perspectives of educational methods: adaptive learning via technology and it's challenges amid COVID-19 pandemic

DEBATE

FRIDAY, OCTOBER 2
15,30- 18,30 (LOCAL ITALY TIME)

II. Contemporary world/ contemporary words.

International / interrelational / intergenerational educational processes

Altin Guberi

Youth Activist at LDA International in Albania

Albania

Innovative dialogue

Saima Isra Kamal

Undergraduate student in STEM

Bangladesh / Saudi Arabia

Education and inter-generation dialogue - Barriers, practices and strategies

Esther Oreofeoluwa Esho

Universitat Jaume I (Alumni)

Nigeria / Spain

Deborah Mofoluwani Esho

Universidade de Lisboa (Alumni)

Nigeria

Reinforcing traditional art and craft for sustainable development in Nigeria

Debate

III. Scenarios of the future

Viktor Miloshevski

PHD Student, Doctoral School of the University of the Balearic Islands

North Macedonia / Italy

AI changing the structure and delivery of education

Ekaterina Matveeva

Founder of Amolingua

Russian Federation / Argentina / Scotland

A digital future: how technology will shape the future of education?

Olena Ianytska

Teacher in Rivne State University for the Humanities

Ukraine

Education vs intelligence in the smartphone: will future generations use or abuse it?

DEBATE

SATURDAY, OCTOBER 3

9,30- 13,30 (LOCAL ITALY TIME)

IV. Border spaces: digital technologies as an opportunity for hybridization

Alessandra Carenzio

Università Cattolica del Sacro Cuore di Milano

Italy

“Technologies for communities”: technologies to strengthen and build community ties

Marco Rondonotti / Irene Mauro

Università Cattolica del Sacro Cuore di Milano

Italy

Humans of Rizzo: a project for community building

Simona Ferrari

Università Cattolica del Sacro Cuore di Milano

Italy

P&M education: a methodological approach

Elisa Farinacci

Università di Bologna

Italy

From lip-syncing to informal education on TikTok

DEBATE

V. Transforming education

Adri cia Ferreira

*Law student and undergraduate researcher at the Federal University of Esp rito Santo /
Member of the research group “Labyrinth of Codification of International Civil Procedural
Law” / Member of the research group “Bioethik”*

Brazil

Right to education, the pandemic and distance learning in Brazil

Akshay Makar

CEO at CLIMATENZA Group

India

Shiksha Avishkar - Transforming education

Mayya Jafarguliyeva

*Seniour Lecturer, Azerbaijani State Oil and Industry University, Department of Social
Disciplines*

Azerbaijan

Teaching multiculturalism and tolerance: what we can learn from cultural diversity

Subir Rana

Ph.D, Jawaharlal Nehru University / Independent researcher

India

Education and the challenges of intergenerational dialogue among the denotified nomadic tribes of India

Oksana Shelemei

PhD, Associate Professor of the Psychiatry, Narcology and Medical Psychology Department - Ivano-Frankivsk National Medical University

Ukraine

Distance learning from the students' perspective in the time of Covid-19: recommendations

DEBATE

SATURDAY, OCTOBER 3
15,30- 18,30 (LOCAL ITALY TIME)

Javed Ahmed

Young innovative youth leader working for sustainable development

Pakistan

As young global citizens, how should we find solutions to the problems facing education

Shivangi Chaurasia

CS Graduate, RKU

India

Bridging the cultural and generational gaps by redefining education process

Nabeela Siddiqui

Research and Teaching Assistant at National Law University, Jabalpur, India

India

Stigma, politics and religious minorities: preaching inclusivity through teaching

Chegotatso Modika

Publicis Groupe Africa Intern

South Africa

I am Africa and English taught me how to be ashamed of being African

Viktoriia Pitulei

Phd, associate professor of department psychiatry, narcology and medical psychology - Ivano-Frankivsk National Medical University

Ukraine

The principle of formation of responsibility as a vital competence of the student's personality in the teaching process

Yateen Chiplunkar

Junior Android developer at Uoodmaish LLP

India

Intergenerational learning: practices and challenges

Antoine Cid

INALCO / President of « Nouvelles Confluences »

France

Intercultural Education in China from the late Qing Dynasty to the Chinese Inner Studies College: The cases of Su Manshu 蘇曼殊 and Ouyang Jian 歐陽漸

DEBATE

SUNDAY, OCTOBER 4

9,30- 13,30 (LOCAL ITALY TIME)

VI. Teaching and learning. The intangible challenges of education

Louiza Nigro

Student researcher in applied linguistics / ASAF Algerian students representative

Algeria / Hungary

The challenges of banking system towards formal educational settings - Study case: pedagogical practices among educational stakeholders in Algeria (introduction to pedagogy of the oppressed)

Shivakshi Bhardwaj

M.Sc. mathematics Education at Cluster Innovation Centre, University of Delhi, India
India

Deepak Sharma

M.Sc. mathematics Education at Cluster Innovation Centre, University of Delhi, India
India

Empower 21st-century Indian learner through an online-pedagogy of problem based learning

Anastasiia Korotun

MA student in Global Studies & EU, University of Salento
Ukraine / Italy

EduMe, I am a refugee: inclusion models and practices

Nurul Hasnat Ove

President, World Merit Bangladesh & Leadership Development Association Bangladesh
Bangladesh

Integrative mental health, well being and marginalized youth

Oksana Maslova

Journalist / curator / play writer / founder of the educational multidisciplinary Children in the Museum Festival

Ukraine

Art in school education. COVID. The era of changes

Mohamed Sanusi Jalloh

Fellow from the African presidential leadership program in Egypt, Cairo

Sierra Leone / The Gambia

Learn to lead youth educational initiative activism – Informed action

Anand Mistry

*Teaching Associate, Faculty of Technology, CEPT University, Ahmedabad, India /
Structural Engineer, Taknik Consultants, Ahmedabad*

India

Dhirajkumar Santdasani

Young Professional, NITI Aayog, Government of India / Climate Counselor, International Centre for Culture and Education, India

India

The intangible challenges of education, teaching and e-learning

DEBATE

SUNDAY, OCTOBER 4
16,00 - 18,00 (*LOCAL ITALY TIME*)

Gift of Cultures

The final day of the Forum is traditionally characterized by cultural events (music performances, poetry readings, meetings with poets and Trieste public figures, exhibits...) which add to the framework of sociality that characterizes the Forum, in order to allow for friendship and creativity.

All participants are therefore encouraged to offer a video contribution to be shared with the others in order to illustrate their countries' and their cultures' characteristic motifs, dances, images, instruments, poetry or literature etc. These contributions will necessarily need to be recorded up front and provided to the organization in time to allow for a wide distribution. Participants who will offer such contributions will have the opportunity to briefly introduce their works during the live conference.

Please send very soon!!!



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Institut Nove Revjje, za humanistiko Lubiana
Associazione Culturale Progetto 7Lune
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Associazione Servi di Teatro
Fondazione Ellenica di Cultura-Italia
Centro Internazionale di Studi e Documentazione per la Cultura Giovanile
Circolo di cultura istro-veneta Istria

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