



Associazione Poesia e Solidarietà
in collaboration with



International Study and Documentation Centre for Youth Culture (iSDC) - Trieste



XIII EDITION

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

**Debates, Cultural and artistic events, Friendship
AWARDS!**

2-4 OCTOBER, 2020 / TRIESTE (ITALY)

ONLINE

CON IL PATROCINIO / WITH THE PATRONAGE OF:



**UNIVERSITÀ
DEGLI STUDI DI TRIESTE**

CON IL SOSTEGNO FINANZIARIO DI / WITH THE FINANCIAL SUPPORT OF:



**REGIONE AUTONOMA
FRIULI VENEZIA GIULIA**



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IN COOPERATION WITH:

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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 Singhanian & CO

India

Future perspectives of educational methods: adaptive learning via technology and its 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 Oreofoluwa 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

(Dr. Enrico Elefante, iSDC)

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

Adrícia Ferreira

*Law student and undergraduate researcher at the Federal University of Espírito 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, Baku Slavic University

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

Chegofatso 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!!!

The World youth Forum Right to Dialogue is a part of the Project "Poetry and Solidarity. Language of the peoples"

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Circolo di cultura istro-veneta Istria

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THE EDUCATIONAL DEFINITION OF DIPLOMACY

LAMA ABU SAMRA

Student Researcher at University of Pecs

Introduction

When talking about the diplomatic envoy and diplomacy, meanings are sometimes confused. The diplomatic envoy is a state official who practices diplomacy in the field of international relations. And diplomacy has been established on origins, characteristics, and principled basis of conduct or behavior. Diplomatic envoys are means of contact between the political communities who are members in the international community. The persons who are used according to system for representation in other States and to carry out official international talks and negotiations are called “diplomatic representatives.” All these meanings will be discussed and the legal basis will be explored in the coming sections.

Section 1: The Definition of Diplomacy

The term *diplomacy* has received much attention from researchers in the field of the general international law and relations. And they have been keen to investigate the origins of the term and the development of the concept over time. The reason behind this attention is due to its importance in the history of humanity and in the field of international relations.

Even though diplomacy is old, the term is considered relatively new. The word was entered the English dictionary in 1645, in spite of the fact that the first documented evidence to the use of term goes back to 1587. The term is derived from Greek word “diploma” derived from the verb “Diplon” meaning “to apply” or “to fold.” Also the term was used to refer to a type of documents issued by the ruler which grants the person to a privilege (Al-Sheikh, Khaled Hassan (1999), p. 22)

The word “*diplomacy*” developed and was transferred from Greece to Latin, then live European languages and to Arabic. When transferred from Greece to Latin, it was used into two ways:

- 1 - The meaning given by Romans to the word “*diplomacy*” was used to express the conduct, character and ethics of the diplomatic envoy and his commitment to good manners and affection and to avoiding reasons of criticism from the host State he/she accredited to (Fouda, Ezz El-Din, (1961), p. 47)
- 2 - The term “*diplomacy*” was used to refer to the document or the certificate that kings exchange in their diplomatic relations and granting the holder special immunity and privileges. It also involves recommendations of respect and of good reception. In the light of this use, French and then Arabic used the term “diploma” to mean the higher certificate granted to students (Al-Fatlawi, Suhail Hassan (2006), p.90)

The term “*negotiations*” was used to refer to managing and steering of diplomatic relations, then the terms “embassy” was used to refer to the agency that carries out this job. The first to use the word “*embassy*” or “*ambassador*” were the Spaniard after borrowing it from the church expression with the meaning of “servant”. Within the French understanding “*diplomacy*” means “*delegate*” or “*commissioner*” ,i.e., the person sent in a mission. The word “*diplomacy*” entered the international lexicon only in the middle of the seventeenth century when it replaced the term “*negotiations*”

(Abu Ababa, Saeed, (2009), p.10).

It seems apparent that diplomacy differs from courtesy, etiquette, and protocol tactics, even though it is sometimes said in everyday conversations that *someone* behaves in a diplomatic manner, i.e. with grace and carefulness. Protocol represents the boundaries or the domain where the diplomat can move according to a preset, recognized basis in his formal and official movements. Etiquette is any form of good mannered conduct from the diplomat towards others. Courtesy has no written basis, but it is the person’s sense that he/she will please and enter joy to the hearts of others (Shabana, Abdel Fattah, (2002), p. 3).

With these meanings in mind, we can conclude that the meaning of diplomacy has developed with the development of the international community, and the term diplomacy has been used to refer to a variety of meanings (Barakat, Jamal, (1985), pp. 17-18) including pleasant behavior, tact and the good conduct of the diplomat when dealing with others. It also used to refer to the manner of the State’s management to its external policy and its relations with other states.

It should be noted that a variety of theories have arisen in defining diplomacy due to differences among scholars.

1- Definition of de Martens:

International jurist Charles de Martens defines diplomacy as “the science of foreign relations or the foreign affairs of states, in other words it is the science or art of negotiations”. (Demostence Olariu,2019)

2 - Sato definition:

In the seventh century, British diplomat Sir Ernst Sato knew that diplomacy is the use of intelligence and courtesy in managing formal relations between the governments of independent countries.(E.Satow,1958, P.1).

3 - The definition of Pradier-Fodéré:

He defined diplomacy as “the art of representing the government and state interests before foreign and non-foreign governments and countries, observing the rights, interests and dignity of the country so as not to affect it abroad, as well as managing international affairs and managing or following political negotiations in accordance with the instructions issued in this regard.” (Pradier-Fodéré, 1899 Vol. I.P. 14).

4 - Definition of Calvo:

And the scholar Charles Calvo defined it in his dictionary of the terms of public and private international law that he developed in 1885 AD by saying, “It is the science of the relations existing between different countries, resulting from mutual interests and the principles of public international law and the texts of treaties and agreements.” (strupp 1930.vol. 2. p. 487).

Diplomacy is the practice of conducting negotiations between representatives of states or groups. It entails influencing the decisions and conduct of foreign governments and officials through dialogue, negotiation, and other nonviolent means. It usually refers to international relations carried out through the intercession of professional diplomats with regard to a full range of topical issues. (Ronald Peter Barston, 2006, p. 1

The term diplomat is thus sometimes applied broadly to diplomatic and consular personnel and foreign ministry officials more generally. (Jay Winter, ed. (2014) p 68.

From the definitions presented by scholars in the field, we can conclude that diplomacy is a political action related to the management and direction of people and international relations in accordance with their interest in times of peace and war, based on norms and rules codified in the international law.

Section 2: Members of the diplomatic mission, Personnel and Staff

The Vienna Convention on Diplomatic Relations of 1961 launched the term “diplomatic envoy” to the head of the mission or one of its diplomatic personnel, and the issue of describing members of the diplomatic corps with diplomatic titles is a matter determined by domestic laws. Each country has the right to set a ladder of diplomatic titles according to what it deems appropriate. However, work has taken place in most countries to nominate members of the diplomatic corps with the following:

First Requirement: Members of the diplomatic mission

The diplomatic mission members are a group of people who hold specific diplomatic posts according to the international law and the regulations of each country. This group includes the head of the mission, the consultant, the secretaries and the attaches (Zahra, Ata Muhammad Salih, (2008), p. 12

1 - Head of the Diplomatic Mission.

The Vienna Convention on Diplomatic Relations the Head of the diplomatic mission as “the person charged by the sending State with the duty of acting in that capacity”(The first paragraph of the Vienna Convention on Diplomatic Relations of 1961) To enjoy a diplomatic capacity, the diplomatic envoy must meet the following conditions:

- A) They must obtain the diplomatic capacity from their States. Their states have the absolute freedom in providing the diplomatic capacity and it is considered as an internal matter of each State.
- B) Agreement of the receiving State. Head of the mission is assigned his/her post according to procedures set in advance. After selecting the candidate for this post according to qualification and required propriety, the sending State seeks agreement from the receiving State to accept the proposed person, as the receiving State has the right to refuse any unwanted foreign diplomat as *persona non grata*.

If the receiving State refused the Head of the mission, the sending State has no right to object. And what is worth to mention, acceptance of the Head of the mission being accredited does prevent the receiving State from refusing the Head of the mission later. The same can be done to other members of staff if justification was found. In this case the receiving State considers the Head of the mission as *persona non grata* and the sending State is notified. The later shall withdraw the Head of the mission within a definite period of time. If the sending State did not do that, the receiving State may refuse to recognize the person concerned as a diplomat,(Atta Muhammad Salih Zahra, p. 13), as was mentioned in Article (9) of the Vienna Convention.

- C) Provision of credentials to the Ministry of Foreign Affairs of the receiving State. Only Head of the mission is the person in charge of presenting the credentials, including a statement from the President of the sending State that states designation of the Head of the mission in the receiving State(Abdul Hakim Sulaiman Wadi, Permanent diplomatic missions, Dunia Al Watan, 2013) and data about the diplomat, his rank, the purpose of his mission and a gentle request of accepting him and considering what he will do as on behalf of the President of his State and Government. (Ata Abu Zahra, p. 13).

2 - Minister Plenipotentiary:

He is a diplomatic representative directly below the ambassador and is accredited in a mission according to a letter of cadence similar to that of the ambassador. He also enjoys all immunities, privileges and exemptions that the ambassador enjoys. He may also be accredited to a large embassy headed by an ambassador. In this case, he is called “Minister-counselor” and he is not provided with credentials.(Al-Jusoor, Nazim, p. 68)

3 - Charge D'affairs:

They are commissioned by the Minister of the Foreign Affairs of their countries. They don't have the right to direct contact with the Head of the receiving State (Dr. Ali Sadiq Abu Haif, p. 112,). The rank of the Charge D'affairs is lower than the ranking of the Head of the diplomatic mission. The State send a Charge D'affairs to represent it when the relations between the two countries become cooler, when the financial situation of the sending State requires reduction of the missions abroad and when the Head of the mission cannot pursue his job for any reason. The Charge D'affairs in not entitled to communicate directly with the president of the receiving State(Ghazi Hassan, (2002), pp. 96 and 97). When the ambassador travels, he assigns the Charge D'affairs to manage the affairs of the embassy(Fouad, Shabbat, (2002), p.106). The ambassador may also charge any other diplomat to manage the embassy in case of his absence though he/she is not a diplomatic attaché.

The Second Requirement: Diplomatic Personnel and Staff.

The Vienna Convention did not specify the ranks of the diplomatic personnel; the issue of such ranking was left to internal rules. The diplomatic personnel are considered to enjoy the diplomatic capacity in the provisions of the Vienna Convention.

Two conditions were set by the Vienna Convention to consider the employee (a member of staff) enjoying the diplomatic immunity. These conditions can be summarized as the following:

- 1) The member of staff should in principle be of the nationality of the sending State and if he is a national of a third State, he cannot work for the diplomatic mission without the consent of the receiving State and the consent can be withdrawn at any time.
- 2) The receiving State should be informed in advance with the designation of the diplomatic staff in the mission and the date of work commencement according to Article (8) of the 1961 Vienna Convention on Diplomatic Relations. And it was customarily followed in the majority of states to set a ranking scale for the diplomatic grades as the following:

A) The Counselor:

Members of the diplomatic mission refer to the Counselor to solve matters they face and he/she may be appointed to carry out diplomatic talks in lieu of the diplomatic envoy. The specifications of his job depend on the evaluation of the head ambassador and on the manner of practicing his jobs. If the ambassador views that he/she has to carry out diplomatic jobs in addition to managing the mission, there won't specific jobs. That is he/she may carry out any work the ambassador requires at any time. Instructions are provided and carried out. And if his/her job, from the point of view of the ambassador centered around the diplomatic aspect, the counselor serves as the administrative head of the mission (Atta Muhammad Zahra, 2008 p. 14).

He may carry out any work relevant to the system of the mission. In both cases, the counselor is considered the right hand of the head of the mission) Al-Anani, Ibrahim Muhammad, (1975), p.208

From the point of view of the Egyptian Ambassador, Ahmad Ibrahim the jobs of the Counselor , can be summed up as the following:

- 1) Identifying the job of the Secretaries and assigning them duties in the headquarters of the diplomatic mission.
- 2) Supervising the functions of the administrative employees, implementing the financial instructions issued from the Ministry of the Foreign Affairs of the sending State and dealing with all administrative and financial matters related to the mission.
- 3) Keeping the official seal of the sending State and to use when signing memos and checks issued from the mission.
- 4) Carrying out the job of the ambassador during absence and all work that he/she assigns to him/her while he/she is present.
- 5) Preparing important periodical reports, whether they weekly, monthly or bimonthly.
- 6) Signing payment permissions and checks with the financial affairs officer and monitoring the financial credits.
- 7) Giving orders related to the organization of the work at the headquarters of the mission and the distribution of competences in accordance with the instructions of the Minister of the Foreign Affairs of his/her country. And it should be noted that there would be more than one Counselor in the diplomatic mission. This could be a requirement in huge diplomatic missions as in large States and as the functions are accurate and abundant) Abu Zahra, p. 14

B) The Secretary:

The Secretary comes third in ranking, after the Head of the mission and the Counselor. His/her job is to help them in carrying out their jobs by implementing important tactical and protocol functions. For this he/she is required to be highly efficient, accurate and strictly disciplined, in addition he/she has to carry out his/her daily functions that require him/her to be highly tact and of good taste Al-Dabbagh, Dargham Abdullah (1985), p. 71

C) The Diplomatic Attaché:

Diplomatic Attaches are employees who work as part of the diplomatic mission and their rank is rank is the lowest on the diplomatic scale.

D) The Professional or Technical Attaché:

He is an employee of expertise that belongs to his ministry he is employed to and not to the Ministry of Foreign Affairs of his/her State. Among these attaches are the Military Attaché, the Commercial(Trade) Attaché, the Cultural Attaché and the Journalistic Attaché. These employees enjoy the diplomatic capacity and each State assigns them in accordance with specified conditions.

E) Family Members of the Diplomatic Envoy:

Family members of the diplomatic envoy enjoy the diplomatic nature as having the diplomatic immunities and privileges that the diplomatic envoy enjoys. It is meant by the family members are those who live with the diplomatic envoy and who share him diplomatic immunities and privileges with him(Sabrini, Ghazi, (2002), p. 130). If a son, for instance, above 18 years old, he doesn't enjoy diplomatic immunity. The unmarried daughter, however, enjoys diplomatic immunity.

F) The Servants:

The servants are the persons who are in the domestic service of a member of the mission and who isn't an employee of the diplomatic mission. Differentiation among them in terms of importance can be done according to conditions of designation, acceptance and immunities and privileges. The description of the members of the diplomatic corps is determined by the Head of the mission, the diplomatic staff and others(Ali Sadiq Abu Al-Haif, (1965), p.539)

The Vienna Convention on Diplomatic Relations left the matter of granting the private servants who work for the diplomatic envoy to the host State; it has the right to grant them diplomatic privileges or not. However, it is obliged to exempt them from taxes on wages on condition that they are not citizens of the host State or that they are foreigners who are temporal residents of the host State (Paragraph 4 of Article 37 of the Vienna Convention on Diplomatic Relations of 1961).

Summary

After reviewing the concept of diplomacy, the following conclusions can be drawn.

- All of the definitions directed at diplomacy are in common as the art of negotiation to manage international relations and banish the specter of international conflicts.
- Diplomatic immunity is not modern and its roots extend to ancient civilizations, such as the Romans, Greeks and other civilizations.
- International conventions emphasized the great importance of cooperation and understanding for the sake of achieving international peace as a preventive measure.

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WHY EDUCATION IS IMPORTANT IN THIS DIFFICULT PANDEMIC TIME AND AT THE SAME TIME, HOW CAN THE EDUCATION SYSTEM BE IMPROVED



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SUMMARY

As we all go through an era where people everywhere are worried, scared. the reason is COVID-19. In a situation where the whole world is affected. The whole system has come to a stand still, I am very concerned about education there. Because at the moment schools, colleges, universities are completely closed, in some countries online classes have started but some poor countries are still deprived. Now the question arises as to what is the solution. Which will improve our education? This means that either the COVID-19 vaccine should come. Either a system should be introduced which will not stop the education of the students. Going forward, I will mention below some of the Practices, Challenges, Strategies related to education that can be our solution in this pandemic situation.

At the same time, how can the education system in the world be effectively improved, so that we can see a better world! It can happen. Nothing is impossible unless one gives up. I believe we should always work as a team. The team here means we all have to be one, all the nations of the world have to be one. Sit at a table, find solutions to problems, then implement with a better strategy, then we will succeed in our goal.

First of all, we have to think that in this difficult time, the education system has come to a complete standstill. How to fix it. Here some rich countries will ask if we can educate our children through online classes. I will say here that yes you can, it is a great practice, but then there are in the world countries that are very poor. They do not have the resources to educate their children online. We have to find the final solution. The question then becomes how? I have the answer that is, we must take a smart approach, which not only reduces the risk of COVID, but also allows education to continue. Let me give you an example of what a smart path would look like we must first reduce school schedules. For example, if we open schools six days a week, then we should open schools three to four days a week. At the same time, we must separate the classes. It is better to have less children in a class, as well as follow SOPs should be the first priority. Teachers should be trained to prevent COVID. Also teach children how to wash their hands and how to fight COVID. This process will work well, especially in highly populated countries. Let me give you an example of how this process works. In recent days, the number of COVID-19 patients in Pakistan has dropped significantly. There is only one reason for this, smart lockdown. Pakistan is a populous country, also is a developing country but still managed to save people with the best strategy in a short time, and in the time to come, Pakistan is planning to open schools with smart lockdown under the same strategy.

Now let's talk about how education can be improved, Education is a basic human right and we need to recognize that, when we all acknowledge this defeat, why not improve education. Let us, the people of all countries, introduce a system in this world that will not only improve education but also make the next generation smart and intelligent. Now the question arises how is this possible? As I have said before, nothing is impossible. Everything is possible, we just have to find a way. I personally believe that if we are dreaming of improving education, we must first make education equal for all, whether it is for the poor or for the rich. Education must be equal for all. The current education system in the world is different for the rich and the poor, The downside is that the child of the poor gets poorer and the child of the rich gets richer. All the chances are that the rich take the children, and the poor can't do anything, although the poor are very intelligent and hardworking people. But because of this system, they lag far behind, they are deprived of opportunities. This system is responsible for this. Another thing is to remove politics from education, you have all seen that politics is a common thing in schools and universities. This thing is very harmful for the time to come. We need to take it seriously. Because we

have to save education, if this continues we will never be able to improve education. We have to think. This is the time.

And finally, some suggestions on how to improve education below mentioned;

The government should also provide more efficient teaching facilities to qualified teachers. Appropriate teachers should be employed, in proportion to at least 30 students per teacher. In addition, the government should provide rural infrastructure and facilities that facilitate learning.

1. Reduce the Cost of Education.
2. Introduce school Lunch Programs.
3. Introduce program to Educating Parents.
4. Introduce a new Educational Model.
5. Improved Resources for Teachers.
6. Education should be equal for all
7. Elimination of politics from the education system
8. Teachers should be given the best training from time to time
9. Teachers should be encouraged
10. Promoting literature and entertainment, poetry and sports
11. A school system that benefits poor children...
12. A great environment that is child friendly.

Let me tell you that I come from a poor family, so I know what the flaws in the education system are and how they can be eliminated. My only goal is to promote and improve education so that in the future, all of you, my children, can get an education in a good environment and have a better future. For this we all need to work together so that we can build a better world where everyone is equal.

AS YOUNG GLOBAL CITIZENS, HOW SHOULD WE FIND SOLUTIONS TO THE PROBLEMS FACING EDUCATION



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SUMMARY

A question that always comes to our minds. That is how education will be improved. We always try, but we have to develop a better strategy to solve the problems facing education all over the world. How to bring all of us nations on one page is also a challenge at this time. Thousands of young people like me have been wondering how to make the nations of the world think for the betterment of education. I have a solution. That is, we have to come up with a plan, led by the youth, that will prove to be better in the future.

Here I will tell you what are the biggest education issues and their solutions.

- A lack of funding for education! We need to focus the world on funding for education.
 - Having no teacher, or having an untrained teacher. The World thinks about this challenge.
 - No classroom. Establish schools with the best planning
 - A lack of learning materials. Stay focus on future learning materials.
 - The exclusion of children with disabilities. To give them equal opportunities.
 - Being the ‘wrong’ gender. Equal Gender
 - Living in a country in conflict or at risk of conflict. Peace is key to success.
 - Distance from home to school. Provide Enabling environment to children for learning in the best way.
- The first biggest education issues and their solutions. I am going to tell you about this century, which belongs to this era. Primarily, the issue we always overlook is debatable. Let me tell you what it is. A lack of funding for education, we need to focus the world on funding for education. Rich countries should play their part in helping poor countries, and adopt the best strategies to create a unique platform that will not only bring about change but also benefit those who deserve it. Whose voice no one can hear. let me tell you, I belong to a region where education is very poor. There are no teachers in the schools. Nor a bench or desk or chair for children to sit on. That is why we are all united here that we need to play a role so that we can overcome the problem of funding in education and provide a better environment in the school.
 - The second biggest problem in education having no teacher, or having an untrained teacher. How strange that the world is talking about going to another planet and we are far behind in education. The World thinks about this challenge, the solution is that we need to work with better planning and strategy in educational institutions. So that they can face this problem and say that, we can. We are one. This world is ours. We all have to live in it. In addition, we will one day make this world a better place where we will all be plagued by education. No child will be out of school. Let us discuss an issue that is small but very dangerous. No classroom. It is said that if you want to make a child a better learner, give him the environment he needs. So this issue solution is establish schools with the best planning, with best strategy, with best concept which going for sustainability.

- A lack of learning materials. Stay focus on future learning materials. This is not a common problem that we should forgive. This serious issue needs to be addressed. In addition, think fast, or time will run out. The question is, how? Find solutions that are easy to find. When the world sits down to find a solution, one or the other solution will come out.
- The exclusion of children with disabilities. All I can say for that is to give them equal opportunities. We are all equal.
- Being the ‘wrong’ gender. This problem has been around for centuries. Find a solution that can be found when nations sit together the same platform with same spirit. When they sit together and discuss how to Equal Gender. Then they find out the solid solution and then will implement the same sprit only then will this problem be solved.
- Living in a country in conflict or at risk of conflict. As far as I’m concerned, the greatest damage to education has been done by terrorism. Education is destroyed. We need to work on that. Education must be restored. So that we can bring peace to the next generation. And keep away from battles. Peace is key to success.
- Distance from home to school. This is very severe issue because this issue relate to my nearest close friends, when I wan youngster and studying in my school my class mates and friends come from almost half century kilometers (50 KM) distance from school, this is vey hard to learn quickly because the distance is very much far and the transportation is also very poor like donkey cart, camel cart, old stage buses and some other sources. So its a very alarming for education, this time I give you a best solution regarding this issue which is every school should establish on children quantity basis not recommendation of political leaders. Also in this platform I discuss on to provide enabling environment to children for learning in the best way. The Question arise how? In my opinion Teacher play like fathers or mothers role. Provide child friendly environment that child easily learn with his core sprit and in future he do for the world sustainability.

In conclusion of the bibliography, I would like to say this planet is a very best planet, we all have responsibility to save our planet and educate to people for sustainability and future development. I believe one day we all have a great sustainable WORLD!

EMPOWER 21ST-CENTURY INDIAN LEARNER THROUGH AN ONLINE-PEDAGOGY OF PROBLEM BASED LEARNING



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Abstract

Learners of the 21st century are characterized by two giants globalization and knowledge-based economy. In a knowledge-based economy, institutions are expected to produce learners who have skills to thrive in present times as well as are ready for an unexpected future. This requires a student-centered pedagogy which empowers them to think, believe, and accomplish tasks through self-directed learning and propose solutions autonomously. Today we also need learners who are empathetic towards the issues concerning living beings and are eager to find solutions for their sufferings. This demands a pedagogy that exposes learners to real-life problems and encourages them to provide an optimal solution to it. Problem-based learning(PBL) precisely does that, it motivates students to plan their learning around an ill-structured real-life problem and in return, it provides learners not just with content knowledge but also values that empower them. In this paper various case studies and journal papers have been analyzed to explore how PBL empowers learners and how an online- pedagogy of PBL will help 21st-century Indian learners develop a personality to find solutions to the issues India is facing.

Keywords: problem based learning, empowerment, 21st-century learners

With the introduction of new education policy in India and recent development to make its learners thrive in the 21st century, it becomes important for one to explore pedagogies that make indian learners realize the goals of their education system at the same time become empowered . This paper delves into the meaning of empowerment of learners in the 21st century and concludes how online pedagogy of problem based learning is best suited for a school going indian learner.

1. Learner empowerment in 21st century

Empowerment: Empowerment in education has two main dimensions to it:(a) Empowerment as a philosophy and (b) Empowerment as a process.

Empowerment as a philosophy is about the beliefs a facilitator has which guides the decision making in a classroom. Facilitators having a philosophy of empowerment tend to move towards an environment where power is shared with the learners giving rise to a democratic classroom. Whereas empowerment as a process involves ways through which a learner is empowered. There are various exercises a facilitator can adopt for empowering learners. All those exercises involve participative leadership, cooperative learning, learner participation, and teaching of social skills.

An empowered learner is one who has a voice in the decision making inside a classroom and takes responsibility for her/his learning. Empowerment does not stop inside a classroom, according to Kreisberg, Brunson, and Vogt it extends to the community a learner belongs to. Empowered learners will be able to meet their needs as suggested by Dewey at the same time will be empowering to their community.

Learning in the 21st century: Education in the 21st century can be understood with the rise of two ideas⁵ Globalisation and Knowledge economy. Where globalization gave rise to a borderless world, the knowledge economy emphasizes the importance of knowledge as a driver of economic growth and productivity. These neoliberal ideas together with technological advancement drove nations across the world to introduce policies to make education systems economically efficient and compete globally. This shift gave rise to concepts of,

- I. 21st century learner: An independent being who uses technology efficiently and with ease. Now, the aim of education is moving towards making learners learn to learn through a learner-centered pedagogy. According to the OECD, a 21st century learner need not memorize the facts but must possess a conceptual understanding of the complex process. Today the learners need to work creatively to generate new ideas and express these ideas clearly. The need to learn de-compartmentalised facts is discarded for this century’s learner instead they should be able to learn integrated concepts and understand scientific and mathematical thinking. Education should encourage students to evaluate themselves and move forward in the direction of life-long learning.
- II. 21st century skills: A set of skills that are required to take part in modern globalized economies referred to as 21st century skills. These skills have three broad categories Learning skills, Literary skills, and Life skills. They can be further divided as shown in Figure 1.

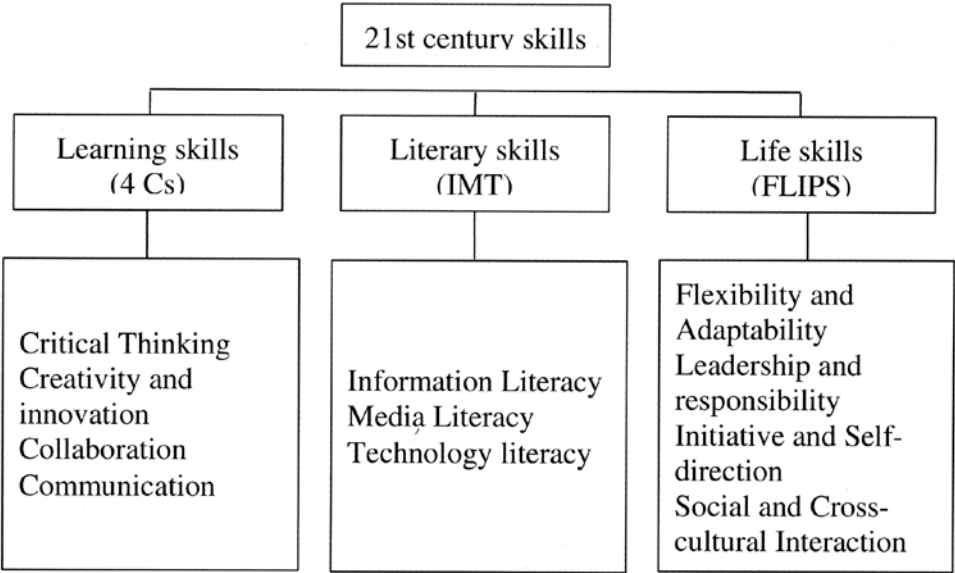


Figure 1

PISA, Programme for International Student Assessment, is one of the famous assessments to evaluate oneself on the scale of 21st century skills. It is taken seriously by many countries, it assesses 15 year old participants on the basis of these skills and gives countries a report of their education systems. MHRD, India also in 2018 announced that India will take part in PISA 2021 and taken initiatives to realise this goal.

Student empowerment in the 21st century means to develop innovative curriculum that provide learners with the skills required in the century. A 21 st century learner is characterised by one who critically evaluates her/his learning, a curriculum which motivates them to think, believe , learn independently, and propose new ideas will empower them.

2. Problem Based Learning

Problem-based learning(PBL) is a learner-centered approach that describes an environment where learning takes place around

an ill-structured problem. In PBL learners collaboratively work in small groups and learn what is required through the process of investigation, and exploration. The teacher facilitates learning throughout the PBL learning cycle.

PBL emerged as a method to improve medical education at McMaster University in Canada in 1969. Schmidt (2012)in his PBL investigations found out how PBL has been inspired by the pre-existing ideas of (a)Socratic method, (b) “Learning by doing” as specified by John Dewey, (c) Jerome Bruner’s concept of learning by discovery and (d) The Case method practiced at Harvard University. Initially, PBL aimed to acquire knowledge but later with the intensive research of Howard Barrows, the idea of PBL widened to learn to reason and to solve problems clinically. A method which was initiated for medical education has been adopted by various disciplines, not all of them approached the method as it was described during the time of its inception but have moulded it as per their objectives and now the method has emerged as pedagogy of Problem-Based Learning.

PBL is not just about solving a problem, it is a self-directed learning approach where learners are required to develop their strategies to resolve a problem. There exist many models to PBL and all those adopted models vary based on learning objectives for example there can be different designs to PBL as per the needs to acquire (a) knowledge of multidisciplinary content (b) problem-solving skills (c) collaborative skills (d) Learning of life-long skills, but there are certain characteristics which are common to all the adopted versions of it. The following characteristics go back to the classic model of PBL given by Barrows:

- I. Problems used for instruction should be ill-structured from the real world i.e the problem allows free inquiry and has multiple ways to resolve it.
- II. learners work in collaboration with each other and apply the knowledge gathered through self-directed learning to find viable solutions.
- III. Teachers in PBL environments act as facilitators with an active role of the institution’s staff.

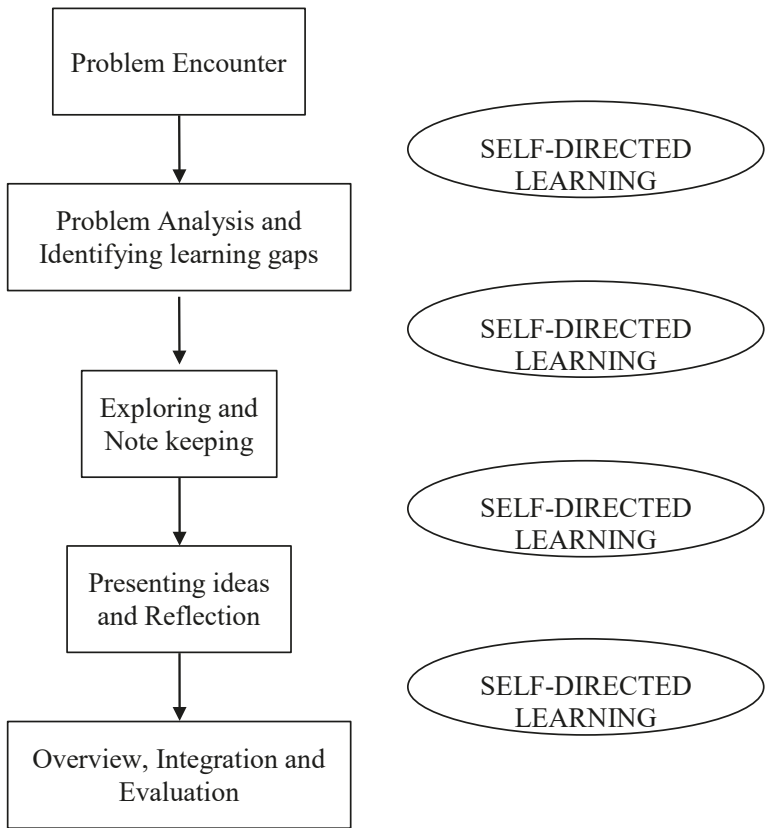
The role of each characteristic will entirely be dependent on the goals of PBL environment instructors wanting to design for their learners.

PBL: The Learner

In problem-based learning, learners work around a real world problem and resolve it through self directed learning. Barrows specified that the aim of PBL is not just to make learners understand the content but they should also learn to learn which makes self-directed learning the focal point of PBL. They do it by interacting with the problem, developing objectives, identifying learning gaps and lastly finding strategies to fill the gaps, hence resolving the problem.

In a PBL environment, learners take charge of their learning and resolve the problem using collaborative learning techniques, problem solving skills and self-directed learning approach.

Tan (2003) represented the learning process of PBL graphically as shown in **Figure 2**.



PBL has proven to be one of the preferred pedagogies to promote 21st century skills. The goals of PBL let educators design learning that develops the necessary skills required in a learner to survive in the digitally advanced century that has an unexpected future. With time, educators have started to explore PBL using online spaces. Despite the debate around online PBL all over the world, Savin-Biden (2007) in her book drew attention to the following features of digital space that enhances PBL online:

- I. It is a great medium to connect learners who are dispersed geographically and promote a new learning culture.
- II. It makes communication effective and intense by providing enough space to learners for exercising their freedom of speech which might not be possible in a face-to-face setting. It also lets learners contribute to the suggestions provided earlier in the process.
- III. Online PBL can take place with a large number of students, the tasks are managed better and it keeps the learner updated throughout the process.
- IV. It provides learners with a variety of resources to learn from at the same time a facilitator can be technologically innovative with her/his approach.

When PBL is practiced online it becomes inclusive, flexible, and provides opportunities to collaborate outside the classroom. It also lets students get an understanding of other places by collaborating with diverse learners.

Various offline PBL designs that are available inspire online models for PBL.

As per the learning objectives, an online PBL curriculum can be developed with the assistance of digital tools available and improved further after assessment.

3. PBL in Action

- I. To accomplish the goals of their schools' 21st century curriculum Eitel et. Al (2013) adopted PBL. They posed a problem of designing a town that addresses water limitations by using alternate energy at the same time reduces carbon footprint. The problem was placed in a local context of learners which made them believe that they can contribute to the problems their community is facing. Learners worked in teams and explored new interlinked domains and sharpened their individual skills. In addition to developing 21st century skills as defined in learning goals, learners increased their content knowledge. Learners found the activity to be meaningful and interacted with university graduates along with attending conferences to reach the solution.
- II. Sutton and Knuth (2017) designed PBL for Sammamish High School's to increase students' achievement, they obtained data that supported research claiming students experiencing PBL perform the same or better on standardized measures. They also found that the benefits of PBL extend to all learners regardless of their learning needs and socio-economic background, and students' learning can be deepened when the entire community develops and takes part in the teaching-learning PBL framework.

They also argued that PBL helps in the social, emotional, and civic development of students which leads to the process of making good humans with great content knowledge.

- III. When principal Susan J. DeRoche (2006) along with her team developed real-life problems around the curriculum content for the learners of all grades in her school found that learners surpassed their expectations. Young learners were taking initiatives, asking important and relevant questions without the help of a facilitator. Learners interacted with experts to find answers to their questions and some of them were welcomed by the mayor to present their outputs. Students also divide the work as per their expertise and choose the technology to be used to present their findings. When assessed learners portrayed great content knowledge.

One interesting outcome of this study was that students took their learning outside the classroom and applied it to their lives.

4. Goals for India Learners

Right now schooling in India consists of four levels but the introduction of New Education policy 2020 has proposed new levels as mentioned in **Figure 3**.

Till now the education system in India is guided by the National curriculum framework 2005, which put forward following principles for education:

- I. Connecting knowledge to outside world
- II. Ensuring that learning shifts away from rote methods
- III. Enriching the curriculum so that it goes beyond textbooks
- IV. Making examinations more flexible and integrating them with classroom life, and
- V. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

Age	Grade	Current Level	Proposed Level
17- 18	12	Higher Secondary	Secondary Stage
16 - 17	11		
15 -16	10	Secondary	
14 - 15	9		
13 -14	8	Upper Primary	Middle Stage
12 - 13	7		
11 - 12	6		
10 - 11	5	Primary	Prepratory Stage
9 - 10	4		
8 - 9	3		Foundational Stage
7 -8	2		
6 - 7	1		
5 - 6		Pre- Primary	
4 - 5			
3 - 4			

Figure 3

The new education Policy 2020 visioned to create a holistic, and a unified education system. It stresses to move away from rote learning and develop 21st century skills among the learners. The policy has encouraged a flexible and student-centered curriculum with exposure to vocational skills as soon as grade 6. Inclusive classrooms have been marked essential to tackle various problems the education system is facing. The policy supports teaching in the local context for greater results along with promoting digital literacy.

The goals India has put forward for its learners resonate with the outcomes of PBL as seen through case studies. It makes PBL as one of the suited approaches to be adopted as a pedagogy for school learners. It not only fulfills all the criteria mentioned in the goals, but it also takes it further and establishes the stepping stone for lifelong learning. In present technologically advanced times when India visioned to increase mobility among its learners, also making them ready to compete internationally it becomes important to develop a digitally advanced curriculum to empower its learners where they can collaborate with diverse people and enhance their learning experiences.

Conclusion

The paper showed that student empowerment in the 21st century is about developing innovative pedagogies that make learners independent and encourages them to learn how to learn and propose new ideas. Later in the paper definition of problem based learning(PBL) was adopted to give the reader a basic idea behind its pedagogy. “ PBL is a constructivist approach that develops learners’ abilities when they solve ill-structured real-world problems collaboratively through self-directed learning ”. A few case studies have been analyzed which reflect PBL when implemented successfully develops (a) Content knowledge, (b) social, emotional, and civic skills, (c) responsible learners who take initiative, and (d) lifelong learning skills. It was also seen how PBL online is more effective, inclusive, and flexible. The Paper also argued how online PBL can be considered as a suitable pedagogy for the empowerment of learners in India.

For future recommendations, online PBL needs to be validated in Indian classrooms for different 21st century skills India aimed for.

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“COMMUNITY TECHNOLOGIES”: A THEORETICAL FRAMEWORK IN PRACTICE



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The framework

“Community technologies” can be defined as a new match of two very well-known words: technologies and community. The framework was first developed by Pier Cesare Rivoltella, full professor of Education at Catholic University of Milan, to mark a new idea: technologies are not just a burden, an obstacle, but a support to make the community grow.

But, let’s take a step back. For sure the first time a new technology appeared we have always thought of it in relation to the community: for example, printed books have been related to the limited community of learners or the limited community of wise people where knowledge was created and distributed. But also, from oral to written words, the community has always been involved. If we consider the communication of a fact, a thought, an experience, passing from oral presence - shared in the same places - to written notes, communication could easily fly away and get into anyone’s eyes. The works of Walter Ong, Marshall McLuhan and other scholars (Joshua Meyrowitz too) are very useful to define the media-morphosis and the meaning that the different technologies had when they were new. The lesson of Plato is really clear.

What does it mean, then? In this framework, technologies are intended as an opportunity to support the community, with a very interesting counter-intuitive point of view. We are often focused on technologies as something that separates, divides, or tears

people apart (considering media messages, framing digital environments as something dark, unclear, a haunting presence that makes people be alone, hidden and separated). Well the idea is that technologies are a bridge to make people share, help each other and empower.

Technologies can help the creation of new bonds between people or associations, using the medium as a bridge, as said before. However, they are also able to re-activate existing bonds and relationships dissolved in everyday life, building a common ground to meet, share, communicate and make bonds meaningful again. For example, a big family disseminated everywhere in the world can for sure - with a deep intentionality - make the members share a common path. Considering also the constitution of some territories and places, for example in the case of mountains and islands that are somehow separated from the world or geographically isolated, technologies (not magically for sure) can enhance the possibility to be part of the community, despite of geographical issues. There are two other ideas: technologies can sustain the members of a community in a renovated mixed environment (a border environment made of digital/non-material scenarios and presence in everyday life), creating a diffuse well-being for everyone, from the youngest to the oldest one.

In this way, the result is not just a community, but a new environment where it is not possible, or at least not so important, to consider if we relate and communicate “face to face” or via digital media platforms: this framework in fact is strongly connected to the concept of “onlife” developed by Luciano Floridi. Online issues are totally part of our lives (not a second screen, not a “second life” as we used to say a few decades ago, but as a hybridized situation). The term onlife was coined to express our experience of ever-increasing pervasiveness of information and communication technologies. As marked in the famous book *The onlife manifesto: “The impact exercised by ICTs* it is due to at least four major transformations: the blurring of the distinction between reality and virtuality; the blurring of the distinction between human, machine and nature; the reversal from information scarcity to information abundance; and the shift from the primacy of stand-alone things, properties, and binary relations, to the primacy of interactions, processes and networks» (quotation from the presentation of the book, <https://www.springer.com/gp/book/9783319040929>).

Onlife is then «a new experience of a hyper connected reality within which it is no longer sensible to ask whether one may be online or offline» (Floridi, 2015, p.1).

Within this framework “community technologies” need to be framed with some actions. That means: it is not a magic spell or something occurring automatically, as things do not happen by themselves in a deterministic way.

First, it is necessary to study the “geography” of the community (where, how, what is typical of the environment, which associations are working at the moment, which groups are active, problems, etc.) in order to know which is the context we are working in.

Second, to start we also have to involve people in a project “for everyone and each one”, including children, families, schools, old people, immigrants and asking them to be part of it starting from their needs. In this idea, in fact, people are part of the community and work within the technological infrastructure. This means to support a specific work of *people raising*, analysing places, resources, needs, people in order to define the best response.

Third, we also need to develop platforms and digital solutions to help the project, the needs, the expectations of the community (that is why we usually embrace a co-development perspective). Technology by itself does not bring any community to life, at least not without an intervention inspired by capacity building in order to make people create bonds and to organize practices with technologies (Rivoltella, 2017, p. 83).

It’s not a magic spell, as said before, for this reason it’s important to nurture a new figure: the *community tutor*. The community tutor in fact is a new figure matching three different perspectives and disciplines: tutoring, media education and social animation.

The role of the tutor is really important: this role in fact helps the communication flow, especially online where actually misunderstandings are so frequent due to the absence of eye contact and normal feedback on what we say, and also due to the nature of online communication (no punctuation and a poor grammar to be faster). E-moderation is then a very important issue in community tutor profile: time saving and time management, communication flows, moderation, not just from a technical point of view, are the main issues.

Media education is the second branch involved in community tutor: the perspective started flourishing in 1990 at least in Italy, helping people to process the media, to understand the media (this is the title of one of the most famous books on media education from Len Masterman), to question the media (another book, written by David Buckingham) and now to produce media contents with a renovated responsibility. Active media practices are part of the work in media education.

Last but not least social animation is another important node: “Animazione sociale” is probably the most known magazine on the topic - at least in Italy - and the debate started in the ‘60 of the previous century: to animate means to give soul, to make the inner flow go out, to give a new birth to social processes, helping people to develop themselves in a capacity building perspective (Rivoltella, 2017, p.100).

Branch	Dimension	Competencies
e-tutor	communication	online moderation, online group management, online communities development
media educator	mediation	information literacy, media literacy, media analysis, adult education
social animation	social	empathy, link with the territory and its resource, group management, ability to read the context and people’s need

The community tutor, adaptation of Rivoltella, 2017, p. 101

Media are then a connective tissue through which it is possible to connect, as Castells said referring to the idea of a neural system.

Humans of Rizzo

The Humans of Rizzo project took place in a neighborhood of the city of Novara, the “Rizzottaglia” neighborhood.

The term “Rizzo” is used to indicate the neighborhood in the city’s slang; this is an example of application of the community technologies paradigm related to a socio-educational intervention. In particular, it has exploited Digital Storytelling as an educational intervention device in a territorial context which, since its birth in the early 1950s, has always been problematic. Even if since the 2000s the situation has improved, unfortunately the reputation of a dangerous and degraded neighborhood is still alive.

In this context, Malaw, a young trap music singer resident in the neighborhood, posted the Periferie clip on YouTube, attracting the attention of institutions and the city and regional media. The language used by Malaw for the lyrics of the song and the symbols that appear in the related video are very common for the trap genre.



The publication of the clip and the significant number of views immediately produced a great resonance locally; in addition to the message and the slang used to express it, what has most attracted attention is the high number of preteens present in the clip.

Their presence was not accidental, but well-motivated by belonging to the same crew that Malaw himself wanted to name with “Briganti” (brigante means bandit). More than sixty very young people (for a few seconds children also appear) who show themselves in a succession of scenes dominated by dark settings, while holding sticks and weapons to assume an attitude of strong provocation. Probably the most alarming signal was recorded by the local school: teachers gathered the satisfaction from the children for being part in the Malaw clip; someone proudly emphasized the success of the performance, presenting themselves to the head teacher as a “bandit”; the social network profiles of many preteens have been modified with the addition of the “BRGNT” crew initials.

The district’s territorial educational table, which involved local socio-educational services, sports and cultural associations, set itself the goal of reacting to the ongoing social identification process. The choice was to start the “Humans of Rizzo” (HoR) project, which recalls the famous “Humans of New York” page, created in 2010 by Brandon Stanton and which has inspired several similar projects. The aim was to intercept the desire to tell and tell about oneself, creating a social space where young people and adults can express themselves with stories related to the history of the neighborhood.



UN QUARTIERE, MILLE VOLTI, INFINITI RACCONTI, UNA STORIA. LA NOSTRA

The project has inspired a Facebook page and an Instagram profile in which the same contents are published on a weekly basis: each post offers a photo of a person who chooses to be portrayed in one of the places in the neighborhood and tells the whole community why that place it's so meaningful for them.

Digital storytelling isn't a way of telling stories with different techniques, but is a new conception of narrative effectiveness, which is affected by some typical aspects of digital communication. For this reason, HoR stories tend to be very short, using materials that are easily available online, provided for multi-level collaboration and facilitate horizontal distribution and are structured in a cross-media logic. Above all, they are designed by focusing on the feature that makes digital storytelling capable of having an educational function in the animation of the territory and in the creation of the community.

As an example of the stories told, we report the Malaw's words. Malaw himself contacted the editorial staff asking to be able to participate, saying that: "Through my music I want to tell how we spend our days here, describe the situations I live in, that the kids around me live every day, trying to make other people empathize with our stories, because often, if you are not into it, you just can't understand several things."



During the research carried out at the same time by CREMIT, which developed the project, Malaw declared that telling his story helped him "to clarify for myself my relationship with the neighborhood and in the meantime, it made me understand some things even better". This means that the ability to narrate is enhanced through educational processes and is stimulated by the encounter with the narratives of each cultural fabric; in this way, storytelling also acts as an element of connection between the individual and the culture of the context.

The research data comes not only from semi-structured interviews, but also from the compilation of a self-report questionnaire created through the QuestionPro platform and administered online using the same social profiles of HoR.

What has been expressed up to here also allows us to understand a last interesting fact detected thanks to the questionnaire. We asked to express the degree of agreement regarding the statement "Thanks to the stories of Humans of Rizzo my opinion on Rizzottaglia has improved" by assigning a numerical value on a scale from 1 to 5 (1 = not at all, 5 = very much).

32.26% responded with a value of 5, while 30.65% attributed a value of 4; this means that a large majority have a positive opinion of the project.

We can therefore say that the emotional connection between the people of the neighborhood, namely the quality of the bonds and the awareness of sharing a common story, also seems to be strengthened thanks to HoR.

We can end with one of the sentences collected during our research: «This also happens with social networks: a person you've never seen before, maybe you see his page and then you notice him on the street. This project has transferred relationships from the neighborhood to social networks and from social networks to people.»

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BRIDGING THE CULTURAL AND GENERATIONAL GAPS BY REDEFINING
EDUCATION SYSTEM



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SUMMARY

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ABSTRACT

Education system has been rigid and concrete, even when the society, mindset, surrounding, humans kept changing (=evolving). Transformation in terms of how people interact with digital interfaces has tremendously evolved, it has become easier to express on social platforms. The digital connectivity has in many ways vanished the physical boundaries and yet, the education system hasn’t wavered.

The current education system needs to evolve further than implementing online learning and virtual classrooms, the e-learning needs to evolve with current trends. Introducing new methods and creating a strategic shift to focus on practical-oriented learning and teaching methods will help the students.

This article focuses on redefining the education process by incorporating non-traditional methods of teaching, through which the generational and cultural gaps can be reduced.

E-LEARNING: AMIDST THE PANDEMIC

The covid-19 after effects has resulted in a shift from offline to online education. The pandemic has vastly impacted education. As per hundrED (2020), a record number of 1.54 billion children and youth have been impacted by the pandemic, and as of 31st March, 185 countries in Asia, Europe, the Middle East, North America and South America have announced or implemented school and university closures. This has brought a major shift from offline to online learning. The ease of WWW has acted as a catalyst in transforming education, and the compactness of this technology to fit in a smartphone has only increased the reach and accessibility. But the system is not perfect. A framework has been developed to resolve the issues and achieve success in e-learning (Gunasekaran, Angappa & McNeil, Ronald & Shaul, Dennis. 2002). However, a substantial amount of transformation in the educational methodologies have to be implemented to resolve issues like generation gap and socio-cultural disparities.

GENERATION AND CULTURAL GAP

Technology is bringing change and evolving in almost all the fields - not to leave the education. From blackboards to whiteboards to digital boards, chalks to markers to digital pens, textbooks to presentations to digital tablets, technology has gradually paved its way in the educational transformation. But, the dominance of digital technology has widened the generation gap (Al-

phr, 2018). The pace at which the current generation is equipped with learning digital media is not the same with the previous generations. While the millennials (relating to, or belonging to the generation of people born in the 1980s or 1990s) and gen z (the generation of people born in the late 1990s and early 2000s) are the generations much acquainted with these forms as it has become a part or way of living. However, for previous generations, it is a completely different world.

INTRODUCTION OF ENTERTAINMENT AND MEDIA IN EDUCATION SYSTEM

Will pop-culture be a part of the education system? Addressing the generational gap between teacher-student has various solutions. Training the teachers to communicate efficiently, acquaint them with the latest technology, design informative webinars and sessions, and so on. However, reaching this to every teacher is highly unrealistic. The amount of time and effort dedicated to doing this requires a team and resources of utmost potential. Even with technology intermediating in education, the gaps are still voids. Introducing entertainment media like pop culture into these voids can bridge the gap both culturally and generationally.

PART I. ANIME AND MANGA

Different forms and genres of anime can bring out abstract teachings that can be hard to teach, they can also enlighten about different cultures. Anime is the doorway to understanding and knowing about the culture and heritage of Japan. *Chihayafuru* (slice of life anime adaptation of Japanese manga series written and illustrated by Yuki Suetsugu) is about a girl who loves Japanese poems and promotes it through the card game *Hyakunin Isshu karuta*, both of which are non-fictional and exist in Japan.

Dr. STONE is a TMS Entertainment science fiction anime (adaptation of Japanese manga series written by Riichiro Inagaki and illustrated by Boichi) about a kid named Senku who loves science to the extent where he tries to rebuild the entire civilization from scratch. This can be an additional educational source of information for early and middle school students. Brilliance of science in the post-apocalyptic world brings out imagination beyond reality. Not to mention, the imagery of anime and the storyline. Enough time is given to understand the characters and the situation to better relate with the personalities. A young student watching this anime will be able to relate to the applications of science in the real world, and not merely as experiments done in science labs for grades!

ReLife is a slice of life TMS Entertainment anime (adaptation of Japanese manga series in webtoon format written and illustrated by Yayoiso) about a 27 year old NEET who is jobless for years and frustrated with life. He finds a way to become a high schooler again and realise whatever needs to be fixed. This can be for high schoolers and university students who fail to realise the little things in life and miss out on them; the anime brings a different perspective to way of living. This is the anime where you can learn from.

Animes like *Haikyuu* (Japanese manga series written and illustrated by Haruichi Furudate, adaptation by Production I.G) are sports genre that showcase friendship, teamwork, sportsmanship, and hardwork. It is not just volleyball matches, but the entire character development is shown in compelling storylines. The intense matches with great details leave the viewers heart racing. These abstract forms of learnings cannot be taught. But exposing the students to these media forms will enhance their way of thinking, ability to understand society, and knowing more about themselves.

Reviewing and analysing synopsis of students' understanding about various aspects of the anime, bridging generational gaps between teacher-student. These can be converted into free-form open activities like submitting a review or summary of the episode or entire anime. The way a student perceives a character or a situation speaks a lot about how that student perceives in reality. The fandoms are not only for kids as a source of entertainment, but shifting and directing it in the direction of educational means will only enhance their ability of learning. From personality development to learning philosophical and psychological concepts to even technical subjects like science, anime provides a bird-eye. “Because youth find pop culture references in the classroom to be engaging, many science and engineering instructors have shown that examples found in visual pop culture can be used to teach science and engineering concepts (Ryu et al., 2020)”.

Anime is more than learning and knowing about Japanese and Japan culture, it helps in bridging cultural gaps. In a Japan Today article (Tackett, 2013), “every time a child rereads their manga of choice, there is something new that they discover, the words and speech patterns make a little more sense and the meaning behind them becomes that much more clear”. Manga and anime are just not limited to Japan and Japanese. With the streaming platforms and dubbing in international languages, anime are now dubbed in different languages. There are subtitles for those who wish to watch OG (original) language. For example, french learning classes can show french dubbed animes with subtitles in english. Language and vocabulary is learned, so is the understanding of the plot, the characters, the story! Growing up with anime gives you unique guidance (Kincaid, 2018), as one of the Japan Powered articles explains about Anime as a teaching method. Teaching Moral and Ethics in early ages of development in the form of storytelling that anime and manga will provide a strong foundation of understanding.

PART II. K-WAVE: K-POP AND K-DRAMA SERIES

The K-pop wave in the education system might sound absurd but it is happening. BTS have become a worldwide sensation in the music industry and have won awards and recognitions (Wikipedia). Their fans, called ARMY, are not limited to Korea or asian countries but are internationally recognised as one of the largest fandoms. The songs are all in Korean with a few words in English. Some of the songs are sung in Japanese. However, these aren't the languages most international ARMY is well versed with, and yet, they have been and are listening to BTS songs. A lot of them have and are learning Korean to understand

their songs and/or converse with them. Recently, Big Hit Entertainment, the label featuring BTS, have started “Learn Korean with BTS”. This initiative has expanded to Big Hit Edu that aims to help international ARMY connect with BTS using Korean Learning and are active on Twitter (@Bighit_Edu). Recently, Korean language was also added in the Indian Education system as one of the international languages in the new Language Education Policy.

Relating with the pop-culture of k-wave to uplift and strengthen cultural relations. While most of it is about k-pop, korean dramas have been taking a huge interest lately, with many people getting emotionally connected with the plot and storylines (Ju, p.32). However, in terms of education, these can be studied to understand how different cultures affect the media. It is not just about the korean culture, but how people from other parts are relating to it gives us more understanding that is beyond the geographical borders.

PART III. INFORMATIVE MEMES

Memes are a source of entertainment and are often funny and interesting, how can they be part of education? Most of the memes that many people relate to are funny ones, here are two meanings of memes as per the Oxford Languages, ‘1. an element of a culture or system of behaviour passed from one individual to another by imitation or other non-genetic means. 2. an image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by Internet users, often with slight variations.’ “When some people understand memes merely as catchy images with catchy texts, do not forget that those are only ‘vehicles’. A cart carries information. Anything that can be copied and spread between brains, are definitely memes” (Purnama, 2017). There are many instances where memes become viral and a lot of people engage with that meme by recreating them in their own forms. It is similar to transmission of information by making subtle changes based on interests. Here is an example of how the meme propagates with the initial template. (Bini and Robutti, 2019). Initially, the template merely shows a kid with a strong determination. The first propagation is a more general audience meme where many people can relate to. At later adaptations, the context of the meme relates to technical knowledge about the domain. This along with the visual imagery gives a deeper contextual meaning to the content in the meme.



Fig: Propagation of success kid meme (Bini and Robutti, 2019)

Memes can act as an intersection between two dissimilar entities. According to Star & Griesemer, (1989, p.393) “boundary objects are objects which are both plastic enough to adapt to local needs and the constraints of the several parties employing them, yet robust enough to maintain a common identity across sites. Here, memes can connect various spheres of education with the current trends or pop culture or social media that the students rely upon often.

Memes can also help in releasing the stress that comes with much expectations of academics and school. By mixing humour, meme, and technology and filtering out content for learning, not only helps students learn faster but also helps them in retaining it longer. Garner (2005) argues for the use of humor as a pedagogical tool that enhances learning and creates a more positive classroom atmosphere. Study material like presentations can have memes in between to relax and ease out the environment. Memes can also help in connecting with students better as they are well versed with them. This naturally bridges the generation gap between the teacher and student.

IMMERSING POP CULTURE IN EDUCATION

The pop-education. Students have dedicated focus in some form of pop culture and by tapping and directing that focus in academics and education, teachers can harness interest and learning. Pop culture is not limited to memes, anime, and kpop, but a lot of literature, arts, film, etc, also play a major role. By uncovering the interests of students in these forms and connecting the dots with academics can benefit both. Fluid Mechanics and anime are very distinct fields and yet by using the reference of anime, teaching concepts of fluid mechanics was possible, and appreciated by the students (Ryu et al., 2020).

Incorporating students’ interests in academics shows them a sign of validation. Students come to schools and institutes to learn. Forceful learning does not help in the long-term, providing small rewards at the end of such methods will only give short-term gains. For students, by incorporating their interests in academics, they feel validated.

Incorporating anime and pop culture in the education system is one way of transforming learning, however it is not the only way. Pop Culture comprises and covers different fields that could be integrated with education. How about mixing films or series with literature or social science studies? How about mixing kpop and korean language learning? How about teaching philosophy or psychology with examples from anime and manga? After all, major forms of pop culture are written or created by artists who are storytellers. The use of references can help students in connecting the dots and relating more closely with the fictional or

real world.

Designing pop content for education. While choosing this method, it is the responsibility of teachers to go through the content thoroughly and cross-check the context and use of it with the topic. Whether it is used as a reference, or as a teaching material, or for assessment purposes, the curriculum involving these elements need to be well planned.

BRIDGING CULTURAL AND GENERATIONAL GAPS WITH POP CULTURE

The pandemic shift and use of technology in education. With the lockdown and schools, institutes being closed for more than months, it is hard for students to not feel the stress or pressure of being indoors. This indirectly reflects in the education performance and academics. Thus, pop culture can relax and ease the air by also being a means of study material. "...we are exposed in one way or another to elements of popular culture" says William Clapton in an article (2015). The world of pop culture has penetrated deep with the development and advancement of technology i.e social media. It is hard to say that one can live without getting across them at least once. Technology is only a tool that has digitized the traditional form of learning. A strategic shift is required in the education system. Overall, there can be different ways of utilizing this spectrum in academics, which can have transforming results.

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INTERGENERATIONAL LEARNING: PRACTICES AND CHALLENGES



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SUMMARY

It is now widely believed that classroom dialogue matters as regards a student’s fruitful outcome, with optimal patterns often regarded as requiring some or all of: open questions; elaboration of previous contributions; reasoned discussion of competing viewpoints; linkage and coordination across contributions; meta-cognitive engagement with dialogue; high student participation. To date however, the relevance of such features has been most convincingly examined in relation to small-group interaction amongst students; little is known about applicability to teacher-student dialogue. The paper reports a large-scale study that permits some rebalancing. The study revolves around the two lessons (covering two of mathematics, literacy and science) that were video-recorded in each of 72 demographically diverse classrooms (students aged 10-11 years). Key measures of teacher-student dialogue were related to six indices of student outcome, which jointly covered curriculum mastery, reasoning, and educationally relevant attitudes. Prior attainment and attitudes were considered in analysis as were other factors, e.g. student demographics and further aspects of classroom practice, that might confound interpretation of dialogue-outcome relations. So long as students participated extensively, elaboration and querying of previous contributions were found to be positively associated with curriculum mastery, and this was also positively associated with attitudes. Even Intercultural Dialogue influences the student-teacher communication with various factors into consideration. Intercultural dialogue is a process that comprises an open and respectful exchange or interaction between individuals, groups and organizations with different cultural backgrounds or world views. Among its aims are: to develop a deeper understanding of diverse perspectives and practices; to increase participation and the freedom and ability to make choices, to foster equality, and to enhance creative processes. The success of intercultural communication does not depend only on the level of linguistic skill acquired. Without intercultural skills, the simplest communication sometimes proves impossible.

1. Design Considerations

Insofar as previous studies have examined the relation between theoretically productive teacher-student dialogue and student outcomes, they have often employed interventionist (sometimes randomized controlled) methodologies. Attempts have been made to promote target features within intervention groups, and student outcomes have been compared with those achieved within control groups where the features were not promoted. Promotion usually involves workshops for teachers, and as such resembles the professional development programs mentioned above. Our cultural environment is changing quickly and becoming more and more diversified. Cultural diversity is an essential condition of human society, brought about by cross-border migration, the claim of national and other minorities to a distinct cultural identity, the cultural effects of globalization, the growing interdependence between all world regions and the advances of information and communication media.

2. Method

The study involved the teachers and students from 72 primary school classes, with data collection proceeding in three stages. The first stage was an initial visit to introduce the project, collect demographic and baseline data, and begin charting factors that might eventually be regarded as confounds. The second stage revolved around the video recording of teacher-student dialogue during routine lessons, while also supplementing data relating to potential confounds. The final stage focused upon the assessment of student outcomes.

3. Participants

Recruited through web, email and/or personal contact to teachers or head teachers, the 72 classes were spread across 48 schools. The schools were all located in England but covered London and the Home Counties (40%), East Anglia (34%), and Yorkshire and the West Midlands (26%). Urban and rural locations were represented. Twenty-eight schools supplied one class, 17 supplied two, two supplied three, and one supplied four. Class size varied from 20 to 36 students ($M=27.76$), and all classes were mixed-sex with between 19.23% and 79.17% girls ($M=49.30\%$). Sixty-five classes comprised exclusively Year 6 students (aged 10 to 11 years), Year 6 being the final year of primary schooling in England, and seven classes were Year 5/6 composites. The classes were socio-economically and ethnically diverse (0-100% of students eligible for free school meals, $M=19.3\%$; 0-96% from minority ethnic backgrounds, $M=32.6\%$).

4. Procedure and Measures

After the institution's Ethics Committee had granted approval, the teachers were emailed comprehensive information about the study together with forms: a) for themselves to sign and return indicating willingness to participate throughout; b) for parents to sign and return indicating willingness for their child to participate in all (listed) aspects that went beyond routine teaching and assessment. The teachers were also sent a 'Teacher 12 Questionnaire' (see later), which they were asked to complete and return electronically. Thereafter, the three stages of data collection began, being completed for each class between September and June in a single school year (2015-2016 for 27 classes; 2016-2017 for the remainder). The first stage (initial visits) was scheduled between early September and mid-October; the second stage (classroom recordings) took place between late October and late March; the third stage (student assessment) was completed between mid-May and early June. Awareness of culture: Self-awareness is the first step to effective intercultural communication.

5. Data preparation

The study's aim required examination of the relations between theoretically productive teacher-student dialogue and the six outcome measures while also considering relevant prior performance and avoiding distortion from the potential confounds. As realizing the aim depended upon parametric analyses, the challenge was to create meaningful dialogue, outcome, baseline, and confound variables consistent with such analyses.

6. Dialogue variables

Video-recorded dialogue was analyzed using a scheme based on work reported by Hennessy, Rojas-Drummond and colleagues (Hennessy et al., 2016). This work coupled a comprehensive review of relevant studies with an attempt to develop categories that represent and synthesize the conceptualizations of productive dialogue informing the studies. Both aspects of Hennessy et al.'s work were referred to when identifying the themes that underpin the present research, i.e. open questions, elaboration of previous contributions, reasoned discussion of competing viewpoints, linkage and coordination across contributions, metacognitive engagement with dialogue, and cutting across these, high levels of student contribution. Evaluation and sometimes modification or supplementation of Hennessy et al.'s representational categories in accordance with the identified themes resulted in the scheme used here to analyze the recorded dialogue.

7. Outcome variables.

As regards the three SATs (Mathematics, SPAG, Reading), most teachers supplied scores in standardized form, meaning that each student's scores lay between 80 and 120. When raw scores were supplied, these were standardized in-house. The maximum scores possible with the science and reasoning tests were respectively 33 and 40. With the science test, a scoring manual had been prepared for assessing responses to the short-text items, and markers were trained in its application. Their reliability was checked through comparing their individual scores for these items across the students in eight classes: inter-judge agreement was 92% for all pairs of markers and scores for negatively worded items were reversed so that 4 always indicated a maximally positive attitude. Cronbach's alpha across all items was .93. Discounting the six students who omitted more than 5% of items, individual mean scores were computed across the 50 items (so maximum score possible=4). With no subjective element to the multiple-choice items in the science test or any items in the reasoning test and PASS, formal reliability checks were unnecessary. More specifically, intercultural dialogue has the following goals:

- To share visions of the world, to understand and learn from those that do not see the world with the same perspective we do.
- To identify similarities and differences between different cultural traditions and perceptions.
- To achieve a consensus that disputes should not be resolved by violence.
- To help manage cultural diversity in a democratic manner, by making the necessary adjustments to all types of existing social and political arrangements.
- To bridge the divide between those who perceive diversity as a threat and those who view it as an enrichment.
- To share best practices particularly in the areas of intercultural dialogue, the democratic management of social diversity and the promotion of social cohesion.
- To develop jointly new projects.

8. Results

Data analysis revolved around the relationships amongst the 11 dialogue variables, the 27 remaining confound variables, and the six outcome variables. However, before examining these relationships, two further checks were made on the dialogue variables themselves. The expert ratings had shown them to be reasonable proxies for theoretically productive dialogue, but could they also be taken as stand-alone indices of practice? As noted, all classrooms were recorded at one point between October and March, and while associations between time of recording and patterns of interaction were considered unlikely, it seemed prudent to check. Accordingly, correlations (Pearson r s) were computed between the number of days after 1st October that each classroom was recorded and each of the dialogue frequencies. All correlations were non-significant ($M=.02$, range $=-.11$ to $.15$). In addition, there were instances where several classes were drawn from the same school, and while school influences upon classroom dialogue seemed implausible, once more checking was desirable. Regression analyses indicated that school effects were negligible: with eight dialogue variables, the proportion of variance covered by school effects was no more than 0.2%, and the mean proportion across all 11 variables was 1.20%, range $=0.1\%$ to 5%. With the above as backcloth, relationships were analyzed following two steps. The first step was to establish which, if any, of the potential confounds to include when examining dialogue-outcome relations, i.e. which potential confounds were actual confounds.

9. Preliminary analyses

With dialogue and confound variables both measured at the class level, confound dialogue relations could appropriately be examined using multiple regression. Accordingly, 11 backward elimination regression analyses were conducted with each dialogue variable as the dependent variable, and the potential confounds as the independent variables. The analyses were actually conducted twice, once assessing the 25 non-problematic variables and once with the problem cases (Thinking and %No ESL) included. With 11 analyses and 25 or 27 independent variables, there was a high probability of significant associations arising by chance. Recognizing this, it seemed reasonable to eliminate confound variables when their 28 associations with at least 10 dialogue variables were statistically non-significant and their association with any eleventh was only significant at the 05 level.

10. Main analyses

Dialogue-outcome relations were also examined via two-level (class, student) modelling, regarding this as the optimal strategy for relating dialogue (assessed at the class level) to the scores of individual students while also recognizing that the students were 30 clustered in classes and school effects were immaterial. The main effects of each dialogue variable were examined separately. Then interactions were analyzed between each of Querying, Referring Back and Referring Widely and each of Elaborated, Reasoned and the two Ratio measures. Given the themes outlined earlier, it was felt that the meaning of the first three variables might depend on their association with the other four. Finally, interactions were assessed between Student Participation and each of the other variables, recognizing the former as the major index of student contribution, i.e. the crosscutting theme. Thus, every model included one or two dialogue variables as covariates, with variables (and interaction terms) centered when examining interactions. Also included as covariates were the baseline indices, together with confound variables as indicated via the preliminary analyses. When interactions were examined, the covariates associated with both dialogue variables were included.

11. Elaborated and Querying with Student Participation

Faced with this picture, fuller assessment of the themes' significance seems to require clarity about three major issues, namely why Elaborated, Querying and Student Participation emerged as positive predictors with some outcome variables, why their value did not extend to the science and reasoning tests, and why other dialogue variables (especially, perhaps, those relating to reasoned dialogue) did not prove productive. The points were in fact associated with detailed descriptors: 0=Public exchanges consist in questioning and succinct students' contributions or students don't have opportunities to discuss their ideas publicly; 1=Students express their ideas publicly at length in whole-class situation and group work, but they don't engage with each other's ideas; 2=Multiple students express their ideas publicly at length in whole-class situation and group work and in doing so, they engage with each other's ideas, for example by referring back to their contributions, challenging or elaborating on them. This includes spontaneous or teacher-prompted participation.

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



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ABSTRACT

In the wake of Holmes Welch's threefold survey, and by following the trails opened by Erik Hammerstrom, Gregory Adam Scott (2017), and Stefania Travagnin (2017), this paper aims to address the question of the crises of modernity that Chinese Education is facing during the late Qing Dynasty. By reassessing its creative reinventions and adaptative experiments - developed as a reaction of the movement for building schools with temple property - we will discuss the institutional and educational innovations, defining the scope and features of intercultural experiences. In his trilogy, Holmes Welch already raised the question of Education, athwart an extensive reflection on specific and local cases: a lay devotee, a teacher, a monk with whom he conducted interviews, subsequently published as part of his survey. This methodological approach could incidentally lead us to argue that his theoretical framework was established on a nascent and proto-microstoria, named after the work of Carlo Ginzburg (1976). However, provided that his reflection deals with microhistories and very local and delineated illustrations, Welch's perspective is exempt of the epistemological project inherent to this Italian historical school. Therefore, this paper will discuss the possibility of conducting such a microhistorical reflection, to propose tentative interpretations on the figures traditionally attached to the innovative explorations of Education in modern China, by integrating their path and trans-national networks within a diachronic macro-history and a synchronic macro-frame.

In the aim of gaining a better understanding of the role, implications and literary production of the monk, writer and educational officer Su Manshu, the threefold survey of Holmes Welch was an inspirational foundational reading of this research. However, his trilogy, while developing an abounding conceptual and theoretical apparel, irrigating and enriching in particular later epistemological reflections in the field of Buddhist Studies, incidentally called into question disciplinary issues of microstoria. To briefly take up a definition proposed by Francesca Trivellato from Yale University, in a paper on the legacy of the historian Revel: « Microhistory has taught us the importance of reconstructing networks of relations to understand how meanings are forged and how power is distributed.»

In regard of this definition, we could learn a great deal by tracing the intellectual, personal and institutional connections that prominent lay devotees (Yang Wenhui 杨文会) and reformists (Taixu 太虛, Su Manshu 蘇曼殊), forged in each of the educational institutions, the Buddhist incipient school they have visited or seminars they have held. Precisely, and although in his study of Chan Buddhism in Modern China, only rarely does Welch's method shed light on Buddhism modernism through effects or variations of scales, it is clear that substantially, most of the reflections on the logic of trans-border networks, developed in more recent scholarship, were already elaborated in a nascent stage.

The interest of Buddhism for modern science, the renewal and development of increasing editorial production, the emergence and disappearance of many Buddhist periodicals, addressing the idea of nationhood and national religion of China, the change of perspective in the Buddhist seminars under the action of the Buddhist reformist Taixu during the 1920s, the international circulation of monks such as Su Manshu 苏曼殊, the cultural encounter, fluctuating between confrontation, confluence, reciprocal process of reinvention, with Christian religious congregations, both Catholic and Protestant were indeed critical topics of Welch's survey.

By dint of *Revisiting the Revival*, to quote an expression of Eric Hammerston, it appears that the contribution we owe to Holmes Welch is well known and not to be debated. Including in the recent reassessment of his intellectual heritage, athwart the works of Stefania Travagnin, regarding the question of education and networks, of Gregory Adam Scott on restoration and building of Buddhist monasteries (we briefly recall here the central role of the monk Xu Yun 虚云, notably in the rebuilding of the Huineng temple in Guangdong in 1935, and also I refer you to the related works of Daniela Campo, both in her Ph.D. thesis published in 2013 on the hagiographic dimension of Xu Yun's traditional biography depicting him as a modern Milarepa, or in her more recent contributions for the collective work *Making Saints in Modern China*) also, in Erik Schicketanz on Narratives of Buddhist decline, the legacy of Holmes Welch seems indisputably established, even beyond the contemporary dimension of his survey.

Nevertheless, one element remains to be addressed: beyond his well-known trilogy, Holmes was already questioning the notion of networks in these new forms of educational institutions, in even earlier publications. The best evidence is his article published in the *Journal of the Hong Kong Branch of the Royal Asiatic Society*, « the Foreign relations of Buddhism in Modern China », one year before the first volume of his threefold survey, *The practices of Chinese Buddhism*. In the wake of this seminal remark, two other critical concepts, already developed by Pr. Ji Zhe, were also to be embedded, after assessing their operational dimension. In the first place, we will look into the concept of Modern Education and Buddhism modernism, whose epistemological milestones and contours always seem dynamic and shifting, more circumstantial than ontological, protean, and even contestable, and so is the concept of Protestant Buddhism.

As early as 1911, the expression of Buddhism modernism is attested by Alexandra David Néel, in her work - *The Buddhist Modernism and the Buddhism of the Buddha*. I will not venture to say that she coined the word and concept, echoing, in particular, the notion of the Silk Road traditionally attributed to the German geographer Richthofen, a statement notably debunked last year in a paper from Matthias Mertens. However, the term Buddhism modernism was subsequently taken up by Béchert, Gombrich, and Obeyesekere in particular. In addition, to carry the discussion forward by extending the reflexion to the educational sphere, the reform movement of Buddhism in modern China, initiated by the monk Taixu, corresponds to both a centrifugal and centripetal trend, that is to say, turned both outward and inward Buddhism, first in a struggle against the British Power and the corrupt authority of the Mandchu and also against a specific understanding and dimension of Buddhism, in its escape from the secular.

Under the impetus of these reformers, some monks become teachers, taught English lessons, and built networks in which the science, fine arts, humanities, literature, and political reflection remained central. As an illustration of this statement, the Buddhist monk, writer, and translator Su Manshu's journey entails manifold and different representations of this always complex and contrasted Modernity. Admitted to Waseda University in 1898, studying Sanskrit in Thailand, writing letters in the Spanish language to his former instructor, the Reverend Lopez from a Christian missionary society of Hong-Kong, entrusting him with an embryonic grammar of Sanskrit in 1903, which he had written the previous year, joining the Staff of the *National Daily in Shanghai* the very same year, teaching the English language in an ephemeral school promoted by Yang Wenhui 杨文会 in 1908, translating and adapting one of the pieces of the French author Victor Hugo, also translating Byron, evoking in his literary production the French Symbolist poets such as Verlaine, a peculiar element leading to a comparative study by Professor Shen Dali, from the University of Beida, and finally the fact that Su Manshu was planning a few months before his death a long-term journey to Italy to perfect his skills and knowledge of fine arts are strong arguments to question further the network of this Sino-Japanese monk, his trans-national connexions, and his textual production. Thus this European stage of the secular and earthly journey of the monk Su Manshu yet was not to be fulfilled, however his path, by analyzing his project and biography on another scale, exemplifies a specific representation of modernism.

Surprisingly, or not surprisingly, this colorful figure was not seen by many of the representative writers of the May 4th literary Revolution, Zheng Zhenduo 郑振铎, Lu Xun 鲁迅, Mao Dun 茅盾, as a modern writer. Thus the suspicion of the members of the literary research society 文学研究会, toward writers such as Xu Zhenya 徐枕亚 or Su Manshu 苏曼殊 was to make Modernity an object always complex, discussed and contested.

This question has been addressed in particular by Chen Jianhua in his analysis of the May 4th group and writers of the butterfly movement, as well as by the collective analysis conducted in *Beyond the May Fourth Paradigm, in search of Chinese Modernity*. So far, from walking through his complete works and pieces, we are discovering here and there a distinctive and unique tropism for the inclusion of exogenous linguistic elements and multilingualism in his literary works and his critical reflections. Su Manshu thus evokes, in the English language, the Greek deities inspiring the poet, the muses. In *The story of the broken hairpin*, first published in Chen Duxiu's Journal *New Youth*, he quotes without citing his name an excerpt from an English translation of a play by Ibsen, in an earthy scene where the witnesses imagine they have just heard some gritty or unspeakable words in Chinese. His stories are sometimes entangled or interspersed with words or phrases in the English language, and in parallel, his main piece, *The lone Swan*, is written in classical Chinese. Finally, to extend a reflection introduced by Hung-Yok Ip, on "Buddhism, Literature and Chinese Modernity," the literature of the Fourth of May only corresponds to one approach to Modernity. Other writers of the end of the Qing dynasty, or authors from the republican period, paved and opened their way in this Modernity that it is up to us to rethink and define afterward.

His commitment as a Buddhist and English teacher, his defense of individual love, his aesthetic choices in his translations, his romance with a Geisha to whom he dedicates part of his poems, the carnal and sexual expression of a romantic desire are counterbalanced by a profound reflection on freedom, political commitment and the possibility of achieving happiness in this world. In this regard, Su Manshu's worldly endeavors were, as a result raising methodological and theoretical issues, already evoked in the framework of this paper (regarding Modernity, discussion, and debate surrounding the affirmation and potential recognition of a national religion in China, echoing the term of « protestant Buddhism »). In his threefold survey on modern Chinese Buddhism, Welch also was using the category of modern and Modernity, drawn upon pivotal figures: the lay devotee Yang Wenhui 杨文会 portrayed as « the father of the revival of Chinese Buddhism and Education or the monk Taixu 太虚 as a symbol of Modernity. While addressing the genealogy of Buddhist education, first Yang Wenhui 杨文会 and second Taixu 太虚 (encompassing his first period where he was serving as a teacher in Wuchang and Minnan foxueyuan 佛学院, and his late career in the Sino-Tibetan Buddhist Institute after 1930) appeared as the central figure Welch's reflection. Nevertheless, the conceptual category of networks could instead be applied to avoid the pitfall of the continuous tension and dialectic between the concepts of tradition and Modernity, or the notions of decline and revival.

According to Michel Foucault's, *L'archéologie du Savoir* (1969), it is indeed essential to be cautious while using problematic terms such as discontinuity and continuity, rupture, transformation, influence, tradition or Modernity. Although Holmes Welch's approach is partly based on this defining effort and a revision of discourse, we would be tempted to say that the sources and all the textual, discursive and often essentialist production of the missionary congregations, tended to obliterate a correct and dispassionate view of Buddhism, of its recomposition and its new transcultural experiences. The influence of these sources could, indeed, lead to epistemological aporias. The use of this canvas of primary sources to apprehend Buddhism and the influence of the Confucian authority participate in this mental construction of a destitute and decaying Buddhism in the 19th century. To briefly highlight the sources that were used by Holmes Welch in his comprehensive project, the oral sources and Buddhist periodicals were aggregated with missionaries societies archives: personal diaries, letters and correspondence, notebooks short essays from Chinese students, mission's journals, maps, handbooks, iconographic sources - some of them being held in the School of Oriental and African Studies, British Library, the Defap in France, Jesuit archives in Roma. To only state a few words on these sources, we have to recall that they actively participated in encouraging donations and fundraising and therefore, should be analyzed in the framework of the economic life and sustainability of the mission. The narrative of the religious conversions, and its seemingly logical corollary, the decline, and decay of the Chinese Buddhism, emerge as an editorial strategy to glorify the achievements of the missionary societies (MS 381159 'A Record of Heroism: The Story of the Boys' Brigade in China,' c.1922-c.1928).

Second, Welch actively mobilized ethnographic encounters and interviews with monks from mainland China, who were then based in Hong-Kong at the time of the field survey. However, while recovering from the destruction of monasteries and Buddhist libraries in the midst of the fourteen year Taiping Rebellion, from 1850 to 1864 (on this topic, I notably refer you to the research of Pr. Johannes Prip-Møller on the destruction of monasteries), Chinese Buddhism was also repeatedly facing the issue of « secularist policies » and Republican attempts to lay the foundations of a new educational system. This multifaceted process, framed by religious creative reinvention, could undoubtedly provide an opportunity for consideration of and debate. In the wake of these crises of Modernity, the dual notion of old and new, albeit objectionable, as another expression of the concept pair traditional and modern, contained the Welch's revival in a narrow and circumscribed framework. Relation to other religions' education systems and non-religious social structures, connections and network, personal trajectories, female institutes of education, and the san-jiao network were consequently to be addressed, as well as the question of "revolutionary monks," "associations, clubs, seminaries," and the creation and disappearance of nearly eighteen Buddhist associations between 1912 and 1929, appearing and dissolved at the whim of government interference, inclined both to control but also to proscribe, if necessary - in an ever-changing, uncertain and recomposed dialectic - these religious and institutional innovations.

Some of the reformist monks, producing thoughts, literary works and a critical apparatus on the notions of nation, education, modernity - traveling in Japan and Europe (such as Yang Wenhui 杨文会 returning from London with a telescope), interacting with Indian, Japanese, American interlocutors and even with protestant missionaries in an extended idea of network logic - could lend themselves to microhistorical studies. Thus, Chinese Buddhist laymen such as Yang Wenhui 杨文会 (1837-1911), Ouyang Jian 欧阳坚 (1871-1943), were the first to introduce into Buddhism the conceptions and values of modern education, which led them to highlight the academic aspects of Buddhism as well as the moral significance of intellectual practices in Buddhism. Emphasizing the religious equality between lay Buddhist believers and monks, they organized their research and teaching around "Buddhology" (佛学), forming a new group of lay Buddhist practitioners genuinely independent of the monastic institution. Within the clerical community of Buddhism, reformists led by the monk Taixu 太虚 (1890-1947) also began, from the 1920s onwards, to train young monks in "Buddhist institutes" (佛学院) inspired by the educational system and pedagogy of secular schools.

1905 thus saw the birth and the beginning - almost thirteen centuries after the conception of the system of validation, selection, and training of the Imperial examination - of a new educational system whose contours, challenges and purpose had yet to be precisely defined. A brief chronological observation could be useful here, in the synchronicity that it reveals, since the first embryonic attempt, still ephemeral, to set up a school framed by a Buddhist monastery was located in Changsha, in 1904, two years before the edition and publication of textbooks on the initiative of Yang Wenhui 杨文会 in 1906, and four years before the animation of a school in 1908, also temporary and transient, by this same layman. In addition, Yang Wenhui 杨文会 actively participated in publishing Buddhist texts, sutra dissemination, and teaching activities throughout the end of the Qing dynasty.

IS EDUCATION A NATIONAL DUTY?



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SUMMARY

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1. Introduction

In this article I would like to point out the difficulty of finding a common European ground when talking about civic education when related to history; I choose history because this subject in most of public school programs it is the most related subject to civics. As I am writing this, the E.U. does have some shared policies concerning education¹, but nonetheless history and civic programs are still nationally drafted. As it was (and is some ways still is) a revolution directly connected to the universal public school system, it is now showing its weaknesses due to the lack of changes in the teaching methods since the '50, and the progressively increasing distrust of the academic world.

The first issue is, in these days of global tension, the fact that the public historical education (not only in terms of school programs but also public celebrations) has always had the purpose of celebrating the national unity and an idea of citizenship is showing its problems. As the world is becoming everyday more globalized and connected, we are assisting the collapse of many people's assumptions, at least in some of the European countries. Every ministerial program, when it comes to civic education, seems almost propagandist, as it uses the language and symbols peculiar to its national narrative. For example, one can find in France's education website references to *dignité*, *liberté*, *égalité* and *laïcité*²; this last one a word not often used in other nations' programs. In Italian programs one can find a constant reference to the Constitution, as it is the democratic act of creation of the

¹ EUROPEAN COMMISSION, *About School Policy*, [Online] Available from: https://ec.europa.eu/education/policies/school/about-school-policy_en [Accessed: 30th september 2020]

² MINISTÈRE DE L'ÉDUCATION NATIONALE DE LA JEUNESSE ET DES SPORTS, *programmes et horaires à l'école élémentaire*, [Online] Available from: <https://www.education.gouv.fr/programmes-et-horaires-l-ecole-elementaire-9011> [Accessed: 30th september 2020]

Italian Republic³. In a more pragmatic way, citizenship education in the U.K. involves money management⁴. As we can see, every nation declines its idea of civic participation in his own narrative, which is not a harmful idea *per se*. The problems start when entire generations who grew up being told a narrative focused on the nation building comes to terms with other populations narratives which were on the other side of history, which is common in the European Union as in the troubled relations between ex-colonies and ex-colonists.

I choose three different cases regarding three different histories in Europe: as I suggest to look up for complete information, I only wanted to present some recent debates around the education themes linked to history; I don't want to give a value judgement on the issues, since it is not the point of the paper.

2. The French case

In the French Republic the debate on the Empire and colonial past is still heated. In 2005 the government passed a law that established that in every school program the teaching of the colonial past would include the so-called “positive aspects” of the French domination. The law was repealed in 2006, still it caused a lot of discussions around not only the historical issues around the past events, but also around the very notion on human crimes committed during the occupations. Laurence De Cock is a historian who dedicated a lot of work reconstructing the history of school programs around the colonial subject⁵: in one of her interviews⁶ points out how in the XXth century there wasn't a true concern about colonisation, it was in the XXIst century that the issue exploded in the society. The main problem is, for the historian, that textbooks still resonate on a positive/negative scheme, which is not how research is made. This leads to a political polarisation which harms the correct education, due also to the fact that in France there is no organisation to act as a buffer between school space and social space. So, it seems that school becomes a battlefield between the will to restore a national spirit and the need to open to a historical review.

3. The Hungarian case

In Hungary seems that the Ist world war is still a trauma that haunts the public sphere. In her paper⁷ Eva Kovacs argues that the event of the peace treaty of Trianon in 1920 is deeply connected to the Holocaust experience, and it is a product of the current politics of history. Starting from the enactment of the “law on Trianon commemoration day” in 2010 Hungarian academic world fell in a “Historikerstreit” (as the author calls it) about whatever the Trianon treaty is or isn't a major trauma that affected the Hungarian society. The treaty, which caused a great loss of territories for the Hungarian state, has overshadowed (following Kovacs' point of view) the trauma of the Holocaust, which is publicly understandable only under the light of the Trianon event. According to Gábor Gyáni⁸ the two events share some similarities, like self-victimisation, symbolisation and generalisation of particular historical events, and mythologisation of history. The social memory of the Trianon is very emotional, it covers the issue of a lost homeland, but in the public sphere it is always narrated as ethnocentric and often antisemitic⁹. From the ethnocentric point of view, it is impossible to apply this narration in the other former-empire states, as there has never been a transnational consensual narrative. This narrative also prevented a rationalization of the IWW trauma as “Human suffering and mourning were suddenly replaced by revenge and self-victimisation of the nation in the propaganda of the interwar period (Kovácz 2016)”.

4. The Italian case

In Italy schools' programs as well as the public opinion are in this year facing the lack of processing the colonial period. Following the BLM protests all around the world, a statue of the journalist Indro Montanelli was vandalized in June due to his marriage to an underage girl in Ethiopia (and his refuse to apologize even in latter times)¹⁰. As it has never really been a serious debate about the colonial past in Italy, events like that demonstrate how it is still an open issue. In the capital there are still

³ MINISTERO DELL'ISTRUZIONE, MINISTERO DELL'UNIVERSITÀ E DELLA RICERCA, *Cittadinanza e Costituzione*, [Online] Available from: <https://www.miur.gov.it/web/guest/cittadinanza-e-costituzione> [Accessed: 30th september 2020]

⁴ GOV.UK, *National curriculum in England: citizenship programmes of study for key stages 3 and 4*, [Online] Available from: <https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4> [Accessed: 30th September 2020]

⁵ DE COCK, L. (2018). *Dans la classe de l'homme blanc. L'enseignement du fait colonial en France des années 1980 à nos jours*. Lyon: Presses universitaires de Lyon.

⁶ JARRAUD, F. (2018) Laurence de Cock : L'Ecole et le fait colonial. Un passé qui ne passe pas?. *Le Café Pédagogique*. [Online] 7th September 2018. Available from <http://www.cafepedagogique.net/lexpresso/Pages/2018/09/07092018Article636719023944436337.aspx> [Accessed: 30th September 2020]

⁷ KOVÁČZ, E.(2016). Overcoming History through Trauma. The Hungarian Historikerstreit. *European Review*. Vol. 24, No. 4, p. 523 – 534. Available from https://www.academia.edu/28770986/Overcoming_History_Through_Trauma_The_Hungarian_Historikerstreit [Accessed: 30th September 2020]

⁸ GÁBOR G. (2012). Trianon versus Holokauszt. *Élet és Irodalom*. [Online] 10th august 2012. Available from: <https://www.es.hu/cikk/2012-08-10/gyani-gabor/trianon-versus-holokauszt.html> [Accessed: 30th September 2020]

⁹ KOVÁČZ, E.(2016). Overcoming History through Trauma. The Hungarian Historikerstreit. *European Review*. Vol. 24, No. 4, p. 523 – 534. Available from https://www.academia.edu/28770986/Overcoming_History_Through_Trauma_The_Hungarian_Historikerstreit [Accessed: 30th September 2020]

¹⁰ IL POST (2020), *La statua di Indro Montanelli a Milano è stata nuovamente imbrattata*, [Online] Available from: <https://www.ilpost.it/2020/06/14/statua-montanelli-imbrattata/> [Accessed: 30th September 2020]

streets named after brutal battles like the one of Amba Aradam¹¹¹² without the necessary contest¹³, which is not given in schools if not thanks to the will of a few teachers¹⁴. The public debate on the history of the eastern border during the two world wars is even more heated: as most population still sees the first world war as a war of liberation of oppressed Italian lands leaving out the complexity of the concerned areas, a traumatic event like the post-war purge in the new-born Yugoslavian nation in the ministerial guidelines is left to memory¹⁵ when the historic debate is far from closed¹⁶.

5. Between Memory and History

As we can see, the first issue we encounter when we analyse how history is presented in the public sphere is that it is often closely linked to memory. Memory is a very personal matter, as every person has its own, and it is emotional. Despite I personally find useful to educate pupils in the elaboration of memory, it is not a scientific fact and therefore it shouldn't be assimilated with the historical subject. History research is a discipline, based on the study of sources, so it shouldn't extrapolate moral lessons, and moreover doesn't resonate in terms of good and bad, something that memory does (everyone's personal history has a hero and a villain). Shared memory is often something constructed, as people experience different emotions during traumatic times; and as we have seen in the past, it is often constructed with a purpose.

6. Post-truth and Science

Even schools are experiencing the consequences of a post-truth society. Given that a progressive democratization of the school environment isn't a bad thing by itself, the pressures of the public opinion on school subjects can be easily manipulated if born from emotional and inward-looking premises. It is not only a problem for History, but for STEM sciences too: the fact that evolutionism is not always part of school programs even in advanced countries¹⁷ is an example. Pressure from parents can be fatal for our de-funded schools, which in many cases are just trying to avoid troubles with the public. With these premises, and the fact that every type of information (true or false) is available to the public, the school programs should probably promote less on formal learning, based on the notions, and insist on the teaching of disciplines, and how they are applied in the academic and everyday world. In this scenario, a better collaboration with universities and a continuous learning of the teaching staff would be desirable, to present knowledge not as a monolithic truth, but as a work in progress with nonetheless strict rules to apply.

7. A problem in politics

The confusion in the school system is a direct reflection of the confusion in the population: as we are seeing a global wave of disorder over the colonial heritage, our political leaders all over Europe are on one side stalling over the weight of these protests or grasping on the reactionary and nationalist narration, dividing once again the citizens between left and right, all without a serious elaboration of the past. No one wants truly to admit that most of the national narrations were politically shaped, and moreover a big part of the population is probably not ready to question their beliefs that were taught them in school for several decades.

8. In an interconnected world, is National-only Education still an Opportunity?

The EU is currently offering an exchange program for teachers¹⁸: maybe this could be a precious tool to develop a narration that can include different points of view, especially in those areas that have a difficult past to share. Higher education (such as colleges and universities) cannot be the only stage of education where people can experiment diversity.

In these times, especially in the EU as it aims to be a cultural place of exchange, being nationally inward-looking about our past can be destructive. It prevents from a true knowledge of our roots in the first place, as our histories are deeply connected. But it also prevents from a healthy relationship with other populations as well: when a nation "cleans" its past, are usually the minorities that suffer from it. In this time and age, we cannot pretend to be alone in this world.

¹¹ GRAVINO, M. (2020), Amba Aradam: la storia cancellata dietro una via dal nome buffo, *La Repubblica*, [Online] 19th July 2020, Available from: https://www.repubblica.it/venerdi/2020/06/19/news/i_fantasm_i_dell_amba_aradam-259095053/ [Accessed: 30th September 2020]

¹² VAZZANA, S. (2017) "Ambaradan", quando una parola nasce da un genocidio, *La Stampa*, [Online] 15th February 2017. Available from: <https://www.lastampa.it/cultura/2017/02/15/news/ambaradan-quando-una-parola-nasce-da-un-genocidio-1.34654124> [Accessed: 30th September 2020]

¹³ PALMA, S. (2019) Il Colonialismo Italiano tra Riabilitazioni e Rimozioni, *Istituto per gli Studi di Politica Internazionale*, [Online] 20th September 2019. Available on: <https://www.ispionline.it/it/pubblicazione/il-colonialismo-italiano-tra-riabilitazioni-e-rimozioni-23929> [Accessed: 30th September 2020]

¹⁴ BERTELLI, S. Il colonialismo italiano: un dibattito storiografico non risolto. *Novecento.org*, [Online] February 2019 (11). Available on: <http://www.novecento.org/didattica-in-classe/il-colonialismo-italiano-un-dibattito-storiografico-non-risolto-3519/> [Accessed: 30th September 2020]

¹⁵ MINISTERO DELL'ISTRUZIONE, MINISTERO DELL'UNIVERSITÀ E DELLA RICERCA, *La Scuola e il Giorno del Ricordo*, [Online] Available from: <https://www.miur.gov.it/web/guest/la-scuola-e-il-giorno-del-ricordo> [Accessed: 30th September 2020]

¹⁶ MARTEGANI, A. (2019). "Riduzionismo": la replica di Raoul Pupo, *RTV SLO*, [Online] 1st April 2019. Available from: <https://www.rtvlo.si/capo-distria/radio-capodistria/notizie/friuli-venezia-giulia/riduzionismo-la-replica-di-raoul-pupo/484274> [Accessed: 30th September 2020]

¹⁷ KHAZAN, O. (2019). I Was Never Taught Where Humans Came From, *The Atlantic*. [Online] 19th September 2019. Available from: <https://www.theatlantic.com/education/archive/2019/09/schools-still-dont-teach-evolution/598312/> [Accessed: 30th September 2020]

¹⁸ EUROPEAN COMMISSION, *Teachers and educational staff*. [Online] Available from: https://ec.europa.eu/info/education/study-or-teach-abroad/participate-exchange/teachers-and-educational-staff_en [Accessed: 30th September 2020]

EDUCATION AT FIRST PLACE FOR A REAL SOCIAL CONCRETE INTERACTION



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Abstract

New technologies change the way to teach and for scholars to obtain certification of skills. Education should be at first place to recognize civilization level of a Country. Economical and financial strategy usually are a mathematical or statistic calculation by numbers. Division into static field forget the main values of valid education system. For politician rules, improve public education should be at first place, to guarantee a real improvement of civilization. Each Country in World have own way to educate new generation, often build by probability rule play. Many suggestion from Author describe to put public school system at first place of political topic.

Are we real understand the importance of meritocratic value to build a population agree on human right? Not only a calculation of number, important in education system remain the dialogue between persons. The public school educate the student in a critical individual point of view, to act in world in a best of our self. Performative arts give us the possibility to play a simulation of a few skills required in many field of work. That is the importance of artistic education at school. Give to younger people to understand the world we live and individual capability. The pandemic time give us time to understand importance to integrate technology with traditional system. A reason to look around us to find new method to interact should pass through school system education.

Education at first place for a real social concrete interaction

We live hard times. We have many comfort but often we suffer many disease, at first mental disease increase especially into young generations. Technology improve and give us a lot of opportunity for our life. Now days after a Lock Down of a pandemic times maybe the first thought should be for the social education. Not only school but in general the education values. Therefore we easily understand that the school it is really important for future of this planet. Not only to be proud to be human, peaceful human live in the planet, also only to live long our entire life. Some italian Author wrote about importance of public education for a real democracy. Some of them understood about in 50s that a Government of a population should take care of scholar to give to country a chance of better future. Maybe seems only a patriotic reason to remember the story of times. Seems a poetic epic romance who want to be faith full on future looking forward. Once I remember from my studies is that the discipline I've had possibility to learn at school give it to me also important values. This common values make the difference. Recognize universal human right not for a specific religious belief but to respect Planet where we live and beings who lives there. Main topic of this brief paper want to reflect about what are values we want to share into community of human being? We need maybe another World War or Pandemic holocaust to understand we should find a way to a useful dialogue interaction. While reading a little book about importance of school, I understand how many times we chose to be stupid not for a specific reason, but only to show that we can be stupid too. That is dialogue we want? Many important people work well for a nice world to live, but at same time each one is distant from itself. The solution to stay well is written there, where everybody could or should find it. At school, from child, some of us start know how it is important interaction between diversity of our origins. There's no way if economic reason goes contrary of ethical values. Politic value should represent each cityzens in the world not for a specific tradition but for one universal reason, we are all human. There is a private school and public school, public school is the expression of democratic government. Once of author of Italian Constitutional Chart know that expression of culture of each one shall be an important value. Now days many persons are afraid of what should come from law modification especially because people needs are different! People need work. People need live with an honest payed work, not modify numbers of politics. Just

an example from personal reality, but I believe each of you could recognize topics. The commitment can be to dialogue through values? Don't get rubbish everywhere should be a common value? This is only an example to say that we should forgive the story and maybe start to cooperate around human value not for religious beliefs but interaction around values that guarantee us to live long safety and healthy in Planet Earth. We have many opportunity to catch. Only interact from an equal school about the future to build together. Many example remind me that values: Martin Luter King, John Lennon, Ghandi, JFK are famous examples, but each one should give own participation to interaction around values.

1. Philosophical Point of view to recognize value of education to civil interaction.

2. Ideal condition of education, one important vision about education value to improve level of a creative interaction.

3. Critical time for education. Important values.

1. Philosophical Point of view, to recognize value of education to a civil educated interaction;

It is important appreciate what we have at present time we live. Philosophical point of view could help us to join a common starting point for a define Vision to improve critical topic. Education field exist in many different shape that we know: School, Formative professional or simple online certification. In our society there are many occasion to educate people. In this case limit our analysis to understand Public School. It is important observe the context crossing our memory, our beliefs and our knowledge from Media in general.

2. Ideal condition of education, one important vision about education value to improve level of a creative interaction.

When we listen talk about education should we call at mind about school. That context is the important place where children learn. Learn about education. For that reason one of intellectual author of italian political founder wrote about the importance of school education for a civil dialogue. We can convey that give main fundamental possibility to each one should give to everybody a choice to live fine own life on this planet. Education cover all part of life in a civilization society. Forget economical limit or financial reasons. Observing only antropological improve we easily understand how the values are transferred in school. School is the place where the young guys understand not only notion about history, mathematical, alphabet or something about origin country. It is also a place to shape individuality, language and communication to society we live. That is a place where we interact and improve social value of dialogue. That doesn't mean we became friend everybody, but mean that we learn how we want to live our life. Piero Calamandrei¹ give us an analytical explanation about the importance of school to improve a potential of democracy. Democracy not only a political fight to distribution of Cultural Heritage, but especially to join the dialogue between difference as a richness. Logical explanation to say how easily we understand that substain Public School is common first thought as a became a value for all society.

3. Critical time for education. Important values.

The period we are living are critical for each reasonable teacher. From a day to day we are projected in a different way to live our daily life. School beacome Digital whitout specific formative period for parents, scholar or teacher. Become immediately and improvisation of a method discuss from a long time. Saturation of this imposition of social distancing imposed from a mondial international safety impose us to adapt our normal life. Belive that it is an opportunity to modify what should change should be an occasion to innovate the system of education. Education also as a kind process to confirm value we chose as ethical humanity. That kind of reason not to an ecological activism, reason to remember the value of social interaction we stolen by this Pandemic times.

An educated interaction therefore is an important value to preserve in our evolution. Not only to dialogue to each other, but also to interact to God. Importance to remember our spiritual exigence to recognize our limitation is to interact spiritually to God. In a philosophical view the gnoseological tools give us the space to understand ontological existence of God. Not only as a dogmatic theological practise but as the universal place to be agree on fundamental values of civil social existence. A value to be critic in dialogue in educated shape we could learn from many resources. The web on Internet or University, school, books, but not only social Digital give us the concrete interaction space, maybe we should remember and rediscover how interact when we meet in public context. Faith give us chance to imagine a Vision to build creatively solution we are unable to discover alone. The value of social interaction is away from social distancing. Education give us the rule to preserve tradition through time, integrating with now days exigence, to maintain presence in present. Look forward maybe help us to see value we want preserve.

¹ Per la scuola. Piero Calamandrei. Sellerio Editore Palermo. © 2008

**REINFORCING TRADITIONAL ART AND CRAFT
FOR SUSTAINABLE DEVELOPMENT IN NIGERIA**



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ABSTRACT

Education is the key to promoting and enhancing knowledge and to avoid ignorance. Ignorance is the greatest sickness that can befall a human being. Therefore, education bot formal and informal comes in place to foster the promotion of knowledge acquisition, learning and human intelligence. Humanity changes daily, because change is constant. Indeed, these changes has shaped the artistic and cultural values of man. Technology, globalization and development are having far-reaching effects on existing social structures, especially known cultures and traditions of the past. Ganiyi S. (2000:1). This paper expatiates that while some of these changes have positive effects on human society, they should not stifle or exterminate our cherished traditions and cultural heritage. Many art Historians such as Maria Longworth Nicholas, Adelaide Alsop Robineau and Rookwood are unanimous over the fact that the art of pottery making is as old as humanity. This is because pottery grew out of the struggle of humanity to promote nature and use it to satisfy its growing needs. It is regarded as a mark of civilization and globalization, which has survived in the archaeological context; it has also represented the most durable artefacts in history. In this paper, the research in the field of handmade ceramics explores the ancient African Traditional Ceramics commonly practiced in the northern, southern, eastern and western part of Nigeria. In Nigeria, handmade craft serves as a source of income for some individuals and families. The decline of indigenous potters and craftsmen is the reason for this research, and it is a great concern to the world of art because of its contributions and interpretations. This research focuses on finding sustainable solutions to the challenges facing the African traditional ceramic work. Despite the existence of these potters and their ancient contributions to the society, ceramics continue to be underrepresented in historical literature in proportion to their importance as a form of expressive culture and significance. Furthermore, it highlights the urgent need to revive traditional handmade ceramics so that the culture will not go extinct. The paper examines the influence of culture-based art and how the Nigerian artist can make a huge difference in the lives of the indigenous potters through contributions and encouragement.

Keywords: Formal and Informal Ceramic Art Education, Traditional Ceramics, Cultural Heritage, Artistic Sustainability, Cultural Expression, Preservation, Creativity.

SUMMARY

1. Introduction
2. A Brief History of Pottery Making in Nigeria
3. Traditional Heritage: Contributions, Significance and Aesthetics
4. Artist Promotion of Traditional arts and Craft
5. Challenges Facing Indigenous Traditions in Nigeria Today
6. Conclusion

1. Introduction

As an artist I believe that education is the key to fostering the promotion of artistic building, intercultural dialogue and creativity. Art education both formal and informal, such as painting, textile, ceramics, graphics, and graffiti art, among others have being a source of life to many artists. Arts and crafts functions as a vital part of the well-being of a community as well as a society. Numerous research has evaluated the benefits of arts and crafts in nation building and sustainable development. In Nigeria, the cultural building of art and craft played major role in all facets of life. Traditional artist/designer met the needs of the community, as is the case, in many cultures around the world. Unfortunately, today quite a number of craftsmen and craftswomen are struggling to survive because they can no longer completely depend on their skills for livelihood. Arts and crafts has been a means of livelihood for many families and played major contributions to the cultural and economy growth of the country.

The 21st century has been a time of rapid change across nearly every dimension, from science to healthcare to technology and communication. However, with massive changes in how we consume art to how we create it, from how artists make a living to how we even categorize art in the first place, we are left to contend with issues that at one time did not exist, or at least existed differently. There is an urgent need for artist to step up and build the bridges between disparate groups that are necessary for communities and cultures to move forward. To do this, artists need access to skills, resources and systems of investment and engagement. Hence, has the world becomes more diverse in most society, we need to increase our cultural practice through arts in getting more involved in conveying creative artworks that depicts and interprets cultural diversity and activities around the world. The paper examines the influence of culture-based art and how Nigerian artists can work hand in hand with traditional potters to make huge progress in the modern world today through culture-based artworks.

2. A brief history of pottery making in Nigeria

People in all cultures have always, and will always, seek answers to questions related to existence. In many cultures, the expressions which communicates insights and open up room for reflection in people’s minds are called ‘arts’. Among the 52/53 countries in Africa, Nigeria occupies a prominent position in cultural heritage and creative arts which are manifested in her diverse crafts and have sufficiently served the economic needs of the people in the local communities through ages.

These unique artistic traditions thrived within families and guilds skilled craftsmen in various communities, as practiced in the areas of wood carving at Awka, Nupe, Benin; Blacksmithing at Biron, Akwa; Pottery at Dikwa and Ushafa, Abuja, Ilorin, Ipetumodu, Afikpo, Isan-Ekiti, Erusu Akoko and Zaria; Brass Smithing and Beadworks at Bida; Bronze casting and Sculpture at Ife and Benin; Leather works at Oyo and Kano; Cloth weaving at Ilorin, Iseyin, Okene Ibadan, Ondo; Cloth dyeing at Oshogbo, Abeokuta, Oyo, Ibadan, Ede, Sokoto, Zaria, Bida and Kano; Mat weaving at Ogotun-Ekiti, Ipetu-Ijesa, Ipoti-Ekiti, Ikeji-Ile, Erin-Ijesa, Efon-Alaye, Ikorodu and Aramoko-Ekiti. Dakakari people of Zulu Federation in the northern part of Nigeria had also held pottery as important in their socio-cultural life.

In Nigeria today, pottery has played an important role in contributing positively to the sustainability of communities as well as families. For example, Ushafa Village is known as a place where women potters mold pots for sustainable income. The village came into limelight when the former president Bill Clinton visited the pottery. The ancient village of Ushafa is located on the Northern axis of the Federal Capital Territory. About 40km from Abuja city. For ages, arts as being able to serve as a tool for transmitting emotions, aesthetics and creativity among viewers. The medium of visual arts has been successfully used as a form of expression for many different groups within the Indigenous community. The visual arts have provided, in particular, an avenue for the advancement of indigenous women. This activity transmits a message that humans in general always create an opportunity to have a deepening relationship with nature.

3. Traditional heritage: contributions, significance and aesthetics

Clay reflects change, tradition, and cultural values. Clay has been a special material for ages, for eating, building, decorating,

among others. It also serves as a material for musical instruments, pipes, store houses, portraits, and it shares these roles with other materials, such as wood, ivory, and metal. In Nigeria, it provides a daily source of income for these women and helps them to be financially dependent. But nowadays in many places, it is being replaced in some of its functions by imported plastic and enamel wares (which fight against protecting our planet and promotes climate change). Pottery making, as well as the presence of large quantities of potsherd in archaeological sites, had been observed as very important indicators of well advanced human sedentarism and civilization (Hartle, 1997). Handmade pottery symbolizes people’s ideas, value system, and their views. Consequently, any meaningful pottery studies must take cognizance of the natural environment, as well as the society that produces and use the pottery wares. It has been observed that every pottery production has a unique cultural input, which differs from pottery wares, made using bare hands as the name suggests, rather than, throwing on kick wheels and it is a mother to daughter skill transfer vocation.

We live in an era where technology seem to distract us from understanding many natural causes and enjoying the uniqueness of nature in its raw form. In Ushafa Village, the art of traditional pottery is significant today, because it is connected to women and the uniqueness of the way the pots are made. The connections these women have with the clay is fascinating. In West Africa, many sites of potsherd have been found from Tula women in the Tula Wange, north-eastern Nigeria, Oja, Akoko-Edo district in the northern part of Benin Kingdom, Yoruba village of Elafon, near Ishan-Ekiti, among others. These sites were all influenced by women traditional potters who passed the culture from one generation to another.

		
<p><i>Funerary Vessel Date: 17th–20th century; Ghana Culture: Terracotta Dimensions:</i></p>	<p><i>Africa Red-ware burn with two lateral spouts & loop-handle, decorated in high relief, Igbo people, Nigeria, 1916</i></p>	<p><i>Africa Three clay beer pots, 'Nguni', from South Africa.</i></p>
		
<p><i>Yoruba Earthenware Vessel – Photo by Ron du Bois, 1988.</i></p>	<p><i>Nupe Vessel – Africa, Nigeria</i></p>	<p><i>African Water Pot with sgraffito detail – Ladi Kwali-(Nigerian)</i></p>

4. Artist promotion of traditional arts and craft

We artist play an essential role in the artistic and creative development of our community by been involved in giving encouragement and providing a suitable environment for the traditional artist to work, such as, basic tools for molding or sculpting. Many rural communities are confronted with a host of unprecedented challenges, caused by globalization and economic restructure, community fragmentation as a result of service withdrawal, and increasing distrust in political processes. These pressure has emphasized the need to re-kindle creative energies and build community capacity to effectively respond in determining their own future.

Preserving and enhancing the uniqueness, local identity of arts and culture assets of a community require that local decision making, planning processes, policies, and regulations reflect and support community character. Arts and cultural programs play an important role in providing formal and informal education of the historical and cultural context of a community, thus providing opportunities for participation in community life through social events, performances, interactive classes, workshops, and a variety of other activities.

Artistic and cultural inventories allow a community to assess its historic, cultural, economic, and social context. These inventories include the identification, assessment, and mapping of a community's artistic and cultural resources. Conducting such an inventory allows planners to play a role in revealing the creative assets of a community. This role is strengthened by collaboration with other stakeholders, such as artists or representatives from cultural institutions. Arts, cultural, and educational institutions are particularly skilled at capturing these special qualities and helping citizens understand their community from a different point of view. Schools and institutions of higher learning should be models for the community in reflecting respect for cultural diversity and expression of human rights. (Green, 1989; Gollnick and Chinn, 2002). Schulman & Mesa-Bains (1993), explain that adequate understanding of the various cultural elements and how they differ among people from diverse cultures is a promising way to develop positive relations among persons from different cultures and to provide inclusive programs for diverse student populations (Ameny, 2004). There is therefore a clear need for education systems to incorporate and transmit cultural knowledge and expressions. This can be achieved through Arts Education, in both formal and non-formal educational settings. (Unesco 2006, p.6).

Art and craft workshops in communities strengthens indigenous arts and enhances creativity. Engaging communities with indigenous arts promotes unity, peace and interactions between people. In Italy, for example, 24% of enterprises belong to this sector, which employs one-fifth of workers in the private domain. In Colombia, craft production represents an annual income of roughly US\$400 million, including some US\$40 million in exports, providing workers in the sector with an annual income ranging from US\$140 to US\$510. Tunisia's 300,000 craft workers (two-thirds of whom work part-time) produce 3.8 per cent of the country's annual GDP or an annual income per family of US\$2,400.

In Central Asia, women employ their traditional skills in the processing of raw materials, such as local wool and silk cocoons. Highly skilled and labor-intensive craft-making is an important income-generating activity for women, especially in societies where their mobility is restricted (its used as a tool to encourage and promote their freedom of movement and to prove that these women can be financially dependent). Indigenous arts and crafts are a viable source of creating wealth if only the government can fully explore them through industrialization to boost foreign reserve and create employment. When an artist is involved in developing indigenous art, the tradition is likely to pass on to other generations despite the prevalence of modern technology. It also sets examples for young people who might be considering careers in arts. In every society, art practices are unique and special to that society because of its peculiarities in design or decoration, style, color and form. A nation that contributes to creativity will produce creative youths. Therefore, it calls for artist, art organization, and tourist development department to look into this issue and develop talented men and women. Lowe (2000) illustrated that community art is distinct in its collaborative nature, involving individuals in a collective and creative process, and enriching group experiences (p. 364).

5. Challenges facing indigenous traditions in Nigeria today

Why are traditional arts not making significant impact in Nigeria today? This is because, attention is placed on agriculture, oil and gas, among others. There should be constant emphasis on the importance of contributing and promoting arts and craft in the communities where traditional women potters are dominated. We visited the centers and, unfortunately, the condition has deteriorated. Few traditional female potters still strive to maintain the tradition of handmade pots for decorative, functional and utilitarian purposes. They complained of the challenges they face on daily basics and the lack of support from the government and the society. There is an urgent need for restoration and renewal at these centers because in less than 10 years most of the traditional female potters will no longer be able to survive with pottery making and the tradition will go extinct. We must keep our tradition from disappearing and this can only happen when Nigerian Art and craft association comes together to delegate on how to revive the almost lost traditions. Furthermore, art workshop in the community where pottery making is a tradition should encourage the younger generation to engage in the tradition by organizing exhibitions, art competitions, sponsorship and scholarships for those who show creative talents. If these measures are put into place, the community will be encouraged to pass the tradition to others. In most advance country art and craft contributes immensely to their economy. Why is it important? It is important because we believe that a nation without arts and crafts, lacks creativity and growth among the youths. Art and craft tradition enhances growth and creative imaginations in the community. People are challenged to move beyond the ordinary to creativity which is more fun, complex and innovative.



The photo was taken in April 2015 by Deborah M. Esho

6. Conclusion

Pottery speaks and communicates coded truth which only documented works on pots and ceramic wares can decode, express and interpret. Technology and other agents of globalization and development are having far-reaching effects on existing social structures, especially known cultures and traditions of the past. The art of pottery should be taken seriously to preserve our culture. In the past, pottery was mostly done with African motifs and styles which made our culture to survive the test of time. Today, some of the traditional pots and vessels no longer depict the history of the past, but rather it only serves as mere aesthetics, that is, without cultural relevance. There is, therefore, the need to preserve the culture of the past on ceramic wares so that up-coming generations can be aware of their past. Thus many unsung artistic heroes should be adequately celebrated and their positive impact in the society should not fade away. Potters like Ladi Kwali should be seen as an inspiration to traditional potters to enhance their creativity in diversifying the way they express themselves through pottery. Since pottery has served most of man's basic needs and has become one of the most developed art forms, it's forms and decoration even in the broken state has helped archaeologists to trace the growth of ancient civilization, in constructing and understanding the history that change over time due to the changing lifestyle. (Bern Ibid, Sieber:1996:2) We should contribute to the preservation of pottery, especially the government should promote and encourage women potters in providing more pottery centers and financial assistance for the growth and sustainability of the women. This will also serve as revenue for the government in reducing the cost of importation into the country and also create job opportunity for many in the rural settlements.

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PEER AND MEDIA EDUCATION IN UNEXPECTED PLACES



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Peer and media education: A methodological approach

Peer&Media Education is the integration of Peer Education with Media Education, two methods used in education.

Peer Education is a peer-to-peer method by which peers, not adults, act in educational projects: it is necessary to select young people and train them so that they can get involved in educational activities with their peers. If teens themselves play the part of educators, it becomes easier for them to meet as friends and talk over the issues on which the programme is focused.

Media Education is both a popular movement and a research field which fosters correct behaviours in media appropriation. Media Education covers three main areas:

- Teaching (about) the media. This is the study of media messages and processes, their culture, and people's behaviours in the consumption of media;
- Teaching with (or through) the media. It is the use of media as tools and environments for education;
- Teaching for the media. This is the professional training provided to media professionals.

With the spread of digital and social media, Media Education is shifting to ethics and citizenship (Rivoltella, 2020).

The two methods have in common two aspects.

1. The Aim is Critical thinking

Peer Education trains youngsters so they may help other youngsters to become aware of the risks involved in their behaviour (for example sex and drugs): if teens are able to think critically, they are less exposed to the risks of diseases. Peers help to think critically about the effects of one's action and behaviour and guide them in making the best possible decision. This process is more effective if it works two ways: teaching to become “peer educators” means enabling youngsters to help their friends to become aware too.

Also Media Education traditionally aims to develop critical thinking. In the past this meant to be aware of media messages. Media have always been considered as a tools that could impact our behaviours and values. So it's quite different to receive messages passively or in an active and critical way.

2. Digital and social media development.

In the past, Peer Education had always considered media only as a tool for prevention. The problem with old media, “mass” media, was that they were considered able to produce a unique thinking in their audiences. From a pedagogical point of view, the solution was to enable people to understand and deconstruct media messages: Media Education consisted in teaching youngsters how they could analyse the media, in deconstructing messages, and in showing the “dark side” of the media.

Nowadays the problem with digital and social media does not only involve contents, but also media themselves. Online gambling, online pornography, video gaming, are some of the activities that youngsters could be concerned of in our society. In these cases the problem does not concern contents (bad or good, true or false), but the behaviours that the media can promote in youngsters. So Peer Education has to look at Media Education to tackle the problem.

The convergence of these methods leads to Peer&Media Education (Ottolini & Rivoltella 2014) as:

- an educational method that promotes critical thinking, and an ethical and aware use of the media and their messages;
- as a strategy of risk prevention.

Peer&Media Education could be understood as:

- 1) educating peers with the media: this is the case of the use of video in Peer&Media Education activities;
- 2) educating about the media with peers. This is the case of group working: adolescents have the chance to reflect together feeling freer to express their ideas among each other rather than with adults (educators, teachers etc.);
- 3) educating peers about the media. This is the more proper Peer&Media Education case. Imagining to plan an activity to prevent sexting, we’ve to train peers both about sex behaviours and digital media features. They will act as peers in groups of youngsters whose aim will be: a) preventing sex addiction, a wrong relationship with the body, cyberbullying episodes; b) developing a correct way of using digital media (critical and responsible).

We can have three basic situations (Ottolini & Rivoltella, 2014):

- 1) Brick Peer&Media. This is the case of Peer Education 1.0. Trainers meet peers at school (a “brick situation”), through the teacher’s mediation; peers use the media in their activities as tools, without planning any online activities;
- 2) Brick&click Peer&Media. We meet peers at school and we work in presence, but peers start to use digital environments to communicate and share ideas (a “click situation”); these environments are open and they can enable youngsters to meet other people outside school and talk with them about prevention or similar issues;
- 3) Klik Peer&Media. This is the case of Peer Education 2.0. Peers are operating directly in social network sites. They enter youngsters’ communities, talk with them, try to be helpful referring to different problems. This means that social networks are considered in analogy with streets, or squares. In Italy an example of this situation is “Younge” (<https://www.younge.it/>; <https://www.facebook.com/younge.it/>) a peer-to-peer listening and help service, aimed at teenagers and run by teenagers with the help of educators and psychologists.

CREMIT P&M Projects

CREMIT is using the Peer&Media Education model both to research and interact with adolescents (Ferrari et al. 2015; Ferrari et al. 2016).

We started from this idea: understanding digital behaviour (sexting, cyber harassment, ecc.) from the perspective of teens is fundamental to develop strategies for preventing potential harm.

Then, we trained peers to manage focus group sessions in the classrooms during which they managed a brainstorming session around the idea of sexting (to get their representations of it) and reflected on the causes and effects through the use of video-cases.

Interacting with peers allowed youngsters to freely express their representations of media and personal behaviours. Peers, supported by media educators, conducted the intervention reflecting on what to do if they were to lose control with a “joke”.

After this first step, a professional (either a health professional or a media educator) was invited to give a talk and the peers helped to explain and translate in terms more comprehensible to the youngsters what the expert discussed.

After this explanatory phase of the phenomenon, a creative phase started. Students and peers became authors of suggestive prevention messages at different levels due to the process in which they were involved, like videos and slogans.

Peer participation in video making was crucial to the project’s success. User-generated contents are social acts, as well as creative. The participatory process is very important in the preliminary survey and selection of the content. This helps to represent the experience by reflecting the culture of the group. Equally important is the quality of the multimedia product that is generated, since it is related to an educational and preventive content. Multimedia products have to speak the language of the culture as lived and “worn” by students; they have to be cool and spreadable in order to increase the motivation of a community.

In the participatory process generated, both performativity and creativity are essential factors; this often clashes with a traditional school context, where attending a lesson means sitting on a chair at one’s own desk. Here we find the clash between theatrical cultures: representation in traditional theatre is performed for people who watch a show, while in social theatre the show is made to be experienced and lived by the audience.

In the table below we can see some examples of P&M projects outputs that CREMIT developed with local partners, while in the next section we will look at one case study in particular, the experimentation that CREMIT conducted on the use of the popular video making/video sharing app TikTok as an informal educational experience.

TOPIC	TARGET	PARTNER	OUTPUT	LINK
Cyberbullying	11-14	INDUSTRIA SCENICA https://www.industriascenica.com/	Video	https://www.youtube.com/watch?v=wUMPZOKFw4
Cyberbullying	11-14	INDUSTRIA SCENICA https://www.industriascenica.com/	Rap	https://soundcloud.com/industria_scenica/le-one-da-tastiera
Sexting	15-18	SPAZIO GIOVANI http://www.spaziogiovani.it/wp/ INDUSTRIA SCENICA https://www.industriascenica.com/	Video	www.imageme.it
Sexting	15-18	SPAZIO GIOVANI http://www.spaziogiovani.it/wp/ INDUSTRIA SCENICA https://www.industriascenica.com/	Rap	https://youtu.be/G8X-UXgNpHVc
alcohol-related risk	16-20	CONTORNO VIOLA http://www.peer-education.it/	App	https://apps.apple.com/it/app/calcolapp/id813616109 https://www.youtube.com/watch?v=SvuP-M1e7TwQ
Prevention	15-18	CONTORNO VIOLA http://www.peer-education.it/	Peer-tube	https://youtu.be/G8X-UXgNpHVc

From lip-synching to informal education of TikTok

Over the past several months, social media platform TikTok has registered an enormous surge in users and popularity while simultaneously becoming the second most popular social after What’s App. TikTok, or in the original Chinese Douyin meaning vibrating sound, is a video making and video sharing social network created in 2017 from the acquisition by its Chinese developers of the already popular lip-synching app Musical.ly. This social network has been downloaded over 1 billion times (96 million in the US and 2.4 million in Italy) and it is available in 154 countries and 75 languages. It spread mainly among tweens and teens covving predominantly, but not exclusively, the age group 16-24. The popularity of this video sharing social media has made it into an avenue for grassroots activism, community formation, and builds seemingly overnight fame for its breakout stars but most and foremost it is used as a form of creative entertainment.

With a group of media educators, kindergarten teachers and researchers from CREMIT we activated an experimentation to explore whether we could use TikTok as a space to activate experiences of informal education. We asked ourselves, How can TikTok be used in an educational context, and with which age groups can we target? How can we position ourselves on this social network?

Firstly, we had to conduct a detailed research to understand the logics and rules that govern TikTok and the linguistic codes that are most successful.

With its motto “Make every second Count” The frontiers of video making and video sharing have reached new speeds: if our attention span was already reduced to 2-3 minutes per clip, now the “seconds that count” on TikTok are 15 (up to 60 seconds if you connect more than one clip together). The predominance of the performative-choreographic dimension in this app which can be best captured by the mobility of smartphones. The dynamism of the shots is not created by sophisticated techniques, but through body-movements choreographed in relation to the camera. This app brings the performative experience to the forefront where each user can be at the same time the producer and protagonist of the video.

It's a decentralized network of performers with a distinctive social structure. TikTok is like “a never-ending variety show” and an experience of “pure entertainment” that in some cases may appear as the glorification of a performative nonsense. It's homepage features a flow of clips accessible by a vertical swipe of never-ending entertainment. Differently from Instagram and Facebook, that are more centered on the curation of a personal profile and the creation of groups of friends, TikTok fits within the binge watching experience that we have become so accustomed to through Netflix.

TikTok sees the collaboration between unacquainted users through a variety of interactions. For example, the “Duets”, which allows users to take videos uploaded from other users and engage with them in different ways: they can respond, interact, or record their reactions to them. All content is up for appropriation as each user can build upon other users' creations. TikTok-ers also engage with each other through “challenges”, that is, they all make videos attempting to creatively imitate a certain performance/use of a certain filter, etc. These are often community-created trends and are easy ways for people to feel like they belong by participating in these media events.

Like Snapchat, TikTok has an array of AR effects that can be used in videos to change eyes or hair color; gives you options to modify the environment; special effects specifically designed to be used on cats and dogs; the beauty button that correct any esthetic imperfection; and a variety of filters, etc. In addition to this variety of editing tools, a central feature to TikTok's video making is a playlist of all the most popular songs or the possibility to record your own soundtrack. Picking the right song can be the primary reason for a video to go viral and for the Tiktoker to acquire the status of “influencer”. Let's think about the fact that In the music industry, going viral on TikTok has become a prerequisite for singles hoping to chart on the Billboard Hot 100 songs.

Thus, in our attempt to create a channel for CREMIT, in addition to understanding TikTok's logics and ever-mutating dynamics and trends, we also needed to constantly update on the most popular soundtracks and think about how they could fit with the storytelling techniques that we planned to employ; we had to identify the most popular/better suited hashtags and create new ones that would best define the content of our video; we had to keep track of the most engaging challenges and try to understand what made them so attractive to users. We took all these precautions to avoid the cringe effect that is caused when TikTok is used only as a communication channel, without truly understanding the rules and language codes that govern it and make it popular, which often happens when adults post videos with styles inconsistent with the social network).

We then opened our channel in April @cremit aiming to target predominantly college students majoring in media education, kindergarten teachers, media educators and teachers. to produce videos Monday through Friday where each day is dedicated to a specific theme/format:

Mondays featured a book suggestion which aimed at stimulating other users to do the same with a book that they recently read and found interesting. On Tuesdays we featured storytelling through the use of an unconventional object. For example one of the clips featured the day of a clothespin getting ready in the morning and then going back to bed in the evening. Users here were encouraged either to continue the story of the clothespin, or to choose their own object and tell a story with it. Clips published on Wednesdays aimed at sharing news, information and updates on the media education world. On Thursdays we featured videos to enhance the attention on the sounds heard by young children in their everyday environments, especially during the Covid-19 pandemic during which they had to be confined in domestic spaces. On Fridays, the video clips focused on active narration exercises.

For each category we had to select/experiment with the more suitable techniques to convey the message mixing the appropriate: filters, music, text and images, which in turn need to be suitable to fulfill certain pedagogical functions for instance: to inform or explain a specific content; to activate an online response/reaction; to activate an offline response/reaction; to build community relationships with other users; to build/strengthen community relationships offline, etc.

After a month and a half trial, we realized that, first of all, the algorithm needed to be ‘educated’ in as much as we could not predict neither who was watching the videos nor how to make them more visible. Secondly, our production calendar turned out to be extremely high maintenance: five videos per week were too many for just a couple of people to produce and although they were 15 seconds long, it took long hours to project and produce. Thirdly, we had to invest time and energy to constantly monitor the most popular trends, hashtags, and soundtracks that other Tiktokers were using.

In conclusion, It has been an interesting experiment to think about and consider TikTok, as a third space, that is, as a potential location for learning in which hierarchies are themselves fluid; where there is the potential to be more open to learners' skills and dispositions arising out of practices which are representative of wider culture and lived experience (Potter and McDougall 2017). But, this experimentation has also shown the importance of remembering that third spaces are connected to the concept of dynamic literacies which are contingent and socially situated thus requiring a profound understanding of the context in which they are implemented, which in the case of TikTok meant understanding the logics behind this social media, the language it uses, and thus it meant bending/adapting our pedagogical tools, methods, and content to TikTok's rules and dynamics, it means a constant work of translation and adaptation of our knowledge, teaching techniques and objectives so a challenging experience but stimulating and very useful to rethink our teaching strategies and methods.

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RIGHT TO EDUCATION, THE PANDEMIC AND DISTANCE LEARNING IN BRAZIL



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*“Education doesn’t transform the world.
Education changes people.
People transform the world.”
- Paulo Freire*

1. Right to Education in the Brazilian Federal Constitution of 1988

The Federal Constitution of 1988 was a historical conquest for Brazilians. It represented a return to democracy after more than 20 years of a military dictatorship in the country. This historical context explains a lot of the Constitution’s text. For years, Brazilians have been denied their rights, with minimal or no access to justice, forced to accept government mandates and excesses. The new Constitution had to mean a break with that time, it should be a symbol of hope for a better future.

The idea was to have all rights written to ensure legal certainty that they would be respected and guaranteed. Therefore, as many rights as possible - which were previously denied - are now explicit in the text of the constitution. Nonetheless, however beautiful the words may be, what is perceived in practice is that these rights are not respected or guaranteed as they should be.

The Constitution goes on from article 205 until 214 talking about Education. Article 205 states: *“Education, the right of all and the duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, its preparation for the exercise of citizenship and its qualification for work”*. Article 206 says: *“Teaching will be based on the following principles: I - equal conditions for access and permanence at school; VII - guarantee of quality standards.”*

It’s beautiful. But just in theory. The reality lies way below that standards. As a brief overview of the situation in Brazil: Public school infrastructures are precarious, many do not have the bare minimum, such as bathroom doors, desks in good condition, and even basic sanitation. Teachers are exhausted, devalued, and ridiculed for the situation they are forced to face without any prospect of return or recognition, neither financial nor moral.

It is believed that this scenario of “chaos of education” is not new or something recently discovered, the education scenario has not changed for years; regardless of the government, the learning process has never been respected in its complexity.

2. Distance Learning and Online Education during the pandemic

Alongside with the preexisting “chaos of education”, the chaos provoked by the Covid-19 pandemic has changed a lot of how our society works. The WHO’s (World Health Organization) recommendation of quarantine and social isolation measures were highly adopted by the affected countries. In Brazil, presential classes were suspended in all levels of education and the alternative found by the institutions to continue teaching during this atypical period was to adopt Distance Learning until the situation is normalized in the country. Since then, online classes have started to be a part of the routine of thousands of Brazilian students. However, Brazil was completely unprepared to face the mass deployment of distance education.

For many institutions and professionals, distance learning happened suddenly and the adaptation to this new modality had to be immediate, which was a problem for those who had no previous experience with distance learning. In a survey, 88% of Brazilian teachers

interviewed had never taught virtual classes before the quarantine and 83% felt unprepared to give online classes (Península, 2020).

Early childhood education, a stage that usually takes place only in presential format, has been the most affected. Teachers need to perform real juggling to be able to produce video lessons and hold students' attention.

Something worth commenting on is how Distance Learning is being carried out in Brazil. The remote teaching being practiced currently during the pandemic resembles an online education and distance learning only in terms of technology-mediated education, but the principles are still the same as in-person education. Distance learning isn't a synonym of an online class, it requires the support of tutors and teachers in a timeless manner, hours diluted in different media resources, and synchronous and asynchronous activities.

Also, Distance Education depends on the motivation and maturity of the student in dedicating himself enough to his studies without the physical presence of the teachers, which makes the whole process of learning more difficult. Since there was no administrative educational contingency plan for this reality and most institutions were neither technologically nor theoretically prepared, what is perceived, for the most part, is an improvised form of teaching, which does not suit the needs of this format.

In remote learning, a common mistake is to think that just recording the lesson and broadcasting it online it's all it takes to make students learn. The classroom environment cannot be repeated virtually, it takes something different, that, if done well, can be enriching and effective.

It's important to point out that there is a slight difference between the terms Distance Education in specific and Remote Education - both into the concept of Distance Learning in general. The first one is a teaching modality that occurs with the use of information and communication means and technologies, with students and teachers developing educational activities in different places or times; it requires planning, forms of management, and part of the workload to be fulfilled in person.

The Remote Learning incorporates a broader aspect since it's an emergency and temporary adaptation of schools to continue the school year; it represents the alternative that was precipitated by the pandemic, with the rapid replacement of classes, schools, universities, and classrooms by the use of digital platforms. So besides of producing content and sending assignments and classes for students to do from home, it can also involve the preparation of virtual classes, sometimes supplemented by material sent to students' homes by post or school transport, and also even setting up WhatsApp groups with students and teachers, to exchange videos and audios with activities.

The remote education strategies adopted, however important they may be in the current context, have limitations and do not serve all Brazilian students in the same way, as pointed out by “Todos pela Educação” in its technical note. The document also highlights that the education networks need to formulate plans for the return to classes that include new strategies to combat educational inequality – which can be deepened in this period without presential classes – and new and exceptional demands that will arise, such as the emotional reception of students and education professional, in addition to closer monitoring of students more likely to drop out of school. (Todos pela Educação, 2020)

For some experts, given the educational deficiencies accumulated by Brazil even under normal conditions and the probability that it might not be possible to transmit all the content expected in the virtual model, it will be necessary to make extra preparations so that the return to presential classes compensates for the gaps. This doesn't mean, however, that it is not possible to do much for students at this time. The perception of some educators is that it is not only possible to teach skills and content, but also to learn lessons that can improve presential education in the future.

There are also many critics of the use of digital learning resources, who say that the massification of Distance Education in the current crisis scenario is not the appropriate alternative to face the closure of educational institutions during quarantine. They argue that what is proposed is a clear precariousness and the deconstruction of public education.

Nevertheless, what has been done by educators and educational institutions, with content production and online classes, is very important. It's a way to keep in touch with the students and not loose this bond, taking some degree of normality in this crisis scenario. The interaction with the students shows that they are managing to develop the content through exercises, but that interaction is a main difficulty itself, once students participate less. Most of them have not shown interest in the virtual teaching modality and others don't even have the opportunity to. In the end, it's easy to know who's “logged in”, but not if the learning is being effective.

3. Right to Access Education

It's easy to know how many students “logged in”, but how about those who didn't? In this question lies a gap that contains the students who have not been contacted, and are unable to access digital content. The whole euphoria with distance learning comes up against the reality of a huge contingent of 20 million Brazilian families who do not have access to the internet, which is 28% of the total amount of the population (CGI, 2019).

Parreiras & Macedo (2020) argue that *“Brazil is a country marked by intense digital and educational inequalities. In the current context of the COVID-19 pandemic, with a federal government that stands as an enemy to education, such inequalities are ac-*

centuated. [...] One of the questions that arises is that, in this assembly of remote education, many social and digital inequalities are not taken into account, as, so far, the proposal has been to migrate activities to digital environments without addressing a basic problem: not everyone has access to, and masters the use of, technological devices and network connections. If it was previously a constant challenge to reduce dropout rates and guarantee student permanence in schools and universities, we now have an even more serious situation, and one that is difficult to solve immediately.”

In the first results of the *ICT Households 2019 (CGI, 2020)* report there is some noteworthy data. Among those who declared themselves to be students, only 59.9% said they used a computer (the cell phone is the most used medium). Among the students, those who said they did not have access to the Internet pointed out that the main reason for this reality is the cost of access to the service (26.4%), followed by the high cost of the access equipment (18.8%), and not knowing how to use technology (15.9%). While in classes A and B the presence of the internet is close to 100%, in classes D and E, it drops to 50%. There was also a decrease in home use of computers. In classes A and B, the computer is a common item (95% and 85%, respectively), while in classes D and E, its presence in the household drops to 14%. Class C students, almost entirely, only have access to the internet by cell phone. And those in classes D and E, also with cell phones only, depend on very limited and prepaid plans to access the network.

Distance education cannot be discussed without taking into account the country's situation. This issue of internet access alone already poses a serious challenge to the massification of distance learning, internet is an unthinkable luxury to families who have not been able to pay the bills or even buy food. There is a heavy investment only in the production of content, in a country where there are schools without computers, without alcohol gel and even without toilet paper. So how do you provide these students with a cell phone? From a point of view of the right to education, and, during the pandemic, the right to access education, it is unacceptable that the losses fall especially on the poorest population.

The long-term damage due to this fact is still difficult to measure, but certainly significant, since students with better financial conditions continued to receive classes online and students in critical situations had their classes completely suspended.

Parreiras & Macedo (2020) concluded that: *“This situation highlights the deepening of educational inequality to which Brazilian students are being subjected in these times of pandemic and social isolation. This emphasis on offering content by distance education at all levels of the Brazilian educational system does not meet the needs of impoverished families and reinforces the cultural capital of a small portion of the population. The wide choice for the use of Distance Education, which has been done in an improvised and immediate manner [...] threatens to produce precariousness in all levels of education and will widen the inequalities already accentuated in the country's education system”.*

In 2011, the UN declared access to the internet as a human right, but the context of the pandemic made us see how much people are distant from that right. The main difficulty now is the fact that, overnight, we all had to learn how to deal with a teaching modality that used to be a distant reality, and now we are realizing that the devices we had are not holding up and that the internet is not the best.

4. Right to Quality Education

The internet and the equipment are not the best, but it is what we got in this “new normal” situation and, want it or not, it is an alternative to continue teaching during social isolation. What's the problem with it? The problem is that the difficulties of access to the internet and suitable equipment to use it compromise the quality of education. And it's important to emphasize that this is not the only thing that does so.

The way that remote learning has been undertaking in Brazil will produce inevitable side effects: impossibility of interaction when the content is transmitted by video lessons; excessive load of written content and the time passed in front of machines to fulfill the daily hours of class will lead to mental tiredness, which reduces the level of attention; and possible damage to the eye health exposed to the luminous screen for a long time.

The emotional side is also a very worrying factor since it only accentuates the already existing problem. The distance education replaces physical presence in the school environment by screens and is restricted to home spaces, which are generally not suitable for this. When working with education it's known that the environment needs to be conducive for learning to happen. At this point, inequality intensifies the problem, because while students from higher social classes will have an office at home, a single room for study; students from other classes deal with the difficulty of small houses divided among several family members. Silence is fundamental for the study, and more so in this new class format, where concentration is essential; this becomes a challenge when there's no reserved study space at home.

In research done by the Farmacy Federal Council (2020), 61% of the students feel less prepared with virtual classes. The complaints are numerous and range from: the difficulty of accessing the transmission platforms; the excess of activities with limited time to respond; difficulty in concentration in only-slides classes; lack of equipment; lack of guidance from teachers with less time available with them; the priority is to send the activity and not it's content; and a longer permanence in front of the computer which leads to tiring.

The students migrated to the digital environment in a forced way. There was no preparation for it, it simply was how it was done and many students didn't even know how this dynamic would work. What is seen now is a favorable scenario for stress, anxiety and anguish concerning the teaching and learning process. The e-learning makes children and adolescents responsible for their own learning, and it can cause a great feeling of overload, frustration and exhaustion, especially since no student was prepared to do that so suddenly as it was. If the pressure of remote classes is great for those who, even with difficulties, have been able to access it, imagine for students that have no structure to follow the contents.

The current crisis will likely cause social and emotional disturbances, increasing social isolation and creating anxiety over the possibility that parents may lose their jobs and loved ones may fall ill. Now, it is important to prevent and reduce the high levels of anxiety, depression and stress that confinement causes in quarantined students. Stimulating solidarity, resilience and the continuity of social relations between educators and students during this period is essential, as it helps to alleviate the negative psychological impact of the pandemic on students.

What is imagined is that the learning loss will extend beyond the pandemic. In the medium and long term, with lower levels of learning and a higher number of dropouts, students affected by Covid-19 are likely to be less qualified and therefore less productive than students of generations who have not had a similar learning gap.

5. So, what now?

Now we come across the question of how the world is changing and how education can respond. Distance learning can be as good or even better than presential classes, but remote learning may not provide the academic results expected. This new modality is a global trend related not only to social isolation, but also adaptation to a technological world.

It's necessary to re-think education and learn to re-learn. We now discovered new dimensions that previously escaped us and we're expanding our understanding of what surrounds us and makes us perceive education in another way, which is not linked only to a physical place or an institution anymore. With the current technologies, the school can become a space rich in significant learning, both in-person and digital. This pandemic context has awakened us to form a new behavior in people, who can be more autonomous: the student can be the protagonist of its learning, such as in Paulo Freire's "autonomy pedagogy".

To avoid widening inequalities when using distance learning strategies, it is essential to understand that the disposition of technological resources is different among the different socioeconomic profiles of students and that those who already have better academic performance tend to benefit more from technological solutions. Investments in Education must be maintained, perhaps increased. But, first of all, it is imperative to democratize the access to the internet.

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**IMPACT OF SCHOOL LOCALITY ON TEACHING AND LEARNING:
A QUALITATIVE INQUIRY**



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Introduction

Fiji is spread across 332 islands in the South Pacific Ocean, and according to the Fiji Bureau of Statistics (2018), has a population of 884,887 from which 494,252 (55.9%) reside in urban areas and 390,635 (44.1%) in rural and remote areas. The way Fiji is shaped by its archipelagic and distant geographical structure means that the teaching and learning has its own fair number of challenges. The topography of Fiji places limitations on accessibility as many schools are located in remote areas either by being in distant islands or being situated in rugged terrain on the larger islands.

In terms of actual enrolments, more children attend primary school in rural and remote areas compared to urban areas, whereas the reverse is true for secondary schools (Ministry of Education, 2014). Location is closely linked to socio-economic status. Many rural and remote dwellers do not have reliable sources of income. Fijians living in villages rely on subsistence farming and fishing for food, but also need cash for many of their needs, including education (Fiji Islands Education Commission/Panel, & Fiji Ministry of Education, 2000). Many remote schools are boarding schools, compared to urban schools, as boarding can be a positive factor for extra classes, homework and study.

There is little need to speak English in rural and remote areas in Fiji. English spoken by children in rural and remote areas is less developed to that of urban children (Fiji Islands Education Commission/Panel, & Fiji Ministry of Education, 2000). According to the Ministry of Education (2015), English is the official language of instruction in schools in Fiji. There are two other major languages which are the indigenous Fijian ‘iTaukei’ language and the Hindi language which, under the new language policy, has become compulsory in all schools. Language may be a barrier to education as English is the second language for most students in schools. The findings of this research could provide policy makers and administrators with valuable insights into the impact of locality on teaching and learning and how to best implement or at best penetrate into the educational policy development to reduce the effect of locality in the Fijian education system.

Literature

Parents play a vital role when it comes to the context of education because they provide financial, sentimental and moral support to their children. Schools serve different societies, and students’ diverse upbringings and characteristics impact on their schools’ achievement. In this regard, Hanushek and Woessmann (2012) reported that there was a strong association between educational achievement and many measures of student and family background. Often those students with low socioeconomic status feel depressed and demotivated on educational matters, since they encounter various difficulties including the cost of learning materials and individual needs such as accommodation, food, transportation and clothing (Ögeyik, 2016).

The reliance of education assistance from parents is not guaranteed in poverty stricken rural areas as many parents may be illiterate or have little formal education. Most parents with little formal education invariably do not collaborate well with school (Khumalo & Mji, 2014), whilst those who have attained a high level of western education are more likely to have a positive attitude towards school and more encouraging of the educational efforts of their children (Ogbugo-Ololube, 2016; Steinmayr, Dinger, & Spinath, 2010; Strenze, 2007). Rural and remote schools may have lower educational outcomes due to certain resource constraints (Steinmayr et al., 2010). Ogbugo-Ololube (2016) established that rural and remote teachers are often frustrated because they have to work with fewer resources and have much less control over the curriculum. Some of

the resource constraints include tough competition for highly qualified and experienced teachers, school financial ambiguity and distress as well as the number of students living in poverty. As well as these issues, rural and remote schools are often smaller and more expensive to operate, more likely to experience teacher shortages and have fewer resources (Organisation for Economic Development and Cooperation (OECD), 2013). Rural and remote schools have difficulty collaborating with others (Broadley, 2012), whereas urban collaboration is easier due to easy access to transport and technology connectivity (Lingam & Lingam, 2013; Mohan, Lingam, & Chand, 2017; Stoll et al., 2006). Therefore, it is acknowledged that due to the scattered nature of schools in Fiji, their locality could have a major impact on teaching and learning.

Methodology

This study was purposefully designed to collect qualitative data for qualitative analysis. One of the key elements of the study was to focus on the phenomenological aspect of qualitative research which allowed the integration of the teachers' perceptions, both emotional and intellectual, on the impact of locality on teaching and learning in Fiji. The Ministry of Education in Fiji has established guidelines for classifying schools as urban, rural or remote. Urban schools are within 10km of a town boundary, a rural school is one that is 10–20km from a town boundary; and remote is equal to or greater than 20km from a town boundary (Lingam & Lingam, 2013). Based on the Ministry of Education's criteria, one urban, one rural and one remote school were selected for the study to carry out the semi-structured interviews. For the purpose of this study, open-ended semi-structured interviews were considered appropriate. An interview is a social process of exchanging information between the interviewer and the interviewee where the interviewer questions, listens to the response, interprets and analyses for understanding and then explains to the respondents; the process continuous until all questions are answered to the satisfaction of both parties (Lofland, Snow, Anderson, & Lofland, 2006).

Findings and Discussion

Parents play a crucial role in education by providing financial, emotional and moral support to their children whose different backgrounds impact on their level of achievement (Teddlie & Reynolds, 2000). This study confirmed that rural and remote schools are often left with lower achievers as the higher achievers from remote and rural schools tend to relocate to urban schools in their search for improved educational facilities and better education. As a result, remote and rural teachers tend to confront disadvantaged students whose generally uneducated or minimally educated parents may be less supportive of learning (Khumalo & Mji, 2014). On the contrary, it also revealed that large class sizes clearly impact on the practices of urban teachers. Due to urban shift in Fiji, city schools with larger class sizes experienced more management issues such as space, time and activities as well as negative student behaviour. Hence, urban teachers face more classroom management issues, namely the application of strategies focused on minimising disruption and increasing student cooperation (Postholm, 2013). Teachers and school administrators face a common challenge in creating educational environments that support student academic needs and commitment to schoolwork (Heck & Hallinger, 2009). To support student learning, the study unpacked that teachers took morning, lunch, afternoon, evening and Saturday classes to help students do better academically.

Poverty, school funding and locality impact on the quality of education. In addition, this research shows that some urban and remote schools were better equipped than rural schools in terms of facilities. In Fiji some urban and remote teachers can provide academic support outside of school hours because students live in hostels, but hostels are not available in the rural setting. One of the urban HODs observed that the impact of school locality on teaching and learning is that some of our students stay in the hostel, therefore, to supervise the students they had school quarters for some of the teachers. So these hostel students have extra classes, in the morning and in the evening.

Furthermore, resources and leadership greatly affect teachers' engagement with innovative teaching practices, and rural and remote teachers often feel frustrated at their shortage of resources and nominal control over the curriculum. With ICT evolving rapidly and constantly affecting on teaching methods and learning patterns in twenty-first century classrooms the leadership support and sufficient resources are the elements to breaking the overreliance of the prevalent “chalk and talk” methods, and enhancing students' classroom concentration and participation.

Just as schools serve different communities, their geographical location affects the links they can make with external partners (Mohan, 2015; Stoll et al., 2006). This study found that the level of isolation had slight effect on teachers' reflective dialogue on professional practices in remote schools. Teachers in remote schools remained around the school compound and often were engaged in reflective practices after school. With limited other activities available in remote areas, teachers often either interacted around a ‘bowl of Kava’, or, even if not enjoying this Fijian traditional drink, they participated in Talanoa (informal discussions) on issues of interest. In spite of practices being unique to their own remote and urban backgrounds, the positive finding was that these Fijian teachers often engage in reflective dialogue on best practices. On the other hand, after-school discussion was limited for rural teachers who have no school quarters and so must travel long distances to go home, and who lacked resources and infrastructure supportive of reflective dialogue. The situation was even worse in rural schools where school leaders neither supported nor encouraged collegial reflection.

Conclusion

As schools serve different communities, student upbringing and their individual characteristics impact on the achievement level of a school. Rural and remote schools often face different challenges to their urban counterparts: geography, poverty and funding influence the quality of education. Rural and remote schools often have lesser achievements with the higher achievers drifting to urban schools in search for developed facilities and educational prospects. Consequently, remote and rural teachers are left with students who are disadvantaged by resources and economic circumstances, as well as uneducated or minimally educated parents who may be less supportive of learning (Khumalo & Mji, 2014). Meanwhile, urban shift in the Fijian population means that urban teachers face larger class sizes, as well as management issues such as space, time and student behaviour that impact on their teaching practices. Fijian teachers and school administrators face a common challenge in creating educational environments that support student academic needs and commitment to schoolwork. Both rural and remote teachers are often frustrated at having inadequate resources and little control over the curriculum. Leadership support and adequate resources is the key to breaking the overreliance on traditional teaching and enhancing student classroom interest and participation. The negative impact of isolation of teachers could be reduced by access to school quarters so that teachers could stay in the school compound and engage in collegial learning and support students academically after hours, building on the rich community traditions of Fijian culture. Lastly, in either a feasible or economic circumstance, technology could offer a fitting option for rural and remote students and teachers, noting that the culture of an online collaborative learning is not simply a network of students and/or teachers who can communicate over distances but one that provides access to fundamental dialogue between professionals around curriculum, teaching, learning and assessment (Broadley, 2012). Proper planning and effective technological connectivity to the ‘outside world’ is essential for all schools, regardless of its locality.

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EDUCATION VS INTELLIGENCE IN THE SMARTPHONE: WILL FUTURE GENERATIONS USE OR ABUSE IT?



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SUMMARY

1. First steps of using AI in teaching and learning
2. Artificial Intelligence for personalized teaching
3. Role of pandemics in changing mindsets

1. First steps of using AI in teaching and learning

Smart teacher and intelligence in the pocket, will this become a reality? The world is becoming one big country, and all people use phones to learn, communicate and discover new things. The reality of pandemic in 2020 all over the world has changed the way people think and perceive the world. In the modern world artificial intelligence is replacing teachers. Developers are threatening in the near future to replace teachers and tutors with artificial intelligence, the projects are based on a program that adapts to the student and trains with him. Will a new human being appear in the world whose intelligence is in the smartphone? In the growing world of globalization the importance of knowledge and skills will grow and AI in this sphere will be more and more crucial. Different scientists are convinced that the traditional education in 20 years will become obsolete. In the modern world the artificial intelligence is replacing live teachers. Many startups attract investments for the development of a virtual teacher. Some programs of teaching during registration analyze the user's account on the social network and, based on his/her interests, make up an individual training plan. There are different correspondent thematic blocks “business”, “technology”, “media” etc. The virtual teacher offers to choose a level of complexity, and then monitors the performance of tests and tasks, analyzes errors. If the student does not cope, he suggests repeating the material. If a student solves without errors, he or she can skip further. Some programs are able to show basic emotions for skipping classes and praises for success in studies - almost like a real teacher. Over the past five years, the online education market in the world grew by 23% and, it will grow within upcoming years (Mladenov V., Koprinkova-Hristova P., Palm G., Villa A.E.P., Appollini B., Kasabov N., 2013).

Not everyone can pay for the services of a teacher or a tutor and the demand for knowledge and skills is growing with the years. In the context of Ukraine, in schools and universities, the material is usually given in a standard way, programs are becoming obsolete. A successful student becomes bored, teachers struggle for the attention of students in the class. Educational online programs help learn in a game form, but are unable to maintain a dialogue with the student, to replace a live teacher. Software for teaching and learning is facing a serious task: it is necessary to teach artificial intelligence to create emotions in it and to understand the subtleties of pedagogy. At the beta stage, the developers analyze the user's behavior and preferences to find out when the student needs to be encouraged, when to remind about achievements, when people get tired and how this affects the desire to learn further. (Chang M. and Kuo C.-W., 2009)

We can't expect a complete replacement of the teacher with a computer soon. In online teaching, managers use machine learning and neural networks to create training content for users' interests, and they also conduct experiments on selecting teacher-student pairs using systems of computer vision and computer intelligence. Undoubtedly, the online and distance learning and teaching is the future of education, it will make the education sphere accessible to everyone. And now speed is more important than ever, the faster you capture the market share - the more you get the data and the better your product will be. (Singer P.W., 2009) Artificial intelligence should play the role of a teaching assistant. It seems that it will not be possible to completely replace the teacher with artificial intelligence without losing the quality of training in the near future. The main problem is in the perception of the learning process of the student, the sense of responsibility to the living teacher, communication. At the same time, artificial intelligence, performing functions of analytics, packaging and personalization of educational content, is much more

effective than a person acting as an assistant to the teacher and shifts the role of the classical teacher towards mentoring. The first generation of projects in the field of online education were faced with too low motivation of students, overestimated the possibility of gadgets and gaming. Perhaps the situation will change the AI-technologies that will help to return the "personal" in the educational process. The first period of AI presence in classrooms can be related to the use of gadgets, they allow the tablet to be used not only for reading or drawing, but also for communication with the program, which you can ask a question. Virtual games in classes are also working to increase the motivation of students in the short term. But the question of long-term involvement of users in the learning process remains open, they only motivation for a time in a literal sense: students cannot concentrate on the game and are constantly distracted. Games may have a more or less marked "pedagogical" component. There are fun activities close to arcade games, with no specific teaching objective. In other cases, the game is a pretext for a learning activity.

Mass online courses (MOOC) in the best universities make it possible to forget the standard universities - this is a good example of the introduction of a technology solution in education. In fact, this is a tool that allows you to change the form of presentation of the material: instead of lectures in universities, where many missed, - video lessons, more interactive assignments, exercises, etc. But, a person often needs direct communication with the teacher. In addition, not all education fits into the lecture format - there are also exercises and seminars and laboratory work.

If there is no personalized approach and open communication with a person, a learner loses interest in the further process. It is important not only to get a positive experience with the training platform, but what is called the "personal touch". The bases of the successful online training, only quality content is not enough - you need to monitor constantly the development of the skills of students.

What is common in all these problems? All of them are connected with the lack of personalization in the educational process. We are used to teachers, classmates and classmates, to the elements of competition, personal communication during training. I think that each of us can remember the teacher who had a great influence - both in the formation of the personality, and in relation to this or that subject, and in the worldview. The creators emphasize that it is important for them to give AI-services machine "empathy". AI-products can help students struggle with constraint (in the case of learning a foreign language - a language barrier). This is important, because, for example, some students admit that the very idea that they can make a mistake literally paralyzes and demotivates them. With AI you can experiment, try different solutions and do not be afraid of blame. With the wider introduction of AI into group training, it will be possible to conduct group sessions with students from different countries, and the teacher may not be at all. The most interesting thing is that artificial intelligence in the next years will be able to analyze the creative component of the task. All this will make it possible to create an environment for training anywhere and anytime. Some AI projects organize distance lessons from different countries, and then collect and analyze thousands of hours of classes. This allows the platform to recommend to teachers how to improve the learning process. And the concept of lifelong learning becomes more real than ever. Get new knowledge, answers to your questions, complete the task can be anywhere. The main thing is to have a phone or a tablet with you, to keep your intelligence in "your pocket".

But what is this dream around this artificial intelligence that would have revolutionized teaching / learning? An example will illustrate just this: the correction of students' homework. Everyone knows that this work is complex, difficult, sometimes painful, sometimes exciting. But in any case, the models of assessment of learning proposed by the digital are far from equal sophisticated devices that teachers put in place to verify learning. Certainly the temptation to go towards automation, through exercisers of all kinds, is recurrent. Evaluating students is typically a non-mechanistic human interaction activity in the current state. Before his class the teacher is perpetually in this adjustment. If the mechanized pedagogical scenario wanted to embark this capacity of adjustment, it would not be able to do it now. Computer-assisted teaching software has never become intelligent in itself. Finally, many designers prefer to return to the good old exercises, only mechanizable on the machines, returning to the teacher the capacity of adaptation, of adjustment.

The observation of classes in activity shows that the computer can not currently provide this ability to adapt to the "reality" of the person. But in some countries, the mechanization of learning is considered a primary pedagogical model, so computers play an important role.

2. Artificial Intelligence for personalized teaching

In a context where student diversity is becoming stronger, teaching must evolve and take into account new emerging needs. The same course taught by the same teacher is not perceived and assimilated in the same way by each student. Moreover, the skills and availability of teachers cannot be infinitely expanded to meet the magnitude of these new needs. Thus, more and more schools are investing in the personalization of artificial intelligence (AI) -assisted teaching.

Adapting in real time to the learner level AI has revolutionized personalized learning through an emerging concept: adaptive learning. Adaptive learning, through progressive assessments that take place throughout the learning process, makes it possible to target the parts of the training that are less well assimilated by the student and provides additional explanations as well as application exercises. Neither too hard, nor too easy, nor boring, nor discouraging, the level of resources that are proposed to the student reduces his risk of dropping out. Facilitating the role of the professor using AI does not mean replacing the professor or taking away some responsibilities. It is a question of assisting him to improve the efficiency of his classes, to make him more available and to listen to his pupils. The AI is able to support some basic activities, such as student positioning tests, automatic correction of their productions, coaching students in case studies or application exercises. It also creates artificial tutors or conversational agents which today make it possible to considerably increase the time of dialogue in a foreign language.

Teachers, who are taught these tasks, save valuable time in developing higher value-added activities: preparing their courses, developing their own professional schedule, interacting with students and supervising their learning. AI thus involves revising the teacher-student equation by predicting the advent of a new generation of professors, more dedicated to teaching, and able to evolve into roles of facilitator or even “hybrid” teacher. If once, learning spaces were limited to classrooms and libraries, today’s student is constantly immersed in a flow of data. Customized learning platforms also enable peer-to-peer knowledge sharing. The student no longer needs to come back to the teacher for information or explanation: the classmates, but also the users on the platform, are there to help those who need it. Collective intelligence is at the service of everyone thanks to the expert mediation of the teacher (Neustein A., Markowitz J.A., 2013).

3. Role of pandemics in changing mindsets

All pandemics (for instance Spanish flu (1918-1920), Hong Kong flu pandemic 1968, Coronavirus 2019-2020) around the world’s history have always changed societies, the pandemic in 2020 has changed not only our offline lives, but also our online habits and the way people think, study and work. More than ever, people use their smartphones and social media to keep in touch with each other during periods of isolation. New behaviors and perceptions have appeared all over the world. More than ever before people consult their smartphones to search for information and to communicate with other people, the number of social media users more than doubled, and the share of active users (commenting on posts and participating in discussions) increased from 15% to 20%. In some cases people refuse to think and prefer just to consult their smartphones in search of information and different other topics. During pandemics time people were forced to stay in their houses and change their perception of the world. Now almost all educational and trading platforms have their own mobile application. So smartphone users can carry all their intelligence in their pockets and don’t need to communicate with other people but only with their phones. People don’t need to go to libraries and to spend hours there, they have all knowledge on Google in their pocket. In the future, offices and universities will become creative hubs, there will be important meetings and events. But most employees will work and students will study remotely. Future generations might become dependant on AI and will have their intelligence in the pocket. In the past decades, people had to make efforts to acquire knowledge, read books and spend many years studying but in the modern era all knowledge and skills are collected online on Google search engine. A complete replacement of the teacher with a computer won’t happen very soon: the teacher is not a talking head, but one who motivates a person to learn and achieve. It’s clear for everyone that artificial intelligence as a technology will undoubtedly change the global economy, replace many jobs and create new ones. Just like a locomotive, a computer and the Internet did.

Scientists have found out what threatens excessive enthusiasm for gadgets. Addiction to smartphones and the Internet causes changes in the brain at a chemical level and the symptoms are almost the same as in anxiety disorder, smartphones also acts on memory. Nowadays all famous and prestigious universities like Oxford, Harvard have opened online courses. The globalization has impact on all countries in the world and the world has become more connected than ever. An infinite amount of knowledge is available to everyone if you’re connected to the Internet. Professors in such teaching system will stop teaching and turn into mentors, who guide students in their careers, provide advice. In the next twenty-five years, the internet and the brain will be connected. We will become able to exchange emotions, feelings, memories over the network. So it will be possible, for example, to send memories in instant messengers. It will also form the basis for the future of television and film. We are also learning how to start taking pictures of dreams. So far, these are very primitive images, but someday we will be able to press a button and watch a full recording of the dream that we saw last night. (Singer P.W., 2009)

As conclusion, the complete replacement of a teacher by tools of AI isn’t possible because it will destroy human relationships. It can assist to a teacher and help organize the lesson. The future generations will know how to use it but not abuse it. Humanity must learn to run the AI devices and use them but not let them replace the real people in education and in life. A foreign language teacher can’t be replaced by a robot because a learner will lose initiative, the opportunity to act independently, without looking back at anyone, improvise. More precisely, he will lose the motivation of the activity that has been driving our lives in all ages. And after all, motivation and initiative are the main components of what we call freedom of the soul. Freedom of will or soul is an exclusively human trait that no artificial intelligence system possesses and, most likely, will never possess it. No matter how perfect AI is, it is forever doomed to remain a soulless machine. In the future, humanity needs to find possibility to preserve knowledge and pleasure of learning and not to give up developing the global intelligence.

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TEACHING MULTICULTURALISM AND TOLERANCE: WHAT WE CAN LEARN FROM CULTURAL DIVERSITY



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SUMMARY

Over the past decades, more than ever before, changes, reforms, new priorities are taking place in educational systems. These kind of “metamorphosis” in education are mostly associated with a technological innovations, social and national crises, conflicts, global shifts and shocks. Pedagogical strategies and methodology are developing in response to the emergence of new socio-cultural spaces, processes of ethnocultural self-determination, problems of a multicultural society and migration. Appropriate changes in education are reflected in official documents and resolutions adopted by international organizations such as UN, UNESCO etc. UNESCO evaluates education as fundamental human right for all throughout life stressing the importance of quality of education for the future of young people and children.

This article highlights the issues of education for intercultural understanding that addresses the main goals of Education for Sustainable Development and helps to promote understanding among cultures for ensuring a peace in the world.

1. Introduction

The concept of multiculturalism, otherness, anti-discrimination practices, etc. are increasingly entering our lives. There is diversity in any society, regardless of its cultural and historical characteristics, social or state structure, social system etc. This is closely related to migration, socio-economic processes taking place in the world. According to The Universal Declaration of Human Rights, sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status’ should not be grounds for discrimination. Taking into account new circumstances the world is face to face, it is important to instill in students an interest of other cultures, and a sense of respect to others’ traditions and religion. Teaching multiculturalism and tolerance increases cultural competence which allows students to be open to the experiences of others. It obviously serves to formation of processes of communication based on dialogue or “polylogue” of cultures. This is one of the ways to provide comfortable conditions for co-existence of people of different nationalities aimed on prevention conflicts either in the present or in the future. Teaching students to understand and respect the people regardless their ethnic identity or religious affiliation is one of the main purposes of education in HEIs of Azerbaijan. The main question is how to achieve sensitivity to diversity that should not be limited to the spatial framework of the Universities, and what kind of new teaching methods and tools can be applied to integrate political installations within social and pedagogical contexts.

2. How does multiculturalism affects education?

The model of multicultural society was formulated by Charles Taylor (2003) as a response to the issues of equal civil rights and the recognition of immigrants. He described the legal and political origins of unequal treatment of various population groups within their common state. Harris (1991) argues that this model is based on the fact that migrants should receive some certain rights while maintaining their intracultural status and way of life. New arrivals need not just tolerance, but recognition as equal individuals. This relations should not be based on formal equality, it’s necessary to provide recognition of others’ rights. Essentially, this is one of the main principles of tolerance, which is not reducible only to the requirement *to tolerate* others. However, this approach remains rather declarative, and in practice its implementation faces huge number of challenges. In

particular, one of the basic democratic principles of ensuring equal rights for all citizens inevitably enters into the conflict with the need for a “temporary” restriction of the rights of migrants during the period of their “legal adaptation”, as well as with their real inequality in relation to the general population.

The current version of multiculturalism associated with the progressive humanization of human community.

According to UNESCO analysts, 21st century should become the age of humanitarian knowledge. Modern processes of humanization and humanitarization have led to changes in the paradigm of education, its ideals: from “educated person” to “cultured person”. Considering the modern paradigm of education as the formation of a person of culture, and the initial meaning of the concept of “multicultural education” as finding one’s own image, Banks (2007) argues that the most productive is the mutual relationship between the concepts of “culture” and “education”. He explains multicultural education is an idea, a process and an innovative movement in education that ensures equal rights and opportunities in obtaining education for all racial, ethnic and social groups operating in society, by systematically changing the educational environment in such a way that it reflects their interests and needs. It is aimed at preserving and developing the whole variety of cultural values, norms, patterns and forms of activity that exists in this community, and at transferring this heritage to the young generation.

There are many different explanations and perceptions of multicultural education we can refer. On the one hand, multicultural education refers to any form of education or teaching that incorporates the historical backgrounds, values, beliefs, and perspectives of different cultural groups. On the other hand, multicultural education is a set of educational strategies designed to help teachers meet the many challenges posed by the rapidly changing demographics of their students. It provides students with knowledge about the history, culture and contributions of various cultural groups; he assumes that the future society will be pluralistic. It draws on insights from a number of different fields, including ethnic and gender studies, and reimagines the content of interrelated academic disciplines. It is also seen as a way of learning that promotes the principles of inclusiveness, diversity, democracy, critical thinking, and self-reflection.

Kelly (2002) argues that multicultural education has similar features with international education which refers to the concept people, minds, and ideas movement across political and cultural frontiers. So, the result should be: understanding and respect of other peoples, awareness of the need for mutual understanding, the ability to communicate, awareness of not only rights, but also responsibilities in relation to other cultural and ethnic groups, understanding of the need for interethnic solidarity, cooperation.

Bennett (1993) argues that one of the main goals of multicultural education is to introduce the whole variety of cultural values, norms, and forms of activity that exist in certain community, and transferring of this heritage to the younger generation. As noted by Levinson (2009), citizens need a multicultural education in order to enter into dialogue with fellow citizens and future citizens. He argues that multicultural education also should address an issues of preparation for active civic participation. In his opinion, multicultural education is a way to promote common civic good.

If we perceive multiculturalism as a possible way for peaceful co-existence based on the concept of nation state which emphasize regional, linguistic, and cultural union, multicultural education could be an important dimension of multicultural strategy. Levinson (2010) argues that there are four possible steps to achieve mutual understanding within “society made of people with different cultural backgrounds” :

- a) By exploring other cultures which leads to tolerance,
- b) tolerance leads to respect,
- c) respect leads to open-mindedness,
- d) open-mindedness leads to civic rationality and equality.

Multicultural education also includes strategies to promote inclusiveness, it refers on the principle of equity for all students, regardless of cultural features, and aims on removing barriers to opportunities for students from different cultural backgrounds. Teachers are able to enhance teaching strategies, programs, materials and guidelines to achieve inclusiveness under the consumptions of culturally diverse group. Zeichner (1992) argues that application of multicultural principles in education also aims on deeply influence of the teaching process by cultural heritage using new methodological approaches on cultural values and recognition of cultural identities. Curtis (1998) confirms that there are five parameters of acting educators as a way to bring culture to the classrooms:

1. Content integration: Content integration refers to use examples and content from different cultures in teaching.
2. Knowledge construction: Teachers should help students understand, explore, and identify how implicit cultural assumptions, belief systems, viewpoints, and biases within the discipline affect the way knowledge is constructed.
3. Reducing prejudices: this setting focuses on the characteristics of the racial attitudes of students and how educators can change it through teaching methods and materials.
4. Empowering school ethics: Group techniques, participation in sport competitions, disproportionate achievement, ethnic and racial interaction between staff and students must be explored to create a school culture that empowers students from

different racial, ethnic and gender backgrounds.

5. Equity pedagogy: the equity pedagogy exists when teachers modify their teaching in ways that contribute to the academic achievement of students from different racial, cultural, gender, and social backgrounds.

As noted by Joy de Leo (2010), according to UNESCO's 1996 report of the International Commission on Education for the Twenty-first Century, there are four pillars of learning as the foundation of education for lifelong learning. The meaning of these pillars within the context of multiculturalism is mentioned below:

- a) Learning to Know implies to learn and understand other cultures more deeply;
- b) Learning to Do serves to create skills to make possible to put values into action, develops positive perceptions and collaboration with people regardless their cultural backgrounds;
- c) Learning to Be responds to the issues of personal development, to create culturally aware generation through the development positive attitudes and behaviors;
- d) Learning to Live Together provides necessary skills to embrace diversity and create real engagement between different cultural groups. Joy de Leo argues that the "learning to live together" pillar is differentiated from the other three, which may be equated approximately to Pestalozzi's "head, heart, hand" framework. The "head" refers to intellectual and cognitive processes of knowing; the "heart" to the affective processes of being, feeling and valuing; and the "hand" relates to manual, functional or skills development for doing, creating, implementing or taking action. "Learning to live together" arguably involves all three learning processes of "head, heart and hand", thereby providing both a framework and a renewed sense of purpose for education, directed to the knowledge, values and skills needed to live together peacefully, humanely, equitably and sustainably, applied by citizens and a workforce that contributes to collective socio-economic well-being. It involves developing understanding, consideration and respect for others, their beliefs, values and cultures, in order to avoid conflicts, resolve them peacefully, and to co-exist peacefully. It also entails managing difference and diversity positively, as an opportunity and a valuable resource to be used for the common good, rather than as a threat.

3. Learning multiculturalism as a discipline: practices in Azerbaijani HEIs

Multiculturalism in Azerbaijan has been elevated to the level of state policy. Teaching multiculturalism as a discipline is one of the main evidence of implication of this political strategy in education. There are two disciplines currently teaching in 28 Azerbaijani HEIs: "Introduction to multiculturalism" and "Azerbaijani multiculturalism". The main goal of teaching these courses is to introduce to graduate students and undergraduate students the nature of the policy of multiculturalism, its specific features as well as the issues of multiculturalism as national experience. In order to achieve this goal, the course has to accomplish the following objectives:

- a) analyzing the concepts of tolerance reflected in Azerbaijani philosophic thought from historical perspective;
- b) presenting the history and key models of multicultural policy in Western states;
- c) analyzing theoretical and ideological foundations of Azerbaijani model of multiculturalism;
- d) highlighting the state policy on multiculturalism in the Republic of Azerbaijan, its purpose and objectives, principles and legislative framework as well as specific features of Azerbaijani model of multiculturalism;
- e) presenting the basic directions of state policy for multiculturalism in the Republic of Azerbaijan, its concrete ways and achievements in this area;
- f) illustrating the criteria for identifying the multiculturalism security principles;
- g) elucidating the nature of the religious policy of the Republic of Azerbaijan, its purpose and objectives, principles, and legislative framework;
- h) elucidating the nature of the state policy of the Republic of Azerbaijan in inter-ethnic relations, its purpose and objectives, principles, and legislative framework.

The main result of studying of these disciplines should be an achievement of the formation of a tolerant attitude towards other cultures and their representatives through understanding the challenges of the common past and present, not ignoring and suppressing them.

Within the scope of this research, survey for teachers in HEIs in Azerbaijan on understanding of multicultural education terms and its purpose and outcomes was prepared. There are some important indicators within questionnaire that we should perform. It includes ten questions concerning the views on the essence of multiculturalism and the content of multicultural education. 30 percent from total number of respondents (50) explained multiculturalism ideology as a promotion of shared values and the way of coexistence of various cultures created by people coming from different places. To the questions about the content of

multicultural education and its importance, majority explained it at the classroom level not as a strategy for educational policy. In many cases, they perceive it as sort of incorporate lessons to reflect diversity of the students and achieve an engagement within group of people with different cultural background. 7 percent of respondents understand multiculturalism and multicultural education as the terms applied to some “exceptions” such as people with specialized needs, disabled people etc. Generally, most respondents understand multicultural education as an instrument to achieve tolerance and the training for recognizing and respect diversity of cultural expressions.

Conclusion

Multiculturalism and tolerance toward different cultural groups must be promoting systematically, through joint practices, creativity, actions, and studies. The integration of the multicultural principles into the learning process is needed at all stages of acquiring knowledge. Unfortunately, usually cultural characteristics are used unconsciously by teachers and students in the educational process, which makes it difficult to identify, measure them. For this reason, the role of the teacher as an educator and facilitator is so important, which contributes and ensures the further implementation, instillation and consolidation of multicultural practices. Teachers are responsible for the formation of communities of learners with different cultural backgrounds by encouraging dialogue, offering multiple points of view, and developing a sense of respect. Educators can show students the benefits of a multicultural perspective and skills for future work and community life. This will allow to significantly simplify the process of integration of various cultural, national, ethnic minorities.

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EDUCATION AND INTER-GENERATIONAL DIALOGUE- BARRIERS, PRACTICES AND STRATEGIES



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SUMMARY

1. Practices
2. Challenges
3. Strategies

Class components comprise of teachers and their students, and it is where and how knowledge gets passed down from one generation to the next. The knowledge handed ranges from academics to life principles. The information, expertise, and wisdom passed down to the next generation in many ways, through many practices. However, since generations are not static but rather change and evolve therefore, the intergenerational dialogues between teacher and their students through which they share the knowledge has its challenges, but also strategies overcoming it.

1. Practices

Through classes itself. We students learn the etiquette and formalities of speaking with a senior while the teachers learn how to engage with the youth. Moreover, we learn olden days slang while they learn the new ones. And of course, students learn academics too and through this teachers become better at teaching as well.

Open communication. No student has ever attended a stringent academic class. We students share our problems with teachers while they provide us with their feedback. Through these, teachers get perception into modern, new generation problems, consecutively the students get an insight into how the previous generation dealt with their issues. Through this dialogue exchange, teachers even get an insight into how to deal with their own close young family members' problems.

Extracurricular activities. Whatever generation we live in, sports always remain the same. What could be a better intergenerational bond than through sports? Strategies get shared and learned, as well as new hacks get created. Not only through sports but debates too, olden problems get resolved while newer issues get more understood. Unlike school academics, extracurricular activities create a more affectionate yet professional intergenerational bond.

Collaboration. Teachers who deliberately collaborate with their students to share responsibility for instruction, decision making, and advocacy offer their students a democratic voice to make choices, solve problems among themselves and deal with conflicts of ideas, henceforth teaching student life principles through olden wisdom.

A school has more than one kind of intergenerational relation, one is the student-teacher bond, and the other conversance is between a senior and a junior teacher. This topic is not a highlight of this article, but I would like to point out the intergeneration relation between senior and junior teachers, the expertise and guidance that is shared helps the junior peers throughout their carrier. After all the seniors went through the temporal and academic problems with students once.

2. Challenges

Every practice and system has flaws and challenges, including intergenerational dialogue practices. The age gap between a teacher and student is perhaps one of the biggest challenges, but also the biggest cohort in a teaching environment.

Different Mindset. A classroom has two different generations, one who is paying for their lunch, the guardian, while the other one is whose lunch is paid by someone else, the guardian. Therefore the maturity and the independence level are different, so when collaborating, difficulties such as dealing with issues differently and having a different approach. For example, when collaborating on topics such as earning and spending, there will be a different approach. Furthermore, the previous generation even

has a different political mindset, so when communicating on sensitive topics such as homosexuality, different speech exhibits. Uncomfortable. Unintentional but there is a certain discomfort when speaking to an elder, even in a classroom. It's either the fear or nervousness of aged people or just plain anxiety. Due to all this, conversations between intergeneration are not very brief and ardent, so many emotions are not shared, and both sides remain clueless about the other side. This discomfort is even a problem during academic lessons when a student is in doubt, they might not ask to clear the confusion due to uneasiness.

Language change. While this might sound bizarre, but few teachers struggle with young students' language. I had a sir who didn't fully comprehend when students used slangs in class, the slangs were mostly used student to student, but he instead thought we bad-mouthed him. Moreover, the current-gen do tend to use a lot of irrelevant words, hence decoding them- is a challenge to our teachers.

Courtesy. Since the beginning of the dawn of humanity, every generation has complained about the lack of demeanors from the next uprising generation. Henceforth in a class, when the students act differently then however the teachers were when they were students, teachers feel disrespected in behaviors that seem foreign to them. This is a dialogue exchanging challenge, especially in a classroom, if a teacher feels disrespected at many of their student actions, teachers might not take their lessons effectively and efficiently.

There are even more challenges considering its about communication between two completely different generations and the current generation difference is probably the most different than any intergenerational difference ever before, we are born in a technological time while they have witnessed the change and are still adapting to it.

3. Strategies

Unfortunately, intergenerational dialogue exchange between mentor and apprentice has many challenges despite going through many practices, but luckily if something has a lock, it even has a key. Hence, despite having so many challenges, there are strategies to overcome them.

Communication and understanding.

-Have more open communication hence letting go of anxiety and fear from student minds about speaking with a teacher, this makes both the academics understood well, and teenagers learn the demeanors and etiquette of speaking with an adult, both in a classroom and outside it. Furthermore, teachers understand the intricate teenage mind and how different today's students are then when they, the teachers were students, and adapt to it. Even sensitive embarrassing issues like the lack of technological skills, teachers can ask a student.

-Even through communications, the different mindsets of two different generations could be understood by both parties. While very sensitive issues like atheism are somewhat new to the current generation, but it can be given more understanding and empathy from the previous generation through open communications. Liberal students' thoughts could progress well with conservative teacher's thoughts and reach with a less judgmental view towards one another.

More collaborations. Action speaks louder than words. While communicating is certainly helpful, however through collaboration in school programs the understanding of how each generation 'act' is more understood.

There are more strategies to be discussed, and since it is a technological era, many challenges discussed could be cleared out, even from a home-virtually.

FUTURE PERSPECTIVES OF EDUCATIONAL METHODS: ADAPTIVE LEARNING VIA TECHNOLOGY AND IT'S CHALLENGES AMID COVID- 19 PANDEMIC



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Educational methods can be streamlined to ensure better productivity and efficiency at the individual as a whole. It will also, be useful to know the ancient teaching pedagogy way of learning which reflects the aesthetic, cultural diversified methods. R. Tagore once said, “You can’t cross the sea merely by standing and staring at the water”. Our country is a land of many splendors diversity with a multiplicity of faiths, religions, beliefs, lifestyles, and cultures which over centuries of churning and intermingling has laid the foundation for the great Indian Ethos. Each hue in this rainbow is precious and forms an integral part for every individual for their Future in the field of technology and other allied areas of education

Due to the ongoing Covid-19, education through technology perhaps one of the root causes but certainly has a vital role to play in bridging the gaps to tackle the upside gone trend through requisites adaptive methods and learning to a higher plinth and inclusive efficient growth.

More than 1 million children are at risk of falling back due to the closure of schools targeted for the spread of COVID-19. To keep the world’s children educated, countries used remote education programs. However, many of the world’s children - especially those in poorer households - do not have access to the Internet, personal computers, TVs or radio at home, exacerbating the effects of inequality in learning. Students who lack access to the skills needed for home-based learning have limited means of pursuing their education. As a result, many face the risk of never going back to school, delaying years of progress in education around the world.

With the closure of schools in 188 countries (as of April 2020), many of them are looking at alternative ways to provide further education using technologies such as the Internet, TV, and radio. However, access to this technology is limited to most low- and middle-income countries, especially in poor families.

1. Technology towards education and learning

India has a diverse, rich and glorious unique tradition of educational diaspora from ancient times. Nalanda, Takhashila, Vikramshila and Vallabhi were some of the important and well-know universities, which stretches over more than 2000 years. The shape, structure and ethos of the Indian educational system have modeled high standards and produce citizens in various spheres

of life. It is indisputable that the current pandemic had a serious impact on various dimensions of educational methods and



system. The full educational milieu has changed and Humankind is facing unprecedented revolutions so far and this emerged and affects the development of every individual and to replace them with the robust research and absolutely necessary, vibrant and sustainable edifice way of learning that sums up better techniques for ourselves and our children for a world of such unprecedented transformations and radical uncertainties in order to get a job, understand what is happening around them, and navigate the maze of life and more.

The use of new technologies that through various distance education and online learning, permit more cost effective, safe and restrict the spread of current pandemic to a new next level. To the extent that internet access is improving the learning regulation with quality, standards. This way online learning can be made available to any particular individual for wider scope of work.

Educational technology is the systematic application of relevant technologies and resources in teaching, with the goal of improving student performance. It involves a disciplinary approach such as identifying student's needs, applying technology to instructions and tracking their performance.

Unfortunately, since nobody knows how the world will be like in 2050 - not to mention 2100 - answer to these questions, is still vague. Of course, humans could never predict the future with accuracy and precision. But today it is more difficult than ever before, because once technology enables us to engineer bodies, brains and minds. We can no longer be certain about anything - including things that previously seemed fixed and eternal. In contrast, we don't know what people will do for a living, we don't know how armies or bureaucracies will function, and we don't know what gender relations will be like. Some people will probably live much longer than today, and the human body itself might undergo an unprecedented revolution thanks to bioengineering and direct brain-computer interfaces. Much of what kids learn today will likely be irrelevant by 2050.

In contrast, in the twenty-first century we are flooded by enormous amounts of information, and even the censors don't block it. Instead, they are busy spreading misinformation or distracting us with irrelevancies with reading Wikipedia, watching TED talks, and take free online courses. The decisions we will take in the next few decades will shape the future of life itself.

There are many definitions of the concept, basically each educator implementing the technology in a unique way with a systematic approach to be followed in respect to technologies and resources. This means that processes and resources are related to curriculum goals and milestones to improve performance and better understanding. Finally, Edtech must also have a disciplinary approach to the educator to disclose students' needs. Those requirements will help them determine the relevant technology applicable in the classroom. All results should be tracked so the teacher knows how effective their methods are. If students do not achieve good results after implementing a particular tool, the teacher should look for the better one.

Not every teacher is ready to start using Edtech in their teaching methods. That is why universities offer programs related to educational technology, so that future generations of teachers will be ready to cater to all the needs of modern students. In the case of the current generation of teachers, it is their responsibility to improve their skills.

Sudden migration from class to distance, online learning in the wake of the coronavirus epidemic disrupted children's learning in low-income areas around the world. Those whose families lack financial means to buy computers and Wi-Fi internet are immediately at risk. And parents, many of whom did not have the skills and abilities to take on the role of teacher, had to start with their children at home for a short time.

Distance learning has also had additional negative effects on school children. "When schools close, young marriages increase, more children are enlisted in the military, sexual exploitation of girls and young women increases, teenage pregnancies are becoming more common, and child abuse is on the rise," said the United Nations Educational, Scientific and Cultural Organization (Unesco).

2. Restructuring change in the current pattern of education and excess to education

Access to education is something about which those involved in the educational process can do very little. All Individual through the various educational learning channel or institutions posses the requisite resources, academic, financial or managerial, to deal with all the external stimuli to which they are unremittingly subjected. The current pattern and change in the structure

is likely to be far from the truth. Such profound changes and transformation of development which encompasses clearly parts of learning, information, and understanding in totally quantify different manner. At this juncture, the principal ability to understand the nature of the current learning pattern and in what respects it differs from the concept of earlier adopted pattern, looking the current amid Covid 19 pandemic, Educational methods can be streamlined to ensure better productivity and efficiency at the individual as a whole. It will also, be useful to know the ancient teaching pedagogy way of learning which reflects the aesthetic, cultural diversified methods.

The Management, academic control and the logical corollary improve the situation by mitigating shortfalls and adequate large number of prospect, commitment to education, standards, it would be necessary to continue the existing umbrella arrangements.

3. Technological challenges – pros and cons?

Even if most people agree with what is stated here, it would still be necessary to find an answer to a very important problem, what about education through technology? How and according to what capacities and considerations facilities for education should be created or extended or established.

It should be clear from the foregoing analysis that the most important explanation for the right response and measure to establish new institutional structures to cope with the growing numbers. Amongst other things in the situation where an obvious and inescapable way of doing the proper structure wise plans to propose and render.



programme through technology perhaps one of the root causes but certainly has a vital role to play in bridging the gaps to tackle the upside gone trend through requisites adaptive methods and learning to a higher plinth and inclusive efficient growth is to be made in this situation.

The global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative.

What can be done to mitigate these negative impacts? Schools need resources to rebuild the loss in learning, once they open again. How these resources are used, and how to target the children who were especially hard hit, is an open question. Given the evidence of the importance of assessments for learning, schools should also consider postponing rather than skipping internal assessments. For new graduates, policies should support their entry to the labour market to avoid longer unemployment period.

4. Impacts on education: schools

Going to school raises the skills as a primary public policy tool for enhancement., social skills and social awareness, from an economic point of view the primary point of being in school is that it increases a child's ability. Even a relatively short time in school does this; even a relatively short period of missed school will have consequences for skill growth. But can we estimate how much the COVID-19 interruption will affect learning? Not very precisely, as we are in a new world; but we can use other studies to get an order of magnitude. Two pieces of evidence are useful. Carlsson et al. (2015) consider a situation in which young men in Sweden have differing number of days to prepare for important tests.

These differences are conditionally random allowing the authors to estimate a causal effect of schooling on skills. The authors show that even just ten days of extra schooling significantly raises scores on tests of the use of knowledge ('crystallized intelligence') by 1% of a standard deviation. As an extremely rough measure of the impact of the current school closures, if we were to simply extrapolate those numbers, twelve weeks less schooling (i.e. 60 school days) implies a loss of 6% of a standard deviation, which is non-trivial. They do not find a significant impact on problem-solving skills (an example of 'fluid intelligence').

A different way into this question comes from Lavy (2015), who estimates the impact on learning of differences in instructional time across countries. Perhaps surprisingly, there are very substantial differences between countries in hours of teaching. For example, Lavy shows that total weekly hours of instruction in mathematics, language and science is 55% higher in Denmark than in Austria. These differences matter, causing significant differences in test score outcomes: one more hour per week over the school year in the main subjects increases test scores by around 6% of a standard deviation. In our case, the loss of perhaps 3-4 hours per week teaching in maths for 12 weeks may be similar in magnitude to the loss of an hour per week for 30 weeks. So, rather bizarrely and surely coincidentally, we end up with an estimated loss of around 6% of a standard deviation again. Leaving the close similarity aside, these studies possibly suggest a likely effect no greater than 10% of a standard deviation but definitely above zero. The impact of the COVID-19 epidemic is evident in all sectors worldwide. The Indian and international education sectors are badly affected by this. It has forced global locks to create the most devastating effects on students' lives. About 32 crore stu-

dents stopped attending schools / colleges, all educational activities are suspended in India. The advent of COVID-19 has been advised that change is inevitable. It has served as an incentive for educational institutions to grow and select platforms and strategies, which have never been used before. The education sector has been struggling to survive in a different way and is writing digital challenges to remove the threat of the epidemic. This paper emphasizes some of the steps taken by the government. India to provide seamless education in the country. The positive and negative effects of COVID-19 are discussed and some fruitful suggestions are suggested for conducting educational activities during the course of the disease.

5. Impacts on education: families

Perhaps to the disappointment of some, children have not generally been sent home to play. The idea is that they continue their education at home, in the hope of not missing out too much.

Families are central to education and are widely agreed to provide major inputs into a child's learning, as described by Bjorklund and Salvanes (2011). The current global-scale expansion in home schooling might at first thought be seen quite positively, as likely to be effective. But typically, this role is seen as a complement to the input from school. Parents supplement a child's maths learning by practising counting or highlighting simple maths problems in everyday life; or they illuminate history lessons with trips to important monuments or museums. Being the prime driver of learning, even in conjunction with online materials, is a different question; and while many parents round the world do successfully school their children at home, this seems unlikely to generalise over the whole population.

So while global home schooling will surely produce some inspirational moments, some angry moments, some fun moments and some frustrated moments, it seems very unlikely that it will on average replace the learning lost from school. But the bigger point is this: there will likely be substantial disparities between families in the extent to which they can help their children learn. Key differences include (Oreopoulos et al. 2006) the amount of time available to devote to teaching, the non-cognitive skills of the parents, resources (for example, not everyone will have the kit to access the best online material), and also the amount of knowledge – it's hard to help your child learn something that you may not understand yourself. Consequently, this episode will lead to an increase in the inequality of human capital growth for the affected cohorts.

Conclusion

Education is a human right and is an important means of achieving other human rights. Prior to the outbreak of COVID-19, 'poverty learning' was already very high. School closures are absolutely necessary to reduce the spread of COVID-19, however, States must use the necessary measures and implement effective measures to protect the right to education. India's education system seeks to address the changes caused by the epidemic in teaching and learning. In times of disaster, when vulnerable groups of people need extra protection, they are sadly the victims. These unprecedented times require bold ways to protect the weak and the oppressed, not relying on the weak application of common policies.

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EduMe, I AM A REFUGEE: INCLUSION MODELS AND PRACTICES



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SUMMARY

Over the past 10 years, millions of people were forced to immediately abandon their homes in their motherland and move to other parts of the world. Indeed, it has drastically affected the global population dynamics. Half of the refugees are children and adolescents i.e. of school age. Inclusive education is a key element in combating the marginalization and stigmatization of refugee students in society. But to what extent do European school systems really open doors for refugees? How do the EU and international humanitarian organizations help to develop inclusive education, especially in these unprecedented times of Covid-19 pandemic when racism and xenophobia gained new momentum?

The failure of systems to integrate all learners is detrimental to their social and emotional well-being and negatively affects the future labor market. Combined with a significant lack of research focused on the educational situation of refugee children and youth, as well as cross-border research and in-depth interviews on refugee topics, this places refugee students at a very disadvantage.

Therefore, there is a need to ensure sufficient and sustainable investment to support the integration of migrants and refugees into education, as well as adequate basic education and subsequent continuing professional development for teachers and other educators to adopt inclusive teaching methods applicable in multicultural learning environments.

The harsh reality of the year 2020 is that the invisible coronavirus has exposed many fault lines in our ultra-globalized, corporate-driven world which is characterized by economic, environmental and social injustice, fierce gender inequality and sexism, brutal xenophobia and racism, and environmentalism guarded by self-proclaimed financial, political and intellectual elites. These unprecedented times of Covid-19 pandemic gave the opportunity to racism and xenophobia to gain new momentum which derailed education for refugee children like never before.

The very moment a refugee child starts school in their host country marks a turning point – a move away from the chaos of fleeing home and towards the normality of life as they used to know it. However, the Covid-19 pandemic complicated their inclusion process by having raised a wave of racism and attacks, especially against Asians. According to UN Secretary General António Guterres, “the pandemic continues to create a tsunami of hatred and xenophobia, provoke scapegoats and panic fears,” appealing to states to “take urgent measures to strengthen the immunity of our societies to the hate virus.”

Several political parties and groups have taken advantage of the pandemic to promote all sorts of anti-immigrant, ultranationalist discourses, anti-Semitic and xenophobic agendas and conspiracy theories, sometimes tinged with white supremacy, demonizing refugees and foreigners. All of that leaked into educational discourse and dispelled the atmosphere of hostility.

With the outbreak of the pandemic, refugees, exits from Asia in particular, have been subjected to abusive attacks in media reports, politicians’ statements and comments from social media users. It cannot take roots, solidify in the soil of educational systems, and in no way can be encouraged. There is no short-term fix for the education of refugees. For millions, exile has lasted decades. In 2016, for instance, only 552,200 refugees returned to their countries of origin, and only 189,300 were resettled. Education for refugees condemned to years of forced displacement is arguably the best means available to change the fortunes of the people of these conflict-stricken countries. Experience has shown that the most sustainable path to this end is to ensure

that refugees are systematically included in national development planning, as well as education sector plans, budgets and monitoring systems.

Governments should undertake special awareness-raising activities, strengthen police responses to hate crimes, and offer support to communities that have been victims of racially motivated discrimination and attacks. Operators of social networks must carefully monitor content to prevent or minimize the spread of hateful and xenophobic language since about 40 per cent of social networks users are adolescents visiting school.

The UNHCR (United Nations High Commissioner for Refugees) report details that, while children in every country have struggled with the impact of COVID-19, refugee children have been particularly disadvantaged. UN figures show that 1.6 billion learners across the globe, including millions of refugees, have had their education disrupted. Even before the pandemic, a refugee child was twice as likely to be out of school as a non-refugee child. But nowadays this tends to worsen – many do not have opportunities to resume their studies due to school closures, difficulties affording fees, uniforms or books, lack of access to technologies or because they are obliged to work to support their families. Adjusting to the limitations forced by COVID-19 has been especially tough for the 85 per cent of the world’s refugees who live in developing or least developed countries. Cell phones, tablets, laptops, good connectivity, cheap or even limitless data, even radio sets – these are frequently not promptly available to displaced communities.

Touching upon theoretical issues of refugee education, the particular needs of refugee students have been ignored by education policy-makers and by research, even that one which had primarily focused on migrants and multicultural education. These exclusions – from public policy and academic research – establish the context for a lack of targeted policies and organizational frameworks to address the significant educational disadvantages confronting refugee youth. The discursive invisibility of refugees in policy and research has worked against their cultural, social and economic integration.

When refugee education did begin to receive some attention, refugee students tended to be treated as a homogeneous group, and generalizations limited work in the field [6, p. 356; 10]. Rutter has argued that presenting refugees as a homogeneous group has prevented detailed examination of pre-migration and post-migration factors which are relevant to understanding their particular needs and developing appropriate educational support. In their review of refugee education in the UK, Jones and Rutter commented that the limitations in education policy were unsatisfactory and unjustified, resources for refugee education were inadequate, and that refugee children were often seen as ‘problems’ – rather than having the potential to bring positive elements into the classroom [4].

Rutter also criticized the focus on the trauma experiences of refugee children at the expense of a concern with their educational experiences by researchers and education professionals. She reported that about 76% of the material included in her literature review comprised psychological research monographs about trauma. In her view, the construction of the refugee child as ‘traumatized’ impeded a real analysis of their backgrounds and experiences, as well as masking the significance of post-migration experiences such as poverty, isolation, racism and uncertain migration status [9].

Refugee education is piecemeal and dominated by psychological approaches that over emphasize pre-displacement conditions of trauma. Preoccupation with therapeutic interventions locates issues at an individual level and overlooks broader dimensions of inequality and disadvantage [5, p. 32].

As Wrigley observes, the problem is located within the minds and bodies of those termed refugees rather than within the events that have caused their displacement or within their current experiences [13, p. 170]. The rise of psychology as a form of expert knowledge [8], the effects of evidence-based policy and neoliberal accountability regimes [11, p. 295; 12] have all combined to create the conditions for the refugee to be categorized as a medicalized subject of trauma, and the welfare subject whose survival is reliant on the benevolence of the state.

Much of Jones and Rutter’s research on refugee education has focused on the challenges faced by refugee students and their teachers. In-depth interviews were conducted with ESL (English as second language) teachers, principals/deputy principals, guidance officers and liaison workers. The focus of the study was on school policies and programs concerning refugee students. The teachers interviewed were struggling to cope with the increased numbers and demands of their refugee students. Insufficient resources resulted in shortages in ESL and general teaching staff, and in limited professional development which might have assisted them to better meet the needs of refugees. Most attention was given to language support and to social and emotional needs, with less attention being given to other learning needs. Given that the ESL teachers were ‘bearing the brunt’ of the increased numbers of refugee students, it is not surprising that there was an emphasis on language support. Community sector workers provided support for the social and emotional needs of the refugees. According to Sidhu and Tailor, these problems ‘on the ground’ in schools seemed in part to be a result of the inadequacies in policy and provision: inadequacies which, it was claimed, led to the education of refugee students being ‘left to chance’ [11, p. 297; 12, p. 62].

The question then becomes what is ‘good practice’ in the provision of education for refugees? Rutter, Sidhu and Taylor [10; 11; 12] have identified three discourses that dominate the ‘good practice’: the importance of a welcoming environment, free of racism; the need to meet psycho-social needs, particularly if there are prior experiences of trauma; and linguistic needs. Arnot and Pinson [1] examined the different approaches to policy and provision in refugee education and the values underlying these models and identified a holistic model as one which recognizes the complexity of needs of asylum seeker and refugee children

(i.e. their learning, social and emotional needs). The UK good practice case studies also highlighted the importance of parental involvement, community links and working with other agencies. In terms of school ethos, good practice schools should have ‘an ethos of inclusion’ and a ‘celebration of diversity’, ‘a caring ethos and the giving of hope’. Other characteristics identified are having previous experience with culturally diverse students and promoting positive images of asylum seeker and refugee students.

Since schools are to play a key role in the refugee settlement process, positive and welcoming attitudes to refugee students would appear to be unquestionably essential.

Moreover, there are even school-like establishments which in shorter terms help refugee students to catch-up schooling opportunities and provide access to further vocational or scholastic education services. One of these is a school in Munich, Germany called SchlaU-Schule where I underwent my traineeship in winter 2019.

At the SchlaU-Schule, a school analogue for young refugees, around 300 young refugees aged 16-21 (25 in exceptional cases) are taught in up to 20 classes in line with the core subject canon of Bavarian secondary schools and are led to graduation. In addition to school lessons, the support of the students includes targeted, intensive individual support which enables the young people to enter the German mainstream school and training system after a short time. With their program “Smart transition from school to work”, former students receive follow-up care during their training or when they attend secondary school. In order to make the experience of the last 20 years usable across Germany, the SchlaU workshop for migration education was founded in January 2016. The areas of activity of the SchlaU workshop include research work, an extensive and progressive range of advanced training courses, and the publication of an extensive series of teaching materials.

SchlaU-Schule delivers adequate language support, providing all students with information and understanding about refugee students’ experiences, and meets the students’ psycho-social and emotional needs. Improved German language support is especially important for those refugee students with limited (or no) basic education, to enable them to access the mainstream curriculum.

School attendance at SchlaU extends over a period of one to four years, depending on previous education and individual learning progress. Classification is based on a placement test developed in practice. This tests both the written and the oral language proficiency, taking into account the natural language acquisition levels and mathematics skills. A general distinction is made between a literacy level, a basic level, a middle level and a final level, each of which is divided into classes with different support priorities. The open school system enables pupils to switch to higher grades during the year in order to adequately counter under- and excessive demands and to keep the learners motivated. In addition to specialist knowledge, they impart important general knowledge and key competencies (communication, integrity, adaptability, punctuality, teamwork, decision making, motivation, problem solving, reliability, etc.) as this facilitates participation in society, while providing the equal treatment of each other, regardless of gender, origin, age and social status.

In the final level, which is named in the same way as the state school system with grade 9 or 10, the students are prepared for the examinations for the successful secondary school graduation certificate (HASA), the qualifying secondary school graduation certificate (QUALI) or the secondary school graduation certificate which they can take externally at SchlaU partner schools. When students are accepted into a senior year, not only school performance plays a role; the question of whether the student is generally ready for training, able to cope with apprenticeship and vocational school after graduation is just as important. It often makes more sense to take a year longer to graduate than to finish school as quickly as possible and then fail in the training.

When selecting teachers, the teacher’s personality is a central criterion. As well as intercultural sensitivity and methodology with regard to heterogeneous learning groups, attention is paid to the ability to work in a team, to critically reflect on one’s own teaching style and to create a relaxed learning atmosphere based on a good teacher-student relationship. A university education in German as a foreign language or German as a second language and existing teaching experience in the refugee sector are also essential. Within a short time, young refugees learn the German language system from scratch. This requires a controlled language acquisition right from the start and thus a systematic development of grammar and vocabulary. For many of the young refugees, lessons also begin with a literacy course, as they have not yet been literate in their mother tongue or they first have to learn the Latin writing system. Here, appropriate training of the teachers is necessary, too.

As a final point, although the post-pandemic world will be exactly different, it is too early to conclude whether it will get better. I want to believe that understanding the common good will overcome the desire for instant benefit. Wealthier states should increase funding for humanitarian initiatives, especially those related to assistance to refugees and internally displaced persons. Education for refugees is a social service that requires long-term planning, technical support and funding.

With refugees and the children of the host community learning side by side, investment in a shared system will create long-lasting improvements for the community and ease tensions over the extra strain on local resources. Building new schools and training more teachers improves the quality of a country’s education system for future generations – be they refugees or citizens of the host country. At the same time, with school analogues like SchlaU-Schule in Munich young refugees in shorter terms can catch-up schooling opportunities and get access to further vocational or scholastic education services.

In any way, an effective response to the challenges of educating refugees cannot be based on unpredictable annual funding and short-term planning. Funding needs to be substantial and long-term to enable governments around the world to build more

schools and train more teachers, thus making a lasting contribution to the development of the host country. Such ambitions entail responsibilities and costs, and the international community must share them. But if we do treat education for refugees as an investment in sustainable development, it will mean everyone can win.

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DIGITAL TRANSFORMATION OF EDUCATION: CHALLENGES AND OPPORTUNITIES REVEALED DURING THE COVID PERIOD



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SUMMARY

Education is considered to be a conservative field. However, Covid-19 has accelerated the digital transformation of education. Consequently, in the past months, classrooms at all levels have been evolving to meet the “new normal” via virtual lessons, smart technology in schools, and online access for students and teachers. Educators are embracing the symbiotic relationship between education and technology. Still, in the age of social distancing and learning from home, students and educators have been experiencing challenges connected to technology and virtual learning.

In this paper, we are going to focus on a few perspectives.

First of all, a student’s point of view, what are hindrances in online learning, how to address them, and what are ways for more effective learning.

Secondly, an educator’s point of view, what are obstacles in online teaching, how to tackle them, and what are ways of creating new learning environments.

Thirdly, an ed:tech startup founder’s point of view, what are opportunities on the market, and how to create a project useful for teachers and students.

Finally, we will look at the emerging jobs and practices in education and discuss the near and far-fetched future of this sector.

The pandemic has changed the way how students interact with institutions and take up studies. In the past months, I have been teaching students of various levels and hosted a number of round tables with teachers and entrepreneurs to find out the student’s point of view. Also, being an active online learner, I discovered new ways of engaging in my studies.

Apart from obvious hindrances such as the speed of the internet, unequal access to the internet, and privacy issues, there are more serious, to my mind, obstacles that prevent a modern student from enjoying and fully involving in the study process. One of them is the lack of engaging educational content, accompanied by a myriad of distractions starting from social media and finishing up with online games. If during the era of education in physical classrooms some students were unable to concentrate for more than ten minutes, currently the majority of students cannot do it even for more than five minutes. This brings a lot of children to a so-called “zoom fatigue” - an emotional state when they are required to keep their cameras on during the whole study day, feeling constantly under the pressure of being observed, in the spotlight, without being able to relax between periods of high concentration, or play and stretch their bodies every now and then. Consequently, a lot of students of different age groups started falling behind their studies, experiencing negative emotions towards particular subjects, and ignoring their lessons by getting carried away by online distractions.

This is not an easy challenge to tackle. However, there are a few worthy of mentioning examples that can serve as a beacon in this transitional period.

As an online student I had a chance to take up the online course “Introduction in Computer Science” or also called “CS50” at Harvard University. This course is led by Dr. David J. Malan.

Dr Malan started teaching CS50 considerably before the pandemic, however, he already had in mind an idea of online education and requested the university administration to help him film the course so that students who would be able to watch his course via MOOC platforms could feel as if they were present at his course. Eventually, this turned CS50 in one of the most engaging courses with dynamic explanations, theatrical performances, amusing examples, intriguing tasks, and over 2 million registrants. Students enjoy immensely the course. Does it mean that all the courses must be like this? There is no correct answer to this question. And more answers will be revealed in the section discussing an educator’s point of view.

However, if students have no opportunity to attend engaging classes, how could they learn more effectively?

First of all, a student needs to find a healthy balance between on-screen and off-screen time in order to avoid the “zoom fatigue”. It can involve physical exercises, getting a healthy snack, playing a game, talking to a friend, or doing anything offscreen. It is also important to admit, that the eyesight might get affected by long hours in front of the screen, therefore, a break is recommended every 2 hours, if more frequently is not possible to do. Moreover, a student can try to work in a team with other students to engage in discussions and solve tasks together, this might help to learn faster and find multiple solutions. And finally, a student can use memory techniques and storytelling to memorise information. As a memory athlete, I must admit, that these techniques can help create associations that can turn boring information in adventurous stories.

Overall, there are various methods that can help students take up responsibility for their studies. Yet, a lot still depends on an educator. What are the main obstacles in online teaching?

As an educator with over ten years of online teaching experience as a language teacher, public speaking coach, and university professor, I must admit that one of the biggest challenges at group sessions is not to burnout while trying to keep students engaged. Especially, when privacy issues or connection doesn’t allow keeping their cameras on during discussion sessions. This turns a teaching experience into a live session with no immediate response, feedback that could stir the course of the session. Personally, as an educator constantly interacting with students, I found it extremely stressful at some programmes that I was leading, and I discovered my own ways of how to measure the temperature of the room with no cameras by either having a few selected students engaged in our public discussion or a colleague being in an active dialogue with me.

I was not alone in distress when I heard from a number of my colleagues teaching at universities how hard it was running a course online. On top of connection issues and the inability of some teachers to use digital tools, it turned out that there was yet a bigger issue - how to convert offline course content into online course content.

As the spring semestre demonstrated it was highly impractical to take two-hour lectures and schedule webinars with the same content, expecting students to follow a monotonous teacher and engage in activities. At that moment I was preparing an executive programme on public speaking in English for international speakers at the University of Palermo (UP), Argentina, and we were driven to the same impasse where it was expected to turn an in-person programme into an online programme without any change. However, I proposed a different way to approach the situation.

As a creator of video courses on soft skills in foreign languages I had to learn the strategy of knowledge bites - short informative videos with engaging storytelling and practical tasks to memorise the provided information afterward.

It took me some time to explain my approach, as this was novel to the university administration typically measuring the efficiency of programmes and financial rewards of professors in conducted hours. Nevertheless, soon a new format was born of blended learning with a mixture of pre-recorded short videos on theory, engaging tasks and practical dynamic webinars. The feedback on the programme has proven this approach to be the most efficient at the current stage. And more cooperating with Amolingua institutions adopt this approach.

But does it mean that all the lectures must be either recorded in the style of Dr. Malan or new blended learning? On this in the following section on an ed:tech startup founder’s point of view.

As the founder of Amolingua where we have been training languages, cultures, and soft skills for over four years, I went through a round of attempts to build our apps, platforms, and other tech solutions to provide impeccable learning/teaching experience. However, still, we are in search.

In the past years, I realised that one should not focus on tech as the core of their value proposition, as tech solutions change so fast that it is really easy to be left behind in the tech race. And even though virtual reality (VR) and augmented reality (AR) are more frequently mentioned in the space of learning, this cutting-edge technology requires not only time but the adaptation of educators. And one of the opportunities for ed:tech companies is to focus on learning design.

While I had to work with a number of educators and university administrators on how to turn offline content to online content, I discovered that it is not simply re-writing the script of re-organising sessions. This transfer involves much more, especially concerning human behaviour online, a learner’s trajectory, personalisation of learning, brain function, and user experience design. A learning designer is a person who adapts an offline course to an online course, finds new ways to engage students and provide interactive sessions for educators.

Being a starting learning designer, I can say that it is a creative and yet technological job. And this might be your opportunity if

you are in the sphere of technology and education.

But this not the most lucrative opportunity in this field. Besides a highly required training on digital tools for educators, there is another need that must be addressed. It is concerning community or ecosystem building.

An offline institution easily builds a community of students attending the same premises, bonding over similar sport or art interests, spending time in nearby entertainment facilities. And the future is in ecosystems. And creating ecosystems online still proves to be challenging.

As a few years ago the Singularity University leaders were pointing out that there are four stages in development: a product - a service - a platform - an ecosystem (a community); it seems that we are currently at the stage of platforms. Educational institutions are looking for tech solutions without addressing a bigger issue - the creation of an online ecosystem. And there is an opportunity for startup founders to find new ways of creating communities or helping institutions create communities by connecting their students to their “why”, common values, and shared vision.

If the future is in ecosystems, VR, AR, blended learning, and learning design. What kind of jobs might emerge in this sector? How will the field of education evolve in the following years?

This has been already explored by the “Global Education Futures” project (GEF), where I have been contributing since 2015 on the topics on future trends and threats in various educational fields. What is quite peculiar is that educators taking part in this project agree that the figure of a teacher will evolve into more of a mentor or coach who just accompanies a student on the path of learning rather than serving as the source of knowledge.

Apart from a mentoring position, there will be game masters who will work on the gamification of courses with new tech solutions; educational trajectory development specialists helping to personalise courses; project-based learning organisers that will look into real projects required by real sectors in each state. With the surge of online platforms, more of educational platforms coordinators will appear similar to present learning centres coordinators. Some of the roles are appearing already. You can find out more about emerging jobs in the “Atlas of Emerging Jobs” as one of the outputs of the GEF work.

In conclusion, the year 2020 has accelerated the digital transformations of all sectors, but by all means, the educational sphere has been one of the most affected. When the first wave of emotional dismay is over, real ideas and solutions start getting shaped. And agents on both sides of the table need to work together to find the best ways to create a new learning/teaching experience for the years to come. The future is not only exciting but also empowering, as it gives a promise of limitless possibilities for life-long learning for everyone, regardless of race, culture, gender, sexuality, income, age, or physical ability. And I personally hope that we will watch the rise of edutainment where not only education, and entertainment mix but also art and education meet at the edge of technological advances.

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AI CHANGING THE STRUCTURE AND DELIVERY OF EDUCATION



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SUMMARY

1. COVID-19, an epiphany!
2. The AI perspective in the delivery of education
3. We say- goodbye traditional teaching?

ABSTRACT:

The COVID-19 pandemic pushed the world into a corner, pushed everyone inside a protective bubble. Formal education was stopped, and online teaching was promoted as the only possible solution. Did it really change anything in the education system? Can we possibly consider this as a shift in the paradigm of education? AI research seeks both to reproduce the outcome of our intelligent behaviour and to produce the equivalent of our intelligence. As a branch of engineering interested in reproducing intelligent behaviour, reproductive AI has been astoundingly successful. Nowadays, we increasingly rely on AI-related applications (smart technologies) to perform a multitude of tasks that would be simply impossible by unaided or unaugmented human intelligence (Floridi, 2014)

Key words: COVID-19, artificial intelligence, teaching, distance learning

COVID-19, an epiphany

I obviously named this chapter with an ironic subtitle, but I am not, in any case, trying to exploit the unfortunate events and unfortunate and challenging times that we are living in. It has been a particularly challenging year for all of us and we all have lost something, if not everything. In terms of education we will start with answering the question, that is amazingly simple, but it requires a complex answer, and that is- what happened?

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries (United Nations, 2020). Knowing these facts, we can try to answer- we shut down education on a global level! But is it really that the answer that we could accept in a globalized, digitalized world, is that really acceptable for a 21-st century society? I think that we all know the answer to the latter, let us lay some grounds to answer the former, with yet another one-why did that happen?

Education and technology, and technology and society should go hand by hand, co-develop and co-constitute, exist, and co-exist. We were shocked to learn that we are so much behind and we are totally unaware of that. By we in this sense, I refer to the majority of the population around the globe. I could not say that the signals were not sent before, or there has been no action by the relevant stakeholders. The European Union in the Communication¹ that dates back to 2016, recognize that education systems need to be modernised and the quality of education continuously improved as well as that digital technologies will also offer new ways of learning provided that there is adequate access to these technologies. Finally it recognize, that to reap the benefits of these trends, education and training systems need to respond better to these changing realities (European Commission, 2016). Another notion that the same report clearly recognises, and it is very valuable for our discussion is the quality of teaching in a higher education perspective. It has been recognised that greater efforts are needed to invest in the pedagogical training of academic staff, which is an area that has traditionally been less valued than research output.

The only addition to this recognition that is lacking is the urgency of digital education and digital education strategies, and their

¹ Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions improving And Modernising Education Com (2016) 941 Final

incorporation in the field of high education

As the teaching professions face rapidly changing demands, educators require an increasingly broad set of competences. In particular the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence. Digital competence is one of the eight key competences and refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life. This may sound simple to many of us but, according to the Digital Agenda Scoreboard² (2015), 40% of the EU population has an insufficient level of digital competence, including 22% who do not use the Internet. Who is the one to blame? We love to point a finger, it is in our nature. Very well, let's start with my all-time favourite, the Government. Let's say that despite all the efforts and funds invested in reforms of education in Europe, digitalisation of education is not among the priorities of the EU 2020 Strategy. The targets were: reduction of the number of early school leavers, increase of the number of tertiary education learners, improvements in the early childhood education and care, fight against underachievement, increase of the employment rate of recent graduates and increase of participants in adult education learning (European Commission, 2010). But were we ready? What counts perhaps most in this crisis is access and availability of effective online platforms for learning. On average across OECD countries, almost half of 15-year-olds are enrolled in schools whose principal reported that an effective online learning support platform is available. Again, there is large variation within and across countries. In Singapore, the four Chinese provinces and Macao (China), and Denmark, 9 out of 10 students are enrolled in schools that have an effective online learning support platform, whereas in Argentina, Costa Rica, Kosovo, Panama, Luxembourg, Japan, Peru, the Republic of North Macedonia, Belarus and Morocco it is less than 30% (OECD, 2020).

That is in the human capital regard. What about connectivity, infrastructure and equipment, we can call them enablers of e-learning. The EU monitor notes that despite a clear increase in fibre connections in recent years, average internet connectivity exceeds 100 megabits per second¹ in only 11% of primary schools, 17% of lower secondary schools and 18% of upper-secondary schools. Furthermore, despite the recent increase in use of devices in schools, the OECD found a marked drop in the availability of school-owned computers, laptops and tablets over the last decade. This might mark a growing awareness in Member State education systems about the appropriate level of availability of digital equipment for their schools' pedagogical purposes. For example, on average 30% of lower secondary students in the EU (with large variations across EU Member States) use their own smartphones for learning at school at least once a week (European Union, 2019). The fact is that we are all to blame, we were all not ready to make the necessary shift in education.

AI perspective in delivery of education

The second chapter we will begin with a bit brighter perspective. The AI perspective, oh what an irony, the fear seems bright. We (the Europeans), are quite fortunate that we have leadership on the level of the Union that recognises the importance of AI. According to the EU Commission- 'Beyond making our lives easier, AI is helping us to solve some of the world's biggest challenges: from treating chronic diseases or reducing fatality rates in traffic accidents¹ to fighting climate change or anticipating cybersecurity threats' (European Commission, 2018). Statements like this one seem a bit off context for the majority of the population even in 2020. That fact is devastating in its very essence, and I, personally, see this as the major obstacle in the creation of the so-called society 4.0. Misinformation, or pure resistance to information, because to say lack of information is a quite a brave thing to do, knowing that we spend on average, 6 hours, and 42 minutes online each day³. Out of that staggering approximate amount of online hours, the vast majority could at least get informed about AI and could even go deeper, let's say learn something about it or even try to create or implement it, since one of the major commitments of the AI community is the availability and open sourcing of resources. In order to jump into the pool of opportunities of AI, we need well informed society. To actually start using and understand AI we need educated society. The EU Commission recognised this and made the long waited and very necessary updated of the European Digital Competence Framework and included AI and data-related skills and support development of AI learning resources for schools, VET organisations, and other training providers (European Commission, 2020). It is expected from education providers, both traditional and non-traditional to cope with the change. The harsh reality or rather the inability was discussed in the first chapter. In my humble opinion, only if these preconditions are met, information and education, we can discuss the actual implementation of AI in the process of delivery of education. Thus, here we would only scratch the surface of which technology can be used and for what question? We will start with the first and most obvious one - improvement of the teaching process and of the learning process. The application of different AI powered modules could enhance the learners experience and improve the impact of the teaching profession. To be noted that here, we are not discussing the actual replacement of the teachers or educators (that is for later), rather in the context of tools and multimedia. Using different There are many AI-based platforms (most of them labeled as OER's) where the learners could ask for clarifications and share knowledge with their peers in a non-interrupted safe environment. Furthermore, there are tools, particularly useful for teachers acting like course generators that represent AI-based software' that are modeling individualized learning pathways. Another challenge that could be addressed by the application of AI is the AI based monitors of the learning process. Such software could track massive amount of student behavior and performance and could deliver personal data sets

² The Digital Economy and Society Index (DESI) is a composite index that summarises relevant indicators on Europe's digital performance and tracks the evolution of EU Member States in digital competitiveness.

³ This is the approximate time spend by individual users for 2019 according to the new collection of Digital 2019 reports from Hootsuite and We Are Social.

in less than a second. Something that even the most interested teacher could not perform. All the above-mentioned examples are part of our reality and are available and affordable solutions for the education providers. But are they really used?

We say - goodbye traditional teaching?

Well this is rather provocative, goodbye traditional teaching! I would say that we, the non-formal education methodology practitioners have been saying this for years, but as always, we lacked the validation, of guess who? The ‘traditionalist’, yes that is correct! Imagine bringing this topic again to them, should we really expect different answer? I guess we could, because nowadays, the new generation seems to be loudly against it since it is inevitable to reskills or upskill immediately after being skilled. What an absurd situation, a recent graduate needs reskilling and upskilling! This educational loophole creates more and more problems that reflect themselves on a wider social scale, on the health and well-being and on the economic cycle. In my humble opinion, with a little hope in my internal voice, this could not be tolerated anymore. Although we must admit that there has been some progress made, most of the traditional education providers still lack behind with a strategy and steps of implementation. When discussing about the actual implementation, it seems fair to present few case studies that actually managed to implement the whole concept of AI teaching. Before getting into it, let us give a brief introduction. These case studies are focused on the implementation of the AI bots⁴ or chat bots that are mainly used for entry teaching positions. David Kellermann has become a pioneer in how to use AI in the classroom. At the University of New South Wales in Sydney, Australia, Kellermann has built a question bot capable of answering questions on its own or delivering video of past lectures. The bot can also flag student questions for teaching assistants (TAs) to follow up. What’s more, it keeps getting better at its job as it’s exposed to more and different questions over time. (Ayoub, 2020). Another very interesting case study is coming from the USA. One of the most interesting applications of the technology in the tertiary education sector has appeared in the form of AI-powered software that can mark student exam papers. A study undertaken by researchers at Stanford University used AI tools to mark 15,000 essays at the same time as they were being reviewed by human teachers. The researchers found the grades recommended by the AI tools agreed with those made by the humans in 94.5% of cases. Another interesting application of AI can be seen in a project undertaken at the US-based Georgia Institute of Technology. In 2014, one of the university’s professors, Ashok Goel, created an AI tool that provided online responses to questions from students. For five months, none of the students using the service realised they were actually interacting with a machine (Sima, 2018). An AI response also comes from the East of the Globe. China is one of the leaders in AI development and logically we present one case study from there as well. The AI based software Squirrel actually bridges the capability of the best teachers in China with AI. Its innovation is in its granularity and scale. For every course it offers, its engineering team works with a group of master teachers to subdivide the subject into the smallest possible conceptual pieces. Middle school math, for example, is broken into over 10,000 atomic elements, or “knowledge points,” such as rational numbers, the properties of a triangle, and the Pythagorean theorem. The goal is to diagnose a student’s gaps in understanding as precisely as possible. By comparison, a textbook might divide the same subject into 3,000 points (Hao, 2019). With that being exposed, it is quite easy to grasp the future direction of education, and education being the considered from the early childcare stage, the direction of the world. The only thing left is to prepare the world!

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⁴ Chatbots in this context are considered those who have natural language understanding engines or deep learning capabilities, which help them understand a broader range of language and allows them to interact (to an extent) and or learn on its own. They can ask questions, interpret responses, and execute actions with help or without. In this sense we are referring not only to AI based chats bots but to augmented intelligence-based chat bots as well.

THE INTANGIBLE CHALLENGES OF EDUCATION,
TEACHING, AND E-LEARNING



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Abstract:

Education is possibly the only subject in the history of mankind that requires unparalleled attention to bring reforms in today’s modern world. Over the years, we have realised that education can solve even the most complex challenges faced by the globe. Conventionally, education and penal structure are considered to be the most effective options to create an ‘enabling environment’ among the people in the society for adherence to rules and regulations. However, it goes unsaid that in order to uplift the society in true sense and create a world where everyone receives equitable liveability, education plays the crucial and bigger role. With rapid urbanisation, industrialisation, and globalisation, our teaching systems have also significantly evolved. The idea of knowledge transfer and related tools accustomed with differential demand of society over the years. We have reached a point where we leverage the digital infrastructure and In-person teaching is replaced by E-teaching. With such changes, the social disparities have surfaced enormously. In a world where conventional education set-up is also not accessible to billions, E-learning comes as yet another challenge for governments across the globe. An equitable, inclusive, and robust policy framework is required to educate everyone including the most marginalised. Over the generations and across different parts of the world, the knowledge transfer mechanisms for future generations have been distinct and reflect the nature of society. However, off late, the idea of literacy or teaching and the concept of education have received due understanding. Education involves multiple dimensions compared to literacy. The aim of knowledge transfer is not only making people capable of earning but in a broader way, teaching them how to live a life and make this globe a better place to live in.

Paper Intents

- 1. Create awareness regarding the role of education in human development and subsequently in making this world a more liveable place.
- 2. Discussing policy and governance interventions required to reflect upon the tenets of education and teaching.
- 3. To initiate the debate and concisely put for discussing the challenges of formal and informal knowledge transfer mechanisms including E-Learning.
- 4. Developing a set of broad guidelines for addressing the intangible challenges in the education space.

1. Introduction

Role of Education

In 1820, only 12% of the people in the world could read and write and this situation reversed in 2016 where only 14% of the world population remained illiterate. This showcases substantial evolution of literacy over the years. In the last 60 years, global literacy rate increased by 4% in every 5 years – from 42% in 1960 to 86% in 2015.

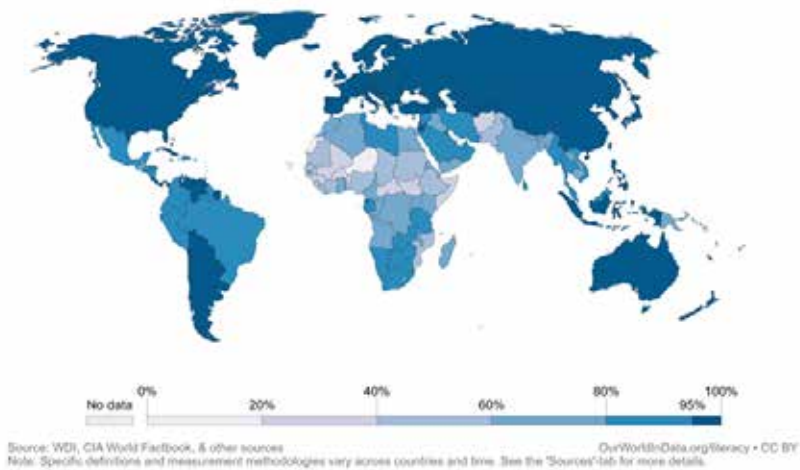


Figure 1: World Literacy Rate

Globally, development of a particular nation is measured through multiple aspects like its GDP share, import-export values, per capita earnings, level of infrastructure etc. However, in absolute terms, all of these complex value measurements can be directly driven by the nation’s acumen to perform best. Education and learning are important factors which assist the establishment of the idea that literacy rate alone is not an adequate parameter for assessing the nation’s development. This can also be observed in Figure 2 that exhibits the value of GDP per capita for different countries against their literacy rate. For example, Zimbabwe has a higher literacy rate of about 90% but its GDP per capita is on the lower side at around \$2000. On the other hand, countries like Italy and Mexico have been able to attain higher literacy rates and also higher GDP. It is important to reckon that between education and literacy, the former prevails.

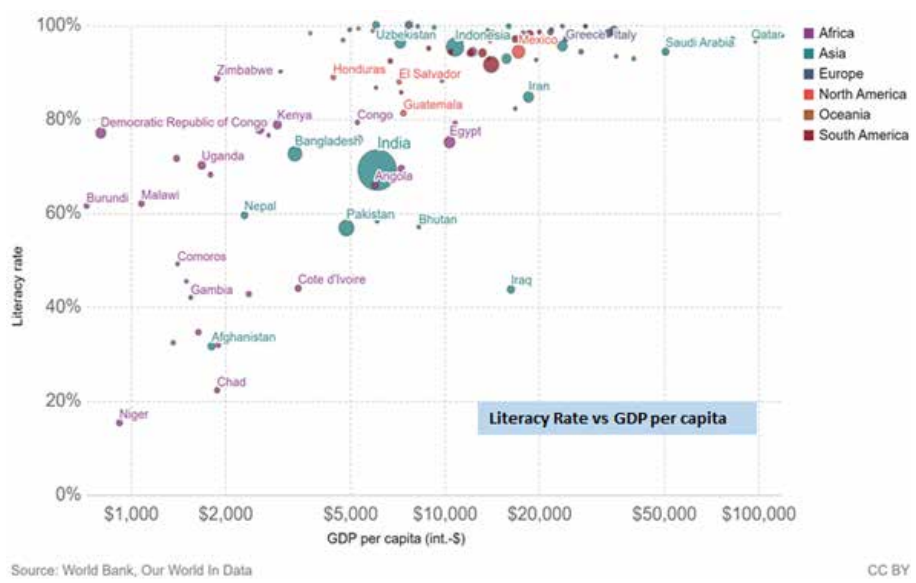


Figure 2: Literacy vs GDP per Capita

Education is undoubtedly one of the strongest tools for bringing change in society. While it certainly takes considerable time to make a visible impact, its long-lasting and sustainable effect on a larger group is something that makes it worth adopting as an unvarying instrument of social upliftment. The global aim of 100% literacy among the individuals is one such initiative which clearly conveys the message of the importance of education. Although discussions about education revolved only around books in the past, the globe has witnessed a variety of changes in both content and mode of knowledge delivery in recent years.

These changes reveal the intergenerational and intercultural shifts of ideas that the society goes through on a regular basis and learns to adapt to the newer systems in the process. While the objective of the education remains the same, the knowledge transfer method makes considerable impact on the desired outcomes of the processes. The Covid-19 pandemic forced the society to shift from the conventional methods of teaching and E-learning seemed like a new normal. However, this shift also revealed the negative externalities that we have deep rooted in our systems. In a world where even formal education was not available to all, the E-learning platform increased the gap between certain groups and their access to education.

2. Education and Teaching

2.1 Policies and Governance

Education being one of the crucial driving forces for a nation’s economy, policies and governance around this sector assume importance. Aspirations of the people, challenges in employment, world issues and goals, and many more aspects of global development keep continuously evolving. To meet such rapidly growing demand of world order, it is important that we amend our education systems and put incremental efforts to keep it relevant with the changing times. These amendments are not only limited to the content of the education but the teaching method itself. While education is about imparting intellectual property to others, teaching is the tool to make sure that it happens in the most efficient way.

Right set of government policies that enable and promote access to equitable and quality education for all can have a multiplier effect on the country’s development. The sheer fact that the world’s cumulative knowledge is increasing at every second, dictates the quantum of efforts required in this sphere. Governance also plays a major role to streamline the sector and keep it updated as per the requirement. Over the generations and across different cultures, our education systems and especially the teaching practices have been evolving. However, the degree of this evolution varies across different countries and it has also not kept the pace that of the world globalisation. Increasing gap between demand and supply of the right set of skills among the individuals in the society certifies the above fact.

Even though the global literacy rate was reported to be 86.2%, 63.67 million children remained out of school. Even worse part is that those who get into formal education do not continue for their higher education making them highly vulnerable to the volatile job market. The causes for discontinuation range from poor infrastructure at schools, lack of qualified teachers, lack of efforts from the local level for promoting education etc. Half of the global illiterate population lives in south Asia and the fact

that these countries struggle to eradicate poverty showcases strong linkages between the two. The United Nations estimates that at this pace, 200 million children will be still out of the education system by 2030. With governments closing schools in wake of COVID-19 pandemic, 91% of the students are estimated to be affected. Although E-learning was immediately adopted as an option for knowledge delivery, it will be inaccessible to at least 500 million students (UN).

2.2 Interventions for streamlining the sector

The type of challenges that are surrounding the education sector across the global require a multi-layered approach from the global institutions, governments, and academia. The fact that SDG 4 (focused on quality education) holds the power to affect the achievements of all other SDGs through positive synergies across all goals, shall motivate governments to bring radical reforms for inclusivity in the sector. Following strategies will help stakeholders to design and implement a robust education planning framework.

2.2.1 Gap analysis: Any improvement plan or strategy begins with knowing your current status. It is understood that all countries develop their action plan on this basis only, but there still remains an appalling need to include few components that are very crucial for achieving the desired results.

The updation of knowledge content and mode of teaching are the two most basic yet important aspects that governments need to look into. The contents shall not only focus on literacy oriented aspects and shall rather put more stress upon human development centric approaches. Even after widespread campaigns and efforts of all, the conundrum of understanding education and literacy is present in our society. Education being a multi-dimensional aspect can enable greater opportunities. The real aim of education; imparting knowledge to people for taking the best decision in any given situation, remains at the core of this argument. Apart from direct education related aspects, the drop out incidences are also linked with poor infrastructure, hygiene and sanitation facilities. Better built environment can impact the student's psychology significantly and therefore enough attention is needed to school infrastructure.

2.2.2 Policy Support: The education programmes of the national governments and that of the international organisations shall put increasing focus on the equitable and inclusive education systems. The challenges in accessibility to quality education are yet again realised by the stakeholders in the times of Covid-19 pandemic. Linkages with positive and negative externalities also need to be appropriately strategised. Early childhood development for smooth transition to primary education and imparting skills in tandem with the market demand are the kinds of externalities that are needed to be strengthened.

2.2.3 Stakeholder engagements: Imparting the right set of skills requires a clear understanding of the country's development sector to achieve practical benefits. The industry leaders, research organisations, teachers, and most importantly the students themselves need to be able to share their ideas on the education system through a common platform to create positive synergies. It will also help in identifying the sunrise sector of growth and related human resource demand in the nation and ultimately help in enabling more employment.

3. Teaching and E-learning: How they co-exist

Owing to a far-fetched counterintuitive reality that we persist in these days, it's difficult to believe in anything that's happening around us. While this unpleasant, and moreover, an invisible potential threat is successfully leading us to vulnerability, we all are surely begging to return to 'normalcy' like never before. As a matter of fact, this seems unreal to be happening anytime sooner. Perhaps it's the 'new normal' now. Thankfully the digital age has been playing a vital role in keeping up with our physical distancing whilst allowing us to be in touch with anyone we'd like to. While the elder ones must have already accepted and moved ahead with the harsh reality, it is the younger generation that has been affected to the greatest degree by the highly overlooked 'intangible variables' associated with E-learning.

3.1 Teaching Structure: Many students lack the essential qualities of patience, resilience and self-discipline, which is totally acceptable; but we must bring in certain processes to allow them to pave a path towards the right direction in order to enable them in making the right decisions. Fortunately there is plenty of information available today. It can be obtained from books, internet, papers, blogs or the most conventional of all - word of mouth. But not all information is true i.e. it has to be verified for its factuality. This is a key when it comes to learning right. Very often the teacher tends to provide loads of data without initial briefing or context. Although the content is a must, the data set must be delivered in parts, rather than providing everything at once. Breaking up the information in simple sections enables a smooth information flow. This serves two functions: maintaining focus of the students only on the current topic while ensuring a thorough understanding of the same, and avoiding disinterest of the students looking at the size of the content. Veteran teachers who are structured find it increasingly easier over the years to continue to be structured because they have that reputation. Students come into their classrooms knowing what to expect, making the teachers' work much easier.

3.2 Responsibility: Keeping every student responsible for their acts while learning is a good practice. A teacher must encourage their students to be excellent and not allow them to settle for less than that. As a teacher, one should naturally come in with high expectations for their students. It is necessary that your expectations are conveyed to them, but with realistic and reachable goals. This helps in maintaining optimism within the students. Handing in responsibility empowers the students to make decisions on their own to fix problems while overcoming the challenges. This helps in building self-confidence within the students which is an essential virtue of life. It is more of an informal way of allowing the students to initiate an 'out of the box' thought,

enabling them to think beyond the fundamentals. It could be as simple as asking them to conclude the sessions by discussing salient points about the topics presented during the class. This will assist the students in actively participating in the lecture and eventually keep up with social interactions on a virtual platform. Leadership is a virtue better learned by experience and what's better than handing in early responsibility to establish the skill?

3.3 Faculty-Student relationship: Regular interactions with the students is the linchpin of a good academic experience. It is quite essential that the students are engaged throughout the sessions, and hence both sides have to be open in building a healthy relationship with each other. The more informal it is, the better the bond. Having or showing a sense of empathy is a brilliant way forward to upscale this particular variable. Listening to your students and taking what they have to say builds a strong reputation. Alongside that, adequate time must be given to the students to comprehend what they learn. The students must be regularly asked to raise their concerns which must be well addressed. This helps to improve their grasping abilities. Very often due to lack of time, the students are overloaded by information which they find very difficult to register. In order to maintain interest of the students, the faculty must be considerate when framing the courses so as to match with the intellectual ability of the students.

3.4 Virtual Experience: It is a challenge for the students to comprehend everything that is taught on board. E-learning, although being a great tool to education, it lacks the quality of practical aspects of education. Many education sectors deal with the basics of realistic work, but they lack to bridge a gap between the theory and practice. As Sir Albert Einstein rightfully said, “Information is not knowledge. The only source of knowledge is experience. You need experience to gain wisdom”

It is important to connect the dots and show what the professional world demands so as to prepare the students for the required skill set. A simple way to overcome this challenge is to relate every aspect of the theory with practice (if possible). This could be done by showing images or videos or asking the students to make scaled models to enable them to comprehend the practicality of what they learn, thus forming a base for them for a gentle progression from a student to a professional.

3.5 Bare minimum skills at a global platform: Education, when looked upon from a broader perspective, has an intangible distinction at a global level. Most of the universities and schools have been using tools that are very much outdated. This sets a benchmark for both, the faculty and the students, which is menial in most of the cases. When compared to the global platform, numerous upgrades are made and are very much in use by some developed countries, which the developing countries might not even have access to for a long while. This difference in the tools used for education leads to lack of skills even in the best of the students. Hence it is a duty of the teachers to be updated with the practice, be open to upscaling their knowledge and passing it on to the students. This enables them to be competent at a global level, thereby delivering an equitable balance of education.

3.6 Acknowledgement (Feedback): Use student feedback to build the best classroom you can. A good teacher must be open to learning new and should be prepared to adjust. Often overlooked, feedback helps you to keep a track of the student participation and their inputs. Acknowledging the same helps in building a sense of consideration within the students. The students must be encouraged by providing constructive criticism. They will be more comfortable and engaged in the sessions, which enhances the overall classroom experience.

Concluding Statements

Education is not only about being literate and having appropriate livelihood but it also deals with human development. Intergenerational changes of market demand for different cultures across the globe can be suitably addressed through setting up the right mode of teaching. It is the teaching structure that dictates an equitable mode of education. Although E-learning has brought in its own new challenges, the basis of education shall not be compromised over the change in platform. It is hence very much essential to give due consideration to practicality in the teaching process for enabling a better overall teaching and learning experience. Alongside the intangible challenges discussed, it is crucial to enjoy the teaching-learning process for a successful knowledge transfer. Having a sense of empathy towards the students during the teaching-learning process is a definite aid.

Lastly, when the state of ‘normalcy’ returns, we need to develop schools that are always evolving in nature and are well equipped to provide quality education to the students. Adequate infrastructure, quality teachers, content that visions beyond the idea of literacy and provides life skills, and most importantly, robust teaching patterns remain the key interventions that can make education inclusive in absolute terms.

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ENGLISH AS AN OFFICIAL LANGUAGE AND BARRIER IN AFRICA



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Summary

- 1. African students should learn in their mother tongue**
- 2. Africa will lose its tongue because of English**
- 3. Education shouldn't be the only thing measuring intelligence**

1. African students should learn in their mother tongue

English is said to be an official language in 67 countries, South Africa being one of the countries. English is a language that saves lives and helps people make friends with people from other parts of the world. I can count all the good reasons why English is the right language to be an official language in so many countries but we can also agree that English as a language is the reason why so many African countries will not be speaking their mother tongue 10 years from now and that is something that we should not be comfortable with. African languages are just as important as English and maybe even more valuable.

A lot of countries that have English as an official language were mostly colonized just like many other countries in central Africa that have French as an official language. This paper is not to oppose the idea of learning in a different language to the one we learn when we are young but to stress how important it is for African students to learn in their native language. African languages are just as valuable as other languages like French and Spanish. If we can have universities teaching in languages like French, Spanish, German and Norwegian then we can simply have courses and subjects in South Africa taught in a language that most people speak in the area that the school and university is based on.

I am from South Africa, Tzaneen in Limpopo Province. My mother tongue is Sepedi which is an official language in South Africa, I grew up with my maternal grandmother who speaks only Sepedi and a little bit of Afrikaans because of her experience living in the times of the colonizers and so from the moment I started attempting to make up words, they were all in Sepedi and I was sent to a middle class Catholic school which was one of the best schools in the area at the time and had to learn English in order for me to learn what the curriculum wanted me to learn which I never got especially anything that was number related. My problem was that I wanted to convert everything I was learning in English and vice versa but I never succeeded because of translation in languages. All native-speaking people can agree that at some point when you try to think about an English phrase and try to translate it, it is impossible because as much as English is an official language globally, some stuff cannot be said in English. I have always been curious of how things would have been different if African countries never adopted the English language or any other language that came with the colonizers. I believe if African students who grew up speaking their mother tongue and were to be taught in that language, it would be so much easier because in the first place, learning a new language is not easy for everyone and maybe if experts had to look deeper into learning skills and their differences, maybe they would find that language would not be a barrier when it comes to learning if countries taught in their own official languages. When you learn a language from a young age before you even know how to make up words or imitate what you hear, it makes it easier to learn something practical and follow instructions because that is a language that is spoken at home. In South African schools, it is compulsory for everyone to learn in English but with my experience as a learner in South Africa, not everyone always understands and so teachers end up having to explain in a language that the learners understand which is time wasting for other students that understand which you can always count and that is

problematic- when it comes to understanding what is being spoken about, language makes it better but also another thing is that in public schools is even worse and learning shouldn't be a privilege.

2. Africa will lose its tongue because of English

African languages are worth being preserved and are supposed to be recognized internationally. Everywhere you go around the world languages like French, Spanish and portugese etcetera are recognized in countries they do not originate in and their interns in those countries are advantaged because of their official language which they speak and are taught in most educational facilities. Africa is the second largest continent meaning there is more culture, more languages and most importantly it is very diverse as we have come to see that. A language can easily be forgotten and from previous research we can see how human beings can convert to another language so easily- it shows with so many languages, it just starts with changes and eventually it becomes another language. In my opinion, African countries were never supposed to stop speaking their language but they did not have a choice in that as they are victims of colonization that stripped everything from them like their true cultures and indeginious languages.

3. Education shouldn't be the only thing measuring intelligence

Education is very essential in so many ways but everyday the education system is failing so many other kids excluding the ones that excel in academics. I believe there are so many ways in which kids can learn and I also do not believe in grading. Human beings are so much complex and bigger than any other system that can ever be created to put them in a box and so the education system either needs to be improved globally but mostly starting with the African education system which was never really designed for African students which is shocking that after so many years of our African ancestors fought for its independence, even to this day its like they fought for nothing or as other people always say that they left us with more problems that could ever be encountered. I believe that with the technology that we have in this 21st century, a lot could be done to design a whole new and effective education system for the whole world. It is not far that the quality of education in so many different countries is different and that in countries that are developed- education us more effective and kids are allowed to be more expressive than kids in countries that are still yet to develop and then go on and measure all the kids when they head to university the same way. Education can not be the only thing that measures intelligence because everyone is smart in their own way and using a system to measure intelligence is very traumatic to kids that are not seen as bright or smart. Intelligence can be seen in so many ways and through so many activities and using education only to measure it is just not fair to be precise.

SOCIAL DISPARITIES IN EDUCATION: INVESTMENTS FOR YOUTH IN KAZAKHSTAN



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Summary

Introduction

1. What young people should know about investments.
2. How and what to teach them: mentorship and communication process.
3. 7 easy steps to know about investing in shares.

Conclusion

Bibliography

Introduction

The specific issue in this topic which will be a highlight is the importance of financial education in Kazakhstan. Not many people, especially youth are not able to receive a good quality of education and not all the time it's for free, easy and available by creating the special course for youth it has been aiming to educate and showcase the possibilities of the investments.

This course was aiming not just to know how to invest in the shares but also how to create stability for the future and formulate personal goals in short term and long-term investments. The course is divided by the main seven steps which include specific topics such as:

1. Why youth people should invest and not to afraid to start investing today.
2. Myths about stock exchange which people have to forget and never use.
3. What is the stock exchange and how it works.
4. How professionally sort out shares, obligations and ETF.
5. What are dividends.
6. How not to lose investments?
7. Prepare and enlarge investment portfolio.

In our lives, we have some things which we can't control. Unfortunately, inflation is one of the huge problems in the world. One of the good solutions is to fight and ensure our capital. Investments are an excellent way to maintain, increase and stabilize our own financial position. The goal of any investment is to constantly increase our cash. Even with minimal investment, after certain time anyone can actually and legally get a good profit. In most cases young people do not know, afraid or consider investing in shares as a difficult and risky process. That's why one of the biggest issues is to teach young people to regulate and compromise ways of financial stability.

During Covid-19 situation in the whole world, many people faced financial problems. Some lost their jobs, companies decreased staff, limited sales, were not able to pay taxes and get credits. Government's support has not been enough, especially in Kazakhstan. Living expenses higher than financial support per person in Kazakhstan. Hence, prices for the main goods and services increased in compare by previous year by 10,9%, other products since December 2015 by 44,8%.¹ The situation affected vulnerable and non-working people and youth are in this group. Education moved to online, but without established by the Ministry of Education standards for online education, the quality was low, the adaptation process increased from months and currently we can observe a lot of problems.

1. What young people should know about investments

We have observed all these issues and studied some specifics of the youth mentality in Kazakhstan. In most of the time, future professionals don't know how to plan their expenses and, in most cases, they don't know how to increase and secure their incomes, fluctuate in inflation and practice investing.

Financial literacy of young people is a solid foundation for personal success! In the modern world, young people are faced with financial issues quite early and are forced to make decisions in the formation of personal income and the implementation of personal expenses, which is quite problematic to do due to the lack of the necessary financial literacy. In the 19th century, financial literacy became vital, as it is a guarantee of financial independence and confidence in your future. Financial literacy is a sufficient level of knowledge and skills that allows you to make informed and effective decisions in various areas of personal finance management, such as savings, investments, real estate, insurance, tax and retirement planning, etc. In any case, young people should know a simple truth - MONEY, like all of us, can work and generate quite tangible legal income. If the funds simply lie in your account, under the bed or in the safe, they not only reducing the value of money but also decreasing motivation and ruin future stability.

One of the examples from this course:

Alexandre earns 500,000 tenges per month.

Every month he saves 50,000 tenges.

It is 600,000 tenge per year.

And after 30 years - $600,000 * 30 = 18,000,000$ tenge.

On average, inflation eats up from 2-8% per year, in Kazakhstan for 2020 the planned% inflation is 8 - 8.5%.²

Take the average inflation rate of 6% per year.

And as a result, considering inflation, 18,000,000 tenges of savings actually does not reach 4,000,000.

Almost 80% of your savings, in terms of the purchasing power of money, simply disappeared.

There will always be things in life that we cannot control. Unfortunately, inflation is one of them. The only way out is to learn how to protect your capital from it. And for this you need money to bring more money – Cash is King!

Checking out an example of investing in stocks. The return on the stock market (SM) reaches 20% per annum on average. At the same time, this is far from the income ceiling - it all depends on the company, market behaviour, country and global situation, volatility and experience. In our example, Alexandre has done some research and decided to invest in the S&P500 - the stocks of the 505 largest select US companies that have the largest capitalization. Over the past 100 years, the index has shown a 12% annual average return. The difference is clear and predictive. And if there is also a devaluation of the national currency, then investors in foreign shares not only save their money but also earn on currency indexation. Based on it:

If Alexandre starts investing, then in 30 years, with a monthly contribution of 50,000 tenges in S&P500:

For 1 year - 640.466 tenge

For 10 years - 11,616,953 tenge

Over 30 years - 176,495,688 tenge

However, youth people in Kazakhstan don't know and are not always understand these calculations, someone should spread this information and share the knowledge on how to invest, what to do and why. In this course, we are encouraging them to participate, learn and improve their knowledge in this sphere.

2. How and what to teach them: mentorship and communication process

The stock market is a financial instrument that allows you to buy and sell shares of companies. There are many myths about the stock market. People believe in different theories and are afraid to invest, although the stock market is an integral part of the financial system, the same as banks. Shares are issued by large private, state, TNCs with a long history, as well as start-ups that need additional funding.

In order to invest in financial assets, certain knowledge is needed: to understand how the market works, in which companies to invest, on the basis of what data to buy or sell shares. But this is not as difficult as it might seem. And you certainly don't have to have a PhD in economics or finance. For example, in the US, 52% of the population invests in SE and owns shares in companies.³ These are ordinary people, far from Wall Street, politics and millionaires - managers, teachers, doctors, clerks, and even students. The main thing is to understand the specifics of the market, follow the news and consume correct, verified information. These lessons are the right first step.

In the formation of financial literacy of young people, it is necessary to consider the psychological and age physiognomies of this group of people - it is necessary to establish a direct connection between the obtained financial knowledge and its application in practice, contemplate the needs of each stage of the life cycle of young people, and teach them to take responsibility for

decisions in the field of finance. Financially literate people are more efficient and successful in life, regardless of what country they live in, what area they work in, it is safe to say that knowledge of financial literacy contributes to improving the quality of life and positively affects the well-being of people. Financial literacy education concerns everyone personally, and the interest in learning increases accordingly. But in our time, there are catastrophically few qualified specialists who can teach people the basics of financial literacy. Of course, this is a piece of open information, so for those who have a desire to be financially literate, independent in order to live and not exist, online anyone can find a lot of information in the form of books, articles, publications, and even there are specialized games online and youth can independently improve their financial literacy. In addition, there are various business simulation games, as well as investment stimulators, which allow mastering the basics of personal finance and investment in an easy playful way. This method of developing financial literacy is the most effective because it involves the practical application of skills and makes it possible to see and feel the results from their use almost immediately. In addition to the online resource, there is an opportunity to attend seminars, webinars and courses to increase the level of financial literacy, but first, they need to pay attention to the organizers and mentors. Youth need to plan future for many years ahead and follow the personal plan, and as the American entrepreneur, investor, writer and teacher - Robert Kiyosaki said: "The average person, because they went to school and got good grades, are afraid of making mistakes".⁴

To improve the knowledge and skills of youth people in Kazakhstan we have to make 3 easiest steps:

1. Organize the network by adding more peers and involve college/university students;
2. Unite with professionals and the private sector to consolidate the program and colloquium;
3. Prepare platform and provide mentorship.

These steps are common, but we have created them to be on track with other professionals who want to support the young generation in any step.

For the first step, we need to consolidate and partner with colleges and universities to reach more students whom tomorrow will graduate and look for the job. University is the easiest way to provide our courses, but in the case of Covid-19 and whole world's digitalization all teaching and mentoring coming up online.

The second step shows us that we need professionals with a good experience, who voluntarily may support and share knowledge. Also, they can have an idea exchange, learn from youth and understand their behaviour.

The third step is the way and tool on how to teach youth. Usually, in small groups the best way to communicate with students Skype, Telegram or WhatsApp chats and email. Through the Skype we can face-to-face provide seminars and lectures, by using Telegram or WhatsApp mostly send the notifications, discuss and reply on student's questions. With an email, we sent support materials, books and informational cases for the individual literacy.

Additionally, all lecturers and professionals may suggest YouTube or other channels to watch and learn about investments. Student free to choose the platform, timing and days in case they have a very tight schedule at university or personal preferences. This work is not to establish standards, but to create skills.

Experts from the IT industry confirm the conclusions that many countries, including the Kazakhstani educational system, were not ready for remote mode due to the epidemiological situation around the world. Domestic platforms either displease users or are not used. The second is most often due to the fact that neither teachers nor students simply know about these decisions. The target audience, whom we teaching are more liable, digitalized and communicative. One of the biggest issues at this day that we may cover only students and young people only from the biggest cities and regions in Kazakhstan. To reach youth from the small provinces we have to partner with local schools, universities and municipality.

3. 7 easy steps to know about investing in shares

One of the main participants in the securities market is stock exchanges, where the purchase and sale of securities are carried out. That is, the exchange is a place where sellers and buyers meet and conclude deals: they sell and buy securities. From their inception up to 1990, the exchanges were a real physical space - a large room in which brokers shouted out which shares, how much and at what price they wanted to buy or sell. Today, the development of technology allows investors to make transactions with securities in real-time, even from different parts of the world. Today there are about 60 large stock exchanges. In Kazakhstan, there are two exchanges of the Kazakh stock exchange KASE and the international exchange Astana AIX. Exchange employees are engaged in the selection of securities that can be traded on the exchange. This procedure is called listing. That is, in order to buy shares of American companies on the Kazakhstan exchange KASE, they must first go through the listing procedure.

First step: Anyone can become the owner of shares and sell them at any time - at any request. No one - not the issuer, not the broker - would mind. But to be careful, such decisions should be made after analysis. Everyone can sell shares at the current market price or set a price limit. That is, the holder can place an order for sale at the desired price, and if there is a "person" willing to buy or sell, the transaction is completed. But price limit must not exceed 8% of the current market price.

Second step: There is no fixed annual percentage term. The company can make a breakthrough in business, and investments will be increased, or those can remain within the same price corridor. It all depends on the market situation and the speed of the company's development. Of course, there are dividends - a portion of the profits that are distributed among all shareholders.

Third step: Dividends are paid once per credit - as a rule, this is a year, sometimes half a year or a quarter. Moreover, it is not necessary to hold the stock all year in order to receive interest - it is enough to make a purchase before the end of the reporting period. As advice, it needs to be long-term investments. Only professional traders' analysts can gamble on prices and look forward to speculative profits. For those who are just starting to get acquainted with the market, it is better to invest money from successfully established companies that develop a business that has growth potential. The good idea to invest and not touch for a long time. But periodically shares has to be checked and revised, follow the news and generally keep abreast of the economic agenda.

Fourth step: Before start buying stocks, it is needed to consider how many people are willing to risk. After all, there will always be a risk in the stock market. The main job is to reduce risk and increase chances of making a profit. The more the amount person is willing to lose, the higher possibility of profit will be.

Fifth step: Each investor has a different strategy, no one will tell how to handle securities in order to be guaranteed to make a profit. But there are several universal recommendations on how to build a portfolio that will definitely suit those who are aiming at stable income and minimal risks:

- Invest in blue chips. These are shares of large and long-standing companies on the market. They are unlikely to drop in value anytime soon. The S&P500 index, which we have already said, consists of such companies.

Six's step: Invest in shares of different companies. Each investment portfolio should be diversified by the sectors of those companies. Thus, if something happens to one of the holder's shares, they will not lose everything at once. This could be the target market, IT, food, and so on. When one industry goes down on its own, the second one develops.

Seventh step: Focus on one or two industries. The previous tip does not mean that you need to spread your investment across 15 industries. Tracking the situation in the two industries is easier than 10. To diversify risk, it is better to choose two completely different industries, such as investing in Coca-Cola and KazMinerals.

Taking into account all 7 mentioned above steps, a future young investor should never give in to panic and wait for the right time. So, if the stock began to fall rapidly, investors need to wait: perhaps in one or two months the prices will return to normal or will increase in another sector. An excellent example of this is the Corona crisis of 2020, during which the entire market fell or the oil market's situation around a disagreement between OPEC and Russia at the beginning of March 2020 when the oil price dropped by 34%.⁵ However, as soon as the economy started to wake up, stock prices began to return to their pre-crisis positions.

Conclusion

We have raised this topic on investments in the share of youth in Kazakhstan in the case to improve their financial literacy. This should help them to be on track, plan accordingly and be responsible for their own financial future. Understanding youth's social and financial problems, looking at the vulnerable young people this course was aiming not only to teach and provide information on how to invest but also support them and by mentoring in the future help to establish more effective, motivated and productive young people in Kazakhstan. By implementing the course vision at this moment, during the national project organized by Alumni Association “Turan Zerde” by Turan University – “Skill Up” in September 2020, we have taught more than 585 students. During this master class, we have discovered the need and interest of youth. As well as discussed, the main questions they have had and planning to increase this project in whole Kazakhstan. As it was highlighted in the beginning, this course was aiming to create stability for the future and formulate personal goals in short term and long-term investments through the young people in Kazakhstan, support them in their beginnings and motivate. This project started with good achievement, more than 300 students already started to learn about finance and investments in shares in Kazakhstan. 3 students by now under the mentorship.

It should be noted that although the social and economic effect of increasing the financial literacy understanding manifests itself gradually, world experience proves the indisputable need for this work and the inadmissibility of delay in solving this problem. A good level of financial literacy is necessary for every person not only to achieve their personal financial goals but also to ensure their life cycle. Whatever the specific goal, the benefits of financial literacy will improve living standards and confidence in the future, stability and prosperity of the economy and society as a whole.

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The challenges of banking system towards formal educational settings
Study case: Pedagogical practices among educational stakeholders in Algeria
 (Introduction to pedagogy of the oppressed).



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Abstract:

Under the contemporary global situation, it is really hard to define a successful educational system while every setting is struggling to find out the possible ways of adjustment between the different stakeholders and the massive changes happening within the educational frame. Nowadays, the standards of success in a so called theory or approach of teaching learning process changed from a goal oriented to a conditional oriented process. It is extremely difficult for a given research to highlight the gap in an assumption or a field treated strategy while there is no stability for evaluation. Hence, the idea of tackling a flexible topic based on the presence of some circumstances already will be a concrete blue print for a tangible change in the schooling system in general and the operators of schooling norms in specific. Usually the research outline takes an empirical stage where observations are collected for the analytical sake whereas this following research is shaped based on the current pandemic situation and its prominent affects on the pedagogical implementations in one hand as a documentation protocol and their actual application in the other hand.

Once we put the term pedagogy into the surface, a number of notions take a place namely assessment of teachers (instructors) and learners whom we consider the large sample being assessed. Within the same token, this study will guide us to a narrowed area of assessment which focuses about the oppressor and the oppressed in formal education. We barely know how controversial is the link between a facet that has a restricted norm to follow when it comes to formal middle school or high school teaching and a totally opposing facet which defines the notion of freedom at first known as the pedagogy of the oppressed.

In order to bring more significance to this research, the qualitative data will be collected from a teachers learners circle in a number of Algerian high schools. The study scope will cover Algeria only based on two main reasons notably the spread of banking system among the educational institutions there and the current trans-formative stage of learning that paved the way for a massive media literacy conceptualization.

By the end of this research, we will be able to differentiate between **Formal** and **informal education**. In addition to this, we will be able to put freedom into its right context when it comes to **educational practices** among **stakeholders**. By mentioning the major figures in education, it is important to explain how **banking system** affects educational pedagogy especially its connection with **pedagogy of the oppressed**.

Summary:

1. Introduction
2. Definitions:
 - Education
 - Formal education
 - Notion of freedom among informal and non formal educational settings
 - What are the new educational policies? The eye on creativity VS Stakeholders
 - Banking from concept to a system
 - Banking System in education
 - Pedagogy of the oppressed (oppressor VS oppressed)

Research study:

- Research instruments (Online interviews, Educational policy manuals)
- Research Analysis
- Research findings and resolutions

4. Conclusion

Introduction:

This research was conducted purposely to highlight a number of terms which belong to the educational field and fall under the conceptualization of pedagogy. Indeed the data collected during this study make us realize how vast pedagogy was and still emerging via our practices as decision makers, policy inventors, teachers, learners and social supporters as well. The theoretical part will drive the focus into education not as a misunderstood concept but as a newly treated concept. Also through this part, we will tackle pedagogy as a set of empirical practices developed to the so called policies in education. Under the same scope, we will be able to make the difference between formal education as major classical part nowadays, informal education, and non formal education which exclude the missions of stakeholders in specific. After the basic identification of concepts, our theoretical frame will shed light on the banking system as a complicated format of pedagogical practices and the theory of the oppressed as an alternative which shows no enhancement in systems in our present.

The practical part of this research will be presented in form of explanatory situation to the educational banking system in Algeria explained and illustrated by a number of stakeholder's speeches via distance interviews. Based on the transcripts recorded from the set of conversations collected, this study will be able to allocate then relocate the existence of stakeholders within educational settings in Algeria (namely middle and high schools), the challenges witnessed by the teachers and the learners among the above mentioned institutions, identification of attempts and the trials for a better education which goes all the way with a promising emerging system that we cannot see in such setting. The practical façade will also enable us to find out the reason of stagnation within the Algerian educational system and come up with some alternatives, blue prints discussions and promised studies which may change the contemporary beliefs of continued oppression without an expected liberation in pedagogy when it comes to a third world country challenging circumstances.

Education:

Among all the scholars we find that education is defined as a scale with different levels. While each level is identified by systems, policies and empirical attempts which make from it a closed field of amelioration. The majority of decision makers mainly research conductors' link amelioration to education which clarifies the sense of continuous improvement. Whereas, few studies only speak about assessment in education as a discipline. That is why the outcome of progress, assessment, planning, knowledge studying and improvement create what we call education (Dib, 1988).

Formal education:

An organized education model structured and administered by laws and norms, and subject to strict curriculum objectives, methodology and content. Generally speaking this form of education involves the instructor, students and the institution. Participants in formal education are expected to attend classes, subject themselves to assessment that is meant to take learning to the next stage and it results in the attainment of diplomas and degrees (Todaro, 1995). Based on Todaro's vision on formal education we can explain the slow grow of formal education by the lack of creativity and the absence of policy supervision.

Informal education:

In informal education the responsibility for learning rests with the individual. Mistakes are valued and are considered vital to learning, more mistakes means more learning. This form of education in most cases happens in friendships, families and work environments (Novasodova, 2013). Hence, in this type of education the notion of freedom is represented with careful practices while in the following definition of non formal education freedom gets more trials for creativity and stepping toward new methods of learning listed in figure 1 & 2.

Non-formal education:

It is flexible in terms of curricula, and methodology but learning in these settings is not by chance, instead it is intentional and organized. Students' needs and interests are placed in the center and the time frame is lacking. Additionally, the contact between students and instructors is significantly less and most of learning happens outside class and institutions. While formal education lacks the practical side of knowledge, non-formal education focuses on skills and the development of attitudes such as tolerance (Dib, 1988) which are vital to one's future success. Studies suggest that the needs of students are better met by non-formal education which enables them to know themselves and the world better. In general, non-formal education focuses on the student, it is open and flexible to needs and interests of students, and is quick to respond to the changing needs of individuals and societies (Garben, 2012).

What are the new educational policies?

Whenever we tackle education, we automatically link it to pedagogy and any pedagogical practice is described by a policy. Thus, it is important to give a small definition of both concepts in order to create a platform of intertwined relation between them. Pedagogy is the frame made to apply with no other choices for the stakeholders. As it was said in katsarova's words "the absence of choices makes from the plan a set of rules to apply" (Katsarova, 2015). While the policy is the set of choices given to fill in the plan we have. Carlson said that a policy gives you choices and pedagogy takes from you choices to build up a plan (Carlson, 2002). Starting from these definitions we can identify the components of each born policy notably reference to pedagogy, decision makers point of view, creativity, testing and assessment. Based on this, it will be easy to understand the figure below which included the context or the knowledge, the way of its delivery, the knowledge receiver, the efficacy, the contributions and the evaluation.

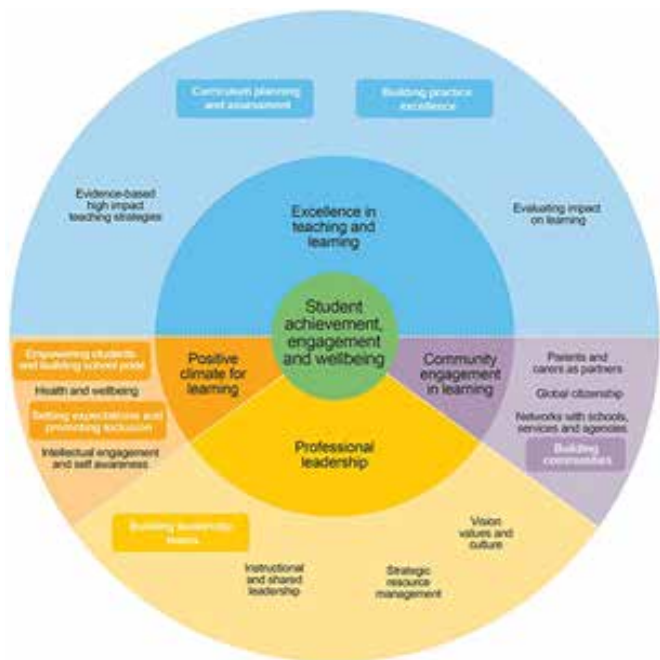


Figure 1

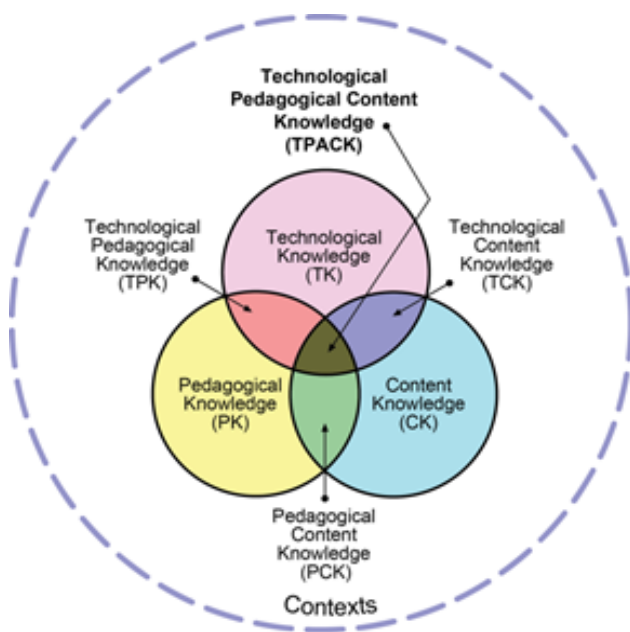


Figure 2:

The first figure represents the stakeholders’ involvement in policies creation namely: decision makers, assessors, teachers, learners, social supporters for instance parents, private instructors. In this blue print we can see that students well being is on the top of the policy goals. This main focus usually appears among non formal settings where the student or the learner experiences free learning will. It is noticeable now that the creation of supporting atmospheres in a policy brings the satisfaction of all stakeholders and let them contribute within conditioned policies.

The second figure shows the strong relation between content knowledge in education, the current needs and pedagogy framing. That is to say, a given pedagogy cannot be designed without knowing the complexity of the knowledge content, the setting and the quality of stakeholders (teacher’s level, students’ background, ethnicity, age group, race, contemporary conditions...).

Banking from concept to system:

Before we explore the evolution of banking system with freire’s assumptions, we start from using knowledge to progress. Progression requires knowledge to be used, assessed, criticized and recommended while banking has the opposite perception of progression. That is why; the most of unsuccessful educational systems suffer from the banking system caused by past social events, colonization, beliefs, bureaucracy and dehumanization. Banking is rather a system than a small conceptualization because it affects the quality of knowledge, the performance of learners and the quantity of research as well as the amount of creativity needed in such setting.

Banking system in education:

In freire’s words: “in the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance into others, a characteristic of the ideology of oppression, negates education and knowledge as a process of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence. The student alienated like the slave in the Hegelian dialectic, accept their ignorance as justifying the teacher’s existence but, unlike the slave, they never discover that they educate the teacher” (Freire, 1970). The passage freire mentioned includes all the possible meanings which make from education storage instead of a problem solving reciprocal process between the instructors and the learners. The absence of feedback, negotiation and criticism make from the knowledge an abstract tool that cannot be expanded. This definition represents the same image of struggle among stakeholders in different institutions where knowledge is taking a one way direction with no negotiable attempts.

Pedagogy of the oppressed:

While defining the pedagogy of the oppressed we can simply indentify it as the new born term for the banking system verses the problem solving one. The oppressor in this situation does not create choices or options for learners. In this case, they develop the same characteristics of ignorance, non interactive behavior, non correspondence, and luck of communication and the absence of creativity. The oppressed part will play the same role of the oppressor in any knowledge transmission phase. As freire mentioned: “Playing both roles in different settings creates more damages in education”(Freire,1972) and that is exactly the same what is happening in most of third world countries where knowledge quality is lost between the stakeholders and the means of transmission (policies, theories, teaching methods...).

The end of this theoretical framework gives us the floor for a practical study where we can highlight the major problems of banking system among stakeholders in Algerian high schools. This corner will suggest the possible working atmospheres that both students and learners need to put pressure on decision makers for a remarkable change in this regard.

Research study:

In this study six teachers from high school and middle school were interviewed in addition to the head of scientific board in the ministry of higher education and scientific research in Algeria. The data collected will give us a general view of schooling system in Algeria, including the banking challenges, application of policies in term of protocol not as pedagogical practices expected. Based on their responses we will be able to draw a direction of findings to this mini research.

Research instrument:

This research took interviews as a main tool of data collection in addition to some documentation analysis namely (ministry of higher education decisions, data access to annual report performances published within the ministry website). Some of the interviews were conducted via Skype, some via Zoom rooms and one only via a question handed format to make the transcription easier in terms of data understanding.

Data Analysis:

The interview questions were standard for both teaching levels in order to find out the similarities and the differences established in both schooling levels. The first questions targeted the strategies used to deliver different subjects where three of the teachers indicated one method followed in all classes. Their answer gave birth to the second question which targeted the techniques of dealing with knowledge quality in liars. In response to this, only two middle school teachers who were able to identify some tasks implemented in classes where knowledge can be taught in two directions: Teacher student input and Student teacher input. Based on the two previous questions, it was clearly noticeable that pedagogy practice in the missing component that nobody considered as a serious issue. The questions asked where we put pedagogy among this closed circle. Though it should be centered topic of concern in our research eye, it is completely ignored by the interviewed teachers. Starting from the years of their experience, I questioned them about the pedagogical trainings they had before starting their teaching careers. Some of them got directly into the work domain, while some got only two weeks training that can be seen as notice period to observe methods only. Surprisingly, the head of scientific board took a natural attitude among this investigation when he described the policies implementation as challenging field in Algeria. After this, the next question was a WHY. The head of scientific board illustrated this by the luck of experts in policy trials, testing and educational assessment in addition to the reliance on the French system since the reconstruction of majority of fields in the country the past sixty years.

Research findings:

This study highlighted the following remarks:

- No afforded pedagogical trainings for new teachers
- The existence of a standard teaching method which deals with different sorts of knowledge as one type.
- Absence of research studies that cover the policies implementation in different schools providing a comparison of techniques.
- No policy ordering in addition to the luck of practicality and evaluation.
- The phase of assessment among educational settings is completely ignored
- Norms are just a protocol documents for all the stakeholders including the policy makers.
- The absence of concrete statistical data when it comes to the annual improvement within educational settings.
- Student performances are not watched or recorded for continuous assessment.

Resolutions:

Based on the previous findings, the field of education in Algeria needs a radical shift from the colonization oppression to an improvised phase of testing and observation. It will be challenging for the country to start with a new monitoring policy system for all the stakeholders and put them under the scope of observation in order to pave the floor for improvement, negotiable practices, effective communication between stakeholders and the presence of freedom when it comes to knowledge transmission. It seems that the educational system in Algeria needs freedom first because it represents a whole example of oppressed system which imposes small oppressive challenges. As freire says “Radicality is the start of the change era” (freire, 1972).

Schooling system in Algeria needs:

- Freedom of creation
- The freedom from social beliefs
- The freedom for dispatching inequities
- The openness on globalization
- The renewal of language policies as opening doors to the world contemporary educational standards.
- Testing and assessment
- Application of teaching methods and techniques which take the learners’ individual differences into consideration.
- Identification of knowledge basics, and some other factors which affect the stakeholders’ performance for instance age groups, background, ethnicity...

These are some of the suggested plans to build up a caring educational system including the voices of stakeholders:

The third figure represents the schooling system as a social core which accepts different contributions from teachers, learners and the rest of decision policy makers. This plan makes curriculum as a major concern of continuous evaluation.

The fourth figure represents the adaptance and the flexibility of schooling systems based on creativity in teaching content taking into consideration inequities, social disparities, societal formula of learners and teachers.

Figure 3

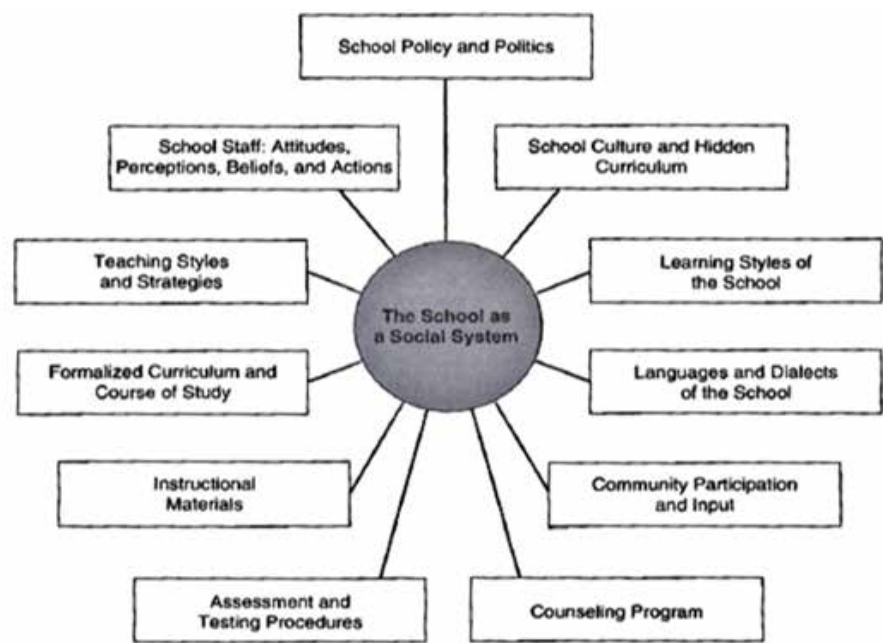
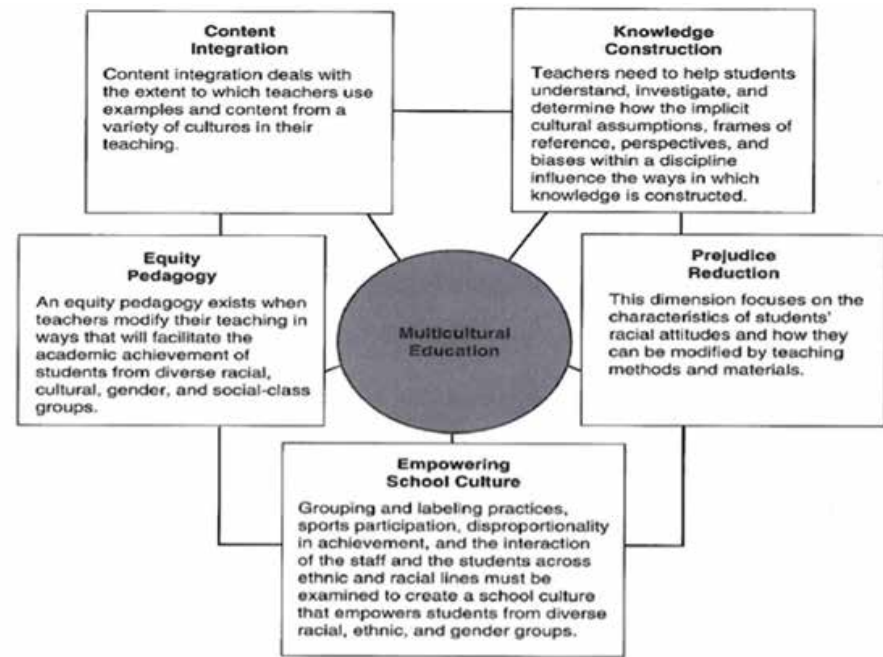


Figure 4:



Conclusion:

This study was a blessing for the educational setting in Algeria precisely and a reference into educational changes globally. Though it was not expanded research with a number of limitations and challenges witnesses namely the distance to conduct interviews, the diversity in social backgrounds, the lack of infield practices and the absence of structured pedagogy in the Algerian institutional system, It still makes a remarkable step forward to think of reframing the pedagogical practices and teaching theories in Algerian schools.

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INTEGRATIVE MENTAL HEALTH, WELLBEING AND MARGINALIZED YOUTH BUILDING RESILIENCE AND IMPLEMENTING POLICIES FOR TACKLING MENTAL HEALTH CHALLENGES AND BUILDING INCLUSIVITY AMONGST THE MARGINALIZED YOUTH AMIDST THE POPULATIONS OF DEVELOPING COUNTRIES DURING COVID-19



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ABSTRACT

Psychological, social and emotional well-being of the several different individuals in differing communities of the societies is a topic of immense controversy. In addition, the marginalized and vulnerable youth are subjected to bias and social divide which is built upon a foundation of discrimination, oppression and abuse. It is thus very important to address these two topics with utmost priority because a country is only as healthy and wealthy as the people in it and in this modernizing world it is high time, we understand the importance of acceptance for all types of people and the value of mental well-being. In this paper I have addressed the roots of mental health and the marginalized youth of developing countries like Bangladesh and Pakistan and will provide plausible solutions for implementation into improved policies. In times of the ongoing pandemic and the negative impact of COVID-19 on every individual's lives, mental well-being and acceptance of the marginalized youth are of the utmost importance. The paper is divided into two part with the first one focusing on mental health and wellbeing and the second focusing on the marginalized and vulnerable youth. I will discuss in depth about the problems surrounding mental health and the marginalized youth along with the history behind these topics before delving into solutions to be implemented and discussing further on the benefits of implementing such solutions and summarizing the gist of the paper and our expectations in the call to action.

Chapter 1: The problem – Mental health, a quandary

Mental health essentially includes an umbrella of terms referring to an individual's psychological, emotional, cognitive, behavioral and social well-being. The WHO defines mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. However, it is unwise to conceptualize mental health as being something that only has a positive outcome or a positive state of mind that does not include mental illnesses. Feelings of happiness or satisfaction are not the only aspects to mental health as the eudemonic and hedonic traditions of associating mental health with just positivity or positive functioning may isolate individuals such as adolescents with more reserved personality traits along with the marginalized, minorities or even migrants. It is important to thus recognize that mental health does not only include an absence of mental illness or imperfect functioning due to lack of positivity. The different life epochs require a constantly changing plethora of definitions, reflecting on the fact that the cultural and societal backgrounds affect the definition for mental health.

Mental health or psychological wellbeing is a topic not often discussed openly in the societies of developing world or any other part of the world. There is a culture of “shame” or “taboo” regarding the discussion of mental health due to traditional stereotyping and societal standards of how a perfect functioning human being should be. Majority of the individuals suffering from mental illnesses or disorders are challenged doubly due to the inconvenience of not having access to proper healthcare facilities for treatment of their disabilities and symptoms caused by the disorders such as anxiety or bipolar disorder to name a few, and also, the challenges they face due to stereotypes and prejudice resulting from misconceptions about mental illness. Stigma has a two fold impact, firstly being the public stigma, which is the general population's reaction to people with mental illnesses and secondly self-stigma, which is the prejudice people with mental illness turn against themselves. Research has indicated that the stigma regarding mental health and discrimination towards individuals suffering from mental health problems are higher in Asian countries like Bangladesh and Pakistan, in comparison to Western countries.

Additionally, as defined by the WHO, gender is a critical determinant of mental health and mental illnesses as it determines the differential power and control men and women have over the socioeconomic determinants of their mental health and lives, their social position, status and treatment in society and their susceptibility and exposure to specific mental health risks. Gender differences occur particularly in the rates of common mental disorders - depression, anxiety and somatic complaints. These disorders, in which women predominate, affect approximately 1 in 3 people in the community and constitute a serious public health problem. In contrast, men are more than three times more likely to be diagnosed with antisocial personality disorder than women. The high prevalence of sexual violence to which women are exposed and the correspondingly high rate of Post-Traumatic Stress Disorder (PTSD) following such violence, renders women the largest single group of people affected by this disorder. This disruption tends to affect minorities, marginalized communities, LGBTQs, different sexualities, youths and also adults alike as they are often judged and misunderstood due to the stigmatized societal constructs behind mental health. In the long run, inability in addressing the significance of mental health will lead to multifactorial implications causing affected individuals to be discriminated against.

The diagram shows some of the statistics based on mental health:



The history – A recap on the role of mental health in society and present situation

The origin of the mental health movement can be attributed to the work of Clifford Beers in the USA. By 1937, the US National Committee for Mental health stated that it sought to achieve its purposes by: a) promoting early diagnosis and treatment; b) developing adequate hospitalization; c) stimulating research; d) securing public understanding and support of psychiatric and mental hygiene activities; e) instructing individuals and groups in the personal application of mental hygiene principles; and f) cooperating with governmental and private agencies whose work touches at any point the field of mental health.

From its very beginning, the WHO has always had an administrative section specially dedicated to mental health, as an answer to requests from its Member States. In the preamble to the WHO Constitutions, it was stated that “health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” this definition intended to overcome the old dichotomies of body vs. mind and physical vs. psychic, it incorporates into medicine a social dimension, gradually developed in Europe during the 19th century.

The solutions – Formulating resolutions for integrating the importance of mental health into a culture of non-acceptance

The proposed solutions for integrating mental health –

- Improvements in the education sector – The education sector plays a key role in the implementation of knowledge and ideas amidst all age groups but especially amongst the children, adolescents, and youth.
- Inculcating the importance of mental health and introducing compulsory studies, courses, or units on mental health and wellbeing

as a part of the school, college, and university curriculum should be done to better educate individuals on its importance. Schools should teach subjects like empathy, emotional intelligence, social intelligence, financial literacy, nutrition, and physical fitness.

- Educational institutes should also revisit or instill rules and regulations which do not allow educators to pursue any aggressive behavior towards students which may be detrimental to their psychological well being.
- Educators should also be provided with motivational counselling in order to ensure they have a positive impact on student-teacher relationships.
- A curriculum should also integrate compulsory social services by students and educators to raise awareness on mental health amidst marginalized groups such as the LGBTQ apart from the developing and underdeveloped communities of the society
- Improvements at the societal, community, and government level – Due to a culture of shame and taboo behind mental health disorders in “brown” or Asian societies, mental health has been a topic frowned upon. However, introducing a culture of listening, understanding, accepting, and doing, at the societal level can help navigate policy makers in government bodies in introducing the significance of mental health into the different communities in a society
- Mental health should be promoted and emphasized upon just as much as physical health and well-being by educational institutes, workplaces, and government bodies via pamphlets, posters, emails, support-groups, and discussion sessions with a mental healthcare professional
- Electronic, print media and social media can play a vital role as they have a bigger number of audiences. It’s easy to spread any message or awareness by TVC or drama or movies. Promoting the stories containing a message on mental illness for example, of successful figures of a country, can be another step to change the point of view regarding mental illnesses.

Chapter 2 - Marginalized and vulnerable youth

Defining marginalization and how these youth are vulnerable

All around the world youth are mobilizing, with groups of young people organizing themselves and demanding attention to issues that specifically affect them. Often marginalized from local and national development gains, youth are particularly vulnerable to economic shocks, social instability, and conflicts and the COVID-19 has given us the best reflection of it. They are frequently left behind despite widespread development in other age groups. Youth experiences in times of global economic, social, human rights and environmental challenges require dedicated research, and meeting their needs and rights requires targeted approaches and investments. Young people have been excluded from development programs and activities in numerous ways. As an age cohort, youth are less likely to be involved in governance and decision-making processes, as a result of economic, political, and procedural barriers that prevent their participation. As the beneficiaries of services, youth are also likely to face marginalization due to their membership in excluded demographic groups, including: women, indigenous, disabled, LGBTQI, refugee, ethnic minority, migrant, and economically impoverished. Additionally, young people are often further marginalized within these groups due to their age. This layered marginalization not only infringes upon the human rights of young people, but also has negative effects on the cohesion and stability of the societies in which they live. Legal and human rights frameworks, and the provision of social and humanitarian services, need to be examined with the specific experiences of young people in mind to combat exclusion at all levels. The UN has an important role to play in building capacity for youth participation at all levels of governance. By building mechanisms for youth participation in decision-making at all levels, Member States and the UN can increase the representation of young people in political processes. Continued dialogue on these topics, as well as increased research on and visibility of the issue of youth marginalization, is necessary to build a better understanding of the issues and encourage action and institutional reform.

The history - Discrimination and the divide

The lack of international consensus on the definition of youth is sometime confusing. For example, the African Union Charter defines youth as ages 15-35, while some United Nations bodies define youth as ages 15-24. Neuroscientists would define the end of adolescence at 24-25, despite the fact that the age of onset of puberty in young women is declining. We need consensus on the definition of youth, for if we do not define who youth are then we cannot have a productive discussion on youth rights. Without definitional clarity, targeted policy solutions to global youth marginalization will have difficulty measuring progress. “Youth rights” has come to be broadly equated with youth participation, and with the right to sit at the decision-making table. However, youth rights must go deeper and address underlying marginalization within the youth category. Young people are excluded from full participation in governance and political systems at all levels. Age limits to run for office or even establish an independent organization affect and prevent youth engagement. Globally, only 1.65 percent of parliamentarians are young people in their 20s and 11.87 percent are people in their 30s, according to the UNDP 2012 Global Parliamentary Report. Young people globally faced the gender and health inequalities. Youth are then often recruited to violence or to participate in conflicts due to a lack of alternative opportunities. Young people are also victimized through unequal relationships with older adults. Child marriages, human trafficking, and migrant abuse have severe implications on the development of youth by impacting their rights to education, employment, and sexual and reproductive health. In particular, the rights of LGBTQI youth, and women and girls, have been systematically exploited and violated, making the vulnerabilities of these groups some of the highest in the entire population. Trends of chronic unemployment and underemployment have been particularly focused in the youth population due to global economic downturns,

a mismatch of skills and labor opportunities, and lack of dedicated youth policies are important factors. Young people also face rampant social and political exclusion when they seek to participate in decision-making at the local, national, and international levels. No dedicated international legal convention exists that asserts the specific rights of youth worldwide, representing a lack in legal mechanisms for young people to secure their rights from the state. These overlapping challenges represent a complex mix of marginalization directed toward youth, which together creates a system of enduring inequality that has stark implications.

Call to action:

Today, 60 percent of children around the world are not getting an education due to COVID-19 closures—a stark rate that communities have not seen since the 1980s. COVID-19 has exposed weaknesses in global food supply chains. And it has pushed fragile countries, such as Yemen, where, despite humanitarian assistance, 15.9 million wake up hungry every day, push millions more into further distress. Now, Oxfam estimates that the crisis could push half a billion people back into poverty. The ILO reports that more than one in six young people have lost their jobs since the pandemic began and those that are still at work have seen their hours reduced. UNESCO estimates about 1.25 billion students are affected by lockdowns. UNDP estimates 86 percent of primary school children in developing countries are not being educated. For the first time in a hundred years, the world is focused a common goal: beating coronavirus. Getting “back to normal” is simply not feasible—because “normal” got us here. The crisis has shown us how deeply connected we are to others and to the planet. COVID-19 is forcing us to revisit our values and design a new area of development that truly balances economic, social and environmental progress as envisioned by the 2030 Agenda and the SDGs. Integrated solutions are the only way in which we’ll be able to build a greener and more inclusive future to help countries meet the 2030 goals. For decades our youth have always proved themselves at the times of crisis and stood by the country whenever they were called. The power of youth is unlike any other power in this universe. As they possess passion, energy, enthusiasm, curiosity, courage and most importantly conscience more than any other citizens. They are the future of our nation and the light bearer of all the achievements to come in future. Ignoring such a huge majority of the country will only take us to astray. These driven bunch of individuals are what we need for our progress. Hence, availing more opportunities of the marginalized youth will only bring us success and progress and we will flourish as a nation. We urge everyone to take a step forward towards achieving the SDGs by 2030 and this time without ignoring the voices of our youth and considering mental health a big issue of this generation.

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COVID-19: A STATE OF EDUCATIONAL EMERGENCY

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ABSTRACT

“For children in emergencies, education is about more than the right to learn”. The rationale of providing and accessing education has changed its dynamics to a huge extent. We have intentionally or unintentionally dived into a different sphere of teaching and learning. Even though the ever existing factors have pushed in with vast difficulties and challenges, people have shown their agility in sudden change in preferences and modes for effective education. Thus in this research paper we shall go through the economics of education (mainly focused on India), the philosophy and growth factor of online education, the sudden need for intergenerational dialogue between communities, an overview of NEP (National Education Policy of India) and a data interpretation of Indian economics and its neighbouring countries. A pinch of economics to every aspect we cover brings in a true picture of ‘situation in emergencies’ and how authorities have dealt in; with accurate ‘policy recommendations’ and ‘condition over-viewing’.

Introduction: into the chaos

Circumstances bring change, in return we as individuals decide it's subjectivity and impact. COVID-19 has brought an upheaval majorly to every recognized sector around and as we progress and dive deeper into sub-divided fields of economics, we find ruptured wounded economies, bleeding day in and day out.

Education is a basic liberty and ought to be ensured and protected for all individuals, consistently. Be that as it may, emergency states frequently encounter troubles in ensuring and securing individuals' basic liberties especially the privileges of individuals from as of now marginalized gatherings, for example, people with disabilities. This might be because of loss of intensity and the lawlessness that follows, the obliteration of framework, or due to the redirection of assets. Regardless, crises lead to an improved probability that the privilege to education will be abused. It is therefore significant that international law and the international community act to limit and improve the hurtful impacts of emergency situations.

India has been one of the most affected countries globally. As I proceed, “today we witnessed 97,570 cases of Covid-19 just in India” (Yahoo News, 2020). India, being a developing country with huge diversity and differences has been continuously updating and adopting on the pre-existent structures and basis widely accepted around the globe.

While other basic needs, for example, Water, Health and Sanitation are being reacted to, educational necessities can't be overlooked and these have a similarly adverse effect whenever left unaddressed. The 'heap on impact' of the Covid is that, during the worldwide COVID-19 pandemic, interferences to education can have long haul suggestions — particularly for the most helpless. “There is a genuine danger of relapse for kids whose

fundamental, foundational picking up (Speaking, Reading, Writing) was not solid, in the first place” (World Vision, 2020). Furthermore, a large number of youngsters who have just been denied their right to education, especially young girls, are as a rule more presented to health and prosperity hazards (both psychosocial and physical) during COVID-19.

Thus, the undergone change in the field of education has vastly affected the youths of our building economies. So hereby, we are going to effectively understand the critique of educational policies and institutions and the crux of ‘how the world is regaining’ the fallen.

Intergenerational dialogue: need of the hour

With growing diversity in taste and preference and everyday enhancement in skill based learning; intergenerational dialogue is needed of the hour. On the constructive perception, E- Learning has paved the way for effective and efficient study infrastructure but on the other hand, it has been a state of chaos for many. The old age teachers and learners (since learning has no age) have been put into a lot of pressure by providing them a platform i.e typical, technical and ‘too futuristic for a specific age group.’

After the Industrial Revolution, we have witnessed sudden and rapid changes in the existing ideas, policies, structures and platforms, though it has brought in massive technological upgradation and efficacious improvements in developing sectors, yet it has failed to generate a promising base for the generations to come. We are skipping from systems to systems rather than fixating on a system to create better roots for future generations. Stumbling block of all this lies in an unexpected shift that becomes hard for older generations to fit in and handle.

To set the seal on, that demographic change isn't seen distinctly as a contention and battle for resources among young and old however that the difficulties it postures can likewise be perceived as opportunities, there must be more discourse and greater solidarity between the generations. The goal is to improve contacts between various generations and guarantee that each one can profit from these contacts. This will help decrease hindrances and partiality between the gatherings and advance intergenerational admiration and solidarity.

“The knowledge and experience of the older generation is of great value, and younger generations should be able to benefit from it. Conversely, the younger generation has skills that it can make available to the older generation or use to support older people.” (European Youth Forum, 2009)

Engaging with complexity, particularly in schools, is challenging . Yet it offers powerful learning opportunities and viable paths towards change. However, the conversations that many youth encounter at school do not necessarily engage with issues of oppression and conflict. This is because many educators shy away from engaging in discussions about race, equity and social justice, even in diverse, urban contexts where such issues are salient, and have not equipped themselves with tools to handle social justice discourse. Preparing educators to engage in such conversations is integral for building harmonious communities and deepening an engaged citizenry .“It is necessary to invest in social-justice-oriented programming to confront such issues in community-based forums, particularly when traditional schooling spaces confine such opportunities.” (Christina Parker, 2017 p.3)

An overview of National Educational Policy of India

On 29th July 2020, the Indian central government BJP (Bhartiya Janta Party) led by PM Narendra Modi approved the ‘**National Education Policy 2020 (NEP 2020)**’, with an aim to transform India’s education system by 2040.

This sudden change in the dynamics of education has brought in a lot of expectations and opened different portals of growth and stability in Indian economics. The Policy proposes the revision and revamping of all aspects of the current education structure, including its regulation and governance, to forge a new education system that is on par with the aspirational objectives of 21st century education.

“The New Education Policy must provide all students, irrespective of their *place of residence*, a *quality education system*, with particular focus on historically *marginalized, disadvantaged, and underrepresented groups*. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion,

and equality”. (Ministry of Human Resource Development, India, 2020 p.4)

The massive change after a 34 year gap, is being speculated as a revolution in the education sector since the government is seen more determined in ‘systemic reform’ rather than ‘incremental reform’. Earlier we thought education as a necessity that was fulfilled with a conservative approach with old outdated narrowed down ideologies and methodologies. Today India sees learning as a multidisciplinary, evolving and liberal approach.

“Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the ‘*foundational capacities*’ of literacy and numeracy and ‘*higher-order*’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions”.

Even though NEP2020 is yet to be put into process, some individuals find it as a product of neoliberal capitalism that is presenting education as a mere subject of skill based acquisition. India has a long road to travel before achieving its goal of free, easy, efficient and equal access to education throughout the country.

A case study: the economics of variable/non-variable factors in understanding the extent of education and educational sector

While analysing every aspect of social, political and economic sphere in projecting education as a ‘need’ more than a ‘want’, we planned a study that contained different dependent/independent variables in order to state the mechanism and relationship between evident factors and how they ultimately affect the nature, state and access to education in different phases of an economy. Our study contains India, Sri-Lanka and Pakistan since these countries have almost similar state of economic affairs and are culturally more homogenous and under one bubble.

Research objective

The objectives for the working of the project is mentioned below:

- To study the extent to which *Literacy rate* and *Infant Mortality rate* are affecting the *GDP*.
- To derive a comparative analysis of GDP with the help of Independent variables of India and its neighbouring countries.
- Ultimately analysing the effect of different variables in changing the state of education.

Research methodology

- The secondary data showing the value of Infant Mortality rate, Literacy rate and GDP in India and its neighbouring countries is collected from the World Bank by the researchers.
- The Researchers have considered GDP as a dependent variable and Literacy rate and Infant Mortality rate as the Independent variable.
- The Researchers have run Linear Regression using Eviews to find the results. Log Linear model has been used to derive the regression results as the data for GDP has a high variance i.e. it varies a lot therefore to smoothen the data log has been used and also to respond to the skewness of the large values the researchers have taken log linear model.

The **Log-Linear** model used by the researchers for the Linear regression is:

$$\text{Log}Y = \alpha + \beta_1 \log X_1 + \beta_2 \log X_2$$

Where,

Y = GDP (Gross domestic product)

X₁ = Literacy Rate

X₂ = Infant mortality rate

Working

India’s Result:

Variable	Coefficient	Interpretation
Literacy Rate	0.000423	A 100% increase in Log(GDP) is explained by 0.04% increase in Literacy rate
Infant mortality rate	-0.032212	A 100% increase in Log(GDP) is explained by 3.22% decrease in infant mortality rate.

Further interpretation of the result to check its significance -

- The standard error for all the explanatory variables is less than 1 which indicates there isn’t much deviation of calculated results from the actuals which means the estimates aren’t very noisy.
- The p stat value for constant is at 1% significance level which means the variable is highly significant. On the other hand literacy level has high probability value indicating the variable is insignificant and not reliable whereas mortality rate seems to be significant as it has probability value at 1% significance level.
- R squared = 0.997159, which indicates 99.7% of variation in Log(GDP) is explained by the explanatory variables.
- The AIC (Akaike info criterion) and SIC (Schwarz criterion) values are very low so the Log Lin model is significant including the variables.
- Also the f stat value of the regression is very high whereas its probability value is zero, which shows the significance of the data.
- The Durbin stat value is less than 2 which shows positive Autocorrelation.

Srilanka’s Result:

Variable	Coefficient	Interpretation
Literacy Rate	0.025983	A 100% increase in Log(GDP) is explained by a 2.59% increase in Literacy rate.
Infant mortality rate	-0.109757	A 100% increase in Log(GDP) is explained by a 10.97% decrease in Infant mortality rate.

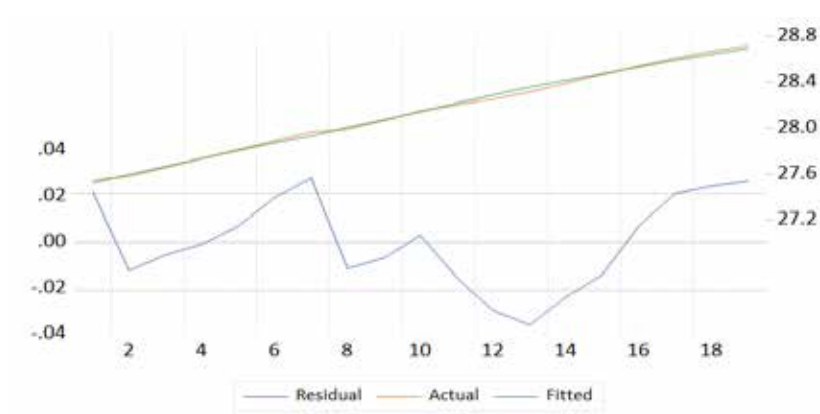
Pakistan’s Result:

Variable	Coefficient	Interpretation
Literacy Rate	0.007033	A 100% increase in Log(GDP) is explained by a 0.7% increase in

		Literacy rate
Infant mortality rate	-0.024390	A 100% increase in Log(GDP) is explained by a 2.43% decrease in Infant mortality rate

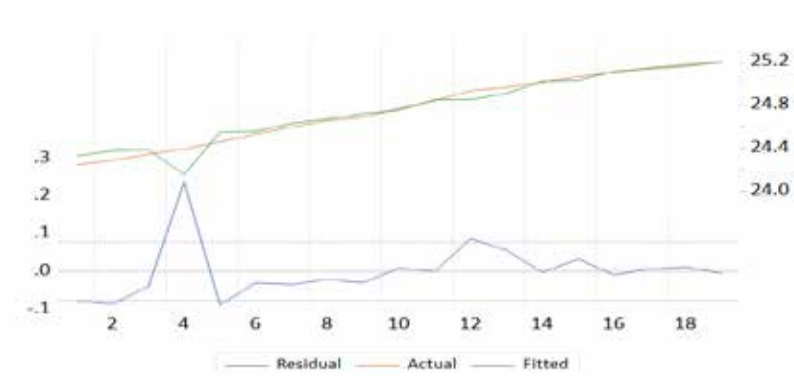
Actual, Fitted and Residual graph of the regression

India:



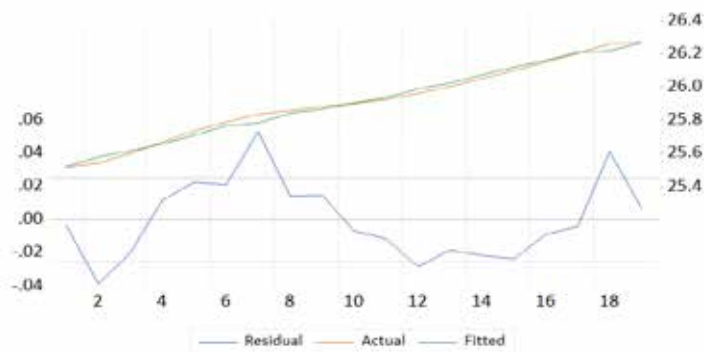
- The actual value is always the sum of the fitted value and the residual.
- We can see that the Actual and the fitted line coincide with each other which indicates that the data is significant.

Srilanka:



- A deviation has been observed in the beginning at the peak point of the residual series which tells us that due to certain policy failure or other probable reasons there has been a setback for Srilanka.

Pakistan:



- A very small deviation has been observed in the mid period at the peak of the residual line.
- The data set is significant as there is only a small deviation and rest of the period the actual and fitted data set coincide with each other.

Results and Findings

Simple linear regression which is used, is a statistical method that allows us to summarize and study relationships between two continuous variables. Now our main idea is to access the GDP of the countries so as to get an overview of the condition of the country. By taking *Literacy Rate* and *Infant Mortality Rate* as our independent variable thus affecting the dependent variable i.e. GDP, we will get to know the effects of literacy rate and infant mortality rate on the GDP or the success of the country. Regression tells us, up to which extent these independent variables are affecting the dependent variable.

Our regression result tells us that India, despite having such a high population, managed to contribute more and more to the world economy by growing at such a good rate for the past few years. Not to forget that our regression result tells us that Srilanka is one of the countries where literacy rate is even higher than that of India and Pakistan so literacy rate contributes more to the GDP of Srilanka and thus a better educational system is built. Our coefficient of Infant mortality rate for India, Pakistan and Srilanka is coming out to be negative which means as the Infant mortality rate increases i.e. death of young children under the age of 1 increases, it leads to a gradual decrease in the GDP of the country, which seems true as the young population plays a major part in contributing to the country's GDP.

We get to know about the significance of the variables through regression but it doesn't mean that it tells us the reason behind it. It generally happens, due to *different policies* of the different countries related to allocating and providing education or providing better medical healthcare facilities to decrease the infant mortality rate results in different outcomes for the respective countries.

Conclusion

The advent of revolution in the field of education is being speculated as the beginning of a new educational era as a system of multidisciplinary, liberal and diverse bubbles of learning. COVID-19 has forcefully brought in the idea of technological enhancements precisely in the field of education (teaching and learning) and gainfully entrusting its roots in massive economies around the globe. Education backed by digital and technological upgradation is proving to be a structure that is efficient and effective at the same time. In the race of educational revolution during these critical times, India has amended its previous workings and is producing better policies, laws for the advancement of education as a whole. There are many variables that determine a success or failure of a system or structure, for some, a certain outcome would be nerve wracking and for the other it might be an accomplishment. Education is very relative in nature and thus it gets easily affected by minor changes in economic flow. In these crucial and challenging times countries should stand together to stand forever. At the individual level one should be rational, helping and motivated to adopt and adjust with the changes that commence on as time passes by. Just to summarize “Be the change you want to see in the world”.

Appendix

View	Proc	Object	Print	Name	Freeze	Estimate	Forecast	Stats	Resids
Dependent Variable: LOG(GDP)									
Method: Least Squares									
Date: 09/18/20 Time: 09:24									
Sample: 1 19									
Included observations: 19									
Variable		Coefficient	Std. Error	t-Statistic	Prob.				
C		29.56943	0.131895	224.1894	0.0000				
LITERACY_RATE__ADULT_TOTAL		0.000423	0.001491	0.283652	0.7803				
MORTALITY_RATE__INFANT__PER_1_0...		-0.032212	0.000822	-39.17812	0.0000				
R-squared		0.997159	Mean dependent var	28.13224					
Adjusted R-squared		0.996803	S.D. dependent var	0.373321					
S.E. of regression		0.021107	Akaike info criterion	-4.734467					
Sum squared resid		0.007128	Schwarz criterion	-4.585345					
Log likelihood		47.97743	Hannan-Quinn criter.	-4.709229					
F-statistic		2807.443	Durbin-Watson stat	0.668776					
Prob(F-statistic)		0.000000							

(Linear Regression result of India)

View	Proc	Object	Print	Name	Freeze	Estimate	Forecast	Stats	Resids
Dependent Variable: LOG(GDP__CONSTANT_2010_US\$_)									
Method: Least Squares									
Date: 09/18/20 Time: 09:26									
Sample (adjusted): 1 19									
Included observations: 19 after adjustments									
Variable			Coefficient	Std. Error	t-Statistic	Prob.			
C			23.48104	2.291593	10.24660	0.0000			
LITERACY_RATE__ADULT_TOTAL__O...			0.025983	0.024615	1.055576	0.3068			
MORTALITY_RATE__INFANT__PER_1_0...			-0.109757	0.007830	-14.01719	0.0000			
R-squared			0.948823	Mean dependent var	24.75451				
Adjusted R-squared			0.942426	S.D. dependent var	0.321240				
S.E. of regression			0.077080	Akaike info criterion	-2.144008				
Sum squared resid			0.095061	Schwarz criterion	-1.994886				
Log likelihood			23.36808	Hannan-Quinn criter.	-2.118771				
F-statistic			148.3214	Durbin-Watson stat	2.169486				
Prob(F-statistic)			0.000000						

(Linear regression result of Srilanka)

View	Proc	Object	Print	Name	Freeze	Estimate	Forecast	Stats	Resids
Dependent Variable: LOG(GDP__CONSTANT_2010_US\$_)									
Method: Least Squares									
Date: 09/18/20 Time: 09:28									
Sample: 1 19									
Included observations: 19									
Variable					Coefficient	Std. Error	t-Statistic	Prob.	
C					27.22736	0.216014	126.0444	0.0000	
LITERACY_RATE__ADULT_TOTAL__O...					0.007033	0.002411	2.916464	0.0101	
MORTALITY_RATE__INFANT__PER_1_0...					-0.024390	0.001377	-17.71880	0.0000	
R-squared					0.989224	Mean dependent var	25.90899		
Adjusted R-squared					0.987877	S.D. dependent var	0.230927		
S.E. of regression					0.025426	Akaike info criterion	-4.362132		
Sum squared resid					0.010344	Schwarz criterion	-4.213010		
Log likelihood					44.44025	Hannan-Quinn criter.	-4.336894		
F-statistic					734.3832	Durbin-Watson stat	0.920563		
Prob(F-statistic)					0.000000				

(Linear regression result of Pakistan)

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THE PRINCIPLE OF FORMATION OF RESPONSIBILITY AS A VITAL COMPETENCE OF THE STUDENT'S PERSONALITY IN THE TEACHING PROCESS



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1. Analysis of key competencies of the student's personality заголовок першого слайда



The modern world requires from future professionals, current students a very high level of professionalism and personal qualities. We live in a time when everything is changing very quickly, the existing institutions of socialization are undergoing significant transformations. The modern education system is also undergoing constant change. Society is becoming more stringent and demanding to the competence of the individual. We see that the diplomas that students receive after graduation cease to be a sufficient condition for a good job, becoming only one of the necessary conditions for promotion to the next.

The globalized society of the XXI century actualizes in the content of vital competence of the person a number of necessary psychological signs, among which the key place is occupied by sense of responsibility. Therefore, the problem of implementing a competency-based approach in the formation of this quality in the training of modern specialists is extremely relevant and requires purposeful psychological and pedagogical formation of students.

Cxema The key competencies of the student's personality include: 1. a high level of communication skills 2. willingness to cooperate 3 self-development and self-improvement throughout life, 4. active application of their knowledge in practice, 5. creativity (innovative attitude to themselves and the world), 6. self-competence, 7. responsibility as competence, 8. courage as a willingness to take risks and make vital decisions on personal responsibility, which involves self-belief and the ability to assess the likelihood of achieving the desired result, taking into account current moral and legal norms, 9. high level of adaptation - ability to adapt to risk situations as much as possible due to the ability to compensate and minimize them.

Схема**Main methods of development responsibility in the teaching process**

- personal growth training (their main task is to reveal the inner creative potential of the student, to help him to realize, to remove communicative barriers in communication)
- method of cases (helps to increase responsibility for own thoughts, actions, to understand oneself better)
- brainstorming.



фото до цього слайда

2. Multiculturalism as a prerequisite and consequence of the implementation of personal responsibility

The view of multiculturalism as the result of the free choice of individuals creates the preconditions for understanding multiculturalism as a prerequisite and consequence of the individual's responsibility. Without such a responsibility - more or less consciously - today it is impossible to fully culturally identify and self-identify.

The life of modern society is characterized by rapid and systematic social change, globalization of risks, the complexity of social practices, the pluralism of life strategies and styles. All this necessitates the formation of personal responsibility in the realization of freedom of cultural choice as such an integrative quality, which is an objective demand of both individual and social life. Awareness of the need to form personal responsibility in the implementation of freedom of cultural choice as a certain life competence to optimize the functioning and development of modern society has been embodied in the transformation of politics and legislation, not only in culture but also in education, economics and more. In the context of a multicultural society, which is characterized by coexistence in one social space of different cultures, the problem of personal responsibility is actualized, on the one hand, by the emergence of new mechanisms of self-identification, when identity formation occurs on the basis of individual choice, on the other hand - by social demand for the presence of communicative and cultural responsibility in the individual as a necessary prerequisite for establishing productive intercultural communication, in order to "live together".

Particularly urgent is the need for psychological conceptualization of responsibility as a vital competence of the individual - as a holistic phenomenon in its socio-cultural representations. It is this theoretical problem that should be addressed by emphasizing the communicative dimensions of the life competence of the student's personality, taking into account the social demands of a multicultural society. The theoretical model of life competence of an individual should be correlated with human life in general, taking into account all its essential properties and multidimensionality. In the first approximation, the vital competence of the individual can be defined as an integrative qualitative characteristic of its ability to productive and responsible life.

Схема The universal social parameters of responsibility as a vital competence of the student's personality include: 1. universal virtues - honesty, justice and courage, 2. involvement in the horizons of the universal meaning, which absorb the meanings and meanings produced by the community and tradition, 3. feelings of love, kindness, solidarity 4. purposefulness, strong-willed perseverance,

responsibility; 5.innovative attitude towards oneself and the world, which requires the ability to professional and social mobility, continuing education, professional and spiritual self-improvement.

2. Psychological and pedagogical formation of a student's sense of responsibility

Nothing is guaranteed once and for all in the spiritual life of an individual. The formation and development of personal responsibility is always a dramatic, contradictory, multidimensional and even multidirectional process of self-determination and self-realization. Moreover, the responsibility of the individual has the properties of self-determination - it is always not only responsibility to someone, but, above all, keeping promises to oneself, consistency in one's actions. Given this, it would be more accurate to talk not about education, but about the formation of personal responsibility. In this context, it should be noted that **responsibility as an essential characteristic of the individual, as a determining force of its self-construction has two dimensions - is the ability and quality of the individual.**

Responsibility - is the ability of the individual to self-determination, self-development, self-realization in life and at the same time - is a personal quality that is formed in the process of realization of this ability. Moreover, as a personal quality, responsibility can become both productive and destructive in relation to the individual and his existence.

Given the self-determining properties of responsibility, it cannot be nurtured only as a personal quality, it can be formed and developed as an ability. **Development the sense of responsibility involves:**

the creation of favorable for the productive development of responsibility of the educational fields - the fields of freedom, creativity, justice;

education of appropriate personality qualities , self-esteem, respect for the Other, personal dignity, honesty, critical thinking, strong-willed perseverance, emotional sensitivity, etc.



Conclusion. Thus, in the practices of personal responsibility should create favorable conditions for the formation and development of personal authenticity and at the same time open to the individual intersubjective perspective and horizons of common sense, give them clarity and personal significance. It is the choice of one's own way of being human and carrying out one's life in compliance with the requirements of the anthropological boundary as the boundary of humanity and human coexistence .

EDUCATION AND THE CHALLENGES OF INTERGENERATIONAL DIALOGUE AMONG THE DENOTIFIED NOMADIC TRIBES OF INDIA



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Policing mobility and the mobile: “inscribing” criminality, “ascribing” identity in the colony

The Criminal Tribes Act (CTA) XXVII was introduced in 1871 according to which crime was linked with genetics just like the caste system and mobility became a criminal act. This legislation was used against a wide variety of ‘abjects’ and ambulant groups like the nomads and wandering Gypsies, itinerants and peddling communities, pastoralists, hill and forest dwelling tribals and other mobilists who did not conform to the colonial pattern of settled agriculture and the Victorian ethics of (hard) wage labour and disciplined lifestyle. (Arnold 1995) According to Nigam (1990 a), the category of ‘criminal tribes’ was a ‘colonial stereotype’ fashioned to justify the punitive ‘policing’ and ‘disciplining’ of sections of the population who were unwilling to accept the new moral order that the British sought to impose on rural society. This ‘disciplinary power’ was exercised through a ‘scopic regime’ of close surveillance and regulation which in turn birthed the carceral state. The new entity was premised on the knowledge/power discursive practices involving the tripartite processes of segregation, exclusion and resettlement of the ‘criminal type’. (Nigam 1990 b) Thus the CTA became a watershed in India’s penal history as it altered all previous notions of crime, criminals and criminality. (Radhakrishna 2001)

The administration felt that “particular types of crime were associated with particular skills which were specific to...tribal groups”. (Major 1999) This popular perception turned the natives of India into “organisms of impulsive, habitual, and instinctual criminality”. (Pandian 2008) This labelling of criminality was a colonial trope to impose ‘governmentality’ (Foucault 2007) and produce ‘disciplined’ bodies (Foucault 1977) so that ‘biopower’ (Foucault 2007) over the natives could be enforced through the state acting as the panopticon. The task of disciplining and turning the so called “criminal caste and tribes” into “subjects of modernity” rested with the Salvation Army (SA) which had begun ‘settlements’ to ‘discipline’ the natives. In reality, however, the SA provided cheap labour to nearby tea and coffee plantations and factories and in some cases were also sent overseas.

After independence, the CTA was replaced by the Habitual Offenders Act of 1952 and the hitherto “criminal Tribes” were now known as Denotified Nomadic Tribes (DNTs) or *Vimukta Jatis* (free from caste). According to an estimate, in 1947, there were about 128 tribes and castes totalling 3.5 million (about 1 per cent of the total population) inscribed as “criminal” and provided a criminal identity. (Major 1999) Today, according to the Renake Commission Report 2008, the population of the DNTs including that of the Nomadic Tribes (NTs) and Semi-Nomadic Tribes (SNTs) is reported to be about 150 million with a majority living poverty ridden, invisible and precarious lives.

Fig. 1 Map of India showing the distribution of DNTs and Nomadic Tribes.



Despite the denotification, unfortunately, the stigma of ‘hereditary criminality’ doesn’t leave their existential identity and are still viewed as ‘habitual’ criminals by the society. Moreover, multiple intersectionality which includes the labelling of hereditary criminality, profession, caste / class as well as their locality contribute in demeaning their social position and self-esteem. As a result, they are treated as lowest of the low and as untouchables by the wider society and are slotted as SCs, STs or as OBCs and in the wake of illiteracy and low self-esteem are compelled to join the ‘reserve army’ of the informal or ‘interstitial economy’. This includes human trafficking, illicit trade, bootlegging and smuggling, sex work and modern slavery and much more. However, despite all odds that the DNTs encounter in their everyday lives, there are few like the Chharas from Ahmedabad, Gujarat who try to respond to the colonial and the post-colonial state through their street theatre called Budhan Theatre (BT).

Fig. 2 Naroda Beggars Home near Chharanagar where the Chharas were kept for reformation.

The Chharas have evolved over time and see themselves as 'born actors' and not 'born criminals' and while the community earns its living by bootlegging, it is BT’s 'performative economy' (Dia 2017) and its infrapolitics that has given them a unique identity and recognition in the wider society in general and in the world of DNTs in particular. It is through BT that the Chhara community form ‘subaltern counterpublics’ (Fraser 1990) try to raise questions of social justice, human rights and issues of citizenship.



Fig. 3 Chharanagar near Naroda Patia in Ahmedabad, Gujarat.



The Chharas are part of the large population of DNTs of India who are also known as *Kanjarbhat* in Maharashtra, *Sansi* in Punjab and as *Kanjar* in Rajasthan. The Chharas belong to one of the Rajput clans of Rajasthan (Devi 1972:185) and refer to themselves as *Bhantus*¹ or the “Romas of India” given their genetic links and cultural affinities with the Romas of Europe. Traditionally, Chharas were mobile entertainers, actors and folk artists who earned their livelihood by doing street performances. However, street entertainment provided by acrobats, singers, dancers, tight rope walkers and fortune tellers was seen by the British as a veritable threat to public order (Radhakrishna 2000) and therefore such troupes were compelled to lead sedentary lives and who today earn their livelihood through petty thieving or acting.

Of “Insurgent citizenship”, samizdat aesthetics and “infrapolitics” of the indigene: the case of Budhan Theatre in Ahmedabad, Gujarat

Budhan Theatre (BT) was founded in 1998 by the renowned litterateur and tribal activist Mahashweta Devi and famous linguist and social activist Ganesh Devy. BT with its headquarters in the Chharanagar Community Centre is an Indian theatre group composed of members of the Chhara tribe. Some of the trope members have even gained entry in the National School of Drama in New Delhi, a reputed institute for theoretical learning and practical training in theatrics and drama. It is an experiment in radical theatre movement and has become a subject of research in institutes of higher learning on alternative education that imparts an alternative vision of development and identity formation. The BT draws its inspiration from the Indian People’s Theatre Association (IPTA), an association of Leftist theatre activists formed in 1943-44 in Kolkata and Mumbai and has evolved from Jerzy Grotowski’s “poor theatre”.



Fig. 4 Chharanagar Community Centre which is the axis mundi and public sphere for all cultural and educational activities of the Chhara community.

¹ *Bhatus* or *Bhantus* is a corrupt form of the word *Bhati* and have a rich history and tradition of folklores and oral narratives.



BT is an iconic protest theatre and a classic case in the theatrical genre of “theatre of the oppressed” (Boal: 1979) that plays the role of a ‘conscience keeper’ and gets deployed as a “socio-spatial tactic in two interlocking registers: first, as a means through which to enact a re-scripting of criminalized subjectivity in the post-colonial moment; second and equally, to advance the practice and potential for democratic politics that is as a space for constructive encounter and dialogue across difference.” (Johnston and Bajrange 2014) The “performance also furthers the staging of affirmative subjectivities, while providing a mechanism to challenge who has the right to be seen and heard within a public sphere”. (Ibid.)

Fig. 5 Details of the activities run by the Chharanagar Community Centre which also consists of a rich library and acts as a space to practice plays before it is presented before the public.

BT was born with the sole intention of challenging the hegemony of the ruling elite and resist an unequal world where human rights violations, exclusionary practices, poverty and violence are normalised. Through their plays, they raise issues of identity, visibility, child trafficking, pornography, land grabs, migration and eviction and other issues that depict contemporary issues concerning the DNTs in a globalised world.



Fig. 6 Library inside the Chharanagar Community Centre

It is also a tool of sensitizing the society, youth as well as the administration especially the police. Today, BT engages in multiple forms of theatrical genres ranging from street plays and community theatre to proscenium and experimental theatre.

Intergenerational dialogue through theatre and performativity

Fig. 7 Kavita Gadgear performing a nukkad natak. She is a well-known theatre and television actress from Chhara community



Theatre is helping the oppressed communities invent a new vocabulary for a progressive, contemporary and radical theatre. The plays and message of BT are like the Samizdat that questions, persuades and haunts the administration and is a ‘writing back’ to the regime of its oppressive past and its torturous present. In many senses, this theatre is a political tool of subversion where the combined tropes of “public / hidden transcripts” (Scott 1990) tantamount to “weapon(s) of the weak”. In doing so, it also democratises the political spaces and strikes an intergenerational dialogue within and outside the community. It is in its engagement with the ‘performativity’ of subaltern politics that BT grapples with deeper questions of agency and structure, sovereignty and citizenship, nation and nationalism, marginalisation and the legitimisation crisis as well as the location of the subalterns in this ‘field’ (Bourdieu 1993). BT poses a counter narrative to government’s claims of modernity, urban development, and inclusivity and showcases the physical atrocities and trauma faced by the Chharas in post-modern India. Today they challenge their ascribed status as “non-citizens” who

are compelled to inhabit ‘non-state spaces’ and therefore claim their citizenship rights including rights to land and housing. Some of their other demands include reinstating scholarships and reservations in schools for Chhara students and providing appropriate compensation to victims of lynching who belong to the marginalised sections. (Khanna 2018)

Contemporary citizenships develop as assemblages of entrenched and insurgent forms, in tense and often dangerous relations, because dominant historical formulations simultaneously produce and limit possible counter formulations. The insurgent predictably erupts at the very same sites that sustain the entrenched, but under changed circumstances. BT is the topos that facilitates the “technology of the self” (Luther et al 1998) through which the Chharas fashion new innovative tools of resistance and re-write their version of past and the present. The plays are testimonios of those who have suffered statist violence or of those who survived them. It is an ethnography of the everyday negotiations that speaks of the ethnographer’s / subaltern’s subjective position and location in contemporary world. Seen from the perspective of Agamben it is the fact that a biopolitical state can strip someone to what is ‘bare’ or naked life that produces bodies that are killable with impunity. (Agamben 1998)

Street theatre is always a transgression of life, daily routines and theatrical convention itself. The space is unprotected, ruled by the daily rhythms and schedules, and the conditions are particularly unpredictable. Your audience is not yet an audience until you reach and keep their attention and sympathy, and manage tomorrow time from their every-day tasks. Therefore, one of the most important attitudes of the actors is boldness and perseverance that “should be accompanied by a reflective mind” (Czertok). This also means, to arrive as a theatre group with a sincere curiosity of the place and the people you are about to meet, to take the initiative of giving, sharing something that is a part of yourself, with the persuasion about the importance of this meeting. Because of this celebration and the animation of the tales in the public places—such as the street, the churchyard or the marketplace—a significant transformation of the spaces from their original function into a field of imagination occurs. The street becomes a fantastic place, a place of fantasy. Information supplied by the imagination takes over from the information supplied by habit. Fact and fiction are no longer distinguishable; in the theatrical action fiction becomes fact, even if for a short time. Dramaturgically, this also led into the next scene. Crossing the frame one by one, created an individual step for each member of the audience, a favourable moment to make eye-contact with the actors standing nearby. This action involved the audience as players of a shared experience and diminished the distance between them and the performers.

Today, BT is a tour de force for other theatrical genres whose avowed goals pertain to conscientization and retrieving the un-told history of marginality, exclusion, alterity, stigma and labelling. The plays showcased are either adaptations of great plays or short stories from the east and the west or else scripted by the members of the BTG themselves.

According to Dakxin, theatre is the cultural front of the tribals. Performances have to do with identity politics and have helped the tribals find their feet in a creative manner and gain respect as artists. The performances have also helped gain visibility with respect to the issues and problems of the tribal communities as well

as fight for constitutional guarantee into sharper focus. He says that art is not devoid of political and social concerns. Art has struck dialogue both within and across the community and in the process has brought many changes as it questions the status quo, a tool with which to take on the might of the state.



Pictures 2-8 by Subir Rana

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LEARN TO LEAD YOUTH EDUCATIONAL INITIATIVE ACTIVISM
TITLE OF THE PAPER ‘INFORMED EDUCATION’



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- 1 Introduction**
- 2 Community educational practice**
- 3 Challenges**
- 4 Success**
- 5 Conclusion**

1 Introduction

This is a paper about community education, how we teach, methodology of teaching and cultures. The paper is not based on research but live experience of a community teacher in Africa. We can’t fit into the future of education, like the one the pandemic have introduced us to, virtual learning. Tradition and transition has been part of our lives in which some of the harmful tradition we have transited from it as we grow up. so for me tradition mean a lot to me as an African, but only the good one. Transition have so far, happened in every tradition and many have changed, we keep changing and having different choices. So this is fact issues, the traditional community education makes us reminiscing about our lives in the first place, how our choice have changed.

To be a good youth, you have to work with the grass root youth whether educated or not because many people just need love and tolerance to open up like wild flower. I know that preaching peace education doesn’t just help others, it benefits me as well whether i learn a new skill, meet new people or gain valuable work experience, there are a number of options to fit my area of comfort, personal schedule and level of time commitment. I campaign to make sure the people received the right education in the right direction. Building creative young mind is my favorite talent. I have learned so much through out the cause about the importance of diversity and respectful for all. I have gain experience about how to teach diversity in my society in both holistic approach learning and special skills learning. I teach them who is a global citizenship, what a global citizen stand for in the community. I’m also mentoring other youth activist about the global citizenship education. It has teach me how to approach diversity, value human being and my attitude have changed.

2 Community educational practice

I believe that quality education can prepare an individual to learn in a changing and challenging society to create an impact. Educational goals of any society is for developmental propose. My government have introduced the free quality education because it the coner stone for any developed society. The challenges the world are facing on migration, fake news, climate change, war on terrorism, pandemic and inequality, created the gap for community education. My experience as belonging to the global community are diversity, human value I received and give back to mankind. I’m aware of the injustice and human Rights abuse going on all over the world and we needed community education to end it. We need leadership skills that are educational in diversity and we need leaders that have value for human right knowledge that we need in the global community cognitive abilities.

The transformative education I have with diversity has transformed my whole life in different direction. I have learned how diverse and interconnected mankind are in the global for example the Coronavirus. The significance of diversity in education are, it respects the human value, it teaches tolerance and it is a tool for peaceful coexistence. The universal values are respect for all, human right, peace, equality and cultural diversity. They are all significant in the human development and in achieving good society. Competitiveness can promote global solidarity if it is in innovations especially innovation in the agricultural and health sectors. We need food and good health, so if there are innovative competitiveness that is not harmful to the environment that can benefit and it can promote Society yes we can tolerate it. Local identities can conflict with global identities if they are forced on the society. We need to address it with local content so that they can see the idea and buy into it, just like how aid work in a refugee camp. An alternative learning mode I find effective just like community edu is the barefoot college in India that teaches illiterate women how to install solar lights and repair without them knowing how to read and write. This is called learning by doing and it impacts society. My cognitive learning experience such as my thinking skills, how I mingle with people in the society, and my socio-emotional are the values I have for mankind and the attitude towards the community. The behavioral issues is the respect for all and the portrait of diversity to the world. Cognitive socio-emotional and behavioral learning reinforced each other because they are intertwined. It is like a chain reaction one can't be understandable without the other. I think schools are not focussing too much aspect on alternative learning mode for example the terror attack on innocent people around the world showing the lack of diversity and understanding of how diverse and interconnection we are in the society. We should reinforced more of global citizenship education on the schools pedagogy and make it have an impact on the students for the benefit of the society.

In today's society the importance of creativity learning helps learner to understand and discover the world better from a diverse perspective. It facilitates learner reflectivity, critical and innovative thinking skills in an imagination and creativity exposures. The approach of learner-centered pedagogy are learning for transformative and co-creating knowledge. It has the interdisciplinary approach to inquiry and investigations. It has the culture for caring, collaboration and cooperation. It benefits teacher as a co-learner in cognitive and non cognitive approach. The role of arts benefits learner, such as a short video on climate change and cultures to understand or discover innovative ideas fast, how to approach issues and problem solving, example the community education am doing on the peace edu are path of the art of learning. How can I bring peace edu into the classroom, I don't think the peace edu can be teach without local content. I would blend in some cultural aspect, creating the student and teacher cognitive and non-cognitive learning skills.



3 Challenges

The main concerns is that how do we convince up coming generation that education is a weapon we can use to eradicate poverty, develop the society and bring good governance, when we are surrounded by many graduate who are not doing anything. A good quality education is really important in a country's development, the most common problems I see around me are unqualified teachers and under paid teacher, I mean we have to put the right teachers in place, those

who are well qualified and those with motivation, willing to grow up the next generations of well educated global citizenship.



4 Success

We are currently impacting community through door to door advocacy on the free education that my government have introduced. We tell people the need for their children to go school and also advised teachers in various school to deliver the quality education the child needs, so far it has work. We also help to prevent violence and drug abuse in the community.

We have directly reached out to over 4,000 people through our projects since its establishment. We have been advocating for the domestication of peace education and SDGs in community since 2017. We are going to activating our state wide peace education clubs in all high school in the community in collaboration with the ministry of Education. We teach Peace Education through the use of spoken words, art, entertainment, data, technology and creativity to get the letters of the peace education to students, teachers, traditional rulers, private sectors and youth organization. We hope to reach out to over three million youth, through our strategy and methodology before 2025.

Our topic of advocacy include

1 Social Responsibility: Teach the youth’s how to mind about the society, respecting the social rules, their fellows and to worry about the underprivileged. This have reduced those youth’s willing to risk their lives for greener pastures overseas.

2 Cultural Understanding: Get the Youth’s to know that there is a whole world outside and motivate them to know about all the countries, Respecting and understandings their cultures and traditions.



3 Innovative and Entrepreneurial Thinking: Teach the youth’s how to think out of the box to create new ideas and solutions for the contemporary problems and make them understand the importance of being innovative. Give the youth’s the basics and motivation to take the first step to make their ideas true, doing it in an international reality.

4 Think Green: Promote the preservation of the environment and learn how other countries are taking care of their environments.

5 conclusion



This is a paper about community education, how three youth in Sierra Leone West Africa is contributing to the free quality education lunched by the president. The paper talk about the practical method of community education, challenges, and dialogue. This is a country torn by eleven years of civil war, Ebola pandemic, mudslide and now Covid-19. We decided to create learn to lead youth advocacy to encourage youths to go to school and make them think big, think outside the box and see the bigger picture to take social responsibility about their society. The paper show the main propose of learn to lead advocacy, what we do, how we do the it, our mission, our vision, our topics of advocacy as you go through our paper, you can understand and see it. We made it bigger and simple for everyone to understand our plight toward education with pictures from my fellowship in Cairo Egypt and some youth friends.

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DISTANCE LEARNING FROM THE STUDENTS’ PERSPECTIVE IN THE TIME OF COVID-19: RECOMMENDATIONS



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An outbreak of coronavirus has changed the conditions for education around the world in a short time. Almost 120 countries have stopped full-time study; currently nearly a billion students worldwide have experienced the effects of COVID-19. The pandemic was an unexpected and quite serious ordeal for all participants in the educational process. Much of the world’s higher education system has begun to function through distance learning (*Azzi-Huck and Shmis, 2020*). Distance learning is a form of learning with the use of computer and telecommunication technologies, which provide interaction of teachers and students at different stages of learning and independent work with the materials of the information network. “Distance technologies in education” are the specific web servers, platforms and tools (Google Classroom, Zoom, Skype, Telegram, Messenger, etc.) that allow students and teachers to communicate, perform and check tasks, control attendance, organize semester control and certification etc. Technology has changed the traditional way of learning to the modern way of learning via the Internet. However, with the sudden transition from personal learning to the Internet, there are many difficulties faced by students and teachers. At the same time, the transition to modern forms of education has raised many questions about the quality of education. The purpose of the study is to highlight the features of distance learning at the universities in Ukraine during a pandemic from students’ perspective.

Higher education institutions in Ukraine have academic autonomy. They independently determine how to organize the educational process in quarantine and what technologies to use. “Academic autonomy” gave Ukrainian teachers and students a wide field for experiment. In a recent survey, students from various Ukrainian universities shared their views on the organization of distance learning (*Solonyina, 2020*). The students pointed out that their own approaches to distance learning are used not only by certain universities or institutes, but also by individual teachers within one department.

The use of all possible modern means of online communication is common to all universities, such as:

- Google Classroom (classroom.google.com) – a free service and application for universities and non-profit organizations, one of the most popular educational platforms in the world. Students call it one of the most orderly and best suited for training at home. Lectures and seminars were usually conducted using the Google Classroom service. The web platform contains also reference notes, and presentations.
- Moodle – an online learning management platform popular among teachers in many countries. A number of Ukrainian universities link to this platform the entire system of distance learning, the exchange of information between teachers and faculties.
- Zoom – an online video conferencing service that has gained popularity in the educational environment. It is convenient because it works both from a computer and as an application to a smartphone.

Ukrainian educators use all possible messengers and social networks (Skype, Viber, Telegram, Facebook, Instagram) to correspond with students, and also use these platforms to broadcast classes. Traditional tools – university website, e-mail, phone. They are channels for resolving organizational issues between teachers and students.

During the quarantine teachers began to conduct lectures in the format of video broadcasts on these platforms (eg, Zoom, Moodle, broadcast on Instagram). As for practical tasks, for example, in the Moodle system there are test tasks after certain lectures, and the teacher indicates in the calendar of events the date when this test must be passed. In addition to tests, students performed and passed essays, practical assignments and laboratory work. The completed tasks were sent by students through social networks. Students pointed out that at the universities, where an education system tied to web platforms existed before quarantine, distance learning was more organized. Thus, the students already had experience of using various educational materials there.

Students admitted that during distance learning they had more workload. In particular, teachers gave much more material for self-study than usual. Students often lacked clear classroom explanations of what to do. Of course, teachers offered to contact them for advice in any messenger, but if students did not have direct contact with the teacher – the new information was usually perceived more difficult.

Another problem mentioned by the students was the short deadline for completing the tasks. Teachers could give several topics at the same time, but giving less than a day for preparation. Students believe that it would be more appropriate to give all tasks in a systematic way, and set a deadline, for example, in a week. Student Viktoria says: “Then we could plan: today I will do this and that, tomorrow – everything else, and then rest a bit. But this is not taken into account. It happens that the tasks are given on Saturday, and the deadline is set on Sunday. Although a student is also entitled to a day off”.

At the same time, there were teachers who barely got in touch with students, and there were those who actually refused to conduct any online classes, giving students only written assignments. Students complain that in many universities all oral answers must be written now and some teachers still force students to write essays by hand or rewrite textbook material and then evaluate it. In this context, I. Sovsun points out that such teaching approaches are not effective (Sovsun, 2020). This is confirmed by the results of many studies. For example, a recent experiment showed that mechanical duplication of information from four types of text work is the least effective method for memorizing information in the long run (Dunlosky, 2013). Mechanical duplication of text does not help students to critically comprehend what is read. Online teaching will not be more effective than offline until teachers begin to use effective teaching methods – those that have a scientific basis. The distance format should presuppose the presence of all the inherent attributes of full-time learning, such as group discussions, brainstorm, live communication, etc.

One of the most obvious problem is technical limitations. Lack of access to fast, affordable and reliable internet connections hinders the process of online learning especially for those students who are living in villages. Students who access the internet through smartphones are unable to take advantage of online learning because a significant amount of online content is not accessible via smartphones.

Lack of proper interaction with teachers is another major concern associated with online learning. Students say that teachers often had difficulties with communication: some lacked digital skills in online resources, others did not even know that something could be photographed and sent. The use of different social networks, messengers and e-mail by teachers at the same time created additional difficulties for students. There was a dissonance between what, to whom and where the student should send. If all teachers were in one system (for example, in Classroom), sending the completed tasks would not be a problem. Educational organizations need to improve their curriculum and design appropriate technological content for distance lessons. An important component of ensuring high quality education is teacher training, which should be carried out according to needs and individual learning trajectories. Teachers need to improve their teaching skills, universities need to support them, and students need to demand them.

The methodological imperfection of distance learning is among the shortcomings. Student Juliana notes: “The feelings are just awful! I’m sitting in four walls. As soon as I wake up, I go to my laptop and study all day. Teachers drop tons of material that you do not understand and try to understand on their own. They also reset tasks that are not structured. Sometimes they send tasks on weekends, although the teachers themselves like to say that their work day ends at six in the evening. We do not have time to rest, we are emotionally exhausted, and teachers meanwhile require us to perform tasks creatively” (Solonyina, 2020).

Conventional classroom communication is another major missing in distance learning. Students only communicate with their fellows digitally thus the real-time sharing of ideas, knowledge and information is partially missing from the digital learning world. Sitting at home and studying online did not evoke joyful emotions in the students. Alisa from Dnipro says: “I am against it, because a computer will never be able to replace live communication and live assimilation of the material. I am an active person in life. I love my classmates and teachers. I love people and want to interact with them. And this tendency that we have to transfer all life online forcibly, our whole world – worries me a lot. I will never be happy to sit at home under a blanket with seagulls and cookies. I’d like to quarantine truly over, and not become the new norm of our life (Solonyina, 2020).

It would be better for first- and second-year students to study in a regular stationary form. Visiting the university is at the same time an element of human social development, the student not only accumulates a certain baggage of knowledge, but also communicates and understands teachers. And after the third year it is convenient to study remotely.

In general, distance learning requires strong motivation and self-organization, willpower and responsibility, because distance learning is, above all, self-education, i.e. the student's ability to work independently. Practically all the study material must be mastered by the student on their own. Most likely, no one will encourage him to study. Not everyone is able to maintain the right pace of learning without outside control.

Conclusions. Although distance learning is not a substitute for full-time education and was never planned for the long term, it can be an effective tool not only during quarantine. Now distance learning is a compulsory measure, although in reality it increases the availability of education. It is clear that the future lies in “blended learning”, which is very easy to switch to different modes: increase or decrease offline or online components, choose different organizational models and strategies according to opportunities, needs and challenges. However, in order to use all opportunities, universities should organize distance learning taking into account the best international experience, as well as monitor and control how effectively they implement distance learning (including receiving quality feedback from both teachers and students). They should record and analyze both shortcomings and good practices, share experiences with other universities. Saturation of universities with new ideas and availability of resources for their implementation is a key prerequisite for their qualitative transformation.

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EXAMINING THE CHALLENGE OF DIGITAL
DIVIDE IN HIGHER EDUCATION IN INDIA



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Abstract

Digital divide refers to the gap between effective access, limited access or no access to information and communications technology. While it has been the topic of concern since the advent of the “information age” with the proliferation of technology, the global Covid-19 pandemic exposed the existing digital divide especially in the higher education sector. With the universities moving to disseminate knowledge online, it created new barriers of knowledge between teachers and students. Infact, knowledge transactions became an added dimension to social inequality instead of removing it. This paper explains the concept of digital divide and discusses the same with respect to higher education in India. Digital empowerment is the need of the hour for the post pandemic period vis-à-vis social empowerment of the society. Lastly, the paper attempts to engage with the perspective of infrastructure & technology, social and gender aspects of digital divide.

Introduction

The world we are living in is constantly changing with the innumerable number of inventions and discoveries. The ability to create and utilize information plays a significant role in both social and economic structures of our lives. The global Covid 19 pandemic has brought the functioning of the society as we know to halt. All of a sudden there has been a push towards companies working from home, teachers teaching from home, and students learning from home using the internet and smartphones/laptops.

With respect to higher education, the unprecedented lockdown worldwide has pushed the classroom knowledge transition to online. From difficulty with students accessing online teaching, to a lack of stable internet access, no/shared smartphone devices, homes without adequate space for learning, teachers struggling with teaching effectively in an online format, a number of challenges have left millions of students without any form of academic instruction. The pandemic hit fast and hard, and universities simply did not have enough time to train teachers and students for this new reality. This paper understands the concept of digital divide. It focuses on the challenge of digital divide in higher education learning in India through a qualitative analysis to understand student experiences from online learning.

Evolving definitions of digital divide

Introduced first by Larry Irving Jr, the term digital divide refers to the gap between effective access, limited access or no access to information and communications technology. The term was first used to focus on the existing gap in access to information services between those who can afford to purchase the computer hardware and software necessary to participate in the global information network, and low income families and communication that cannot. Larry Irving’s research was documented in a seminal series of reports he co-authored, ‘Falling Through the Net’. The term ‘digital divide’ then emerged in the 1990s to define inequalities in access to the Information Communication Technologies (ICTs), framing it as a matter of having or not having access to ICTs.

Paul J (2002) defines digital divide as the unique and disproportionate pace of development in societies in having access to digital infrastructure and services. Hence the digital divide relates to disparities between countries (Naughton, 2001, Paul 2002), communities within countries such as economically disadvantaged groups or ethnic and linguistic minorities (Dorr and Akeroyd, 2002, Warne man-2002). The first empirical research showed that some socio-demographic variables influenced the access to ICTs. These variables included employment status, income, education level, geographic location, ethnicity, age, gender, and family structure, which created the digital divide.

At the World Summit on the Information Society held in Geneva (2003) has stressed the idea that no one should be left out from the benefits offered by the information society. The same was reiterated in the summit held at Tunis (2005). The importance of the Internet as a prerequisite for economic and social development, has been further stressed by the United Nations in 2015 when the Internet was included among its goals for resolving the most persistent social and economic challenges of our time.

The digital divide was till now understood within the context of development and as a distant phenomenon. However, the global coronavirus pandemic has opened new light to the subject. Information communications technology (ICT) and the internet has the power to raise the quality of people's lives. The digital divide prevents people with no or inadequate access from effective participation in society. This is what exactly happened in the higher education sector in India in this ongoing coronavirus pandemic. The societal inequalities has deepened the digital inequalities and digital divide, and has left a huge impact in various facets of life for a large population.

Digital divide and higher education in India during the global Covid-19 pandemic

The entire functioning of the university and college campuses undertake in close proximity. Students learn from attending classes and form their social circle through the college experience. With the global Covid-19 pandemic, which spreads from person to person via close contact. To reduce the spread of this novel coronavirus, institutions, offices, schools and colleges have been shut down.

With the universities and colleges shutting down to prevent the spread of coronavirus, the shutdown has triggered a shift to the existing university ecosystem. While there are many facets to the shift of the university ecosystem, the concern of this paper is limited to the online learning aspect. With the lockdown in place, the university education shifted towards online mode. They turned to conduct classes and submission of assignments online. With this shift, it unsettled the existing university environment by bringing confusion and uncertainty. Though digital learning may have advantages in terms of not having any physical boundaries, it has deepened the existing inequalities as well.

The common steps taken from universities included extension of semester and constituting a taskforce who are responsible for taking decisions related to e-learning and recommend on the maintenance of academic activities during the pandemic.

Method

‘Online classes’ are the new buzz word for students and teachers. According to the Indian government’s National Sample Survey Office’s 75th report, less than one-fourth of households have access to the internet, and the number is reduced to a little more than one-tenth when it comes to households with students. Those without the privilege of smartphones and high-speed (or any kind of) internet are suffering.

These facts acted as the motivation for taking this topic for research. This is an ongoing research. Hence, to examine the challenges for higher education during the pandemic and to suggest points of improvements, an interview schedule was conducted through email. It was conducted to acquire the experiences of university students on their online learning. The sampling was done through a purposive sampling method. A small representative sample was taken. The method of an open ended interview was used to obtain the information from the respondents. The interview questions ranged from accessibility, advantages, disadvantages, post pandemic imagination of online learning. Respondents were also asked about the peer learning and social aspect of learning during the period in which they were offered online classes.

Secondary data collection was done through online newspaper articles, journal articles and books. The newspaper articles acted as a source of secondary data for collecting information regarding the status of online learning in the higher education sector in India.

Sample

A purposive sampling method was adopted for the purpose of interview over email. The sample population included university students from the age of 18 years to 30 years who are participating in their university online classes. As of now, a total of thirty five interviews have been conducted. The universities chosen for the sample includes public as well private institutions and students from various levels of higher education were included in the sample. In this way, varied perspectives were collected.

Inclusion and exclusion criteria

The inclusion and exclusion criteria worked as a format for the selection of the universities of the respondents for the purpose of conducting interviews. The university selection has been made on the basis of convenience. The universities from the southern, eastern and western regions of India were excluded, since it is difficult to establish such kind of reach at this stage. The students with stable internet access and time availability are the inclusion criteria. Offline mode of interviews were excluded due to the pandemic situation. This was followed by a qualitative analysis.

Qualitative analysis

A total of thirty five interviews were conducted, out of which fifteen were female students and twenty were male students (Figure 1). Twenty five of the respondents were pursuing post graduation, five respondents are pursuing an undergraduate degree and five are pursuing a research degree (Figure 2). Twenty respondents are staying in the same state as that of their university and fifteen of them are staying in a different state than that of their university’s location (Figure 3). Fifteen of the respondents are located in New Delhi, ten are located in Bihar (an Indian state) and ten are in Uttar Pradesh (an Indian state) (Figure 4).

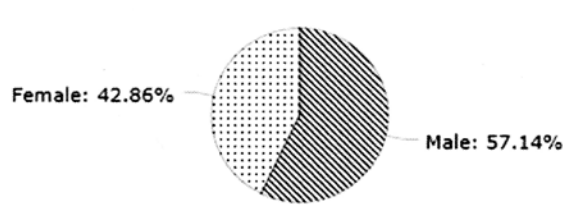


Figure 1. Male and Female Respondents

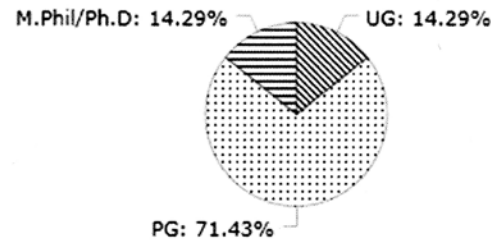


Figure 2. Respondents and their Equivalent University Level

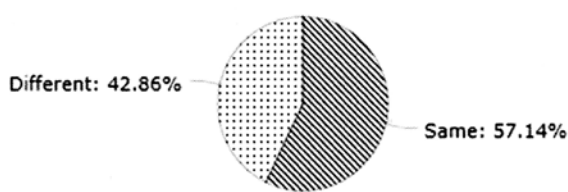


Figure 3. Respondents staying in the same State in which their University is located vs. Respondents staying in a different State

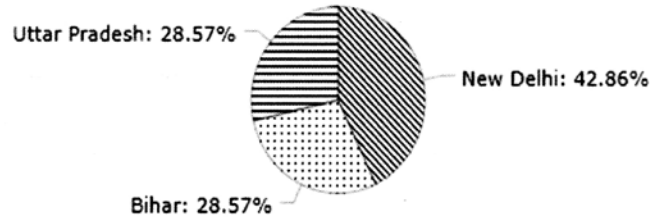


Figure 4. Location of respondents

Respondents belong to seven different universities, two of them are private and five are government. These interviews were done over email and the method used for collecting information was that of an open ended in depth interview.

● Access and Connectivity

All of the respondents were offered online classes during the lockdown period and all of them had access to smartphone, laptop and internet. One would assume that having access to the internet and gadgets would equal a smooth experience of online learning during Covid 19 pandemic but all of them have faced technical issues preventing them from attending the online classes. A respondent said that *most reading material is not accessible online*.

● Learning Environment

Home is the new learning environment. A female respondent has said, *Inaccessibility in physical space like no study room, plus disturbances in home*. She further adds that *one has household chores to take care so time management becomes an issue*. Another respondent has said, *a lot of homes do not have proper chairs and tables or silence or environment to discuss things with peers*. The advantage of the new learning environment has been elaborated as *You could learn anything from anywhere, you don't have to physically present at a location*.

● Online Learning Experience

Since teacher training is not given for delivering online education, so it acts as a barrier. A respondent has said, *they aren't much familiar with online medium, further they were quite reluctant to talk and participate in other discussions on online platforms*.

Results and discussions

Education is the basis for surpassing societal inequalities. The transition to complete online education in pandemic has now made those social inequalities a barrier to education. Leaving one with the need to understand the current situation and the challenges. This paper, through qualitative analysis, attempts to analyze digital divide through three perspectives - infrastructure and technology, social and gender.

● Infrastructure and Technology

According to the India Internet 2019 report prepared by the Internet and Mobile Association of India, the internet penetration of India is 36%. The participants were located in three Indian states - New Delhi, Bihar and Uttar Pradesh and the internet penetration of these locations are 69%, 28% and 31% respectively. Additionally, there is the rural-urban disparity when it comes to facilities like the internet, smartphone, laptop, electricity, etc. The rural population makes up for 66 percent of India's population but only 14.9 percent has access to the internet as compared to 42 percent in urban areas.

● Social

The social stratification of India is caste based, which is unique to the Indian subcontinent. The structural imbalance due to caste has discriminated against many students. Students from marginalized communities are already dealing with the insecurity of unemployment in family, economic hardship and education takes a backseat.

The 2009 study by Pew Research Center 45 percent of those without Internet access were age 65 and over. Even more significantly, a quarter of the unconnected were between the ages of 50 and 64. Since the majority of university teachers fall into the older age bracket, most of them struggle to shift their years of classroom teaching pedagogy online. Even the younger teachers faced difficulty to impart lectures online in the beginning.

● Gender

In her recent essay, ‘Lessons from the Coronavirus: The socialization of care work is not ‘just’ a women’s issue’, Smita Rao argues that an extensive amount of work in the form of cooking food, cleaning the house or premises, collecting fuel, water, and other essentials, falls on women’s shoulders,, thus burdening the female members of households. This restricts their participation in education.

The India Internet 2019 report found that male users account for 67% of India’s online population; women account for just 29%. With online education, females have even less scope to participate. Additionally, GSMA, an international mobile industry monitor, also found that 114 million more men own mobile handsets and 25% more with a SIM card as compared to women. This restricts the women from enabling themselves from the transformational power of digital technologies and higher education opportunities.

Conclusion

While digital divide is not unique to India, solutions have to be unique to the Indian socio-demographic condition of the society. Mahatma Gandhi had said, “By education I mean an all-round drawing out of the best in a child and man- body, mind and spirit. Literacy is not the end of education or even the beginning.” The purpose of education is not merely for earning money or stature, it should bring the best and freedom to the individual. In other words, the pathway to human-development goes through the lanes of education. With being pushed to adopt the new virtual environment India needs to focus on building its infrastructure to provide for the higher education of its youth. Additionally, there is a need to develop specific assessment standards for different user groups, on the basis of which we can assess the type of digital skills required for them, and create structured tailor-made programmes accordingly. It is increasingly important to look at not only who uses the Internet, but also to distinguish varying levels of online skills among individuals.

Limitations

The limitation of the study is that it is at this stage only able to reach those students who are able to access digital tools. There are time constraints and difficulties to conduct interviews over mail since sometimes irregular responses are received. This is still an ongoing work and the final completion may shed additional light to other issues.

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E-LEARNING AND THE COVID-19 PANDEMIC



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ABSTRACT

E-learning is an important arm of the education sector but it has been treated as a top-up option. In today's modern society, it is becoming commonplace and has demonstrated the potential of being more than just a partial substitute for the traditional learning system. This article highlights the challenges of instructors and learners within the e-learning setups during the COVID-19 pandemic. Afterwards, it considers attitudes towards online learning, especially employers' bias, and identifies lessons learned thus far. It concludes by suggesting ways to improve e-learning experiences and better prepare for future mass e-learning scenarios.

Keywords: e-learning; COVID-19; pandemic; education

Education; E-learning; COVID-19; Coronavirus

Summary

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1. Introduction

The beginning of the industrial revolution introduced many social benefits, one of which was increased access to education. Prior to this, education was considered a luxury that only the rich could afford, so learning among the masses occurred through informal training passed down by family members or apprenticeships. With the advent of industrialisation, a larger portion of the population began attending school, since factory workers were earning enough money to support their families and send their children to obtain a formal education. As many Western countries became richer, they could provide free basic education for their citizens to improve knowledge and create a skilled workforce (Garside, 2020).

For a long time, schooling was relegated to brick-and-mortar structures; any other form of learning was simply considered insufficient, as learners and instructors needed to be in the same room. This was so the teacher could monitor the progress of students in person, evaluate their responses, and instinctively gauge the understanding of knowledge being transmitted. Thus, help could be quickly offered to those who need it. Additionally, there is an unspoken relationship that develops as the teacher-student dynamic is established. This is the universally accepted convention for education, such that at an early age, children are sent to school every weekday as parents go about their day. Children learn this structure and find themselves running to catch the bus to school or avoiding being late for classes, which continues throughout the high school and university levels.

However, for various reasons, not everyone can attend school in a traditional classroom setting, most commonly due to cost and time. This constraint led to the birth of correspondence education in the mid-19th century. This benefited workers seeking better prospects due to an increased demand for educated employees (Britannica, 2020).

2. Learning gets a facelift

The 1950s witnessed the introduction of a new type of technology that caught on and gradually transformed all aspects of daily life. The internet allowed access to information closer to homes and has led to innovations in nearly every area of human life. The decreasing cost of internet services makes them more accessible to most middle and lower classes throughout the world. Many firms banked on the successes of correspondence education, and thus e-learning was birthed.

Like its predecessor, e-learning opened a door into affordable education for millions globally. Education is considered a human right, and a great effort is being made globally, through Goal 4 of the United Nations Sustainable Development Goals, to ensure that everyone has access to equal-quality education that promotes lifelong learning opportunities by 2030 (UN, 2020). Furthermore, many researchers view online learning as one of the most effective methods of attaining global education targets (WENR, 2018). E-learning is not a new phenomenon, as we have had years of increased interest in MOOC courses, online degrees, and certifications. Generally, they have primarily been geared towards adults with busy lifestyles who would like to obtain a quality education but have the added benefit of completing the degree at a pace most convenient for them at a fraction of the cost.

Overall, education has remained relatively unchanged for more than 100 years. Save for STEM courses, education has been reluctant to incorporate technology into its teaching methods. Even when technology is incorporated, it maintains the same didactic teaching and learning methods as those of a traditional classroom, without considering the compatibility of the learning methods or developing a learner-centred approach. The same traditional material is made available to learners by electronic means, who are expected to go through the same learning process as their counterparts in traditional settings without attention given to the learner's experience.

In addition, a school is not merely a building for learning or specialising in a chosen subject; it is a place where students learn how to be members of society. They learn to develop interpersonal relationships with others outside their immediate family, contribute to societal development, and gain memories and experiences. Contrarily, e-learning omits the acquisition of relevant skills such as teamwork and social and emotional intelligence, since there is no physical interaction involved. This is concerning, as the world is becoming increasingly digital and people have fewer opportunities to socialise to develop some necessary life skills. They tend to spend much time on social media platforms, which might lead to difficulties adapting to real-life situations (Oke *et al.*, 2020). Similarly, virtual learning has interfered with the acquisition of these soft skills and mental development processes by placing all behavioural learning solely in the hands of parents and the nuclear family. However, it should be noted that society is moving towards digital services; hence, the need for personal contact in daily life is constantly decreasing. Additionally, learners meet people in their daily lives (e.g. neighbours, the baker, and so on) and can be as adjusted into societies as those who attend traditional schools.

Furthermore, most educational institutions do not own or create custom learning software. Rather, such software is contracted to firms and consultants, whose main clientele are businesses and whose motivation for work is profit instead of knowledge acquisition. The result is a variety of educational software that does not meet learners' needs. Many creators of online platforms are not teachers and do not work in the sector and thus have little understanding of how pedagogy works. The numerous e-learning methods worldwide increase the difficulties that organisations face when attempting to establish an organised framework for uniform online pedagogy. Additionally, the emphasis on the adoption of new technology and learning methods causes sizable groups of learners to struggle in coping with the new adjustments.

3. E-learning during the COVID-19 pandemic

The decision by governments to enforce lockdowns because of the coronavirus pandemic was a trade-off between public health and economic prosperity, but it was essential to curtail the rapid infection and mortality rates. As the duration of the lockdown stretched into weeks, it became evident that it was to be the new 'normal' for a time. Society quickly realised it needed to continue with some semblance of normal life, including education. E-learning became the most popular option, especially for most students in countries with stable internet access. Other countries, not wanting to be left behind, turned to paper packets and radio or television lessons. This was the first time e-learning was simultaneously implemented on a global scale across all levels of learning.

Although e-learning has a wide range of benefits, it comes with some drawbacks. A physical classroom presents fewer distractions than being online. At home, people can be distracted by their children, pets, or the postman. Of course, learners also distract one another in a physical classroom, but the instructor can quickly intervene to redirect the learners' attention to the lesson; meanwhile, virtual classrooms leave the instructor to the mercy of the student. Instructors have needed to train themselves on e-teaching, modify their curricula to accommodate changes in teaching methods, and make up for time lost at the beginning of the pandemic.

One of the main difficulties of distance learning is identifying the learning needs of each student over the internet. Without the ability to be physically present, many instructors struggle with assessing exactly how much knowledge is being transferred, especially to young learners. Many teachers in physical schools are not skilled online trainers and do not possess the necessary skills to impart knowledge over the internet. This has left many teachers and parents worried about the effectiveness of virtual teaching compared with in-person learning and what the students might be missing with the new 'normal' (Daniel, 2020). The average age of teachers worldwide is 45 years (Marsh, 2014), meaning that most did not grow up with the internet and are not technologically savvy like their students. They have needed to battle problems such as troubleshooting software issues, setting

up workstations, and dealing with unstable internet connections, which puts them in a bad mood before their lessons. For some courses or professions, it is nearly impossible to have online classes (e.g. dentistry).

In many cities worldwide, access to the internet and e-learning opportunities further widened inequalities that already existed within the learning system. Many students from poorer homes were without an internet connection or computer and cannot afford a paper packet course, especially in developing countries. They inevitably will lag behind their peers from higher-income brackets who have access to facilities that enable them to continue their studies with fewer disruptions. Generally, online learning is not geared towards disabled or mentally challenged persons. Both instructor and student have to work harder to overcome the additional setback of a non-physical learning environment, if it is possible.

In addition, students and teachers were suddenly pulled from their familiar learning environment and social structure overnight, leaving them with the responsibility of adjusting their perceptions and absorption capabilities and dealing with the mental stress. Regardless of the drawbacks, both parties have adjusted as best as possible under the circumstances.

4. E-certificates and employment

Despite online learning and certificates existing for decades, a high percentage of employers still seek certifications obtained through traditional schooling. This comes from biases that e-learning does not provide a full experience of physical learning and the stigma that most online institutions are for-profit organisations that do not truly care about the transfer of knowledge (Friedman, 2017). It is believed they cannot ensure the same level of coursework and interaction and are therefore considered ‘second-class certificates’.

In addition, most online higher education providers are flexible enough to allow students to plan their studies around their schedule. Employers worry about the future employee’s ability to handle pressure and meet deadlines in a face-paced work environment. Moreover, many employers worry about supervision during exams and the usefulness of the courses taken. To counter this fear, many online platforms have introduced webcam identification, keystroke analysis, and identification document requirements for testing centres (Banks and Meinert, 2016).

The number of employers willing to accept online certificates is increasing, especially within the information technology (IT) sector. Besides, it is common knowledge that quite a number of famous IT innovators do not have formal degrees but build up their capacity through training and innovative thinking. Nevertheless, most firms in this sector still require their employees to have at least some form of formal education i.e. a bachelor’s degree or certification from a reputable training provider.

5. Lessons learned

The coronavirus pandemic lockdown has broken the ice for interesting questions concerning the state of the education system, such as the importance of physical instructors for learning, especially for students in their formative years. During the coronavirus pandemic teachers were afforded more control over how and what they teach. They were able to modify their pedagogical strategies to compensate for what are believed to be the shortcomings of e-learning. Additionally, they learned to be innovative and discovered or created interactive materials that made learning interesting and captured the attention of their students.

On the whole, school curricula or work plans rarely include preparations for disasters, and little or no plans are made for eventualities such as a pandemic. We have seen the outbreaks of plagues such as Ebola and the bird flu in recent years; therefore, it is reasonable to expect that other epidemics or pandemics will occur in the future. The academic community must be ready to shift to e-learning channels immediately with as little disruption as possible in normal learning activities. This stresses the need for affordable means of communication globally—notably through lower internet costs.

A common complaint from most instructors is exhaustion, as they feel they are unable to deliver the same quality of learning online, so they stretch themselves too thin in effort to soothe their guilt. Asynchronous digital classrooms would help to reduce stress and unrealistic expectations for both instructors and learners.

One of the main worries most educators and parents have is the fear that their children are missing out on what many believe is the most important part of a classroom education—having an instructor present. Hologram technology can help to adequately simulate a teacher’s presence in the event of an extended lockdown. Learners get the experience of having a tutor ‘come to life’ and can communicate as if having physical interaction (SIS, 20219). As developments in technology progress, the possibility exists that all students and instructors will be able to see and hear themselves in a holographic space in real-time, as it will mimic a traditional classroom environment.

Virtual and augmented reality is another option and has gradually found its way into education. Thus far, the engineering and medical sectors are already using these methods to train their students. It can have wider applications in e-learning, as some applications are already advanced enough to simulate almost lifelike images with depth and displacements. Both virtual reality and holograms have the possibility to serve as great teaching aids, as they can project images, designs, or molecular structures into visible 3-D structures that learners can see to support their understanding.

The education sector must invest in algorithms and blockchains to develop a network specifically for learners. This is likely

the most promising solution to ensure that the sector can control the development and effectiveness of the end product and not the by-product of office software. The main challenge currently is the issue of funds. Attention and money are being diverted into healthcare and research sectors as the search for a coronavirus vaccine continues. The increased attention these sectors are receiving raises fears that sectors such as education, which are traditionally underfunded, will likely face even more budget cuts as the world economy contracts due to the virus.

6. Conclusion

It is true that the current e-learning setup is far from perfect, but it cannot be denied that online learning has already carved out a section for itself in the education sector and is here to stay. Furthermore, the recent COVID-19 pandemic reveals that it has been undervalued and has highlighted the need for the development of innovative pedagogy, research, and investment. However, it is yet to be seen whether the recent pandemic will pave the way for e-learning to become a mainstream phenomenon. If changes are not made to the sector, these numerous learning opportunities will continue to slip away. One point is for certain, the ballooning demand will ensure there is always a market for e-learning.

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