

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

**2 - 4 OCTOBER 2020 / TRIESTE (ITALY)**



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

**DEBATES, CULTURAL AND ARTISTIC EVENTS, FRIENDSHIP**

**AWARDS!**

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

**In cooperation with**

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

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

# Programme

## Introduction and envisaged focuses

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

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

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

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

## I.

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

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

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

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

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

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

## II.

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

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

## III.

"Scenarios of the future"

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

## IV.

Border Spaces; digital Technologies as an opportunity for hybridization

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

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

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

## V.

Transforming education

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

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

## VI.

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

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

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

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

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

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

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

**I. Education: a global emergency**

**Savya Sachi Pandey**

*Student, BSc Economics from MIT-WPU, Pune*

India

**Vishesh Dwivedi**

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

India

**Covid 19: a state of educational emergency**

**Valentina Cralli**

*PhD student*

Italy

**Is education a national duty?**

**Lama Abu Samra**

*Student researcher, University of Pecs*

Jordan / Hungary

**Educational diplomacy in the European Union**

**Anna Rosa Dusconi**

*Degree in Performative Arts and Theoretical Philosophy*

Italy

**Education at first place for a real social concrete interaction**

***DEBATE***

**Priyesh Gounder**

*Student at SZIE University - Hungary*

Fiji

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

**Regis Hima**

*Teacher*

Albania

**Education system in Albania in years**

**Iskander Mombekov**

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

Kazakhstan

**Social disparities in education: investments for youth in Kazakhstan**

**Bani Khera**

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

India

**Kaushal Kumar**

*Attorney - Senior Associate counsel for Singhania & CO*

India

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

**DEBATE**

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

**II. Contemporary world/ contemporary words.**

**International / interrelational / intergenerational educational processes**

**Altin Guberi**

*Youth Activist at LDA International in Albania*

Albania

**Innovative dialogue**

**Saima Isra Kamal**

*Undergraduate student in STEM*

Bangladesh / Saudi Arabia

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

**Esther Oreofeoluwa Esho**

*Universitat Jaume I (Alumni)*

Nigeria / Spain

**Deborah Mofoluwani Esho**

*Universidade de Lisboa (Alumni)*

Nigeria

**Reinforcing traditional art and craft for sustainable development in Nigeria**

*Debate*

### **III. Scenarios of the future**

**Viktor Miloshevski**

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

North Macedonia / Italy

**AI changing the structure and delivery of education**

**Ekaterina Matveeva**

*Founder of Amolingua*

Russian Federation / Argentina / Scotland

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

**Olena Ianytska**

*Teacher in Rivne State University for the Humanities*

Ukraine

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

**DEBATE**

**SATURDAY, OCTOBER 3**

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

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

**Alessandra Carenzio**

*Università Cattolica del Sacro Cuore di Milano*

Italy

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

**Marco Rondonotti / Irene Mauro**

*Università Cattolica del Sacro Cuore di Milano*

Italy

**Humans of Rizzo: a project for community building**

**Simona Ferrari**

*Università Cattolica del Sacro Cuore di Milano*

Italy

**P&M education: a methodological approach**

**Elisa Farinacci**

*Università di Bologna*

Italy

**From lip-syncing to informal education on TikTok**

**DEBATE**

## **V. Transforming education**

**Adri cia Ferreira**

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

Brazil

**Right to education, the pandemic and distance learning in Brazil**

**Akshay Makar**

*CEO at CLIMATENZA Group*

India

**Shiksha Avishkar - Transforming education**

**Mayya Jafarguliyeva**

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

Azerbaijan



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

**Subir Rana**

*Ph.D, Jawaharlal Nehru University / Independent researcher*

India

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

**Oksana Shelemei**

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

Ukraine

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

**DEBATE**

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

**Javed Ahmed**

*Young innovative youth leader working for sustainable development*

Pakistan

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

**Shivangi Chaurasia**

*CS Graduate, RKU*

India

**Bridging the cultural and generational gaps by redefining education process**

**Nabeela Siddiqui**

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

India

**Stigma, politics and religious minorities: preaching inclusivity through teaching**

**Chegotatso Modika**

*Publicis Groupe Africa Intern*

South Africa

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

**Viktoriia Pitulei**

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

Ukraine

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

**Yateen Chiplunkar**

*Junior Android developer at Uoodmaish LLP*

India

**Intergenerational learning: practices and challenges**

**Antoine Cid**

*INALCO / President of « Nouvelles Confluences »*

France

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

**DEBATE**

**SUNDAY, OCTOBER 4**

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

**VI. Teaching and learning. The intangible challenges of education**

**Louiza Nigro**

*Student researcher in applied linguistics / ASAF Algerian students representative*

Algeria / Hungary

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

**Shivakshi Bhardwaj**

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

**Deepak Sharma**

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

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

**Anastasiia Korotun**

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

**EduMe, I am a refugee: inclusion models and practices**

**Nurul Hasnat Ove**

*President, World Merit Bangladesh & Leadership Development Association Bangladesh*  
Bangladesh

**Integrative mental health, well being and marginalized youth**

**Oksana Maslova**

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

Ukraine

**Art in school education. COVID. The era of changes**

**Mohamed Sanusi Jalloh**

*Fellow from the African presidential leadership program in Egypt, Cairo*

Sierra Leone / The Gambia

**Learn to lead youth educational initiative activism – Informed action**

**Anand Mistry**

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

India

**Dhirajkumar Santdasani**

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

India

**The intangible challenges of education, teaching and e-learning**

***DEBATE***


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

**Gift of Cultures**

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

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

**Please send very soon!!!**



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

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Fondazione Ellenica di Cultura-Italia  
Centro Internazionale di Studi e Documentazione per la Cultura Giovanile  
Circolo di cultura istro-veneta Istria

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*Contact information:*

*Prof. Gabriella Valera*

*President of the Associazione Poesia e Solidarietà and Scientific Director of the International Study and Documentation Centre for Youth Culture (iSDC) [www.centroculturagiovanile.eu](http://www.centroculturagiovanile.eu)*

**Associazione Poesia e Solidarietà**

Via Matteotti 21

34138 Trieste

tel.: +39.040.638787

email: [dirittodidialogo@gmail.com](mailto:dirittodidialogo@gmail.com)

[www.castellodiduinopoesia.org](http://www.castellodiduinopoesia.org)