

Officina 2021: Futures for Education and Europeaness



Report on the virtual discussion table on the subject of: **Europeaness from outside Europe**

Debate results on Europe and Europeaness explored by Non-European University students

21th April 2021

Participants:

Elisa Butali (CNR-IRPPS, coordinator), Marina Imperato (MI, coordinator), the students of the World House In Rondine Cittadella della Pace - Phil, Sharizan, Aleksandre, Nour, Gunay, Sergio, Nika, Juliana - Adriana Valente (CNR-IRPPS), Valentina Tudisca (CNR-IRPPS), Claudia Pennacchiotti (CNR-IRPPS), Valentina Pierucci (Rondine staff)

SCIENTIFIC COMMITTEE:

Adriana Valente, Valentina Tudisca, Claudia Pennacchiotti, Elisa Butali (Cnr-Irpps)
Antonio Di Nallo (DGSIP-MI)
Elena Gaudio (DGOSV-MI)
Marina Imperato (DGOSV-MI)
Alessia Vaglivello (USR Lazio)
Maya Prince, Noah W. Sobe (Futures of Education, UNESCO)

The virtual table has been recorded and is visible at <https://www.officinaedformazionefuturi.it/>

The table was conducted in the framework of the European INCLUDE Erasmus plus project

Following lines contain the results of “Europeaness from outside Europe” online discussion table, focused on Europeaness, perceived and discussed by non-European university students, hosted at [Rondine associative reality](#). The virtual table took place on the 21th of April 2021, as part of the “Officine 2021: Futures for Education and Europeaness” initiative, organized by the Institute of research on Population and Social Policies and, in particular, by Social studies on science, education, communication research group of the National Research Council, in collaboration with the Italian Ministry of Education and the UNESCO “Futures of Education” project.

The purpose of the table was to investigate perceptions regarding Europeaness and Europe among non-European university students - who are temporarily living in Europe - in order to enrich the European narrative, considering external perspectives and interactions with what is apparently outside of a narrow definition of Europe, quite often seen as a geographical area.

The discussion debate was based on students’ perceptions and perspectives regarding Europe of the past, of the present and of the future as well as their ideas and suggestion in order to rethink a better Europe.

From the discussion emerged how students connect Europe to particular key words: Freedom, Diversity, Culture, Greek and Roman Culture, Political Unity, Human Rights, Freedom of speech, Stability, Integration, Opportunities, Realities, Openness, Equity, Awareness, Influence, Power, Colonialism, Heterogeneity, Responsibility, Historical process, Wars, Economic Union, Need of discussion.

During the debate, Diversity was highlighted as a key word that characterizes Europe, where different cultures, realities and traditions coexist, linked to a sense of community, where integration and freedom is maybe possible. At the same time, it has been pointed out how diversity could limit Europe development because of European countries heterogeneity in terms of perspectives regarding goals priority, values, human rights, inclusiveness and challenges, such as migration phenomena. Part of the students believe European countries are too heterogeneous to be a community and could be just an economic union able to affects the rest of the world in terms of work opportunities, influence and exporting culture. Otherwise, part of the students believe that, in order to understand what Europe is and how it could be better, Europeans need to discuss about common challenges, shared values and common past from a more aware perspective: putting on the table mistakes, responsibilities and wrongs suffered. In this line the future of Europe depends on how Europe will choose to deal with diversity and inclusiveness, also with reference to what happened in the past, where the European colonialism contributed to the disruption of several expression of diversity. At the same time, taking into account their responsibility, Europeans should be aware, as an example, of considering the negative effects of current hate speech in reference to foreign people and of the responsibility connected with the terminology used. In this perspective the Diversity concept needs to be discussed, rediscovered and “opened” to a different and more inclusive meaning. To this end, it has been highlighted the role of education in moving from an influence perspective to a dialogue one, to make people aware of their beliefs and therefore more responsible. It has been pointed out the importance of creating an “educational space” enabling students to relate with the otherness without been influenced by tacit hegemonic visions, to fight stereotypes, wrong automatism, nationalism and radicalism.

Bibliographical notes of the participants

Phil

Phil, 24, is from Nigeria. He has a master's degree in Conflict Management and Humanitarian Action from the University of Siena, Italy. A responsible consumption and peace advocate, his background combines communication and economic development. He is a former fellow of the UN-SDSN Youth (Local Pathways Fellowship) where he currently volunteers as the Project officer, Content, and Fellow Engagement. He is also a fellow at Rondine Cittadella Della Pace, where he works with other young people from conflict and post-conflict countries to bring about ways of sustainable conflict transformation. Phil has been involved in various projects to raise awareness and promote understanding of the Sustainable Development Goals, peace, global citizenship, and engaging youth in volunteering and community development projects.

Sharizan

Sharizan, 25, is Abkhazian. She studied psychology in Russia. She has background in the field of child welfare - worked with children and families in a social service for supporting children and families. She is a fellow at Rondine Cittadella Della Pace, where she studies and works with other young people from conflict and post-conflict countries. Current student in the master of Conflict Management and Humanitarian Action at the University of Siena. She is also studying Mindfulness theories and practices. She has been involved and facilitated in different projects about peace building, raising awareness through group work, and through artistic projects.

Aleksandre

I was born on 16th of June, 1996 in Tbilisi, Georgia. I was raised in a household, where the dedication to the work was important. Growing up in the reality of Georgia hugely affected my thoughts and early stage of my life. I had a desire to contribute to the peace or at least help countries to communicate peacefully. After graduating from high school, I found my passion in International Relations and continued my studies related to this topic. I had the opportunity to have international experience in Portugal, while I was in the 2nd year of my studies. After graduation, my passion for peace studies has grown. That is why I decided to participate and become a fellow in Rondine Cittadella della Pace. I am a senior student of the World House and I am towards the way to finish this challenging and aspiring program.

Nour

Nour is 24 years old, from Palestine. She has a BA degree in Human Rights and International Law. During her BA degree, she had two scholarships to study abroad; the first scholarship she had was for studying Business at Indiana University in USA. The second one was for studying International affairs at Bard College in New York. Nour is a person who is keen to learn more about different cultures and to gain more knowledge about different subjects. Currently, she is a fellow at Rondine Cittadella Della Pace where she is learning about Conflict Transformation and having Peace- building training. She is also studying Marketing Management in the University of Pisa, Italy. She chose Rondine Cittadella Della Pace because it helps her acquire the tools to create her own project that can develop her country. Her goal after graduating from Rondine Cittadella Della Pace is to work for a constructive change in her own country that can help the youth in her community to have a better future.

Gunay

Gunay, 26, is from Azerbaijan. She is currently enrolled in the Master program on Big Data Analytics and Technologies for Management at the University of Florence, Italy. As an active citizen, she promotes the

concepts of civic participation, gender equality, and environmental responsibility. Her professional background includes five years of experience working at the United Nations Development Programme focusing on the environmental and youth issues of Azerbaijan. Moreover, she volunteered to work on data collection for the Social Media for Peace project with the aim to identify the role of social media in promoting peaceful messages or militaristic discourse. At present a fellow at the Rondine Cittadella della Pace Program, Gunay is receiving peacebuilding and conflict transformation training and working towards fostering the ideas of peace in Azerbaijan and the region.

Sergio

Sergio is from Barranquilla, Colombia. 26 years old, Sergio has a bachelor's degree in International Relations at Universidad del Norte and is currently enrolled in a Master in Business Administration at the University of Pisa.

I was born in 1994 in a middle-income family in Barranquilla. During my time at the University I was involved in different organizations who studied and analysed the Colombian conflict from different perspectives such as Human rights, drug trafficking, justice and victim reparation, having the opportunity to witness from first hand all the atrocities and crimes committed in war zones. In addition, I was part of a project funded by the national learning service of Colombia for the instruction of workers in entrepreneurship and business administration. In 2019, I decided to start my own small company to export handmade fashion items made of Iraca Palm to countries like Norway and Sweden. Now since 2020 I am part of Rondine World House Program as the second generation of Colombians at Rondine.

Nika

Nika was born in February 1993. Originally, from the region of Abkhazia, because of the Georgian-Abkhaz conflict he and his family became internally displaced persons and moved to live in the capital of Georgia, Tbilisi. After finishing school, he went on to obtain a Bachelor's degree, majoring in International Relations from the Georgian Institute of Public Affairs. During the last semester of his university studies, he was doing an internship in GFSIS, a Georgian NGO. After graduation from the university, he started working at Georgian Strategic Analysis Center, a think-tank (NGO) as a project manager. His duties included managing various projects and researching different topics. After having been working there for 3 years, he encountered the Rondine World House call for application and applied for it. His interest in the program was sparked by the fact that it was relevant to his educational and life background. Since September of 2020, he has been staying in Rondine, while at the same time working on his Master of Business Administration in the University of Pisa.

Juliana

Juliana, 25, is from Bogotá, Colombia. Student at the Master in Conflict Management and Humanitarian Action from the University of Siena, Italy. Economist and Political Scientist, she has experience in research and analysis of quantitative data, especially for creation and evaluation of public policies for vulnerable populations. She is a former Adviser in the Economic and Financial Affairs committee at the Permanent Mission of Colombia to the UN and consultant for a UNDP project on environment and minority society within the framework of the SDGs, Multidimensional Poverty and Covid-19 Recovery. She is now part of Rondine Cittadella Della Pace World House Program. Juliana has been part of the educational field, which she believes is the key for integral transformation, and the main tool for becoming the local economies and knowledge in the engine to a sustainable development

Elisa Butali

Research Fellow at the Comese research group "Social Studies on Science, Education, Communication" of the Research Institute on Population and Social Policies at CNR (IRPPS-CNR). Her studies are varied. She



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recently obtained a Phd in “Human Science”, focused on the study of migration flux and on the use of active listening. Previously she obtained a Master’s Degree in Philosophy and Ethics of Relations and a Master’s degree in Physics and Astrophysics. She also obtained a Master’s in Project Management for International Cooperation and she attended a counselling school. She had a brief work experience in the NGO world and she worked as secondary school teacher for about three years. Since September 2020 she has been a research fellow at IRPPS. Her research interests are mainly directed towards the world of Education and the study of the phenomena of migratory flux. She is also interested in multi-disciplinarity and the study of society complexity.

Marina Imperato

Schoolhead at the Ministry of Education - General Directorate for Laws - where she deals primarily with high school courses and state exams. Graduations at ‘Orientale’ (NA) in Modern Foreign Languages/Literatures and in Modern Literature, PhD in Historical Linguistics at the University of Pisa, Master in Public Managerial Practice-MP2 at the University ‘Federico II’ (NA). Author in academic journals, editor of the Latin dictionaries Nuovo Campanini-Carboni and Nomen, and of the etymological apparatus of the GI Greek dictionary, with wide international experiences in academic and educational fields. She has dealt a multi-year training activity mainly on issues concerning leadership and school organization, internationalization of education, the promotion of education in disadvantaged areas, alongside an intense editorial activity and as a conference participant.



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