



## *The designs of the hand on the construction of the mind*

### INTRODUCTION

Youcultures project aims to strongly contribute to the educational process for young generation in a global world view.

What effectively links intercultural topics and new technology?

We actually can't answer completely to this question but we try to develop a meaning full framework that aims to push waves of distributed reasoning and practical activities.

Our vision starts from the concept that something has to change in external manifestation of aggregated human behaviour in order to transform concrete aspects of the world (crises, war, hunger, informal slavery, certain health disease). Youcultures project aims to give support at the level of cognitive contexts of young generation at both regional and global level.

While collection of books and in general knowledge tanks are not disposable to the whole community of students in the world, fore comings development of the project will be studies on the possibility to reach communities of learners almost everywhere.

Our main field of research will be devoted to

1) Discover better ways of distributing the web signal as far as possible .

2) Promote the design of proper devices to widely satisfy , ecological, ethical, didactical and relational needs.

### YOUCULTURES MODEL "I and We" paradigm.

It sees individuals as being able to act rationally to a limited extent on their own, thereby advancing their "I", but also their ability to do so as being deeply affected by how well they are established within a sound community they can perceive as theirs, as a "We", and sustained by a firm moral and emotive personal underpinning.

Youcultures project give priority to intercultural knowledge as a mean to strengthen chances of relation between students, and to place meta relations between concepts referred to practical and theoretical knowledge patterns. The combination of both aspects is extremely important, While trough the integration of the recent ICT technology , there is high risk to give too much space to forms of propositional knowledge.

In a culture where abstract , precise science is valued more highly than practical common sense, there is a serious risk that people will be tempted to exceed the limits of what is meaningful in order to formulate in an exact language. There is reason to reflect on the observation made by Ludwig Wittgenstein (1982) In his Tractatus logico-philosoficus to the effect that we know that if all possible scientific questions have been answered, we have not yet touched on our life problems.

## KNOWLEDGE-INFORMATION -TECHNOLOGY

Knowledge is a term originally used for that content of ontogenetic memory that is consciously or linguistically available to the individual. Recently the notion had broadened in scope in that it includes the totality of the cognitive and action potential of the individual, conscious or not , actual or latent. Like its broader equivalent, information, it is a seductive term. In everyday language both terms also refer to concretizations by symbol systems such as in books, pictures or computers, for example an encyclopaedia or the knowledge base of an expert system.

There exist no knowledge or information except in combinations of meaning with a physical carrier, and that , in order to be used adequately, it must be specified in reference to (potential or real) senders and/or receivers of the meaning. The carrier or code must be physical in any case, either physiological as in the brain or physical as in linguistic, pictorial or other symbol systems which need acoustic waves or ink on paper or electronic bits in computers or further concretizations. The meaning, on the other and, is necessarily relative to the beholder.

Information or knowledge is not out there in a brain or in a book or in a room or street network, but is always the result or sign of an encounter between two entities, a result of the meeting of a sender or reference source and a receiver or interpreter, whereby the receiver never (never!) simply takes the information given by the sender, but always creates a third, some combination of its own prior form and the influence received. Thus information and knowledge are both relational concepts of a triadic nature.

The role of technology is to let beholders be engaged in a recursive system where the continue consumption/production of meaning, have the goal to enforce encounters and future processes of large socialization where by the stock of skills and competences appropriate to given social contexts can be acquired.

We advance Youcultures project in the form of a general heuristic, that is, it is neither a statement of fact nor an hypothesis which can eventually be confirmed or refuted, but rather it is intended as a sort of probe: as is the case with science in general, it can either succeed or fail in opening new insight, or in procreating new investigations and fertile ways of dealing with the world (Feyerabend 1989).

YOUCULTURES project propose to develop a culture of complementarity of, rather than of opposition between, the designs of the hand and the construction of the mind.

In this spirit we undertake following declarations and inherent principles enunciated.

## BARCELONA DECLARATION 1995

Declaration of principles to:

- Act in accordance with the United Nations Charter and the Universal Declaration of Human Rights, as well as other obligations under international law, in particular those arising out of regional and international instruments to which they are party;
- Develop the rule of law and democracy in their political systems, while recognizing in this framework the right of each of them to choose and freely develop its own political, socio-cultural, economic and judicial system;
- Respect human rights and fundamental freedoms and guarantee the effective legitimate exercise of such rights and freedoms, including freedom of expression, freedom of association for peaceful purposes and freedom of thought, conscience and religion, both individually and together with other members of the same group, without any discrimination on grounds of race, nationality, language, religion or sex;
- Give favourable consideration, through dialogue between the parties, to exchanges of information on matters relating to human rights, fundamental freedoms, racism and xenophobia;
- Respect and ensure respect for diversity and pluralism in their societies, promote tolerance between different groups in society and combat manifestations of intolerance, racism and xenophobia.

*"The participants recognise that the traditions of culture and civilization throughout the Mediterranean region, dialogue between these cultures and exchanges at human, scientific and technological level are an essential factor in bringing their peoples closer, promoting understanding between them and improving their perception of each other. In this spirit, the participants agree to establish a partnership in social, cultural and human affairs. To this end: they reaffirm that dialogue and respect between cultures and religions are a necessary pre-condition for bringing the peoples closer. In this connection they stress the importance of the role the mass media can play in the reciprocal recognition and understanding of cultures as a source of mutual enrichment; they stress the essential nature of the development of human resources, both as regards the education and training of young people in particular and in the area of culture".*

## BOLOGNA DECLARATION 1999

*"A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space".*

## TERRAGONA DECLARATION 2005

*"The governments have resolved to encourage dialogue among the cultural traditions of the region, to disseminate a culture of human rights and democratic citizenship and to promote the sustainable development of scientific and technological exchange. It was clear*

*from the beginning that such a project goes far beyond intergovernmental ties, and necessarily involves the education systems and civil society”.*

#### CATANIA DECLARATION 2006

*“We aim to reaffirm the role of education as a key factor for development, social cohesion and prosperity and to establish a basic framework for a partnership in the fields of mutual interest, so as to step up the achievement of the objectives set forth by the Barcelona Conference to “develop human resources and promote better understanding between cultures”;*

#### LISBON DECLARATION 2007

Within the scope of previous official European and International documents in the field of special needs education such as: the ‘Council Resolution concerning integration of children and young people with disabilities into ordinary systems of education’ (EC, 1990); the ‘Salamanca Statement and Framework for Action on Special Needs Education’ (UNESCO, 1994); the ‘Charter of Luxembourg’ (Helios programme, 1996); the ‘Council Resolution on equal opportunities for pupils and students with disabilities in education and training’ (EC, 2003); the ‘Convention on the Rights of Persons with Disabilities’ (United Nations, 2006).

##### 1. The Young People agreed on their RIGHTS:

- *We have the right to be respected and not to be discriminated against. We do not want sympathy; we want to be respected as future adults who will have to live and work in a normal environment.*
- *We have the right to the same opportunities as everyone else, but with the necessary support to meet our needs. No one’s needs should be ignored.*
- *We have the right to make our own decisions and choices. Our voice needs to be heard.*
- *We have the right to live independently. We also want to have a family and we want to have a house adapted to our needs. Many of us want to have the possibility to study at a university. We also want to work and we do not want to be separated from other people without disabilities.*
- *Everyone in society needs to be aware of, understand and respect our rights.*

*Carlo Condarelli*