

EDUCATING TO THE HUMAN SENSE

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In the perspective of proposing ideas and principles on which to build a New Humanity, we started, as a group, to reflect on what could generally be the foundations of a renewed education to the Human Sense. This is what emerged from our reflection and sharing.

Draft of a manifesto for a world that is changing, open to the sharing of new contributions.

Each point can and must be developed in order to find concrete manifestation.

“EDUCATING TO THE HUMAN SENSE”

1. Today’s children and the new context

- The new generations bring new values and a different sensitivity.

- The traditional family is no longer the only reference nor the only responsible one: school and community become equally educational places.

2. The unique value of every individual

- Every individual has a “treasure” to bring to the world: a talent, a quality, a vocation.
- We are all equal in dignity, but each has different abilities.
- Education must help to discover one’s own specificity and to recognize that of others.

3. Community, collaboration and responsibility

- All jobs have the same dignity.
- Taking care of what is common educates to responsibility and to the sense of belonging.
- Group work opens broader perspectives and develops social skills.
- Community is not built by imposing, but by freely adhering to a shared purpose.
- Service and social responsibility develop empathy and sense of community.

4. A holistic learning

- As in the traditions of Native Americans, learning means grasping the whole, not only the parts.
- Not standardizing, but valuing differences.
- Experimenting many activities: not only school subjects, but promoting experiential learning.

5. Educating to be citizens of the world

- Promoting the awareness that the world belongs to everyone, and we are all part of it.
- Diversity is an essential and real value.
- Rules and laws are tools for living in freedom.

6. Meaning, gift and personal responsibility

- Every child has a gift to offer, but must learn that nothing is “owed”.
- We live in a culture that avoids effort and rejects “no”: education must restore meaning to limits.
- Recognizing and managing dependencies. Promoting autonomy, raising awareness of interdependence.

7. Identity, growth, creativity

- Raising awareness of interiority and of seeking and recognizing one's own identity.
- Knowledge of the foundations of psychology
- Educating to individual and group creativity.

8. Frustration, resilience and the ability to start again

- Safety is not guaranteed: "of tomorrow there is no certainty".
- Difficulties are opportunities for growth.
- Life does not always go as one wants: it is essential to learn to start again.
- Mistakes are the basis of learning. Failure does not exist. No's help to grow.
- Commit fully and then let go, to learn detachment.

9. Emotions, needs and awareness

- Learning to recognize one's needs and to ask without demanding.
- Managing emotions is a fundamental skill to acquire.
- Teaching to distinguish between evaluation and critical judgment.
- Promoting the concept of evolution

10. The role of media

- Media, Social Networks, TV, are powerful tools that can condition in an evolutionary or involutory sense: educating to critical thinking and to the selection of contents.

11. Educating to change

- The world changes rapidly: flexibility and adaptability are essential skills.
- Educating to change means educating to life.

12. Educating to respect

- Teaching recognition, value, and correct interaction with oneself and with every kingdom of nature.



“I was born twice: as a child, and then as a human.”

I was born a child,
but I grew up human.
They taught me to search,
not to become.
To recognize the spark I was,
even before the fire I would become.

They told me:

*“There is a treasure inside you.”
And I believed it,
not because I saw it,
but because someone saw it for me.
I learned early
that the world is not conquered:
it is inhabited.
That others are not borders:
they are bridges.
That community is not a place:
it is a shared breath.
And so, day after day,
I carried water to the plants,
I tidied up what we used,
I served even before being served.
And without realizing it,
I learned that belonging
is the highest form of freedom.
I did not only study things:
I touched them,
I cooked them,
I cultivated them,
I walked them.
Knowledge reached me
through my hands
before through my mind.
And then the whole world
became an open map:
not lines and borders,
but directions and possibilities.
They taught me the beauty of limits.
That a “no” does not break, but orients.
That effort does not wound,*

but forges.
That every weight carried makes the back grow
and courage.
And when life, bigger than me,
threw me against its walls,
I remembered the lion:
who fails a hundred times
before eating just once.
And then I started again.
I always started again.
I learned emotions
as one learns colors:
an open palette,
a wave that is not judged,
but crossed.
I learned to say “I need”,
not “I deserve”.
To say “I am changing”,
without fear of losing myself.
Now that I am an adult,
I carry that childhood like a talisman.
Not a memory, but a direction.
Not a past,
but a continuous origin.
I grew up in the Human Sense.
For this I walk in the world
as one walks in the house of someone you love:
on tiptoe,
with open hands,
with an awakened heart.
And every day, again,
I get up,
I reinvent myself,
I remember.
That I was born a child,
but that I am learning – now, always –
to become human.