

# The educational paradigm

**The interdependence of social systems on a global scale is based on fragile mechanisms.**

**If we suppose the solid liberal traditions, autarchic or democratic social models, and sophisticated financial and economic systems can easily be swept away by the modest jolts of Nature.**

**Adverse weather events, earthquakes, viral pandemics, and radioactive clouds in weeks or months can subvert the established order and annihilate the world's productive system and the well-being of millions of people.**

**So we can think of interdisciplinary education on human rights and the development of key skills that can save lives and contain the effects of adverse events.**



## **Education. We are looking to the future.**

The debate on what education we want for young people raises many questions.

For what purpose does the old generation want to impose education on the young one?

What is the objective of the proposed educational model?

What feelings does this approach arouse in young people?

Why is this tradition that feeds the intergenerational conflict consumed at all times?

What is it right to reflect on adopting a sustainable model over time and acceptable for many future generations?

Who should be invested in such a noble and challenging task as an educator?

Who trains the educators?

What philosophies and tools do we train educators, and for what purposes?

Perhaps with this last question, we can open the circle of reflections.

Cultural anthropology is the science that studies the behavior of the human being to grasp the deep origin and the globality of the manifestations, which we summarize with the term culture.<sup>1</sup>

<sup>1</sup>Cifr. Essential outlines of the history of essential anthropology author Anna Casella Paltrinieri - publications of the ISU - Catholic University.

<sup>2</sup>Cifr. Seven complex lessons in education for the future E.Morin Unesco Publishing

Culture is a living matter in continuous transformation and becoming, so trying to crystallize the reasons that give rise to the motivations that push an old generation to impose education on a new generation is like trying to stop the flow of time. We consider it of greater interest to observe the cultural fundamentals that unite the deep origin and the globality of human manifestations since its appearance on earth.

Analytic observation must be part of the global vision with the awareness that the whole is a reality greater than the sum of the details obtained from a very accurate analysis.<sup>1</sup>

### **The personality.**

We must consider that any person uses the multi-identities formed through lived experiences.

Each person is much more of his role. These multi-identities are active during the educational path and create different interactions with others and the environment.

### **The behaviors.**

The nature of the human being is expressed through the social expression of individuals. It is characterized by three behaviors: "Competitive" - "Collaborative" - "Cooperative".

<sup>1</sup>) The motto par excellence of the Gestaltists is: "The whole is more than the sum of the individual parts" (Zerbetto, 1998), which means that the totality of the perceived is characterized not only by the sum from the individual sensory activations but by something more that allows you to understand the form in its entirety. Mar 11, 2016

Behaviors are inherent to the survival of the individual, the tribe, the species. They express themselves concerning the environment and other living beings, whether they are human or the animal or vegetable kingdom.

Philosophies with their moral laws and ethics, descended to them, color the behaviors of negative or positive meaning because of the emotions decoded by our personal, empathic capacity. Global observation of the human being shows that survival is not its sole purpose.

The search for the spiritual origin that animates every human being is a theme that every anthropologist considers necessary to deepen.

The different cultures contain religions that offer the interpretation of living the past, the present, and the future in life and beyond death. Many aspects have influenced the evolution of human beings.

However, the fundamental constant and unchanged in time are the search for the ultimate end of existence: Happiness and the behaviors we adopt to face Reality.

Starting from these assumptions, we can try to put order and find some answers to the questions in the foreword.

## **For what purpose does the old generation want to impose education on the young one?**

If we consider the need for the pursuit of happiness and the social nature of the human being, one of the plausible hypotheses that drive the old generation to impose education on the young is the desire to facilitate the task of young people to achieve the goal, that the elders in most cases failed. Therefore, it would extend the parental function to the social sphere.

A second hypothesis is related to the desire for immortality that drives the older generation to perpetuate its life through the behavior of the younger one, purified from real errors or presumed such, committed in the span of existence.

Another hypothesis, again, can be linked to the spirit of competition that animates different groups of almost peers of age called to confront the reality in the making.

Whatever it may be, motivation is a determining factor in the quality of the educational process since it affects intergenerational relations.

**This matter poses an important ethical question!**  
The Educator must design and operate in symbiosis with the learners in their exclusive deep and unique interest in pursuing happiness and socially acceptable behavior.

## **What is the objective of the proposed educational model?**

From the ethical question comes the pedagogical objective of the educational model.

The educator must facilitate the learner's task to reach the ultimate existential goal: the search for happiness.

Let us immediately clarify the point: facilitating means implementing strategies and providing knowledge and tools so that the learner can face the Reality responsibly by consciously adopting competitive behaviors, collaborative and cooperative, capable of managing accepted emotions and relationships according to the rules of the community, lived in complete freedom to achieve the common good in respect for human rights, every living being, and the environment.

Science and consciousness suggest setting the goal of cognitive development of multiple human intelligence, identified and defined by the studies of Howard Gardner, without neglecting the humanistic education to the philosophical principles of Edgar Morin anchored to the dictates of the International Charter of Human Rights approved in 1948 to the O.N.U.

[link to pag.140 "design"](#)

## **What feelings does this approach arises in young people?**

A human being sustained in his growth process by educational programs capable of developing the different and multiple intelligences sprayed by the humanistic knowledge inspiring the Terrestre<sup>2</sup> Citizenship and the ability to adopt "competitive" behaviors- "collaborative" - "cooperative" in a conscious way can express its global potential through creativity and walk the path that leads to the search for happiness.

The one just outlined is the ideal plan of the horizon to pathed during the educational process. However, its implementation is complicated, and the displacement on different levels results from the emotions that every action arouses in the human soul.

The maximum attention to the knowledge of the learner's emotions and proper of the educator is an indispensable condition to carry out the educational mission.

Every emotion produces a motor response in the human being, which triggers a reaction, an endless succession of processes that destabilize the person who moves away from its existential objective: the search for happiness.

The chaos generated by the emotional storm fueled by the actions-reactions resulting from the behaviors adopted has the merit of building the baggage of experience.

The ability to manage behaviors intentionally allows guiding the actions to achieve satisfaction goals and improve interpersonal relationships' quality..

### **Why is this tradition that feeds the intergenerational conflict consumed at all times?**

Intergenerational conflict arises from the unconscious use of behavior.

In most cases, the competitive behavior expressed unconsciously leads only to an audience of losers.

In the absence of rules and brought to the extreme consequences, it assumes the meaning attributed to the word conflict and then elevated to war.

This analysis requires serious reflection on how important it is to mitigate, through the choice of conscious behavior, the risk associated with intergenerational conflicts.

The formation of the ego as an expression of the "it's me" is a saturated dimension incapable of being in a relationship of listening and dialogue with the environment and other living beings. The construction of this type of personality results from non-educational processes, also instinctive and inherent in the adoption of unconscious behavior.

The formation of the immanent ego as an expression of the "I AM" is an unsaturated and expansive dimension in constant dialogue with the environment and other living beings. The personality "I AM" results from orderly educational processes and adopts only conscious behaviors subjected to ethics to achieve the aims.

**What is right to think about adopting a model that is sustainable over time and acceptable for many future generations?**

The vision of how to live the present to enjoy a well-planned future is the deception of every educational program that the old generation imposes on the new.

It is good to keep in mind that an educational process must train to deal with the unexpected and the unusual that usually animates everyday life, rather than investing energies in developing programs incapable of adapting to the changing nature of Reality.

An educational model should foster the overall cognitive development of the human being, supporting his physical, moral, intellectual, and spiritual growth and stimulating the ability to face Reality responsibly by consciously adopting "competitive" behaviors - "collaborative" - "cooperative" according to the aims to be achieved comply to ethical principles.

This educational model supports the development of immanent personalities in constant dialogue with the environment and relationships with other living beings.

When they reach full maturity and awareness of their action in full respect of human rights, such personalities will represent the condition of Earthly Citizenship.

**The educator!**

**Who can have the role such a noble and challenging task?**

Everyone! In the world, all people, at every time, are educators and learners.

To remain in constant dialogue with the environment and other living beings is an arduous task that requires commitment and dedication. For this reason, an educational process resembles a web where each individual is a node of interconnection with the other.

## **Who trains the educators?**

In the present time, knowledge is fragmented in small parts and diffused in many sciences, so it is necessary to entrust the training of educators to teams of specialists who share the vision described in these pages.

They can cooperate, sometimes adopting competitive behavior in a conscious manner, and always to the learner's interest.

## **What philosophies and tools can we use?**

### **How do we train educators, and for what purposes?**

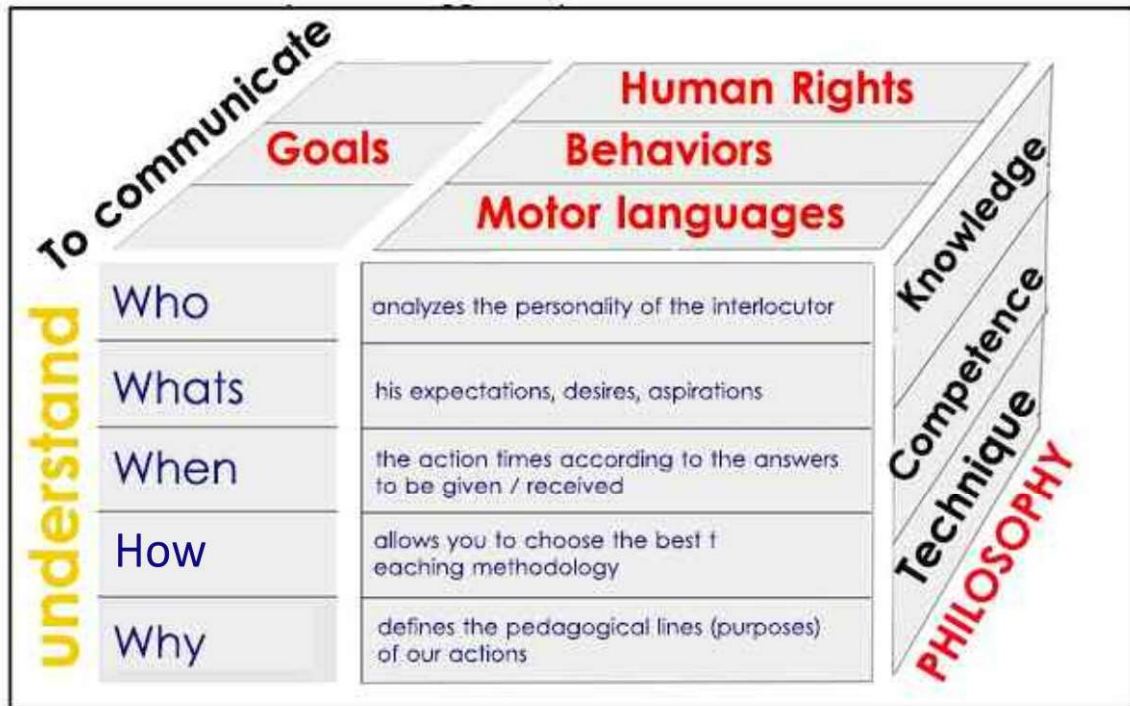
The topic requires specific in-depth analysis; some of the matters are in this handbook chapters, others explained in specific seminars.

## **A global educational approach.**

Education to Human Rights is the catalyst that allows the student to face reality with responsibility, understand the meaning of Freedom, and act intentionally by choosing the correct behavior: competitive, cooperative, or cooperative so that the rights of every human being and living organism are respected and inviolate.

Each method of teaching / learning is a set of technical details united by ethical val

To greater details, precision of realization and ethical values corresponds to higher quality of knowledge



The training process develops and strengthens the knowledge and skills of students in a multilateral framework of philosophies, morals, and ethical principles.

It employs the integration of the different codes how: mathematics or music, physical activity and sport, the arts of science, and literature, encouraging the development of all the person's multi-intelligences.

An education expands life experience and encourages the adoption of behaviors compatible with the natural, cultural, social, and economic environment in which the subject lives and operates.

An educational, creative, and exciting path as the flight of a butterfly and firmly logical because anchored to the principles of the International Charter of Human Rights principles that protect every people's and community.

## The General Objectives of Human Rights Education.

The map identifies the knowledge and skills essential to the development of social consciousness allows to organize them within the educational and training processes; it is a compass to guide the improvement plans and a guide in educational design.

Area	Knowledge	Skills
<b>COGNITIVE</b>	Every element and knowledge that modulates, structures, and composes the Self. The set of information transmitted in learning processes is calibrated by age groups and provided on a lifelong basis.	<p>Being able to coordinate the processes of logical-mathematical thinking and of lateral-creative thinking) to manage and elaborate the processes of:</p> <p>Analysis - Logic thought            Design - Creative thought            Performance - Logic thought            Control - Logic thought            Evaluation - Logic thought            Edit - Logic and creative thought with passages from easy to difficult            Develop problem-solving strategies and tactics and use different languages by adapting information.</p> <p><b>CONTEXT            RESULT            TASK            I IN THE TASK</b></p>
<b>COORDINATIVE</b>	Specific codes and languages	Ability to perform tasks to achieve specific goals.
<b>ENVIRONMENTAL</b>	Codes and elements that structure the context	Ability to relate the Self in the environment and contexts in relation to objectives, space, time.
<b>SOCIAL</b>	Codes and elements that characterize society	The ability to develop the Self with Others in the environment; through the conscious use of behaviors: competitive - collaborative - cooperative always oriented to achieve the common good.

## **Schooling, Training, Educational.**

The learning-teaching process. Irrespective of the matter of the pedagogical project, a helpful method is needed to achieve the objective.

Over the centuries, educators have developed different teaching methods; now, UPKL proposes a task that calls for a series of reflections to allow the elaboration of your method.

Let us go by order:

- 1) Do we know the learner?
- 2) Do we know the Teacher?

A similar situation to reflect on the matter.

The tailors before making a dress take the customer's measurements, this leads to thinking about the needs of the student, his motivations to learning, his desire to live the emotions of discovery, of confrontation, of the joy he feels in gaining awareness of his means and in seeing his sense of self-esteem grow.

A good researcher must know how to investigate in every direction, so we try to imagine that he is the tailor who has to make a suit for a very demanding customer. Himself!

I am not a tailor and cannot certainties to expose, but I can use the ability to ask selves some questions and check if the answers are consistent with the matter I have to face.

1) We have the correct technical information about the capacity:- to take measures- to develop the "sixth" model- to cut the fabric- to sew the fabric- to choose and match lining, padding, and accessories- to plan work- to carry out individual operations- to have an overview of the design of the packaging of the dress- have a view of the details of the make-up - to choose the tools correctly and usefully for the purpose - to be able to communicate correctly with the customer and suppliers of raw materials

2) We have the correct information about:- use of the dress- how long it should be used- in which environment the garment will be used- age of the User and his emotional and functional expectations - the image that the customer will want to transmit wearing the dress - with which personality profiles the dress will relate when the customer wears it.

4) What are my emotions about the work of making clothes

5) What are my emotions regarding the relationship with the Client and how they interact/influence my work as a tailor.

If the questions asked, for example, are, except for the discipline details, applicable to your project pedagogical, we have identified what we can call:

**FIRST LEARNING THEOREME ach teaching/learning method is unique for the couple TEACHER/LEARNER.**

- with which personality profiles the dress will relate when the customer wears it

4) What are the emotions about making clothes

- joy
- serenity/happiness
- pain / rabies

5) What emotions move about the relationship with the customer and how they interact/ affect the tailor's work.

- empathy / complicity
- detachment / superficiality
- impatience/annoyance

If the questions asked, for example, are, except for the discipline details, applicable to the pedagogical project, we have identified what we can call.

### FIRST LEARNING THEOREM

Each teaching/learning method is unique and bidirectional for the pair:

TEACHING STAFF / STUDENT BODY.

## **From knowledge engineering to knowledge**

Over the centuries, man's dwellings have become more refined, from the caves where our ancestors find refuge and shelter from the dangers of nature to the villas of Palladio to get to the living landscapes that form the skyline of modern metropolises.

What makes the Royal Palace of Caserta unique, evocative and exciting, distinguishing it from the destruction of the Sails of Scampia?

The architectural choices because they produce different emotions, from the consternation of the ugly to the joy and happiness of beauty.

Architecture is the discipline that has the organization of space at any scale, but mainly the one in which the human being lives.

Science has no positive or negative value, and it is simply a valuable tool for the design and construction of a building or built environment. Technical and artistic aspects compete in it.

Ever since humanity had the cognitive capacity to organize itself into civilization, architecture has existed. It was born first of all to satisfy man's biological needs, such as protection from atmospheric agents, and for this reason, it is one of the disciplines most present in all civilizations.

Only later, with the development of the organization of labor in society, the secondary functions of the architecture were added to the primary function.

With the appearance of aesthetic characters, there was the birth of architecture also as visual art but equipped with its peculiar characteristics.

It would be reductive to speak only of aesthetic values because good architecture is mainly the result of ethical values and an anthropological study that tends to enhance the evolution of the species.

Why the reflection on architecture?

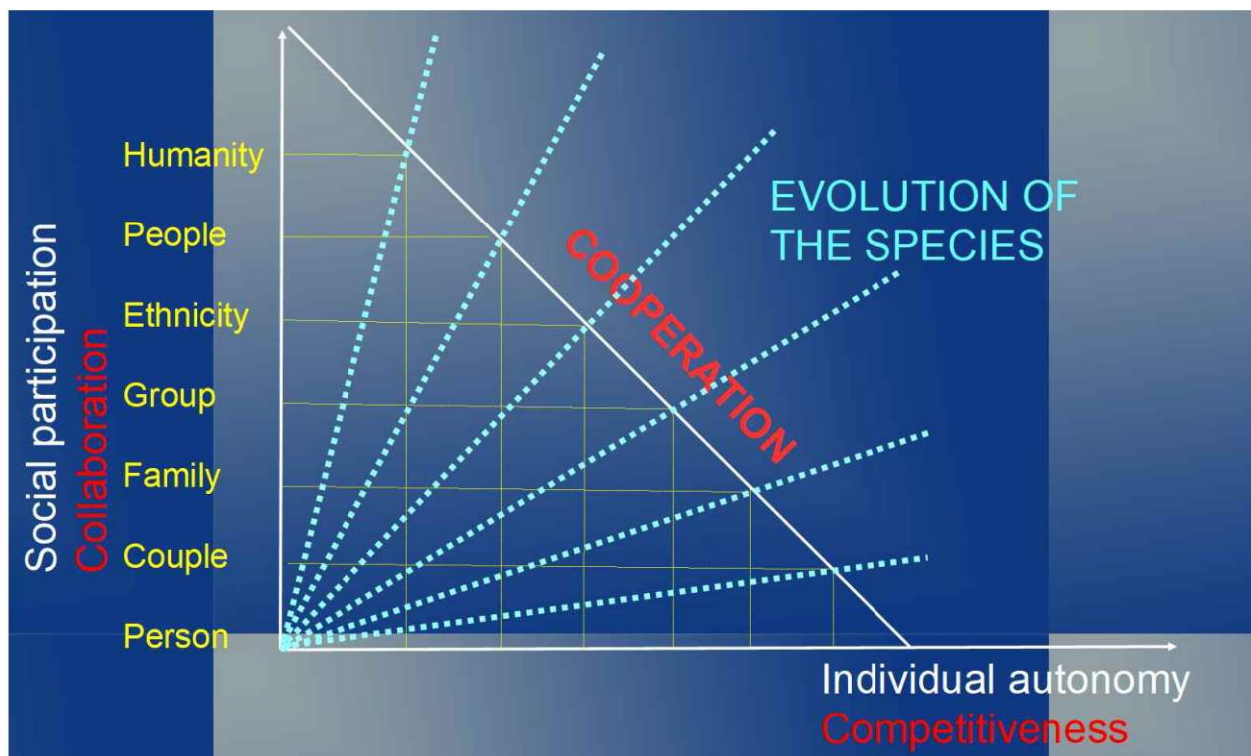
As well as the introduction of aesthetic characteristics and ethical values, the architecture allows distinguishing the evaluation of the unit/ housing complex from havoc linked to a single residence.

It is suggestive and exciting at the same time to observe in the teaching process/ learning the introduction of ethical values and anthropologically evolved behavioral models that distinguish the quality.

.\*\* The Greek-language heuristic ερίσκω, literally "I discover" or "I find" is a part of epistemology and the scientific method. It is the part of research whose task is to facilitate access to new theoretical developments of empirical discoveries. It defines, in fact, heuristic procedure, a method of approach to the solution of problems that do not follow a clear path but that relies on intuition and the temporary state of circumstances to generate new knowledge. It is opposed to the algorithmic process. In particular, the heuristic of a theory should indicate the ways and possibilities to be explored to make a progressive theory that can guarantee an empirical development, such as to foresee new facts unknown at the time of the elaboration of the theory's core.

## SECOND LEARNING THEOREM

Each teaching/learning method is a set of technical details united by ethical values. For more details, the precision of realization and ethical values correspond to higher quality of knowledge.



## **The principles of educational culture proposed by UPKL**

### **Identity** (It is me; I am; I am the one who is')

We discover the dual identities and mechanisms that regulate the time of action through perception, movement, and work. The journey contemplates the knowledge of any being human selective, immanent, pulsating, and alive.

### **Reason**

The person is in action with maximum effectiveness to achieve the goal. Thought is already action.

That is, the time of decision-making is irrelevant.

The infinite is the space between the thought and the person's action.

Skill is a conquest of learning and knowledge.

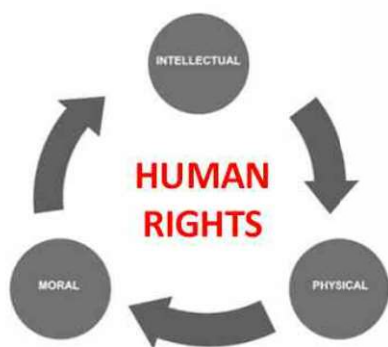
### **Feeling**

The strength to service does the common good.

The power of reason at the service of identity is pulsating and alive. To recognize and welcome life in all forms, dimensions, and substances.

*Life* is the continuous transformation that renews and expands the person's soul and builds the personality identities.

This is the educational path! Let each human being remember the existence of opposites and free will. Good intentions must guide the choices.

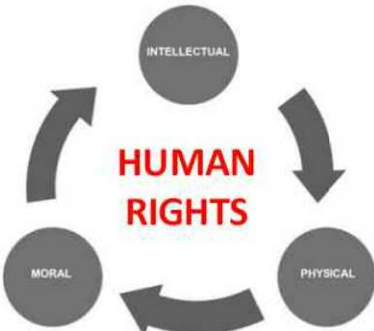


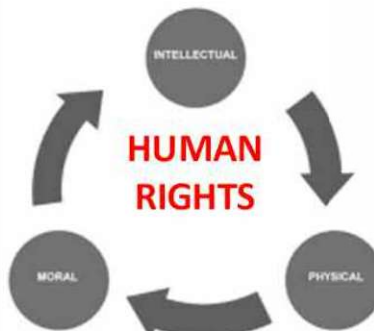
<b>Characters of the evolutionary age</b>	
<i>Motor Development</i>	To teach to combine more motor schemes.
<i>Bodily Image</i>	To personalize the movement to structure the bodily image.
<i>Space</i>	To make to mentally displace the Itself to the place of the Others and the Objects.
<i>Time</i>	To educate to understand the concept of time and space that can be varying independent.
<i>Social affective development</i>	The thought becomes reversing. To educate to make to check and to reduce the egocentrism.
<i>Cognitive development</i>	To socially educate to the useful action reducing the marked propensity to the least terms to the competitive comparison of the individual. In this phase to use the motricity type reflexive - creative.
<b>it usually happens around the age of 8 to 10 years</b>	




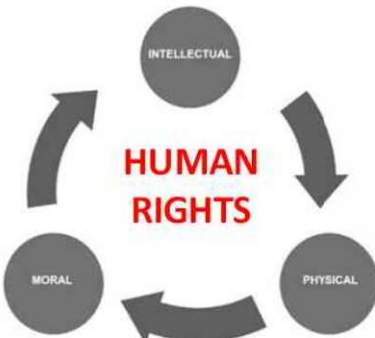
<b>Characters of the evolutionary age</b>	
<i>Motor Development</i>	To complete to the best the motor abilities is the phase in which the ability of learning is in phase of improvement.
<i>Bodily Image</i>	The movement is interpreted in key of volumetric perspective and has to perceive in the different spatial relationships. To educate to improve the personal identity in defined way.
<i>Space</i>	To teach to copy all the forms according to demanded spatial orientations. To have spatial ( Euclidean ) whole to build.
<i>Time</i>	To teach to correctly interpret the spatial dimensions and storms.
<i>Social affective development</i>	The individual is identified sexually. To educate to develop the specific socio centric phase. To act for producing solid interactions with the Other contemporaries.
<i>Cognitive development</i>	To educate to effect abstract and formal operations. To sustain the development of the reasoning is inductive and to enrich it of moral contents
<b>it usually happens around the age of 10 to 11 years</b>	

# Training needs in the stages of development

		Characters of the evolutionary age
	<i>Motor Development</i>	To reach the static equilibrium.
	<i>Bodily Image</i>	To begin to structure the bodily image. The learning is regulated by experience.
	<i>Space</i>	To seek situations to experiment the equilibrium.
	<i>Time</i>	To make to begin elaborating the concept of time, now, morning, afternoon, evening.
	<i>Social affective development</i>	To act in order to motivate through amusing games, before individual then with the companion.
	<i>Cognitive development</i>	<p>To act for making to acquire the sense of the importance of the Others.</p> <p>To favor the development of the concept Forms and color.</p> <p>To begin the elaboration of the concept of strategy finalized to the behavior.</p> <p>To make to prevail the synthesis and the game in collaboration with simple rules.</p>
		it usually happens around the age of 5 years

		Characters of the evolutionary age
	<i>Motor Development</i>	To begin making bossing the dynamic equilibrium.
	<i>Bodily Image</i>	To do recognizes and to differentiate the right from the left.
	<i>Space</i>	To teach to orient in the spaces that it conquers.
	<i>Time</i>	To improve the concept of time, now, morning, afternoon, evening.
	<i>Social affective development</i>	<p>Phase of latency for the organization of the self.</p> <p>To educate to define relationships specifications.</p>
	<i>Cognitive development</i>	<p>To develop the abilities of classification.</p> <p>The motricity has impulsive character; it can begin the phase of the finalized operations.</p>
		it usually happens around the age of 6 to 8 years

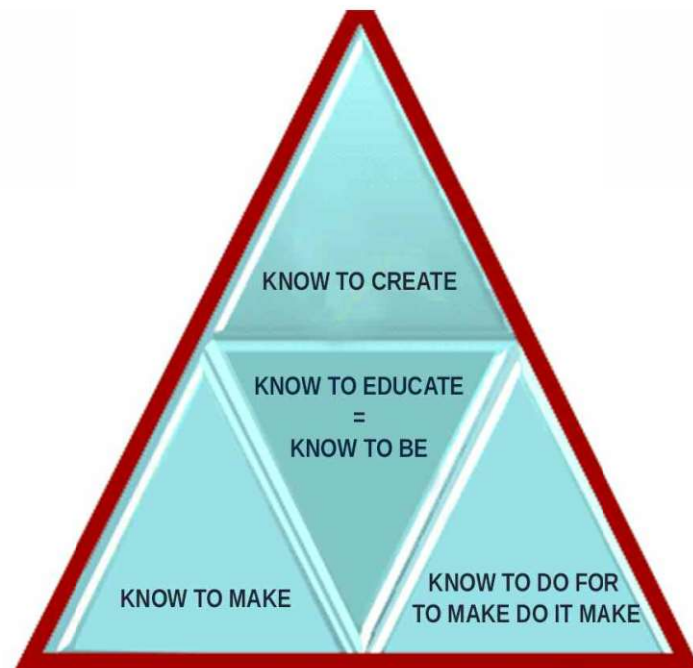
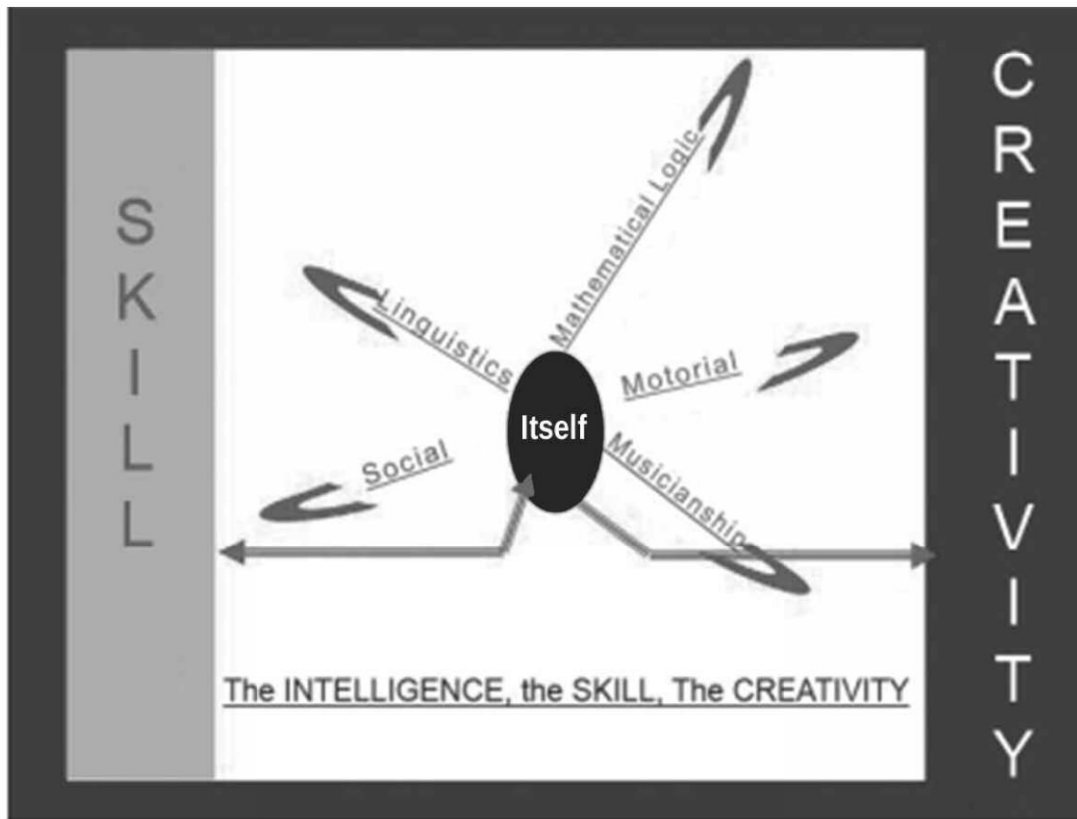
		<b>Characters of the evolutionary age</b>
	<i>Motor Development</i>	Teach to acquit complex motor functions and you direct to the objective.
	<i>Bodily Image</i>	The acquisition of the bodily scheme enters transitory crisis because of the difficulty to imagine the new body that suffers the changes of the puberty. Activity must favour and give into the change.
	<i>Space</i>	Activity must oppose the worsening of the ability of control of the space because of the mutation of the bodily image.
	<i>Time</i>	Facilitate the phase of the restructuring of the coordinate abilities among which the orientation space-storm and the rhythm.
	<i>Social affective development</i>	To favour the begin of the phase of the separation from the family nucleus and the search of his own position in the tribe.
	<i>Cognitive development</i>	To begin through the practice to boss the use of the Logical thought and of that Side. To facilitate the development of the abilities problem solving.
		<b>it usually happens around the age of 11 to 14 years</b>

		<b>Characters of the evolutionary age</b>
	<i>Motor Development</i>	The motor abilities are developed ready to be strengthened. The execution allows to interpret movements motor complexes finalized to objective specific.
	<i>Bodily Image</i>	The bodily scheme is acquired and it is completed in this period the transition of the image elaborated again in the pubertal age to identify that adult.
	<i>Space</i>	The ability of space time orientation curtains to progressively reach the peak. They progressively improve the coordinate abilities.
	<i>Time</i>	It is the phase in which the expression of the movement is strengthened on the temporal ampleness. It is increasing the speed of coordinated executions.
	<i>Social affective development</i>	Experiences report them, cooperation, collaboration, comparison, passion they characterize the choices of interaction of the Itself with the Others. The phase of development of the sense of responsibility and utility continues to the others as to if same.
	<i>Cognitive development</i>	From now on he phase of exploration of the spirituality it will accompany the individual in every age.
		<b>it usually happens around the age of 15 to 18 years</b>

		<b>Characters of the evolutionary age</b>
	<i>Motor Development</i>	The motor abilities in order to maintain acquired conditions must regularly have trained. The execution of movements complex motors for the attainment of specific objectives various from subject to subject.
	<i>Bodily Image</i>	The bodily scheme consolidates the awareness of the bodily image in relationship to the Physical condition.
	<i>Space</i>	The ability of time space orientation is stable and subjective. The coordinate ability maintains him efficient with the regular training.
	<i>Time</i>	The expression of the movement on the temporal amplexness progressively varies with to increase some age as the speed of coordinated executions.
	<i>Social affective development</i>	The experiences matured in the social-emotional relationships have the tendency to stabilize the emotional equilibrium. (made traumas excepted and situations critical object of clinical intervention). It matures the sense of responsibility and utility to the others as to if same it reaches.
	<i>Cognitive development</i>	The Itself is fully elaborate. The run toward the exploration of the spirituality progressively reduces is the egocentric expectations that partner-centred.
		<b>it usually happens around the Adult age</b>

		<b>Characters of the evolutionary age</b>
	<i>Motor Development</i>	The motor abilities progressively have the tendency to be reduced.
	<i>Bodily Image</i>	The image of the bodily scheme is dilated it curtains, because of the schemes lived through the experiences, to suffer the effect memory rather than to conform to the new reality.
	<i>Space</i>	The ability of time space orientation reduce him, the phenomenon is connected to the revised of the bodily image.
	<i>Time</i>	The coordinate and space-time abilities reduce them.
	<i>Social affective development</i>	Progressively curtains to be reduced the sphere of the partner-affective relationships.
	<i>Cognitive development</i>	the cognitive involution is a phenomenon in progressive increase with to advance some age.
		<b>it usually happens around the Third age</b>

## Intelligences, Skills and Creativity



The manifestation of being human.

