

The sustainable social construction of the future depends on effective education and effective application of the sciences

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There is ample scientific evidence that **our relationship with ourselves, others and the planet we live in is the main variable influencing all aspects of our lives.**

We need to see, think and act **systemically, interdisciplinarily, intersectorially and interculturally**



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***We cannot solve the problems
of today at the level of thinking
at which they were first created***

Albert Einstein



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Education plays a crucial role in the social construction of reality and it is more and more evident that **we need a paradigm change** in education in order to **enable people to deal effectively** with the **mounting challenges facing humanity.**



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For sustainable governance
we need to become more
effective on how knowledge
and science are produced and
disseminated



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This retooling needs to start with our frames of reference.

We need to create a new paradigm of education in order to enable education to serve people's needs and to have relevance in public service, social responsibility and sustainable governance.



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Knowledge, Science and Education
are the main narratives to prepare
new generations to play an active and
constructive part of society.

Knowledge, Science and Education
are significant empowering tools and
carriers of values.



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To offer obsolete knowledge, is a
form of disempowerment ,
Like disseminating fake news



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Enter into the 4th Industrial Revolution...



GET
PREPARED
NOW!

 DASSAULT
SYSTEMES



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The Fourth Industrial Revolution is being driven by a staggering range of new technologies that are **blurring the boundaries between people, the virtual and the physical world.**

The incoming changes are blurring the lines between the physical, digital, and biological spheres and **will affect all our bio-psycho-social dimensions.**

It is a transformation of the way we will live, work and relate to one another in the coming years, affecting entire industries and economies, and even challenging our notion of **what it means to be human.**

Fulvia Montresor, Director, World Economic Forum



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We cannot afford to mismanage the 4th revolution with the same myopic, reductionist and mechanistic ways responsible for the blunders of the past ...

Remember how DDT was supposed to be a chemical miracle liberating us from unwanted pests?...

Too bad that we did not take into account that, after killing the pests, DDT would remain in the ecosystem, polluting the waterways and the life-chain, ending up in mother's milk...

Remember the miracle of artificial fertilizers multiplying crops... and also acidifying the oceans...destroying ecosystems...



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We need to have sustainable education based on reality: a people centered education, scientifically grounded on how people learn and develop their potentialities.



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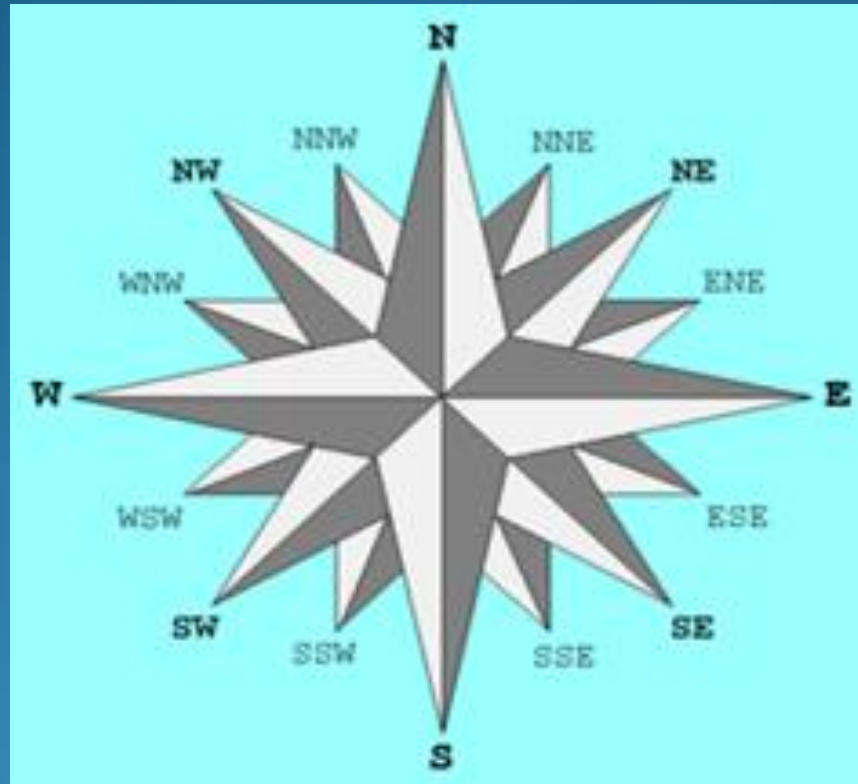


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We need a compass to navigate change, to learn how to relate in sustainable ways to ourselves, others and the world



At the basis of anything that a scientist undertakes, is first of all, an ethical and moral value judgement that he makes

Carl Rogers



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The problem with schools
is that there are
too many teachers and
so few facilitators of
learning

John Dewey



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Some of the variables that will effectively foster a more humane and sustainable future for social and natural capital:

- More awareness
- More empathy
- More capacity for respecting oneself, others and the world
- More responsibility in the sense of the **ability to respond interdisciplinarily and intersectorially**



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Education is an important aspect of the social construction of reality.

Education is at the same time a process and a product,

is one of the most important building blocks of society: **Effective education promotes creativity, resilience, health and prosperity but dysfunctional education produces real damages.**



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Student centered education, applies more scientifically validated knowledge than traditional education; the principles of **Student centered education pedagogy** is congruent with the present scientific knowledge derived from psychology, sociology, anthropology and neuroscience.

Student centered education is more effective than the traditional professor centered teaching and content centered learning and

is more effective than traditional education also when used in “hard sciences” courses, computer assisted learning, hybrid courses and e-learning.



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**We need to educate people not only in the schools but
in daily life, where everybody lives and work**

**We need to foster an effective sustainable socio-
ecological and person centered education**

**A person centered education could be an important
variable creating more effective, efficient, humane
and sustainable processes and products.**



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PRESENT

- Information-based
- Compartmentalized
- Abstract & Detached
- Subject-centered
- Implicit values & power lines
- Mechanistic
- Discipline-specific
- Analytical thinking
- Paradigm-specific
- Professional
- High power differential

FUTURE

- Idea-based
- Contextual
- Life-centric & Value-based
- People & Person-centered
- Transparent values & power lines
- Organic
- Transdisciplinary & intersectorial
- Synthetic & Integrative thinking
- Multi-paradigmatic
- Personality & Individuality
- Empowering & responsabilising



Carl Rogers' research over the last 70 years has identified specific qualities in helping relationships which promote the development of fully functioning people as well as the healing of partially functioning people. **These relational qualities are present also in effective facilitators of learning:**

- **Respect**
- **Empathic understanding**
- **Authenticity/congruence (deep contact)**



The researches of Carl Rogers and his group on **fully functioning persons** found the following **common denominators**:

1. Self aware, integrated, in touch, deep, authentic, trusting, creative, good capacity for affiliation and communication, balanced and realistic
2. Psychological health, maturity, existential depth, effective self-regulation, respect for themselves and others
3. Openness to experience (instead of the rigid defense stance of a person feeling under threat) able to learn from experience
4. Personality: mature, fluid, absence of rigidity and fundamentalism
5. Maximum of adaptability, resilience
6. Trust in themselves, their organism, their intuition, their feelings and their values
7. Sense of direction, purpose, leadership qualities



Person Centered Education Purpose

To protect and promote the person innate creative capacities of learning from their experiences

To promote *wholeness and integration in the individual* by focusing on the student's personal growth and development

To promote the development of creative and competent members of society , able to contribute effectively to the life of their community



The role of the Teacher in Student Centered Education

- A professional commitment to learning and to effective, democratic and value based education
- Able to share her/his passion about learning
- Able to relate to the students with respect, empathy and congruence
- Capable to be in touch with herself, her students, the members of her community, the world
- Wanting and having the needed skills and attitudes to be a facilitator of learning
- An effective mentor promoting student creativity & autonomy
- Capable to help students develop their personal and social skills



The role of the Student in Person Centered Education

- Learning to take responsibility for one's own personal development
- Interested in the development of social, personal and problem-solving skills
- Learning to learn
- Learning from mistakes
- Willing to contribute to a cooperative and tolerant school ethos
- **Able to learn how to relate to herself and others with respect, empathy and congruence**



Person centered, student centered education is an effective form of Peace Education

To learn how to listen, how to understand emphatically ourselves and others, how to respect the different needs and parts of ourselves and others is at the same time an education that protects and promotes individual and social health, individual and societal potentialities and is an effective way to help persons and communities **to learn how to learn and to be at peace with themselves others and all the living lifeforms**



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We need to **effectively protect and promote human & environmental capital**

We need to **think globally and act locally in effective ways** and to do so we need to offer people **the knowledge, skills and competencies** to operate at intersectorial and interdisciplinary levels

- Socio cultural
- Environmental
- Economic
- Psychological
- Spiritual



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The World University Consortium (WUC) is different from the traditional university consortiums, as it includes a wide range of stakeholders in a working alliance to develop an integrated paradigm of scientific knowledge and best practices to effectively address the complex global challenges affecting local communities and different nations.

WUC ' mission is to involve all the stakeholders in a process to promote accessible, affordable, quality higher education worldwide based on a human-centered approach that shifts the emphasis to active learning that enhances the capacity to learn from experience and from **contextualized knowledge within a trans-disciplinary and intersectorial conceptual framework reflecting the complexity of the real world.**

An educational system better suited to develop the full potentials of people reading them for productive and effective engagement, psychological well-being, social welfare and sustainable governance.



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Tänan!
Thank you!



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