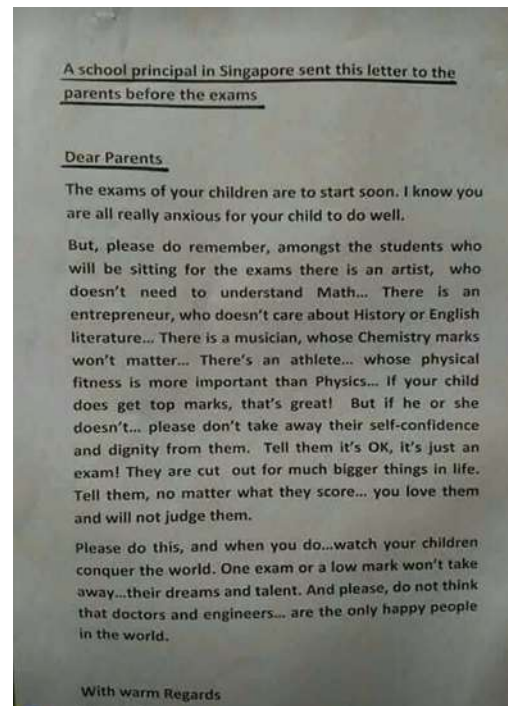
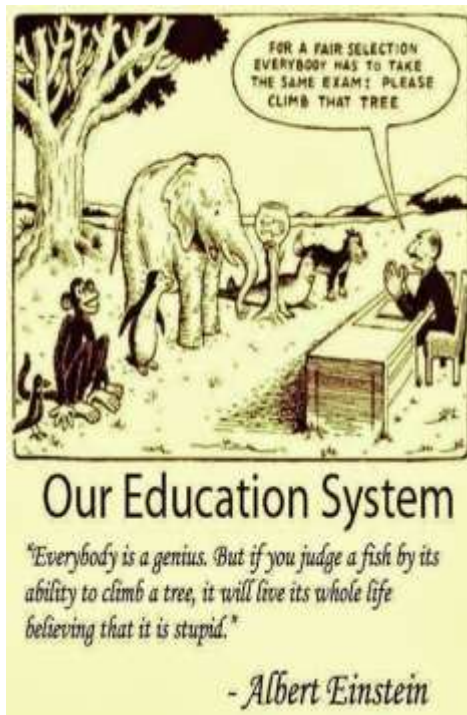


EDUCATION



*"School systems should then raise **a new kind of leader**, one that is able to inspire people and boost their individual and collective power to achieve their personal goals and build **a more just society**" (Vittiello, 2020)*

Deeply inspired by the paper *Future Education and its challenges: a millennial's perspective* (Vittiello, 2020) I have decided to invite everyone to engage in promoting already existing educational institutions that encourage individual and collective power among pupils.

As a criminal anthropology student, I have researched many profiles of criminals through psychological, educational, institutional, and cultural aspects. All the criminal profiles I came across in my research were once children who, through life circumstances, grew out without adequate emotional stability and support. "Before becoming a torturer who dehumanizes his victims, the torturer has always first been dehumanized himself".¹ I realized that system often tries to prevent crime when one already happens instead then prevent individuals of, one day, becoming capable of doing one. If you want to prevent a crime of happening, you must prevent an individual from becoming capable of committing a crime. I realized that satisfied, emotionally stable individual is the only way of preventing any crimes.

It inspired me to one day do research through which I might prove that it is not nature that creates criminals but nurture and that peace in the world can only occur if the system (especially educational) that "inspire people and boost their individual and collective power to achieve their personal goals and build a more just society" (Vittiello, 2020).

¹ Haritos-Fatouros, M., 2003. The psychological origins of institutionalized torture (Vol. 4). Psychology Press.

How did I envision this project?

*Changes in the world must begin with changes in the education. Education must prepare children for life not through facts but through the **correct mindset**. By correct mindset I consider a person who is fully satisfied with himself and **emotionally fulfilled**.*

I imagined the project in which adequate research is conducted on individuals who will attend the school whose focus is on all three aspects of child being (body, feelings and mind) enabling children to develop self-awareness and emotional intelligence, interest and work habits. Research should be carried out through preschool, primary school, secondary and finally college. We should continue our research on these individuals later to see how they assimilated into the world as emotionally fulfilled individuals. That could allow us to gather data that might prove how better tomorrow could be secured with creating “a new kind of leader, one that can inspire people and boost their individual and collective power to achieve their personal goals and build a more just society” (Vittielo, 2020). I will clarify the project in more detail later in the text.

There are two types of schools that could serve us as guidelines and inspiration in the project: Waldorf education and Montessori education. Before explaining them into more details, I would like to explain why creating an environment for children to become emotionally stable might be crucial for a just society.

“How significantly is psychopathy a product of nurture versus nature? There is no simple answer to this much-debated question. Different scholars have contended that their research supports each of the two possibilities. Some find that criminality is genetically determined regardless of the family or other environment the individual encounters; others find that criminality is taught by families or peers or others. The answer is probably different from the implication in the question. Instead of one cause, the combination of nature and nurture seems most likely to produce psychopathy. Some studies, for example, have discovered brain abnormalities, or serotonin levels, which contribute to aggression and perhaps to psychopathy. Other studies have discovered that dysfunctional family life and antisocial peers, with various forms of physical or sexual abuse, contribute to antisocial emotions and behaviours. Because large numbers of those genetically predisposed and of those environmentally determined do not become psychopaths, it is most likely an interaction between the two that causes psychopathy. In other words, an individual genetically predisposed who grows up in a positive environment becomes a moral, considerate individual, **while an individual genetically predisposed who grows up in a negative, exploitative, aggressive, sexual, or antisocial environment becomes a psychopath.** The interaction produces psychopaths.”²

I invite all members of agenda 21 / Young Leadership Network to start creating and **promoting an adequate environment** for all children **through education.** I would like that us, and these children, become the change we wish to see in the world. I invite all members to promote an innovative way of producing emotionally stable individuals that have the capacity to make this world a just place. Our engagement in building adequate society should be carried out through preschool, primary school, secondary and college. We should get in line with all the countries and cultures and do the same research

² Fersch, E.L., 2006. Thinking about psychopaths and psychopathy: Answers to frequently asked questions with case examples. iUniverse.

all over the world to prove that emotional stability is everywhere speaking „the same language“ regardless of diversity; that it speaks **“language of BETTER TOMORROW for everyone“**.

“Current anthropological evidence indicates that psychopathy is known to all cultures of all times, although it is known by many different names, and it appears in many different forms. Different sources claim different statistics on worldwide psychopathy. Given that psychopathy is a culturally defined condition, it is logical that there may be some variance in its prevalence throughout the world. My question is, therefore, If we conduct this project and do research in all countries (or as many countries as possible) could we prove that an emotionally stable individual leads to a just society everywhere? I hope the project will prove to the world that adequate education everywhere in the world is needed for a better tomorrow.”³

DETAILS:

As I mentioned before, there are two types of schools that could serve us as guidelines, partners and inspiration in the project : Waldorf education and Montessori education.

Waldorf education

Educational approach of Waldorf focuses on a child with all three aspects of his being (body, feelings and mind) which enables him to develop self-awareness and emotional intelligence, will and interest and work habits. It is a unique method of education and is based on a holistic approach to education that involves the development and care of mind, feelings and individuality in children. It is based on the teachings of Rudolf Steiner, an Austrian philosopher and founding father of anthropology who made a significant contribution in the fields of pedagogy, architecture, biodynamic agriculture, medicine and art.

This pedagogy takes an entirely different view from classical pedagogy, whose methods are applied in state kindergartens and schools. The main goal of this pedagogical method is the aspiration to align the child's "spiritual and earthly part", through much greater freedom in education. He is approached as an individual whose reason, emotion, and will seek to ennoble and develop as a complete being.

The Waldorf School fosters a holistic approach to education that is indelible from education and has a different curriculum, which includes subjects such as manual labor, wood work, gardening, eurhythmia, choir and orchestra. Also, in the course of the teaching of certain subjects appear epochs, unusual for regular schools, such as, Glagolitic, botany, construction, agriculture, astronomy, zoology, mineralogy, freemasonry geometry. The way of conveying knowledge is such that it leaves room for the student to take his individual position on the subject, to spawn his answer, which is accepted, even if it is different from what the teacher assumes. **In other words, the School shows great respect for the student through paying attention to his or her emotional and educational needs, resulting in high self-esteem in children**

As the greatest advantage of the Waldorf School, learning is extracted for knowledge and not for grades, so there are no grades at Waldorf school until seventh grade, when they are introduced for the process of enrolling in high school. A different method of transferring knowledge is also represented – through experience, which gives long-term results, for life, rather than short-term in order to get a grade and which is quickly forgotten.

³ Fersch, E.L., 2006. Thinking about psychopaths and psychopathy: Answers to frequently asked questions with case examples. iUniverse.

The Waldorf curriculum is designed to prepare a child for life by giving him all the necessary skills and knowledge to act freely and responsibly in his or her surroundings

Explained : <https://www.waldorfeducation.org/waldorf-education>

Montessori education

Maria Montessori is an Italian physician educator best known for the philosophy of education that bears her name. One of Montessori's many accomplishments was the Montessori method. This is a method of education for young children that stresses the development of a child's own initiative and natural abilities, especially through practical play. This method allowed children to develop at their own pace and provided educators with a new understanding of child development. From the beginning, Montessori based her work on her observations of children and experimentation with the environment, materials, and lessons available to them. She frequently referred to her work as "scientific pedagogy". Traditional attitude towards students implies equal access to all and expects equal results from all students. For this school it is also specific that each student receives an individual program, so if he is particularly gifted for a particular subject, the development of his knowledge and skills will be further encouraged. In a Montessori classroom, children are given the gift of time to complete the tasks of their choice, learning, in the process, how to focus keenly on a given task without interruption. Montessori school marks advancement by social, intellectual, and emotional developmental milestones passed at the child's own rate. The ultimate goal is for the child to **develop a love of learning that will last a lifetime.**

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms children make creative choices in their learning, while the classroom and the highly trained teacher offer age-appropriate activities to guide the process. The most striking difference between the Montessori Method and public education involves the role of the teacher. In a public school, the teacher directs the subject and the task to be completed for every child in the classroom. In a Montessori school, the children choose the task they wish to work on, provoked by their natural curiosity in an environment specially prepared for their **intellectual development.** A Montessori teacher is a guide who uses the power of observation to note each individual's advancement and to encourage them toward greater learning in a stress-free way.

The Five Principles⁴

1. Respect for the Child. Respect for the Child is the major principle underlying the entire Montessori method
2. The Absorbent Mind
3. Sensitive Periods
4. The Prepared Environment
5. Auto education.

Explained here : <https://www.supplydesk.co.uk/resource/pedagogy-profile-montessori-method/>

⁴ <https://www.supplydesk.co.uk/resource/pedagogy-profile-montessori-method/>

If you are interested in this project I propose the following:

- I suggest that we contact existing institutions that encourage this system and include their pupils in our results
- To invite those institutions to cooperate as part of our research. Dora Damjaović and I (Dina Dragija) could focus on all institutions in Croatia that would promote this type of education, and I am suggesting that our colleagues do the same abroad.
- The Montessori School also has a Cambridge University certificate that allows children from Montessori school to conduct bilingual teaching in English, maths, biology, chemistry, physics and informatics under the Cambridge programme, all of which will be valued to pupils as their peers in England. This inspired me to suggest that we should contact all institutions and ask for a certificate that allows the same program (I can personally contact UCL and request collaboration and customized program)
- My brother is 12 years old, and his classmate has moved from public school to Montessori school. His friend has become a satisfied, fulfilled child. Therefore, as I suggested before, we should include existing students and their parents in our research. To gather their experiences. It is important to monitor these individuals how they assimilate in society and how they think through several years. Especially to monitor if they have a criminal record. If it is proven that none of these children who had adequate upbringing at school and at home has committed any criminal offences, we can advocate that our research proves that emotional stability and adequate education is a place for a just society and better tomorrow.
- I suggest putting an extra effort to secure this type of education for orphans, abused children and those coming from financially unstable families. I want the future of these children is saved through this kind of education, especially to work on their emotions
- I would like for this project to be promoted and supported by the EU funds, donations from organisations, individuals and everyone willing to assist that this institution becomes free of charge and open for all for the benefit of research. If we cannot secure free education for everyone, we could try to find organisations, institutions and individuals that are willing to support our project.
- It is necessary to gather children from all backgrounds and cultures to be observed, whether it is nature or nurture that affects individuals.
- I suggest we get in touch with these two types of schools in the whole world and collect data that will help us understand their strengths and disadvantages; if any. Although they are different institutions, their differences can help us promote a similar but some third type of institution that

includes the best of these two. These schools are currently costing now, but we need to fight for funds and promotions that these institutions become open for everyone.

- If we gather enough data to prove that this is an effective education for just society we might get more support from the world to change education

IDEA / CHALLENGES

This idea requires the complete commitment of people who believe in a better tomorrow. This idea is often not sufficiently promoted or is not supported enough by the system. Most of these schools are private and are not open to all. These children should continue their studies according to the same program in every level of education. Today I spoke to a woman whose child goes to a Montessori school in Croatia and says that her child is overjoyed but that she is worried about what is going to happen to him in high school (we have only public high schools in Croatia). There is a lack of support for those kinds of programs as I am aware. Also, this education must be open and free for everyone because this is not the project to create a better world for few but everyone. Equality and unity matters in making the world a just place. It might be challenging to make all these institutions free of cost, but we should try to act and let our data secure our project as CRUCIAL for EVERY SOCIETY. Our action and data could secure world recognition that education reform is most needed.

I hereby end the idea. I hope there are many more ideas among all of you that we can add to this project. I look forward to working with the good people from whole world who are willing to create a better tomorrow for our children and all of us.

We owe change to new generations and to our Planet. Our failure to secure a better tomorrow for future generations can lead to the disappearance of mankind, sooner or later; the disappearance of everything, not certain persons or cultures. All those who are unaware of it, we should be their light at the end of the tunnel. We have not all had a chance to grow up to be emotionally fulfilled people who have enough empathy to want a better tomorrow. Therefore, I call on everyone to be the light of new generations and those who did not find theirs yet. We must be the change we wish to see in the world.

You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will be as one

John Lennon, "imagine"

Dina Dragija, Croatia

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