

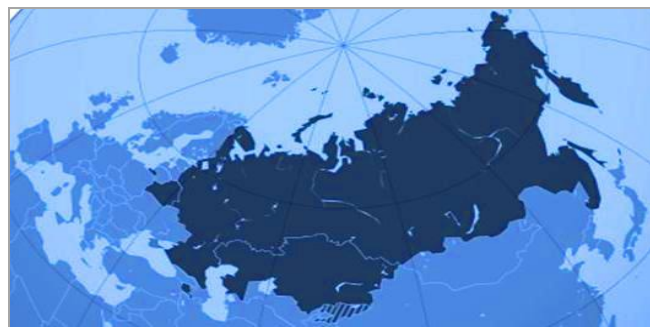


eyes of europe

auto-active

PANEUROPEAN EDUCATION-PLATFORM

School – Economy – Science – Politics
Targets, Contents, Technical-System, Network- Structures



EOE - PROGRAMME

What is? / En

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P R E M I S E

The ambition of Eyes of Europe is to bring the teenagers of Europe to interact with each other in real time upon all burning issues that threaten the planet earth in order. For it is in the consciousness of its and our weakness that EoE is drawing its and our strength.

Eyes of Europe stands indeed for autonomy and permanent exchanges between European teenagers who are to teach each other about the burning issues that threaten human life on the planet earth.

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EYES OF EUROPE - EUROPEAN YOUNG EDUCATION

“It always seems impossible until it is done.” (Nelson Mandela)

Drastic change is needed badly, political decisions need to be taken swiftly especially in the way teenagers are being educated throughout Europe and the whole planet. They must be helped to discover how to survive a still more hostile environment and how to live a good life with each other and not against one another in outbursts of hatred and violence. Ignoring their dramatic demands would not only be a political shot-coming, it would definitely imply an ethical mistake: the equivalent of a civilizational suicide.

Eyes of Europe is basically about resuming the construction of Europe, about shaping a European public opinion by educating a generation of critical cosmopolitan European citizens concerned with the rest of the world: “*Europa weltfähig machen*”. Eyes of Europe is modern culture and citizenship in progress and in permanent interaction.

Unfortunately, there is, so far, no such thing as a European people. It needs to be forged and more importantly to be educated. There isn't even a European public opinion capable of controlling European politics. Yet the Erasmus programs are definitely a step in that direction. Emmanuel Macron and a few distinguished members of the European Parliament, its former President Martin Shultz in the first place, are advocating the introduction of a new Erasmus Program for teenagers. Eyes of Europe goes a step further in offering a permanent auto active European education and pan-European dialogue in English and in real time for all pupils in secondary schools throughout Europe.

WHAT WE HAVE is our determination to change education radically by using interactive media systematically and on a European scale. What we have is our conviction that the classical nationally-oriented educational approach has failed for decades across Europe. National education has indeed encouraged nationalism and consequently dramatic conflicts, especially the two European civil wars of 1914 and 1940. Nationalism results in war; *Le nationalisme c'est la guerre* (François Mitterrand).

We want neither war nor national or regional education which one way or another encourages it: we want peace and we want a united Europe. What we want is to convey European values through the transmission of European culture. We sincerely want to educate the European youths. Yet we know that education is not specifically a European assignment but a national if not regional attribution. Basically school has failed dramatically in most national educational systems.

What we have is a passion for complexity i.e. for permanent interactions between autodidactic learners in an *auto-active* learning program (E.o.E.); a program in which young European learners teach other young European Learners and themselves. What we have is a lot of experience in that field both technical and conceptual.

We want to over-bridge the “*breach between past and future*” « *La Brèche entre le passé et le futur* » (René Char),

What we have is a radical trust in young Europeans and especially in their potential, their creativity and sense of innovation, their passion for interaction. What we do have is faith in dialogue, exchange, interaction in real time thanks to the possibilities of new technologies. Permanent interaction is the key to understanding complexity and to tackling and challenging it.

What we definitely have is: Content, an international team of specialists and outstanding partnerships with IT, TC, TV and science.



WHAT WE NEED is the full energy and attention of teenage Europe. What we most dramatically need is the support of a generation of “*mutants*”, who are capable of learning by themselves on Internet search-engines and cyber-data-banks, challenging thereby the knowledge and know how of traditional teachers in conventional education. But even mutants need to be educated and that is EoE’s concern and ambition.

What we need is radical change in education if mankind is to survive. What we do need are new values and especially a new art of communicating, of learning, of living one’s life, individually but also in interactive communities, in society, as a globalized human species. What we do need is permanent intercultural and “inter-convictional” dialogue and respect for diversity; what we do need is being respected by all others however different in the knowledge that we are all actors of the same and common human condition. What we badly need is nothing less than permanent interactions between young Europeans across the borders to combat rising populism, nationalism and religious dogmatism and radical fanaticism. What we need indeed is organizing in real time a wide critical and permanent exchange on “*future Europe*” in liberty, equality and solidarity.

La citation de Habermas :

« Au lieu d'imposer à tous les autres une maxime dont je veux qu'elle soit une loi universelle, je dois soumettre ma maxime à tous les autres afin d'examiner par la discussion sa prétention à l'universalité. Ainsi s'opère un glissement : le centre de gravité ne réside plus dans ce que chacun souhaite faire valoir, sans être contredit, comme étant une loi universelle, mais dans ce que tous peuvent unanimement reconnaître comme une norme universelle »

WHAT WE CAN and what policymakers are apparently incapable of doing is giving real life to our intuitions. What we can is implementing our visions of the future, turning them into reality. What we can is transforming a far too abstract educational system into a pragmatic one widely based on the experience of the young.

What we can is expecting the unexpected, unpredictable, unforeseeable future and forge it according to our ends and ambitions. What we can is apply to all problem issues of the day a critical approach in order to destroy all forms of dogmatism : religious, political, social and even moral.

WHAT WE DO is challenging politics and economics. What we are doing is questioning education to its limits. What we do is getting organized as a platform that works technically and elaborates content. What we do is stimulating a permanent exchange between teenagers on subjects related to the vital issues of the moment: violence, peace, the survival of the planet, explosive demography, globalization... What we do is teaching the “good life”, “the difficult job of living one’s life fully” :as JJ Rousseau puts it (***Vivre est le métier que je lui veux apprendre...***) individually as a human being but also collectively as a cosmopolitan citizen capable of facing the risks of living in a dangerous globalized world dominated by technique, fanaticism violence and overcoming the difference between “us” and “them”. What we do is teaching the human condition and promoting plural identities.

What we dream to do is establish humanity in man. *Instituer l’humanité en l’homme (Edgar Morin)*

WHAT WE THINK is that humanity is heading for disaster. What we think is that this disaster can only be avoided not by national and international policy makers but through a drastic revolution in education. What we think is that Internet has opened the way to a savage and anarchic conquest of knowledge and information which forces us to reconsider our global conception of education.



Internet is knowledge escaping control. It needs to be slightly regulated with the help of a team of EoE trained teachers/tutors/mediators who are both bright intellectuals and gifted communicators capable of conducting and moderating the exchanges, dialogues and debates in real time between pupils. What we think is that we need a new generation of *mutants* to change the world and this most unequal society but we think the world cannot be changed as long as the young are not changing themselves in the first place. They actually think faster and have swift and open access to the widest knowledge ever. What we think is that the young are prepared to change themselves and their life ethos in order to survive and live a better life in our challenging time. What we think is that ethics must be reinvented or at least re-adjusted permanently in a permanent dialogue of youth with itself. What we think is that it is essential to teach and understand what it actually means “*to understand.*” Understanding can only be an interactive, inter-subjective process, something that can only be learned through practicing interactive exchange on a collective basis. What we think is that few politicians and even fewer traditional teachers are capable of bringing about such highly required change.

WHAT WE STAND FOR is accompanying their quest for knowledge and their eagerness to learn. What we stand for is to stress the ecological approach that is constantly emphasizing the links between interconnected phenomena such as they appear in climate change, global warming, demographic explosion. What we are standing for is an education in complexity in order to understand and challenge the growing complexity of our planet and global human civilization. What are pleading for are values new and old; universal values and values for living differently, for thinking differently, learning differently, eating differently, loving differently, behaving differently and consuming differently based on more empathy and solidarity for their have not. What we are advocating is a united Europe where everyone expresses themselves freely and openly in English as a second language. What we are standing for is freedom of speech, freedom of thought and belief. What we are standing for is more care and more humanity: a future with a human face.

WHAT WE ARE CHANGING radically is how to learn and most importantly how to understand. What we are changing is the teacher-class relation: pupils should teach pupils in all possible subjects, in all possible ways with all possible media resources and dialogue in real time. Teaching in a traditional way is no longer valid. Teachers should teach less and tutor more, teachers should teach how to learn and how to cope with new technologies (Subject IT-Science). Teachers should teach how to link and contextualize information much more than simply conveying information and content.

WHAT WE ARE SAVING is our cultural and civilizational inheritance but what is worth conserving needs revitalizing. What we are saving are the treasures of [European arts](#), music, history, economics and philosophy, old and new. We are simply advocating a radically new approach to those most precious treasures. What we are willing to save and restore are the humanities that need to be revisited and readjusted with the help of visual media and the totally unexplored and unexploited treasures of TV archives across Europe. Europe’s memory is it’s most precious asset but this gorgeous heritage is highly menaced. « *Notre héritage n’est précédé d’aucun testament.* » *There is no such thing as a testament that outlines our inheritance*” This most enigmatic verse was regularly quoted by Hannah Arendt. Eyes of Europe wants to be *that testament*. Those were the words of poet René Char a “resistant” who survived the disaster of the second world war.



The European resistance fighters were neither the first nor the last to lose their/our cultural treasure. The treasures of the antique legacy were preserved by Christian monasteries across Europe, later by the Arab translators of the Golden Age of Islam. Some people see this treasure as an illusion, a mirage, they are wrong.

The treasures of the Greek philosophy, of the Judeo Christian and Islamic era of the Renaissance and of the Enlightenment are threatened by wild consumerism and blind materialism and also fanaticism. The only possible rescue today is transmission through Education. A written will that tells the heirs what will legally be theirs is literally offering the past a future. Without a clear will, i.e. without tradition that chooses, names, transmits and conserves, that indicates where the treasures are and what their value is there is no longer continuity in time and henceforth neither past nor future any more and that means clearly the end of civilization. *L'éducation il y a un trésor cache dedans* is the title of a report commissioned by former EU Commission Chairman **Jacques Delors**.

Eyes of Europe feels it takes three things to succeed:

- A vision to see (what the Eyes of Europe see),
- the vigor to act (turning utopian vision into solid reality)
- and the heart to care (another formulation for “humanity” and “empathy”)

HOW WE MANAGE “DIGITAL-LIFE IN FUTURE: “... *Visions definitely need physical association. To make digital technologies visible and feasible [Eyes of Europe has developed a visionary come-together-lab](#), a mobile center to launch the dialogue with the future ...*” The EoE IT-lab cooperates with international top-level IT-companies, which are already developing the digital revolution of the future of [TEN - POINT - ZERO](#) in all safety, teaching us the subjects “IT” and “Neuronal-Networking”.

Migration

The EoE education and training system is also highly relevant with regard to the “Zeitgeist Problem” of migration, a challenge with which Europe will be confronted again and again at present and over the next three or four decades.

Emigrants / migrants should inquire in their home countries ahead of time about the laws, ways of life and customs (value orientations) of the countries where they wish to immigrate.

They can get all the necessary information in the form of certified courses and training via the EoE system platform.

The graduated participants of these one-year courses are awarded an identity certificate, which can considerably facilitate their access to an EU country



Telco-Industries about Eyes of Europe:

„...Das visionäre Eyes of Europe Programm birgt in sich ein enorm vielfältiges Potenzial, das sich neben vielen anderen Aspekten - wie z. B. "Nutzung der kollektiven Intelligenz" - durch die Komponente des moderierten Gedankenaustauschs auszeichnet.

*Innovationen schaffen neue Produkte. und neue Produkte führen zu neuen Arbeitsplätzen. Ziel ist es deshalb unter anderem, auf Dauer Beschäftigung sowohl zu sichern als auch zu kreieren.
In Hinsicht darauf kommt dem Eyes of Europe Programm eine große Bedeutung zu.*

Systemische Struktur und effiziente Zusammenarbeit sind die Grundlage des EoE- Programms, das Visionen in Innovationen wandelt..."

*„...Das Eyes of Europe Programm weist in seiner Konsequenz starke Ähnlichkeiten mit neuronalen Netzwerken auf. Erworbenes und zur Verfügung gestelltes Wissen (= kommunizierte Erfahrungen) synchronisiert sich selbstregelnd permanent auf den neuesten Stand aller globalen Entwicklungen in Lehre, Wissenschaft, Forschung & Technik, Wirtschaft und Politik.
Es entsteht eine autodynamische Kraft / Intelligenz, die sich selbst auto-aktiv vermittelt..."*

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