

## **Basic Vision of a life in ONE world in diversity.**

### **– Priority to good quality early and primary education.**

Conscious that **all** is interconnected through the inner nucleus of all that exists through an all encompassing divine SPIRIT, we human beings have the freedom and face a challenge to co-create a balance which

1. protects and preserves the grown and further developing base of all that exists: nature;
2. enables peaceful loving TOGETHERNESS of people, capable to lead a life in dignity in social structures, which are defined by the "golden rule";
3. allows all people to benefit from the fruits of research and creative productivity – according to their engagements and efforts – in an open, fair and efficient way. This requires a global market economy which however must be effectively limited by the correcting factors 1. + 2., therefore a global "Eco-social Market-Economy".

Preconditions for the freedom to co-create a balance between those 3 factors are a relevant consciousness and the possibility to obtain/learn the capabilities which are needed to actively take part in the whole system. Such capabilities grow under the influence of loving parents and of conscious early childhood development, like in Montessori preschools – followed by good basic education which recognises and promotes the human predisposition in its variety.

It's the duty of society to create a safe juridical framework and provide the starting chances for the individual development of all human beings in the framework of their relevant culture – but without enforcing the maintenance of grown cultural boundaries. This means: The cultural framework is to be respected, but in and for an open society human beings must be protected from dogmatic cultural restraints.

The collective responsibility of society for the shaping of the path of life and for the related "success" of the individual ends with the age when he/she can individually make use of his/her earlier acquired capabilities in the framework of the structures where he/she lives – therefore after a period of high quality early and primary education. Continuing higher and specializing education could and should be created and (co-)financed by those sections of society who also have an interest in such specialization. This does not exclude publicly supported higher education of general interest for society. In principle, every human being should become however, self-responsible – provided he/she had a chance to acquire needed intellectual capabilities to structure his/her life – including the capacity for life-long learning.

There remains, however, a collective responsibility in solidarity for a dignified life towards those people who were not able to acquire the capabilities needed for their individual shaping of their path of life, due to circumstances beyond their power, i.e. illness or other ill fate. It depends on a democratic decision process of the respective social (state-) structure to what extent there should be a publicly financed basic safety-net for old age and illness. In this decision-process, subsidiarity and transparency are the guiding principles.

As long as framework-conditions which are needed for the individual development and the covering of risks are not yet created and producing results – especially as long as there is no high quality early- and primary-education system accessible for everyone – a synthesis of individual and collective solidarity for a dignified life of all human beings is unavoidable. In any case, we must invest more energy and all our acquired know-how into providing good starting chances in life to **all** children – through LOVE and good child-centred education !