



Rinascente

“RINASCIMENTO” A MANIFESTO FOR A 21st CENTURY SCHOOL

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Rinascente is an initiative launched by Fondazione Enrica Amiotti



Visit us: www.fondazioneamiotti.org and www.rinascente.org



Rinascimento

1. Synthesis

Rinascimento is an educational initiative of renewal, born in Italy, with international aspirations. It aims to systematize, develop, integrate and disseminate the experiences of a growing number of excellent teachers and schoolmasters who are bearers of an innovative, inclusive **“active teaching”** method, tied to reality and experience, in which kids from age 4 to 16 are the protagonists of their own learning process and personal growth.

Rinascimento is a full-time school model that discovers, appreciates and develops the multiple talents and intelligences of children, boys and girls, in many – all equally important – disciplines and fields: from math and science to history and social skills; from mother tongue and foreign languages literacy and expression to music, performing arts and all non-verbal languages; from educational entertainment to sport and social work; digital resources and skills blended with nature-based and craft disciplines, etc.: all these with strong relationships with the local territory and open to an increasingly integrated planet.

Beyond individual disciplines and national content (nowadays becoming quickly out-of-date and often freely available on the Internet), **Rinascimento aims to instil in the youngest generations a zest for learning, un-learning and re-learning throughout their lives by developing four key life skills: Creative thinking, Critical thinking, Collaboration and Communication.** Rinascimento wants to train and **educate competent, aware, well-rounded, alert, curious, energetic, effective, healthy and happy kids-** learning by **“head, hand and heart”** according to the motto of 19th Century pedagogical innovator, Pestalozzi, whose school was attended by the highest scientific mind of the last century: Albert Einstein, a physicist, amateur violinist and free spirit.

Rinascimento wishes to support the **change of the current public school educational model that prevails in most of the Western world, which is still based on end-of-18th Century Industrialism and Illuminism.** Such a model is often driven by an academic and standardized approach- not based on experience and creativity, which causes too many pupils and students to drop out, fail or lose interest at school. **Rinascimento is the school for students with all talents, expressive languages and multiple intelligences.** It gains inspiration from the **Italian Renaissance** – when art and sciences, beauty and usefulness, theory and experience were intimately linked – and by **the best early 19th and early 20th “active pedagogies”** (Pestalozzi, Montessori, Steiner, Dewey, Vygotsky), while being fully immersed on today’s opportunities offered by **digital networks, contents and technologies.**





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Rinascimento will be the School of:

<u>ALL TALENTS</u>	<u>CURIOSITY AND COURAGE</u>
<u>ALL TYPES OF LEARNERS</u>	<u>DIVERSITY AND COMMUNITY</u>
<u>INTEGRATED KNOWLEDGE AND ARTS</u>	<u>EXPERIMENTAL AND ACTIVE LEARNING</u>
<u>INDIVIDUALITIES AND GROUPS</u>	<u>ATTENTION AND RESPECT</u>
<u>VERBAL AND NON-VERBAL LANGUAGES</u>	<u>COMMUNICATION AND EVENTS</u>
<u>PHYSICAL EDUCATION AND EXPRESSION</u>	<u>NATURE AND HEALTH</u>
<u>VALUED TIME</u>	<u>RESPONSIBILITY</u>
<u>MEANINGFUL LIFE AND SOCIAL ENGAGEMENT</u>	<u>PERFORMANCE</u>
<u>EXCELLENCE AND HAPPINESS</u>	<u>THRIFT AND CRAFT</u>
<u>ENTREPRENEURSHIP AND SOCIAL ENTERPRISE</u>	<u>PROJECT MANAGEMENT.</u>

The teachers and headmasters who adhere to the Rinascimento model are passionate educators, with a zest for teaching innovation and experimentation, always open to inputs, challenges and opportunities of contemporary society. With their personality and daily exemplary work, they will be able to convey the values of inclusion, talent development, freedom of thought, enthusiasm and pragmatism, enjoying one of the most beautiful and valuable jobs of all, the one of educators of the youngest generations, inherently linking the past, present and future of pure societies. **Directors, teachers and pupils at Rinascimento will be happy to put themselves “on the line” and to improve each other**, putting **self-evaluation** as a prerequisite and a needed first step of any institutional evaluation, testing and reward process.

This Manifesto document is the first step of a new educational adventure, which aims for a **structural improvement of the School system, within and beyond the boundaries of the European Union**, thanks to:

- A number of **integrated, strong educational and social values**
- **Innovative means to build and spread educational methods and experiences**, thanks to personal, social and digital networks, and to **“Rinascimento TV”, a soon-to-be launched Web TV** brought about by teachers and their pupils for other teachers, parents and kids.
- **A great operational flexibility**, able to adapt Rinascimento to the needs, specific situations and objectives of each school and local territory, complying with the national curricula, leveraging on school management/board autonomy and **privat-public cooperation**, at the local and national level.





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2. Why Rinascimento?

The public school model of the 21st Century is still inspired by late 18th Century Enlightenment and Industrial Revolution models, which are often biased by an academic, narrowly specialist, intellectual and non-experiential approach. In many countries, such models often fail to provide an effective vehicle for inclusion and social promotion for children coming from disadvantaged milieus, who tend to drop-out or have a very hard time to excel in the path to university. On the other hand, in spite of the penetration of digital technologies, the current model of schooling is alienating the interest of children, depleting, disaffecting and expelling far too many creative minds from schools.

Even for those pupils and students who are able to follow the full school path, the current model - which emphasizes academic knowledge and standardized testing - now fails to produce enough “marketable talents” for the job market and the globalized economy. The point is that “we are currently preparing students for jobs that don’t yet exist in order to solve problems we don’t even know are problems yet” (Richard Riley, former US Secretary of Education) and “the illiterate of the 21st Century are not those who cannot read or write, but those who cannot learn, unlearn and relearn” (Alvin Toffler, futurist).

Too many teachers fail to teach students *why* and *how* to learn, but just *what* to learn. While relevant information changes at an unprecedented speed and is widely and readily available through the Internet, the educational system is often focussed on narrowly defined, experience-void and standardized notions and curricula. Demotivation, frustration and stress are growing in teachers and kids, with a disproportion-ate increase of ADHD-type syndromes and unacceptable mass medication of minors in certain countries.

Ken Robinson has brilliantly exposed the sad effects of the current educational paradigm on the minds, hearts and future of children as well as on the western economy and society. (See www.youtube.com/watch?v=zDZFcDGpL4U). *For the Italy-specific educational school issues, please refer to the Italian version of the Rinascimento Manifesto (<http://rinascimento.org/manifesto-rinascimento/>).*

3. Enter Rinascimento: back to the future

We should finally focus on raising a new generation of curious, creative, autonomous, well rounded, diverse, proactive, passionate and socially-minded citizens, who are able to find the resources around them and inside themselves for their personal and community nourishment, development and achievements.

We at Rinascimento believe that the western and global educational models for kids aged 4 to 16, should be heavily reformed, taking inspiration from:





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- **The heights of Italian Renaissance of the 15th -16th Centuries**, a pre-industrial time when art was twinned with math and science, beauty with usefulness and craft, theory with experience, curiosity with details, man with nature, spirituality with thrift, openness with community, humanistic culture with cosmopolitanism and cultural identity;
- **The early 19th (e.g. Pestalozzi) and early 20th Century pedagogy (e.g. Agazzi, Montessori, Pizzigoni, Steiner, Dewey, Vygotsky)** which stressed the need of “active teaching”, “experiential learning”, leveraging on “mind, heart and hands” along the credo of Pestalozzi’s school, the one attended by last century’s highest scientific mind, Albert Einstein: a “difficult” kid who found inspiration and energy by playing violin and Mozart (<https://www.youtube.com/watch?v=MQFmSnG5Ets>) ;
- **21st Century educational opportunities offered by digital technologies, devices, content and networks**, allowing for customized, attractive and entertaining learning methods and experiences, leveraging on a global, open, rich and thriving knowledge base, as well as on the inner enthusiasm and striking abilities of the “digital natives”.

4. The founding values of the Rinascimento school model

Rinascimento shall be the new school (from kindergarten to middle school, age 4 to 16) that:

- gives the best possible teaching and learning experience to all students, from the hyper-gifted to the ones in need of special care for whatever reason
- values children from all social, religious and cultural origins, provided that such milieus tolerate, respect and value cultural differences and allow the full expression of personal opinions and opportunities, without discrimination
- provides optimum educational conditions to develop a happy, meaningful, respectful, creative, down-to-earth, entrepreneurial, environment-conscious, autonomous and socially-minded life.
- is driven by educators and school leaders who are open to experimentation and sharing of their skills, motivated to be or become educational leaders and to offer positive role models, with strong attitudes and capabilities on the 4 "life skills" to pass on to young people: “creative thinking”, “critical thinking”, “collaboration” and “communication”.

Rinascimento will be:

- **THE SCHOOL OF ALL TALENTS:** Rinascimento is organized to discover, develop and exploit the cognitive, creative and realization talents of each boy and girl, in the intellectual, manual, artistic and non-verbal expression spheres. This allows to build strong foundations for their armonic development as persons and future successful citizens, in all environments: family, friend circles, school, profession and society (from the local to the international scale).





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- **THE SCHOOL OF CURIOSITY AND COURAGE:** A school that develops curiosity, attention, as well as critical, divergent and creative thinking. It will be a school of active learning in all fields: science, maths, humanities, visual and performing arts. It will be a school that embodies personal and community dreams, of experimentation and project management at all levels and all ages.
- **THE SCHOOL FOR ALL TYPES OF LEARNERS:** Rinascimento fosters a learning environment which includes all teachers of good will and proven competence, and kids coming from all social classes and with the most varied talents, potentials and intellectual capabilities, from the hyper-gifted to the average and special-needs kids (e.g. ADHD, physical handicaps). The experiential, workshop-based, inclusive, playful and personalized approach is very effective in reducing drop-out rates and school failures. Special facilities (scholarships, boarding facilities and temporary custody, summer camps) will be offered to high-potential kids coming from disadvantaged family and social environments.
- **THE SCHOOL OF DIVERSITY AND COMMUNITY:** Diversity is valued as a source of identity, as each of us defines him/her-self in relationship with others and diversity spans across all life scopes: from equal gender opportunities to different talents, skills, vocations and endeavours, up to diversity of social backgrounds, learning needs and learning capabilities (including non-extreme forms of mental and physical handicaps). Accepting and leveraging on these diversities, each Rinascimento school will develop a strong sense of community, identity and belonging, in a healthy relationship with the communities, the economic players and the institutions of its town and region.
- **THE SCHOOL OF INTEGRATED KNOWLEDGE AND ARTS:** Inspired from Renaissance art and crafts, it aims at harmonic and dynamic equilibriums, at new syntheses of old dichotomies and apparent conflicts: body-mind, theory-practice, observation-action, creativity-discipline, humanities-sciences, art-technology, real-digital, vision-detail, child-adult, individual-group, past-future, ecology-economy, activity-leisure, cooperation-competition, personal achievements-social responsibility, happiness-engagement, speed-meditation, public-private, secular-spiritual, North-South of the world, etc.
- **THE SCHOOL OF EXPERIMENTAL AND ACTIVE LEARNING:** Teaching and learning at Rinascimento will be focused on experimental, hands-on, learning-by-doing, trial-and-error, problem-solving approaches. In math and science, rules and laws will be derived and tested by direct observation, experimentation and problematic approach. Hands (and body) will be as important as mind and heart. Performing arts and sport activities will teach students how to develop and test new abilities, to take on and thrive in new challenges, in a harmonic development of body and personality.
- **THE SCHOOL OF INDIVIDUALITIES AND GROUPS:** mixing and integrating personal and group educational methods, from frontal teaching to small group and school-wide activities, as well as online twinnings and networking. Particularly the afternoon and summer activities will allow for personalized teaching and learning, to focus on special support needed in curricular subject matters and to cater for individual tastes, gifts, skills and personalities. The group activities will be result-driven, foster intra-group cooperation and inter-group





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- open competition. Particular emphasis will be given to peer-to-peer education, to project management and to group management skills.
- **THE SCHOOL OF ATTENTION AND RESPECT:** Special emphasis will be given to the practice of attention to the other, in relationships among peers, between teacher and pupil, school and family, and between generations, as well as vis-a-vis the external world to be discovered, accepted, understood and influenced thanks to education and social life. The attention and the respect of the other as a “person” is an essential pre-requisite for harmonious groups dynamics of teachers and learners, preventing and solving overly conflictual, exclusive and abusive situations, as well as favouring a full affective life in adulthood. Experts in group dynamics, pedagogists, and psychotherapists will help teachers and learners to remove the conditions which hinder learning, social life and constructive evaluation and feedback processes, at all levels, from headmasters and teachers to kids.
- **THE SCHOOL OF VERBAL AND NON-VERBAL LANGUAGES:** From the youngest age, one should develop a taste, ability and sensibility to communicate not only in the native and foreign languages (with CLIL method), but also in non-verbal, mathematic, scientific, digital programming, musical, visual and performing arts languages. Particular care will be given to complement digital literacy (extended to serious gaming, educational robotics, 3D printing) and audio-visual proficiency with individual book reading, collective writing, memorization and emotional expression through performing arts.
- **THE SCHOOL OF COMMUNICATION AND EVENTS:** on top of these multi-language capabilities developed in-house, Rinascimento will be an open educational institution, or rather a learning organism fully immersed in its social and economic environment, able to exchange ideas, experiences and inputs with the communities surrounding each Rinascimento school (parents, institutions, local entrepreneurs, craftsmen, artists) and all those reachable on-line via twinnings, community networks or social media, or visitable with school trips and structural exchanges of students, teachers and experts. Each Rinascimento School will manage its own WebTV, networked with the Web TVs of all Rinascimento Schools, and open to the national and global educational community.
- **THE SCHOOL OF NATURE AND HEALTH:** Rinascimento will foster a strong and productive relationship between mankind and environment, and – at the school level – between students and nature, both inside the school premises (e.g. educational vegetable gardens, cooking and alimentation, science and craft labs, sports, renewable energy labs) and outside (educational farms, nature trails, nature trips, orienteering), to promote a healthy life style, proper alimentation and body exercise, to complement the digital, virtual and “effortless” experience mode of online access and social media.
- **THE SCHOOL OF PHYSICAL EDUCATION AND EXPRESSION:** Rinascimento values sports, psychomotricity, body awareness and care, as well as the development of non-verbal expressive capabilities, which are so important for the psycho-physical well-being and a fruitful affective and relational life, at all ages. A significant individual and team sport practice helps lateralize the brains of children, manage aggressiveness, accept positive competition while excluding the negative one, and is conducive to a healthy lifestyle throughout life. In addition to sports, disciplines such as educational circus and theater, the





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- teaching and practice of choir, music and rhythm, the experience of nature and wilderness can all be used to enhance the capability of "listening", to develop the psycho-physical talents of every kid, as well as to effectively approach many "special care" needs and handicaps.
- **THE SCHOOL OF VALUED TIME:** Rinascimento is a full-time school that will value time in all respects: as a limited resource not to be wasted, as a source of inspiration (history of all times and cultures), as gateway for inter-generational experience, with explicit involvement of parents, grandparents, retired teachers, experts, craftsmen, artists, etc. Rinascimento will value "joyful time" (e.g. games, group fun, individual space for reflection, meditation and personal research, individual and team sports, artistic creation), but will also include pro-bono curricular activities, either as individual service or as group project efforts, to foster humanitarian and project management capabilities.
- **THE SCHOOL OF RESPONSIBILITY:** Each member of the Rinascimento community – including parents and families of pupils – will become, be and feel responsible for his/her own actions, personal development and contribution to the groups and communities he/she is involved in. Personal and social responsibility, autonomy, self-sufficiency in a cooperative environment, and sustainability will be considered key outcomes of the educational process and will be treated as such. Non-occasion failure to accept and stand responsibilities will result in expulsion from the school.
- **THE SCHOOL OF MEANINGFUL LIFE AND SOCIAL ENGAGEMENT:** Rinascimento will strive to build key life skills such as creative thinking, critical thinking, cooperation and communications (the 4C model of the 21st Century Initiative), and to focus on an experience and project-based learning for all subject matters, from math to science and geography, from languages to history and arts. Social engagement in school, school networks and cities, and the culture of *doing good* and *giving back* will be encouraged, involving pupils, teachers, parents, grandparents, donors and volunteers of the community, also to spread positive "role models" that can be a source of inspiration for children.
- **THE SCHOOL OF PERFORMANCE:** All headmasters, teachers and pupils at Rinascimento will know and practice the subtle but key difference between evaluation (of a performance) and judgment (of a person), focusing on the former. Performance and merit will be measured in a coherent, organic, open and cooperative way by educators, managers, peers and subordinates, starting from self-assessment. Excellent performance will be rewarded in a variety of ways, including monetary bonuses for directors, teachers and pupils. People with excellent assets and potential contribution - particularly when coming from disadvantaged milieus - will also be given a serious chance to enter the school through scholarships, ad-hoc training services and extra opportunities.
- **THE SCHOOL OF EXCELLENCE AND HAPPINESS:** Rinascimento will value and reward excellence in multiple areas, expressed by all the school components: pupils, educators and schoolmasters. Excellence will be seen not only as a source of personal fulfilment and self-esteem, but also as the best condition for personal happiness and positive social impact coming from each individual and community. Rinascimento itself will be a thriving learning community, attracting and developing the best talent and making the best use of personal





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- and digital networking and exchange of experiences via Rinascimento WebTV, study tours, teacher exchanges, etc.
- **THE SCHOOL OF THRIFT AND CRAFT:** Saving resources (time, money, materials, attention and all sort of assets), “doing more with less”, finding creative and ingenious ways of sustainable (self-sufficient, environment-conscious) economic activities will be considered very highly and practiced extensively at Rinascimento. Renaissance crafts will be a constant source of inspiration and study, while contemporary craft (e.g. textiles, furniture, jewellery design, pottery, even cooking) and 3D printing will be practiced at Rinascimento, in each school and in relationship with local craftsmen.
- **THE SCHOOL OF ENTREPRENEURSHIP AND SOCIAL ENTERPRISE:** Entrepreneurship is one of the most valuable, fulfilling, creative, progressive and synthetic activity of mankind. It calls for all personal and social skills, ingenuity, smart technologies, risk taking, passion and compassion. The values of talent nourishment, honorable failure, vision, project management skills, return on investment, stakeholders’ feedback are best tested and rewarded in entrepreneurship in for-profit as well as social enterprises. At Rinascimento – a social enterprise itself – all schoolmasters, teachers and pupils, together and in peer groups, will be encouraged to test and extend their abilities in social start-ups, with the support of local and distant (on-line) entrepreneurs, philanthropists and experts.
- **THE SCHOOL OF PROJECT MANAGEMENT:** Rinascimento itself and its educational method implementations are based on rigorous, yet creative and entertaining Project Management methodologies, involving all the time all its international leaders, headmasters, teachers and – most importantly – pupils in a wide set of projects; these will range from few hours to several months, involve small groups within a classroom, or multiple classes, entire local communities and cross-border twinnings between developed and developing countries. Leveraging on the successful international initiatives of the Project Management Institute (PMI) and its Educational Foundation (www.pmief.org) in Primary Schools, Rinascimento will be a collection of curricular and ad-hoc projects, and a “Dinamyc Organization” with explicit decision making, sustainable organization and stakeholder models.

5. The Rinascimento founders

The idea of Rinascimento School was born in mid 2014 within Fondazione Enrica Amiotti – an independent non-profit private institution based in Milan, founded in 1970 in memory of Enrica Amiotti (1885-1961) a primary school teacher who taught for 47 years in a small village of Northern Italy.





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The [Enrica Amiotti Foundation](#) mission is to identify, reward, promote and diffuse excellent educational methods in public schools, for kids aged 3 to 14.

Since 2007, the Foundation has been concentrating on collecting, inspiring and rewarding **multicultural, inclusive, social and gender equal opportunity educational projects** in Italy, in cooperation with [Fondazione Ismu](#).

In 2012, it launched a series of initiatives in the **digital education sphere** (contests for ideas, on-line training courses, open source SW and HW), with particular focus on math, science and English as a foreign language. In 2013 it began concentrating on project management for kids, in cooperation with the [Northern Italy Chapter of the Project Management Institute \(PMI\)](#), which pioneered **attractive project management methodologies and training in primary schools**, now available in 14 languages through the [PMI Educational Foundation](#): see the [video](#) here.

The Foundation then ran an **extensive research of active, inclusive educational methods in 10 selected schools across Italy**: the results of the “Didattica del Fare – Fare per includere” project are downloadable (free e-books, in Italian) [here \(2015-'16\)](#) and [here \(2014-'15\)](#), and recorded in several video-interviews to teachers in [Rinascimento TV](#).

On July 3, 2015, exactly one year after the first Rinascimento meeting in Perugia, the Amiotti Foundation supported the **establishment of the “Associazione Educatori Rinascimento” (AER)**, an independent association created to diffuse the values of the Rinascimento Manifesto among the communities of school teachers, headmasters and pupils’ parents across Italy, favouring the development of Rinascimento-inspired schools, through educational training, seminars and joint educational projects. Since early 2016, in cooperation with AER, the Amiotti Foundation has organized [several on-line and face-to-face training courses for teachers](#), in the areas of digital and multimedia education (coding, educational robotics and 3D printing, animation cinema, audiovisual recording of educational practices), music and performing arts, and group dynamics.

Recent, on-going projects (2016-'17 school year) include **Jun€co, an edutainment pilot course for ethical, sustainable economics for kids aged 9 to 10**, including an applied “from dream to project” initiative, backed with crowdfunding.

A **full presentation** of Fondazione Enrica Amiotti’s history, activity and plans in English is available [here](#). Heading to its 50-year anniversary in 2020, the Foundation will focus its activities in **four integrated areas**:



On July 3-6, 2014, Fondazione Amiotti organized the founding seminar of Rinascimento in Perugia, in cooperation with “Fondazione Perugia-Assisi 2019”, born to support Perugia as the 2019 European Capital of Culture (ECC) candidate. The seminar was attended by about 30





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teachers, school masters and experts from a dozen Italian schools and institutions, and by a school director from Tallinn (Estonia), ECC 2011. They represented a very diverse cross-section of age (30 to 65), professional roles, backgrounds, geographical areas and discipline skills, but all share a strong enthusiasm and motivation to offer the best educational “product” to their students, **changing the Italian current school model for the better and bottom-up.**

The main result of the 4-day seminar has been this Rinascimento Manifesto.

All the teachers and educational experts who met in Perugia in July 2014 pioneered “active learning” practices which are inherently inclusive and where students – in small groups – “make things” or perform as protagonists of the educational process. Examples of these practices are: peer-to-peer teaching and mentoring, educational robotics, educational circus, educational farms and vegetable gardens, collective writing for theatre performances, music sessions with body percussion, pottery workshops for school fundraising, digital educational games in math labs, twinnings with foreign schools, pro-bono initiatives for underdeveloped countries, project management to turn kids’ “dreams” into reality, school public initiatives against organised crime, etc.

6. The Rinascimento open initiative and its development steps

So, what is now Rinascimento? What does it want to become? When? Where? How?

Rinascimento is an open school project, born in Italy and open to the world. Each country has a domestic public school system, with different cultural backgrounds, history of teaching methods, national curricula, different resource budgets allocated by central and local authorities, different teachers’ social status, etc. Rinascimento doesn’t have the ambition –or the pretention– to offer a turnkey model for any school or any country. **Rinascimento welcomes the support and contribution of all teachers, schoolmasters, educational institutions and strategic philanthropists who in good faith adhere to the Rinascimento’s values expressed above. The Rinascimento model may apply to private and public schools, although it focusses more on the latter,** as we want as many children as possible to benefit from Rinascimento, and ultimately to have the strongest impact on society and economy at large.

So far, the first steps of the Rinascimento movement have been concentrated in Italy:





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Rinascimento's first steps



- 01 July 3, 2014**
Foundation workshop
Perugia, July 3-6 2014
- 02 October 2014**
The Manifesto Rinascimento
is published.
- 03 March 21, 2015**
1° Rinascimento Congress: "Rinascimento
- La bella scuola possibile" in Milan. 350
teachers and 100 kids from all over Italy
attended.
Rinascimento TV is launched
- 04 July 3, 2015**
The "[Associazione Educatori Rinascimento](#)"
is established in Milan
- 05 January 2016**
Launch of
[Rinascimento training offer for teachers
\(face-to-face and online\)](#)
- 06 2016 ...**
Development of Rinascimento-like
"schools" and Rinascimento "ecosystems"
in selected Italian regions, involving
teachers, headmasters, kids' parents and
local associations.

7. The Rinascimento medium-term organizational model

The medium-term organizational model heading to 2020 is summarized in the picture below, considering that Rinascimento movement is meant to encompass:

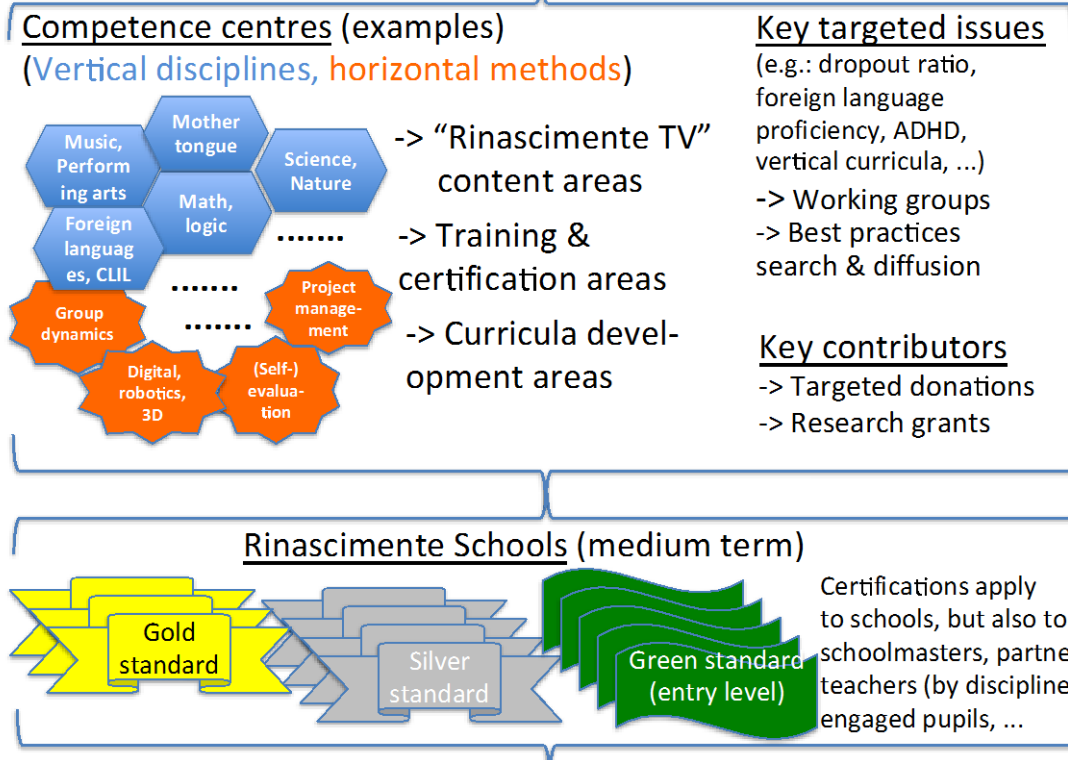
- A new school educational model, open to international contributions and national "flavours", updated yearly, and licenced to public and private schools internationally, which will receive and share support within the Rinascimento community
- A number of competence centers by discipline or teaching method, each composed by a group of 5-10 educational practitioners and experts, involved day-by-day in a progressive or - in the medium term – in a fully recognized - Rinascimento school and also constituting the editorial team of Rinascimento TV of that particular discipline or teaching method.
- A growing number of teachers that will be part of the Rinascimento Academy, receiving and giving peer-to-peer and mostly in "school-situation" training, as well as on-line updates via forums, webinars and Rinascimento TV and content sharing.
- One or more summer camps with an international mix of kids and teachers, which will be the occasion for peer-to-peer training for experienced and junior teachers, for hands-on testing of innovative teaching and learning with kids, and for involving new schools across Europe.
- A growing number of "Rinascimento Schools", both public (preferably) and private, with different level of deployment and adherence to the Rinascimento model. (gold, silver and green=entry level).





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Rinascimento School Model Implementation



8. Signing the Manifesto and contributing to Rinascimento

We welcome any contribution, constructive criticism, ideas, suggestions and willingness to play an active role in Rinascimento’s design, planning and international operations.

Please visit us at www.rinascimento.org and – for our WebTV, launched on March 21, 2015 – at www.rinascimento.tv.

To sign this English version of the Rinascimento Manifesto and to subscribe to the quarterly Rinascimento newsletters, go to: <http://rinascimento.org/firma-il-manifesto/>

We keep updated the list of signatories of the Manifesto here: <http://rinascimento.org/firmatari/>

To contribute to further releases of the Manifesto and provide inputs and suggestions, mail to info@rinascimento.org

Thank you!

Press, opinion leaders and philanthropists: please contact: info@rinascimento.org


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