

AR HumanEdu: Re-Centering the Human in Education

Focus: Human Development, AI, and the Educator's Inner Journey

- This segment centers on **HumanEdu (Humano Edu)**, a three-day gathering/retreat for educators dedicated to human development in education.
 - It's presented as a counter-balance to the many PD offers around AI, tech, math, etc., and (so far) unique in Latin America in putting the **human person explicitly at the center** of school change¹.
 - The segment weaves together three strands: What HumanEdu is, why human-centered education is urgent in the age of AI, and the inner journeys of the educators involved².
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1. What HumanEdu Is

- **Format & Setting:** HumanEdu is not a conventional conference³. It's a highly participative, ritual-based gathering with circles, shared reflection, and contemplative practices⁴.
 - It takes place in Pueblo Garzón, Uruguay, hosted at **The Garzón School**, a rural school designed as an innovative learning environment and surrounded by nature⁵.
 - Participants start with a **retreat day focusing on inner work**, then move into dialogues and shared experiences⁶.
 - **Purpose & Uniqueness:** The event creates a space for educators who believe **“humanity is at the heart of education”** and feel that this dimension is missing in most PD and in daily school life⁷.
 - Organizers emphasize that while Latin America has many events on AI, technology, curriculum and testing, **almost nothing exists specifically for human development and inner life in education**, which is why HumanEdu was born⁸.
 - **Atmosphere:** HumanEdu is described as joyful, emotional, and **“magical”**: when people who share similar values gather and speak from the heart, something powerful happens⁹.
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2. Why Human-Centered Education Matters Now (The AI Context)

Speaker	Core Idea	Relevance in the Age of AI
Leandro Bulacio	Inner work & Authenticity ¹⁰ . "You can't pour from an empty cup": before talking about students' well-being, teachers must attend to their own inner work ¹¹ . Authenticity is non-negotiable ¹² .	Students connect more with who we are than with what we know ¹³ . The uniquely human presence cannot be automated.
Daniel Vilasetru	Missing space for love, courage, and joy ¹⁴ . Teenagers are hungry to discuss topics like love, bravery, and being a good person ¹⁵ .	Schools must give students tools to find joy and fulfillment, which is irreducible to content or testing ¹⁶ .
Juan Moray Araujo	The missing inner world ¹⁷ . Curricula focus on the external world, but finding purpose requires understanding your inner world ¹⁸ .	With AI automating many cognitive tasks, education must increasingly explore what is uniquely and irreducibly human ¹⁹ . There is a risk of humans becoming more machine-like in routines and emotional numbness ²⁰ .

3. How Do We Actually “Educate the Human”?

- **Safe Spaces (Not “Sacred”):** Create “**safe spaces**” (for example, weekly and predictable) where students and adults can talk seriously about life, share feelings (failure, fear, joy), and discuss meaning²¹. These spaces require a culture of trust and a quiet, listening atmosphere²².
- **Embodied, Sensory Transitions:** Help students move from “academic headspace” into “inner space”²³. This involves slowing down the inertia of school life with practices like: lying down, silence and breathing, listening to music, dimming lights, and sitting in a circle²⁴. The goal is to signal: “**We’re no longer in ‘normal school mode’; we’re entering the inner realm**”²⁵.
- **Teachers as Mirrors and Role Models:** Teachers need to model **vulnerability**: share their own doubts, fears, and joys so students see what genuine openness looks like²⁶. They also serve as **mirrors**, giving honest and loving feedback about how a student’s actions impact others²⁷.

- **The Classroom as “Technology”:** Juan references Eleanor Duckworth’s idea of the “having of wonderful ideas”²⁸. The physical room is itself a **“technology”**: how chairs are arranged, the state of the walls, and the level of care in the environment²⁹. Any teacher can intentionally design the room to signal that something of high value is taking place³⁰.
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4. Error, Self-Image, and Reflection

- **Critique of Results-Obsessed Culture:** Traditional school culture tends to **punish mistakes** (with grades, failure labels)³¹. Over time, students internalize negative messages like “I am a failure”³².
 - **What’s Missing:** A systematic practice of asking, **“What did you discover about yourself while you were learning this subject?”**³³.
 - **The Transformation:** Reflection helps a student see that a struggle with math, for example, might be revealing a deeper pattern (like anger triggered by frustration) that appears in many areas of life³⁴. Without this work, we produce subject-competent but **self-illiterate students**³⁵.
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5. The Inner Journeys of the Speakers

- **Dani (Parkinson's):** Living with Parkinson’s disease forced him to drop his defenses, realizing that **when you speak from the heart, you create true community**—heart-to-heart communication—despite (or thanks to) vulnerability³⁶.
- **Juan (Meditation):** After joining a breathing and meditation program (similar to Art of Living practices ³⁷), he experienced profound calm and creativity. He wondered: **“Why has nobody taught me this in school?”** ³⁸This led him to advocate for contemplative practices in education³⁹.
- **Leandro (Leaving Economics):** Successfully worked in the private sector for 10 years but felt deeply unfulfilled⁴⁰. Becoming a father triggered a crisis, leading him to leave a safer corporate path to teach and co-lead inner work spaces, aligning with his values⁴¹⁴¹⁴¹⁴¹.
- **Gabriel (Leadership):** Senior leadership roles exposed him to the danger of identifying with the role rather than the person⁴². This pushed him toward

introspection and the realization that **relationships and human growth matter more** than academic prestige⁴³.

- **Convergence:** They all agree that **you can't teach what you haven't worked on inside yourself**—hence the importance of adult inner work⁴⁴.
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6. System Change, Hope, and Final Invitation

- **Systemic Inertia:** While conversations about human-centered education are happening everywhere (policymakers, principals, etc.), the problem is systemic inertia and the difficulty of transforming large structures⁴⁵.
 - **The Glass is Half Full:** Gatherings like HumanEdu reveal that there are many more people ready for a new, human-centered kind of education than we think⁴⁶.
 - **Final Invitation:** HumanEdu is framed as a transformative experience where you reconnect with your purpose, joy, and humanity⁴⁷. Dani describes it as learning “**how to live with magic**”⁴⁸. No one leaves as the same person who arrived⁴⁹.
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Key Entities Mentioned & Useful URLs

Event & Initiative

- **HumanEdu / Humano Edu** – 3-day gathering/retreat for educators focused on human development, held at The Garzón School (Pueblo Garzón, Uruguay).
 - Official website: <https://humanedu.org>

Schools & Places

- **The Garzón School (Colegio Garzón)** – innovative rural school in Pueblo Garzón, Uruguay; host of HumanEdu 2024.
 - Official website: <https://thegarzenschool.edu.uy>
- **St. Andrew's Scots School (St. Andrew's, Buenos Aires)** – bilingual K-12 school in Argentina where Leandro and Dani work.
 - Official website: <https://www.sanandres.esc.edu.ar>

People & References

- **Juan Mora y Araujo** – Argentine education consultant.

- **Eleanor Duckworth** – Harvard educator whose book “The Having of Wonderful Ideas” inspired Juan’s remarks.
- **Art of Living–style breathing/meditation programs** – Juan’s formative experience was with structured breathing and meditation practices.