

Are life crises favorable conditions for human and social development?

هل الأزمات ظروف مواتية للتنمية البشرية والاجتماعية؟

Les crises de la vie sont-elles des conditions favorables au développement humain et social?

Pr. Mansouri Abdelhak

Faculty of social sciences, university of Oran2, Algeria

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ملخص

يفاجأ الناس أثناء مواجهتهم للأزمات، أنهم ليسوا ضعفاء بالدرجة التي كانوا يتصورون وأن لديهم إمكانات أكثر مما كانوا يعتقدون. إنهم يستطيعون في ظل ظروف صعبة إنجاز مهام كانوا بالأمس يعتبرونها فوق طاقتهم و تتجاوز قدراتهم. فكثير منهم، عندما تزداد مطالب بيئاتهم وتضطرهم إلى الاعتماد على أنفسهم واستغلال ما عندهم، يكتشفون بعض مواهبهم الخاصة لأول مرة. إن مثل هذه الظروف تجبرهم على العمل أكثر، واستغلال إلى الحد الأقصى ما يتوفرون عليه من إمكانات ذاتية، وإعمال الفكر من أجل ابتكار أساليب جديدة وبلورة استراتيجيات مغايرة، و في كثير من الأحيان حتى دون الاعتماد على التجارب السابقة. هذه المواجهة المصيرية ستنتهي حتما بميلاد شخصية إنسانية قوية و مؤثرة ما كانت لتظهر في ظروف مألوفة وعادية. بما أن هذه المواقف الجديدة تتبع من الأزمة نفسها، يمكننا أن نسأل:

- هل يعني ذلك أن بدون وجود تحديات خارجية لا يغير الناس حياتهم بمحض إرادتهم ؟
 - هل الأزمة ضرورية للتنمية البشرية والاجتماعية؟
 - هل يرتبط الإبداع البشري بوجود تحديات؟
 - كيف يمكن للتربية أن تساعد في إعداد الفرد للتعامل بشكل بناء مع أزمات الحياة؟
- الكلمات الدالة: أزمة: التربية: نمو: الإبداع: تحديات الحياة.

Abstracts

People are surprised to come to know when facing crises that they are not as weaker as they thought and that their potential is not limited since they are able to accomplish tasks which they considered over their capacity. Many individuals, when environment demands increase, and are forced to rely on themselves and exploit everything they have, may, for the first time, discover some of their own talents. Confronted with challenging situations, they are compelled to work

more, to exploit their potential to the maximum, as well as think out new approaches and new strategies, often without relying too much on previous experiences. This will naturally create a strong and influential "new born" human personality, which would never happen in ordinary circumstances. As these new conditions arise from the crisis itself, we may ask:

- Does it mean that people would not intentionally change their life if they did not face external challenges?
- Are crises necessary for human and social development?
- Is human creativity related to the presence of challenges?
- How can education help in preparing the individual to deal with life crises in a constructive way?

Keywords: crisis; education; growth; creativity; life challenges.

Résumé

Les gens sont surpris de se rendre compte, durant les crises, qu'ils ne sont pas aussi faibles qu'ils le pensaient et que leur potentiel n'est pas si limité, puisqu'ils sont capables d'accomplir des tâches qu'ils considéraient auparavant comme dépassant leur capacité. Nombre d'entre eux, lorsque les exigences de l'environnement augmentent et sont obligés de se fier à eux-mêmes et d'exploiter tout ce qu'ils ont, ont l'occasion, pour la première fois, de découvrir certains de leurs talents. Confrontés à des situations difficiles, ils sont obligés de travailler davantage, d'exploiter au maximum leur potentiel, de concevoir de nouvelles approches et de nouvelles stratégies, souvent sans trop s'appuyer sur des expériences antérieures. Cela se traduira naturellement par une personnalité humaine "nouvellement née" forte et influente, ce qui ne se produirait jamais dans des circonstances ordinaires. Alors que ces nouvelles conditions découlent de la crise elle-même, nous pouvons nous demander:

- Si cela signifie-t-il que sans une présence de défis extérieurs, les gens ne changeront pas intentionnellement leur vie?
- La crise est-elle nécessaire au développement humain et social?
- La créativité humaine est-elle liée à la présence de défis?
- Comment l'éducation peut-elle aider à préparer l'individu à gérer de manière constructive les crises de la vie?

Mots-clés: crise; éducation; développement; créativité; défis de la vie.



Introduction

People are always surprised by what they realize about themselves when they live new experiences. Under such conditions they have to find out their adaptation way by trying out new techniques, testing new methods and thinking out new approaches and new strategies. Within this accommodation response, they sometimes have to be more patient than usual, work longer hours, delay many of what used to be instantly satisfied, forget some of their attitudes, habits and known positions and make use of new tools and means. In other words, they have to be less traditional in their reactions and more creative, if they were to facilitate their life conditions and manage adequately the situations encountered.

This will naturally result in a "new born" human personality with other dimensions and other qualities, something that would never happen in normal planned and structured situations. Does this mean that, without facing external challenges, people and societies will not intentionally go towards changing their life? Is human creativity related directly to the presence of problems and difficulties? To what extent development is simply a natural outcome of managing human and social crises? In a more direct way, is crisis necessary for human and social development? If so, do we have to work for bringing about crises and push people to search and look for the necessary solutions and thus renewing and positively changing their life? or do we have to wait natural crises to force their way through and get people think and work for new conditions and a new life? How would education engagement be and under which priorities would it be oriented? What is the best position that should education hold and for what objectives and what purposes?

Although the attempt to give answers to these and other related questions will necessarily engage the discussion into a rather predictive framework and put it within a more fictive view, this will not eliminate the possibility to evaluate the human and social daily challenging realities and the way people



react and constantly change in order to reach the healthy adaptive level and then get their life more psychologically secured.

The discussion of these elements will be structured as follow:

- We we'll first try to show how external factors have been influencing people's lives and forcing them to constantly adapt and change.
- We will then move on to crises frequency and how they have become a recurring phenomenon and are no longer exceptional and circumstantial events.
- We will then question the importance of crises and their impact on human and social development and see how creativity in particular improves in such circumstances.
- Since crises have been almost omnipresent and that we have had to find ways to help people adapt to these situations, we will focus, in the last part, on the importance of education and how it could contribute to positively change people's attitudes towards crises.

External challenges and people's life changing

It seems that human life has always been manipulated by the presence of external challenges which force it to adapt itself to the realities by making convenient changes and building a new order through successive and consecutive reorganizations. This repeated experience has been disturbing people and upsetting them since they are constantly called to accustom themselves with new habits of the changing world, behave in new manners and often asked to forget many of their old ways and traditions.

Changes and shifts of such a nature and magnitude cannot be done without repercussions on individuals and communities, thus affecting their psychological stability, disrupting their daily lives and pushing many of them towards mental and obsessive disorders such as nervous breakdowns. (Giddens, 1990)

Since changes are a constant feature of social life, people are continuously adjusting themselves to the renewed life requirements and thus ensuring their social survival. This



ongoing effort, patience, perseverance and sacrifice in response to the growing demands of the changing society would naturally lead to an increasing pressure which could have negative impacts on the individuals' mental health .., and the growing number of people who are suffering from depression and psychological disorders, and of those who have tried to commit suicide or actually committed suicide, and of those who simply feel unhappy in this new industrial world is one strong evidence.(Kessler et al, 1994; Twenge,2000)

However, if we consider the other face of reality, namely the development movement which is so apparent nowadays and the way it has transformed people's life by offering them more alternatives, giving them more opportunities to have their basic needs satisfied and helping more citizens to reach better life standards, thenegative attitude towards changes, transformations and crises cannot be justified in its generalized formand needs to be reviewed.

One must admit that most of what modern civilization did for the public welfare would not have been possible without the heavy presence of serious crises that have pushed humanity to move important steps forward by means of innovative ideas and also through necessary changes.(Bullinger, 1999) In other words, when people do not face real problems and real challenges, they are not expected to sacrifice their relatively stable life especially if they do not feel the need to do so. For most of them, it is a risky adventure they won't undertake innormal circumstances. They prefer maintaining the same lifestyle with the same habits and the same traditions, and engage in new experiences only when once convinced that they will end up with comforting outcomes, greater chances of success, achievements and additional gains and less setbacks, risks and sacrifices.

This choice is an integral part of an emotional reaction to the challenges they are facing and, although reasonably in tune with their human nature, it does not nevertheless take into consideration other equally important and pertinent



alternatives, especially those in opposition to this view, which present the scene differently by focusing on the decision to avoid actions for fear of possible negative effects or because positive results are not guaranteed. The argument is that as one might regret an action he had undertaken because of its disastrous, tragic or simply unsatisfactory results, he might also regret having chosen not to do a work and wish he had done it.

Although some investigations ended with the conclusion that people felt more regret when their actions were not up to their expectations, compared with their reactions to failures to act (Landman, 1987), still other researchers like Gilovich and Medvec recognized that in real life people's biggest regrets were linked with what they had decided not to do (Gilovich & Medvec, 1994) and more exactly, in their own words, "actions, or errors of commission, generate more regret in the short term; but inactions, or errors of omission, produce more regret in the long run." (Gilovich & Medvec, 1995), showing that while pain related to regrettable actions has over time decreased through some psychological processes, pain arising from regrettable inaction has increased in intensity and severity (Gilovich & Medvec, 1995), and that there is nothing to confirm the general claim that failure to act is always less harmful than the wrongful regrettable act. This controversial aspect of the issue has led some researchers to open the discussion, with less prejudices and allegations, in an attempt to approach the problem from other angles, taking into account other possibilities and alternatives so far marginalized. (Feldman, Miyamoto, Loftus, 1999).

Having said that, we should not override the inherent human characteristics or go beyond those traits rooted in the depth of his personality, and we certainly wouldn't expect him to behave in a way that is not psychologically and spiritually supported. The human nature has its own priorities and does not always follow what we consider to be logical rules. Factors like fear and ambition, optimism and pessimism, sociability and isolation, attachment and separation, certainty and hesitation, friendship and aggression, love and hatred, in addition to



anxiety, worry, frustration, pain, obsession and many other feelings are permanent ingredients characterizing human life. As for the individual's over-reactions, unrealistic orientations and unhealthy positions, they may represent, in real time and under certain conditions, the best possible adaptive compromise and probably the survival alternative.

Moreover, there are active elements within each prevailing culture which explicitly call for preserving the existing way of life and encourage people to continue living the way their fathers and grandfathers did, especially when it relates to their social identity and preservation. (Murtagh, Gatersleben & Uzzell, 2012)

As a result, for many of them, social life will remain unchanged and without any alteration or modification as is the case for all unconnected communities which are voluntarily or by "circumstance" living in total isolation from the external world and have been presenting the same mode of living for centuries and will continue to do so at least as long as they can survive and don't have to change their life. (Uncontacted peoples, Wikipedia, 2016; <http://www.cracked.com/article199766>.)

Indeed, human and social reality will not change by itself. People do not learn, change opinions, build new attitudes in a passive manner, they are rather urged to do so. The Holy Quran states: "Verily! Allah will not change the (good) condition of a people as long as they do not change their state (of goodness) themselves". (Al-Hilali, & Khan, 2018 ; 13: verse:11)

But on the other hand, if this situation persists for a long time and new mechanisms are not introduced so that the stagnant life may be reactivated, then these societies will undoubtedly enter the stage of corrosion and decline, which will in turn, facilitate the spread of poverty, disease and ignorance. A lack of progress has always meant entering into a state of decline and retreat. The society, like any other living organism, needs perpetual movement and continuous activity, and any shortfall or lack of movement will have its effects on people's health and quality of life. Since movement is adaptive in its nature, it is expected to vary in different environments, and the



constructive reactions would necessarily come out of the challenging context and in response to the problems and difficulties it presents. In other words, creativity is adapted to human and social demands in real time and is not often witnessed outside this geographical context. As a result, we can see that some environments exert more pressure and expectations than others, and that people's actions and commitments would necessarily be different on this basis. If they live in provocative and more demanding environments, they will try to take advantage of their abilities and to fully exploit their potential. If their environments are not exerting any pressure and are not confronting them with any challenge, they will feel secured and reassured and wouldn't be urged to act creatively since they can still survive without further effort.

On this basis came our conviction that crises offer the best conditions for humans to develop their abilities and competencies, to acquire necessary skills and naturally enter the creativity and innovation stage. The reason is that crises, often accompanied by dangers, threats and risks, do not allow much room for maneuvering and leave individuals with reduced choices. In these exceptional conditions, they must be creative.

Very often, however, what is potentially available cannot be used to achieve the clear objectives imposed by the existing crisis, and often needs to be readapted to the new circumstances, and probably a whole plan has to be worked out in all its details relying primarily on insightful and creative thinking. And since people's survival has turned here to be dependent on how much they would be able to convert the threatening catastrophic crisis into a safer and stabilized life, they are expected to succeed in raising the challenge because of their exemplary commitment, endurance, sacrifice and the absence of egotism and selfishness and because of their high motivation and strong desire to stick to life, achieve success and overcome adversity, pain and suffering. Each individual would be facing the crisis with all his energy and potential; and



with the unified effort imposed by the crisis, it will certainly lead to a creative shift and a qualitative breakthrough from which may result improvement in the individual's life and the community and promote the development of society for the better.

Crises are more frequent and not just independent unusual events

Crises are no more present at the margin of our life but at the heart of everyday living reality (Guilhou, Lagadec, 2002). In fact, as Lagadec and Topper put it, they "are increasingly becoming the norm" (Lagadec, Topper, 2012, p21), and consequently, humanity has entered a phase of continuous instability where the well-known, familiar, and surprise-free environment no longer exists and, as Sun Tzu argued a very long time ago, the unstable does not belong to the accidental, it is constitutive of the subject. (Tzu, 2008)

It is a fact that our modern world has hardly experienced a period without wars (Münkler, 2003; Encyclopædia Britannica, 2015; Rosenberg, 2019) and so, by considering the significant number of wars, conflicts, revolutions, and genocides that shaped the 20th century, Margaret Drabble went as far as to label it "a beastly century". (Leitenberg, 2006). Because of frequent outbreaks of war, large numbers of people are forced to leave their home countries and emigrate to many destinations, especially to Europe, which will undoubtedly have strong negative repercussions on immigrants themselves and others, and with the presence of children and adolescents, the situation becomes more complicated. (De Anstiss, Ziaian, 2010; Lustig, et al, 2004; Hodes, 2000; Sourander, 1998; Rousseau, 1995).

Furthermore, humanity is facing, on an unprecedented scale, endless natural disasters. (Guha-Sapir, Hargitt, & Hoyois, 2004), and in recent years, "... The incidence and magnitude of natural disasters has grown resulting in substantial economic damages, affecting and killing millions of people." (Kouadio et al, 2012).



In addition to the devastating effects of natural disasters, these natural conditions (floods, tsunamis, earthquakes..) may generate other problems such as providing environments favourable to the spread of diseases and epidemics (Morgan, 2004; Watson, Gayer, Connolly, 2007; Howard; Brillman; Burkle, 1996; Vollaard et al, 2004)

On the other hand, the intensity and frequency of imprudent human interventions that deliberately neglected the environmental requirements, have affected the ecosystem balance, leading to serious problems such as a sudden climate change or the so-called global warming which has strongly influenced people's lives and turned into a real threat to humanity. (Welzer, 2015; Mazo, 2010; Dyer, 2010; Bowles, Butler, Friel, 2014; Buhaug, 2016; Moran, (ed), 2011).

To this should be added the successive and recurring economical crises which have often had far reaching impacts on individuals and countries around the world (Swagel, 2010; Chang et al, 2013; Clavin, 2000; Bernstein, 1987), to the extent that the alternative favoured by a growing number of people was suicide (Barr et al, 2012; De Vogli, Marmot, & Stuckler, 2013; Reeves et al, 2012)

Relying on this realistic image of the crisis activity which clearly shows that the latter is manifestly active in the life of the individual and the community throughout the year, we simply cannot go on considering crises as exclusively circumstantial and exceptional incidents; such an interpretation would marginalize facts and jumps on consistent data.

What remains incomprehensible, however, is that, while societies are permanently facing non-predictability, instability, irregularity and disorder (Stacey, 1996), people continue to be educated and prepared to live in quiet and stable environments, theoretically free from problems and challenges and with no uncertainties or surprises. And the least criticism of this illusion-based policy is its inability to provide the human element with an adequate and qualified training to face life challenges and obstacles, through its unjustified eagerness to



prepare him to live stable life in safe environments that do not and will not exist .

Why, then, are we still embracing this policy which has led us to unsatisfactory results and field practice proved its ineffectiveness? Is it wise to deal with crises as exceptional phenomena and unusual events when the sphere of what we call 'normal' has been considerably reduced. Strategically speaking, would it be safe and appropriate to go on confronting situations full of "unthinkable surprises" (Lagadec, 2006) and severe turbulences and breaks with rational logic? Why is the approach dealing with the crisis as a constant factor always excluded? Are we afraid to face the truth? Is it an attempt to convince ourselves of a reality which does not exist anymore? Isn't it time to adopt more realistic views based on the necessity of coexistence with crises, even if the objective behind it would simply be being prepared to face their horrors and atrocities before they occur?

Of course, if this is our choice, many of our ideas, convictions, goals, habits, attitudes and even life styles which were credible in crisis-free conditions will have to be reviewed and if necessary abandoned.

Are crises necessary for human and social development?

Crisis naturally create special circumstances, often painful and tragic, but also favourable and appropriate for society to accomplish what couldn't be realized over long periods of time. They usually enchain a level of human mobilization never reached otherwise, with communities so united and people helping one another, taking care of each other, learning from each other (Aldrich, 2011), in a unique way never experienced in normal times. Although surprising and unexpected, this exemplary human behaviour which could produce such an unprecedented social harmony, however, should not be regarded as an independent and exceptional response with no basis and no context. In fact, as shown by many studies, it is an innate human reaction which had repeatedly appeared in many disasters and crises around the world. (Heide, 2004)



- During the crisis period, it was observed that :
- A positive change affected individuals in their attitudes, ideas, and convictions to which they had firmly adhered and even refused to discuss before the crisis.
- People are not as wasteful and extravagant as they used to be, and are more aware of the importance of economy and the benefits of avoiding wastefulness.
- Everything is valued, nothing is lost, and all excessive uses and consumptions are over.
- Tasks are performed without delay because people are fully committed to their duties.
- Individuals soon come to realize that they are able to bear more than they what have always thought.

If crises have such a positive impact on human and social development, and if people in general do not feel the need to develop new abilities or acquire skills and are not passively enthusiastic about learning or willing to change their opinions or adopt new attitudes until they are faced with challenges and real difficulties is it realistic to try planning crisis exploitation for educational and socio-economic purposes? In more general terms, can we take advantage of crises to improve our lives?

If we consider only some of the benefits that crises can bring at the individual and social level especially in relation to learning 'how to cope with difficulties', 'meeting challenges' and 'resisting pressures' and 'how to promote altruism and community interest', the answer to the question would be: yes; the presence of crises is important for human and social development. With its distinct characteristics, the crisis can turn into a provocative force which can easily persuade the person to re-evaluate his potential and go on exploiting it to the maximum. This will apply especially to situations where he is left with only one choice 'to find a solution to the problem he is facing and safely overcome the crisis'. (Shalley, Gilson, 2004).

Although the strategy may be conceived outside rational and realistic procedures and apparently stands in conflict with human nature, we still cannot underestimate its value,



especially when we consider the catastrophic effects of sudden crises. So, either we choose to plan crises and arrange the situations so that they would leave less destructive results, with the possibility of achieving humanitarian goals and realizing what may contribute to future development, or otherwise, wait for the crisis emergence and bear all its consequences without warning or preparation.

Difficulties, problems and crises are generally perceived as sources of pain, misery and fatigue during which the relations between the members of society are expected to deteriorate especially because of the selfishness that prevails and the severe internal conflicts which may break out, yet, it remains, as repeatedly confirmed, the shortest way to innovation and creativity. (Marguc, Van Kleef, & Förster, 2015; Caniëls, & Rietzschel, 2015; Rosso, 2014; Stokes, 2005)

The desire to overcome critical situations as the more realistic option for survival would exercise pressure on people to go on making attempts and get on with initiatives until they achieve creative breakthroughs which would absorb some of the crisis severity and help restore stability and hope. (Yang, & Hung, 2015) This strong human mobilization gives the opportunity to accumulate knowledge and build up new experiences at a pace and scale that cannot be reached in normal circumstances. On the other hand, a creative act is rarely defined from the outset as a stand-alone goal and is often used as a means of satisfying needs, solving problems, removing obstacles, raising challenges...etc.

Thus, the person's need for creativity does not appear independent from the environment, but most often it is the presence of real difficulties and problems that provokes it. Consequently, creative behavior is expected to be more prevalent in challenging and demanding environments. This has been a constant fact throughout the ages and times, and is in our rapidly changing world more obvious and more evident.

Nowadays, people need not only to keep up with the evolution and the development movement, but also to build their



personal strategies, think out their proper approaches and even create their appropriate environment (Yakeley, 2014) so that they would be able to better rationalize their efforts and expenses and achieve a honorable attendance within an open competition with others. To achieve a productive and profitable integration and positively adapt to the new society requirements, they cannot exclusively rely on the successful experiences of the past. They also need to absorb the present and understand the foreseeable future with constant readiness to all possible eventualities. Each society would have to choose in Fox's words "...whether to let creativity flow or not in our educational systems, our media, our politics, our economics, our religion, our very psyches" (Fox, 2004), simply by providing those necessary supportive environments or not.

Education contribution

Since crises could happen at any time and are by their very nature difficult to predict, the best solution would be to have people always fully prepared to face the worst of their consequences. The fact that the "surprise" factor is under relative control, could in itself facilitate the crisis management and eventually lead to better results, because individuals are supposed to have taken all precautions and mobilized all their physical and moral potential, which will enormously help them absorb the crisis and thus minimize the losses.

In order for such a culture to be translated into well-established behavioral habits in the general social milieu, schools, in collaboration with the family, can play an important and vital role in preparing citizens, from the early stages of their school enrollment, to meet challenges, face difficulties and deal with crises. They should be provided with necessary skills and competencies that will enable them to successfully cope with any exceptional circumstances, whatever their nature, severity and type of challenges they may arise.

Before having to face the challenges, especially of great amplitude, citizens need:



1. To learn how to anticipate a crisis, and therefore must be used to talk about and think about it and if possible imagine it happening in its worst form. It is of no help to intentionally avoid talking to them about unpleasant things and tragic scenes when we know that they are daily confronted with problems and frustrating conditions without receiving any prior training nor even the simplest psychological preparation that could possibly facilitate their coping with. We should remember that during these difficult moments, given the number of cases to be taken in charge which generally far exceeds the provisions and resources mobilized, it is not evident to ensure the care of everyone, that is why it would be highly desirable for a large number of people to constructively respond with personal initiatives, at least by taking care of themselves and allowing outside assistance and support to benefit the more vulnerable groups and needy persons, which would undoubtedly help overcome the crisis in record time.

2. To get used to tackling delicate issues and asking embarrassing questions like “What would happen if a fire broke out at my home?”, “What should be done if an explosion occurred near our house?”, “What would be our reaction when we came to know that a contagious disease was spreading in our city?”, ‘How to face the occurrence of a powerful earthquake?’, and develop the appropriate plans and strategies to solve these problems and eliminate such obstacles. (Luna Scott,2015).

3. To acquire knowledge and develop personal and social skills that are mostly needed in crisis conditions, such as ‘willingness to cooperate with others’, “mature communication with people”, “thinking critically and producing creative thoughts’, ‘taking the initiative”, “risk taking when necessary”, “behaving in a responsible way’..., in addition to their efficient and skilful dealing with the unexpected developments and the unforeseen challenges. (Luna Scott,2015)

4. To face real problems and learn to think creatively in relation to concrete situations against which we may test the



proposed solutions and see how appropriate they are. This request may be largely consistent with the results of studies which, for decades, have emphasized the need and importance of getting a person accustomed to face real problems and real difficulties and seek the appropriate solutions at the time of confrontation. Problem solving skills are not only required in different life situations, (Blanchard-Fields,2007; Ananiadou and Claro, 2009; Trilling and Fadel,2009), but with the rapid and radical changes that societies are experiencing, they have become one of the most effective means of meeting everyday challenges and adapting to the new life requirements. (Levine, 2005; Johnson, 2000).

5. To rationally exploit what has been learned through education. Many problems, even when unexpected, may be constructively dealt with and fully or partially resolved as a direct fruit of a successful education which provides society with creative and inventive men and women who are in Piaget's words "capable of doing new things, not simply repeating what other generations have done"¹. This goal can be achieved by considering learning essentially as an active and adaptive process, and as Kolb put it "... a process whereby knowledge is created through the transformation experience" (Kolb,1984,p.38) which justifies what Albert Einstein was quoted to have said namely "I never teach my pupils; I only attempt to provide the conditions in which they can learn" (Walter & Marks,1981.p.1), and aligns with Pestalozzi's attitude who considered learning as an outcome of action, (Brooks,& Brooks,1993), and still stands not far from Kant's opinion who always viewed his students as active constructors of their new knowledge by being connected with their previous knowledge and not just passive recipients of information. (Kant 1963, cited in Cheek,1992),a position confirmed later by John Dewey who was convinced that learners build their own understanding on the basis of their prior knowledge.(Dewey,1950).The school reality will radically change for the better if the learner is, in Ferhat

¹ - Part of a statement attributed to Jean Piaget.
<https://quoteinvestigator.com/2014/06/04/education/>



Ensar's words "an active architect of learning" and is given the opportunity 'to develop a self-confident personality and an inquiring and creative mind'.(Ensar, 2014, p.35,37)With a high proportion of qualified individuals within the community, we may expect that crises would be better managed and with more satisfactory results.

6. To be taken care of and followed up in schools and educational institutions that reflect, in their activities, programs and supervisory staff, real challenges and keep pace with events, developments and transformations. The rapid succession of crises and their severe repercussions have given a clear indication of the community's failure in preparing the citizen to face crises and challenges. In this respect, the school bears some responsibility, since the preparation of a good citizen has always been one of its outstanding tasks. The shocking consequences of this failure have strongly justified the comprehensive reassessment of what school has been doing so far, and apparently we have seen a growing number of countries seriously engaged in education reforms. Many adjustments have already seen the light and another school image is emerging. So people who visit schools feel every time that they are gradually changing. Are these reforms actually producing an improvement or not? The answer is not within reach and only time can provide an objective assessment. Besides reforming school programs, so as not to cause a state of instability, has to go through a relatively long process and the results may also take a relatively long time before being concretely felt.

Among the practical considerations that may help schools achieve this important and sensitive goal:

1. The provided education should not be dominated by the conditioning of the learner to "do" and "not to do", but by rather giving him more opportunities to exhibit spontaneous reactions and motivating him more to go towards innovation and creativity which, according to Robinson (2006,p.5), should be placed in the forefront of our educational systems, so that it



may contribute to the reconstitution of our understanding of human capacity on which, in his view, the future of humanity depends.

2. Since people are constantly exposed to risks, they should benefit from a preparation and learn how to behave in such a risky life. They need, during their training, to manipulate 'risks' and learn to make decisions 'when they can and when they cannot/or shouldn't take a risk.' This important objective, however, cannot be achieved if teachers intentionally eliminate from the educational process or simply avoid discussing all aspects that might encourage students to take risks.

The traditional way of dealing with risk issues has generally resulted in further obstacles and barriers to creative behaviour without making practical steps towards reducing the number of incidents as one of the stated objectives. In fact, with reference to Baillie's findings, most children's fatal accidents result from not having learned to look after themselves, and that avoiding dangers has been exposing them to greater ones, and rather than dying from taking too high risks, as Baillie argues, they are more likely to die because of having taken only too few risks.(Baillie,2005 cited in Eichsteller & Holthoff,2009, p.2). This strategy has reduced people's activity and prevented them from acquiring experience and developing skills which they could have exploited in more achievements and thus improved their life and the life of others.

They are left in a state of frustration, unable to fulfil their ambitions, and more encouraged to look for what is going wrong than for what is going right, and rarely allowed to engage in productive and creative activities for fear of making mistakes. When Power (2004), calls for intelligent handling of risks, or what he describes as intelligent risk management, it is essentially to provide the opportunity of getting experience and acquiring knowledge. Excessive risk warning, on the contrary, may end in depriving the individual of his right to commit mistakes, an important source of effective learning.



Some writers are openly talking about the person's right to adventure and right to risk (Faulkner, Alison, 2012).

Neil and others write for instance: "We feel it is important to remember people's rights, including the right to make 'bad' decisions," (Neil et al, 2008, p.22), and according to the Better Regulation Commission, the spirit of adventure is as required in the management of risks as flexibility, self-reliance, freedom and innovation. (BRC²,2006,p.3).

Allowing learners at school, under a pedagogical supervision, talk about risks, face and take risks, and observe others dealing with risks, will help develop "risk competence" which would make them knowledgeable, skilled in assessing risks and able to take risks more safely, (Eichsteller & Holthoff, 2009 ,p.2) and that for their holistic development and well-being, as Eichsteller and Holthoff explain, " it seems that the consequences of not taking risks are more severe than the potential dangers in risk-taking." (Eichsteller; Holthoff, 2009 ,p.10).

Besides, the process of learning will be limited in terms of outcomes if the person is not prepared to leave out what Senninger calls the comfort zone (Senninger, 2000, Eichsteller; Holthoff, 2009, p.3) where everything around him is well known or fully mastered, and where he won't be asked to raise challenges or find out solutions to problems, nor will he have to cope with fears and anxieties and adapt to stressing and unfamiliar situations. In such a poor environment, the person can live passively without bothering himself too much since there is no need for him to develop new abilities or acquire more knowledge.

3. Removing the irrelevant knowledge and all the elements that are over burdening the curriculum and uselessly consuming the learner's time and effort will help absorb some

²- Better Regulation Commission: a [non-departmental public body](https://en.wikipedia.org/wiki/Department_for_Business,_Enterprise_and_Regulatory_Reform) of the British government, independent of any government department but under the oversight of [Department for Business, Enterprise and Regulatory Reform](https://en.wikipedia.org/wiki/Department_for_Business,_Enterprise_and_Regulatory_Reform).
https://en.wikipedia.org/wiki/Better_Regulation_Commission



of the learner's pressure and free spaces for more constructive educational initiatives, with the need to go beyond the form and giving greater attention to the permanent learning outputs and considering that what is gained from studying specific subjects is more important than the subjects themselves and that the boundaries which separate scientific fields from one another are only artificial and not real ones. This prevents us from making a common mistake among teachers who submit their lessons to the logic of subjects at the expense of the logic followed by student learning.

4. Removing from the school environment all the obstacles that prevent favourable changes, and all the behaviours and attitudes that may stand in the way of reforms and in the face of any development, improvement, renovation, and progress, only for the purpose of preserving the traditions and all that is old even if it has no value or is an obstacle to life improvement. An alternative culture is gradually created, based on science and experience which coexists with all that is useful, beautiful and elegant, and stands against everything that is harmful, ugly, messy, not reassuring and not useful. A culture whose slogans are 'challenges must be raised', 'solutions to problems need sometimes to be built', 'the state of weakness must be overcome', 'dependence on others is not always the best way to preserve one's dignity', 'unity is strength', 'our mistakes must lead us to perfection', 'difficult times are overcome with perseverance'... etc

5. Providing space for learners' free thinking and imagination, especially in their search for other alternatives that go beyond the traditional and the usual, and encouraging them, while dealing with learning situations or facing situational problems, to adopt new strategies and test non-traditional solutions.

As for the educational Institutions, necessary engagement in developing creative abilities - by adapting their curricula to individual differences so that each learner has the opportunity to improve performance and efficiency and develop a pathway towards self-actualization- has become an urgent demand with



an overwhelming consensus among researchers (Shallcross, 1981; Fryer, 2003; Kaila, 2005; Jeffrey, 2006). Building independent and creative citizens on solid grounds is the best way to be optimistic about managing future crises. Our reassuring expectations are not based on desires or wishes, but on real individuals' competencies, abilities and skills that have been gained through investment in education. In this way we are improving their chances to behave positively and respond constructively while dealing with different conditions and achieve adaptation in the best form when they are confronted by critical conditions. (Shaheen, 2010)

It is clear that when the creative education starts earlier, it can help achieve more encouraging results, this is why many educators and psychologists are insistently demanding the introduction of methods and mechanisms that develop creative abilities in primary education. (Brundrett, 2007; Craft, 1999; Wilson, 2005).

Conclusion

Since human life has always been facing crises sometimes leaving behind disasters with serious repercussions at all levels, and since people have always been capable of relatively managing crises through their creative efforts and their innovative interventions, will it be too much to start thinking seriously about the best ways to be involved in such crises and find out ways to bring better life and better hopes from what has always been seen as a source of fear, anxiety and pessimism.

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