SAVIESA
THINK TANK

BEING HUMAN IN AN AI WORLD

A Manifesto for the Age of Artificial Intelligence

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PROBLEM

Humanity is becoming technologically advanced but morally under-developed. Artificial intelligence increasingly shapes how societies learn, decide, create, and govern, yet dominant responses remain technical or regulatory. Risk is managed, but meaning is left unattended.

SAVIESA'S PROPOSITION

Saviesa is a European think and do tank that explores and suggests ways in which we can answer and live the essential question: What does it mean to be human in an artificial intelligence age?

Our work focuses on what conditions in which institutions can hold, test, and live with this question in practice.

WHAT WE DELIVER NOW

Saviesa delivers human–centred frameworks, pilot designs, and policy–ready adoption pathways across three core programmes launching in 2026. These programmes translate ethical principles into institutional practice in education, culture, and leadership.

WHY IT WORKS

Saviesa combines philosophical depth with operational discipline. Each programme is designed with clear adoption pathways, human–centred indicators, and external learning partners, allowing institutions to move from reflection to practice without over-claiming impact.

WHAT HAPPENS IN THE NEXT 24 MONTHS

From 2026 to 2028, Saviesa will launch three flagship pilots, establish baseline human–centred indicators, and support early–adopting institutions in embedding ethical and emotional literacy into real systems.

EARLY HUMAN–CENTRED INDICATORS
(Designed for Pilot Launch)

Early Human–Centred Indicators (Designed for Pilot Launch)
From the outset, Saviesa programmes are designed with a limited set of human–centred indicators.

For example, they may include:

- whether teachers and leaders feel able to make good ethical judgments and use AI without losing their own judgment
- whether people are paying attention, staying engaged, and clearly owning their work in classrooms, cultural spaces, and leadership settings
- whether institutions actually know what they are doing before introducing AI, including who decides, who is responsible, and why
- what teachers, artists, and leaders notice changing in how they speak, make decisions, and feel in control when they work with AI

Saviesa does not seek to fill a gap.

It works deliberately at the intersections where ethics, creativity, education, and identity are already under pressure.

PREFACE: TOWARD A HUMAN FUTURE

Saviesa was founded in December 2024 from a single question that continues to guide its work: what does it mean to be human in the age of artificial intelligence?

The speed of change is extraordinary. Systems now compose, predict, and decide, yet they cannot feel, care, or imagine. We live in a time when intelligence is abundant but understanding is fragile.

Saviesa was created because artificial intelligence is already being adopted in schools, cultural institutions, and organisations, often without enough clarity about what should change and what should not.
The conviction is simple: wisdom must remain at the centre of progress. Technology can extend our reach, but only conscience gives it direction. To live well with intelligent machines, we must cultivate the older disciplines of judgment, empathy, and restraint.

Saviesa brings together educators, artists, scientists, and policymakers to work on shared questions they cannot resolve alone: how learning, creativity, and governance can protect what makes life meaningful under technological pressure.

This manifesto continues that work. It offers no final answers, only a compass for orientation. Saviesa works from a European intellectual tradition that has long sought to join knowledge with conscience and intelligence with humanity.

Saviesa's work moves deliberately between reflection and action. It asks not only what kind of technologies societies are building, but what kind of people they are becoming in the process. This manifesto therefore speaks to policymakers, educators, cultural leaders, and funders who recognise that the age of artificial intelligence demands not only technical competence, but moral orientation.

What follows is both an ethical position and a practical invitation: to translate conscience into institutions, imagination into systems, and wisdom into lived practice.

ABOUT SAVIESA

Saviesa is an independent European think and do tank based in Croatia with a global outlook and outreach. We work at the intersection of ethics, education, creativity, and governance to ensure that technological progress serves human development.

Our approach is both reflective and practical. We collaborate with educators, artists, and policymakers to shape models of learning and creativity that keep humanity at the centre of technological change.

Through partnerships across Europe and beyond, Saviesa seeks to demonstrate how technology can strengthen moral imagination, emotional wellbeing, and social cohesion.

I. THE RETURN OF THE HUMAN QUESTION

The challenge before us is not to shield humanity from technology, but to preserve humanity within it.

Artificial intelligence is already being used in schools, cultural institutions, workplaces, and systems of governance. Decisions about how it is introduced are often made quickly, under pressure, and without enough shared understanding of what should change and what should remain human.

We now live among systems that can write, predict, and decide with remarkable speed. Yet they do not feel responsibility for the consequences of those decisions. They do not know when judgment matters more than efficiency, or when restraint matters more than capability. Those distinctions remain human responsibilities, even as the tools involved become more powerful.

Saviesa was created in response to this situation. It exists because many institutions are already adopting AI without clear ways to think through its effects on learning, attention, authorship, and responsibility. The question of what it means to be human in the age of artificial intelligence is no longer theoretical. It is being answered, implicitly, every time a system is introduced without reflection.

Saviesa works with educators, artists, leaders, and policymakers who are already facing these choices. Its role is not to provide final answers, but to help institutions slow down where needed, draw boundaries where necessary, and make deliberate decisions rather than default ones.

This work happens at three levels. Saviesa helps institutions see what is at stake in the design and use of intelligent systems. It translates ethical concerns into practical guidance that can be used in real settings. And it supports implementation in classrooms, cultural spaces, and leadership contexts where these decisions are already shaping daily practice.

Regulation, including the EU AI Act, makes clear that artificial intelligence cannot be treated as a neutral tool. But law alone does not tell institutions how to act in practice. It does not teach judgment, protect attention, or preserve human authorship. These capacities have to be cultivated where AI is actually used.

This is the space in which Saviesa operates. It helps institutions move from obligation to responsibility, from principle to everyday practice, and from unexamined adoption to deliberate use. The aim is not to resist technology, but to ensure that human judgment remains present wherever intelligent systems are introduced.

> The age of artificial intelligence will not be judged by speed or efficiency but by the depth of its humanity.

II. THE MIRAGE OF INTELLIGENCE

Artificial intelligence increasingly shapes how people write, design, decide, and communicate. It performs many of these tasks with speed and fluency, often producing outputs that appear complete and confident. Yet this fluency can be misleading; ease of generation is not the same as understanding, and speed is not the same as judgment.

Machines can imitate reasoning and creativity without carrying responsibility for their consequences. This is not a technical problem but a practical one. When outputs look finished, people are more likely to accept them without question. Over time, this changes how attention is used, how decisions are made, and how responsibility is understood.

Philosopher ***Daniel Dennett*** warned that artefacts can simulate meaning and intention without possessing either. The danger lies not in deception, but in confusion. When imitation feels sufficient, the work of discernment weakens. Convenience begins to replace care.

This dynamic did not begin with artificial intelligence. Social media already rewarded speed, visibility, and reaction over reflection. Artificial intelligence accelerates this pattern. By shortening the distance between prompt and result, it reduces the pause in which judgment usually forms. What once required effort now arrives instantly, and with that ease comes a risk of over–reliance.

The effects are already visible. In education, learning can slip from inquiry into substitution, with generated answers standing in for thinking. In creative work, authorship becomes harder to locate. In leadership and governance, complex questions can appear simpler than they are. In each case, the issue is not replacement, but erosion: of attention, of agency, and of accountability.

When a small number of systems shape how information is produced and framed, institutions begin to absorb the assumptions embedded in those systems. Over time, these assumptions harden into norms. Plurality of tools supports plurality of thought. Dependence narrows it.

Research continues to underline this distinction. The ***World Economic Forum*** Education 4.0 framework places empathy, creativity, and collaboration at the centre of future learning. These are not decorative qualities. They are the capacities that allow people to interpret information, question outputs, and act with judgment rather than compliance.

This is why the question of intelligence cannot be separated from the question of responsibility. Intelligence does not decide what matters. It does not choose what should be protected or preserved. Those choices remain human, and they must be made consciously, especially as intelligent systems become easier to adopt.

Saviesa approaches artificial intelligence from this position. Its work focuses on helping institutions recognise where ease is replacing judgment, where speed is displacing reflection, and where responsibility risks being diffused or lost. The aim is not to reject intelligent tools, but to ensure that their use does not weaken the human capacities on which learning, creativity, and trust depend.

Artificial intelligence can support human work. It cannot carry human responsibility.

Saviesa believes that wisdom remains our most advanced technology.

POLICY ADOPTION PATHWAY

ASSESS	PILOT	ADOPT
Human–centred procurement rubrics aligned with EU AI Act high–risk categories	Ready–to–use classroom attention and autonomy protocols	Compliance and auditing templates for ministries and local authorities
Institutional readiness and risk mapping for education and cultural settings	Teacher–first AI literacy and ethical reasoning modules	Governance dashboards linking risk, outcomes, and oversight
	Sandbox environments for safe testing in schools and cultural institutions	Advisory support for system–wide rollout

We believe that the future will belong not to those who automate the most, but to those who understand best what should remain human.

III. THE WORK OF LEARNING

Learning is not simply the accumulation of information, but the gradual formation of judgment, a distinction that matters increasingly as artificial intelligence makes information easier to access while placing new strain on the conditions in which judgment develops.

Across education systems, AI tools are already being introduced into classrooms, assessment processes, and curriculum planning, often framed in terms of efficiency, personalisation, or future readiness, while much less attention is given to how learning actually unfolds and to what may be lost when speed replaces effort or substitution replaces understanding. These decisions are rarely abstract. They shape how students attend, how teachers teach, and how confidence in one's own thinking is built or weakened over time.

Research across contexts continues to point to the same conclusion: the capacities most needed in the decades ahead are not novel technical skills, but long–standing human ones. Empathy, imagination, collaboration, and discernment remain central to meaningful learning, which is why the ***World Economic Forum*** Education 4.0 framework places these qualities at the centre of future education, not as optional enhancements, but as foundations for adaptability, responsibility, and social trust.

This aligns closely with what educators observe in practice. Learning begins with attention and curiosity and matures through uncertainty, dialogue, and sustained effort, all of which require time and space. When answers arrive too quickly, or when tools stand in for thinking rather than supporting it, learners may complete tasks efficiently while gradually losing confidence in their own judgment and capacity to reason independently.

My own experience in education, including years of work with Montessori Global Education and close collaboration with teachers across different cultural and institutional contexts, has reinforced this understanding in practical terms. Again and again, I have seen that learning deepens not when instruction accelerates, but when attention is protected and learners are trusted to explore, hesitate, and make sense of the world in their own time. In these settings, judgment develops not through answers provided, but through questions sustained.

The influence of ***Maria Montessori*** remains relevant here, not as a method to be replicated, but as a reminder that education is an awakening rather than a transfer of information. Experience continues to confirm that empathy, attention, and imagination are not outcomes of learning, but its starting point. When learners are trusted to engage actively with uncertainty, they develop not only knowledge, but responsibility for their own thinking.

Saviesa's work in education begins from this practical concern. Teachers and school leaders are already being asked to integrate AI into daily practice, often without clear guidance on how to protect attention, authorship, and independent thinking at the same time. The question is therefore not whether AI can be useful in learning, but under what conditions its use strengthens understanding rather than eroding the work of learning itself.

This challenge is not theoretical. In Finland, the Generation AI project invited students to co–design simple AI applications and then reflect on bias, limitation, and ethical consequence, with learning emerging not from the tools alone, but from the structured reflection surrounding their use. In similar initiatives, AI–supported feedback has been paired with human interpretation, allowing technology to assist analysis while teachers help learners question, contextualise, and challenge what is presented to them.

At the same time, schools face pressures that extend beyond technology alone. Attention is fragmenting, anxiety is rising, and many teachers report feeling unprepared to address emotional wellbeing alongside academic expectations. Research across the European Union indicates that fewer than half of teachers receive formal preparation in mental health or inclusive pedagogy, contributing not only to difficulties of concentration in classrooms, but to a broader erosion of confidence and stability.

Saviesa responds to these realities by working with schools and educators to protect the basic conditions under which learning can still take place while new tools are introduced. Rather than promoting a new educational ideology, it supports teacher judgment, clarifies when and how AI may be used, and helps preserve space for silence, effort, dialogue, and reflection, all of which are increasingly at risk in accelerated environments.

Learning, understood in this way, is a civic practice, shaping how future citizens interpret information, exercise judgment, and care for one another. Decisions about how artificial intelligence enters education therefore carry long-term consequences, whether or not they are explicitly acknowledged at the moment they are made. Saviesa works with educators and institutions who recognise this responsibility and are seeking practical ways to act on it, not to slow innovation, but to ensure that learning remains a human process, supported by technology rather than directed by it.

IV. THE ETHICS OF ATTENTION

Attention is under pressure because many digital systems compete for it. Artificial intelligence adds to this by predicting preferences and responding instantly, leaving less time to pause, reflect, and make considered judgments. This change does not happen all at once, but gradually, as habits form and expectations shift.

Philosopher ***Simone Weil*** described attention as a form of generosity, a way of meeting the world without rushing to control it. That kind of attention becomes harder to sustain when environments reward speed, constant response, and visible activity, not because people lack discipline, but because the conditions that support focus are being weakened.

Research shows that sustained attention supports understanding, emotional balance, and empathy, while frequent interruption undermines all three. Studies published in Nature Scientific Reports have found that even the presence of a smartphone can reduce attention, as if part of the mind remains

elsewhere. For children and young people, whose capacity for focus is still developing, these effects are stronger and more uneven, particularly where support at home or school is limited.

Attention is not only a cognitive matter it is also an ethical one. What people pay attention to shapes what they value, and what they repeatedly ignore begins to matter less. Philosopher ***Iris Murdoch*** argued that moral life begins with learning to see clearly, before acting. When attention is fragmented, perception narrows, empathy weakens, and decisions become reactive rather than thoughtful.

In schools, workplaces, and public institutions, this shift has practical consequences. Classrooms can become busier without being more attentive. Meetings can become faster without becoming clearer. Decisions may feel confident while lacking depth. The issue is not distraction alone, but the gradual loss of the space in which responsibility takes shape.

The question is not whether individuals should try harder to concentrate, but whether systems are designed in ways that allow attention to be sustained. This includes decisions about when technology is used, when it is set aside, and what norms are established around pace, interruption, and presence.

As artificial intelligence becomes easier to adopt, the ethics of attention becomes inseparable from the ethics of responsibility. Institutions that do not protect attention cannot expect sound judgment to flourish. Preserving attention is not a rejection of progress, but a condition for using technology without losing the human capacity to choose, care, and act with intention.

V. THE FUTURE OF WORK AND THE FUTURE OF WORTH

Artificial intelligence will change how work is done; that much is already clear. What remains uncertain is how work will continue to be valued.

Much of the public discussion focuses on automation and job loss, yet the more immediate concern for many people is not redundancy but confusion. As tools take on more tasks, it becomes harder to see where human contribution begins and ends, and how judgment, care, and accountability are recognised in daily work.

Evidence consistently shows that artificial intelligence creates the most value when people remain actively involved in decisions. Research from the ***International Labour Organization*** and ***McKinsey & Company*** indicates that systems work best when they support human interpretation rather than replace it. Machines can analyse, predict, and generate options, but they do not decide what matters, nor do they carry responsibility for consequences. That responsibility remains human.

This distinction is especially visible in leadership. Studies on ethical and adaptive leadership show that trust, empathy, and clarity are not secondary qualities, but structural ones. Research by ***Claire Koryczan*** highlights that leaders who combine emotional awareness with judgment create organisations that adapt more sustainably, handle conflict more responsibly, and recover more effectively from disruption. These qualities cannot be automated, yet they are often undervalued in systems that reward speed and output above all else.

As work becomes more mediated by intelligent tools, there is a risk that efficiency is mistaken for value. Tasks are completed more quickly, but purpose becomes harder to articulate. Decisions feel easier to make, but accountability becomes more diffuse. When worth is measured only through productivity, work begins to resemble the systems that organise it.

This concern extends beyond leadership roles. Across sectors, many professionals report a loss of orientation rather than a lack of opportunity. Research from the ***OECD*** and ***UNICEF*** shows that wellbeing, fairness, and a sense of agency are central to sustainable work, particularly for younger generations. These conditions are not opposed to innovation. They are what allow people to engage with change without becoming disengaged from meaning.

Regulation, including the EU AI Act, reinforces the need for human oversight in high-risk contexts, but law alone does not resolve questions of worth. It cannot determine what kinds of contribution should be recognised, or how responsibility is shared when decisions are supported by machines. These questions are worked out in practice, through organisational norms, leadership behaviour, and the everyday design of work.

Saviesa approaches the future of work from this practical angle. It works with institutions that are already integrating AI into decision–making, evaluation, and creative processes, helping them clarify where human judgment must remain visible and valued. The aim is not to resist efficiency, but to prevent meaning from being reduced to output alone.

Work, at its best, is more than task completion. It is a way people participate in the common good, test their integrity, and exercise responsibility. As artificial intelligence becomes more capable, preserving this human dimension is not a sentimental concern, but a structural one.

The future of work will not be decided solely by what machines can do, but by what societies choose to recognise as valuable. Where judgment, care, and responsibility are protected, productivity gains can serve a larger purpose. Where they are neglected, efficiency may increase while coherence declines.

Saviesa works with those who recognise that how work is organised shapes not only economic outcomes, but the kind of people and institutions we become.

VI. LEADERSHIP AND THE INNER SELF

The Stoics taught that the only true sovereignty is mastery of the self. In a world where every reaction is visible and every decision amplified, inner steadiness has become a form of public responsibility. In a culture that prizes speed and visibility, the ability to pause, reflect, and act with proportion has become a mark of wisdom rather than hesitation. The leaders who will navigate the age of artificial intelligence are not those who react most quickly but those who can hold their ground in a world that never stops moving.

Leadership is not the assertion of will but the cultivation of integrity. To lead wisely is to listen before speaking, to align conviction with compassion, and to make choices that preserve coherence between thought and action. Authenticity is not performance or image; it is the quiet correspondence between what one believes, feels, and does. In a time when expression is easily automated, genuine presence has become the rarest form of originality.

Modern science supports what philosophy has long understood. Research in neuroscience and developmental psychology shows that emotional regulation, the ability to pause, interpret, and respond deliberately, is central to moral and cognitive maturity. Antonio Damasio has shown that reasoning depends on the integration of feeling, not its suppression. Daniel Siegel describes this balance as a window of tolerance, a space where thought and emotion remain in dialogue rather than in conflict.

Across societies, that space is narrowing. The digital environment rewards reaction over reflection. Studies from Cambridge University and the OECD show that attention span and emotional regulation among young people are in decline. Saviesa's research confirms that teachers and leaders alike face daily crises of emotional strain as people mirror the volatility of the culture around them. The Lancet Commission on Global Mental Health calls this condition moral fatigue, a weariness in which endless information and limited meaning erode the capacity for judgment.

The same fatigue affects leadership. In her white paper Leading Through Change: The Next Evolution of Leadership for the AI Era, Claire Koryczan argues that authentic leadership depends on presence, empathy, and emotional awareness. She shows that organisations grounded in these qualities innovate more sustainably, resolve conflict more ethically, and recover from disruption more quickly. The capacity for connection is not a soft skill but the structure on which trust and creativity depend.

Many professionals understand this yet struggle to practise it. They curate their identities to satisfy systems that reward performance over presence. This is not deceit but insecurity, the fear that sincerity will be punished in a world governed by algorithms and impressions.

Psychological studies show the cost of this disconnection. Emotional suppression increases stress and weakens empathy, while unfiltered expression undermines trust. Credibility, both personal and institutional, depends on balance. Leadership that unites empathy, steadiness, and adaptability creates clarity and resilience.

Artists often understand this truth before institutions do. In Saviesa's dialogues on AI and creativity, artists describe authenticity not as a matter of style but of intention. To create is to remain present to one's own experience. The same is true of leadership. When a leader speaks from coherence rather than calculation, authority becomes trust rather than control.

Children learn this through example. When they see confidence without arrogance and kindness without display, they learn that truth can be quiet. Education that nurtures empathy, patience, and self–awareness lays the foundation for character. The OECD's research on social and emotional learning shows that these capacities predict wellbeing and achievement more reliably than technical skill.

For leaders as for children, emotional awareness is not weakness but strength. It allows thought to mature before expression and gives feeling the dignity of understanding. When emotion is acknowledged rather than denied, authenticity deepens.

The disciplines of self–awareness and restraint are no longer optional. They have become the conditions of legitimacy. To lead in this century is to interpret complexity without surrendering to it, to respond rather than react, and to protect human priorities in an automated world.

Leadership, in this sense, is not charisma but coherence. It is the art of aligning intellect, emotion, and action. Reflection, discernment, and calm observation arise from a single belief: that self–governance is the beginning of civilisation.

VII. A SHARED RESPONSIBILITY

Artificial intelligence will not be shaped by technology alone, but by the choices societies make as they adopt it. Those choices are already being made across the world, often under pressure and with limited guidance, and they reflect not only technical priorities but assumptions about value, authority, and responsibility.

The adoption of AI is not confined to any one region. Schools, cultural institutions, workplaces, and public bodies across continents are introducing intelligent systems while still working out what should remain human, who remains accountable, and how judgment is exercised when decisions are supported by machines. These questions are global not because the technology is uniform, but because the dilemmas it introduces recur wherever it is used.

Saviesa was created in response to this shared condition. It does not seek to represent a region or to set a global agenda. It works with institutions that are already facing similar pressures in different contexts, helping them slow

down where necessary, clarify responsibility, and make deliberate choices rather than default ones.

At the same time, this work takes place within real asymmetries of power and capability. Much of the infrastructure and many of the systems that shape contemporary life are developed by a small number of actors, while their effects are felt far more widely. Ethical intent without practical capacity risks becoming symbolic, while capacity without ethical direction risks becoming extractive. Any serious engagement with artificial intelligence has to hold this imbalance in view.

Regulation responds to this reality in different ways across jurisdictions. Frameworks such as the ***European Union Artificial Intelligence Act***, along with emerging approaches elsewhere, make clear that certain domains, including education, health, and justice, cannot be treated as neutral testing grounds. Yet regulation alone cannot determine how responsibility is exercised in practice. Law can set limits, but it cannot teach judgment.

This is the space in which Saviesa operates. It works across borders and disciplines, focusing on how institutions interpret responsibility where adoption actually happens. The emphasis is not on scale, but on credibility; not on uniform solutions, but on shared learning. What matters is whether institutions, wherever they are, have the capacity to act with care, clarity, and restraint.

Responsibility, in this sense, is cumulative. It is exercised in classrooms deciding how AI supports learning, in cultural institutions deciding how authorship and creativity are recognised, and in leadership contexts deciding when efficiency should give way to care. These decisions are local, but their effects extend well beyond their point of origin.

A humane technological future will not be secured by declarations, nor by any single region acting alone. It will depend on whether societies are willing to treat judgment, attention, and responsibility as part of their infrastructure rather than as afterthoughts.

That is the responsibility Saviesa takes on: not to define the future of artificial intelligence, but to support those already living with it to act with intention, restraint, and care.

VIII. THE QUIET COURAGE TO REMAIN HUMAN

Artificial intelligence is not a threat to humanity. It is a test of it.

To live wisely in this time is to practise balance between reason and empathy, invention and restraint, speed and stillness. Wisdom is the art of measure. It reminds us that strength without justice becomes violence, that knowledge without purpose becomes noise, and that technology without humanity is only acceleration.

Across the world the same temptation appears again and again, the belief that progress can be measured by pace. Yet civilisation has never advanced through speed alone. It has endured through meaning, through the capacity to pause, to listen, and to imagine. The challenge of this century is not to make machines more human, but to ensure that humans do not become machine-like.

To remain human in such a world requires courage, the courage to pause when everything accelerates, to care when indifference is easier, to listen when the noise is overwhelming. The human spirit does not compete with intelligence; it interprets it. Its measure is not speed or precision but depth, attention, and the willingness to feel.

The psychologist Viktor Frankl wrote that between stimulus and response lies the space in which freedom lives. Artificial intelligence collapses that space; it offers answers before we have time to ask questions. To keep that space open is an act of moral defiance. It is there that reflection becomes choice and conscience finds its voice.

Children understand this intuitively. They approach the world with wonder rather than strategy, trusting their curiosity more than their certainty. In every culture, the first lessons of humanity are the same: to share, to imagine, to forgive. These lessons are not relics of childhood but the foundations of civilisation.

We will need this quiet courage again. The courage to choose empathy over efficiency. The courage to use technology without allowing it to use us. The courage to build systems that serve life rather than measure it.

The task before us is not to resist progress but to humanise it. Machines may amplify intelligence, but only people can create meaning. To be human in an AI world is to remember that freedom is not the absence of constraint but the presence of conscience.

Saviesa's work is built around protecting the conditions in which this kind of courage remains possible inside real institutions, where decisions about speed, efficiency, and care are made every day.

The future will depend on whether institutions protect this space where judgment and responsibility can still take root.

IX. FROM INSIGHT TO ACTION: THE SAVIESA THEORY OF CHANGE

Saviesa was created from a simple conviction: that wisdom must sit at the centre of innovation. Our work begins with a question rather than an answer. What kind of human future are we designing for?

Across sectors and borders, artificial intelligence is reshaping how we learn, create, and govern. Yet most responses remain technical or regulatory. They measure risk but overlook meaning. Saviesa works where ethics meets

imagination, helping institutions to design systems that are not only intelligent but humane.

This work also calls for lucidity about the material conditions of wisdom. Meaningful autonomy depends on infrastructures that reflect shared values rather than inherited dependencies. Saviesa therefore collaborates with partners to design approaches that reduce reliance on opaque systems and enable institutions to act from strength, not necessity. Our aim is not isolation but participation. We help societies become co–creators of technological futures rather than passive recipients of distant decisions.

We believe that imagination is infrastructure. It is not a luxury for artists but the foundation of ethical thinking and civic renewal. Without imagination, policy becomes compliance and technology becomes instruction. With it, both become tools for discernment and shared purpose.

OUR THEORY OF CHANGE IS BUILT ON THREE SIMPLE PRINCIPLES.

1ST Learning is the foundation of freedom. Education must teach discernment, empathy, and moral courage as rigorously as it teaches logic and code. Every classroom should be a workshop in humanity as much as in knowledge.

2ND Creativity is a form of governance. Culture is not entertainment; it is how societies test ideas safely before enacting them. The arts and humanities are laboratories of ethical foresight, the places where emotion and reason learn to cooperate.

3RD Ethics must be practiced, not preached. Regulation is necessary, but without reflection it becomes another machine. True accountability begins in the imagination, in the ability to see the human consequences of design before they occur.

From these principles flow our methods: convening dialogue between disciplines, designing pilot projects that unite technology and conscience, and advising institutions that wish to lead with integrity. We build frameworks that translate values into practice and practice into policy.

The change we seek is cultural as much as structural. We aim to make emotional intelligence and moral imagination central to education, leadership, and innovation. We work with partners who share a belief that creativity is a civic resource, and that dignity is the measure of progress.

Our vision is of a future in which technology deepens rather than diminishes what is human. A future in which intelligence, however artificial, is guided by conscience, and where the measure of progress is not speed or profit but understanding.

The task is immense but not abstract. It begins in classrooms, studios,

Our theory of change is built on three simple principles.

laboratories, and parliaments. It begins wherever people choose reflection over reaction and meaning over momentum.

Artificial intelligence will test our capacity for wisdom. The answer to that test will not be found in code but in character.

CONCLUSION: WISDOM AS THE MOST ADVANCED TECHNOLOGY

Although much of the technical development of artificial intelligence is concentrated in the United States and China, the responsibility for how these systems are adopted and lived with rests with institutions everywhere.

This manifesto is both reflection and invitation. It brings together the insights of educators, artists, policymakers, and children to affirm one idea: that humanity's future will not be secured by technology alone.

Saviesa was founded not to resist artificial intelligence but to remind society that progress without humanity is only acceleration. The task before us is not to outthink the machine but to think with greater depth, patience, and care. Wisdom remains our most advanced technology.

Europe's legacy offers both inheritance and warning. Its cathedrals, universities, and parliaments were built on the belief that knowledge and morality belong together. When that bond weakens, civilisation begins to lose its shape. The work of Saviesa, and of this manifesto, is to help repair that bond for the digital age.

This is a living document. It will continue to evolve in every classroom that teaches discernment, in every artist who redefines creativity, in every leader who governs with empathy, and in every child who learns that being themselves is enough.

To protect what is human in the age of artificial intelligence, societies must cultivate not only conscience but capability. Values require foundations. Moral imagination needs the support of infrastructures that honour transparency, plurality and democratic oversight. A future in which technology serves humanity will not arise from goodwill alone. It will be built through alliances, investment and the patient construction of systems that reflect the dignity they are meant to protect.

The future will be shaped less by what machines can do than by whether societies are willing to protect the human work that machines cannot do.

Leonor Diaz Alcantara
PRESIDENT
Saviesa

Zagreb, January 2026

THEORY OF CHANGE

Learning How to Be Human in an AI World

SUMMARY: FROM INSIGHT TO SYSTEMIC CHANGE

If institutions adopt Saviesa frameworks and pilot models that place wisdom, attention, and moral imagination at the centre of technological change, then educators, leaders, and learners strengthen ethical and emotional literacy, gaining confidence to interpret AI with judgment rather than dependency, so education systems, cultural institutions, and organisations become more humane, resilient, and trustworthy in governing intelligent technologies.

2030 AMBITION

By 2030, Saviesa aims to support a focused network of European education systems, cultural institutions, and public bodies to adopt human–centred AI frameworks, contributing to a shared evidence base on how attention, ethical judgment, and imagination can be protected in intelligent systems.

This ambition is intentionally modest in scale and rigorous in learning, prioritising depth over reach.

1. PURPOSE

Saviesa asks one question: what does it mean to be human in the age of artificial intelligence?

- To translate the Manifesto Learning How to Be Human in an AI World into practical action through research, education, creativity and governance.
- To build systems and cultures that protect and expand human depth, discernment and imagination.
- To help societies understand not how intelligent machines can become, but how humanity can remain wise.

THE CENTRAL CHALLENGE: Humanity is becoming technologically advanced but morally under–developed.

2. CONTEXT & CHALLENGE

Saviesa was created to restore the human centre of gravity.

- Artificial intelligence is now shaping education, culture, politics and identity. It influences how societies think, create and decide.
- Global debate is dominated by productivity, compliance and risk, with little attention to moral coherence or cultural meaning.
- Education focuses on technical skill rather than reflective understanding.
- Creative sectors are disrupted without ethical or pedagogical infrastructure.
- Young people — the generation most affected — are rarely part of the design.

3. LANDSCAPE & DIFFERENTIATION

ORGANISATION / INITIATIVE	FOCUS	ADDRESSED
UNESCO AI Ethics	Global ethical principles	No pathways for education or culture
OECD/WEF Education 4.0	Future skills frameworks	Neglects identity, imagination and moral formation
The Future Society /AI Now	Policy and regulation	Lacks pedagogical and creative dimensions
Nesta /Oxford Insights	Applied innovation and consulting	Technocratic, limited emotional and cultural literacy
EU AI Act	Legal safeguards	Omits human and cultural impact

Saviesa's distinct contribution

Saviesa does not redraw the map. It works carefully within it, where decisions already carry human consequence.

- Integrates ethics, creativity, education and identity into one coherent system.
- Merges philosophical inquiry with practical implementation.
- Works across research, policy and practice through global partnerships.
- Brings conscience, imagination and cultural depth to the centre of AI transformation.

4. SAVIESA'S PROPOSITION

- A European think and do tank redefining what it means to be human in the age of artificial intelligence.
- Works across education, culture, leadership and wellbeing.
- Produces research, frameworks, pilots and advisory work that combine ethical reflection with institutional design.
- Serves as a trusted partner for governments, foundations and cultural institutions seeking to shape humane innovation.

5. VISION

- A world that understands humanity as more than intelligence.
- A future where imagination, conscience and culture shape how societies live with artificial intelligence.
- A civilisation that defines progress by the depth of its humanity, not the power of its machines.

6. MISSION

- To lead a global conversation — and build practical models — that redefine what it means to be human in the age of artificial intelligence.
- To ensure that ethics, empathy and creativity guide every system that shapes learning, culture and governance.

7. PROGRAMMATIC ARCHITECTURE

(2026—2028)

All three programmes ***commence in 2026*** and are designed for early adoption rather than scale.

1. Saviesa Sandbox Croatia

Start year
2026

Indicative year–one scale
A defined cohort of schools and cultural institutions within Croatia, operating as a national learning laboratory with European relevance.

Evaluation and learning partners
Local education partners, cultural institutions, and independent advisors coordinated by Saviesa.

What is immediately deployable

- sandbox governance framework
- human–centred attention and creative authorship protocols
- baseline institutional readiness assessment

What remains exploratory

- cross–border replication models
- long–term comparative data

ADOPTION PATHWAY

ASSESS Institutional readiness, attention conditions, and ethical risk in education and cultural settings

PILOT Sandbox participation with facilitated reflection, creative practice, and safe AI experimentation

ADOPT Local policy guidance, institutional learning reports, and readiness for wider application

2. AI Mentors in Schools

Start year 2026

Indicative year–one scale A defined cohort of schools across selected European regions.

EVALUATION AND LEARNING PARTNERS Central European University, alongside educational practitioners and Saviesa advisors.

What is immediately deployable

- teacher–first ethical AI literacy framework
- professional judgment and classroom autonomy modules
- institutional readiness and governance templates

What is a What remains exploratory

- long–term student outcome correlations
- system–wide policy integration beyond pilot regions

ADOPTION PATHWAY

ASSESS Teacher confidence, ethical literacy, and institutional AI readiness

PILOT Mentor–supported classroom practice and ethical reasoning workshops

ADOPT Integration into teacher development programmes and education authority guidance

3. Future Skills and Educational Transformation

Start year 2026

Indicative year–one scale A defined cohort of schools across selected European regions.

Evaluation and learning partners Central European University, alongside educational practitioners and Saviesa advisors.

What is immediately deployable

- teacher–first ethical AI literacy framework
- professional judgment and classroom autonomy modules
- institutional readiness and governance templates

What remains exploratory

- human–centred future skills framework
- advisory tools for education leaders
- policy translation briefs

ADOPTION PATHWAY

ASSESS Current definitions of future readiness and capability gaps

PILOT Framework adoption within leadership, curriculum, or workforce planning contexts

ADOPT Policy alignment and long–term system orientation

8. THEORY OF CHANGE MODEL

Inputs

- Global network of experts across education, ethics, creativity and governance.
- Strategic partnerships with ministries, universities, NGOs and cultural organisations.
- Original research, convenings and pilot programmes.
- Advisory services and thought leadership.

Activities

- Policy foresight and research on ethics and AI.
- Development of educational frameworks and pilot programmes.
- Creation of creative and cultural toolkits.
- Leadership and wellbeing initiatives integrating reflection and action.

Outputs

- White papers, frameworks, curricula and toolkits.
- AI readiness and cultural impact assessments.
- Pilot projects, residencies and convenings.
- Public briefings, summits and international dialogues.

Outcomes

- Short term: Saviesa recognised as a trusted voice shaping European and global thinking on ethics, education and culture.
- Medium term: Emotional and ethical literacy integrated into policy and institutional practice.
- Long term: Global paradigm shift where creativity, empathy and wisdom become infrastructures of progress.

Impact Humanity regains moral and imaginative agency in the age of artificial intelligence.

9. MEASURING CHANGE

Saviesa does not claim impact in advance of practice. Instead, it commits to measuring what matters once practice begins. From the outset, each flagship programme is designed with a limited set of human–centred indicators, chosen for their credibility, feasibility, and ethical relevance. These indicators are not performance metrics or proxies for optimisation. They are signals of whether learning, attention, and wellbeing are being protected and strengthened in real institutional settings.

Evaluation will be conducted in partnership with educators, parents, and independent advisors, and reported annually through the Saviesa Index, ensuring accountability without reducing human development to abstraction or score.

Saviesa measures impact through evidence, reflection and external evaluation.

Evaluation occurs annually through external review, partner feedback and reflective learning within the Saviesa network.

10. STRATEGIC PARTNERSHIPS AND LEVERAGE

- Collaboration with ministries, European agencies, universities, foundations and creative organisations.
- Partnerships extending across Europe, Africa, Asia and the Middle East, bringing global perspective to European thought.
- Convening power that bridges academia, policy, education and culture.

11. SUSTAINABILITY AND GROWTH

Saviesa's work translates ethical clarity into institutional practice. Investment is therefore structured as partnership rather than support, linking resources to learning, delivery, and shared accountability. At this stage, figures are indicative and designed to signal scale, sequencing, and seriousness rather than fixed costings.

Saviesa follows a staged investment approach that prioritises learning before scale and invites co–investment from public, academic, and institutional partners.

- Collaboration with ministries, European agencies, universities, foundations and creative organisations.
- Partnerships extending across Europe, Africa, Asia and the Middle East, bringing global perspective to European thought.
- Convening power that bridges academia, policy, education and culture.

1. Design and Framework Development

This phase supports the design and refinement of Saviesa's core intellectual and practical frameworks. It enables focused research, expert convenings, and the development of tools that translate ethical principles into usable institutional instruments.

Outputs and evaluation milestones

- completed policy adoption pathways and human–centred frameworks aligned with European contexts
- expert design sprints with educators, artists, policymakers, and researchers
- baseline reflection using the Saviesa Human Agency Index to establish evaluation parameters

2. Pilot Implementation and Learning

This phase enables the delivery of priority pilots, including the Saviesa Sandbox Croatia, AI Mentors in Schools, and Future Skills translation work. It supports local coordination, professional development, facilitation, and embedded learning.

Outputs and evaluation milestones

- operational pilots within defined geographies and cohorts
- documentation of early human–centred indicators related to attention, ethical reasoning, and participation
- interim learning reports and partner reflections
- mid–cycle assessment using the Saviesa Human Agency Index to understand institutional conditions for human agency

3. Replication and Systemic Adoption

This phase supports phased replication and system–level adoption in partnership with ministries, universities, and cultural institutions. It focuses on adapting proven approaches to new contexts rather than uniform scaling.

Outputs and evaluation milestones

- adoption or adaptation of Saviesa frameworks by multiple institutions or public bodies
- policy guidance and advisory support for regional or national implementation
- annual publication of the Saviesa Human Agency Index, providing transparent insight into how participating systems support human capability

12. ACCOUNTABILITY AND PARTNERSHIP

Across all phases, progress is assessed through delivery, reflection, and independent input. The Saviesa Human Agency Index functions as a shared accountability mechanism, enabling partners to understand how attention, emotional climate, imagination, integrity, and civic agency are being shaped within institutions.

All investments are designed to invite co–financing where appropriate, aligning philanthropic capital with public and institutional commitment. In this way, funding supports not only programmes, but the long-term conditions required for a humane and trustworthy intelligent age.

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