"Raw Notes": TEF Planning Meeting Geneva, May 27, 2010
(Notetaker: Foard Copeland, Research Assistant, Naval Postgraduate School)

Ambassador King
- Official welcome to US Mission and introduction of participants

LAF Intro
- Challenges faced with rapid expansion of globalization
    o Energy, cyber-security,
- "If you take the education that's been promoted around the world...maybe the natural outcome of that education system is an economic crisis and an energy crisis and an environmental crisis...The question is: If one were to transform education, what would one do?"
- "The desired outcome, of course, would be to enact policy changes and actual changes..."
- "the new us naval strategy...the prevention of conflicts is as important as winning conflicts...I think there is a new spirit in the dod and the state department to move in the direction of partnerships to improve some of what I call ' the grand challenges of the 21st century' before they lead to conflict."

Intros:
- Walter Christman
    o only dod official in geneva for last 10 yrs
    o opens ties to eastern Europe
- Marielza Oliveira
    o UN institute training and research
    o Expert – sustainable Human development, esp democratic governance
    o UNDP – south America operations
    o Private sector – consultant and Exec director of Brazil's business school
- Joy Lubeck
    o "Harnessing and developing human capital in the social sector"
- Danny Warner
    o "product of US education system"
    o Ran int'l school in Switzerland
    o phD from Graduate inst in ethics
    o training courses for government officials
    o ILO work on the "status of school teachers around the world"
- June Gorman
    o UNA-USA organization
    o IMUNA
    o Sustainability education for Global Compact
    o "a teacher wanting to transform the education system that's not functioning as it needs to be."
- Jim Callahan
    o Specialist in climate change and energy education
    o International web portals; build partnerships (state, federal and int'l governments); contribute hands-on education and scientific opportunities to various groups
- Maria Gabriella Lay
    o ILO (esp child labor and education)

- o Began career as a teacher
- o "I believe very much in creativity and youth empowerment."
- o Convention on the rights of the Child
- o SCREEM (supporting children's rights through education knowledge, creativity and media)
- o Initiative UNIOC w/ 12 agencies devoted to promotion of children's rights – focuses on entering the classroom (via visual arts, theatre, music, etc.) and empowering children to create impact on politicians: think globally; act locally
- Marshall Sitten
  - o Geneva Forum on Social Change
  - o IOMBA – focus: Change managers in social sector
- Ajume Wingo
  - o Prof of political philosophy at UC Boulder
  - o Interest on Africa and middle east
  - o "politics as an alternative to violence…anyone who's chosen violence has chosen a different means – and has applied politics in a way I don't understand."
  - o Symbols and rituals to implement values
  - o Designing alternative system of elections for African and middle east nations – using 50 students to assist
    - ▪ Education is primary component of this new model
- Victor Nolet
  - o WWU
  - o Reorient teacher education for sustainable development
  - o UNESCO → sustainable development
    - ▪ Community becomes the unit of analysis rather than a particular school or program
  - o Major themes: Peace education, child labor, and universal education; education in public sector – public initiatives will transform education system
- Rebecca Tarlau
  - o International development + political economy + education
  - o Focus on rural area education in social movement
  - o Connection with manual labor and education
  - o Pedagogy changed by social movement that vies for control of school system
- Joe LoPiccolo
  - o ICT at NPS
  - o Major themes: Distributed learning and open source initiatives; building sustainable models and reducing power requirements; cyber security
- Kristen von Hoffman
  - o Green Fox Schools
    - ▪ Implement sustainable programs, esp environmental sustainability
    - ▪ Green Fox 5 model (energy, waste, food, products, green space)
  - o "Intellect and emotional education are on par with each other…It's important to have emotional and social education."
- Ian Hill
  - o Int'l Baccalaureate Program
    - ▪ Intercultural understanding; prevention of conflict; critical thinking skills; education of the whole person

- 3000 schools involved; NGO; English, French, Spanish, some Chinese, working on Arabic; 136 schools; majority of US schools are public
- Mustafa Nasereddin
  - Talal Abu-Ghazaleh Organization (TAG-Org)
  - Public-private partnership
  - Computer-engineering; education; Vice-Chairman of World Links (WB program) – teaches teachers; micro-finance → cultural issues…
- Khalid Al Khalifa
  - Founded University College of Bahrain (business admin; graphic design; information technology; MBA program; islamic finance) in 2002
    - 500 undergrad; 150 MBA candidates
    - Teach tolerance and cultural sensitivity
  - Works with American University in Beirut
  - Education reform policy
  - Education in role of preventing conflict… "The role of education in managing and solving conflicts. I don't think conflict should be solved by military force only."
- Ken Gnanakan
  - Philosopher of education and practitioner
  - Development, poverty alleviation, empowerment of the powerless… "Education at that level has been my concern so that we can begin to empower people."
  - "Systems thinking"
- Hal Jones
  - Global Hope Network International
  - "retired law-maker from America" and that's all I'll say about that
  - Works with poorest of the poor – "maybe I can be an agitator to remind you that 1 billion people will be hungry tonight."
  - Refugee from Lebanon
  - "transformational community development" – knowledge transfer; "our capital is knowledge"; they find villages and withdraw within 3-5 years
  - 5 areas of development (water, food security, health, income, elementary education)
  - "Injustice is a major source of poverty, and injustice is caused by people who don't like each other."
  - Links between education and communities
- Kathleen Reid-Martinez
  - Global health Network int'l
  - Online learning
    - Content?, process of learning?, how to capitalize on technology – and what are the implication?, information knowledge to wisdom; issue of values; what does accreditation look like and what does it mean?
- Jeya Wilson
  - "I'm a child of educators and I've assisted education virtually all my life."
  - New Zealand; anti-apartheid activist in south Africa
  - Private sector development expert; phd at oxford – sanctions and economic
    - President of oxford student union
  - UNDP – education work
  - "intolerance…the greatest threat facing our generation"

LAF introduces JG presentation

JG Presentation
- Public school system
- What will the future learner need?
- Linear-based, downloadable teaching is no longer effective
- "global learning" – taking in information that opens up much more of the brain…supported by brain theory science
- Emotional intelligence in the classroom… "I do not believe many of the things we say we want to change can be accomplished unless we reform emotional intelligence in the classroom."
- Powerpoint notes:
    - Square slide – 1440 and guttenberg = "the word"; rationality, transformation, enlightenment, dethroning God, etc. (constricted – linear rationality)
    - Conscribed by left brain
    - The system reinforces the status quo
    - "No child left prepared to care"
    - Obama admin → STEM
    - STEM skill sets need for utilitarian needs; economic growth requires these skills but EI is missing from this model. "We have big, complex problems and we can't hear each other."
    - Symbol of circle/heart (contrast/cf: initial square image)
    - Howard Gardner and EI
    - Education of the future/education of the whole child
        - Emotional intelligence
        - Inter/intra (empathy) skills to learn from others
        - Pre-cognitive learning and "framing"
            - NY Times Magazine – *Moral life of babies* (source)
            - Children don't respond well to the triangle/circle that was mean to the other figure
        - Corp development
        - Nation-state
            - Activism, electoral politics, participatory world citizen
        - Goal: "Happiness is when what you think, what you say and what you do are in harmony." + **when what you feel** is in harmony with the other 3 action verbs in preceding sentence.

10 minute break – walter: there are refreshments in other room

LAF resumes meeting
- Informal discussion for 1 hr
- "The issue, of course, that we want to address is *what is scalable? What is transferable? What works in small numbers might not work across the globe.*" Also, how to account for content variability across the world and throughout various regions.
- Goal – identify several breakout groups
- Danny Warner interruption:
    - "Doesn't work well with others story" about his mom and his first report card
    - "When I teach diplomats, the only thing we do is teach negotiation simulation."

- o Teaches public listening; non-verbal communication; confidence-building measures → "you never sign treaties with countries, you sign treaties with people."
  - o The virtual-technology world can't teach inter-group communication skills.
- LAF
  - o Short-term vs. long-term needs → this is an issue that must be addressed
  - o It's a universal dialectic
- Ajume
  - o Monkey and fish story
  - o Monkey sees fish in water; reaches in to grab it and save it from drowning. Monkey, "if only I came earlier!" [I could've saved the fish].
    - ▪ What is the monkey's perspective here? (Not one African nation signed the UN Charter)... When considering Africa, "In the fullness of time, wewill..."
  - o "There's no native American here."
- Ken
  - o Relationships in transformational education; relationships that build
  - o "Education should give tools for learning, not packages. What tools are we giving for allowing people to educate themselves? Transformational education therefore has to move to the whole integration of economic, social, environmental tools the community has so that they become sustainable and integrated into improving the entire situation."
  - o "Education itself should be an experience."
- Maria Gabriella Lay
  - o "Respect the cultural and social realities of people we're relating to" → LISTEN
  - o UDHR and shared values; "even the youngest child has a sense of justice." → begin with a human rights based approach
  - o Provide tools that allow populations to become involved with the educational process.
  - o SCREEM begins with images [of right/wrong]
  - o SCREEM [**source**] materials displayed and passed around room
    - ▪ Translated in 20 languages
    - ▪ Indigenous populations
    - ▪ Images are given to children and child asked to explain image
      - • Age of child, how s/he lives, has family, can eat, what are dreams and hopes, etc?
      - • Children are asked to write down what they think; expression through drawings+role-play
      - • Poem read to group, "I want to cry out to the world the rage of abused children...who will cry out with me?"
    - ▪ Various SCREEM modules described to group
  - o We offer a tool and the education becomes a reality in the social and cultural context appropriate to the classroom. Nothing is imposed on students, but tools and materials are provided.
  - o Creativity of young people and active participation
- June
  - o What curriculum will move the model to engage students creatively?
- Kristen V H
  - o Next steps:
  - o 1. How do you transform education
    - ▪ Teach training

- - - Policy initiatives
    - Curriculum
  - o 2. What kind of education?
    - Adult?
    - K-12?
  - o Cf: Ajume's story: today, we are the monkey. The students are the fish. We must think about the child's education. "I wear different hat's but bringing the child's perspective into the discussion as important as any."
- Marielza O
  - o What function does education serve? How was current system of education started
    - US Colonial America: public schools pre- and post-civil war during dramatic social/political/economic change
    - Reading Christian morality and numeracy – this is the origin of current system
  - o "We wanted people who were punctual and who obeyed rules…being punctual doesn't help you design software, following rules doesn't help you be an artist." Our values are out of line with our current economic and social system. Value creation is associated with creativity.
  - o "The future is already now." We need the 14 year olds to tell us about what skills and values are important for this generation (e.g. communicating in 160 characters or less).
  - o Work well one-on-one. Also, work well in society.
  - o Current generation relies on one-on-one communication; group and open source communication = next generation communication.
- LAF
  - o We can't scale our current education system to the developing world.
    - Reference current US road system kills 50,000 people each year and pollutes everything when we can go twice as fast and kill no one. What metric system led to this?? → profit for share-holders
    - "If we continue on this path, a small number of people will profit substantially. A large number of people will struggle perpetually."
- MO
  - o Think of value, human development, and improvements in quality of life.
- LAF
  - o No system works well with a single parameter
  - o Leaders of our system have profited and done very well – it is difficult for them to see that the system is broken
- Dr. Malki
  - o 5 levels of analysis
    - Individual (june)
    - Community
    - Policy
    - Ultra (int'l)
    - Faith/believing system
- LAF
  - o Break into groups and identify thrusts
- Kristen vh
  - o Break into 3 groups based on 3 questions
- Ken recommends 4 groups and identify major thrusts

- LAF – this is planning meeting for future forum
    - Who should come? What would we like it to be like? What interests should be identified, etc? establish a committee?
- Rebecca
    - Add to the list *implementation*
- June
    - That's a thrust
- LAF leaves room and comes back w/ permission to use the lobby
- LAF/Jeya count off #s 1-3
- Groups disperse

Group 1
- No one wants to be group spokesperson
- Group seems to preoccupied with *structure* of inter-group dialogue rather than free-thinking content generation.
- Mustafa question: Can one model work for all?
- Danny – looking for key words
    - The concept of the other; openness to the other
    - Rice quote re: multilateralism "we will do whatever we want, whenever we want, however we want."
    - Common goods
- Joe – what would you use? What would you give?
- Danny
    - Openness, environment, atmosphere
- LAF – counter-referencing Marielza: there was a purpose for education once, and we're in a different world now. "In today's world, what is the purpose of education? Promote common good? Uplifting human society? Do we have a goal in mind for education? At one point in time it was to produce people for Henry Ford...I think this group is more global than that...what is the function of education?"
- Ajume
    - What is education in Africa and other parts of the world?
    - Deconstruction of education – "I am b/c we are, and since we are, therefore I am." Deconstruction of Cartesian education and consideration of collectivism as an educational model.
- Maria Gab Lay
    - Each individual should be allowed to grow and fulfill the human potential
- Danny
    - If that was the answer, then you would have home-burning. The reason you go to school is to be socialized.
- Maria Gab lay
    - Globalization is a fact. Give ability to individual the right and access to education. Economic progress cannot be disjoined from social progress.
    - Fulfill the full potential of individual and consider that globalization requires us to manage globalization so it's not discriminatory, respect UDHR.
- LAF
    - Key word is environment, but people don't think about this as education.
- Danny

- o Education is about socialization. Marielza pointed out that socialization process has become skewed. "With globalization, socialization as educational process must include a whole set of new factors."
- Marielza
  - o Globalization requires understanding of externalities, lives in other places, to take SO much into consideration ($\rightarrow$ game theory)
  - o Awareness as a different form of utilitarianism
- LAF
  - o What is the function of education?
- Danny – socialization
- Ajume – people will disagree it's only about socialization
- Danny – to read and write is a form of socialization
- Ajume
  - o westphalian world est in 1648 b/c the world is so big; now the world is so small that financial melt-down affects the whole world. Swine flu breakout will hit everyone, etc.
  - o Cosmopolitanism – we are world citizens
- Walter has not spoken
- Maria Gab Lay – glocalization

Group Lobby
- June
  - o Diane Ravitch "Death and life…" (**source**)
  - o Economic models and public schools
- Kristen vh
  - o Outcome – financial self-sufficiency
  - o Outcome – distribution of wealth (aka closing the gap)
    - ▪ Kristen vh objects to this
    - ▪ If we're implementing a model, we might turn away people – at TEF and at policy level – if some compromises aren't made
- Victor
  - o Economic opportunity (narrow a "privilege gap"?)
- June
  - o Education teaches privilege
- Victor
  - o How can we create opportunities?
- Malki
  - o Melting pot of Lebanon
  - o "I cannot think of a way outside of an economic model." Marxist paradigm will exist perpetually; education system can either intensify this conflict or mitigate it.
  - o Islam and belief in God + relationships with family reduces the likelihood of conflict; success *can be* measured by factors not solely limited to economic model, but currently this is not the case.
  - o Karen Armstrong "Mohammed of our time" (**source**)
  - o How can you make the child more emotionally cognizant of others?
  - o Reference Washington University in St. Louis (source?)

- o Can we bring God back to the school without having a religion tied to it? → universal value. How would a non-believer behave to fellow man? There is space for God in the classroom if only as a "system of values"
- June
    - o God is a system of values name
    - o Children always understand the golden rule. Which religion does not have this?
- Malki
    - o Can we identify these values and implement them in the model?
- Kathleen
    - o Economic model of education is tied to moral values
        - ▪ Faith, emotional intelligence
- Victor
    - o We can describe the characteristics of education transformation without providing the solutions – therefore identify key issues
- Kathleen
    - o Participants at TEF can provide practical examples of HOW they solved these problems
- Victor
    - o Think about language; "create room for full rainbow of belief systems"
- June
    - o Secular humanism + religious humanism; more in common with the humanism than the religion and secularism that separate the 2.
- Kristen vh
    - o Drew visual model
    - o What is current model? Umbrella
    - o Key component is emotional intelligence
        - ▪ Outcomes
            - • Closing gap
            - • Moral values/faith systems
        - ▪ Implementation
            - • Teachers
            - • Smaller ratios etc
- Kathleen
    - o Moral value is not just an outcome; how much EI do we shape?
    - o EI begins with the family unit
- Victor
    - o "what we want is an education system that helps students and adults understand their emotions."
    - o "We do that in cultures with a strong system of contemplative practice, emotions associated with hostility and anger can be changed, as can brain activity associated with higher level thinking and emotions."
- June
    - o Question the system at the highest level: what are the outcomes we desire?
- Victor
    - o We know the old model doesn't work; I don't want to spend a lot of time critiquing it
    - o Rather, what do we want?
    - o Questions are more important → inquiry approach for TEF

- o What does good values education look like?
- June
  - o Important question: "What is current brain theory research showing us about the mind and how it can learn?"
- Malki
  - o Value education that teaches responsibility (to community) → thrust
    - ▪ Karma
    - ▪ Ancestral responsibility
- June
  - o Valuing the community
- Victor
  - o "How can the many belief systems inform the value system of transformative education and a responsible child?" → thrust
  - o What does the child and adult look like in this system? → thrust
  - o Kristen vh: And what does the teacher look like? → thrust
- Group discussion about the fact that Americans limit number of children b/c of economic costs; in some cultures the # of children correlates with wealth → how to account for this? Difficult discussion…
- Malki
  - o There is an emotional return on your investment
- Kristen vh – empathy (ability to walk in someone else's shoes) → thrust
- Malki
  - o Behavioral patterns can be imposed and individuals will then have responsibility
- June
  - o I don't think responsibility is about fear and imposing rules
- Victor
  - o Perpetuation of specific economic model based on neo-con, free-market capitalist approach. This is very specific. It assigns value to the child. This econ system has informed US econ; data shows it fails. We haven't replaced with more viable model…ecosystem health
  - o Different citizens assign values differently
  - o Don't abandon an economic model; utilize one.
- Kristen vh
  - o Emphasis on faith
  - o To change values in education, faith is hugely important in many eastern cultures
- Kathleen/Malki
  - o A religion's value system cannot be the dominant model, but multiple ones might be.
Synthesizing group discussion for presenting group's ideas:
- Kathleen/group synthesis→ thrust
  - o Inquiry model:
    - ▪ What is successful econ model that guides education?
    - ▪ How is econ model bounded by moral values of universal values common to faith and belief systems extant throughout societies around the globe?
    - ▪ How is econ model informed by EI so the outcome is a sustained, responsible individual?
    - ▪ Who can respond to ecosystem services? Other big picture questions?

Lunch break
Video

Jim Callahan presentation
- Intro of one of most significant climate change discoveries in history
- Participants place hands over the model of solar system
- Job is to decide how hot each planet is so that the group can design a space ship for each planet. Group discussion about temperature of mercury, everyone considers options from the board (e.g. is temperature on mercury as hot as a candle flame, where lead melts, will water freeze at night, etc.)
- LAF joke about Jim getting through security
- Jared Diamond "Collapse" (**source**)
  o Societies recognize their imminent collapse and they don't change behavior patterns
  o Easter island example
- FC synthesis: the group becomes more interested in debate, discussion, etc. with interactive learning, with instrumentation, with visual stimulation, q&a, public discourse, etc.
- Jim concludes; everyone applauds.

Group 2 Summary
- We need to be the change we want to see. We are the agents of change.
- We can't impose one model that imposes thrusts; we will amalgamate ideas.
- Human rights approach underpins, transverses and transcends the entire approach. Institutions alone cannot be relied upon.
- Thrust recommendations:
  o Knowledge should be differentiated from information (Marshall)
  o (Ian) 10 attributes: inquirers, knowledgeable, thinkers, communicators, principles, open-minded, caring, empathy, risk-takers, balanced+reflective → IB learner profile
  o Values/spiritual element
  o (Rebecca):
    ▪ activist spirit; education requires collectivist activist and spirit for change.
    ▪ Interrogating and group learning (overcoming meritocracy)
  o (Jim) – having action, implementation; create change
  o Spirituality in contrast to search for money/profit
  o Scientific temperament
  o Hal: equal opportunity; educators need to feel like Ajume's fish
- Danny:
  o "I would be extraordinarily careful about the use of the world *spiritual*."
  o Distinction in theology b/w ethics and morals.
    ▪ Spiritual values and morals ban be polarizing
- Kristen vH:
  o Spirituality relates to reverence
- LAF:
  o Then use the word "reverence" b/c "spirituality" is a non-starter
- Jeya: we believe the system can be re-started
- Victor: "There is no one size or one model that is going to work. We have to use language this is inviting and open to the infinite number of perspectives on the planet." Sensitivity and reverence for local knowledge is useful in local perspective

- o Ajume: "Use Esperanto!"
- June
  - o Option of using the UDHR as a model for universal language
- Ken:
  - o difficult/impossible to establish universal language.
  - o The majority of the world has a spirituality. Shared spiritual values exist throughout the world; only in the elite western perspective does spirituality not exist.
- Jim: Isn't this complicated question the type we want to ask at the forum?
- LAF: At a forum, we will get bogged down by spirituality
- Danny: we need something "bigger". SAT scores, straight As, etc. isn't cutting it. But what can we use that will bring everyone to the table? If we use certain terms, it will get political and is not helpful. "I think what we have to search for is a value added that does not exist completely yet out in the world."
- Ian: "We've had this debate in IB as well...people have something that orders their lives and ethics somehow. For the vast people on earth, that is religion...I think what we're trying to find here is what others adhere to..." Proposes whether "values and attitudes" is a substitute for "spirituality."
- Rebecca: spirituality arose in conversation because people saw education as a way to make money, enter business, etc. In fact, education is more important than money and economic models.
- LAF: emotional intelligence relates to values and this is a more useful linguistic tool than "spiritual". Marriage vs. civil union discussion. → If spirituality is an end result, then use the words that describe the *result* of the spirituality. "some people get to the results of what people get to in spirituality in other ways – sometimes more powerfully. Use those words."
- Mustafa: We are 22 well-selected people who very much understand each other. At forum one year from now, this will be an issue of conflict. Possibilities: a) define direction and/or b) divide into regional affiliations.
- Ajume: you don't want to avoid these issues. You can have multiple spiritualities and have "bridging" between different cultures and spiritualities.
- Marielza: Yes, this word is highly contentious; however, this could be a key component of the TEF. Is there a road/place for spirituality in faith?
- Walter: UDHR tells us all individuals are born free and should work together in the spirit of brotherhood.
- Ken: let spirituality be an ongoing discussion. Some of us are sitting in ivory tower looking at extremism. Avoiding these acts and discussions that are perpetuated in the name of religion will not accomplish much.
- Ajume: religion is about one correct path. Teaching that all religions are the same/equal will not be possible. But building bridges between various religions is an accomplishment.
- Marielza in 25 minutes, 22 very intelligent people went from spirituality to terrorism. What can we expect if there are 200?
- LAF- we have already left the discussion of education as soon as spirituality was introduced. Humanism!!!
  - o Humanism and spiritualism are not related
  - o Kristen vh says they are; LAF says no.
- Danny
  - o Empathy; common justice, etc.
  - o Morality vs. ethics

- ▪ Ethics looks at behavior
- ▪ Morality looks at where behavior comes from (at religion)
- Mustafa – we have confused the thrusts with the objectives.

Group 1 Summary
Ajume:
- Cartesian concept vs. collectivism
- Value is in humans; humanism →
- Thinking globally, act locally
- human rights = thrust
- what is education
    - o more than technical training
    - o transmission of information
    - o fact-transmission → knowledge production
- what model in the past has transformed a particular society?
    - o Principle of ablution and hygiene within islam
    - o Education occurs through ritual (exercise, yoga) → holistic education?
- LAF
    - o globalization has both positive and adverse effects.
    - o Interesting discussion: what are negative aspects of globalization and how to mitigate/transform education system to address the negative impact of globalization.
- Maria Gab Lay
    - o "We have to be sure we're not going to privilege only the left side of the brain. We must educate the entire brain of the citizen."
- Marielza – education is a value in itself.
- Ian: interdependence
- Walter: "The reality is we still live within nation-state structures...we need to affect leaders today with adaptive learning at all levels."
- LAF: "We don't all live within nation-states. Exxon and BP have shown us they live outside the nation-states...nation-states have a dormant power that they're not using. I don't know how you encourage them to activate that power...How are you going to activate it unless through education?...There is certainly diversity in what is needed...finding a core set of values is paramount, we must figure out how to settle on that transform our educational frameworks."
- Maria Gab Lay: "Active citizenship is very important."

Group 3 Summary
Kathleen:
- Outcomes:
    - o Responsible individual w/ both empathetic and compassionate values
    - o Responsible to community, society and faith
    - o Inquiry model is necessary
    - o Sustainable responsibility of the individual to the community
- Maria Gab Lay + LAF
    - o The reason young people become gang members is empowerment
    - o "A child can be empowered by positive or negative forces" (Gab Lay)
- Danny

- o *Respondeo, respondere* – deconstruction of "responsibility" and the requirement of the individual *to respond* (Heidegger approach)
- Victor – Washington state policy requires teachers to teach for "responsible citizens for a globally interconnected, environmentally sustainable and diverse society" lesson plans.
- Kristen v h:
  - o Implementation and quantitative change
  - o Teacher education; the theory boils down to the teacher in the classroom. How to educate the teachers AND develop the theories? June: "you cannot teach an education you don't have."
- Khalid asks why we should change education:
  - o LAF – we have shortened the earth by several billion years.
- Empowerment implies empower

Ajume – we're asking education to do too much. Do we want a tool or do we want a promise of empowerment? Is education empowerment or a means to empowerment?

Break

Final Session
Sources:
- *Veil of Politics*, Ajume Wingo
- *Switch*
  - o How change is accomplished
  - o The elephant and the little person driving the elephant. The driver can't do anything if the elephant refuses to function.
    - ▪ Elephant = emotion
    - ▪ Driver = cognition
  - o Look at the same system – find outliers; work from the inside out.
  - o → A concrete model is needed; let's discuss details
- Kristen passes out materials:
  - o Description of Green Fox model
  - o Paper co-authored with June – *International Sustainability Education for the 21st Century*
- Please post others on website

LAF remarks about a concluding direction:
- How big should it be?
  - o Up to 100?
- Volunteers for an agenda? Group that meets virtually
  - o "If this group can't have an impact, we don't want to do it. We want to bring people to this meeting who can affect change. All of you are affecting change in your own local environments…It's clear to me we need UNESCO at the table."
- Who wants to host the meeting and where?
  - o Potentially annual, or at least every 2 years
- Who is target audience? Policy-makers? Educators? Technologists? Learners?
- Jim: 2 ideas
  - o Don't need to make linear decisions today
  - o Potential for regional gatherings + coupling with web conferencing

- o LAF follow-up: more so than regional gathering, is recognizing strategic and important focal points
    - E.g. application → use a case study (young people fix Darfur, etc.)
- Maria Gabriella:
    - o Current debate in Europe re: education → 2 major meetings:
        - Youth education (w/ focus on technology)
        - UN is addressing second phase of implementation of the working group on education – focus on teacher education
        - ILO work on teacher unions
        - LAF follow-up – teacher pay
- Mustafa:
    - o Many forums on education each year – this forum should be unique
        - Not a good idea to *make/create policy*
        - Focus more on ideas and attract multiple sectors
    - o Focus on a new theme each year (e.g. the problem in north America, education in Africa, etc.)
    - o Incentive/added value for making people come
        - Invitation only
    - o Marielza – need the viewpoints of practitioners on the individual level + reps from the institutional level that understand the large system and what system change would mean. Include:
        - Local level
        - Institutional level
        - Policy-makers
    - o Ken:
        - Concept of transformational education needs to be taken further. There was little disagreement. Keep the discussion multivalent.
        - Go to Africa
        - Ajume follow-up – Potential for Bhutan and others re: Africa
        - Jeya follow-up – China would be very interested in attending
        - LAF follow-up – Africa came up several times today
    - o Malki
        - Translate NPR to Arabic
    - o Rebecca
        - Maintain heterogeneity of the group
        - Rather than looking for the audience, consider creating a network of change agents
    - o June follow-up:
        - Cultural competency
        - Practitioners must come
    - o Khalid – Bahrain as potential for conference; UC Bahrain could raise $$
    - o Victor – it's difficult to change systems from the outside. Raise major issues at forum and bring inside change agents.
    - o Ajume – "it's important to leap so you know where you stand." Establishing some frameworks is important (e.g. so much discussion today on religion). These types of discussions need a framework.
        - Soft power = building madrasas, not schools, in Afghanistan

- Diversify forum; incorporate education ministers/high-level stakeholders
- Hold forum in a symbolic location – will attract more people and be taken more seriously
  - Walter: wants to wrap up discussion
    - Represent international security interest internally, but doesn't need to be represented this way to the world; mute dod logo in order to embrace more universal aspects
    - Multi-stakeholder
    - Levels of analysis → conference design; recommendations:
      - (location and methodology)
      - Need to create urgency among stakeholders
      - Plenary and stakeholder groups broken down by level of analysis
      - Need to internationalize
      - Invitation go forward in the name of Global Challenges Forum
      - Africa = good idea, but logistically difficult
    - LAF follow-up
      - Bahrain, 30-50 people needed for second, more advanced planning meeting in January
      - Subcommittee needed now → content committee rather than local arrangements committee. Those interested:
        - Kristen
        - Ajume Wingo
        - Joy
        - Ken
        - Maria Gabriella
        - Rebecca
        - Kathleen

Conclusion
- June and LAF: all interested in transforming the conversation with a bit of alcohol(?!) meet at Royal Hotel at 1900.

Applause.
Meeting adjourned.

Major themes:
- Tolerance and cultural sensitivity
- Education reform and education policies reform
- Education as a prevention of violence
- Education of environmental issues
- Sustainable education models
- Poverty reduction and alleviation as transformation of education paradigm
- US education? And/or global education? → how to differentiate and where should TEF focus?
- Listening
- Values (esp *listening*; *creativity*; *human rights*;)
- Spirituality?/ethics?
- Perspective of the learner?

- Globalization
- Economic variables/realities
- empowerment