

Transformative Education Forum

Report of the Planning Meeting

US Mission Geneva, Switzerland | May 27, 2010



Table of Contents

I. Letter to Participants

II. Conference Report

1. Introduction
2. Agenda and Schedule of the meeting
 - 2.1 Welcome from Ambassador King
 - 2.2 Introductory Remarks from Provost Leonard Ferrari
 - 2.3 Roundtable Introduction of Participants
 - 2.4 Transformative Education Remarks and Guiding Questions from June Gorman
 - 2.5 Roundtable Discussion of Major Themes: Transforming the Education Paradigm
 - 2.6 Small Caucus Groups
 - 2.7 Findings from Caucus Groups
 - 2.8 Lunch and TED.com Presentation of Sir Ken Robinson
 - 2.9 Practicum: Climate Change Simulation by Jim Callahan
 - 2.10 Final Discussion
3. Emerging Themes and Goals
4. Proposal for Future Transformative Education Forum

III. Appendix

1. Agenda
2. Education of the Past versus Education of the Future
3. Bibliography
4. Bibliography of Relevant Participants' Publications



23 March 2010

Dear Participant of the Transformative Education Forum Planning Meeting,

Mr. Talal Abu-Ghazaleh and I invite you to join with twenty other participants from around the world in developing the agenda for a future “*Transformative Education Forum*” (TEF) that is anticipated to meet annually to address global challenges in education. This planning meeting will take place at the United States Mission to the UN and other International Organization in Geneva on 27 May and will be composed of a cross section of invited leaders from academia, business, government and non-government sectors from around the world.

The world is critically in need of a Global Forum addressing the demands for new 21st century education models, particularly in developing nations. You and the other TEF planning participants (see attached) are expected to discuss and debate new models of a global, sustainable education and the new information/communications technology (ICT) that is available for delivery of this education, especially to the most remote and poverty stricken areas of the world. We need new curricula that emphasize not only traditional skills, but curricula that will help develop creative, complex problem solvers and global critical thinkers. These new models of education must also deliver an education that is by necessity both international and focused on global “sustainability,” if we are to reverse the ecological and humanitarian damage currently being imposed on the earth and its inhabitants. And they must deliver this education, without prejudice, to all people; people of every race, gender, economic status and religion (see draft proposal).

A primary goal of the future Forum should be to help examine and develop new models of education for Kindergarten through Graduate University education. While this new education will be more interactive technologically, its key element is not the ICT tools themselves, but the “taught” pedagogy for social, cultural and emotional interactions – the basis of people working together to solve their mutually-shared and distributed problems and the development of an independent and lifelong learner. Given the enormity of the challenge, we propose that the future global *Transformative Education Forum’s* annual participants be among the world’s most creative and brilliant educators, social scientists, technologists, philanthropists and government officials. With your help we can identify these key individuals and the way ahead. The attached briefing will provide additional information on the May 27 planning meeting. We are encouraging all participants to stay over for the 28-29 May 2010 *Geneva Forum on Social Change (GFSC)* <http://www.gfsc2010.com/>

Please confirm your participation by 9 April to Ms. Sharee Kelso, at skelso@nps.edu, US (831) 656-2371 and Fax US (831) 656-7855. We look forward to hearing from you. Information on schedules and local arrangements in Geneva will be forwarded to you very soon.

Yours sincerely,

Leonard Ferrari, PhD
Executive Vice President and Provost
US Naval Postgraduate School

Talal Abu-Ghazaleh
Chairman, TAG College of Business
German-Jordanian University

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

II. CONFERENCE REPORT

*Hosted by the United States Naval Postgraduate School
27 May 2010
Geneva, Switzerland*



Conference Attendees

Front Row (Left to Right): Jeya Wilson, Kristen von Hoffman, Kathleen Reid-Martinez, Hal Jones, Leonard Ferrari (host), June Gorman, Mustafa Nasereddin (host). **Back row:** Walter Christman, Foard Copeland, Ken Ganakan, Ajume Wingo, Jim Callahan, Ian Hill, Marielza Oliveira, Joy Lubeck, Maria Gabriella Lay, Victor Nolet, Rebecca Tarlau, Khalid Al Khalifa, Sadig, Joe LoPiccolo, Rosa Akbari. (Not Pictured: Marshall Sitten, Daniel Warner)

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

1. Introduction

The need for a Transformative Education Forum arose from a September 2009 roundtable initiative implemented by the United States Naval Postgraduate School (NPS) and the Graduate Institute of Geneva: the *Global Challenges Forum*. In addition to addressing such issues as Environmental and Maritime Security, 21st Century Economic Stability, and International Human Security, the Forum also supports changes in international education programs, recognizing the majority of the global citizenry is under-educated, especially young girls and women. This has important implications for development in general and particularly for new paradigms of social health, empowerment and environmental sustainability.

The Initial Planning Meeting for the Transformative Education Forum (TEF) was held 27 May 2010. It was hosted by the Naval Postgraduate School at the United States Mission to the United Nations in Geneva. Participants attended from North and South America, Africa, Europe and Asia. They discussed the complex facets of education in an increasingly globalized world, attempting to outline which issues are most pressing and might be addressed at an international forum focused on transforming education at all levels.

The Planning Meeting incorporated roundtable discussions, a series of questions about pedagogical theory, small caucus groups, and a number of presentations from participants. Individuals raised questions about the sustainability of long-term education programs, the role of religion in education, tolerance and cultural sensitivity, poverty reduction, and the effects of globalization. Those attending the meeting offered a range of solutions and ideas about current education systems. Some individuals represented local programs they have implemented or supported. Practitioners presented examples of curricula and best practices from various regional projects from a host of countries around the world. Theorists discussed the rapidly changing role of pedagogy in today's digital world. While views differed widely with stakeholders engaging in thoughtful discourse about the future of education, there was general consensus that a new paradigm is needed for educating the 21st Century mind.

The meeting began with an official welcome from Ambassador Betty E. King, the United States Representative to the United Nations and other International Organizations in Geneva. NPS Provost Leonard Ferrari then opened the Planning Meeting with comments about the role of the committee in outlining the education forum and participants then proceeded to introduce themselves in a roundtable format and briefly discuss their experience in education initiatives. June Gorman, an educational theorist, presented several questions for the group to consider and Leonard Ferrari moderated a roundtable dialogue with each participant joining the discussion.

After much initial discussion, specific topic areas or "thrusts" were identified, with the intention of breaking into small caucus groups to discuss various thrusts. However, it was

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

decided that caucus groups should not limit their discussion to single issues and three caucuses were established with the general instructions to discuss who should attend a future forum for transforming education and what content should be included. Caucus groups met for approximately an hour, identifying goals for the educational forum, outlining potential changes to education systems, and emphasizing universal values in education that might be used as structure for overall conference themes.

During the working lunch break, the group watched a TED video featuring Sir Ken Robinson:

http://www.ted.com/talks/lang/eng/sir_ken_robinson_bring_on_the_revolution.html.

Afterwards, Jim Callahan, an expert in climate change education demonstrated a science experiment to remind participants about both the importance of climate change and science, as well as the value of experiential education. After Mr. Callahan's presentation, a representative of each caucus group summarized the findings of his or her caucus. Provost Ferrari convened another roundtable discussion to discuss elements of the smaller group conversations and to finalize ideas about the Transformative Education Forum. Common themes included access and barriers to education and structuring a meeting around universal values with multiple stakeholders. Participants volunteered to serve as members of a subcommittee for TEF and dates for hosting the Forum were considered as early as January 2011. Potential locations that were discussed include California, Jordan, Bahrain and Spain.



TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

2.0 Agenda and Schedule of the Meeting

2.1 Welcome from Ambassador King

Ambassador Betty E. King invited participants to Geneva with an official welcome on the morning of the Planning Meeting. Ambassador King was nominated by President Obama to serve as the Representative of the United States to the Office of the United Nations and Other International Organizations in Geneva and was confirmed by the US Senate on February 12, 2010. Previously, she has served as the United States Representative to the Economic and Social Council of the United Nations and was a key negotiator on the Millennium Development Goals (MDG). She earned a Bachelor of Arts degree at the University of Windsor, a Masters Degree at the State University of New York at Stony Brook, and was a National Humanities Fellow at Harvard University and a Public Policy Fellow at the University of California, Los Angeles.



Ambassador Betty King (pictured right) was nominated on October 22, 2009, by President Obama to serve as the Representative of the United States to the Office of the United Nations and Other International Organizations in Geneva. She was confirmed by the U.S. Senate and attested by the President on February 12, 2010.

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

2.2 Introductory Remarks from Provost Leonard Ferrari

Provost Leonard Ferrari of the US Naval Postgraduate School convened the meeting with an introduction to the challenges faced by governments and citizens around the world with the rapid expansion of globalization. Comparing current trends in sectors like energy, cyber-security, and the international economy, to policy decisions in education, he stressed the need for greater understanding of the needs of educators in the 21st Century and encouraged discussion about improving extant educational systems.



"If you take the education that's been promoted around the world...could one argue that the natural outcome of this education system is an economic crisis, an energy crisis and an environmental crisis...? The question is: If one were to transform education to obtain different outcomes, what would one do?" He stressed that a desired outcome would include changes in teacher training, curriculum content, use of technology, and policy in addition to actual day-to-day changes in classrooms, and education environments around the world. He urged participants to consider what partnerships might prevent future conflict and increase access to education, particularly for women and young girls who are denied even elementary school education in many parts of the world. This issue has gained great visibility recently through the efforts of Greg Mortenson, author of the book "Three Cups of Tea," who has met with the Chairman of the US Joint Chiefs of Staff, Admiral Mike Mullen about the impact of this very issue in Afghanistan and Pakistan.

Citing the potential role of the US government and the Department of Defense in transforming education worldwide, he said, "With the new US Naval Strategy, which states that the prevention of conflicts is as important as winning conflicts...I believe there is a new direction in the DoD and the State Department to move towards more global partnerships in order to improve, and meet and resolve what we call 'the grand challenges of the 21st Century' before they lead to conflict."

2.3 Roundtable Introduction of Participants

The participants at the TEF Planning Meeting represented a diverse group of women and men with wide-ranging experiences in pedagogy and academia from over a dozen countries. After the group was welcomed by Ambassador King and Provost Ferrari, individuals introduced themselves to one another and briefly described their backgrounds and goals for education.

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

Walter Christman, PhD, has been the only Department of Defense official in Geneva for the last 10 years. He is an Associate Professor at the Naval Postgraduate School and has expanded his original interests in opening ties to Eastern Europe to the rest of the world through the development of global partnerships. He is a former Special Operations officer in the United States Army and is passionate about furthering war-prevention and peace building through new forms of partnership.

Marielza Oliveira, PhD, is an expert in sustainable human development. She has managed various UNDP operations in South America, and spent many years in the private sector as a consultant and Executive Director of Brazil's Business School. She currently serves as the Associate Director of the UN Institute for Training and Research (UNITAR).

Joy Lubeck, Managing Director of Client Relations at the Thunderbird School of Global Management focuses on global entrepreneurship and is a life-long education advocate. She describes her work as helping others who are "harnessing and developing human capital in the social sector."

Daniel Warner, PhD, Director, Centre for International Governance (CIG), The Graduate Institute of International Studies, Geneva, is a self-described "product of the US education system" and is the Executive Director for the Program of International Organizations.

June Gorman is a life-long teacher and educational theorist. She has worked on various educational projects and in public and alternative schools, focusing on emotional intelligence and developments in early learning based on emerging brain theory. She is the Education Chair for the United Nations Association (USA) and has worked on the Steering Committee, (UN Global Compact) K-12 Sector for Sustainability Education ([K-12 Sustainability Education](#)), as well as served as Faculty Representative on the Board of Directors for the International Model United Nations Association (<http://www.imuna.org/>).

Jim Callahan is a specialist in climate change and energy education. He manages the website ClimateChangeEducation.org (<http://www.climatechangeeducation.org/>) and hosts international web portals that aim to build partnerships between different state, federal and international governments. He has contributed hands-on education and scientific opportunities to thousands of students across the United States and he maintains an open source database with interdisciplinary curricula available for teachers and students.

Maria Gabriella Lay is an international expert in child labor and education. She began her career as a teacher before moving to work with organizations such as UNICEF and the International Labor Organization. She has provided consultative services to the groundbreaking Convention on the Rights of the Child. Most recently she has managed a programme, Supporting Children's Rights through Education, the Arts and Media

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

(SCREAM). As she introduces herself, “I believe very much in creativity and youth empowerment.”

Marshall Sitten served as the Director, International Organizations MBA Programme (IOMBA), University of Geneva and was the official liaison to the TEF Planning Meeting and the Director of the Geneva Forum on Social Change. His research focuses on the adaptability of change managers in the social sector.

Ajume Wingo, PhD, is Professor of Political Philosophy at the University of Colorado, Boulder and an Associate of the W.E.B. Du Bois Institute at Harvard University. He is working with a collection of over fifty students to design an alternative system of elections for African and Middle East nations, using education as a primary component of this new model. A native of Cameroon, Professor Wingo described his views on education and the need to educate global leaders with a spirit of civic responsibility, “I consider politics as an alternative to violence and anyone who chooses violence has chosen a totally different means that has nothing to do with politics. No, violence is not politics by another name.”

Victor Nolet, PhD, is a Professor of Education at Western Washington University. He teaches graduate and undergraduate courses and is interested in sustainability in pedagogical environments. He is a delegate to the UNESCO Conference of the International Network of teacher educators for the UN Decade for Education for Sustainable Development. He also is a member of the steering committee of the US Partnership for the UN Decade for ESD. Dr. Nolet publishes on education for sustainability, peace education and the preparation of teachers. <http://www.tcrecord.org/Content.asp?ContentId=15177>

Rebecca Tarlau is a PhD candidate at the University of California, Berkeley. Her research examines international development and political economy – and their effects on various education systems. Her dissertation focuses on rural education social movements in Brazil, specifically the Brazilian Landless Worker Movement, an indigenous community that is transforming pedagogy by taking ownership of local schools and education programs.

Kristen von Hoffman is an elementary school teacher and founder of Green Fox Schools, a program that focuses on sustainability practices in US primary school classrooms. The program relies on the Green Fox 5 model – a methodology for incorporating 5 sustainability focus areas into the classroom: energy, waste, food, products and green space. In describing her concern with transforming US education initiatives, she offered the summary, “Intellect and emotional education are on par with each other. It’s important to have both emotional and social education.”

Ian Hill, PhD, is the Deputy Director General of the International Baccalaureate Organization, a leading program in global issues education. Dr. Hill is based in Geneva and works to incorporate various aspects of conflict prevention, critical thinking, and intercultural understanding into the IB curriculum. The program exists in over 3000 schools with curriculum translation forthcoming in Arabic and Chinese.

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

Mustafa Nasereddin is an executive and technology expert from Jordan. He is the Executive Director of the Talal Abu-Ghazaleh and the Vice-Chair of World Links Arab Region. He is a member of the Advisory Council at the Internet Society, and works on public-private educational partnerships in Europe, the United States and the Middle East.

Khalid Al Khalifa, PhD, founded the University College of Bahrain in 2002 – a new Bahrainian university offering degrees in business administration, information technology, and Islamic finance; the school recently opened an MBA program. The school works with the American University in Beirut and develops education reform policies and conflict prevention programs.

Ken Ganakan, PhD, is a philosopher of education and practitioner of pedagogical transformation. The central tenet of his education philosophy is alleviation of poverty and the “empowerment of the powerless.” Currently, he promotes a model for “integrated learning” in Africa and Asia. He is one of India’s most well known educators, managing the ACTS Group of institutions, which includes primary and secondary schools, colleges and a private university.

Hal Jones is the President and CEO of Global Hope Network International, a humanitarian aid and disaster response organization based in Geneva, Switzerland. Serving three terms as Representative of Hawaii in the United States House of Representatives, Mr. Jones summarizes his passion for educating the world’s poorest population as a way to restore dignity to millions and offer new opportunities to the underprivileged. Encouraging the body to make progress in transforming a broken education paradigm, he commented, “Maybe I can be an agitator to remind you that one billion people will go to bed hungry tonight.”

Kathleen Reid-Martinez, PhD, is a Senior Advisor for Global Health Network International. Her work focuses on capitalizing on technology and online learning. She considers theoretical implications of technology in alternative learning environments as well as the application of such technology – and how best to incorporate it into accreditation processes and institutionalized systems.

Jeya Wilson, PhD, a citizen of South Africa and the world, has enjoyed a distinguished career in development work, business and international politics and education. Currently she teaches at the University of Geneva’s IOMBA programme. She is a former President of the Oxford Union. She worked with the United Nations Development Programme as Director of Business Partnerships, and managed the Durban Chamber of Commerce as its Chief Executive Officer where she became passionately involved in combating HIV/AIDS. “Intolerance,” she says in introducing herself, “is the greatest threat facing our generation.”

Joseph LoPiccolo is the Executive Director for ITACS (Information Technology and Communication Services) at the Naval Postgraduate School. He provides technology and communication support for the NPS core mission, which includes supporting the numerous

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

students, faculty, and affiliates working with NPS all around the world. Joe has over twenty years of technology experience specific to serving academic needs with an emphasis on Educational Technologies.

Leonard A. Ferrari has been Executive Vice President and Provost of the Naval Postgraduate School (NPS) since July 2006. While at Virginia Tech he was Department Head of the Bradley Department of Electrical and Computer Engineering and Vice Provost for Special Initiatives. Prior to that time, he was a Professor of ECE at the University of California, Irvine and Dean of Research and Graduate Studies for the School of Engineering. He has published approximately 100 research articles in engineering and mathematics.



TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting



2.4 Transformative Education Remarks and Guiding Questions from June Gorman

June Gorman took a few moments to contextualize the purpose of the Transformative Education Forum. “There’s an old model of knowledge...and in this globalizing, interdependent world it isn’t sufficient to teach only that anymore,” she explained. “Linear-based, downloadable teaching is no longer effective where complex interdisciplinary thinking is required.” Instead, she offered the model of the *global learner*, someone who has a cognitively balanced way of thinking. Building from Howard Gardner’s notions on “Multiple Intelligences”^{1,2} and particularly “emotional intelligence” (EI), she stressed the importance of inter and intra communication skills—where empathy plays a large role in development and emotion is not held to a rationality scale where it is by that definition solely “irrational”. “What will the future learner need to be an active and creative global problem solver, as well as an emotionally healthy and happy individual?” Gorman asked, reaffirming the need to develop initiatives that address this very question.

¹ Gardner, Howard (1983; 1993) *Frames of Mind: The theory of multiple intelligences*, New York: Basic Books.

² Gardner, H., & Hatch, T. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), 4-9

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

Beginning with the dawn of the information age and Guttenberg's printing press, Gorman then traced the historical development of educational models currently in use. She called upon the transformative experience of the *western enlightenment* moving knowledge away from total church control and the consequences associated with education standards created by privileged western elites based on a "rationalist" only scale, deeply rooted in scientific methodology and reductionism, ultimately arriving to the advent of modern education. It was a left brain dominant system of education that gave the world incredible scientific and technological breakthroughs. However, that left brain dominance "reinforced, socially destructive cognitive dissonance and the status quo of the elite privileged few controlling the many." She continued to substantiate the existing status quo of misguided education models, referencing focus by the United States on highly quantifiable, standardized test scores as a result of the No Child Left Behind (NCLB) Act.³

She explained that NCLB inherently equates test scores to levels of intelligence, ultimately deciding one's value in the classroom which, for many children, then translates to their "value" to society writ large. For those who do not perform well on these linear-based tests, NCLB becomes a hindrance and deterrent to learning; instead of stressing creativity and modes of independent thought, students are forced to confine and conform their learning to national standards. For many students, this regulated learning results in what Gorman calls "No Child Left to Care." And despite the current push by the US Administration to increase enrollment in fields of Science, Technology, Engineering, and Math (STEM), Gorman cautioned that it still is not enough. National incentives to reinvigorate interest in STEM fields are purely utilitarian, she explained, and not focused on teaching skills that induce the "education of the whole child." Instead, a new educational approach must be developed that endorses ideas of "activism...and the participatory world citizen."

This new world actor requires the cultivation of emotional intelligence alongside the more linear, utilitarian-based standards found in current education models. In order to develop emotional intelligence, Gorman suggested starting at the precognitive level, in the home with the family. A child then matriculates to the group (i.e. class or school) level, building upon existing emotional and social intelligences while also beginning formalized (*and hopefully complimentary*) cognitive learning. At the community level, one is taught environmental and spiritual intelligences, which quickly feed into the State (or Nation-State) emphasis on social and cultural intelligence; one is also exposed to experiences of activism and leadership at the State/Nation-State level as well. All of these "intelligences" and experiences combine to create the ideal "world citizen", an actor who appreciates empathetic rationality, embodies cross-cultural objectivity, and lives a life of harmony. As Mahatma Gandhi simply stated, "Happiness is when what you think, what you say, and what you do are in harmony." Gorman expanded his quote to, "Happiness is when **what you feel**, what you think, what you say and what you do are in harmony," and challenged

³ For more information regarding the NCLB Act, please visit the US Department of Education (<http://www2.ed.gov/nclb/landing.jhtml>)

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

the group to apply this definition to the macro educational level, as a theme and inspiration for the open roundtable discussion that followed.

2.5 Roundtable Discussion of Major Themes: Transforming the Education Paradigm

"The issues, of course, that we want to address are.... *What is scalable? What is transferable?.....*because, what works regionally, in small numbers might not work in large numbers across the globe." With this preface, Provost Ferrari invited members of the Planning Meeting to consider what opportunities exist that are universally applicable. He stressed the dialectic between short-term and long-term needs, noting that education and long-term planning, *now*, can prevent shortages in resources in the future. Eventually, this could reduce conflict and alleviate human capital and civil society problems resulting from inadequate education content and standards.

Ajume Wingo emphasized the importance of eliciting advice from as many stakeholders as possible. A native of Cameroon, he related a parable from his home country about a monkey who finds a fish splashing in the water. Upon removing the fish from the stream to save him from drowning, the monkey watches the fish flounder on the ground and eventually suffocate outside of its natural environment. Dr. Wingo reminded the group that he was the only African present and that no one represented indigenous populations at the TEF Planning Meeting. His point was that input from the largest number of representative participants would produce the most efficacious results at transforming global education. Noting that no African countries signed the United Nations Charter in 1945 and that this delayed progress in developing capacity on the continent for many years, he encouraged committee members planning the TEF Forum to heed this lesson and include a wide range of experts from as many regions of the world as possible.

Significant time was given to the consideration of what functional outputs the Forum might produce. While several members of the group shared curricula with other participants in the group, it seemed impossible to identify a specific type or model for curriculum that would be universally useful. Individuals were able to describe specific aspects of various national education systems that functioned at less than optimal levels, but this did not provide a scalable solution to maximizing the potential of the next generation's youth and harnessing their minds for solving a new set of global crises. Some members recommended the group settle on a list of educational values that are universal and could be agreed upon as international minimum standards.

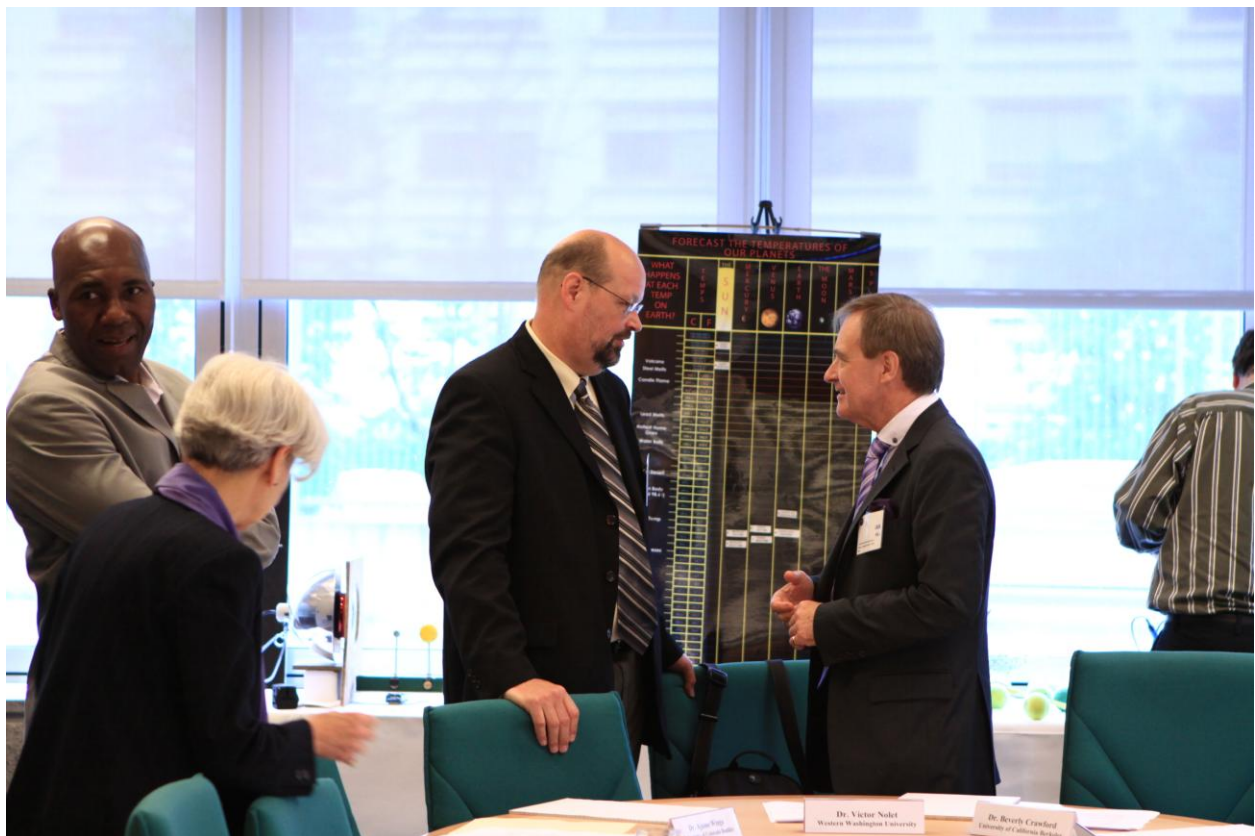
Maria Gabriella Lay supported this discussion and expressed the utility in providing tools that allow populations to become involved with the educational process. When a national government takes ownership in the education of its populace, the country will produce a higher standard of education if it is equipped with the appropriate tools. The committee noted these tools should be practical in addition to theoretical. They should include both the pedagogue and the pedagogy – the teacher, as well as the classroom. Both she and Walter Christman suggested grounding potential curricula in human rights and justice, offering the *Universal Declaration of Human Rights (UDHR)* as a starting point of discussion.

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

Lay concluded with a caveat: that any decisions related to TEF “should respect the cultural and social realities of people [they’re] relating to.”

Kristen von Hoffman agreed with Lay’s caution, invoking Wingo’s “monkey and fish” allegory to distinguish students affected by new education standards as “fish” while TEF participants and policy makers became the “monkey.” She reminded participants to hold the child’s perspective equally as important as “heading up a forum or new policies.” She then decidedly focused the discussion on issues related to practical implementation. Kristen von Hoffman aimed to clarify what initiatives TEF group was most interested in tackling and what populations to target. First, how does one transform education? The immediate consensus was through “teacher training, policy initiatives, and curriculum.” Second, what kind of education does the group aim to transform? Answers here varied, as some supported focusing on primary and secondary education while others felt as if university curricula must also be addressed in order to create a comprehensive and sustainable model of transformative education.



Attempting to address Gorman’s presentation prompt, Marielza Oliveira took conversation back to identifying the foundational aspects of developing the notion of “education.” After pointing out that everyone agreed that *something* was wrong with the current education system, Oliveira took the initiative to try and specify what that “something” actually was

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

and how to address it. Do classrooms need more emotion? Arts? Using historical examples from the development of the United States education system, Oliveira also echoed Ferrari's opening statements that existing educational values are out of line with current economic and social systems. The country's first schools focused on "morality and numeracy," and serving the industrial system was a primary focus. The desire was for a population that was punctual and obeyed rules. Today, value creation is no longer associated with being an authority or punctual. "Being authoritative doesn't help when building cars," Oliveira remarked, "Being punctual doesn't help you design software, and honoring rules doesn't help you as an artist." She recommended that value creation be associated with creativity; "one-on-one communication" should be a focus as it represents "next generation communication." Emoticons and 140 character communications are now the norm – education systems should reflect on this trend.

Discussion continued towards group breakout sessions. Dr. Ferrari reiterated that "if we continue down this path, a small number of people will profit substantially...and a large number will struggle perpetually." The notion of a global citizen who considers the entire world around himself/herself could never be more pertinent. Maliki followed up with suggested levels of analysis: individual, community, policy, international, and faith. The group concurred that the breakout groups should focus on aspects of implementation and delivery as well.

2.6 Small Caucus Groups

After some time of deliberation, consensus was reached to break out into three small focus groups. The purpose of discussion was to identify potential thrust areas a future Transformative Education Forum could address. The composition of each group was done at random; group numbers were assigned based on seating arrangements.

➤ Group 1

- Mustafa
- Ian
- Daniel
- Joe
- Leonard
- Ajume
- Maria-Gabriella
- Walter

➤ Group 2

- June
- Kristen

- Victor
- Kathleen
- Sadig

➤ Group 3

- Jeya
- Jim
- Khalid
- Ken
- Marielza
- Rebecca
- Joy

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

2.7 Findings from Small Caucus Groups

Upon reconvening from caucusing, the group attempted to *identify the purposes of education*. More specifically, in finding a core set of values that everyone believes will transform educational frameworks. Dr. Wingo urged the group to remember the “fish” in the equation, making sure to incorporate a variety of educational approaches from around the world in order to avoid creating another Western-centric model. Hence, “think globally, act locally” became a reoccurring motto. In response to Provost Ferrari’s inquiry regarding the purposes of education, Dr. Warner remarked that “education is about socialization... while a clear distinction should be made between knowledge and information.” Maliki poignantly offered methodology to help organize this knowledge transfer. He noted five levels of analysis: (1) individual, (2) community, (3) policy, (4) ultra or international, and (5) faith, with information mutually flowing between each step. The difficulty then becomes how to transfer information throughout all five levels of analysis so that it develops into *emotionally intelligent knowledge* that does not rely solely on institutions.

Lively discussion ensued regarding the role of institutions, particularly those of religious or spiritual connotation. Some argued that spirituality was inherently religious while others believed the term “spirituality” more closely relates to morals and ethics – a sharing of a common reverence for human kind with no religious connotation. The institutions teach these beliefs so that “people have something that orders their lives and ethics... somehow,” Ian Hill explained. Although for the vast number of people that order is provided by religion, participants agreed, that a single religion’s value system cannot be the dominant educational model, but that multiple models can effectively counterbalance one another. Dr. Ferrari quickly sharpened debate again, stating that the terms “reverence, morality and ethics” be used because “spirituality in schools” will evoke an emotional set of political arguments in most global communities; the topic was tabled, with caution to carefully introduce the topic in a larger forum audience, in a manner which will not derail substantive discussion away from transformative education.

Most agreed that dominant economic models and institutions place value on somewhat irrelevant metrics, endorsing a system of unjust meritocracy. Prevailing thought was to debunk this merit-based approach in exchange for nurturing a diverse spirit of change that allows for a collective entrepreneurial spirit. In order to create such an education system, Dr. Nolet suggested looking to cultures with a “strong system of contemplative practice,” where emotions associated with hostility or anger can be changed; the notion that *human rights* could serve as a possible universal language in education was also revisited. Many also pointed out that in any new model of education, the value is decidedly in humans, with secular humanism playing a large role in reinforcing this belief. In this system, the outcome sought becomes “a responsible individual with both empathetic and compassionate values,” a person who embodies a sustainable responsibility to the community. Education models (and the value systems they teach) born from a TEF should thus enable the development of such emotionally and socially responsible individuals.

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

2.8 Lunch and TED.com Presentation of Sir Ken Robinson

During lunch, June Gorman showed Sir Ken Robinson's TED Talk on the impending education revolution:

http://www.ted.com/talks/lang/eng/sir_ken_robinson_bring_on_the_revolution.html

While many note the world faces a crisis of climate change, Sir Robinson notes that we also face a severe crisis of human resources. Currently, humans exhibit a "poor use of [their] talents," where the majority of individuals endure their careers rather than enjoy them. For the minority of people who "love what they do," however, their careers are not just "what they do, but who they are." Educators serve high among this minority. Current paths of educational development dislocate people from their natural talents. One must work especially hard, however, to create circumstances so that these natural talents show themselves. As Dr. Ferrari also suggested at the start of the meeting, "reform is no use anymore if it is just improving a broken model." A fundamental innovation in education is necessary, where one challenges the very practices that many take for granted. As Robinson calls it, the "tyranny of common sense" must be dislodged in order for individuals to disenthral themselves from the natural order of things.

When considering education, Sir Robinson also notes that linearity is the current natural order of things; students are taught that if they do everything right, they will end up successfully "getting into college." Life is not linear, though. The heart of challenge becomes reconstituting the prevailing sense of ability and intelligence to reflect the true organic nature of human development. In regards to educational models, the big issue is conformity. Sir Robinson explains:

"We have built our education systems on the models of fast food... standardized instead of like Zagat or Michelin restaurants, where they're customized to local circumstances. Our fast food education models are impoverishing our spirit and our energies as much as fast food is depleting our physical bodies."

Once moved away from an industrial model of education based on linearity and conformity, the principles of agriculture become relevant influences in the new educational system. Sir Robinson concluded that education models should recognize human flourishing as an organic process, not a mechanical one. Despite attempts to "batch people together" in standardized educational systems, one cannot predict the outcome of human development. "All you can do—like a farmer—is create the conditions under which [humans] will begin to flourish."



TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

2.9 Practicum: Climate Change Simulation by Jim Callahan

Two passions of Jim Callahan are education and climate change. He has focused on immersive as well as simulated education programs to combine these two passions over the course of his career. Additionally, he applies skills as a technologist to creating one of

Engaging in Partnerships: **James Callahan**



A long-time organizer of grassroots education, Jim Callahan has served as Editor of ***ClimateChangeEducation.org*** since 2002. His website tracks millions of hits, and, in addition to offering virtual education about climate change, he reaches hundreds of students and educators by delivering on-site programs to numerous grade schools and universities around the world.

Callahan's teaching methods involve experiential learning that connects students with real-world science. He provides models for classrooms and teachers and also manages the International Climate Change Education Portal – a tool that connects students with peers who share similar interests on six continents. Callahan presented a practicum for all the participants at the TEF Planning Meeting.

the world's most dynamic climate change web portals, providing open source curricula, lesson plans, and experiments for teachers and students around the globe. While open source education programs will continue to populate the web, Callahan's work creates an important global portal for students, educators and researchers to establish a communication platform that transcends state boundaries and scientific subspecialties. The webspace also grants access to content that might be unattainable to students in the developing world. With a simple internet connection, they can stay abreast of the most prescient developments in climate change science – a reality that affects many underdeveloped communities as they struggle with resource scarcity and the environmental effects of industrialized societies.

Jim Callahan participated in the TEF Planning Meeting and arranged to conduct an experiment with the conference participants in the US Mission in Geneva. The unlikely location afforded an opportunity for members of the steering committee to break from formal meetings and engage in a hands-on learning exercise that Callahan has reproduced in classrooms across the United States.

TEF participants became a team of scientists, together making some of the most transformative discoveries in history of climate science. We designed space probes to visit nearby planets, to experimentally study the relationship of temperatures and atmospheres. Fun and playful, our hands felt the energy of the sun arriving at each planet. Common water bottles, filled with colored rice, served as samples of the atmospheres. Jiggling tennis balls modeled greenhouse gas molecules. We discovered the astonishing effects carbon dioxide has on our sister planet, Venus. Then, we returned home with what we found: No nation on Earth is secure if we continue to drive our atmosphere closer to that of Venus. Yet, together, we can preserve our living planet.



TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

Provost Ferrari pointed to the history of Easter Island to describe the phenomenon faced by failing civilizations which do not recognize their ecological decline until they are at risk of perishing. According to Jared Diamond in his book *"Collapse,"*⁴ on Easter Island, this occurred when the population deforested the entire ecosystem, depleting the resources they once attained from forests, soil and agricultural systems. Ferrari described how many individuals recognized the looming danger of extracting too many resources but did not undergo reforms early enough to reverse the devastation. He encouraged members of the committee to promote the paradigm shifts this generation must begin in order to prevent societal atrophy and achieve goals such as those put forth in the Millennium Declaration – universal education, poverty reduction, and climate change, among others.

2.10 Final Discussion

In the meeting's final hour, participants wrapped up substantive discussions while also suggesting steps forward. June Gorman recalled the idea of the elephant (emotion) and his driver (cognition) from the book by Chip and Dan Heath, *Switch: How to Change Things when Change is Hard*⁵; the driver obviously cannot do anything if the elephant refuses to move. The belief remained throughout the meeting that developing emotionally sound reasoning is just as important as linear rationality taught in current education models. Another question posed was "who is the audience?" or rather, "who needs to be included" in discussions of transformative education? Quick consensus was reached that globally concerned policy makers and practitioners should be the target audience. The thought to bring "learners" to the table was suggested as well, but unanimous agreement was not expressed on the thought. Ken Ganakan noted the importance of keeping such discussions organized yet multivalent, especially as the number of participants and regions they represent multiply. Many also concluded that the collective breadth and depth of experience represented during the day's discussion was the exact knowledge base one would hope to utilize when transforming educational systems. The point was also made that education is an *instrument* of empowerment, not the end itself. The collaborative and transformative possibilities of technology built upon this notion of tools. Above all, themes of diversity and openness endured, whether discussing the specifics of proposed educational models or the basic composition for future TEF meetings.

3. Emerging Themes and Goals

The vision put forth by the members is to positively transform global education. In some instances this task might require radical shifts in the status quo. In other cases it will entail the use of emotional development, new and creative methods of teacher education, and public policy reforms.

⁴ *Collapse, How societies Choose to Fail or Succeed*, Jared Diamond, Viking, 2004

⁵ *Switch: How to Change Things When Change is Hard*, Chip & Dan Heath, Broadway, 2010

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

Specific goals of the Transformative Education Forum will be outlined by the subcommittee; however, important themes emerged from the Planning Meeting that should inform the work of the subcommittee, especially in the first year of the conference.



Specific themes that emerged in discussion were identified as:

Empowerment: Education is a powerful tool. It affords dignity, enhances decision-making skills and economic productivity. Education provides a voice to women and children, especially young girls, two demographics historically marginalized in patriarchal systems. A successful education program will empower these critical groups and all of tomorrow's global citizenry.

Poverty reduction: The connection between poverty and education is undeniable, but often ignored. Complete education programs can transform not just an individual but an entire society. A recurring theme addressed by members of the Planning Committee was the ability to transform communities by reducing poverty through channels of holistic education initiatives, and those rooted in problem-solving local community issues together.

Values-based education: Members of the Planning Committee referenced the ability to base education programs on the core values that construct cultural identities and belief systems within host communities, while simultaneously transforming these communities with a richer interpretation of their own beliefs and cultural practices and their tie to the greater "whole" of humanity. Values-based education is distinct from religious- and faith-based education because it focuses on universal standards and the elevation of human dignity.

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

Tolerance and Cultural Sensitivity: The future promises a more interconnected global society than any that has preceded us. Tolerance values such as listening, empathy and creativity will have to be tenets of any educational program. Additionally, training in cultural sensitivity will generate communication skills in millions of young people so they are armed with the passion and the ability to work together in the new millennium.

Sustainable Education Models: Although the members present in the Planning Meeting did not define the terms for an “education for sustainability” model, there was unanimous agreement that any program, curriculum, or model developed or showcased at TEF should be applicable across cultures and communities around the globe, as well as to preserving the environment of the entire planet. Transferability is important to devising transformative education models that are useful throughout both the developed and the developing world. Dr. Nolet suggested that the UNESCO work in education for sustainable development has provided very concise definitions and models. Also, the Earth Charter provides a framework for integrating education for sustainability with peace education, MDG and economic development. The TEF forum hopes to erase the border between the western world and the so-called “global south.” In order to accomplish this task the future models of education will possess the durability and flexibility necessary to impact minds in classrooms around the world about what human “sustainability” truly means.

These themes encompass a broad range of ideas, none of which can be implemented directly. A multitude of initiatives and project planners are necessary to improving current trends in global education standards. However, the issues outlined above highlight major concerns of educational theorists and leave space for thinkers, teachers and educators to enter the discussion about transformative education. Members of the Planning Meeting repeatedly stressed the need to include multiple stakeholders in the process. Leaders should be sought from a range of fields and professions, as well as a broad spectrum of cultural, ethnic, geographic and religious backgrounds.

Specific **goals** for the Transformative Education Forum were identified as:

- Establish a steering committee for implementing the Transformative Education Forum; the steering committee might further establish subcommittees for the purpose of overseeing specific aspects of the TEF.
- Hold a meeting of the steering committee by January 2011 (virtually or inter-personally)
- Identify a host location and funding for the Transformative Education Forum
- Determine the number of participants, as well as when and how to send invitations

4. Proposal for a Future Transformative Education Forum

The pressing need to transform education patterns emerges across the globe. In parts of South Africa students benefit from WIFI internet access, but not school buildings. In Somalia, only

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

42% of boys enroll in school; the statistic for girls is much worse at half that – 23%.⁶ But the crisis plaguing education is not limited to the African continent or the developing world.

This year the United States will spend nearly \$550 billion USD on primary and secondary public education. Yet if trends remain constant, “every school day, about 7,000 students decide to drop out of school – a total of 1.2 million students each year – and only about 70% of entering high school freshman graduate every year.” Without a high school diploma, young people are less likely to succeed in the workforce. Each year, our nation loses \$319 billion in potential earnings associated with the dropout crisis.⁷

But the “dropout crisis” and “achievement gap” in many American schools reflect a limited model of an old world, and the new, most critical global competencies are not satisfactorily defined by STEM (Science, Technology, Engineering and Math) but are more dependent on the cultural competencies and the emotional, social and cultural intelligences needed in this new, far more diverse and complex world. Thus this Western model of education itself needs revision before developing nations “buy” into it uncritically, in hopes of mirroring western models of economic and social success.

In a globalizing world, where for all the reasons discussed above the educational needs of *all* children worldwide will define the economic and social well-being of all nations, modeling truly viable, sustainable and “transformative” educational systems becomes both a “security” issue and a world existential issue. Yet the old models of education in western industrialized countries have not yet adequately envisioned those new models, and are rapidly becoming obsolete and even destructive, to the point that even the students themselves are rejecting it:

“The latest dismal news on the leadership front comes from the College Board, which tells us that the U.S., once the world’s leader in the percentage of young people with college degrees, has fallen to 12th among 36 developed nations.”⁸

In order for the leaders of the twenty-first century to respond responsibly to emerging global problems associated with climate change, resource scarcity and the ongoing technological revolutions, such substantial fractions of the population cannot fall into “the achievement gap.”

After outlining some of the greatest threats to education systems world-wide, participants discussed the challenges of transforming education.

⁶ UNESCO Institute for Statistics, http://www.uis.unesco.org/ev.php?ID=8027_201&ID2=DO_TOPIC, accessed 14 July 2010.

⁷ One Third of a Nation: Rising Dropout Rates and Declining Opportunities, Report written by Paul E. Barton, Policy Information Center, Educational Testing Service (ETS), Princeton, New Jersey, 2005

⁸ Putting Our Brains on Hold, Bob Herbert, New York Times, Aug 7, 2010

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

- Should the TEF focus on a specific region?
- Is any model of transformative education universally applicable?
- How can adequate regional representation be achieved at an international forum?
- How should theory be applied to practice, and which organizations are best prepared to synthesize these challenges?

Provost Ferrari moved towards a conclusion to the Planning Meeting by posing a series of questions about how many participants should attend the Transformative Education Forum and where the event should be held. “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 will also need UNESCO at the table.” Immediately, suggestions were made about contributing support for the project and attracting organizations that contribute to grassroots education initiatives as well as meta-level education reform.

The group identified potentially synergistic partnerships. Maria Gabriella Lay mentioned work done by the UN and the International Labor Organization – a necessary voice in future meetings. She also noted an ongoing debate between two schools: education with a focus on the youth versus educational reforms that focus on teacher education and pedagogy. The ILO, for instance, has increasingly focused on teacher unions, which can be invaluable in solidifying a safe and well-funded education environment in developing countries.

Discussion returned to the specifics of the Forum with the Provost suggesting that as many as 100 participants might attend, but that this was perhaps too many attendees. The TEF could be hosted annually or every two years – perhaps with regional meetings and gatherings taking place in between as a mechanism for accomplishing local goals and recognizing regional strategies in education reform. He also suggested a system of focal points that might help implementation of projects and provide themes for the TEF and any affiliated conferences. For example, an annual focus group might highlight youth and technology. More regional and country-specific case studies were also advanced. For example, conference participants might address how to provide education in a conflict environment such as Darfur. Furthermore, *how can young people and access to education transform the Darfur crisis?*

Mustafa Nasereddin reminded the roundtable about the plethora of education conferences hosted each year, advising that this forum should be unique. He seconded the idea of identifying a new theme each year and suggested the Forum address dilemmas in education efforts of a specific region or continent each year. Finally, he discouraged the body from adopting policy-making stances, but rather to attract multiple sectors and a diverse audience by focusing on pedagogical theory, ideas and best practices.

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

Dr. Oliveira pointed to the need to invite practitioners at the local level who can share curricula, first-hand experiences in the classroom, and discuss the spectrum of student behavioral learning. In addition to practitioners, experts should be recruited from the echelons of institutions that inform policy decisions and create changes in the global education system from a hierarchical framework. Dr. Ken Ganakan then suggested the Forum take place in Africa. Dr. Ajume Wingo noted the possible interest various countries, including Bhutan, might have in hosting the conference. Dr. Jeya Wilson followed-up with the comment that she knew Chinese colleagues who would be interested in TEF and who would probably attend a conference about education taking place on African soil. The Provost noted the frequent mention of Africa throughout the day.

Rebecca Tarlau complimented the heterogeneity of the participants and recommended maintaining such a diverse group “Rather than looking for the audience, consider creating a network of change agents.” June Gorman then commented on the cultural competency of the members gathered at the US Mission, suggesting this should continue in the future. She also returned to Dr. Oliveira’s point about including practitioners who can relate their experiences to policy-makers.

Dr. Khalid Al Khalifa said that Bahrain was a potential host for the conference, the University College in Bahrain perhaps securing some funding for the TEF. This option was well-received by group-members.

“To make a successful leap, one should first appreciate where one is standing,” said Dr. Ajume Wingo, contributing another turn of phrase for which he was becoming popular with group members. He noted the utility in establishing a loose framework so members knew in advance what topic areas should and should not be discussed. The looseness of a framework will provide minimal structure while allowing for diversity of members. He pointed out the need to incorporate education ministers from several countries and other high-level stakeholders. Hosting the Forum in a symbolic location will attract more participants and is likely to be taken more seriously.

Dr. Walter Christman of the Naval Postgraduate School summarized many of the comments about attracting multi-stakeholder individuals and organizations in the education field, embracing more universal aspects of transformative education and the need to further internationalize the TEF Forum.

Provost Leonard Ferrari finalized the planning session by suggesting that 30-50 individual participants should probably attend the first Forum. More advanced planning would be required before January 2011 and Bahrain was an interesting and advantageous location for the meeting. With the assistance of June Gorman, he took volunteers to sit on a subcommittee for the first annual Transformative Education Forum; most members in the room volunteered to contribute energy and resources to the subcommittee.

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting



TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

APPENDIX I

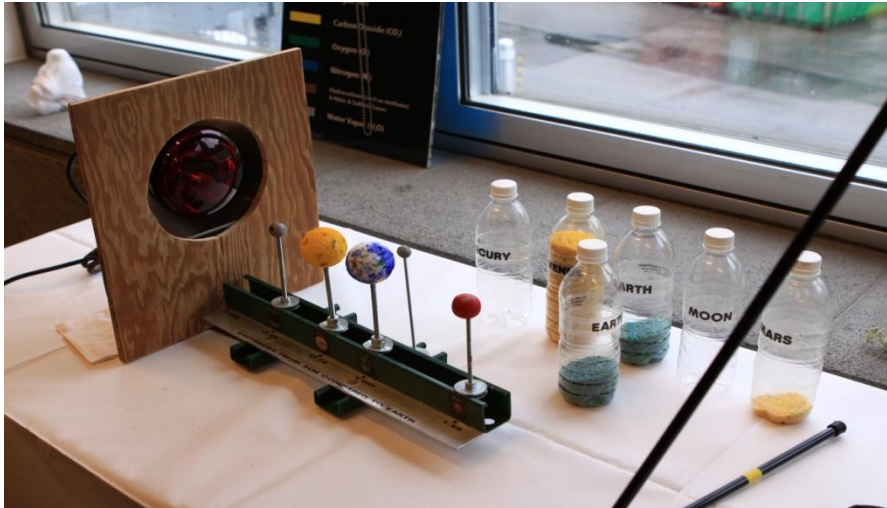
AGENDA FOR THE TRANSFORMATIVE EDUCATIONAL FORUM (TEF) PLANNING MEETING THURSDAY, MAY 27, 2010, 8:30 – 17:30 CONFERENCE ROOM B, US MISSION, GENEVA, SWITZERLAND

- 8:30 – 8:45 COFFEE RECEPTION
- 8:45 – 9:00 Dr. Leonard Ferrari, Provost, NPS welcomes all, makes Opening Remarks
- Introduces Dick Wilbur, US Mission
 - Explains genesis of Global Forum of Forums Concept
 - How Education is seen as potential “Security” issue
 - Frame Systems of Systems Concept when addressing these “Global Challenges”
 - Introduces Ambassador King
- 9:00 – 9:20 Ambassador Betty King Welcomes Attendees
- Brief Opening Remarks
 - Attendees Introduce themselves to Ambassador King (Name, Title, Affiliation)
- 9:20 – 10:00 2-3 Minute Attendee Intros – All attendees provide their interests and background.
- 10:00 – 10:20 Framework for the Meeting—June Gorman, Education Chair, UNA-USA
- A Frame to Begin: Education of the Past vs. Education of the Future?
 - Education for what Outcomes?
 - Education for what World?
 - What do we mean by “Transformative Education?”
- 10:20-10:30 BREAK
- 10:30 – 11:30 Begin the Group Roundtable informal discussion on main components and ideas that would transform education for “a sustainable world”
- What main “thrusters” would this “transformative” model(s) include?
 - How would the larger TEF Forum best address these models?
 - What ideas and experiences are potentially “transformative” education models?
- 11:30 – 12:30 Break-out groups based on areas determined above
- 12:30 – 1:30 Hosted lunch in Conference Room (informal group discussions continue)

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

- 1:30 – 2:00 An Example: Hands-On Climate Change Class Demonstration Model
Jim Callahan, Climatechangeeducation.org presents:
"A Planetary View of Our Planet and Climate Change"



- 2:00 – 3:00 Full Group Report from break out groups
- Critical concepts or foci
 - What needs further development for TEF
- 3:00-3:15 BREAK
- 3:15 – 4:00 Finalization of Future Visioning:: The Real TEF
- Decision Points
 - When?
 - Where? Best Location for best accessibility and organization?
 - Who? List of Invitees especially from different International Regions
 - How? Funding mechanisms, possible support especially for travel
 - Draft Proposal Topics and Refine
- 4:00 – 5:00 Final Thoughts
- Edited Volume for TEF--Brainstorming
 - The Topics/foci/directions
 - Open Room for Open Thoughts?
 - Where do we leave "space" for creativity?
- 5:00 – 5:15 Conclusion/Closing Remarks
- 5:45 No Host Gathering (Location TBD)

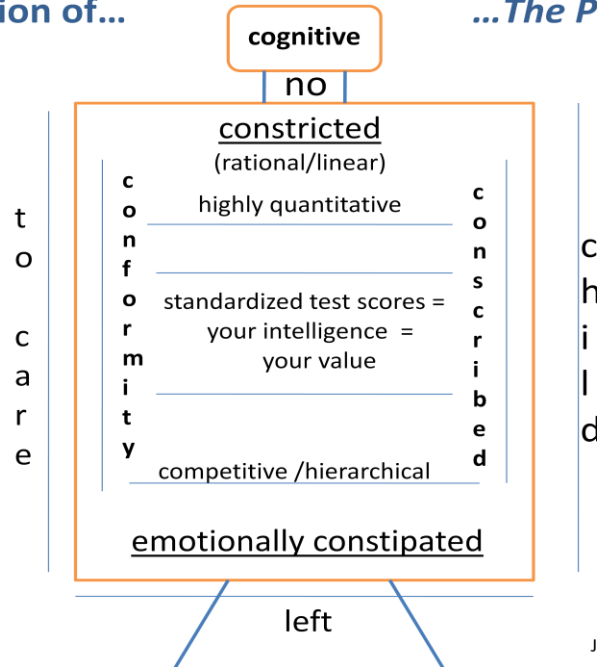
TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

APPENDIX II

Education of...

...The Past

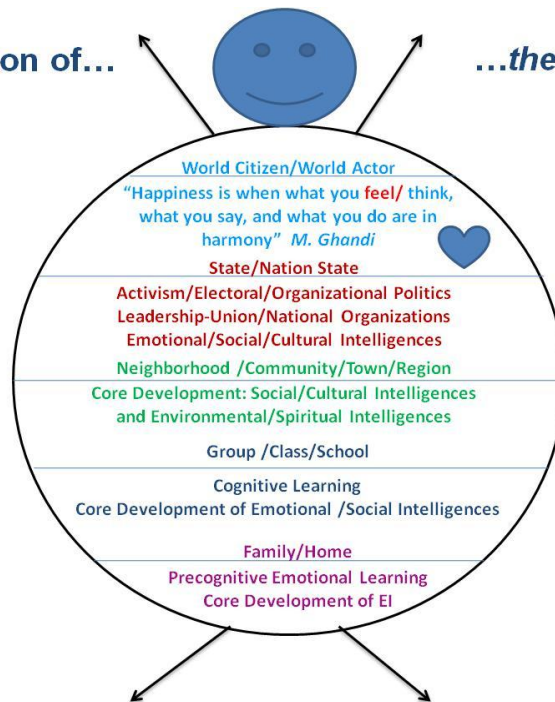


June Gorman, 2010

Versus...

Education of...

...the Future



June Gorman, 2010

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

APPENDIX III

TEF Bibliography

I. References Used in Discussions

1. Bloom, Paul. "The Moral Life of Babies." *New York Times Magazine*. 9 May 2010.
<http://www.nytimes.com/2010/05/09/magazine/09babies-t.html>
2. Diamond, Jared. *Collapse: How societies Choose to Fail or Succeed*, (Viking, 2004) .
3. Gardner, Howard *Frames of Mind: The Theory of Multiple Intelligences*, (New York, Basic Books, 1983).
4. Heath, Chip & Dan *Switch: How to Change Things When Change is Hard*, Broadway, 2010.
5. Pink, Daniel. *A Whole New Mind: Why Right Brainers Will Rule the Future* (New York: Berkeley Publishing Group. 2006).
6. Ravitch, Diane *The Death and Life of the Great American School System; How Testing and Choice Are Undermining Education*, (New York, Basic Books, 2010).
7. Wagner, Tony *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need – and What We Can Do About it* (New York, Basic Books 2008).
8. Deresiewicz, William: "The Disadvantages of an Elite Education: Our Best Universities Have Forgotten that the Reason They Exist is to Make Minds Not Careers", The American Scholar.org Summer 2008.
www.theamericanscholar.org/the-disadvantages-of-an-elite-education/
9. *One Third of a Nation: Rising Dropout Rates and Declining Opportunities* , Report written by Paul E. Barton, Policy Information Center, Educational Testing Service (ETS), Princeton, New Jersey, 2005.
10. Whitehouse Press Office Briefing, Presidential, March 10, 2010 on US Dropout Rates and Obama plan for Improvement.
11. "TED Talk Sir Ken Robinson: *Bring on the Learning Revolution!*" Feb 2010. TED Conferences LLC, <http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html>.
12. *Universal Declaration of Human Rights*, GA res. 217A (III), U.N. Doc A/810 at 71 (1948).

TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

APPENDIX IV

TEF Attendee Bibliography

II. Relevant Publications by TEF Participants

Gorman, June, "Emotional Intelligence and Instructional Technology," In Jim Garrison (ed.) *Review Journal of Philosophy and Social Science: The Philosophy of Instructional Technology*, Vol. XXII, No. 2, 1997.

Gorman, June and Von Hoffman, Kristen, "International Sustainability Education for the 21st Century." www.greenfoxschools.com/doc/InternationalSustainabilityEducation.pdf

Hill, Ian (full publications list: www.ibo.org/fr/staff/productions/ianhill.cfm)

"A Pedagogy for International Education," In R. MacLean (ed.) *Learning and teaching for the twenty-first century* Springer (The Netherlands), 2007 pp35-55.

"Multicultural and International Education: Never the Twain Shall Meet?" *International Review of Education* v53, n3, May, 2007 pp 245-264.

Wingo, Ajume: *Veil Politics in Liberal Democratic States*, (Cambridge University Press, Cambridge, UK 2003).

Nolet, Victor: "Preparing Sustainability-Literate Teachers," *Teachers College Record*, 2009



TRANSFORMATIVE EDUCATION FORUM

Report of the May-2010 Planning meeting

ACKNOWLEDGEMENTS

Special thanks are given to Ambassador King, Mr. Richard Wilbur, Fiona Bowden-Smith and the US Mission Geneva Staff, for their great efforts in hosting and supporting the TEF Planning Meeting.

The Global Challenges Forum (GCF) would like to thank Rosa Akbari and Foard Copeland, NPS Research Assistants, for the excellent job they did in taking meeting notes and preparing the first draft of this Report.

The GCF would also like to thank Dr. Walter Christman, NPS, for his efforts in supporting the organization of the Planning Meeting at the US Mission, Geneva.

Finally, the GCF would like to thank Tom Hazard, Peter Bertelsen and Sharee Kelso, NPS, for their efforts in helping with travel and coordination of Geneva events.

