

Transformative Learning by Mezirow, exhorts individuals or communities to change their frames of reference by critically reflecting on their assumptions and beliefs, for consciously developing and implementing plans that bring about new ways of changing their worlds. The Transformative Education Forum (TEF), established in 2010 in Geneva, supports reforms in international education programs, recognizing that a majority of global populations, particularly in developing countries is under-educated. Education has important implications for Human Development particularly for new paradigms of social welfare, social health, community empowerment and environmental sustainability. Co Chairs of the TEF, Dr. Ken Gnanakan (President ACTS Group of Institutions, Bangalore) and June Gorman (Education Chair, United Nations, USA) strongly believe that the TEF will help define an education system that "transforms" older, obsolete models of human learning. Twelve Key Principles of Transformative Education specified during the TEF 2011 conference proceedings at Monterey, California, are significant as a reference for educational practices in India, in future.

Principle 1: Human Rights

Transformative Education shall promote and support the Universal Declaration of Human Rights, to reinforce the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. Transformative Education acknowledges the right of all people, from all nations, all races, all ages, and

Transformative Education: The Way Ahead



economic standing-in particular for girls and women in all nations.

Principle 2: Sustainability

Transformative Education shall promote and support the practice of sustainable development, meshing economic growth, respect and protection for the environment with social equity and well-being.

Principle 3: The Importance of Value Systems: Morality, Ethics and Spirit

Transformative Education shall embrace the values, ethics, morality and spirit that have stood the test of time worldwide because these values recognize and honor the interconnectedness of all life. Transformative Education shall lead to a more conscientious global citizen with an emphasis on empathy and compassion and with the understanding that science, technology, engineering and

mathematics, * without the underlying values of planet and human sustainability, is devoid of meaning.

Principle 4: Diversity

Transformative Education shall promote the values of diversity, welcome cultural differences and recognize heterogeneity as a gift of strength and adaptability and the critical concept in developing any viable solutions for sustainability, in a diverse and complex world.

Principle 5: Economic and Social Justice/Equity

Transformative Education shall inform, promote and support the special situations and needs of developing countries, particularly the least developed and those most environmentally vulnerable, as a special priority. Transformative education should also address the interests and needs of all countries, including developed countries

where poverty and racial and economic inequities still exist, and thereby contribute to the prevention and reduction of economic global inequality.

Principle 6: Peace Education and Conflict Resolution

Transformative Education shall promote and teach the tools of peaceful conflict resolution, including alternative dispute resolution, which is defined as any process or collection of processes established to resolve disputes without trial or violence.

Principle 7: Holistic Education

Transformative Education shall be holistic and aim at education of the whole person - mind, body and animating spirit, including their emotional, social, and physical development as well as valued, multiple divergent and creative/artistic intelligences important to problem-solving

in a complex world.

Principle 8: Community-Based Learning and Indigenous Wisdom

Transformative Education shall be community-based and take local needs into account as well as value indigenous wisdom and their contexts while promoting service learning, including an ability to identify community needs and the skills to address them.

Principle 9: Simulation/Experiential Learning

Transformative Education shall encourage and promote the use of simulation and experiential learning programs such as Model United Nations, Model Governments and Model Corporations to build dynamism, active complex problem-solving, emotional, social and cultural intelligences and other core elements of human capacity.

Principle 10: Incorporating New Brain Neuroscience and Skills of Critical Thinking

Transformative Education shall support the inclusion, application and integration of recent educational neuroscience findings, including integrative neurophysiology and pedagogical learning theory on how the integrated brain actually learns best. Transformative Education shall promote and incorporate transformative, pedagogical practices that develop whole brain, critical thinking/feeling abilities and capacities.

Principle 11: Use of Technology for Greater Connection not Alienation

Transformative Education shall utilize technology in a manner that does not impede but enhances the education of children and enables Transformative Education, which cannot be delivered in

any other manner.

Principle 12: Sanctity of Human Learning and Life

The learning environment shall be sacred, trust in the wisdom of imagination, teach the wonder and potential of every human child, the inter-relationship of life and that we can no longer afford to live with privileged disregard of this planet, all its diverse and valuable species and each other.

Keeping in mind the complex and multiplying contemporary educational challenges facing India, TEF has been organized by the Global Challenges Forum, from 12-15 Sep 2012 at Bangalore. Dr. Talal Abu-Ghazaleh the Chairman of the GCF and TAG Business College and German-Jordanian University alongwith GCF Co-Chair Dr. Leonard Ferrari, Executive Vice President and Provost, U.S. Naval Postgraduate School and GCF Founding Director, Dr. Walter Christman (USA) are keen on developing a national and international network of partner members from all levels of academia, research, business, government and non-government sectors in a concerted effort to overcome various challenges through forums, collaborations, projects, innovative proposals and policy recommendations. This is GCF's key initiative in attempting to expand the Foundation's outreach to the Indian subcontinent. Prospective partners and institutions are encouraged to participate in the forum.

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(Views expressed by author are personal)

The Life Flow



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Thanks to the World's unique Sporting Event in London, we are revisiting the Olympic motto-Citius, Altius, Fortius, a Latin expression meaning faster, higher, stronger. This is man's indomitable will to chase

CITIUS , ALTIUS, FORTIUS

excellence and grow bigger and bigger. The Olympic Games is a celebration of human endeavors to transcend boundaries, both internal and external. This is an occasion to rise to the occasion. This is a democratization of human spirit, cutting across all petty barriers of class, caste, creed and culture. This is a gala Event unifying human sensibilities across the globe. The Games program consists of as many as 35 sports, 30 disciplines, and nearly 400 event medals.

It is of much historical significance that the ancient

Olympic Games were held at Olympia, Greece from the 8th century BC to the 4th century AD. The first Olympic goes back to 776 BC. Three cheers to Baron Pierre de Coubertin, the founder of modern Olympics. He revived the Games by founding the International Olympic Committee (IOC) in the year 1894 and the first modern day Olympic: the Athens Games of 1896 were a huge success. Today the Olympic has become world's most coveted sporting extravaganza, promoting the spirit of ubuntu among players and enduring

sense of bonhomie among the comity of nations.

The Olympic spirit is a mindset, a diehard approach to life. It is individual's desire to believe new beliefs and think of the unthinkable. It is all about thinking Big and pursuing lofty goals. This spirit resembles the spirit of Ernest Hemingway's old man named Santiago, who refuses to accept defeat. He goes fishing for eighty four days without catching a single fish. His persistence pays and he creates history with his catch, the biggest ever in his life time. The idea finds a beautiful

expression in the novel The Old Man and the Sea:

Man is not made for defeat; a man can be destroyed but not defeated.

This is human struggle at its best. It is this indefatigable spirit that makes a player Olympic material. This is the quintessence of man's craving for glory. It is the insatiable desire of the moth to reach the stars. It is the ultimate test of one's endurance- the capacity to withstand the bark of puppies as well as the thunderbolts of heaven. The Game is all about mental toughness of the players. It is more of a mind game, the alacrity of mind. Rupert Murdoch has a point:

The world is changing very fast. Big will not beat small anymore; it will be the fast beating the slow.

It indeed needs high degree of self motivation to be striving for anything faster, higher, and stronger. We will do well to recall the Coubertin ideals as expressed in the Olympic creed:

The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well!

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