

GJ Speech on Coming Revolution in Higher Education

1. Common global challenges

a. Economic

- **Persistent poverty – 2B**
- **Rising unemployment**
- **Growing inequality**

b. Social

- **Alienation**
- **Insecurity**
- **Social unrest**

c. Political

- **Armed conflict**
- **Refugees**
- **Nuclear weapons**
- **Terrorism**

d. Ecological

- **Pollution**
- **Depletion of resources**
- **Disruption of the ecosystem**
- **Climate change**

2. Causes

- a. All these problems can be traced to common causes**
- b. They reflect deficiencies in our thinking and our action**
- c. They reflect a loss of harmony with ourselves, with other people and with the natural environment in which we live**

3. Our problems arise from Cartesian divorce estrangement between human beings and our environment

- a. Mind knows by dividing reality into small parts**

- b. The more we know the part, the more we lose sight of the whole**
- c. Fragmentation of disciplines of thought and fields of activity**

4. Mind divides everything including time

- a. We live in our memories and expectations**
- b. We act as if the past no longer exists**
- c. We ignore the future which we create by our present acts**
- d. We can only be fully alive and conscious in the present moment**

5. Physicality of mind

- a. Physical mind mistakes the outer material reality as the sole reality**
- b. We seek security by building 70,000 nuclear weapons that threaten our existence**
- c. We have become so materialistic that we have forgotten the very purpose of living**
- d. We forget that the greatest power of mind is not to invite new technologies but to invent new ideas**
- e. Ideas are far more powerful than material technologies**
- f. Ideas such as Glasnost have the power to change the world**

6. Piecemeal fragmented solutions will not solve our problems

- a. We cannot save the planet without also meeting the needs of all human beings**
- b. Poverty is the worst pollution – Indira**
- c. Employment and economic security are linked to ecology**

- d. All are linked to peace, political stability, freedom, equality and rule of law**
- e. Rights of nations must be balanced by the sovereign rights of humanity and global commons**

7. Need for comprehensive, holistic integrated solutions

- a. We need integral knowledge of human development**
- b. We need trans-disciplinary science of society**
- c. Need for a new paradigm**

8. Ecological thinking is holistic

- a. Ecological thinking is comprehensive – it embraces the whole**
- b. Ecological thinking is integrated – it sees the linkages and interrelationships**
- c. Ecological thinking is organic – it recognizes that people, institutions, societies and ecosystems are not merely mechanical arrangements – they are living beings**
- d. We must infuse all fields of education with ecological thinking**

9. Russia

- a. Russia spans two continents – Europe and Asia**
- b. Each has developed different faculties to a high level**
 - Europe emphasizes the power of mind**
 - Asia has developed the power of emotion, the heart**
- c. Europe has developed the mental sciences to the highest level**
- d. Asia has been the source of our highest intuitive spiritual knowledge**
- e. Humanity today needs a synthesis of these two most ways of knowing**

- 10. Education as technology for social evolution**
 - a. Definition of education**
- 11. Early childhood learning**
 - a. Capacity for education starts in infancy**
 - b. Our brain formation and world view are formed before the age of six**
 - c. Therefore starting early is essential**
- 12. Need for a revolution in education**
 - a. Break down the artificial barriers between subjects and disciplines**
 - b. Active learning vs passive transmission of information**
 - c. Integrated thinking**
 - d. Educational of the whole child – physical, social, mental, spiritual**
- 13. Individual and Cultural Diversity**
 - a. Diversity is nature’s greatest secret of richness and creativity**
 - b. We are destroying the rich biological diversity of the planet**
 - c. We are also neglecting the rich cultural diversity of human potential**
 - d. Our education is standardized, massified social conditioning at a time when we really need to be fostering originality, creativity and individuality**
 - e. We need individual and cultural diversity to match the rich diversity of nature**
- 14. Individuality**

- a. **Human Individual is the most complex and wonderful creation of nature**
 - b. **Individual is the microcosm. Nature is the macrocosm. Both are infinite in complexity**
 - c. **The non-conforming individual is the source of all social creativity and innovation**
 - d. **Individual has the power to change the world**
 - **Copernicus, Galileo, Catherine the Great, Einstein, Mahatma Gandhi, Mikhail Gorbachev**
 - e. **All evolution has been moving toward the emergence of greater individual capacity, knowledge, skill and human potential**
 - f. **God became man so that man can become Divine**
 - g. **Individuality does not mean selfish, egoistic individualism – every man for himself**
 - h. **It means discovery and full development of our individual uniqueness**
- 15. Human centered approach to social development**
- a. **That recognizes human beings as our most precious resource**
 - b. **Based on harmony with ourselves, other people and the natural environment which is our Mother and our only home**
- 16. Human-centred education**
- a. **That educates the whole person**
 - b. **That stresses the mental and emotional as much as the physical nature of reality**
 - c. **Value-based**
- 17. Value of Values**

- a. Values are not merely high idealistic utopian goals**
- b. They are the quintessence of wisdom based on humanity's experience**
- c. Values are knowledge for highest accomplishment**
- d. Among the eternal values that our education needs to impart**
- e. Freedom for**
 - Individual creative self-discovery and self-expression**
 - For social and cultural diversity**
 - For future generations**
- f. Harmony and balance between**
 - inner and outer**
 - ourselves, other people and nature**
 - between consumption and conservation**
 - material security, psychological well-being and spiritual fulfilment**