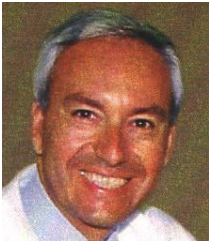


Professor Riccardo Ciancaglini, Sri Sri Ravi Shankar and “the mind of Leonardo”



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One of the paradigms of Sri Sri, the “leit motiv” of the event: “Deepening the roots and expanding the vision”. the thinking is fundamental.

Bangalore (India) - The city of Shiva.

The “computer” town .Theater of the the majority of the great meetings of “His Holiness” Sri Sri Ravi Shankar and of his philosophy “Art of Living”.

Recently, in the supertechnological indian city, capital of “Karnataka” State, inside the event “Integrated Value Education” (Education Integrated with Human Values) a number of lectures were held.

Under the auspices of Unesco and promoted by "Art of Living Foundation”.

The Non- Governative Organization (GO) and Humanitarian in India celebrated some months ago just here the Jubilee, (twenty five years foundation), joined by scientific authorities, politicians, religious and cultural personalities coming from all over the world.

At this event, the “kermesse” was in the world perspective. Europe, Asia, Africa, United States,

Australia and Middle East were represented.

The topic was really exciting. It focused on educational issues, therefore it addressed new generations or rather the world leaders that will join the conference.

The problems debated were several and of outmost interest.

The need to increase the educational budget was a major and recurring thought particularly of developing countries (India, Sri Lanka, Africa). The interest of the political authorities,



Sri Sri Ravi Shankar addresses his welcome message at the Meeting

attending the meeting, would allow a major support of educational formation for example, from which a number of strategic fundamental choices depend for the future planet, severely mined by global climatological changes interreligious and intercultural conflicts .

This world requires not only information but knowledge. That’s why culture and a wide “forma mentis” or rather, an unlimited open mind is useful to identify and respect diversity.

But meanly this earth -like Ravi Shankar and his Art of Living message have emphasized- needs love and willingness to share, in the context of a One World Family common values (human values) that a man of any nation, religion and race can identify with.

A special attention was given to the problem of equal opportunities between genders which implies a development of female role in society. That Art of Living and major international organisations (Onu, Unesco, European Parliament) have shown to be able to respect and implement in their own program.



Prof. Riccardo Ciancaglini with Dr. Yoav Ben Dov, Doctorate at the Faculty for the History and Philosophy of the Tel Aviv University

The number of female personalities attending the meeting both inside the advisory board and “chairman” was such as not to leave any doubt on the Art of Living Commitment on such an issue. A woman Dr. Haya Ramon was the chairman of the organization of the meeting, She had never ending resources. A major representer of the world press was embodied by the Chief Editor of the Times of India. Women were the

majority of technical and political personalities attending the event (ministers of education of different countries)..

The role of women in education was well focused on by the Italian representative Dr. Isabella Benzoni.

We have interviewed Dr. Isabella Benzoni , a manager in the Regional Institute for Educational Resources (I.R.R.E.) in Liguria (Italian region).



Prof. Riccardo Ciancaglini chairman at the Meeting with Prof. Cheng Kai Ming, lecturing on Teacher to Education

Dr Isabella Benzoni, what was the topic that you debated on during the International Meeting in Bangalore?

The topic that I was asked to discuss, by the organising committee, was to focus on the gender difference in education regarded as one of the major controversial in the world.

I emphasized the difference between the

male universe and the female one with a particular attention to the “Yin” (female) versus “Yang” (male)

In the Yin approach concept we find care, empathy, cooperation, love.

In Yang, on the opposite, we find determination, authority, guidance.

To think about the overmentioned issue seems very useful in the family and the educational environment.

What about inside the school?

On an educational stand point the goal is not only to lead “to equity by rejecting diversity” but rather to emphasize and recognize such differences. This could be succeeded by avoiding a transmissive approach and using a constructive approach where the “rapport” between teachers and pupils the management of the resources, activities, space and time could be characterized by the meeting of diversities (not only genders).

In the last years, I have experimented projects both inside primary school and in the preschool, where the pupils are really engaged their own *iter* in of growing up. In such a context they do actively contribute to the life of the school by utilizing their own personal resources.

The last question Dr. Isabella Benzoni, the event in Bangalore was an occasion for exchange of ideas, wasn't it?

Of course. This “kermesse” was a very important opportunity to face different culture, pedagogy and the educational methodology of different scholar systems. In order to evaluate the impacts of possible solutions to political and educational issues.

The Italian delegates was leaded by Dr. Roberto San Lorenzo , who was also one of the organizer of the Committee. The Scientific Chairman of the Italian delegates was Professor Riccardo Ciancaglini, full professor of Gnatology at the Medical School of University of Milan.

Professor Ciancaglini (www.ciancaglini.it) since a number of years is involved in education and continuing education in training programs in the Medical and Dental fields with innovative strategies and methodologies (internet web sites, problem base learning) he wan for such tasks a Global Educational Award in 2001.

Ciancaglini, as member of the Advisory Board of the meeting in Bangalore, presented and chaired the lecture of professor Cheng Kai Ming. Full professor of Pedagogy at University of Hong Kong lecturer at University of Oxford and consultant for Government of China on the problems for education. Professor Cheng Kai Ming highlighted how the professional profile that is emerging in the Western cultures is changed. In a social and cultural context that he defined “post industrial” is emerging a professional profile less specialized than in the previous industrial era.

Such practitioner should possess high technical expertise. (?) But he should also embody flexible attitudes to adapt to the productivity needs and provide services that one changeable and diversified.

It is evident that cultural background, knowledge in of such practitioner should adequately expanded comparing with the limited and specialized field of industrial era that is just passed.

That's why, according to professor Cheng Kai Ming the relevant knowledge that is provided in countries, in cultures highly scholarized such as China and the Western Countries is not enough to adequately full fill the new requests of the working world. Such need is mainly unsatisfied resulting in unemployed rates surprisingly very high.

This could be explained by the overmentioned dynamics, that are ever more growing in the present working world. The educational model as a consequence should take into account such trends.

The education world should take into account this evolution that those not only emphasize a “specilized formation”.

Professor Ciancaglini considered the comments of the Chinese colleague and provided the information that presently in Italy (Florence) an extraordinary cultural event is occurring. That is a exhibition entitled “the Mind of Leonardo” (Chairman Prof. Paolo Galluzzi; galluzzi@imss.fi.it). Professor Ciancaglini emphasized that Leonardo shows an emblematic model in order to witness the change in the educational paradigms such as hypothesised by professor Cheng Kai Ming. Paradigmatic of the Educational model outlined by Cheng Kai Ming and supported by Ciancaglini, is the concept of *translation* in knowlwdge and expertise (how to do). that is recurring motive in the Third Millennium Pedagogy teaching approach of Patrizio Paoletti (www.patriziopaoletti.it) The mind of Leonardo that the event in Florence demonstrates to have been applied to the most different topics of knowledge and performing arts (creative arts, engineering, anatomy, literature, music etc.) with extraordinary success in any issue.

That could embody an “*un unicum*” instead on the fragmented attitude by highlighting the relationship with nature such perceived and represented in all its different expressions. Such an extraordinary cognitive, scientific, artistic and human experience is founded according to Ciancaglini’s opinion on the Genius in the Creativity that is source of an endless interest and curiosity but also of self gratification for the quality of the products and its appreciation. In such virtuous circle elicited by wellbeing and physical performances (Leonardo had a extraordinary working capacity and slept for a very limited time) the manufacts is a source of appreciation and also induced gratification and self esteem that in turn promoted empathy a will to teach and share knowledge.

In such environment the Human Mission and the Divine Design could be properly fulfilled in aspiritual dimension that Leonardo experienced as immanent religion that was definitely outside the dominant ritual paradigms of his times.

The relationship between teaching and spirituality instead were brilliantly exposed by professor Yoav Ben Dov, full professor of History of Philosophy at the University of Tel Aviv. Professor Yoav Ben Dov explained how the didactical model that was dominant in the secondary school, as the mathematical topics, is presently based on mechanical mathematics with an Euclidean, Galilean, approach. That does not take into account the new mathematical theories like *caos* (frattals) and the *non quantistic* mathematic.

Such theories, that do not confirm, but neither do exclude statistical probabilistic hypothesis, differ from mechanical-mathematic approaches in that they could explain the existence of metaphysical entities and in turn allowe an easier approach to the world of spirituality.

Professor Yoav Ben Dov also highlighted that the shifting in teaching of the recent mathematical theories from an undergraduate level to post graduate level, could be a major factor of the persistent mechanical and materialistic approach in the traditional curriculum of education. This instills in then pupils prejudices and misleading concepts round the opinional world.

Changing of *scenario*.

The attention is going back to the “Guru of Joy” His Holiness Sri Sri Ravi the real fulcrum of the “kermesse”.

His message is a follow:

“The birthright of every individual is a disease-free body, a quiver free breath, a stress-free mind ,a trauma-free memory, an inhibition-free intellect, a sorrow-free soul, an ego which embraces everything”.

In addition:

“Educating a child should be holistic, not just a process of stuffing their head with information. Human values need to be cultured for the sake of the mind and the body. Food for the mind is reflected in the body and vice versa. These principles are the basics on which you can start building your idea of human values”. *His Holiness Sri Sri Ravi Shankar*.

His concludes with a wide smile.

The contents of such a providential inspiration have been enriched by extraordinary rituality. Dances and chants in the Indian-Vedic tradition have inspired insights and meditation, which were recognised by the guests and the Western Countries and pauses for meditation with appreciation also from the guests and Western countries. A real lesson of wisdom. A real School of Life with highlightments of top moral values for a global growth of the educational level in the World. Bangalore and the Human Values. Its magic meeting. A jump to..."a place in the sun"!)

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