



# World Renaissance

The Official Newsletter of  
the Giordano Bruno GlobalShift University

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**The official launch of the first global University took place in  
Budapest on the 9th of September, 2011.**

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**Mikhail Gorbachev, Desmond Tutu, Deeprak Chopra, Jane Goodall and  
the Princess of Netherlands converge that Giordano Bruno University it's an avantgarde  
project that will provide higher education to the most unprivileged young people the world.**

[Click here to see the complete keynote videos of the participants:](#)



Chain Bridge between Buda and Pest

On the shores of the Danube, in the capital city of Budapest in the historic Royal Castle of Hungary, S&W (Study and Work) Educational Systems and the Giordano Bruno GlobalShift University, in association with the Club of Budapest, Blackboard International, and Sungard Higher Education, will launch the most ambitious project in online higher education ever attempted. The project will provide high quality advanced humanistic education to young people in all parts of the world. Its student body will include many young people from low income families who until now could not dream of having access to accredited world-class higher education.

The event that will solemnly announce the official start of this revolutionary system of education will be presided by the Chancellor of

the Giordano Bruno University and head of the Club of Budapest Prof. Ervin Laszlo, and Dr. Louis Goodman, with the participation of Nobel laureates George Smoot and Robert Mundell, and scientist-opinion leaders Jane Goodall, Barbara Marx Hubbard and Deepak Chopra.

The new system will combine an internet-based form of education with the traditional brick and mortar campus-based classical form by associating with the University as licensees thousands of middle schools around the planet. They will distribute the twenty-one academic programs of the University in their own geographic area, covering large parts of Europe, the United States, Latin America, Africa, Australia, and India as well as China.



From left to right: Barbara Marx Hubbard, George Fitzgerlad Smooth, Robert Mundell, Jane Goodall and Louis Goodman.

The educational methodology of the University is to offer trans-cultural, interdisciplinary, and whole-brain non-hierarchical instruction based on close and constant interaction among students and teachers, breaking with today's vertical and hierarchical systems, a carry-over from the late Middle Ages.

Giordano Bruno University has four major schools ie The Erasmus of Rotterdam School of Theology, The Thomas More School of Government, The Buckminster Fuller School of Economics, The Leonardo Da Vinci School of Arts, and one Institute of Continuing Education. Among others, Giordano Bruno University offers Bachelors and Masters in disciplines such as Political Science, Business, Education and Sustainable Development.

The Study & Work / GBU Educational System also includes in its grand plan the inclusion of secondary education through a world class online high school program.

This global institution has two major academic and operating epicenters: one in Tuscany, Italy: The Giordano Bruno Center for Advanced Studies -responsible for the ongoing research of its educational programs and philosophical advancement-, and The Giordano Bruno University based in Washington D.C. for the academic and technological operation.

The heart of the University's revolutionary system is the "WholeLife I" program that allows students to be in touch with each other and create long lasting relationships through trans-cultural and trans-generational networks, helping them to comprehend their world, and transform it in accordance with their emerging insight and wisdom.

The University is dedicated to sustaining and facilitating the urgently needed "worldshift" motivated by the new thinking Einstein said is needed to solve the problems we face. This new thinking is to stem from the evolution of the consciousness pioneered by the Club of Rome and championed by the Club of Budapest; a "planetary consciousness" that could enable young people to be the change they want to see in the world.

The launch event on the 9th of September will include keynote presentations outlining the tasks of higher education in the 21st century, and roundtable discussions on the dominant religious, political and economic patterns of thought, questioning established values and practices in a spirit of open and constructive criticism.

Mrs. Tina Maynigo, a founding member of this initiative, commented on the "economy of scale" produced by the new educational system, with a classroom of half a million interacting students in all continents. The new student body, a growing part of the four hundred million young people who surveys tell us are seeking higher education today, is expected to create a major impact on the world, and position the S&W and Giordano Bruno Globalshift initiative among the most important projects ever to be undertaken in the field of higher education.



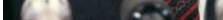
# Messages To The Giordano Bruno Globalshift University

By The Honorary Members And Special Guests Of The Club Of Budapest



**“The aims of the GBU  
are close to me.”**

## H.E. Mikhail Gorbachev

 The aims of the University are close to me: to bring understanding and solidarity between young generations on the planet by means of high-quality affordable modern on-line education. I wish the Giordano Bruno GlobalShift University success in fulfilling its noble tasks.



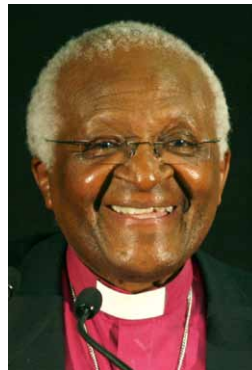
**“The wellbeing of all life is the only guarantee of a sustainable future for planet Earth.”**

## Irene Princess of the Netherlands

The wellbeing of all life is the only guarantee of a sustainable future for planet Earth. A shift, or transformation, vitally needed at this point in time.

In my view the essence of this transformation is a shift from separation to connectedness. Connectedness with our true inner nature; connectedness with each other and connectedness with the entire community of life.

Living in the consciousness of the interconnectedness of all life, the Earth Community, will be a healthy starting point for all decisions made towards a sustainable future. I trust that the Global Shift University will contribute to this forgotten truth.



**“I am particularly thrilled by the goal you have set yourselves to throw open the doors of quality higher education to young people from low-income families across the world.”**

**His Grace Archbishop  
Desmond Tutu**

I send my very warm greetings and best wishes from the foot of Table Mountain in Cape Town to your important gathering on the shores of the Danube River, in Budapest. Although I could not be with you in person, I did not want to miss the opportunity to acknowledge the groundbreaking work you are doing for the world. It will provide advanced humanistic education to young people in all parts of the world. I am particularly thrilled by the goal you have set yourselves to throw open the doors of quality higher education to young people from low-income families across the world, and that your approach is founded on multiculturalism. When I grew up, many years ago – just after the dinosaurs! – there was no Internet. We didn't even have desks! Many of the brightest people around me could not afford to finish high school, let alone contemplate higher education. Poverty forced them to take menial jobs as labourers and miners... and the cycle of poverty continued. You hold in your hands the dreams of millions of children: access to accredited top-level higher education. Thank you! Thank you! Thank you! Thank you! God Bless you.



**“It is a courageous initiative, at a time that is difficult for the whole world, to found a new University on the Internet.”**

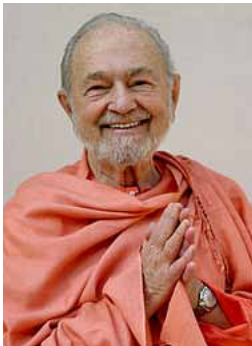
**Prof. Hans Küng**

It is a courageous initiative, at a time that is difficult for the whole world, to found a new University on the Internet. Yet it is especially in this situation that it is important to use all of today's technical possibilities for communication, in order to exchange ideas for a more peaceful world across the borders of nature and of culture.



Sri Sri Ravi Shankar and the soprano Andrea Rost





**“I pray, therefore — and don’t merely hope — that Giordano Bruno Globalshift University become a beacon not merely of intellectual knowledge, but of spiritual wisdom.”**

### **Swami Kriyananda**

Like the great friar whose enlightened life is a model for this university, all of us know that truth transcends any mere belief, any mere dogma, any mere definitions, any mere reasoning process or theory. The concept of a global shift is slowly entering into the very fabric of society, as if by a process of osmosis. This is not the polar shift feared by so many, which may or may not happen (for we live in an era of great change on all levels). It is a shift in consciousness. Dogmas of all kinds — and scientists are almost as susceptible as the “champions” of religion to the entirely human failing of dogmatism — are being replaced increasingly by a growing awareness in people’s minds of the importance of actual, personal experience.

Indeed, what do we really know? We know for certainty that we exist. René Descartes said, “I think; therefore I am.” But in fact, even when we rise above thought altogether, we know just as surely that we exist. Indeed, in thoughtless superconsciousness we are much more aware than in our thinking, conscious state. Thus, it is fitting that this new university seek its inspiration at the outset from one who was, himself, a deep spiritual seeker. I pray, therefore — and don’t merely hope — that Giordano Bruno Globalshift University become a beacon not merely of intellectual knowledge, but of spiritual wisdom.



**“It was that wise Englishman Winston Churchill who once said ‘A good teacher wields powers Prime Ministers only dream about!’”**

### **Lady Fiona Montagu**

It has been my pleasure and honor to have known Ervin Laszlo for many years, so it is an enormous privilege for me to be here with you all today at the launch of this unique and visionary new education initiative, The Giordano Bruno Globalshift University.

Evoking and manifesting the new and urgently needed planetary consciousness that will enable young people to be the change they want to see in the world as they challenge established values and practices in a positive way. The creative interaction possible in a classroom of a huge number of bright students, made possible by the worldwide web, is truly astounding and wildly exciting! The Club of Budapest has long been dedicated to this very aim.

Each student will bring to the Internet platform a unique essence of his or her self, the potential of their soul. The teachers will face a sacred task of evoking the richness and beauty from within the growing student, as they learn, and the true root meaning of education will stand revealed -- that of drawing out that which is within.

Right use of will thru education -- will to Good, Beauty and Wisdom -- the education of illuminated minds ... Giordano Bruno would be twirling joyfully in his grave, had he not been burned at the stake!

We live in a time of great Peril, but also great Promise. It was that wise Englishman Winston Churchill who once said ‘A good teacher wields powers Prime Ministers only dream about!’

We are so fortunate to be alive, and able to contribute, with our variety of talents, at this important and turbulent point in the history of this planet ... May we all serve wisely and well

The goal of human evolution is to live in right relationship with all of Life, all of Humanity, through Love, yes, but also through Wisdom! This new online University will achieve this noble goal.



**“The upliftment of our spirit combined with a scientific temper and humility makes us better human beings.”**

### **His Holiness Sri Sri Ravi Shankar**

Om, Shanti Shanti Shanti, May Peace be with you all!

Good morning and greetings to all the members present here, and thanks for having taken this step to participate in the World Educational Forum celebrating the founding of the Giordano Bruno GlobalShift University.

A baby smiles 400 times a day, and when that child goes to the school he or she loses this smile a little bit. When children become seventeen, when they come to an adolescence, they only smile about twenty, twenty five times a day. And by the time they go to College, you find their face all drooping, angry, stressed and agitated. Is this what we want to achieve through education?

Education is not supposed to take the smile away from a child. We need to protect the innocence, the smile and the wisdom we are born with. Today we have more to unlearn than learn in universities. In this context it is so timely that Professor Ervin Laszlo, whom I have known for many years, brings to bear his vision of the emotional nurturing and intellectual sharpening of a child. We cannot but agree with this principle: this is what we need today. We need campuses that are free from violence, and we need university students who are robust and physically strong, emotionally refined, intellectually sharp and spiritually elevated. This is an ambitious aspiration that we all share. It calls for a shift in our system of education.

The ancient tradition in India told us that the Goddess of learning is seated on a stone. This means that what once you learn is with you forever. In one of her hands she has a Rosary, which indicates silence, deep meditation and spiritual elevation. In another hand she has a book, and in the third and fourth hands she has musical instruments. This tells us that education is not complete without music, meditation and silence, together with intellectual, logical understanding. That is what education is all about: to learn what is science, and who am I as a spiritual being. The upliftment of our spirit combined with a scientific temper and humility makes us better human beings.

I wish that the Giordano Bruno GlobalShift University could bring to fruition this long lasting, long awaited aspiration of millions of people around the world.

Thank you for undertaking this venture, and greetings to you from myself and from India.



Barbara Marx Hubbard



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# Giordano Bruno and the Historical Task of Higher Education

by Ervin Laszlo

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**“The Giordano Bruno GlobalShift University embeds the new worldview in an expert, task-oriented curriculum that will serve young people in their daily life and existence.”**

The mission and goal of the Giordano Bruno GlobalShift University is to provide education to young people that is affordable and meaningful and enables young people to be self-reliant and responsible members of society.

To develop new thinking and a new consciousness is the challenge awaiting the young generation. Meeting it calls for questioning established values and dogmas, much as Giordano Bruno did in regard to the Aristotelian view of the cosmos embraced at the time by the Catholic Church. Bruno’s “heresy” laid the foundations for the modern scientific worldview, and it continues to inspire the view that will rise above it. It inspires the Giordano Bruno GlobalShift University to question the dominant materialist and reductionist paradigm in science and society, offering in its place a holistic, dynamic, and evolutionary

**Global education, online university, Giordano Bruno, worldview, holistic paradigm**

view, foundation for a more peaceful, equitable, and sustainable world.

The world’s first online world university is ready to open its doors to young people on the six continents. This is an epochal development, and it carries an epochal challenge. I have formulated this challenge as the mission of the University:

- The epochal mission of the Giordano Bruno GlobalShift University is to foster the advent of a world of peace and sustainability through education, enabling young people the world over to be the change they want to see in the world—the change we all need to live, and to live responsibly, on our precious planet.

The key elements of the statement of this mission are the words “young people the world over” and “the change we all need in the world.” Let me address these points first, and then remark on the relevance of Giordano Bruno’s heritage for fulfilling this mission.

Today’s young people are in a unique position, one that is at once the most exciting and promising, and the most filled with threats and pitfalls. The world we have created in the 20th century has reached a critical point, a watershed after which it will either change or break down. This is the essence of the popular term “unsustainability.” Our world must change, and if it is to change for the better it must replace the institutions, processes and values that drive toward a critical “bifurcation” or “tipping point” with institutions, processes and values that enable seven billion women, men and children to live in peace and harmony with each other and with nature.

Whether the challenge of this “globalshift” will be met, and met in time, will not be decided by the leaders and elites of today’s world, for those who possess power and wealth fear and resist change. It is up to the young people whose future is still open—and whose mind can be open as well. The contemporary world itself is increasingly open, for it is critically unstable, near-chaotic, and thus sensitive to change and transformation.

Today’s young people are in a privileged position to be the architects of a world that is peaceful, equitable, and sustainable. If they live up to this challenge they will be the first generation in history to create the world they want to see—and that we all need. And if they do not, the grand adventure of a species endowed with mind and consciousness in the web of life on the planet will come to an untimely end.

Will young people rise to this challenge? There are hopeful signs that point in this direction. There is a growing awareness among young people of the problems we face, and an awakening of a sense of responsibility for meeting them. A new culture is emerging in many parts of the world, a culture of sustainability, peace, solidarity, and responsibility. This culture does not need to be invented: it is present and in rapid development.

But will the emerging cultures win the race with time—will they transform our world before a major crisis exacts enormous suffering and cost, and endangers our very survival? If this race is to be won, the emerging cultures need to be fostered and supported. Evolution does not come with a money-back guarantee. The record of life on Earth is littered with species that failed to meet the challenge of survival.

Humankind could join the ranks of the extinct branches of the web of life, but it does not need to. We have unique advantages, above all, a level and form of consciousness that is unmatched in the biosphere. We are capable not only of perceiving ourselves and the world around us, but also of assessing the consequences of our actions. We can relate what we do to what we want and what we hope to have.

We have set ourselves many goals, but some proved incompatible with the paramount goal of all forms of life in the biosphere: maintaining oneself—one’s species and one’s community—in harmony with others and with the environment.

But we could evolve, consciously and cooperatively. To “co-evolve” with each other and the planet is the challenge that awaits young people today. To empower them to meet this challenge is the epochal mission of education, especially of higher education. It is the mission to which the Giordano Bruno GlobalShift University is firmly and irrevocably committed.

But why is this new online university, making use of the latest technologies of the 21st century, named after a 16th century figure? Who was Giordano Bruno?

Giordano Bruno was born in Nola, then part of the Kingdom of Spain, in 1548, and became an ordained priest at the age of 24. All through his life he questioned the established doctrines. He is credited with the oft-cited pronouncement (a highly courageous one in the cultural climate of the 16th century): “the general opinion is not always the perfect truth.” He often won the support of the lay authorities, but ran afoul of the ecclesiastical ones. He was arrested by the Venetian Inquisition in 1592 and sent to Rome. Having been imprisoned and tortured for seven years during his protracted trial, he was sentenced to death. Giordano Bruno was burned at the stake for heresy in the Campo di Fiori in Rome in the year 1600.





The ceremony concluded with the hungarian folkloric dancing performace.

### ***Why is the heresy for which Bruno paid with his life of immense interest today?***

A heresy is a doctrine or belief that challenges the doctrine or belief that dominates people's mind and governs their institutions. In Bruno's time the dominant doctrine that governed thinking in the medieval Church was the Aristotelian concept of the universe. The universe is a finite sphere, set in motion by an "unmoved mover" that is its first cause. The fixed stars are part of this sphere at an unalterable distance from its immobile center, which is the Earth.

This concept was challenged in the 15th century by Nicolaus of Cusa who envisioned an infinite universe whose center is everywhere and periphery nowhere. It is populated with countless rotating stars, each as important as the Earth.

In the second half of the 16th century Nicolas Copernicus added the heliocentric concept to this cosmology: the apparent motion of the stars is an illusion caused by the rotation of the Earth on its axis. The fixed center of the universe is the Sun, and not the Earth.

Bruno accepted the heliocentric concept but he also held, following Nicolaus of Cusa, that God is infinite. Since God and universe are one, the universe is infinite as well. The infinite universe is filled with a substance—"aether" or "spiritus"—that is real but does not offer resistance to the heavenly bodies that move in it on their own impetus. It is full of life; an infinite living body with infinite solar systems similar to ours. It is governed by the same laws through and through, because the many things that populate it are in the final count all one.

These ideas do not seem particularly heretical today, for they carry the seeds of the worldview that is already emerging in the new cultures. But Bruno continues to be heretical vis-à-vis the established cultures. His ideas are neither materialistic nor reductionistic. They are at the forefront of the current revolutionary development in the natural sciences, for example, his notion of an infinite universe (present in the latest "multicyclic" cosmologies), and the idea of a subtle ether that fills all of space (rediscovered as the implicate order or Akashic zero-point field). These ideas are among the many that are now re-emerging at the cutting edge of the sciences—more than four hundred years after Bruno was burned at the stake for proposing them.

Bruno's heresy laid the foundations for the modern scientific worldview, and it continues to inspire the view that will rise above it. It inspires this University to question and challenge the dominant paradigm in society, with its inequities, subordinations, and irresponsible practices. It offers young people a holistic, dynamic, and evolutionary view, a sound foundation for a peaceful, equitable, and sustainable civilization.

The Giordano Bruno Globalshift University embeds the new worldview in an expert, task-oriented curriculum that will serve young people in their daily life and existence. At the same time the spread of the new view among young people will help humankind, the most misguided but at the same time most evolved species in this corner of the universe, to survive and evolve on our precious and highly endangered planet.



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# Launching a Dream to Foster a New Consciousness

by Francisco Leon

Founding Member of the Global Council of Higher Education -  
The Giordano Bruno Globalshift University

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**“That is why the central mission of our University is the same mission that one Giordano Bruno proposed during the Renaissance in the sixteenth century: to universally foster freedom of thought with no fear of knowledge, putting on trial the whole of our subordination-based, metaphysical mal-oriented but still hopeful civilization.”**

I had an unexpected encounter on a far island off the coast of Australia with a group of young people. These young people wanted to escape from the modern world and they inspired my conviction: that we must do our best to reshape our world and make it a place acceptable for the younger generation. I realized that it is the dominant consciousness of an epoch that creates the structures and the practices of an epoch. We must now address the task of evolving or co-evolving our world’s dominant consciousness. The fear and insecurity produced by this current dominant consciousness has created humanity’s current sad condition. The Giordano Bruno GlobalShift University declares its mission to be a “state of the art” global institution. It has the clear-cut objective of fostering a new consciousness, defeating ignorance, and providing an affordable world class education that permits economically less privileged people to take an active part in the construction of a better world. Our first tenet is the bio-epistemological “non- subordinate” horizontal model of education. This tenet is joined with our commitment to a cross-cultural social, interdisciplinary, and stereo-cognitive interaction-based academic platform. It is a platform that can empower young people to attain an innovative holistic view of the world and of themselves.

About three years ago, I visited Australia in order to attend the graduation ceremony of my son Gabriel Leon, a Ph.D. student in physics and mathematics at the University of Brisbane. After his graduation ceremony he invited me to tour the furthestmost location I have ever been—the exotic and ghostly place called “Magnetic Island.” This Island is inhabited only by rare birds and koalas. It is famous for the nearby magnificent Great Barrier Reef with its multicolored species of marine life. However, upon my arrival, I saw on the horizon some things that seemed to move all along the beach. On first sight I thought they were penguins from Antarctica.

**“Power, non-subordination, new consciousness, task of global education.”**

The fact is that the little creatures I had seen were not penguins, but rather teenage backpackers stationed along the beaches much as penguins. One could number them by the thousands. At first, while staring out of the windows of my hotel, I was amazed to realize that these “young people of all ages” (from sixteen to seventy) were doing nothing but contemplating nature and the universe.

Three days later, after my son took me diving among what I imagined were the white sharks off the Great Barrier Reef; I was still intrigued about these young people were doing on the beach besides contemplation. I decided to take a walk to visit them and ask about their purpose in life and the reason for their presence in that deserted spot, far away from our “wonderful technological, humanistic, and scientific” civilization.

When I finally arrived, the young people were gathered around a fireplace, playing guitars and singing anachronistic music from my generation: Bob Dylan, Cat Stevens, Santana and the Beatles.

Then I took a direct approach and looking into the eyes of the one I considered the leader of the community, I asked with a platonic air about their presence in that forgotten part of our planet.

The entire group looked at me as if I were an alien, a politically incorrect creature emerging from the depths of the earth to dare ask questions in a land where answers seemed no longer important given our era of nothingness and despair.

Out of compassion, one of them took the lead and with an air of cosmic dignity, he told me:


“Look, Mister, we are here because we don’t like the world that is “out there,” the world we had involuntarily inherited from our parents: Nation-states, multinational corporations, symbolic flags, fantastic religious narratives, anthems, wars, solemn constitutions, rules of law, taxes, mortgages, democracies and of course almighty money, are present everywhere on human landscape, from stock exchanges to the financial cathedrals of the sacred economic institutions, not to mention the insult to our intelligence —the psychological aggression of commercial and political advertising that is a perfect formula for human misery and unhappiness.”

—“Here in Magnetic Island we have the world as it was given by nature and nothing else.”

He added, “If you want us to get back to that world; No, thank you very much, and it was nice to meet you Sir, goodbye.”

I was completely frozen, ashamed, and paralyzed, not to mention sad for these young people who were escaping from what many of us proudly think of as the wonderful “World of our own making.”

While I was going back under a calm and starry sky, I thought about the urgent need of our generation to put on trial our entire symbolic and predatory civilization—the civilization that for the Magnetic Island young people was no longer viable and attractive.



However, I thought, in reality everything has sprung from the way we have evolved our consciousness. There is nothing we have created in the last five thousand years in this world that was not first, at some moment, an incipient content of our consciousness.

From the magical, mysterious, and religious self-reflective human awareness, to the most recent scientific and technological cognitions, prior to existing everything was a content of our consciousness.

This royal Castle of Hungary where we speak today, the beautiful bridge on the Danube we have just crossed, the plane I took to fly here from Mexico, the amazing book I read for many hours by Ervin Laszlo, everything made by man was in the first place an evolutionary content of the emergent, “bio-epistemological”, product of our consciousness.

We now know, that the cultural contents of our consciousness does matter, because these contents were the seed of whatever good or bad civilization we had created in the past, and will create in the future.

Consciousness led to the discovery of time, so we can be aware of the past as well as of the future. We have become the only animal on Earth to know with absolute certainty our own demise.

From this moment onward in history, the fear and insecurity produced by this foreknowledge created humanity’s sad current condition. This rapidly led to the creation of supernatural worlds with their power to guarantee life after death. This in turn led to the creation of political systems based on metaphysical authority, with powers granted exclusively to religious, political or economic elites, so they could subordinate individuals to their authority.

Today we realize, as the young people of Magnetic Island did, that we live in a civilization shaped by peculiar inherited contents of consciousness, elements of culture that are ingrained in us, using an ancient software, infected with the virus of subordination. Without knowing the deep roots of our behavior, we still naively believe that the civilizational software we inherited can be constantly upgraded, without replacing its ill-conceived origins. Yet in today’s world, there is no power without subordination. This is the unmistakable cultural equation of recent human history.

“Power” and “Leadership” are words often used by the power establishments, making the outdated civilizational software into the key for perpetuating ill-conceived ideas in the mind of the world’s people who, because of their inner insecurity, do not dare to put to trial the basic roots of this obsolete cultural edifice.

“Leadership”, how many times have I seen this word in the advertising of countless corporations, political campaigns and even reputable Universities! Yet this word suggests a pedagogical doctrine that is to prepare entire generations of elites to lead the bulk of the people—lead them without conscious will and purpose, without personality and individual thinking, merely for the sake of leading. Follow the leader—or get out of the way.

How then, in this historic context, can we change our inherited cultural and robotic behavior? The answer as far as I can see is only by an emergent “conscious critical reeducation of the mind”. This must start with differentiating it from what we had simplistically regarded as public education.

We have to take the trouble to go from the subordination-based models of our unconscious, religious, political, or economic millenarian paradigms to a new insight that understands education as a cognitive and critical exercise of human consciousness. We could then revisit, with a critical attitude, the eternal truths we have taken for granted—and that had held us hostage—for centuries.

For that reason, in my opinion the epistemic challenge “know that you know” is the necessary foundation of a new education. This step, together with a new cross cultural and interdisciplinary pedagogy, calls for a thorough revision of the stubborn ghost of humanity’s outdated consciousness.

This step forward will be in years to come the central pillar of the emerging wisdom of homo-sapiens-sapiens, the species that was first envisaged four thousand years ago in the Delphic prophesy. The prophesy of new human beings who, by exercising their self-reflective capacity, will dare to know themselves. They will transcend the old metaphysics and with it, the propensity toward redundant insecurity, irrational authority, subordination, injustice, the inequitable distribution of privileges and with the social stratification and eternal conflict that then follows.

For all these reasons we at the Giordano Bruno GlobalShift University are certain that only through a free non-subordinating education will human beings be capable of creating a new consciousness, by deconstructing the mirror images contents of our civilization that created the chaos in which we are immersed today, while valuing and safeguarding the ethical, aesthetic and scientific resources that have enriched human culture through the ages.

This conviction, born out of my Magnetic Island experience, is matched by the visionary experience of the many people around the planet who wish to adhere to this educational initiative, embarking with us on the creation of the Giordano Bruno GlobalShift University.

At the magnificent entrance of the Sienna Cathedral Tuscany—built in the time of Giordano Bruno—there is a curious mosaic on the multicolored floor. This image represents according to some historians, two mutually exclusive versions of the origin of our culture. On one side appears the figure of Moses with the Bible, and on the other Hermes Trimegistos is represented, having in his hands what appears to be his famous Corpus Hermeticum and the Poimandres. The first individual possesses in his sacred book the command of God for man not to eat from the tree of knowledge, committing the original sin and entailing its catastrophic human and theological consequences. The second image tells the story of a God who offers his creature divinity and enlightenment through a full knowledge of himself and the universe.


Giordano Bruno’s contemporary, the Florentine philosopher and physician Marcilio Ficino, discoverer of the Poimandres, wrote in regard to this mythical and symbolical opposition: “good is present in every human being so humanity needs to be saved less from primal sin than from primal stupidity.” This, we strongly believe, is the central task of contemporary education.

That is why the central mission of our University is the same mission that one Giordano Bruno proposed during the Renaissance in the sixteenth century: to universally foster freedom of thought with no fear of knowledge, putting on trial the whole of our subordination-based, metaphysical mal-oriented but still hopeful civilization.

For this very reason, the Giordano Bruno University openly declares its mission to become a state of the art global Institution with the clear cut objective to foster a new consciousness, defeating ignorance, and providing affordable world class education to allow the less privileged people of the planet the possibility of elaborating a new and more adequate view of themselves and the world.

With these ideas in mind we have entered in partnership with the Club of Budapest so as to achieve this aim, positioning the University as an epistemological innovator in the emergent arena of online higher education.

These philosophical tenets support our educational project and are the basis for its pedagogical model.







Our first tenet is bio-epistemological “non-subordinate” horizontal education, to provide our students with the tools to review and put on trial the ontological, epistemological and axiological bases of our outdated cultural models.

The second tenet is our intention to establish as our academic platform cross-cultural social, interdisciplinary, and “stereo-cognitive” (right and left hemispheric) interaction among our students, to help them to evolve an innovative, holistic view of themselves and our world.

That is why we have created the introductory courses called “World 1,” World 2,” and “World 3” that are to enable our students to understand the past, the present, and the possibilities for the future, using innovative pedagogical, intellectual, and methodological tools to reinvent our destiny, and become constructive partners in building a more equitable, sustainable, and peaceful future.

I see today, here on the shores of the Danube, the Giordano Bruno GlobalShift University as a revolutionary initiative to which we wish to invite you to join together with us in fostering the “globalshift” as a starting point toward the “omega point” that many years ago first Giordano Bruno and later others like Teilhard de Chardin, Henry Bergson, Buckminster Fuller, and our Chancellor Ervin Laszlo, envisaged as the new era of the emerging conscious individual, without arrogance in its freedom and individuality, free of the cultural malaise of subordination, and socially responsible within the framework of the emerging global society.

Today, after years of hard work on the technical, academic, philosophical, pedagogical and commercial design of our educational model, we celebrate in Budapest. In this city, the home of the Club of Budapest, the think-tank with which we are proud partners, we celebrate the launching of a dream to actively further the transformation of the consciousness that dominates today’s world.



Magnetic Island - Aerial View





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# The Giordano Bruno Practice

by Louis W. Goodman

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**“If he were alive today, Giordano Bruno himself probably would have wanted to enroll in GBGU!”**

Abstract: The educational practice of Giordano Bruno University is to use cyber-technology and active-learning teaching methods to deliver low cost on-demand higher education. The result will be the empowerment of women and men who historically have not had access to this means of enhancing capability and self esteem.

I am a sociologist who has had a career learning and teaching about the problems of people in so-called, “developing nations.” Overcoming subordination (empowerment), which is a key goal of Giordano Bruno University, is a daily issue for the subjects of my research.

In the 1960s I carried out dissertation research in Santiago, Chile where my wife Nancy and I lived for a year in a blue collar neighborhood. We were the only English speakers in our neighborhood and I learned a brand of Spanish that got me in deep trouble in genteel circles for years to come. To start my research I took time getting to know my neighbors and I asked some of them questions about their lives. One exchange struck me and changed my world much like Giordano Bruno’s world was changed when he realized that the Earth really does revolve around the Sun, not vice-versa.

**“Giordano Bruno, empowerment, active learning, low cost education, on-demand education.”**

I asked a neighbor whose name was Victor Arguello, what I thought was a very simple question: “What is the most important problem facing Chilean workers today?” Victor’s answer had little to do with concepts then bandied about social science literature such as “political consciousness,” “capacity to defer gratification,” or so-called “modern attitudes.” Victor simply replied, “The dental problem.” He explained that most Chilean workers (at that time he meant men) lost one or more front teeth by their 30s. This, he said, had disastrous results – they were no longer chosen for jobs in line ups, they were more likely to be hassled by the police, and most important, they had a great deal of trouble attracting women after work and on week ends. Victor saw a simple solution for a basic human problem -- preventive or cosmetic dentistry empowering workers and enhancing their self esteem.

Living in Victor’s neighborhood I had been struck with how most of my worker neighbors felt disempowered. They were subordinate with low self-esteem. I called them “aplastados” – squashed. I was struck by their isolation, by their limited family and social lives, and by the fearful way they looked at the world around them. I was also struck by how little they contributed to their community and to their nation. I also saw that not all of my neighbors were aplastados. Some were not merely subordinated individuals. Rather they were autonomous human beings pursuing dreams they had created themselves. Based on quiet observations, it appeared to me that what made these engaged individuals different, more often than not, was that they had autonomy at work, they made decisions on the job and that autonomy bridged into other spheres – to their family lives, to their health, to their political participation.

Fast forward forty years to the world of higher education – the world of Giordano Bruno University – a very different world trying to overcome the subordination or aplastamiento of human beings.

During these forty years as an educator, it has been my privilege to witness and enjoy three transitions in teaching and learning in higher education from passive to active learning by students from “sage on the stage” teaching to teachers coaching actively learning students, and from face-to-face fixed-time education to online learning on demand.

Thus, according to the creators of Giordano Bruno University, the world of higher education today can be a place where formerly fully subordinate students can set their own goals, can make decisions for themselves, and can link that learning actively and purposively to the lives they strive to live.

At the same time the real financial costs of education have been skyrocketing and public policy world-wide generally has not dealt well with these costs. For example, in countries where the state massively subsidizes higher education – for example and in the news in September 2011, in Chile and in the United Kingdom - the state has made a mess of public policy and spends huge sums without particularly good results. Alternatively (and also not good) in the United States where families pay from \$10 to \$50 thousand dollars per year for tuition alone, educational quality may be good but massive indebtedness may limit students’ prospects after graduation. The creators of Giordano Bruno University believe that these costs and consequences provide incentives to create, using new cyber-technologies, quality education at cost points that diminish the burdens of individuals, families and communities striving to finance higher education.

Thus, with these transitions and with the high cost of quality higher education, the time is right for an effort to deal with the problems of unrealized potential and high costs, making use of modern technology and modern teaching techniques. This is what the creators of Giordano Bruno University intend to do in practice. The educational practice of Giordano Bruno University intends to have the following six characteristics:

- Giordano Bruno GlobalShift University (GBGU) will design its educational programs so that its students learn to act autonomously with enhanced self esteem.
- GBGU will set a price point so low that its educational programs will be available to socio-economic brackets previously excluded from university education.
- GBGU courses will be grounded in the basic skills needed to succeed in the modern world – writing, presenting, calculating, processing information.
- GBGU education will lead students to tackle increasingly complex problems – both from the start to finish of individual courses, and through the progress of pragmatically crafted individualized degree programs.



- GBGU courses will use internet technology so students can study on line – when and where their necessarily busy schedules permit.
- GBGU will have a “Whole Life” of co-curricular activity which will empower students to form relationships spanning the globe, initially focused on academic problems, but eventually connecting on whatever issues are critical for the lives of GBGU students – relationships designed to grow over lifetimes.

Thus Giordano Bruno Practice, the subject of this essay, is thus education created by individual learners for themselves, enhancing learners' confidence and self-esteem, able to be shared with others, connected to actual experience teaching increasingly complex capacity, available wherever and whenever basic equipment is available, and available at minimal cost.

If he were alive today, Giordano Bruno himself probably would have wanted to enroll in GBGU!

The goal of Giordano Bruno GlobalShift University is to provide education which enhances the self esteem of the learner, making her or him more capable of dreaming dreams and realizing them; making learners more capable of critical thinking and of contributing positively to the lives of members of a broader community.

Some GBGU graduates doubtless will risk being “burned at the stake.” Hopefully they will be surrounded by a learning network extending to the far corners of the world, a network which will guide them to be effective change agents benefitting the communities in which they live and also learning how to live dreams which they and their families and friends have created together.

*This is the Giordano Bruno Practice.*

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## Deeprak Chopra

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Deeprak Chopra being interviewed by Sebastian Carducci at his office  
in Carlsbad, California

“What we need right now is a new seed to have a new crop, at the grassroots level, a young generation of new people, who are asking themselves the most important questions that we can possibly ask in this time of GlobalShift, global chaos & global transformations. A lot of things happening at the same time. I think the pivotal questions are: What kind of world do we want to live in? Our children? Do I have a role in helping to create that world? What is my purpose in this life? What is the contribution I want to make in this life?”

“Education is about human potential, in all its dimensions, creative, human, relational aspect. If we radically shift our education to the unfolding of our potential, we’ll see a new world”.

“We are seeing the emergence of a new mind – we have the capacity to reach each other through social networks, we are seeing a new planetary mind that is emerging, which is crossing all kinds of boundaries, we are actually rewiring the planetary mind, not only is it emerging. We are seeing revolutions, non violence in this emergence. It has to move from the age of knowledge to the age of wisdom”.



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# Covenant

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**Covenant entered at the  
Founding Congress of  
The Giordano Bruno Globalshift University  
Held in Budapest on the 9th of September 2011**

***Resolution***  
***Our COVENANT WITH THE YOUNG PEOPLE***  
***OF THE WORLD***

**Whereas**

The world we and our fathers and forefathers before us have created is no longer sustainable; it either breaks down in chaos and anarchy or breaks through to a more sustainable, equitable and peaceful world;

**Whereas**

The choice between breakdown and breakthrough is yet to be decided, and it is likely to be decided ultimately by the young people who are now reaching maturity and will soon be entering positions of responsibility in society;

**Whereas**

It is the task of higher education to bring relevant information and knowledge to young people, and relevant information and knowledge embraces today the information and the knowledge on the basis of which young people—and people who are young in spirit whether young or old—can evolve the wisdom and the determination to become conscious and responsible architects of a new world;

and **Whereas**

The Giordano Bruno GlobalShift University, being a global online university aspiring to reach young people and people young in spirit the world over, is in a unique position to provide the information and the knowledge on the basis of which people can develop the wisdom and the determination to become conscious architects of a more sustainable, equitable, and peaceful world.

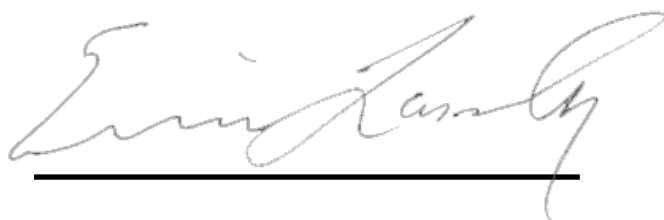
**The Giordano Bruno GlobalShift University now resolves to enter into this covenant with the young people of the world** to do its utmost to provide the scientific and humanistic concepts and insights that can empower young people and people young in spirit to evolve the new thinking and the new consciousness Einstein said is needed to solve the significant problems of our time, so that they may become conscious and dedicated architects of a sustainable, equitable and peaceful world, as well as responsible and productive members of their family, their community, and the community of all life on Earth.

**In the fulfillment of this Covenant, The Giordano Bruno Globalshift University resolves to** challenge and put on trial the doctrines, the structures and the institutions that create artificial barriers between peoples, nations and cultures, and subordinate the great majority of the people to the economic, political and doctrinaire interests of a political, economic, or cultural minority, just as the ecclesiastical authorities and institutions of the late 16th Century had put on trial Giordano Bruno for refusing to subordinate his insights and his convictions to their authority.

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The University pledges to implement this ***Covenant with the Young People of the World*** in all its educational offerings, including its degree- and continuing education-programs, and the seminars and symposia associated with them.

*Adopted on behalf of the Giordano Bruno GlobalShift University  
on the 19th day of September, 2011, by*

A handwritten signature in black ink, appearing to read 'Ervin Laszlo', is positioned above a solid black horizontal line.

Ervin Laszlo  
Chancellor of the Center for  
Advanced Study of the University