![Global Education Futures logo]

Global Education Futures: Reflecting on the Initiative and Moving It Towards Action

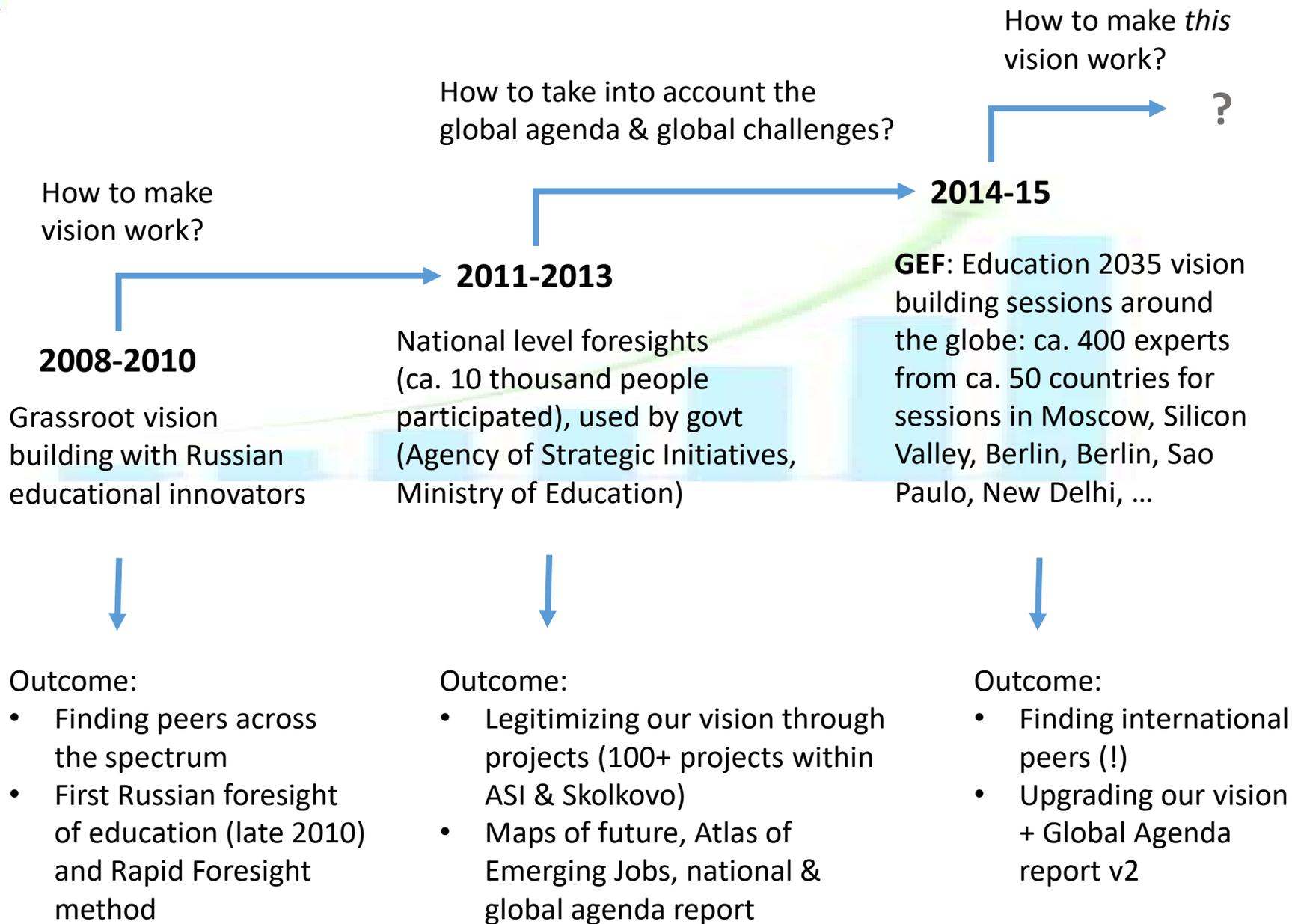Moscow, Russia

29 February – 2 March 2016

PART 1:
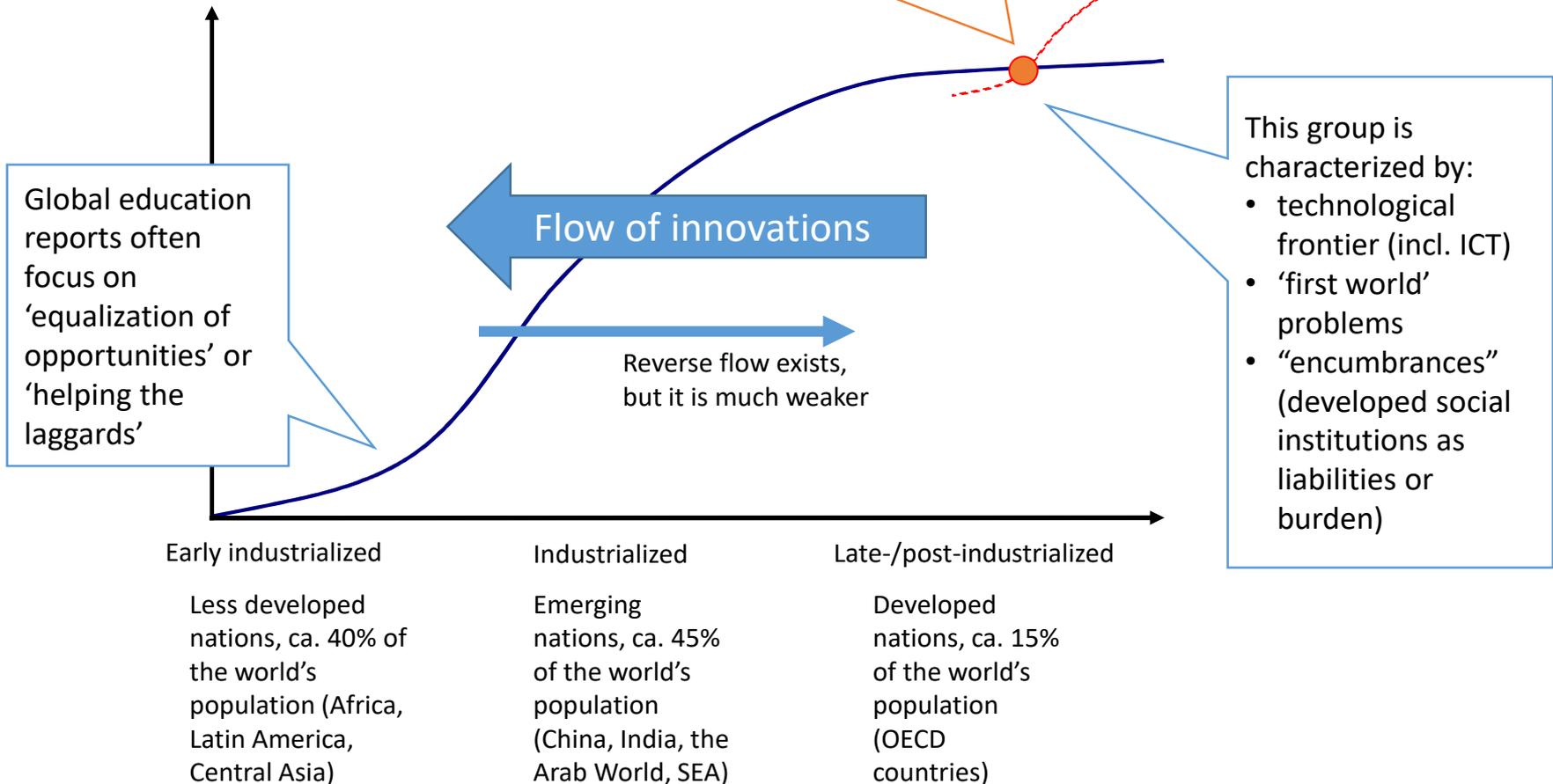**REFLECTION ON GEF PROJECT**
(by Pavel Luksha)

Global Education Futures (GEF): what is it?

How to make *this* vision work?

?

How to take into account the global agenda & global challenges?

2014-15

How to make vision work?

2011-2013

GEF: Education 2035 vision building sessions around the globe: ca. 400 experts from ca. 50 countries for sessions in Moscow, Silicon Valley, Berlin, Berlin, Sao Paulo, New Delhi, ...

2008-2010

National level foresights (ca. 10 thousand people participated), used by govt (Agency of Strategic Initiatives, Ministry of Education)

Grassroot vision building with Russian educational innovators

Outcome:
- Finding peers across the spectrum
- First Russian foresight of education (late 2010) and Rapid Foresight method

Outcome:
- Legitimizing our vision through projects (100+ projects within ASI & Skolkovo)
- Maps of future, Atlas of Emerging Jobs, national & global agenda report

Outcome:
- Finding international peers (!)
- Upgrading our vision + Global Agenda report v2

3

What should be the focus in understanding the future of education?

GEF focus: the cutting edge of educational practices and the new *global architecture* of education

Global education reports often focus on 'equalization of opportunities' or 'helping the laggards'

Flow of innovations

Reverse flow exists, but it is much weaker

This group is characterized by:
- technological frontier (incl. ICT)
- 'first world' problems
- "encumbrances" (developed social institutions as liabilities or burden)

Early industrialized

Less developed nations, ca. 40% of the world's population (Africa, Latin America, Central Asia)

Industrialized

Emerging nations, ca. 45% of the world's population (China, India, the Arab World, SEA)

Late-/post-industrialized

Developed nations, ca. 15% of the world's population (OECD countries)

Why was GEF conceived?
What was our intention?

Global Education Futures was designed to help understand <u>frontier</u> perspective of the future of education through <u>collaborative</u> vision building by <u>real leaders</u> of global education (= thought leadership + international action)

Why we wanted to do it (in late 2013 & early 2014):
1. Vision verification + test for uniqueness / banality + legitimization + answer for unresolved questions
   [To be used by administrators, investors, and policy makers]
2. Identification of international peers (who share our particular understanding of education)
3. Introduction of Rapid Foresight (open foresight rapid vision building) as a method of catalyzing change with communities of educational innovators
4. Entering into (or initiating) the dialogue on global education governance architecture

What did we do?

Session	GEF California * (April 2015)	GEF-Kazan ~ (May 2015)	GEF-Berlin (August 2015)	Multiple (Autumn 2015)
Topic	Towards learner-centered lifelong learning	Future skills & New solutions for E&T	Skills & knowledge for Anthropocene	Verification & specific idea testing
Partner event	Global Technology Symposium	World Skills Russia	ISSS Annual Conference	EdCrunch, FICCI, GELP, WSI, BRICS, ...
Duration	3 days	2 days	2 days	Short sessions
No. of attendees	Ca. 100	Ca. 80	Ca. 30	Ca. 150 total
Focus of discussion	Protopic vision (where we could get in 15-20 yrs)	Demand for education that will create competitive edge	Global challenges of 21 century & response of education	Future skills, Wisdom based society, Needs of CEEs, GLPs
Main challenge revealed	Chasm between future-oriented innovators / visionaries and pragmatic VCs	Chasm between industry people & educators	Seeing big picture & connecting it to changes in education	Dispersion (no need for holistic vision, but specific pieces)

What we understood concept-wise: revealing demand for new education

Vision: what will be the world in 20 yrs?

5 most relevant mega-trends: growth of complexity, automation & autonomization, digitalization, 'greening' and emergence of net-centric society

Future skills: what skills & knowledge will be required for adults & children to live in this world?

Skills of the future (often "skills of the past" revisited)
+ new 21 century literacies (largely matching CCR model)
Attention management & mindfulness become critical in digitally-intense world
'Self-guidance' at the core of new learner abilities

ISOMORPHIC RELATION: *what* to teach implies *how* to teach & *who* teaches …

Education design: how can these skills & knowledge be acquired?

Various spaces that serve self-guided learners, incl.:
- Global Learning Platforms as knowledge providers
- Communities of practice
- Urban-based learning

… as well as traditional spaces (schools & universities)

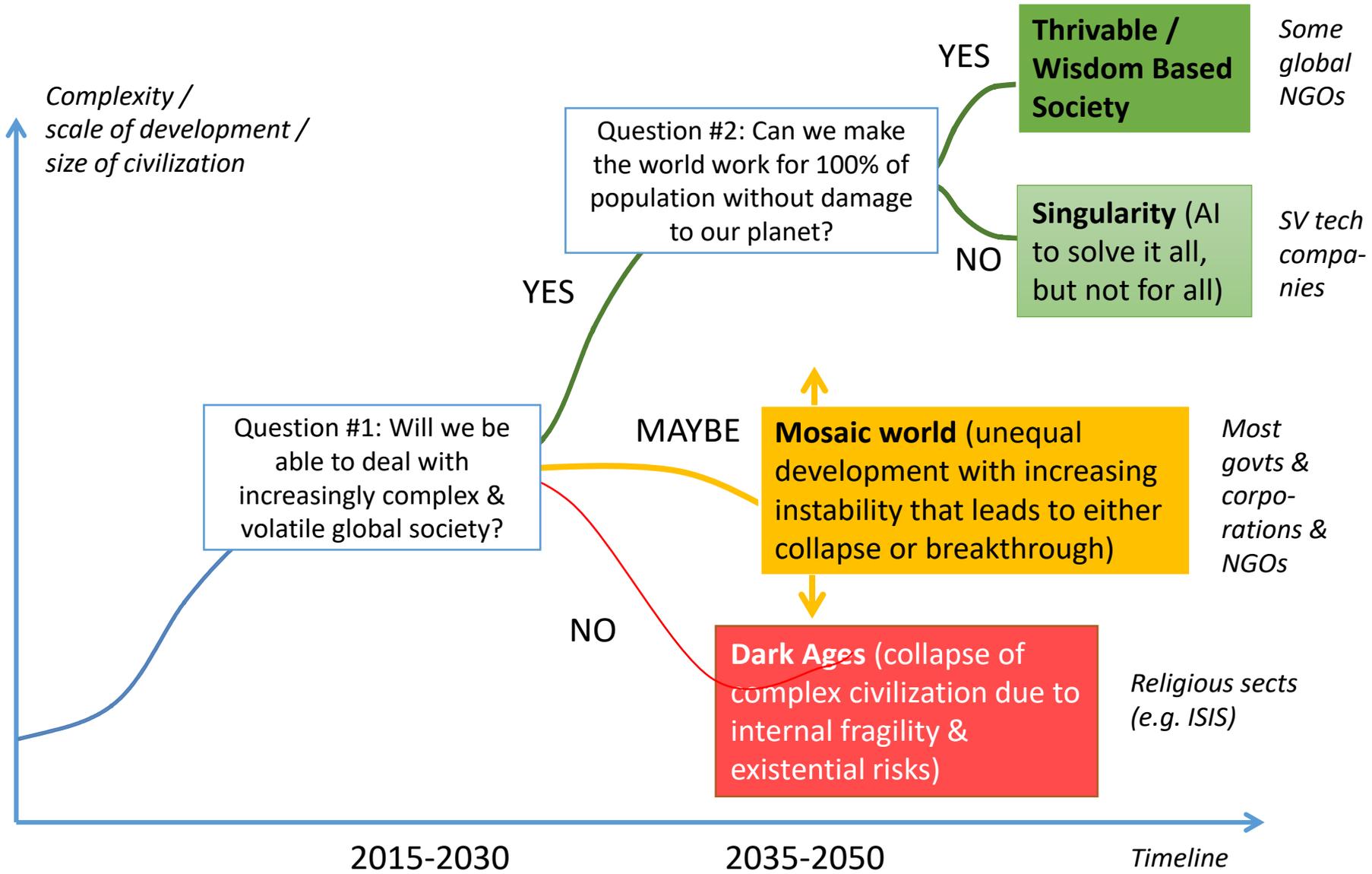… and *how* it is governed

Education governance design: how should learning be organized?

Openness & transparency
Protection of Learner Rights (Teacher Rights, too)

What are our stakes in this future?
Education scenarios are part of the world scenarios!

Complexity / scale of development / size of civilization

Question #2: Can we make the world work for 100% of population without damage to our planet?

YES → **Thrivable / Wisdom Based Society** — *Some global NGOs*

NO → **Singularity** (AI to solve it all, but not for all) — *SV tech companies*

YES

Question #1: Will we be able to deal with increasingly complex & volatile global society?

MAYBE → **Mosaic world** (unequal development with increasing instability that leads to either collapse or breakthrough) — *Most govts & corporations & NGOs*

NO → **Dark Ages** (collapse of complex civilization due to internal fragility & existential risks) — *Religious sects (e.g. ISIS)*

2015-2030

2035-2050

Timeline

What did we understand – action-wise?

1. Vision is not deficient, but **action-oriented vision** is.
   It is hard to maintain action-oriented vision unless one constantly practices it
   ("UN stigma": devaluation of words)

2. Build your own pyramid, prepare your own basket:
   - It is incredibly difficult to act in global agenda space unless one can leverage
     one's **own organizational infrastructure & team**
   - A lot of collaborative energy is lost unless captured in **specific partnerships**
     that can only arise between institutions

3. Holistic learner-centered lifelong education is in the interest of learners (and
   humanity, and our Planet), but the world is fragmented, and none of "big players"
   advocate for it. **Need to create global movement of changemakers in education**
   that will work with tech companies, business, NGOs, and governments to promote
   systemic vision
   To quote our own statement from April 2015: "*We see the need for an
   international grass-root initiative that would draft pathways into the desirable
   futures of education and catalyze systemic innovations. Educational innovators of
   the world, unite!*"

What will come out of this?

Capturing the vision

- Global Education Futures Agenda v2.0 (including contribution from GEF attendees and partners)
- "Map of the future" and posters that summarize key GEF results
- Website with GEF materials
- (Methodology of GEF sessions ?)

This, in our opinion, should conclude our duties to the community that entrusted GEF with elements of their vision

The central question of GEF Moscow meeting is: how do we go forward and make GEF vision (and similar visions) alive?
How can we serve each other, and how can we serve the humanity together?

Proposal to GEF-Moscow meeting

1. We propose to organize several (coordinated / aligned) educational programs for "educational ecosystem gardeners" that will become social entrepreneurs focusing on projects that have high scalability leverage

2. We need to agree on comparable outcomes and other ways of alignment (that will lead us to Network of Networks over time)

3. We need to be explicit about benefits to our economies / societies so that the idea becomes sellable to our stakeholders

4. Building our existing capacity / capability and creating "spaces for collaboration" for each other

5. Finding ways to coinvest (with variety of resources)

PART 2:
CONVERTING GEF INTO
GLOBAL EFFORT
(Summary of the Meeting)

Some of those who are there or could be there ...

Attended the meeting

Were not able to attend
but expressed their interest and
are seen as potential collaborators

+ several private / NGO Russian initiatives

From vision to action:
who is going to take the action?

|	
Protopia: our collective vision of the desirable & achievable future	Wisdom-Based Society, "World that works for 100%" (B.Fuller), Thrivability (J.Russel), Great Turn (J.Macy), More Beautiful World (C.Eisenstein), NeuroWeb
Necessary systemic changes	Full revision of curriculum Introduction of practices and relations crucial to 21st century Raising generation of changemakers
Deficit of global players that explicitly embrace this scenario	Few systemic players turn their attention to the need for transition (Ashoka and GELP are among "beautiful exceptions") Other players (e.g. B.&M.Gates Foundation, Rockefeller Foundation, OECD etc.) see parts but not the whole And the majority (governments & corporate sector) do not yet recognize the challenge of 'education for transition' at all

Our vision

The unifying vision* that drives us together:

- **Practice future now.**
Be player, not spectator.
Contribute to the change &
transformation.

- **Create a path towards
the New society or
Wisdom-Based Society.**
Society 2.0. Literacy of future.
Emerging civilization. Paradigm shift.
Education not for efficiency, but for greater human beings.

- **Curate emergence of
the global educational ecosystem.**
Eco-system of communities:
Global, Thriving, Grass-root.
Live partnership with multiplies life-conducive opportunities.

* derived from statements of GEF Moscow attendees
(WordCloud Is presented)

- **Give birth to the emerging nervous system** of Evolutionary Learning Labs.
Social accelerator superstructure

The challenge of unfolding the vision

We see ourselves as part of the emerging movement acting towards transition of our civilization through transformation of education.

In this capacity, we need to create a **"global superstructure attractor"**: a seed of Community of Communities or Network of Networks aimed at potentially engaging a billion people into the 'transformation work' by means of new education

We understand that if this set up as a "project" it becomes obsolete once it has started – because of the speed of evolution of global systems.
Hence our effort should have **ecosystem qualities**, being Evolutionary / Self-changing, Sustainable, and Organic-like
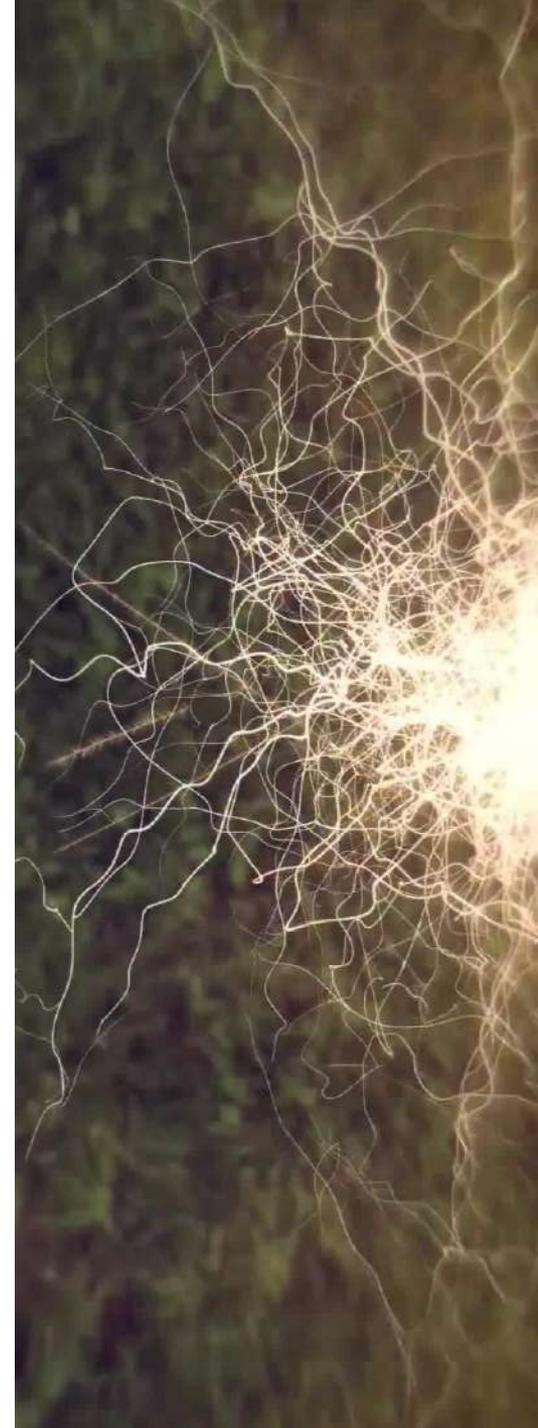
Yes, we are not alone

There are multiple stakeholders (and our possible partners in change) that try to accelerate the transition towards Thrivable / Wisdom-Based Society *

- Some **governments**, esp. democratic govts that represent relatively small and mono-ethnic society. [Note: governments often accept a discussion on global challenges only if they control the agenda].

- **Transnational entities** like UN, UNESCO. (E.g. UN Sustainable Development Goals - an attempt to think differently about metrics of success)

Youth

Progressive elites: likeminded **individuals & groups** within:

- corporations
- national and regional governments
- NGOs

Growing movement of **changemakers** (social entrepreneurs and etc.) and **changemaker companies** within the domain of business that work on agenda beyond their current markets

Some **impact investment venture companies** working towards the 'transition' scenario

NGO ecosystem initiatives coordinating 'transition' efforts (e.g. GreatTransition.org, mapping a how the world moves forward in paradigm shifting ways)

Cultural phenomena (such Burning Man festival) & new forms of collaborative action that convey a message similar to ours

* based on analysis of GEF Moscow attendees

Rise of ecosystemic organization of (learner-centered lifelong) education

Emerging global situation

- Increasingly complex & volatile society (enhanced by automation of economy & autonomization of technosphere)

- Digitalization & proliferation of network structures

- Greening of economy & society

Required qualities

- Collective intelligence & collaborative action
- Anti-fragility through bottom-up resilience
- Entrepreneurship as a key competence
- Mindfulness

- Community / network-based models of economy & governance

- Systemic & long-term thinking&action [ecology of the mind]
- Remembering organismic nature of individual & collective forms

New organization

Ecosystems as evolving organismic structures, not social machines

- Self-regulated & adaptive [vs. regulated & rigid]

- Interdependencies of independent agents [vs. modular engineered design]

- Open to novelty & constantly renewing itself

- Horizontal / network-based, not hierarchy-based

Community of Evolutionary Learning Labs (CELL)

We would like to become
a community of Evolutionary Learning Labs = **hierarchy-free groups within collaborative spaces** that (1) experiment with education transformation practices, (2) create and maintain their vision, (3) identify new "transformational leaders" that can create elements of new education, and (4) help scale up promising projects. The Community of Communities serves as a vehicle for exchange of best practices and a convention to maintain the coherence of visions.

Team of teams

Ecosystem Gardener (EG)

Identifies capable "transformation leaders" and gets rid of obstacles in their way
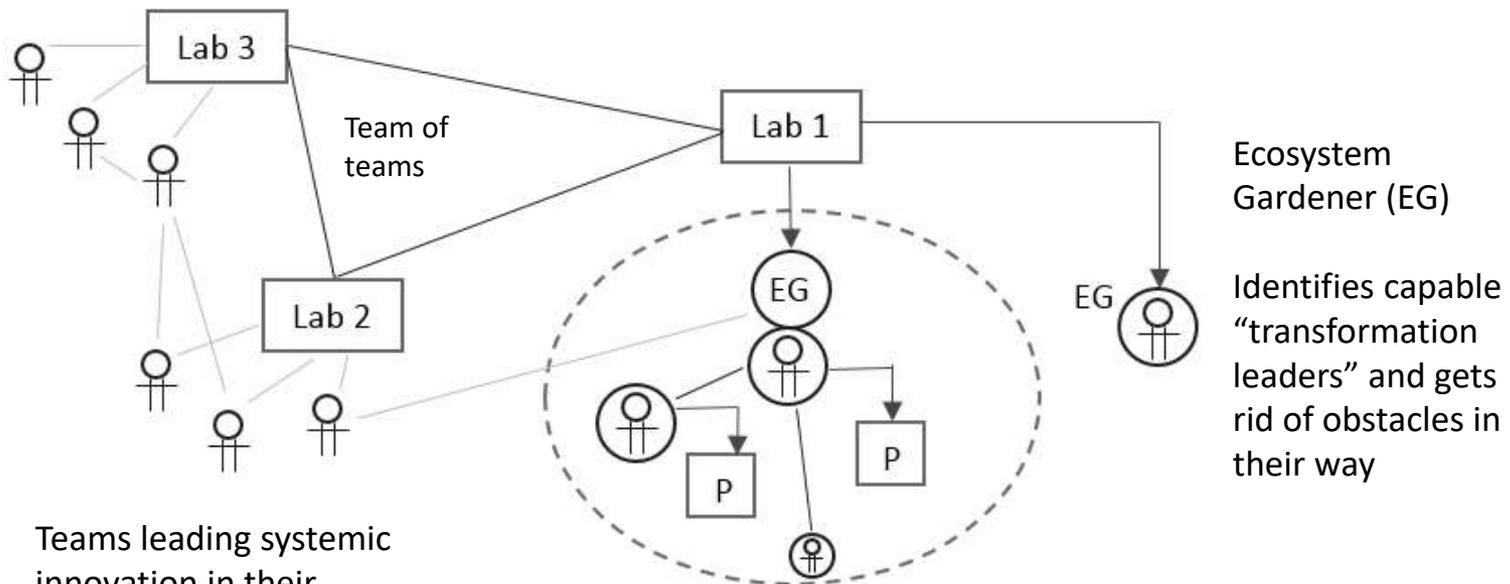
Teams leading systemic innovation in their region / territory

Scaling up of promising projects through
- Franchise
- Viral
- Social movement
- …

Principles of design for (Community of) Evolutionary Learning Labs or Protopia Labs

- Shared vision and values as a basis for collective action

- Emphasis on personal experience

- Moving from "problem -> solution -> new problem" to "opportunity -> solution -> new opportunity" rhythm

- Being glocal: everyone works locally-nationally-internationally

- Being collaborative: everyone leverages their partnerships

- Being open: everyone enters (community of communities, network of networks)

- Going beyond the "Enlightenment consensus" (reason rules all) to find ways to include various aspects of human being into our processes

Proposed projects: what could be done in 1 year?

Mapping the landscape

Map systemic innovators in education and movements / initiatives that try to achieve similar goals.
Create Wiki-type format map allowing anyone to contribute.
(possible collaborators are GELP and Ashoka)

Designing & launching pilot ELL network

Understand variety of Lab models within our network & design interfaces for interaction / collaboration

CONTENT DEVELOPMENT

Cloud vision

a set of ideas to describe our vision (incl. nonverbal representations)

Co-created courses for ELLs

hybrid (online/offline) courses co-created and co-lived with all of us.
Possible topics:
a. Future of education
b. Collaboration for the benefit of humanity (Collaborology; incl. Democracy 2.0)
c. Social (holistic&authentic) entrepreneurship (which may evolve into "acceleration lab" as a part of ELL)

Playbook/Repository

collecting tools & methodologies that help our ELLs operate

Spread the message, expand the movement

Low hanging fruits: discussion Agoras, short videos
Engage our networks in dialogues
Festival to exchange practices between our networks

Reflecting on our individual & collective learning trajectories

We are this journey

Action plan: what we can do in next 6 months?

Designing ELL model

We need additional GEF design session to agree what Evolutionary Learning Lab (ELL) is: April / June 2016
Create pilot projects in cities (e.g. Obninsk & Dubna ELLs in Russia) + model for serious gaming with citizen

Low hanging fruits for collective action

- Agoras in several cities / countries on the future of education
- Foresight sessions with children / youth
- Cloud of videos made by young people ("what is the future of education?")

Educational programs of ELLs

- Future of Education (based on GEF vision)
- Practices of collaboration for the benefit of humanity (Collaborology)
- Holistic entrepreneurship (from SE to eco-system business practices)

Mobilizing community

- Craft the message for broader public
- Identify ecosystem gardeners within our communities
- Create national CELLs (in Russia, in …?)
- Festival / gathering of best practices: late Summer?

Organizing ourselves

- Create (closed) FB group for communication
- Share best results we know through group & mailing list (+ look for protocols to replicate)
- Explore funding opportunities
- Role distiribution: connectors, content developers, context guardians

Roles we commit ourselves for in ecosystem development (so far)

Systemic efforts

- Curating initiatives that may emerge within GEF vision - GELP (TM)
- Mapping global ecosystem of systemic innovators – Ashoka (OL) + ...
- Voice of Youth (KL)
- Development of courses (PL, MK, ...)

Specific projects / hubs

- Reinventing Democracy (YL)
- City Embassies (CD)
- Metaver (MK)
- ITBA CLASI (AL)

- RP: involve selected Indian Universities
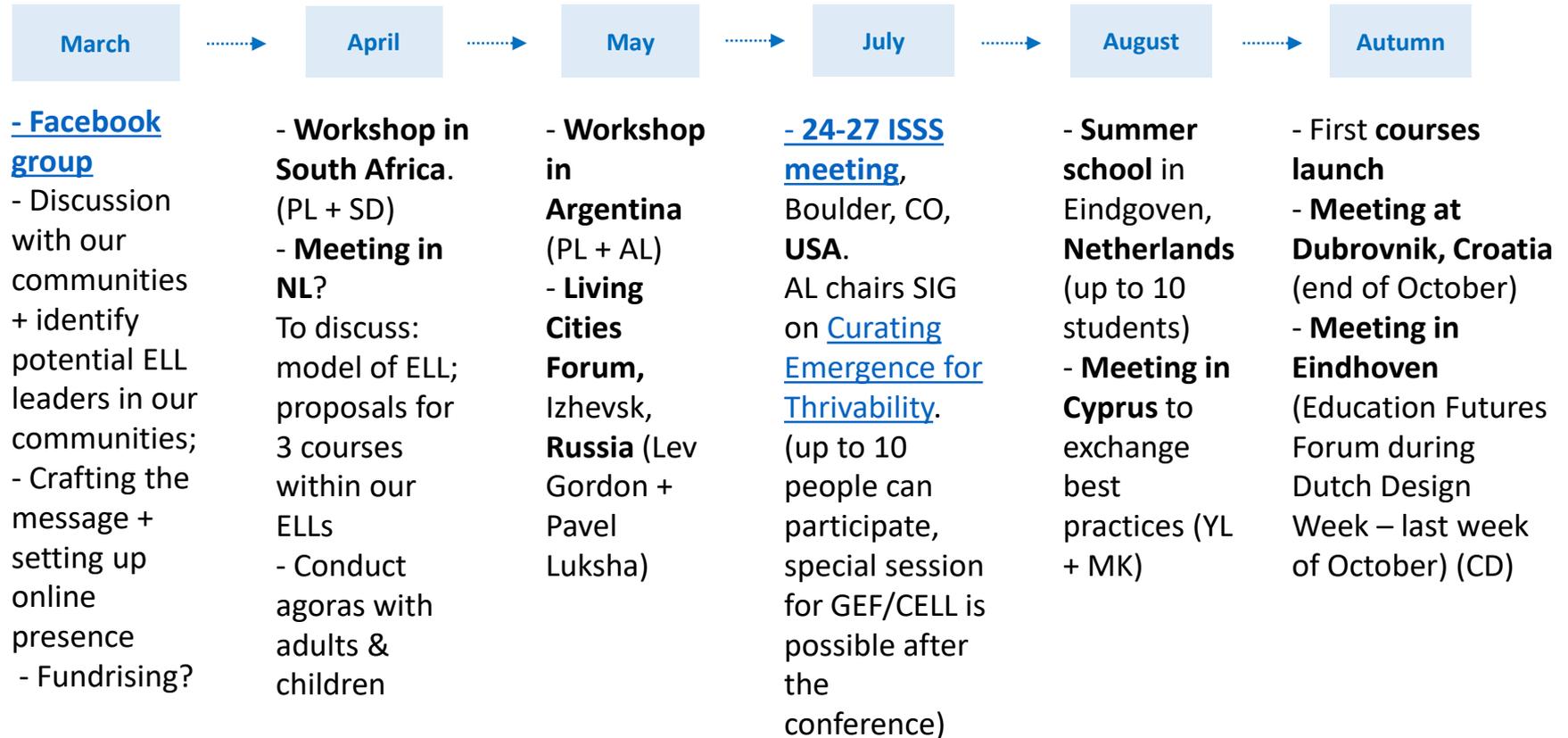- SD: identify stakeholders in SA

'Catalyst office'

- 'Russian group' (PL, IN, LG) + coordination of group calls
- 'Dutch group' (CD supported by City Embassies activists)
- "Crafting the message" (PL, AL, SD)
- Online presence of the group (YL)
- Funding opportunities (YL + ...)

People responsible: SD = Sherrie Donaldson, CD = Cees Donkers, MK = Mikhail Kozharinov, AL = Alexander Laszlo, OL = Ondrej Liska, KL = Katerina Luksha, PL = Pavel Luksha, TM = Tony Mackay, IN = Ivan Ninenko, RP = Rajesh Pankaj, YL = Yiannis Laouris

Timeline of planned meetings & actions *

March	April	May	July	August	Autumn

March
- **Facebook group**
- Discussion with our communities + identify potential ELL leaders in our communities;
- Crafting the message + setting up online presence
- Fundrising?

April
- **Workshop in South Africa**. (PL + SD)
- **Meeting in NL**?
To discuss: model of ELL; proposals for 3 courses within our ELLs
- Conduct agoras with adults & children

May
- **Workshop in Argentina** (PL + AL)
- **Living Cities Forum,** Izhevsk, **Russia** (Lev Gordon + Pavel Luksha)

July
- **24-27 ISSS meeting,** Boulder, CO, **USA**.
AL chairs SIG on Curating Emergence for Thrivability. (up to 10 people can participate, special session for GEF/CELL is possible after the conference)

August
- **Summer school** in Eindgoven, **Netherlands** (up to 10 students)
- **Meeting in Cyprus** to exchange best practices (YL + MK)

Autumn
- First **courses launch**
- **Meeting at Dubrovnik, Croatia** (end of October)
- **Meeting in Eindhoven** (Education Futures Forum during Dutch Design Week – last week of October) (CD)

* Events planned during the last day of workshop. Possible activities with GELP and Ashoka not included

People responsible: SD = Sherrie Donaldson, CD = Cees Donkers, MK = Mikhail Kozharinov, AL = Alexander Laszlo, PL = Pavel Luksha, YL = Yiannis Laouris

FROM MOSCOW WITH LOVE...
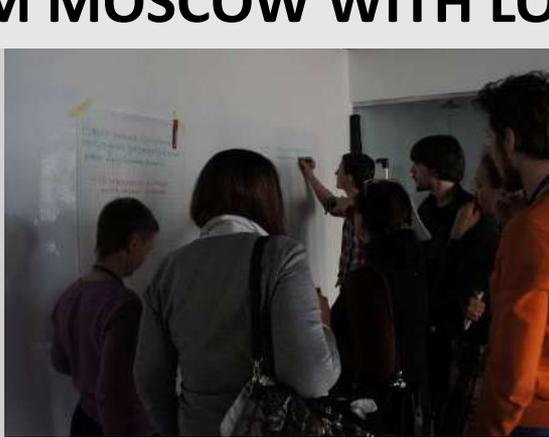
APPENDIX:
Additional Slides
Reflecting on GEF Initiative

Money doesn't grow on trees: testing some of our (naïve) hypotheses

We were saying that …	Through GEF sessions, we realized that …
Transition towards 'real' lifelong learning (+ 24/7 & mobile) will be the main driver of transformation	Everyone agrees that it will happen, but it is not clear who will sponsor the systemic transition (at least we could not yet identify these players)
Technology (esp. ICT) is the driving force of the transformation of education	It is, but not entirely – good hard technology with poor application practice (soft technology) is a waste; and tool developers usually *do not* re-think use cases
Venture economy will try to capture opportunities in re-assembling education	Maybe – but clearly this is limited by the conventional understanding of education (school & university) that investors & customers have (not there yet?)
Demand for "future skills" from economy will push education to upgrade	Yes – but corporate sector will not pay for it; and also it focuses on present market conditions and often doesn't know its own future needs
Situation is ripe for the discussion of global education governance architecture	It is not: most players (incl. global policy institutions) do not understand the necessity for such architecture yet, while 'new players' (e.g. MOOCs) just want to bend it in their interest Also: majority of intl political structures we saw as a leverage for change (G20, UN, BRICS, …) are slow, inefficient, and bureaucratized
Countries with emerging economy (incl. BRICS) search for chances to leapfrog	They do, but stakeholders in CEE countries are politicians searching for legitimate (proven) solutions, and these come from developed / frontier countries.

What did we understand concept-wise?

1. Emergence of "self-guided learner"
   - Self-guided learner is a person able to set up goals for herself, define her own learner needs and her pace of learning, and attract necessary learning resources. Only self-guided learners will set up demand for "new" lifelong holistic education
   - Share of self-guided learners in the population is small (not more than 5%), and many stakeholders (govt & business included) are interested to maintained learners passivized and externally-guided instead
   - However, only cultivation of self-guided learning ability will contribute to long-term social resilience of our civilization; so the priority is to increase this share substantially, and within short time (not more than one generation). This seems to be the central challenge of transformation.
2. Human factor vs. education technology:
   - Ed Tech hype does not stand to its promise because 'human side' is not redesigned. Future ed tech design should focus on human qualities and design of use cases – again, focusing on self-guided learning (but it is not clear how tech companies can be convinced of doing this) [DKR/NW?]
3. From "green practices" to "ecologization"
   - Attention to "green practices" is a manifestation of the mindshift that embraces ecosystemic, net-centric, horizontal, organic relationships & practices in the society

Grounding the vision:
what has been done since mid-2015

1. Future skills agenda: part of World Skills Russia activities & beyond
    *   WS HiTech 'future skills' competition + planned 'soft skills' competitions
    *   Contribution to Kazan 2019 victory and plans for "Davos for Skills" 2019
    *   SEDEC focus on future skills research (TBC)
2. Childhood 2035 Roadmap with ASI: key tool for coordination of childhood & school-related projects. Focus on future skills and creation of learner-centered learning environments
    'Children voice' presented during Roadmap development
3. Urban lifelong education experimenting
    *   Obninsk "education cluster" and Obninsk mission as "the place to become smarter"
    *   Living Cities initiative: SIG on "education as a vehicle of urban revival"
    *   Eindhoven + City Embassies
4. Mindfulness as the key future skill: Crystal Mind conference & community
5. Educational innovation hub(s) and network
    *   HSE Institute of Education & ITMO
    *   ITBA CLASI

Organizational issues & deficiencies

Organizational issues	Organizational deficiencies & ineffiencies

- **Language barrier** created discontinuity between Russian Education Foresight community (even team!) and international attendees of GEF sessions
- **Geopolitical barrier**: chasm between Russia & "global world", accelerated self-isolation, thus lack of financial & political support
- GEF is **not a sustainable model**: it relies on external funding, not on self-funding

- **Global PR**: we do not know how tell about our work & results beyond Russia
- **Global fundrising**: we were mostly unsuccessful in attracting non-Russian sources of funding
- **Online community cultivation**: intensity of communication in our online communities was very low, and we did not concentrate on increasing digital footprint of the project
- **Leveraging** Advisory Board and power of GEF community – we haven't done enough

APPENDIX 2:
Some Insights from
Moscow Meeting

Principles that help make our actions alive

- Metaphor of "giving birth to a new world": being the mid-wife, the birth process, and the new-born, all at the same time

Hence:
- We are the ones we have been waiting for
- Future need to be not just studied but practiced: being the future in our daily life
- Understand the risk of possible negative consequences (someone using our methods & tools for the wrong ends) but take the risk anyway!

Guide ourselves by life-embracing values:
- Life-conducing way of going through collective effort
- Gauge ourselves and partners – does our action contribute to the Wisdom Based & Thrivable Society?
- Act from the perspective of unity and connectedness.
- Disentage from old practices & re-entagle our own new practices that are self-propagating, doable, and heterogeneous
- Keep the magic going: magnetic personality, delicious & delightful practice & experience that keeps us alive

Challenges envisaged

Concept-wise:
- How will the society of self-guided learners look like, how will it operate? Will it imply radical freedom and self-discipline? Lack of historical examples (mostly monocultural ones): sustainable model within heterogeneous cultures may become a challenge

Practice-wise:
- What is the trigger community (our tribe) that is sufficient to ignite the change?
- How do we adjust and scale solutions given local social realities?
- How do we work on weaknesses of social projects, including:
    - Funding / revenue
    - Online presence
    - Leveraging networks