From Global Education Futures initiative towards Protopia Labs movement: collectively developing global educational ecosystem
PART 1: GLOBAL EDUCATION FUTURES VISION
Global Education Futures: project essence

2008-2010
Grass-root vision building with Russian educational innovators

2011-2014
National foresights (Ca. 10,000 participants)
Supported by key stakeholders (Agency of Strategic Initiatives, Skolkovo, Ministry of Education et al.)

2014-2016
Education 2035 vision: more than 500 experts from 50 countries in sessions in Moscow, Kazan, Silicon Valley, Berlin, Sao Paulo, Johannesburg, Buenos Aires, New Delhi and others

How to make vision work?
How to take into account the global agenda & global challenges?

Global Education Futures - is a view from the frontier + collective future image building with the participation of real leaders of global education (= intellectual leadership + projects of international scale)
The client for this project are we ourselves
Some of more than 500 leaders that committed their time to our sessions...

Valerie Hannon,
Director, Innovation Unit
Leading UK agency for social & educational innovation. Coordinator of GELP, largest ed leadership training program involving 12 countries

Dirk Van Damme,
Director, CERI OECD
OECD division responsible for research & support of educational innovations in OECD. Coordinators of PISA exam and OECD education foresights

Alexander Laszlo,
Chairman, ISSS Board of Trustees
Leading professional community of system thinkers that address global social, technological & environmental challenges

Simon Bartley,
President, World Skills International
Leading global organization promoting skills development & blue collar jobs through competitions, standardization & dialogue with business

Claudio Naranjo,
Founder, SAT Institute
World famous Gestalt psychologist and founder of psychedelic psychotherapy, originator of holistic education system

Ji Oh Song,
Executive Vice-President, Samsung Electronics
Samsung Electronics strategic development and Samsung Skills Institute coordination

Dilip Chenoy,
Managing Director, NSDC
Indian state corporation responsible for skill training of 150+ Mil Indians for 20 growing industries up till 2025

Kelvin Liu,
CEO, XuetangX
Chinese leading online platform for university level learning
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’

- **Early industrialized nations**, ca. 40% of the world’s population (Africa, Latin America, Central Asia)
- **Industrialized nations**, ca. 45% of the world’s population (China, India, the Arab World, SEA)
- **Developed nations**, ca. 15% of the world’s population (OECD countries)

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)
Discussing the future education as a searching a path to Protopia

**Idealistic (and at times overly optimistic) future scenario:** solutions that knowingly cannot be implemented. Even though this scenario can inspire, the inability to realize it brings frustration.

**Protopia**

- **Utopia**
  - «Realistically-optimistic scenario», based on creating a realistic image of the future and solutions that change the current situation and which can be realized now or in the nearest future

- **Dystopia (anti-utopia)**
  - Reactive (and often fatal) scenario of future based on the description of possible hazardous and undesirable events that should be avoided or bypassed. This scenario doesn't include concepts on which elements of the future are plausible

**Present**

- **Миопия**
  - «Prolonged present»: scenario that is devoid of imagination and based on preserving and insignificant improvements of existing ways of life and action
How should we think about future education?

What will the world be like in 20 years?

What skills should we have to live in it?

What should we teach adults and children so that they would be able to do it?

How should it be taught to them?
Global trends forming the new world

- **Automation of manufacturing and intellectual work**
  - «Digital Athens»: people migrate to spheres of art and human-centered services, while robots do routine work
  - «Net centric society»: protocols of net interaction spread in business, social and personal lives
  - «Thrivability Civilization» based on “greening”а + ecosystems thinking and action
  - Lifeelong education Venture economy (everyone becomes an entrepreneur)

- **Digitalization and ICT penetration**

- **“Greening” of production and cities**

- **Accelerating change and growth of complexity**

- **Change in value system**: from money and status to trust, love and authenticity

- **Change of management systems**: from hierarchies based on autocracy and oligarchy (“tyranny of minority”) to decentralized models of management based on deep democracy principles
Future competencies: key types of literacy, basic skills and meta-competencies of the 21st century

• Cooperation/ collaboration
• Creativity
• Thinking: critical, systemic, entrepreneurial, co-creating
• IT-skills: everything is programmable, everyone programs!
• Working in interdisciplinary environments
• Entrepreneurial competence: willingness to risk and take responsibility (living in uncertainty)

• Ability to maintain physical / psychological / social health (basis for preventive medicine)
• Media literacy and information hygiene
• Worldview of a responsible inhabitant of a global world: knowledge about the world and principles of society’s operating, caring about the environment, economic literacy, etc.

• Concentration and attention management
• Empathy and emotional intelligence
• Flexibility and adaptability
• The ability to unlearn / relearn throughout life
‘New’ education rises within and outside traditional education system in response to growing demand from transforming societies.

Increasing complexity of socio-technical systems (incl. VUCA* environments) redefines demand for new skills & knowledge.

Education spills out of traditional institutions and leads to the rise of ‘new’ (network-based) education.

Low flexibility of existing institutions
Lack of epistemology required to cope with 21st century challenges.

Source: GEF analysis

* VUCA = volatility, uncertainty, complexity, and ambiguity
Emergence of Global Educational Ecosystem

Continuous globalization:
- Recognition of global risks: existential, environmental, economical & political
- Globalization of economic, political & cultural life
- Emerging systems of supra-national governance
- Growing share of global content in media & daily life

Rise of global educational ecosystem:
- (primarily) Global online learning platforms
- Global social movements
- Global technological corporations
- Leading world universities

Gradually declining role of national educational governance

Source: GEF analysis (based on GEF Advisory Board meeting, October 2014)
Key shift – transition to life-long learning

Key changes:

• Impossible to prepare for life in growing uncertainty
• (Therefore) education should happen not in the beginning of life but during its whole duration and it should include all spheres of life
• Education – is not solely professional training and must include all the spheres of life
• Education taking into account the growing life expectancy ("the third age")
• If education lasts a lifetime, only the students can determine the direction of their growth, so it is critical to “learn to learn”
• The quality of learning process and related experiences (joy, love, trust, acceptance) need to be once more placed into the heart of education

Source: Global Education Futures session results
On the verge of great change: long-life human-centered education

**GLOBALLY ORIENTED**

Global learning platforms: best of the available knowledge & skills, global content (‘billion student universities’)

**PERSONALIZATION & TECHNOLOGY**

Ed tech tools that help create personalized trajectories in learning, career, well-being etc.

**COLLABORATION FACE TO FACE**

Communities of practice that provide peer support / guidance

**SELF-GUIDED LEARNERS:**

natural lifelong learning everywhere all the time

**SKILLS OF THE FUTURE IN CURRICULUM**

Local learning ecosystems: existing (schools / colleges / universities) + new formats for learning during the whole life

**ACCOUNTING FOR LOCAL CONTEXT**

Source: Global Education Futures session results
Age of global online learning platforms

• **They will be big**: EdX ambition is 1 BN students by 2020. Some of them will be built by existing players (Facebook & LinkedIn among likely candidates)

• **New environments / interfaces**:
  • Mobile 24/7 (now)
  • This is not YouTube! (age of AR & AI-assisted scenario building in 10 years)
  • Integration with online gaming (WoW), urban behavior etc.

• **Digital pedagogy**:
  • Enabling personalized learning for everyone
  • Wearables to fine-tune for the state of body & mind

• **Adaptable**: building your own set of competencies for life

• **Global problem-solvers**: platforms for activism
Education becoming key process in city life

- **Lifelong learning** happens in different urban spaces (not only in schools & universities): civic centers, fitness clubs, parks, city tours, ...

- **Communities** (united by territory, profession, hobby, style of life, ...) **become venues of learning** around shared interests & real-life problems (e.g. food, from growing to cooking & sharing, or environmental protection)

- **Instant formats** that use public spaces: ‘Starbucks Agoras’, spontaneous public art to connect people, ...

- **Families connection**, family re-integration, community health, peacemaking / mediation

- **City navigators** that connect people to learning opportunities

- **Augmented reality** will be able to convert any space into learning space
Design of learning environments & skills of teachers

**Learning environments & pedagogy principles**

• Transition from competitive to collaborative learning processes
• Focus on self-development & self-guidance, collaborative design of learning process & content to be explored
• Personalized learning trajectory that combines
  • Learning in virtual environments (online courses, virtual reality lectures, social & AR simulators etc.)
  • Practice-based learning in real-life settings
  • Peer-based learning (face-to-face & online) with mentors & community
• Learning built around real-life problems & challenges rather than subjects
• Environment for physical exercises & interaction, emotional / artistic interaction etc.

**Required skills of teachers**

• Flexibility, openness, readiness to receive (and create) new
• Blended pedagogy
• Collaborative & connected pedagogy, including peer-type instruction (collaborative exploration rather than ‘schooling’)  
• Gamification of learning:
  • game-design
  • game-based teaching
  • in-game acting (teacher as NPC)
• Mentorship & coaching (based on learner’s own goals)
• Entrepreneurship
• Research-driven pedagogy
• Project-based pedagogy
• ‘Holistic’ teaching that recognizes various needs of learner’s mind & body
• ‘Skills archive’: practice of storying disappearing skills and retrieving them when necessary
GEF Vision – we call to investigate and join action!

Future Education
Map 2035

«Future Education:
Global Agenda»
Report

GEF Infographics

Interactive map: map.edu2035.org
GEF materials: www.edu2035.org
«Voice of Youth»: include the users into educational system development

«When it comes to the design of social and societal systems of all kinds, it is the users, the people in the system who are the experts. Nobody has the right to design social systems for someone else. It is unethical to do so.»

Bela Banathy- «Designing Social Systems in a Changing World»

One of the lines of work in Global Education Futures is the involvement of young learners (age 9 to 16) into the redesign and active change of education system in their own interest. Pilot sessions of the Voice of Youth project were held in Russia, Argentina and the US (California). In 2016-17, the project will continue with session to be held in ca. 20 countries of the world.
Voice of Youth: they want more than we offer

Position regarding schools

- School are necessary, but they should be first of all a “meeting place” for action-based learning together with peers and adult experts
- Education should be fun (interactive and gamified) and useful (practice-oriented)
- Assessment / evaluation is required, but primarily as a feedback. “The culture of mistake”: it is OK to make mistakes, as we learn through this
- Technologies should be omni-present, but they should not replace teachers and learning partners, as they are a complementary tool
- Main problem of education is “teachers’ pessimism”, their lack of faith in the future and their feeling of helplessness that they transfer to children!
- School should teach us how to live, not how to pass exams!

Another world is coming: the dreams & suggestions from children

- They are ready to become participants and leaders of change
- They want borderless global world without wars, supported by multi-cultural literacy & peacemaking
- They think “greening” is their main task: learn how to feel the nature, reconnect with it, and stop harming it
- We should cease animal abuse and learn how to be kind to people
- Technology frees people from routine and allows them to communicate and create, and brings parents back home (need for family reintegration)
- Their main concern: “adults won’t let us do anything"
PROTOPIA LABS MOVEMENT
AND THE FIRST FUTURISER PROJECT-CAMP
Meeting that launched the movement: Moscow, Prague, Boulder (spring-summer 2016)

Attended the meetings

Could not attend, but claimed their interest in partnership

+ several Russian and European private / NGO initiatives
Main principles of Protopia Labs Movement

• **Practice future now.**
  Be a player, not an observer. Contribute to the change & transformation starting from yourself and your project.

• **Create a path towards “Thrivability Society” or “Society based on Collective Wisdom” (Protopia)**
  Society 2.0. - paradigm shift, “post-Singularity” state of a global civilization. Collective “future thinking” shaping Protopia. Protopia Labs as agents performing this shift. Education focused on holistic human development: as a person, as member of a society, and as a participant of a new global civilization.

• **Curate emergence of the global educational ecosystem.**
  Eco-system of communities: global, thriving, grass-root. Partnership of living / sustainable systems opening many opportunities for joint collective action. Creating “net of networks”, combining various types of educational experiments and social accelerators
Community of Protopia Labs

We are becoming a community of Labs that (1) experiment with practices of new education, (2) create their vision of future education and progress towards its implementation, (3) grow their network through new “transformational leaders” that can create elements of new education, and (4) help scale up promising projects. The Community serves as a vehicle for exchange of best practices and a convention to maintain the coherence of visions.

Ecosystem Gardener (EG)
Identifies capable “transformational leaders” and clears obstacles in their way

Teams leading systemic innovation in their region / territory

Scaling up of promising projects through
- Franchise
- Viral
- Social movement
- ...
Coordinated movement, individual routes

• Labs are like “ships” in the open sea, each one chooses its own path and their way of “staying afloat”

• As a “fleet”, these “ships” move towards the same goal using a shared map

• Some “ships” form “squadrons” and move together by developing joint international projects
Futuriser-1 Camp
Pyla, Cyprus, 31.08-6.09.2016

65 participants
10 countries
7 days
8 projects
What is Futuriser? Key elements of design

**Overall frame:** within the Futuriser, we here and now create a *prototype* (a living model) of education and life in general *in the future*

- **Laboratory** with a chosen research topic, assumed hypotheses and experiments
- **Incubator** that launches projects of international cooperation in education
- **Educational format** built on interactive learning of new applied practices (doing, not talking)
- **Space for synchronizing rhythms of external and inner lives of participants**
Main Protopia Labs project directions after Futuriser 1

Experiments on transformation of education

- **Futurising University**: creating "laboratories of university transformation", pilots in Russia, Holland, Cyprus, USA, Argentina
- **Futurising City**: model of urban transformation via creating hubs of urban education, pilots in the Netherlands, Latvia, Russia
- **Educational ecosystems integration platform**: pilots in Russia (on the basis of "Metaversity") and EU

New educational programs

- **Course on methodologies of thinking**: online / offline training course on different ways of thinking for leaders-practitioners
- **Course on interactive teaching methods**: online / offline training course for teachers on different types of interactive education
- **"Education for Thrivability“**: training program for business and political leaders, that restores their connection with themselves, with local communities and with nature

Research projects in the interest of the community

- **InfoSpace**: creating a global "live" online map of "new education leaders", with the descriptions of their teams, methodologies, current projects
- **Voice of Youth**: discussing the models of future education with children aged 9-16 years in 20 countries of the world (a network of "Protopia Labs" + partners)
Upcoming events (until the end of 2016)

2-4 November 2016
New Delhi, India
FICCI conference on the future of higher education
Workshop and the game on future of education (based on the vision of the GEF / Protopia Labs)

6-7 November 2016
Beijing, China
Global Change Alliance Workshop
Gathering of ecosystem creation leaders based on the model of the Whole Child for the Whole World – Alliance uses GEF vision and involves Protopia Labs participants

8-14 December 2016
Riga, Latvia
Futuriser 2: "Young leaders changing the city"
(local organizers: Young Folks)
What more?

- Discussions about the future of education
- "City lectures," dialogues on the future of the city, "skill fairs" and other urban formats
- “Youth of Voice” formats
- "Teachers' clubs"

Starter Kit – a pack for beginners

Futuriser -3, 4, ...

Creating a global infrastructure of the movement

Education for Thrivability – Arizona, end of winter 2017
- Integrated tech platforms for educational systems – Moscow, end of summer 2017

- Hubs in Europe, Latin America, China and other
- PR / SMM
- Fundraising / social entrepreneurs

See http://www.protopialabs.org/