

A Time of Transition: Education for a Flourishing World

Discussion document. How we can develop and advance education systems that optimize human development within the context of inclusive lifelong learning societies and a sustainable world.



An evaluation of global education reports and innovations and what they are telling us about the growing call for change. Wendy Ellyatt, Nov 2020

Why this matters

The choices that we now make about education will effectively determine the kind of societies that we wish to live in.

Outside of families and communities, education systems are the key influencers in how we learn to think about ourselves, others and the natural world. They inform us about what our cultures most value and significantly shape our subsequent motivations and behaviours. They profoundly shape our sense of personal agency, worth and wellbeing and either promote or inhibit what we feel is possible in terms of personal aspiration.

The COVID pandemic has now accelerated global concerns that the education systems that have dominated the past are no longer fit for purpose in a rapidly changing world, and that business and public-sector leaders must think beyond 'business-as-usual' to, instead, 'build back better'. This is not to say that the old models have not brought considerable social and economic benefits to many countries, and have often shone a light on deeply ingrained inequities across systems, but more that the complexity of modern living, and what we now know about human learning and development, is demanding an appropriate global response.

Transitioning to new models of education has tremendous potential to optimise personal, societal and planetary wellbeing, to better prepare children for the rapidly changing future of work, to distribute opportunities for agency more equitably, so that young people are empowered to shape the future now, to enhance social mobility and to promote more participative, engaged and harmonious societies, which pay attention to wellbeing beyond individualistic success. In this way, schooling and education systems are now being understood as simply one element of the wider ecosystem of a lifelong journey, within which personal meaning and ongoing growth is acknowledged as essential for human and planetary wellbeing. They are a crucial element in promoting our need to live regeneratively and in right relationship for a sustainable world.

What is the Vision?

1) Supporting the creation of an enabling coalition of partners and advocates around new thinking concerning the future of education within the context of 1) promoting global equality and social mobility 2) optimising human potential 3) promoting lifelong learning, 4) ensuring local resilience and adaptability 5) enabling thriving societies and 6) nurturing planetary regeneration and sustainability

- 2) Providing a participatory listening and research environment
 - 3) Providing core decision and policy makers with a) the economic and societal/social arguments for change b) evidence-based solutions and c) realistic and implementable concepts and change strategies
 - 4) Developing compassionate, systemic and regenerative solutions that not only empower young learners as agents of positive change, but that break down the barriers to understanding creativity, learning and growth as a lifelong human need and an emergent natural process.
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What are the most interesting patterns or themes that have been emerging?

1) The urgent need for change

The Impact of COVID as an accelerant for underlying trends and inequalities
Emergence and Futures Literacy
Addressing skills inequality and skills uncertainty
The changing nature of the workplace
The need for long-term, future-focused and collaborative policymaking
Education's role in shaping peaceful and equitable societies
Education's role in shaping the ethics and values of future cultures and communities
Education's role in defining the role and nature of successful leadership
Education's role in ensuring a peaceful and sustainable planet
Education's role in addressing the current disconnect between Self (Spiritual) Others (Social) and Nature (Ecological)
The benefits of collaboration over competition
Valuing teacher wellbeing and contribution
Teachers as collaborative learners/coaches

2) Ecological thinking

The need for education to be seen as part of a wider learning ecosystem
The need for long-term futures-thinking
The contribution of indigenous knowledge systems for a sustainable future
The need to nurture ecological/systems-thinking in children and young adults
The need to understand the interconnected and interdependent nature of families, schools, local communities, cultures, political and religious systems and nations
The need to create learning environments that better promote and nurture the inner life of both students and teachers.
The need to understand education's impact on ecological mindsets and behaviours
The role of leadership
The impact of teacher values and wellbeing
How education can better serve the needs of humanity and the planet
The need to understand the impact of both personal and collective trauma patterns
The need to acknowledge the primacy of the human spirit (evolutionary life force)

3) Learning as a generative lifelong process

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The economic imperative of prioritising positive early years development
The economic cost of repeating family trauma patterns and the role that education plays in addressing this
Lifelong access to learning and wellbeing resources
The value of Intergenerational learning and connections

4) Education for citizenship, human equity and peace

Respecting children and young people's human developmental rights (physical, emotional, mental and spiritual)
Honouring diversity of interests, intelligences and learning styles
The teacher's role in mirroring, modelling, shaping and influencing
The fostering of positive values and mindsets
The development of intuitive and empathic capacities
The impact and potential of the digital world
The impact of the media on young minds and hearts
The importance of inclusion and equity of opportunity
The importance of social mobility
Trust and responsibility
Global citizenship and participation
The cultivation of empathy and compassion

5) Education for human flourishing

The need to understand human wellbeing as the balanced integration of physical, emotional, mental and spiritual capacities
The importance of optimizing early human development
The importance of motor-skill development and physical movement to later learning
The importance of intrinsic motivation/personal agency
The primacy of mastery and self-discovery
Wellbeing as the balanced integration of physical, emotional, mental and spiritual needs
Flourishing as right relationship with self, others and the planet
The importance of connection with the natural world
The human need for love and belonging
Competence as a multidimensional capacity
Playfulness as essential for creativity and innovation
The importance of lived experiences/experiential learning
Resilience and adaptability
Problem-solving and critical-thinking
The value of failure
The need to balance knowledge and skills with attitudes and values
The importance of interpersonal and cognitive skills
Creativity and innovation
Broader and more balanced measures of both personal and collective success

6) Rapidly evolving educational innovation

We cannot solve the problems of the future with the thinking of the past
The impact of technology
Emergent solutions

Who is leading the current global conversation?

1) The urgent need for change

World Economic Forum <https://www.weforum.org/>
WISE Qatar Foundation <https://www.wise-qatar.org/>
Salzburg Global Seminar <https://www.salzburgglobal.org/>
Centre for Universal Education <https://www.brookings.edu/center/center-for-universal-education/>
SDG Academy <https://sdgacademy.org/>
UNESCO <https://en.unesco.org/themes/education>
OECD <http://www.oecd.org/education/>
Centre for the Economics of Human Development <https://cehd.uchicago.edu/>
World Bank <https://www.worldbank.org/en/topic/education>
New Pedagogies for Deep learning <https://www.npd.global/>
Reboot the Future <https://www.rebootthefuture.org/blog/education>
Royal Society of Arts (RSA) <https://www.thersa.org/discover/topics/education>
Global Education Futures <https://www.globaledufutures.org/>
Battle for Kids <https://www.battelleforkids.org/>
Future of School <https://www.futureof.school/>
Partnership for the Future of Learning <https://futureforlearning.org/>
Frameworks Institute <https://www.frameworksinstitute.org/>
Education Revolution <http://www.educationrevolution.org/store/>

2) Ecological thinking

Presencing Institute <https://www.presencing.org/>
Weaving Lab <https://weavinglab.org/>
Centre for Systems Awareness <https://www.systemsawareness.org/>
Education Development Trust <https://www.educationdevelopmenttrust.com/>
Joanna Macey <https://www.joannamacey.net/>
Living Economies Forum <https://davidkorten.org/>
Teach SDGs <http://www.teachsdgs.org/about.html>
Campaign against climate change <https://www.campaignccc.org>

3) Learning as a generative lifelong process

Human Early Learning Partnership <http://earlylearning.ubc.ca/>
Heckman Equation <https://heckmanequation.org/>
Zero to Three <https://www.zerotothree.org/>
Harvard Center for the Developing Child <https://developingchild.harvard.edu/>
Harvard Project Zero <http://www.pz.harvard.edu/>
Human Early Learning Partnership <http://earlylearning.ubc.ca/>
Legos Foundation <https://playlist.legofoundation.com/about/>
National Institute for Play <http://www.nifplay.org/>
Think Equal <https://thinkequal.org/>
Anna Freud Centre for Children and Families <https://www.annafreud.org/schools-and-colleges/>
Lifespan Research Foundation <https://www.lifespanresearch.org/>

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Global Education Futures <https://www.globaledufutures.org/>
Transformative Education Alliance <https://www.systems-souls-society.com/tea>
MIT Media Lab <https://www.media.mit.edu/>
High Quality Project Based Learning <https://hqpl.org/>
Nurture Development <https://www.nurturedevelopment.org/>

4) Education for human flourishing

Flourish Project www.flourishproject.net
Perspectiva <https://www.systems-souls-society.com/>
Centre for Healthy Minds <https://centerhealthyminds.org/>
Children and Nature Network <https://www.childrenandnature.org/>
Positive Psychology <https://positivepsychology.com/>
Barrett Academy for the Advancement of Human Values <https://www.barrettacademy.com/>
Human Values Foundation <https://humanvaluesfoundation.com/>
The IVET Foundation <https://ivetfoundation.com>
Values-based Education (VbE) <https://valuesbasededucation.com>
IFS Institute <https://ifs-institute.com/>
Wellbeing and Resilience Centre <https://www.wellbeingandresilience.com/>
Cress Lab, University of Sussex, UK <http://www.sussex.ac.uk/psychology/cress/>
Royal Society of Arts (RSA) <https://www.thersa.org/>
Cultural Learning Alliance <https://culturallearningalliance.org.uk/>
Creativity Culture Education www.creativitycultureeducation.org
Aurora Institute <https://aurora-institute.org>
Alliance for Childhood <https://allianceforchildhood.org.uk/>
NAFSCE <https://nafsce.org/>

5) Education for citizenship, human equity and peace

GHFP Research Institute <https://ghfp.org/>
Populace <https://populace.org/>
Foundation for Young Australians <https://www.fya.org.au/>
Institute for Economics and Peace <https://economicsandpeace.org/>
Ubiquity University <https://www.ubiquityuniversity.org/>
WholeworldView <https://www.wholeworld-view.org/>
Humanity Rising <https://humanityrising.solutions/>
Stanford Centre for Compassion <http://ccare.stanford.edu/>
Dalai Lama Centre for Peace in Education <http://dlccoxford.org/>
Roots of Empathy <http://roeresource.org/>
National Council for Spirituality in Education <https://spiritualityineducation.org/>
Collaboration for Spirituality in Education <https://spiritualityineducation.org/>
SIE Alliance UK www.sieallianceuk.org
Heartmindonline.org <https://heartmindonline.org/>
Compassionate Systems Framework <https://jwel.mit.edu/assets/document/introduction-compassionate-systems-framework-schools>
International Association for Children's Spirituality <https://www.childrenspirituality.org/>
Civicus <https://www.civicus.org/index.php/what-we-do/strengthen/civicus-youth>
Expeditionary Learning <https://eleducation.org/>
Ziin Education Project <https://www.zinnedproject.org/>
SEE Learning <https://seelearning.emory.edu/node/5>

DQ Institute <https://www.dqinstitute.org/>
Mindful Schools <https://www.mindfulschools.org/>
Loving Classrooms <http://lovingclassroom.com/>
We.org www.we.org/en-GB/our-work/we-schools/
Communities for Just Schools Fund <https://www.cjsfund.org/>
Remake Learning <https://remakelearning.org>

6) Educational Innovation

Pearson Future of Education <https://www.pearson.com/news-and-research/the-future-of-education.html>
Hundred2020 <https://hundred.org/en/collections/hundred-2020>
Phenomenon Based Learning <http://www.phenomenaleducation.info/phenomenon-based-learning.html>
Ashoka Changemaker Schools <https://www.ashoka.org/en-gb/programme/ashoka-changemaker-schoolsh>
Abdul Latif Jameel World Education Lab (J-WEL) <https://jwel.mit.edu>
Ekstep Foundation <https://ekstep.org/>
Results for Development <https://r4d.org/education/>
League of Innovative Schools <https://digitalpromise.org/initiative/league-of-innovative-schools/>
CAST <http://www.cast.org/>
Connected Learning Alliance <https://clalliance.org/>
Alliance for Self-Directed Learning <https://www.self-directed.org/>
Center for Education Innovations <https://www.educationinnovations.org/>
EdSurge <https://www.edsurge.com/>
Innovation Unit <https://www.innovationunit.org/>
OECD's Innovative Learning Environments project
<http://www.oecd.org/education/cei/innovativelearningenvironments.htm>
Graduate XXI <https://www.iadb.org/en/news/news-releases/2012-12-10/graduate-xxi-an-initiative-to-prevent-dropout%2C10259.html>
InnoEdu <http://innoveedu.org/en>
Getting Smart <https://www.gettingsmart.com/>
UNICEF Innovation Fund <https://www.unicef.org/innovation/topics/education>
Harvard's Global Education Innovations Initiative <https://gloaled.gse.harvard.edu/>
Teach for All's Alumni Incubator <https://teachforall.org/news/teach-all-cocreator-launch-accelerator-alumni-initiatives>
The mEducation Alliance <https://www.meducationalliance.org/>
All Children Reading: Grand Challenge for Development <https://allchildrenreading.org/>
Development Innovation Ventures <https://www.usaid.gov/div>
Humanitarian Education Accelerator <https://hea.globalinnovationexchange.org/>
Global Innovation Fund <https://www.globalinnovation.fund/>
Altitude learning <https://www.altitudelearning.com/>
Wildflower Schools <https://wildflowerschools.org/>
Steam Studio <https://www.steamstudio.org/>
Centre for Educational Innovation <https://www.educationinnovations.org/>
Agora Interactive Engagement Platform <https://www.agora.io/en/education/>
SAMR Model <https://www.schoolology.com/blog/samr-model-practical-guide-edtech-integration>
Mindtap <https://www.cengage.com/mindtap/>
Open Learning Initiative <https://oli.cmu.edu/>

Fun da Labz <https://www.educationinnovations.org/page/funda-labz>

Ecole 42 <https://www.42.fr>

Clayton Christensen Institute <https://www.christenseninstitute.org/k-12-education>

Who are the leading thinkers in the field?

Andreas Schleicher – OECD, Director for the Directorate of Education and Skills

<http://www.oecd.org/education/andreas-schleicher.htm> (1,2,3,4,5,6)

James Heckman – Founder Heckman Equation <https://heckmanequation.org/about-professor-heckman/> (3,4,5)

Jack Shonkoff – Director, Harvard Centre for the Developing Child

<https://developingchild.harvard.edu/people/jack-shonkoff/> (3,4,5)

Bessel Van der kolk, Trauma Patterns <https://www.besselvanderkolk.com/> (3,4,5)

Kathy Hirsh-Pasek – Director, Infant Language Laboratory <https://kathyhirshpasek.com/> (1,2,3,4,5,6)

Roberto Golinkoff – Psychology and Brain Sciences <https://roberta-golinkoff.com/> (1,2,3,4,5,6)

Wendy Ellyatt, Founder, Flourish Project www.wendyellyatt.com (1,2,3,4,5,6)

Richard Louv, Founder, Children and Nature Network <http://richardlouv.com/> (3,4,5)

Matthias Urban, Director, Early Childhood Research Centre (ECRC), Dublin University

<https://bit.ly/3hz4N87> (3,4,5)

Peter Moss, Emeritus Professor, Early Childhood Provision, UCL Institute of Education <http://sppa-uk.org/speakers/prof-peter-moss/>

Rebecca Winthrop – Co-Director, Center for Universal Education , Brookings Institute (1,2,3,4,5,6)

<https://www.brookings.edu/experts/rebecca-winthrop/>

Kim Polman, Co-Founder, Reboot the Future <https://www.rebootthefuture.org/our-people>

Scherto Gill, Senior Fellow, GHFP Peace Research Institute, <https://ghfp.org/>

David Lorimer, Founding Member, International Futures Forum

<https://www.internationalfuturesforum.com/>

Jude Currivan, Founder, Wholeworld View <https://www.wholeworld-view.org/>

Bo Stjerne Thomsen, Chair of Learning through Play, LEGO Foundation

https://www.legofoundation.com/media/1804/biography_bo-stjerne-thomsen.pdf (1,2,3,4,5,6)

Husein Abdul-Hamid, Education Specialist, Worldbank <https://blogs.worldbank.org/team/husein-abdul-hamid>

Sugata Mitra, <https://www.ncl.ac.uk/solecentral/people/profile/sugatamitra.html#background> (1,2,3,4,5,6)

Michael Fullan, Global Leadership Director, *New Pedagogies for Deep Learning* (1,2,3,4,5)

Daniel Christian Wahl – Founder, Regenerative Cultures

<https://medium.com/@designforsustainability> (1,2,4)

Ross Hall, Co-Founder, Weaving Lab <https://www.wise-qatar.org/biography/ross-hall/>

(1,2,3,4,5,6)

Richard Hames - Futurist <http://www.richardhames.com/> (1,2,3,4,5,6)

Richard Layard – Wellbeing Programme Co-Director, Centre for Economic Performance

<http://cep.lse.ac.uk/new/staff/person.asp?id=970> (3,4,5,6)

Anthony Seldon – Vice Chancellor, University of Buckingham, Co-Founder, Action for Happiness

<http://www.anthonyseldon.co.uk/> (3,4,5,6)

Neil Hawkes – Values Based Education <https://neilhawkes.org/> (1,2,3,4,5)

Richard Schwartz, Internal Family Systems <https://ifs-institute.com/> (3,4,5)

Peter Senge – Systems Thinking/ Compassionate Education

<https://executive.mit.edu/faculty/profile/peter-senge> (1,2,3,4)

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Barbara Holzapfel – General manager Microsoft Education <https://educationblog.microsoft.com/en-us/editors/barbara-holzapfel/> (1,2,3,4,5,6)

Carol Dweck – Growth Mindsets <https://www.mindsetnetworks.com/science/> (3,4)

Otto Scharmer – Systems Thinking, Founder, Presencing Institute <https://www.ottoscharmer.com/> (1,2,3,4,5,6)

Valerie Hannon – Innovation Unit <https://www.innovationunit.org/people/valeriehannon/> (1,2,3,4,5,6)

Tom Beresford - Innovation Unit <https://www.innovationunit.org/people/tomberesford/> (1,2,3,4,5,6)

Thomas Hubl – Intergenerational Trauma <https://thomashuebl.com/> (2,3,4,5)

Jim Garrison – Founder, Ubiquity University <https://www.ubiquityuniversity.org/> (1,2,3,4,5,6)

David Geffen – Founder, Loving Classrooms <http://lovingclassroom.com/> (3,4,5,6)

Lisa Miller – Founder, Children’s Spirituality <https://www.lisamillerphd.com/> (3,4,5,6)

Leslee Udwin – Founder, Think Equal <https://thinkequal.org/who-we-are/> (3,4,5,6)

Zan Stein – Co-Founder, Perspectiva – Transformative Education Alliance <https://www.systems-souls-society.com/tea> (1,2,3,4,5)

Tomas Björkman, co-Founder Perspectiva/Growing Minds <http://www.tomas-bjorkman.com/> (1,2,3,4,5)

Jonathan Rowson – RSA Schools with Soul/ Bildung Collective <https://www.thersa.org/about-us/staff/profiles/jonathan-rowson> (1,2,3,4,5,6)

Richard Barrett – Barrett Academy for the Advancement of Human Values (1,2,3,4,5,) <https://www.barrettacademy.com/>

Martin Seligman – Positive Psychology <https://ppc.sas.upenn.edu/people/martin-ep-seligman> (3,4,5,6)

Peter Senge – Compassionate Systems Framework for Schools (1,2,3,4,5,6) <https://www.systemsawareness.org/wp-content/uploads/2019/06/Intro-CompassionateSystemsFramework-March-2019.pdf>

Robert J. Waldinger, M.D. [Lifespan Research Foundation](#) (3)

Daisy Christodoulou - <https://daisychristodoulou.com/> (1,2,3,4,5,6)

David Ross <https://www.gettingsmart.com/author/david-ross/> (1,2,3,4,5,)

Alex Beard <https://www.alexbeard.org/> (3,4,5,6)

Richard Davidson [https://www.richardj davidson.com/\(3,4,5\)](https://www.richardj davidson.com/(3,4,5))

Daniel Goleman <http://www.danielgoleman.info/> (3,4,5)

Mark Greenberg <https://hhd.psu.edu/contact/mark-greenberg> (3,4,5)

Joanna Macey <https://www.joannamacey.net/main> (1,2,3,4,5,6)

David Korten <https://davidkorten.org/> (1,2,3,4,5)

Gregory Cajete, Indigenous Education <https://eric.ed.gov/?id=ED375993> (2,3,4,5)

Shankar Maruwada <https://ekstep.org/> (1,2,3,4,5,6)

David Geffin – Founder Loving Classrooms <http://lovingclassroom.com/> (4)

Tony Euade – Children’s Spirituality <https://www.childrenspirituality.org/support/tony-eaude/>(3,4,5)

Rebecca Nye – Children’s Spirituality <https://rebeccanye.wordpress.com/> (3,4,5)

Anne-Marie Voorhoeve - Founder, The Hague Center <http://www.thehaguecenter.org/people/> (1,2,3,4,5,6)

Christopher Clouder – Children’s Creativity, Steiner Waldorf <https://www.christopherclouder.com/> (3,4,5)

Barbara Isaacs – Montessori Global Ambassador <https://www.montessori.org.uk/about-us/staff-team/barbara-isaacs> (3,4,5)

Sue Palmer – Early Childhood, Children’s Literacy <https://www.suepalmer.co.uk/>

Suzanne Zeedyk – Human Connection <http://www.suzannezeedyk.com/> (3,4,5)

Todd Rose <https://populace.org/> (1,2,3,4,5)

Ron Berger - <https://www.edutopia.org/profile/ron-berger> (1,2,3,4,5)

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Tom Vander Ark, CEO, Getting Smart, The Power of Place

<https://www.gettingsmart.com/powerofplace/> (3,4,5)

David Perkins, Principal Investigator, Project Zero <http://www.pz.harvard.edu/who-we-are/people/david-perkins> (1,2,3,4,5,6)

Mike Soskill, teacher and author of Flip the System <https://www.michaelsoskil.com/> (1,2,3,4,5,6)

Dominic Regester – Program Director, Salzburg Global Seminar

<https://www.salzburgglobal.org/people.html?userID=33260&viewType=2> (1,2,3,4,5,6)

Aaron Eden, Brightworks School <https://www.wise-qatar.org/biography/aaron-eden/> (3,4,5,6)

Pavel Lucksha, Co-Founder, Global Education Futures

<https://www.globaledufutures.org/#collaborators> (1,2,3,4,5,6)

Alexander Laszlo – Co-Founder, Global Education Futures

<https://www.globaledufutures.org/#collaborators> (1,2,3,4,5,6)

Georgette Yakman, Founder, STEAM Education <https://steamedu.com/> (1,2,3,4,6)

Andy Hargreaves <http://www.andyhargreaves.com/> (1,2,3,4,5,6)

Cath Prisk, Founder, Outdoor People <https://outdoorpeople.org.uk/> (3,4,5)

Tim Gill, Founder, Rethinking Childhood <https://rethinkingchildhood.com> (3,4,5)

Cormac Russell, Managing Director, Nurture Development <https://www.nurturedevelopment.org/> (2,4)

Neil Lawson, Director, Compass <https://eric.ed.gov/?id=ED375993> (1,3,4,5)

John Fallon, CEO, Pearson <https://www.pearson.com/about-us/pearson-leadership.html> (1,2,3,4,5,6,7)

Jing Lin, Professor of Education, University of Maryland <https://education.umd.edu/directory/jing-lin> (4,5)

Nicolas Sadirac, Co-Founder – Ecole 42 <https://www.42.fr> (3,4,5, 6)

Julia Freeland Fisher, Director, Education Clayton Christensen Institute

<https://www.christenseninstitute.org/k-12-education> (3,4,5,6)

Greg Behr, Founder, Remake Learning <https://remakelearning.org> (3,4,5,6)

Lasse Leponiemi Executive Director and Co-Founder, HundrED <https://hundred.org> (3,4,5,6)

What would a 2030 future society be asking us to do?

- To acknowledge the urgent need for change
- To prioritise the optimization of human potential
- To redefine the purpose of education and what we understand by personal success
- To lift education above party political influences and agendas
- To think systemically and to identify and network the key players
- To not be constrained by the thinking patterns of the past
- To respond locally, but within the context of a globally connected community
- To act courageously and to incorporate emergent solutions
- To think about the wellbeing of future generations now, and not just in the future

What are the current proposed solutions?

What are the leading ideas, models, strategies and/or solutions currently put forth to achieve the wellbeing economy vision related to this topic?

Ecosystems: Contextualising purpose according to the wellbeing status and needs of the local community. Local communities of practice that bring together educators, entrepreneurs, funders, researchers, and other community stakeholders (families, local government, non-profits) to support innovative teaching and learning in their region. Designing, launching, iterating on, and disseminating breakthrough learning practices and tools. Recognising education's crucial role in optimising personal, social and planetary wellbeing.

The Economic Imperative of Equity and Social Mobility: Minimising intergenerational disadvantage. Education as the great equaliser. Prioritising the economic importance of positive early human development. Supporting, involving and informing parents. Resilience and trauma-informed practice. Responding to the latest developmental and learning sciences research. Nurturing and promoting unique potential and the development of diverse, innovative, and engaged abilities and talent.

Rights and Citizenship: Children acknowledged as young citizens that have the developmental human right to optimise their individual wellbeing, potential and contribution. Children as active agents in their own lives and participative constructors of their own environments. Children's right to be actively embedded in local communities beyond the confines of traditional school buildings and institutions. Children's participation as a potent political and environmental force. Every child should be able to find a route to a meaningful role in his or her community and to discover both the rights and the responsibilities for participating with others in the ongoing development of that community. A global perspective. Commitment to human equity and well-being through empathy and compassion for diverse values and world views. Genuine interest in human and environmental sustainability. Solving ambiguous and complex problems in the real world to benefit citizens. Having a voice.

Attitudes and Values: Nurturing and promoting positive wellbeing and the development of intrapersonal skills and mindsets. Supporting parents. Minimising the repetition of family trauma patterns. Optimising early development. Learning tools that support the cultivation of awareness, connection, creativity, sociability, empathy, generosity, adaptability and resilience. Values-based learning that cultivates a sense of personal meaning and purpose. The promotion of social, emotional and ethical learning. Positive and proactive attitude towards learning. Grit, tenacity, perseverance, and resilience.

Pedagogical Practices: Learning that reflects the needs, interests and abilities of all students. Learning opportunities that are authentic and based on real world issues. Learning intentions and success criteria that are clear and understood by all. A variety of assessment strategies and opportunities. Project-based learning, inquiry, curricular themes, teachers as facilitators/coaches and curriculum designers, interdisciplinary units, tech integration, integration of skills and knowledge, tutoring and student choice. Blending academic content with life experiences that cultivate the skills, mindsets and literacies needed for all students to be lifelong learners and positive contributors in the 21st century. Evaluating information and arguments. Making connections and identifying patterns. Meaningful knowledge construction. Experimenting, reflecting, and taking action on ideas in the real world.

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Teacher Wellbeing and Professional Development: Prioritising the status and training of early years practitioners. Unburdening teachers and releasing their creativity. Acknowledging the importance of teacher health and wellbeing.

Playfulness and Creativity: Hands-on, playful, and experiential learning. The importance of the Arts. Cultivating Self-expression. Nurturing Innovation. Cultivating meaningful and authentic learning experiences. Economic and social entrepreneurialism. Asking the right inquiry questions. Pursuing and expressing novel ideas and solutions. Leadership to turn ideas into action

Learning Methods: Student-directed or personalized, often using technology to accomplish that goal. Flipped or blended learning strategies. The importance of lived experience and authenticity. Leveraging digital learning. Collaboration and multi modal communication. Technology being used for more than automation or consumption. Technology use that meets individual needs, approaches and abilities of the learners. Use of Technology to leverage and accelerate deep learning. Technology enabling learning anytime, anywhere in modes that are aligned to individual and group needs. Technology being used to connect, share, promote and define new knowledge, processes, partnerships and innovations within and beyond the learning group

Grouping structures: Interpersonal and team-related skills. Social, emotional, and intercultural skills. Managing team dynamics and challenges. Learning spaces designed for student-centered, experiential learning, elimination of tracking, homogeneous and heterogeneous grouping, small-group instruction, block scheduling, looping, multi-age cohorts, flexible scheduling and reduced class and/or school size. Multidimensional spaces that offer flexibility for large- and small-group collaboration. Quiet places for reflection and cognition. Active areas for investigation, inquiry, communication, and documentation. Rich resources that are transparently accessible.

Governance: School-level leadership teams, student advisory teams and committees, appropriate autonomy, parental choice, budgetary control, teacher team meetings, parent teams, integration with social services at the community level, community audits and surveys and peer review. Clear strategies for students, teachers and families to work in partnerships. Learning Partnerships that move beyond the school, addressing significant challenges. Student voice, agency and contribution as elements of the learning opportunity. Clear collaborative processes and measures to ensure all partners know and communicate success.

Assessment: The elimination of standardized tests. The adoption of portfolios, public presentations and multiple assessments. Learning targets and competencies which recognize students' voice, choice, path, pace, and place in the demonstration of learning. Data that supports, rather than inhibits, the optimisation of potential. Balancing attainment measures with those of wellbeing.

Where are there major points of agreement & agreed principles?

Many of the old systems are no longer fit for purpose

Significant innovations are already happening, at local and national level, and governments need to respond to this fact

Technology is fundamentally changing how we view learning systems

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The nature of the workplace is rapidly changing and we need flexible systems that optimise student contribution, responsiveness and adaptability

The role of teachers is rapidly changing to one of facilitation rather than instruction

The wellbeing of teachers is essential for the wellbeing of the system

Investing in early childhood is an economic imperative (in terms of both present and later costs to the system)

The need to close the attainment gap between the most and least disadvantaged children and young people

The need to address current levels of child mental health problems

Education systems are contextual, with the priorities country dependent

Assessment systems must better balance skills and competencies with attitudes and values

Education systems play a critical part in individual, social and planetary flourishing

Education systems must serve the needs of the future

Education systems are crucial for the creation of a more peaceful and compassionate world

What are outstanding debates or major points of disagreement?

The value of traditional versus emergent and student-centered models

The idea of learning taking place outside of traditional buildings and institutions

The need to understand education systems as just one element of the life-long learning journey

The threat of increasing the power and personal agency of populations

The over-focus on the importance of literacy and numeracy

The need to revise and redefine previous methods of measuring progress

The need to redefine the nature of personal success

The influence of the digital world on human health and wellbeing

The threat posed by market-oriented approaches

The impact of educational change/disruption on the workforce/economy

The level of involvement of families and local communities

How can the proposed solutions be turned into action?

a. What can the innovators be doing to achieve the vision?

- Be more open and collaborative
- Be more rigorous about the collection of data
- Be more professional and transparent about the measuring of success/evaluating effectiveness
- More cohesively collect and share information about cost effectiveness
- More comprehensively seek ways to scale up activities
- Explore collaborations between governments, civil society and the private sector

b. What can governments be doing to achieve the vision?

- Embrace a systems mindset
- Support evolving paths to systems change
- Prepare for long-term engagement
- Be fully informed about the latest thinking and practices
- Protect evolving systems from political short-termism
- Invest in citizen wellbeing and participation
- Invest in innovation and future thinking
- Invest in optimizing early development

c. What can business be doing to achieve the vision?

- Prioritise Human Capital Metrics (WEF 2020)
- Adopt agile and continuous learning mindsets
- Understand the perspectives of all stakeholders (e.g. employees, shareholders, customers, suppliers, unions, healthcare providers, community) and engage them in decision-making
- Maintain awareness of the shifting needs and priorities of all stakeholders and the evolving state of competitive and innovative practices.
- Focus on the intersection of employee and company well-being
- Make decisions and take actions that consider medium-term needs and longer-term business objectives
- More clearly indicate and call for the skills and capacities that are needed for a 21st century world
- More actively partner and engage with communities and learning environments

d. What can civil society and other organizations be doing?

- Support global transition
- Connect up
- Stay informed about existing initiatives and help maximize the call for positive change
- Identify gaps and push for solutions
- Support parents in optimising learning environments
- Ensure that children have a voice

e. What can individuals be doing?

- Think about what we most needed as children
 - Ensure that we are fully informed as parents
 - Stay informed about existing initiatives
 - Create local support networks
 - Help maximize the call for change
-

What are the global barriers/obstacles?

Shifting global priorities

Different ideological visions for education

Lack of funding and investment vehicles

Lack of R&D capacity and capability, and infrastructure (including the learning infrastructure) to manage change effectively

Lack of desire for and motivation for change

War/conflict

Political short-termism

Siloed worldviews

Lack of agreement about what constitutes a 'good education'

Concern about the economic implications of change

Fear about population control

What are some relevant case studies?

Ashoka Changemaker Schools

<https://www.ashoka.org/en-gb/programme/ashoka-changemaker-schools>

Ashoka Changemaker Schools enable all students to become changemakers—young people who have the skills and confidence to change the world for the good of all.

Fabretto Children's Foundation <https://fabretto.org/>

We empower children and families living in poverty in Nicaragua through education.

Results for Development <https://r4d.org/education/>

Results for Development works with change agents in low- and middle-income countries to strengthen their education systems by providing analysis and connections, putting evidence into action and sharing what we learn with the global education community.

Can't Wait to Learn <https://www.warchildholland.org/projects/cwtl/>

Can't Wait to Learn is fast, effective and low-cost - and utilises custom gaming technology to deliver quality education. The evidence-based programme was developed by War Child and partners through years of testing and research.

Ekstep <https://ekstep.org/>

EkStep is a not-for-profit initiative to gather partners on a universal, collaborative platform to reimagine learning opportunities for every child.

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Go for Gold <https://goforgold.org.za/>

We give students from under-privileged communities the opportunity to enhance their education and transition through an internship year and onto tertiary education with guaranteed employment once they graduate. The organisation's four phase model creates skilled graduate professionals, who possess the self-belief to succeed.

Mindspark <https://mindspark.in/>

Mindspark is a computer-based, online self-learning tool that helps children improve their Maths skills. It allows each child to follow a learning path that is based on his or her needs.

Literacy4All <https://literacy4all.org/index.html>

In our model, play is FUNdamental. Play is not only a catalyst for learning, reducing stress and increasing concentration; through play, we are able to create an environment where the learner can achieve higher order thinking skills like communication, collaboration, critical thinking, and systems thinking.

Urban Thinkscape infused a bus stop with learning by adding puzzles to a bench and transforming the childhood favorite hopscotch game into an executive function activity.

Supermarket Speak transformed a daily trip to the supermarket into a learning opportunity by adding simple signage (e.g., "Where does milk come from?") to promote caregiver-child conversations.

Parkopolis enriched a public space with math and science learning opportunities by engaging children and their caregivers in a life-size board game where they roll "fraction dice" and move one and a half or two and three-quarter spaces around the board.

The Ultimate Block Party brought over 50,000 people together in Central Park to engage in research-based activities including make-believe, construction, and adventure games highlighting the link between play and learning.

SAMR Model <https://www.schoology.com/blog/samr-model-practical-guide-edtech-integration>

The SAMR Model categorizes four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition. The SAMR model was created to share a common language across disciplines as teachers strive to help students visualize complex concepts.

Finnish Education in a Nutshell One of the basic principles of Finnish education is equity in education; all people must have equal access to high-quality education and training. The potential of every individual should be maximised.

<https://www.oph.fi/en/statistics-and-publications/publications/finnish-education-nutshell>

New Zealand Wellbeing Budget <https://treasury.govt.nz/sites/default/files/2019-05/b19-wellbeing-budget.pdf>

2017 Inverse – the world's most futuristic schools

<https://www.inverse.com/article/35086-most-futuristic-schools>

2016 The Independent The Eleven Best Schooling Systems in the World

<https://www.independent.co.uk/news/education/11-best-school-systems-in-the-world-a7425391.html>

[AltSchool](#) , San Francisco
[Dalton Academy](#) Beijing
[Ørestad Gymnasium](#) Denmark
[Green School](#) Bali
[Kosen Network](#) Japan
[Blue School](#) New York
[Expeditionary Learning model](#).
[Digital Study Hall](#) India
[Brightworks School](#) San Francisco
[Met](#) Rhode Island
[Sra Pou Vocational School](#) Cambodia
[High Tech High](#) San Diego
[Innova Schools](#) Peru
[Nave](#) Rio de Janeiro
[Harrow Online School](#), Global
[Swinburne University of Technology](#), Melbourne, Australia
[LenPolyGrafMash](#), St Petersburg, Russia
[Remake Learning](#), Pittsburgh, Pennsylvania, USA
[RSA Cities of Learning](#), UK
[Lema Academy](#), UK
[Educació360](#), Catalonia, Spain
[LRNG](#), Various Cities, USA
[Kuopio Culture Path](#), Kuopio, Finland
[Jump Start](#), Louisiana, USA

Other relevant links

https://www.mckinsey.de/~ /media/McKinsey/Locations/Europe%20and%20Middle%20East/Deutschland/Publicationen/2020-01-15%20Embracing%20complexity/Embracing%20Complexity_Full%20Report.pdf

<http://www.ascd.org/ASCD/pdf/siteASCD/policy/CCSS-and-Whole-Child-one-pager.pdf>

http://www.pz.harvard.edu/sites/default/files/2018-2019%20Annual%20Report%20v2%20-%20Final_0.pdf

<http://www.pz.harvard.edu/projects/children-are-citizens>

<https://www.brookings.edu/blog/education-plus-development/2018/05/17/education-innovations-are-taking-root-around-the-world-what-do-they-have-in-common/>

<https://www.wise-qatar.org/do-children-need-to-go-back-to-school/>

https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf

<https://www.childrenandnature.org/research-library/>

https://www.childinthecity.org/2020/08/17/inside-the-city-run-by-children/?utm_source=newsletter&utm_medium=email&utm_campaign=Newsletter%20week%202020-34

<http://lab.cccb.org/en/henry-giroux-those-arguing-that-education-should-be-neutral-are-really-arguing-for-a->

[version-of-education-in-which-nobody-is-accountable/](#)

https://blogs.edweek.org/edweek/finding_common_ground/2019/08/the_unity_of_the_human_race_our_precarious_future.html

<https://www.gettingsmart.com/2018/01/league-innovative-schools-network-creating-future-learning/>

<https://www.huffpost.com/highline/article/capitalist-takeover-college/>

<https://www.insidehighered.com/digital-learning/article/2019/04/10/expert-roundup-what-kevin-carey-got-right-and-wrong-about-opms>

<https://www.businessinsider.com/futurist-predicts-online-school-largest-online-company-2016-12?r=US&IR=T>

<https://thefutureshapers.com/what-is-education-for/>

<http://teacherslifeforme.blogspot.com/>

<https://www.wise-qatar.org/introduction-reimagining-education/>

https://www.linkedin.com/pulse/what-education-richard-hames/?trk=related_article_What%20is%20Education%20For%3F_article-card_title

<https://outdoorpeople.org.uk/blogs/journal/what-if-the-outdoor-classroom-became-the-new-norm-across-london-schools>

<https://jicna.org/index.php/journal/article/view/jicna-2017-119/pdf>

<https://allianceforchildhoodorguk.files.wordpress.com/2020/02/qoc-book-2012-chapter-4.pdf>

<https://edtechnology.co.uk/comments/helsinki-the-whole-city-learning-environment/>

<https://link.springer.com/content/pdf/10.1007/s11159-019-09770-9.pdf>

“By now, it is apparent that the rhetoric and aspirations for ecosystemic approaches is running well ahead of what is to be found in practice.” **WISE Qatar, Local Learning Ecosystems 2019**

“In the context of job disruption, demand for new skills and increased socioeconomic polarization, primary and secondary school systems have a critical role to play in preparing the global citizens and workforces of the future. Education models must adapt to equip children with the skills to create a more inclusive, cohesive and productive world”- **World Economic Forum (WEF) Schools of the Future 2020**

“The flaws in our society exposed by the current pandemic also suggest that the education industry may well realise a new role – the emotional, cognitive and collective development of society as a whole. If that is the case, we will probably see the education system turn away from a focus on individual career trajectories, returning to the creative shaping of cultures and communities more relevant for a new reality. When that happens, it will not be a shock.” - **Richard Hames, What is Education For 2020**

“The one force in society that seems especially well positioned (but not yet so employed) to help is education. Yes, we need to have political action in relation to technology, climate change, investment in education, and so forth. But most of all, we desperately need a new kind of education—one that mobilizes us to learn about the world as we change it for the better. Such transformation is not just for a few but for the vast majority. Our precarious future is a system problem; it requires a system solution that involves us

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all.” **Michael Fullan, 2020**

“I’ve been predicting that by 2030 the largest company on the internet is going to be an education-based company that we haven’t heard of yet,” **Thomas Frey, 2020**

“Education is the most powerful weapon we can use to change the world.” **Nelson Mandela (2003)**

“ Look ahead, into the future. Look at the challenges that come after the COVID pandemic. You don't come out of a crisis in the same way: you come out better or you come out worse. Either we "polish-up" the current socio-economic system (and we continue to marginalize people) or we try something else. It is you who know. Get on with it. Fraternally, Francesco.” – **Pope Francis, August 2020**

“Living regeneratively is about living in right relationship to the dynamically evolving nested wholeness of life as a planetary process. It is about aiming to participate appropriately in this complexity in humble awareness of the limits of our knowing and with acceptance of uncertainty. Living regeneratively is about finding our own uniqueness and expressing it in service to our communities and life’s ongoing evolutionary journey.” - **Daniel Christian Wahl, 2020**

“ If your plan is for one year, plant rice. If your plan is for ten years, plant trees. If your plan is for one hundred years, educate children.” **Kuan Chung (7th Century BC)**



Wendy is the founder of the Flourish Project www.flourishproject.net and was assisted in this primary research inquiry by Ross Hall, Co-founder of the Weaving Lab <https://weavinglab.org/>. The research was initially catalysed by conversations with the Wellbeing Economy Alliance www.wellbeingeconomy.org