

# Educational Transformation Blueprint Workshop - 26 January 2022

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# Educational Transformation in the r3.0 Work Ecosystem



# The Challenge of Education

The current trajectories of collapse have a long history of **unintended consequences** and **persistent denial** of alternative options:

- *We have economized and monetized almost every sphere of life.*
- *Many schools have been reduced to learning factories.*

Key questions we have explored in this Blueprint:

1. How does education **hinder or enable** the development of agency, engagement, vision, and capabilities for working with complexity, uncertainty, creative tension, paradox, polarisation, and transition dynamics—include death and collapse?
2. How can education empower the co-creation of a regenerative and thrivable world and future?
3. What needs transforming in education—and our personal processes of learning—for humanity to shift the trajectories of collapse to regeneration and thriving?

# Focus of this Blueprint

Developing the awareness,  
understanding, and capacities for  
**regeneration and thriving**,  
so we may become wiser  
**stewards of our planet,**  
**commons,**  
**and shared future wellbeing.**

*We consider this is the essence of what  
education should be about and for!*



# 7 Learning Perspectives for Regeneration & Thrivability



A call to innovate  
new educational  
vehicles for lifelong  
and lifewide learning.



## Evolving Academia

- from disciplinary subject-matter courses with standardized “one-size-fits-all” learning modalities
  - to trans-disciplinary phenomenon-based courses with individualized “tailor-made” learning modalities
    - to post-disciplinary experience-oriented courses with shared “immersion-based” learning modalities

## • VUCA situations –

- Volatile
- Uncertain
- Complex
- Ambiguous

&

## • RUPT experiences –

- Rapid
- Unpredictable
- Paradoxical
- Tangled

The need for education  
that promotes new skills  
and competencies

- *Process Thinking*
- *Complexity Sensing*
- *Empathy Relating*





"Individuality is only possible if it unfolds from wholeness."  
~ David Bohm

## 1. **Learning as Context**—The Anthropocene, the Noosphere, and A New Renaissance.

- *Provides essential conditions and attractors for transformative learning and for inspiring our personal and societal development towards regeneration and thriving.*

**2. Learning as Life**—Three Evolutionary Principles of Life, Five Stages of Transformational Change, and Five Syntony Spheres of Evolutionary Learning Ecosystems.

- *Provides necessary foundations for developing our ecological literacies and ecosystemic capacities for regeneration and thriving.*

### 3. **Learning as Future**—Cosmology of Futures, Imaginal Capacities, Futures Literacies.

- *Provides necessary foundations for developing our future literacies and imaginal capacities for regeneration and thriving.*

#### 4. **Learning as Agency**—Transformative Agency, Bildung as Stewardship, and the Governance of Agency.

- *Provides necessary foundations for developing our agency capacities for stewarding regeneration and thriving.*

## 5. **Learning as Connection**—Learning as a Connective Pattern, Digital connections and the role of AI and VR, and Learning Feedback.

- *Provides essential inquiries for developing our digital literacies, connective capacities, and regenerative feedback systems for creating thrivable learning systems.*

## 6. **Learning as Story**—Learning as Story in Place, the Mythic Structures of Learning, and how to create New Stories of Learning.

- *Provide necessary foundations for developing conscious communication, depth perception, and sense-making capacities and for becoming the story creators for regeneration and thriving.*

## 7. **Learning as Community**—Becoming a Global Learning Community, Bioregional Learning Communities, Weaving the Mycelia Networks of Future Education.

- *Provides the necessary foundations for developing community based global consciousness that is life centered and future inspired, as well as for the development of collaborative capacities to become caretakers and stewards of our commons — our world and future.*

# Journey of Learning and Evolution

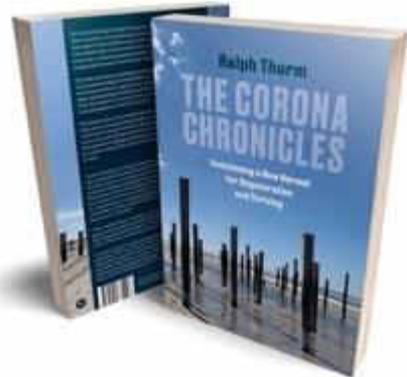
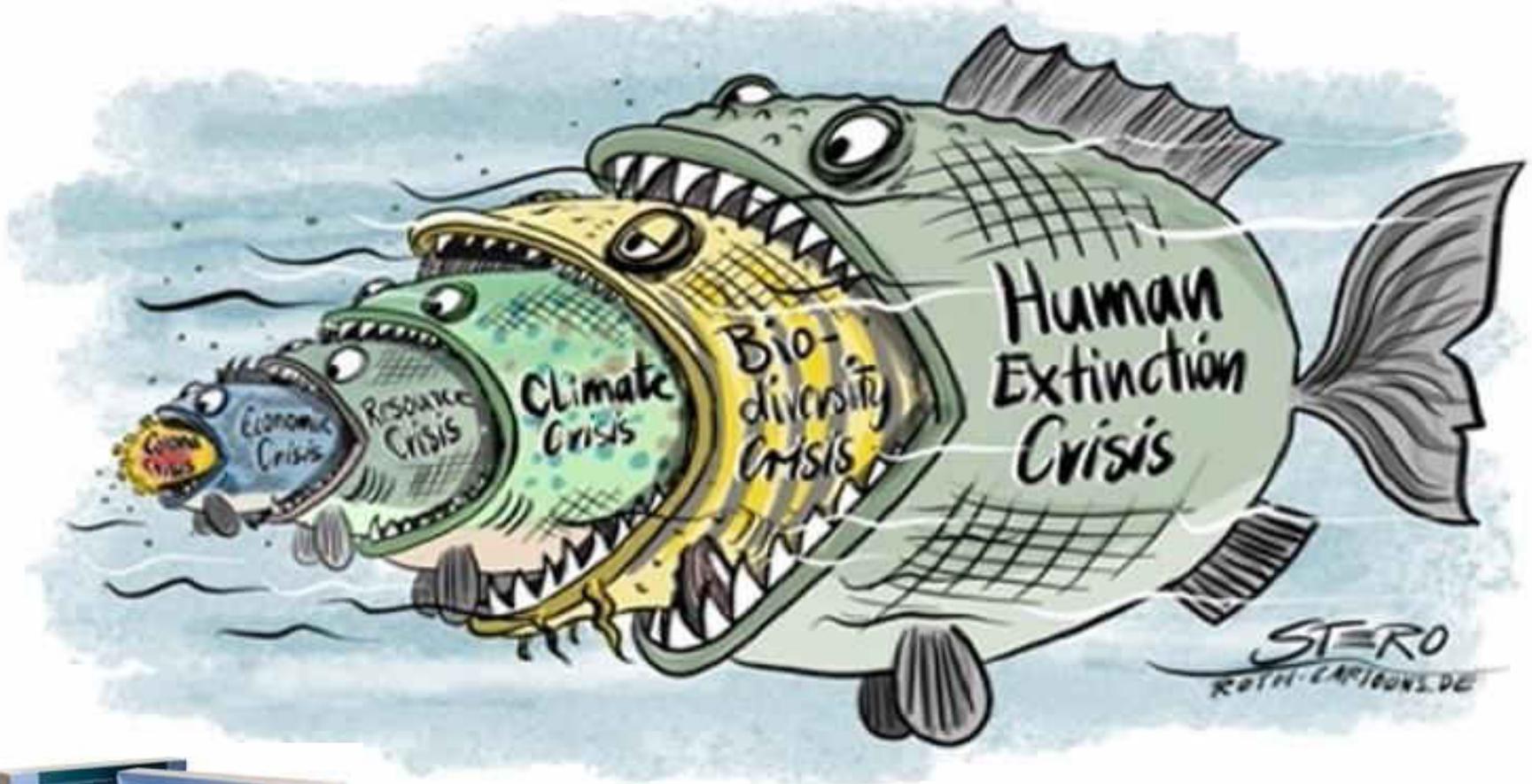
- Collaborative inquiry and exploration – individual, team, organisation, network – shared experience and sensing the future.
- Learning for understanding is not the same as learning for knowing.
- Shift from "What do we do now?" to "Who do we become?"
- Deep inside we all know:
  - Pedagogy to peel away the layers.
  - Reflection into Experience; Creating alternatives.
- Journey of Learning and Evolution for All.

# 13 Recommendations

- 1.Listen to the feedback of life and our planet.
- 2.Address systemic thriving barriers.
- 3.Provide transformative learning contexts.
- 4.Facilitate learning as a process of life.
- 5.Imaginably explore our future potentials.
- 6.Develop future creative learning systems.
- 7.Design for regeneration and thriving.
- 8.Initiate and nurture third way approaches.
- 9.Empower collaborative agency.
- 10.Communicate patterns that connect.
- 11.Act as a thriving learning community.
- 12.Celebrate the rites of passage moments.
- 13.Invest in the future of life and a thriving world.



# Corona/Climate Change & the Recommendations for r3.0



# Corona/Climate Change & the Recommendations for r3.0

- 1.Listen to the feedback of life and our planet > #Flattenthecurve - Do we understand feedback?
- 2.Address systemic thrivability barriers > The killing procrastination of the economic system!
- 3.Provide transformative learning contexts > The r3.0 Work Ecosystem - backcasting from ideal
- 4.Facilitate learning as a process of life > Practice what we preach - Blueprints are global public goods, free of charge and accessible to everybody
- 5.Imaginably explore our future potentials > An ideal regenerative & distributive economy, based on Plato's 'The one can only be well unless the whole is well'
- 6.Develop future creative learning systems > r3.0 Transformation Journey Programs
- 7.Design for regeneration and thrivability > Rightsholdership/Thresholds & Allocation/Wellbeing
- 8.Initiate and nurture third way approaches > No competition/Pre-competitive & market-making
- 9.Empower collaborative agency > Advocation Partner Program & Academic Alliance
- 10.Communicate patterns that connect > Bioregional Approach / Prosocial / Sociocracy
- 11.Act as a thrivable learning community > r3.0 Conferences - 'Life-changing', 'Unseen'
- 12.Celebrate the rites of passage moments > As much as Corona restrictions allow...
- 13.Invest in the future of life and a thriving world > the r3.0 Global Thresholds & Allocations Commons to allow a regenerative & distributive economy to thrive

# BP9 is a Guidebook for Regeneration & Thrivability

*With deep thanks to everyone who contributed to this*



- Transformative Perspectives
- Self Evaluations
- System Maps
- Protopias and case-studies
- Check-lists
- Recommendations
- Exercises
- Inquiries
- Guidelines
- Strategies
- Practices
- Pathways
- Stories

## Find the series of articles on Medium.com

1. [The Call for Educational Transformation](#)
2. [Creating Contexts of Meaning for Transformative Learning](#)
3. [Exploring Transformative Learning as Life](#)
4. [Future Creative Learning and the Power of the Imaginal](#)
5. [Learning as Agency for Transformative Change](#)
6. [Learning as a Pattern that Connects](#)
7. [Learning by Storying our Connections](#)
8. [Learning as a Community of Life](#)
9. Part 9 to follow shortly after this workshop

...and more from Alexander Lazlo:

- <https://medium.com/@Alex8er/practices-that-ensoul-the-cosmos-f36f4217f00b>
- <https://www.tandfonline.com/doi/abs/10.1080/02604027.2018.1463760>