



United Nations  
Educational, Scientific and  
Cultural Organization

# Futures of Education: Learning to Become

## NEW CONSULTATION GUIDELINES FOR STAKEHOLDER FOCUS GROUPS (July 2020)

UNESCO invites organizations and networks to mobilize their stakeholders and partners to conduct focus group consultation sessions on the futures of education. The insights gained through focus group discussions will be synthesized for UNESCO's International Commission on the Futures of Education and will help to shape the global debate.

This document and the accompanying annexes provide general guidelines and materials for the organizers and facilitators. It provides a menu of options for focus group consultations, and on a range of topics identified as thematic priorities by the International Commission. These guidelines are designed to provide a structure for both online and in-person focus group discussions. Guidance is also provided for summarizing the results of stakeholder focus group consultations and submitting them to UNESCO.

For more information, please see <https://en.unesco.org/futuresofeducation/>

### What is the *Futures of Education* initiative?

UNESCO's Futures of Education initiative is an ambitious attempt to rethink education and help shape the future. The initiative is catalyzing a global debate on how education, learning and knowledge need to be re-imagined in a world of increasing complexity, uncertainty, and precarity. As part of this initiative, UNESCO has appointed a high-level International Commission of thought leaders with diverse expertise and perspectives from the worlds of politics, academia, the arts, science and business. The International Commission will prepare a report, to be released in November 2021, that will provide an agenda for action and discussion by policymakers and practitioners.

## Why a consultative process?

The report of the International Commission will emerge out of a range of work modalities that emphasize co-creation, a broad participatory and partnership structure, the inclusion of diverse perspectives, and the absence of pre-specified conclusions. Towards this end, UNESCO is encouraging consultations around the globe, inputs from which will feed into to the Commission's work. The objective of consultations is to generate a set of diverse perspectives on the challenges and opportunities for education and learning that can be both anticipated/predicted and imagined/envisioned when looking towards the year 2050.

## Why organize a focus group consultation?

Focus group discussions are one of several modalities of engagement with the *Futures of Education* initiative. A set of online platforms, together with webinars and events at the national, regional and global level, are also core to the strategy of broad global consultations.

Leading a focus group consultation on the futures of education presents a unique opportunity for your organization to mobilize stakeholders, partners and networks to contribute to the global conversation and ensure that no perspectives and viewpoints are overlooked.

The open-ended nature of this consultation is well-served by a group discussion that allows people to explore and clarify their views. Group interaction is key to the focus group methodology. Oftentimes, a focus group conversation can lead in new and unexpected directions as participants reflect on their own and others' ideas. Focus groups also allow for participants to become an active part of the process of envisioning the futures of education. They grant agency to individuals as well as the larger stakeholder group, thereby facilitating ownership and co-construction of ideas.

## What topics to be discussed?

UNESCO has prepared several consultation models which can be applied during a focus group consultation session.

1. **Model 1.** A set of broad questions that asks participants to: (1) imagine the future in broad terms; (2) think about the broad purposes of education; and (3) reflect on possible implications for learning.
2. **Model 2.** Thematically focused set of questions on four core areas that the Commission has identified and sketched out a vision for: (1) Human and planetary sustainability; (2) Citizenship and participation; (3) Knowledge production, access and governance; (4) Work and economic security.
3. **Model 3.** A set of videos and guiding questions to generate debate and dialogue.
4. **Model 4.** Stakeholders are also encouraged to organize more tailored consultations in specialized areas or on focused topics. These consultations should respond to one or more of the key ideas laid out in the recent publications by the International Commission: [Visioning and Framing the Futures of Education](#) (February 2020), [Joint Statement: Protecting and Transforming Education for Shared Futures and Common Humanity](#) (April 2020), [Education in a post-COVID world: Nine ideas for public action](#) (June 2020).

## How to organize a focus group consultation?

A focus group consultation can be organized by anyone who is interested in contributing to the global dialogue on the futures of education.

### **PARTICIPANTS**

UNESCO recommends conducting focus group consultations with groups of 10-15 individuals, who will be invited to share their views and ideas on the several questions raised by the facilitator to allow for discussion and interaction among participants. In order to ensure breadth and diversity in the consultation process, UNESCO particularly encourages that focus-group discussions be held with stakeholder groups composed of youth, parents, educators, civil society, policy-makers, business, or technology representatives. Whenever possible, **UNESCO recommends homogeneity within individual stakeholder sessions** (e.g. a group of students) in order to capitalize on shared experiences.

### **FACILITATORS**

Facilitators should take a back-seat role as much as possible, steering and redirecting the conversation only minimally. UNESCO recommends that the facilitator be familiar with the local context in order to prompt dialogue and debate. The facilitator should be accompanied by a note-taker who records significant comments to aid the preparation of the short summary report – preferably an observer who is not participating in the discussion.

### **SPACE/LOCATION**

UNESCO recommends that focus group sessions have a relaxed atmosphere and be conducted in a comfortable setting. The purpose is for participants to talk with one another. The focus group discussions can be held in a **physical meeting space** or **online**:

- If held in person, UNESCO recommends that participants sit in a circle in order to enable dialogue, while ensuring proper distancing measures.
- If the discussion is held online, UNESCO recommends the use of any online meeting platform such as Zoom, Skype, Teams, Google Meet or other – preferably which allows the use of video set to gallery view format in order to better enhance dialogue.

### **LENGTH**

Typically one hour is the appropriate length of time for the focus group, but this can be contracted or expanded, depending on practical considerations. In many instances, focus group consultations can be incorporated within already-scheduled events.

### **USE OF LOGO**

Stakeholder focus group consultations may be organized jointly or in partnership with UNESCO. Kindly note that UNESCO's name and logo cannot be used without prior written authorization. Please contact UNESCO for further information and guidance at [futuresofeducation@unesco.org](mailto:futuresofeducation@unesco.org). Kindly note that funding is not available for the organization of consultation events.

### **REGISTRATION OF A FOCUS GROUP**

While not required, UNESCO requests that *Futures of Education* consultations be announced in advance to the coordinating team at [futuresofeducation@unesco.org](mailto:futuresofeducation@unesco.org)). Each consultation should:

- involve a clearly defined set of stakeholders;
- center on the one of the proposed models and questions in this document [See: Facilitator’s Guide]; and
- allow for exchange and deliberation among participants to the greatest degree possible.

## How to submit the consultation deliberations?

UNESCO suggests the use of the **Reporting Form** available in the annex to summarize the deliberations. Kindly note that all focus-group discussion participants will be acknowledged, unless otherwise specified. The facilitator must make sure that participants have registered, and if the event was held in person, that the information on the sign-up sheet (names, emails) are legible.

You are encouraged to take pictures during the focus-group discussion and send them along with your report to UNESCO at the following email address: [futuresofeducation@unesco.org](mailto:futuresofeducation@unesco.org). They can be used to illustrate a web story about your discussion (on your website / social media platforms or on UNESCO’s digital platforms). Please make sure that people have agreed to appear in pictures, bearing in mind that they may be published online.

Facilitators are responsible for ensuring that consent is sought when needed.

Kindly submit a completed Focus Group Consultation Reporting Form (Annex) to [futuresofeducation@unesco.org](mailto:futuresofeducation@unesco.org) preferably within two weeks of the consultation. Please note that we are requesting the organizers to **synthesize the central inputs within a space of two pages**. However, this can be accompanied by a separate long-form account (including photos, videos, or other creative content), if desired. Please be sure to complete all sections of the Consultation Reporting Form, including a list of participants and their affiliations to ensure that they can be properly acknowledged. Note that Consultation Reporting forms can be prepared in any of the six UN languages (Arabic, Chinese, English, French, Russian, Spanish). The consultation itself may be held in any preferred language.

## For more information

Kindly contact the coordination team for more information at [futuresofeducation@unesco.org](mailto:futuresofeducation@unesco.org).

## FACILITATOR'S GUIDE

This guide provides four different models that can be used by the facilitator to conduct a focus-group discussion for the *Futures of Education* initiative. It is up to the facilitator to choose which model is most appropriate for the participants. It is also possible to conduct more than one model with the same group.

### WELCOME AND INTRODUCTION

The consultation session will start with a short **3-5 minute introductory presentation** on the *Futures of Education* initiative. This presentation provide a context for the consultation and explains how the participants' ideas and perspectives will be used and how the session will contribute to the initiative. The PowerPoint presentation, which includes a set of talking points can be downloaded by clicking [here](#). If circumstances allow, the introductory [video](#) should be shown.

In order to capture the discussion, the facilitator should **assign a note-taker** to capture the main ideas raised in the discussion – preferably an observer who is not participating in the discussion.

Following the introductory presentation and the viewing of the video, the facilitator can respond to a few questions from the participants on the purpose of the consultation and the process (please see in the Annex the most frequently asked questions). The welcome and introduction segment should take about 10 minutes. The facilitator should assign at least 45 minutes to the main segment of the consultation (see Models 1-4 below).

### MODEL 1

In model 1, three main topics will be discussed. To stay within the one-hour time window, the facilitator should plan to limit the discussion to 15 minutes per topic.

#### Topic 1: Our changing world: How do you view the future? (15 minutes)

The first questions asks participants to imagine the future in broad terms.

When you think [about 2050](#) ...

- What are you most hopeful about?
- What are you most concerned about?

#### Topic 2: Broad Purposes of Education (15 minutes)

The second question focuses on the 'why' of education (note that 'education' should be understood as all forms of organized learning for people of all ages).

Considering the visions of 2050 that you just described ...

- What should be the collective purposes of education in 2050?

### Topic 3: Implications for Learning (15 minutes)

The third and final question is more specifically focused on learning and what should change in the future.

With the visions of 2050 and the collective purposes of education that you just described ...

- How should *what* we learn, *how* we learn and *where* we learn change in the future?

## MODEL 2

In model 2, the facilitator will choose one or more of the proposed four thematic areas for the focus group discussion. To stay within the one-hour time window, the facilitator should plan to limit the discussion to 15 minutes per prompt within each of the thematic areas.

### TOPIC 1: Human and Planetary Sustainability

In today's session, we are charged with thinking about sustainability, both the sustainability of the planet and of human societies. Sustainability itself is not a fixed goal but is an ever-changing concept, a process of balancing different values and priorities – a moral concept if you will. In rough terms, though, sustainability is about meeting the needs of the present without compromising the future. We tend to think of sustainability as improving the quality of human life while living within the carrying capacity of supporting ecosystems.

Our task here in this group is to think about what things are supporting sustainability, what things are undermining sustainability—and specifically how education both supports and undermines sustainability & what we should do about it. The International Commission has suggested that radical reconfiguration will be necessary (you may agree or not) but the question is what role education can play in generating the creativity, imagination and the commitment to action that is necessary to move sustainability forwards.

**Prompt 1.** To start, let's do a quick round of introductions. Present yourselves in 30 seconds or less, and offer an example of one specific thing that you see in our world that is most unsustainable.

**Prompt 2.** It has been pointed out that some of the most well-educated people on the planet are those who typically use the most resources. Let's start by talking about the ways that education does not always support sustainability.

**Prompt 3.** Now let's move on to talking about the things we do well in education to support sustainability – a list of “best practices,” if you will. And let's identify some of the key things that can be changed and improved.

## TOPIC 2: Knowledge Production, Access and Governance

In today's session, we will examine the production, access and governance of knowledge. This means that we're going to be talking about knowledge broadly, how people acquire it, how they build it and what systems support or fail to support the a just and equitable circulation of knowledge.

One of the things the International Commission has emphasized in its work so far is that there are diverse ways of knowing and diverse forms of knowledge – local knowledge, indigenous knowledge, cultural knowledges, as well as scientific research knowledge. Historically, of course, knowledge has been tightly regulated in many societies but nowadays people increasingly speak about knowledge societies, knowledge economies where knowledge is seen as essential to development and even human fulfillment.

Of course we also see many challenges, of uneven access to ICT platforms, authoritarian restrictions on freedom of expression, even a rise in “fake news” and “alternative truths”.

**Prompt 1.** To start, let's do a quick round of introductions. Present yourselves in 30 seconds or less, and offer just one example of something happening in today's world you see as a threat to knowledge becoming more of a global common good (something shared by all that benefits all).

**Prompt 2.** Let's now move into collecting some of the more encouraging and hopeful things. What promising developments do you see? In other words, thinking in terms of 'best practices', how does education ideally protect or support knowledge becoming more of a global public good.

**Prompt 3.** It's possible that education might need to be radically transformed so as to build up knowledge as a global common good. Thinking imaginatively and creatively, what can you come up with as ways we should reimagine schools (and education more broadly) toward this end?

## TOPIC 3: Citizenship and Participation

In today's session, we will examine how education and learning can support civic participation, freedom of thought, freedom of expression, and human rights. It is common to talk about citizen duties as including behaving ethically, performing social roles and participating in political processes. But many people also propose that citizenship and participation need to be understood as including democratic participation at all levels, social activism and even social transformation.

As we heard in the previous presentation, this initiative is premised on the idea that participation is fundamental to creating preferred futures. And it has been proposed by the International Commission in one of its early documents that education should strengthen capacities for collective action; should deepen commitments to democratic values, including respect for pluralism, diversity, intellectual emancipation; and should support freedom of thought and expression.

**Prompt 1.** Let's do a quick round of introductions. Present yourselves in 30 seconds or less, and offer just one example of something happening in today's world you see as a threat to that kind of broad and democratic participation I just described.

**Prompt 2.** Let’s now move into collecting ‘best practices’ and shift over to discussing what are some of the encouraging things you’ve seen – and think about how education can support robust citizenship and participation practices.

**Prompt 3.** We’ve talked about weaknesses and strengths in the existing education system and now let’s move into ways that education can transform and imagine new ways of supporting robust citizenship and participation practices.

#### TOPIC 4: Work and Economic Security

In today’s session, we will examine work and economic security. The changing world of work is one of the drivers of demands for transformation in education. When we think of things like the possibility of a green economy transformation, the technological advances of mobile computing, GPS, and Artificial Intelligence, or the mobility of work and the increasing precarity of employment— all of these things have strong implications for education.

But, one of the features of the Futures of Education initiative, as you just heard in the presentations, is that we’re not just viewing education as simply responding to change. Instead, we want to think about the ways that education causes and drives change.

The International Commission has suggested that we should be working towards a more “human-centered” world of work, where economic security supports human flourishing in its many dimensions.

**Prompt 1.** Let’s do a quick round of introductions. Present yourselves in 30 seconds or less, and offer just one example of something happening in today’s world you see as a grave threat to work being human-centered and supportive of human flourishing.

**Prompt 2.** Let’s now move into collecting ‘best practices’ and shift over to discussing what are some of the encouraging, hopeful things you’ve seen happening in the world of work—and as a second part, think about how education can help to support and nudge things in that direction.

**Prompt 3.** It’s possible that education might need to be radically transformed so as to build the kinds of economic security and human-centered work that we desire for the future. Thinking imaginatively and creatively, what can you come up with as ways we should reimagine schools and education more broadly?

## MODEL 3

In model 3, the facilitator will choose **one or more** of the Debating the futures of Education videos as a base for discussion.

After the video is played, the discussion is centered around the main question(s) posed. For ease of reference, the questions are featured below.



### **VIDEO 1. School closures**

<https://en.unesco.org/futuresofeducation/debates/what-needs-to-be-learned-at-school>

The covid-19 crisis has closed schools around the globe and will have long-lasting effects. However, schools will (or have started to) re-open and we have the chance to reflect on the important learning experiences that happen at schools and universities with teachers and other students. What needs to be learned at school with teachers and other students?

### **VIDEO 2. What we learn at school versus online**

<https://en.unesco.org/futuresofeducation/debates/what-we-learn-at-school-versus-online>

In today's world, where and how do people learn about science or about citizenship and civic engagement? Tristan Harris, from the Center for Humane Technology in California, says that the most important thing educating us daily is ... our smartphones. According to him, there are trillion-dollar companies whose business model is to strip mine human attention through news-feeds and notifications. And no matter what kind of education we provide, around the globe cultures and beliefs are increasingly shaped by these technology firms. Are our views more shaped by what we learn online than what we learn in schools? What does this possibility mean for the futures of education?

### **VIDEO 3. The new normal**

[Link to the video will be available mid-August, please send us a message at [futuresofeducation@unesco.org](mailto:futuresofeducation@unesco.org) if you would like to be informed when it is released]

With the Covid19 - lock-downs and restrictions, we've seen that it's possible to radically shift the ways we live. People are adjusting to new realities. As we return to working, learning, and living more closely together, we've realized the extent of our vulnerabilities. For teachers, students and humanity this is an important opportunity to understand that what we have considered "normal" is not inevitable, but is a public choice – a result of our collective choices. What are we learning from the coronavirus disruptions? What needs to be different than before?

### **VIDEO 4 (forthcoming). Climate change and education**

[Link to the video will be available early September, please send us a message at [futuresofeducation@unesco.org](mailto:futuresofeducation@unesco.org) if you would like to be informed when it is released]

Education can do a lot to teach people about sustainability and environmental responsibility. Schools and universities are sometimes leaders in green building, environmental research and policy innovation for sustainable development. But we still aren't close to achieving the radical changes needed. Many scientists are convinced that human life on earth is becoming increasingly strained and may eventually become impossible. And, we still face the problem that globally, it is typically the most educated people who leave the greatest environmental and climate footprints. Some suggest that we need to leave schools and take to the streets to mobilize radical change—because there is no time to wait. Others say we need to change schools—how, what and where we learn—as part of achieving radical change. What do we need to do to make sure that education really contributes to solving the climate crisis?

## MODEL 4

In this DIY (Do It Yourself) model stakeholders are encouraged to organize more tailored consultations in specialized areas or on focused topics. These consultations should respond to one or more of the key ideas laid out in the recent publications by the International Commission: [Visioning and Framing the Futures of Education](#) (February 2020), [Joint Statement: Protecting and Transforming Education for Shared Futures and Common Humanity](#) (April 2020), [Education in a post-COVID world: Nine ideas for public action](#) (June 2020).

Develop your own discussion questions, although try to limit to 3-4 broad questions at most.

## WRAP UP AND THANK YOU

Thank the participants for their time and contributions to the *Futures of Education* consultation and discussions. Explain that the inputs gathered will be synthesized and shared with UNESCO and the International Commission steering the Futures of Education report to be released in 2021.

Kindly ensure that participants have registered their names and indicated if they wish to be acknowledged as contributors. Participants should also share their email addresses if they wish to receive updates on the project as well as participate in future consultation exercises.

Please encourage participants to participate in the Futures of Education online platforms. These are on the UNESCO website (<https://en.unesco.org/futuresofeducation/how-contribute>) and range from answering a short survey, to writing a 1000 word essay, and submitting original artwork to illustrate a vision of the future of education.

Facilitators should offer to guide participants in accessing the online platforms on their laptops / smartphones, when and if possible.

UNESCO encourages facilitators to follow-up with the participants with a thank you email, and encourage them to continue the conversations on the futures of education, by following the developments at <https://en.unesco.org/futuresofeducation/>, and to engage in the other modalities of consultation. More specifically:

- Take the 1-minute survey on the top 3 challenges and purposes of education : <https://en.unesco.org/futuresofeducation/get-involved/top-3-challenges-and-purposes-education>
- Write their thoughts on what they see as the one major issue for the futures of education (max 1000 words): <https://en.unesco.org/futuresofeducation/get-involved/your-view-futures-education> Contributions will be made publically available.
- Submit an original artwork of what education might look like in 2050: <https://en.unesco.org/futuresofeducation/get-involved/your-vision-education-2050>

# BACKGROUND & SUPPORTING DOCUMENTS

## VIDEOS

- **Official presentation video of the Futures of Education initiative:**
  - o Long version (recommended for offline/online presentations):
    - <https://www.youtube.com/watch?v=7865y7hbehY>
  - o Short version (recommended for Social Media platforms)
    - <https://www.youtube.com/watch?v=sdiFYOpWavI>
- **Statements from the members of the International Commission:**
  - o On the occasion of the first meeting of the International Commission on the Futures of Education in Paris (January 2020), each member shared views on how they see the future and what that means for learning and knowledge
  - o Learn more: <https://en.unesco.org/futuresofeducation/international-commission>
- **Introductory presentation and talking points** are available by clicking [here](#) (also available in Arabic, Chinese, French, Russian and Spanish)
- **Questions** that are likely to come up from participants of focus group discussions – in Annex.

## PUBLICATIONS

- **Education in a post-COVID world: Nine ideas for public action** (June 2020)
  - o The Covid-19 crisis has revealed inequalities and vulnerabilities, but it has also surfaced extraordinary human resourcefulness and potential. Decisions made today in the context of Covid-19 will have long-term consequences for the futures of education. These decisions should be guided by shared principles and visions of desirable collective futures. In this new report, the International Commission on the Futures of Education proposes policy actions that can be taken today to advance education tomorrow. From the necessity of committing to strengthen education as a common good to the final call to advance global solidarity to end current levels of inequality all nine ideas for public action aim to invite debate, engagement and action at all levels. The publication is available online in UNESCO's Digital Library: <https://bit.ly/2ZMI7tj>
- **Joint Statement: Protecting and Transforming Education for Shared Futures and Common Humanity** (April 2020)
  - o In this joint statement, the International Commission on the Futures of Education reflects on how knowledge and learning need to be rethought in an increasingly complex, uncertain and fragile world, prepared following a special meeting dedicated to discussing education in relation to the rapidly changing global landscape. The members also expressed individual views on how to protect and transform education for shared futures and bearing in mind our common humanity. The publication is available online in UNESCO's Digital Library: <https://bit.ly/39e7Mzr>

- **Visioning and Framing the Futures of Education** – Outcome document from the 1<sup>st</sup> meeting of the International Commission on the Futures of Education (February 2020)
  - o Established by UNESCO, the Commission is charged with looking at 2050 and beyond to issue a report in 2021 to rethink how knowledge, learning and education may address the challenges and opportunities, both those foreseen for the future and those with us in the present. Following its first meeting in Paris in January 2020, the Commission published its first statement, outlining the core elements, principles and visions that will frame its work. The publication is available online on the Futures of Education website: <https://bit.ly/3iCb11j>
  
- **Humanistic Futures of Learning: Perspectives from UNESCO Chairs and UNITWIN Networks**
  - o The [UNESCO Chairs and UNITWIN Networks](#) from all disciplines and scholarly fields, comprised of 800+ institutions and affiliates in over 110 countries, were invited to prepare think pieces to help advance a shared vision for the future. A selection of 48 independent think pieces are presented in this publication, each of them highlighting key dimensions to be considered in re-visioning and re-purposing education for the future of humanity and the planet. A humanistic approach to education and development is the common thread that weaves together the diversity of contributions into a rich tapestry on learning. The publication is available online in UNESCO’s Digital Library: <https://bit.ly/2ZMI7tj>

<b>IDEAS LAB – ORIGINAL SCHOLARSHIP AND OPINION PIECES</b>
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- The *Futures of Education* Ideas LAB space is designed to highlight original scholarship and opinion pieces that bear on issues being examined within UNESCO’s Futures of Education initiative. The ideas expressed here are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization. Discover all pieces: <https://en.unesco.org/futuresofeducation/ideas-lab>

## Annex: Focus Group Consultation Reporting Form

Please provide the following information about your consultation.

### I. Basic information

<b>Date of consultation:</b>				
<b>Modality:</b>	<input type="checkbox"/> in person	<input type="checkbox"/> online		
<b>Location:</b>	e.g. if event is held online, please add the location of the hosting organization			
<b>Hosting organization:</b>				
<b>Name, title, and affiliation of facilitator(s):</b>				
<b>Name and email address of key contact person:</b>				
<b>Language of consultation:</b>				
<b>Time spent in consultation:</b>				
<b>Consultation model(s) applied</b>	<input type="checkbox"/> Model 1	<input type="checkbox"/> Model 2	<input type="checkbox"/> Model 3	<input type="checkbox"/> Model 4
<b>Number of Participants:</b>				
<b>Participants' profiles: (please describe briefly the composition of the group)</b>	e.g. student activists working on issues of climate change			
<b>Identify the main stakeholder group that participated in the consultation: (please check one box only)</b>	<input type="checkbox"/> Youth	<input type="checkbox"/> NGOs	<input type="checkbox"/> Civil Society	<input type="checkbox"/> UN
	<input type="checkbox"/> Academia	<input type="checkbox"/> Private businesses	<input type="checkbox"/> Government	<input type="checkbox"/> Other (please specify):
<b>List any other stakeholder groups that participated</b>				

### II. Synthesis of inputs

Kindly limit your responses here to the following two pages. If desired, you may accompany this form with a separate long-form account. Please summarize your discussion in the boxes below.

## MODEL 1

### Topic 1: Our changing world: How do you view the future?

When you think about 2050 ...

What are you most hopeful about?

What are you most concerned about?

*[Please enter your summary here; limit it to 1 page]*

### Topic 2: Broad Purposes of Education

Considering the visions of 2050 that you just described ...

What should be the collective purposes of education in 2050?

*[Please enter your summary here; limit it to 1 page]*

### Topic 3: Implications for Learning

With the visions of 2050 and the collective purposes of education that you just described ...

How should *what* we learn, *how* we learn and *where* we learn change in the future?

*[Please enter your text summary; limit it to 1 page]*

## MODEL 2

Thematic focus: \_\_\_\_\_

If more than one thematic focus is covered, kindly reproduce the structure provided.

### Prompt 1.

*[Please enter your summary here; limit it to 1 page]*

**Prompt 2.**

*[Please enter your summary here; limit it to 1 page]*

**Prompt 3.**

*[Please enter your summary here; limit it to 1 page]*

## MODEL 3

Title of video(s) discussed: \_\_\_\_\_

If more than one video was discussed, kindly reproduce the structure provided.

**Summary of discussions**

*[Please enter your text here; limit it to 2 pages]*

## MODEL 4

Provide a brief introduction of the topic discussed, and rationale. Synthesize the discussion in no more than two pages. If desired, you may accompany this form with a separate long-form account.

### III. Feedback on Consultation

<b>Are there any other questions that should be posed in the context of the <i>Futures of Education</i> consultations?</b>	
<b>Is there anything else you wish to relay to UNESCO and/or the International Commission?</b>	

**VI. Consultation Sign-In Sheet**

<b>Mr/Ms</b>	<b>First Name</b>	<b>Family Name</b>	<b>Organization/ Affiliation</b>	<b>Please provide your email address if you wish to receive updates on the project</b>	<b>If you wish to be acknowledged please tick here</b>



## Questions that are likely to be posed during focus group discussions

### **Why does the project use Futures (in the plural)?**

The concept of futures in the plural is used to recognize that there is a rich diversity of ways of knowing and being around the world. The plural form also acknowledges that there are multiple dimensions to the future and that there will likely be various desirable and undesirable futures – all of which will vary greatly depending on who you are and where you stand. Rather than attempting to chart a single future, looking at futures in the plural validates multiple possible and desirable futures of humanity on our shared planet.

UNESCO's Futures of Education initiative also approaches the future as a space for democratic design that is connected to, but not limited by, past and present. It builds on dedicated evidence-based trend analysis that can help shine light on anticipated challenges and opportunities. This is complemented by participatory mechanisms for envisioning new possible futures of education. Consultations across world regions will tap the visions and aspirations of a wide range of stakeholders under the understanding that innovation and ownership of the future need to be locally anchored as well as globally discussed.

The project embraces a fluid, iterative, and collective approach to futures-making. The goal is to generate discussion and action on the role of education, knowledge and learning in view of the predicted, possible and preferred futures of humanity and the planet.

### **Why "Learning to become"?**

The concept of Learning to Become points to a philosophy of education and an approach to pedagogy that views learning as a process of continual unfolding that is ongoing and life-long. To think in terms of "becoming" is to invoke a line of thought that emphasizes potentials, rejects determinism and expresses a flexible openness to the new.

Learning to Become also invokes the need to develop the capacity to imagine a good and fulfilling life. Around the globe, for the many that live in conditions of poverty, exclusion, displacement and violence, the future can appear more as a set of shrinking possibilities than a world of hope and promise. When human aspiration is wasted, the world suffers.

As we come to terms with human-caused changes to the planet and face the possibilities of fundamental transformations in social organization, human consciousness and human identity, humanity needs to devote attention to the question: what do we want to become? Knowledge and learning are at the core of transformations in human minds and societies. Learning to Become invites us to become something we have not yet become.

### **Why look beyond the 2030 agenda?**

Education is a key piece of the 2030 Agenda for Sustainable Development. Despite the scope of these global commitments and the expected achievements, there is still an urgent need to look beyond this fast-approaching horizon. While the Education 2030 Incheon Declaration and Framework for Action lays out a roadmap for the transformation of education systems and affirms a central commitment to inclusion and equity, we must still ask what education might yet become – and what education might yet enable us to become. UNESCO's Futures of Education initiative uses the horizon of 2050 and beyond in order to anticipate and shape both nearer and more distant futures.

**Why should we participate in the consultation process and how will our perspectives be taken into account?**

Perspectives from the consultations will be analyzed and synthesized for presentation to the International Commission on the Futures of Education and also publicly released (in a variety of ways) to help further the global debate on the futures of education. These channels and associated documents/webpages will be developed in all 6 official UN languages.

In a second phase of consultation between October 2020 and April 2021, deliberations on initial visions and strategies proposed by the International Commission will also be the subject of consultation.

**Why should I participate in a focus group discussion when I can complete one or more of the online consultation modalities?**

The open-ended nature of focus group consultation allows for people to explore and clarify their views. Group interaction is key to the focus group methodology. Oftentimes, a focus group conversation can lead in new and unexpected directions as participants reflect on their own and others' ideas. Focus groups also allow for participants to become an active part of the process of visioning the futures of education. They will share ownership and be a part of co-construction the futures of education.

Participants of focus group discussions are also encouraged to undertake one or more of the online consultations which range from answering a short question, to providing a 1000 word essay with their views on a topic related to the futures of education, and even submitting a drawing, sketch or painting to illustrate their vision on the futures of education.