

Organized and facilitated by ACD-Agency for Cultural Diplomacy president
in partnership with
UNESCO and HundrED organisation

Futures of Education

Focus group **Let's Brick!-2050** for UNESCO

LEARNING TO BECOME

Report

inTalk Session on ZOOM

26th August 5pm-5.45 pm CEST



Applying on Marta Schörl- pedagogical concept: HUMANISTIC approach, Educational Partnerships* Climate change, social entrepreneurship, art education*
SEL + new technologies: KUBO robotics, LEGO, creative, playful learning and environment;
Houses without Borders * IkuBi: Education 2030* ArtEdu



In partnership with
UNESCO

hundrED

<https://www.acdvienna.org/let-s-brick/let-s-brick2050-intalk-sessions-on-futures-of-education/>



Agency for Cultural Diplomacy



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Focus Group Consultation Reporting Form

Please provide the following information about your consultation.

I. Basic information

Date of consultation:	26 th August 2020			
Modality:	<input type="checkbox"/> in person		<input checked="" type="checkbox"/> online	
Location:	Vienna based association ACD-Agency for Cultural Diplomacy Online consultation on ZOOM			
Hosting organization:	ACD-Agency for Cultural Diplomacy			
Name, title, and affiliation of facilitator(s):	Tatjana Christelbauer, president and founder of the hosting organization; artist/(inter)cultural educator			
Name and email address of key contact person:	Tatjana Christelbauer info@acdvienna.org			
Language of consultation:	English			
Time spent in consultation:	50 min			
Consultation model(s) applied	<input checked="" type="checkbox"/> Model 1	<input type="checkbox"/> Model 2	<input type="checkbox"/> Model 3	<input type="checkbox"/> Model 4
Number of Participants:	8 (eight)			
Participants' profiles: (please describe briefly the composition of the group)	International group of educators from arts, culture, international organisations, academy, working on issues of quality education for all-barrier-free learning opportunities through educational partnerships, education2030 through art, new media, with humanistic approach and focus on development of the soft skills			
Identify the main stakeholder group that participated in the consultation: (please check one box only)	<input type="checkbox"/> Youth	<input type="checkbox"/> NGOs	<input checked="" type="checkbox"/> Civil Society	<input type="checkbox"/> UN
	<input checked="" type="checkbox"/> Academia	<input type="checkbox"/> Private businesses	<input type="checkbox"/> Government	<input type="checkbox"/> Other (please specify):
List any other stakeholder groups that participated				

Introductory insights on focus group organizers, format for discussion and list of participants

ACD-Agency for Cultural Diplomacy (Agentur für Kulturdiplomatie) was founded by Tatjana Christelbauer MA and Mag. iur. Erhard Christelbauer MBA and registered by the Federal Police Office in Vienna Austria on May 12th in 2016 as a non-profit international cultural association whose founding members are academic professionals, interested in and active in the research on theories and praxis of Cultural Diplomacy, within all fields where social interaction takes part. Reg.Nr.680217381

ACD-mission statement

is to contribute to the current global challenges through active engagement of its members and cultural ambassadors and partners, by development of cross-sectoral regional and international partnerships based on project cooperation in the field of cultural diplomacy, by connecting creative industries with art practice and education with international relations and diplomacy. Since its founding date in 2016, ACD-Team has developed a number of initiatives, such as [F*Air](#), [CD-Airshow Tours](#), ["Artimpact2030"](#), [inTalk Sessions](#), [Dance Arts&Diplomacy](#), educational projects such as [Let's brick!](#), [IkuBi2030 Children radio project](#) in Kenya, C-19 -response -project [Women.Art.Solidarity](#), as well as formats for public events such as [Vienna meets ... Diplomacy on Stage](#), a.o .

In cooperation with the governmental and non-governmental sector, public sector, private sector, and civil society ACD-team and its cultural ambassadors are active in development, exchange and promotion of the UN Agenda2030-oriented learning methods and strategies, considering the Sustainable Development Goals (17 SDG's) as a common frame for activities, based on universal values.

Our interest in the "Futures of Education"

UNESCO's International Commission initiative "Future's of Education" is a unique opportunity for our organization to mobilize our regional (Austrian), European and global partners, mostly representatives from educational institutions and art/cultural associations, diaspora communities media, a/o, and to actively contribute to the global debate on education, learning and knowledge in the world of increasing complexity, uncertainty, and precarity through educational partnerships by creation of the common space for thinking, discussing, creating and disseminating our best practices. Development of the cross-sectoral regional and international educational partnerships (SDG4+SDG17) will be encouraged to develop barrier-free and sustainably effective methods and spaces for learning and knowledge transfer and to support the UNESCO initiative to spread, grow and become.

More about inTalk Sessions:

[inTalk Sessions](#) are created by ACD-Agency for Cultural Diplomacy President Tatjana Christelbauer for exchange, networking, further education and development of cross-sectoral and international partnerships between artists and cultural professionals, mediators, teaching staff, representatives from national and international institutions and media.

The **inTalk- Sessions** on ZOOM are held for 45 min. in German and/or English.
Written Interviews with experts, media blogs, video recordings and other forms of documented

intalk Sessions are provided at ACD-Agency for Cultural Diplomacy webpage and its partners and guest speakers for further dissemination. inTalk-ZOOM Sessions with international guests have already been held on the topic **"The role of art and culture in global sustainability discourse."**

Stakeholders Focus group *Let's brick!*: professionals from the field of education (K-12), representatives from the regional and international cultural associations and art institutions, corporations in Austria who provide art/cultural education with international participants. Together, let's reimagine how knowledge and learning can shape the future of humanity and the planet!

Participants list of the focus group Let's Brick! On UNESCO "Futures of Education"

First name, family name, profile, country	Organisation/institution/Webpage/
2. Churchill Butaglia/Kenya	ADEPS org/ Noah's Ark Academy http://www.adeps.or.ke/ .
3. Eva-Maria Pallin/AT	Marta Schörl-educator/elementary educator
4. Mag. Friederike Lassy- Beelitz	Albertina Museum Wien
5. Alex Bell	HundrED-org. Ambassador, https://hundred.org/en/users/alex-bell
6. Megan Oteri/USA	brickscholars USA
7. Miroslav Polzer/AT	IAAI (International Association for the Advancement of Innovative Approaches to Global Challenges) http://www.glocha.info/
8. Tatjana Christelbauer	ACD-Agency for Cultural Diplomacy https://www.acdvienna.org/let-s-brick/let-s-brick2050-intalk-sessions-on-futures-of-education/
9. Rikke Berggreen Paaskesen/Dk	KUBO robotics https://kidslab.dev/2020/01/13/kubo-robotics-with-rikke-paaskesen/
10. Sahar Ahadyar /AT Intern ACD/note maker by ZOOM	ACD-Agency for Cultural Diplomacy- intern

Preparatory activities for consultations on ZOOM from 30th July 2020-August 25th 2020

Suggested topics and preparatory questions and sub questions for discussion from the UNESCO Model 1

Thematic focus: “learning to be-come” through educational partnerships, self-regulation as responsible individuals and community members through social and emotional learning (SEL), digital literacy

*“be-come” connects ability to act in the present and for the future

1. How do you view the future? (in 2050): Hopes and concerns;

- consider the effects of the C-19-crisis on the following: learning (remote learning, digital

literacy, space, ...); working (remote/childcare, un/employment in the fields of art& culture); life conditions of families, educators, learners (K-12): (space, health & wellbeing, free-time activities)

1.1. How can We reinforce the cross-sectoral educational partnerships to improve the learning, working, and life conditions for learners, educators, families?

2. Broad Purposes of Education: What should be the collective purposes of education considering all forms of organized learning for people of all ages in 2050?

-consider learning methods and opportunities through *art/cultural education* as inclusive, diversity sensitive, creative, holistic, with impact on wellbeing, health, development of self-regulating behavioral competences and attentive relations toward human world and nature a.o;- consider museums, theatres, galleries, dance studios, a.o. as learning environments and museum educators, cultural promoters, art educators as relevant contributors for knowledge experience and transfer; - consider *Sustainable Development Education* starting from elementary level to life long learning practice

2.1. How can We advance learning and put knowledge in the service of alternative futures for humanity and the planet?

3. Implications for Learning: How should, what we learn, how we learn and where we learn, change in the future?

Consider digital literacy, soft skills and shared learning environments;

3.1. Which changes are desired/needed/will be-coming regarding the content, assessment, use of knowledge, skills?

Suggestions for further reading, watching, research:

UNESCO- article, OECD on National skills strategies, *UNESCO Education for all*, OECD Article: Education and skills today, WHO *Art&Health report*, Video: UNESCO Futures of Education, <https://www.youtube.com/watch?v=7865y7hbehY&t=44s>, https://www.youtube.com/watch?v=fo_Q3ZJApXM&feature=youtu.be

From Austria: Teach Austria, Elementarbildung, Kunst-und Kulturschaffende C-19, Kulturausschuss C-19, Schulen C-19 Studie, Jugend in der C-19 Krise, Kinderbetreuung C-19; IkuBi2030 Model, KuBiPa2030

II. Synthesis of inputs

The focus group participants have shared their reports in various forms, ranging from slides, PowerPoint presentations, Weblink and following statements to the questions MODEL1 shared by some participants.

Friederike Lassy- Beelitz ALBERTINA Museum Vienna/AT

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?

My personal hope is that the management of climate crisis will show positive effects, that human kind communicate in an appreciative way, that education will be easier accessible for everyone. My concern is that the gap between rich and poor will increase.

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?

Teaching about climate crisis from early age on in order to develop the sensitivity and importance. Teaching technical skills for using medias in order to avoid unnecessary trouble in later life. Integrating as many educational trips as possible (in museums, institutions) in order to recognize them as a space for learning, creativity, communication.

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?

Listen to the people, listen to their needs of the children and their parents, give more money to kindergarten, school, university, etc.

“Using museums as a space of learning and communication. Museums are all about communication, experiencing, learning, sharing your feelings – what you know, what you see. This is why museums are so relevant.” Mag. Friederike Lassy - Beelitz

<https://www.albertina.at/en/>

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

When you think about 2050 ...

- The world happens to be more dynamic. That there are many divers' changes taking place all over e.g. innovations coming up in many sectors every now and then.
- There is good Cooperation growing up between nations, more and more. This is very encouraging.
- The world is first growing in terms of populations, technology and more. This means that the world should be ready for this changing culture which includes more co operations in health etc.

What are you most hopeful about?

- Our hopes are that due to the growing good collaboration amongst nations, there are likelihood of countries coming up with common good system of learning that would unify all nations
- With the advancing Technology, there are hopes that solutions to many of the world's pressing problems would soon be found.
- That the growing cooperation amongst nations would help solve the many social – economic problems facing the world like the current case Covid-19

What are you most concerned about?

- The world's population is growing fast, compared to the available resources e.g. land, which is seen to course adverse impacts like environmental degradation, due to too much pressure on the available land, in adequate health service, e.t.c
- Growing cases of unemployment especially amongst developing world, leading to social evils such crimes drug addictions among others.
- Food insecurity especially in the developing nations leading to malnutrition hence poor performance amongst children.

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?

- i) To help leaners be able to widen their perspective and find their access to knowledge to so that they are in a position to improve their skills and act self-responsibly.

- ii) Help learners be in a position to solve their economic, political, cultural, social, spiritual, and technological problems.
 - iii) Serve as unifying factor to our society.
- To help steer the culture of innovation and creativity for more steady development

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?

- i) Educators should be able to focus more on helping their learners develop into their true best selves for more meaningful careers and professionalism.
- ii) There is a need for educators to balance their lessons by equally focusing both on theory and practices with the same weight. (The teacher should be able to balance between classroom work and practical work) including Art and Craft so as to help promote the needed culture of creativity and innovation, which remains the only way to guarantee.

Long- term stability and security for individuals, families and communities, general sustainable development.

Collaboration learning is very, very important for the purpose of knowledge transfer and enhanced learning, which needs to be strengthened even more.

Digital learning is important due to the changing world of technology and so needs to be emphasized even more. For the purpose of easy sharing of knowledge and ideas amongst different players regardless of distance.

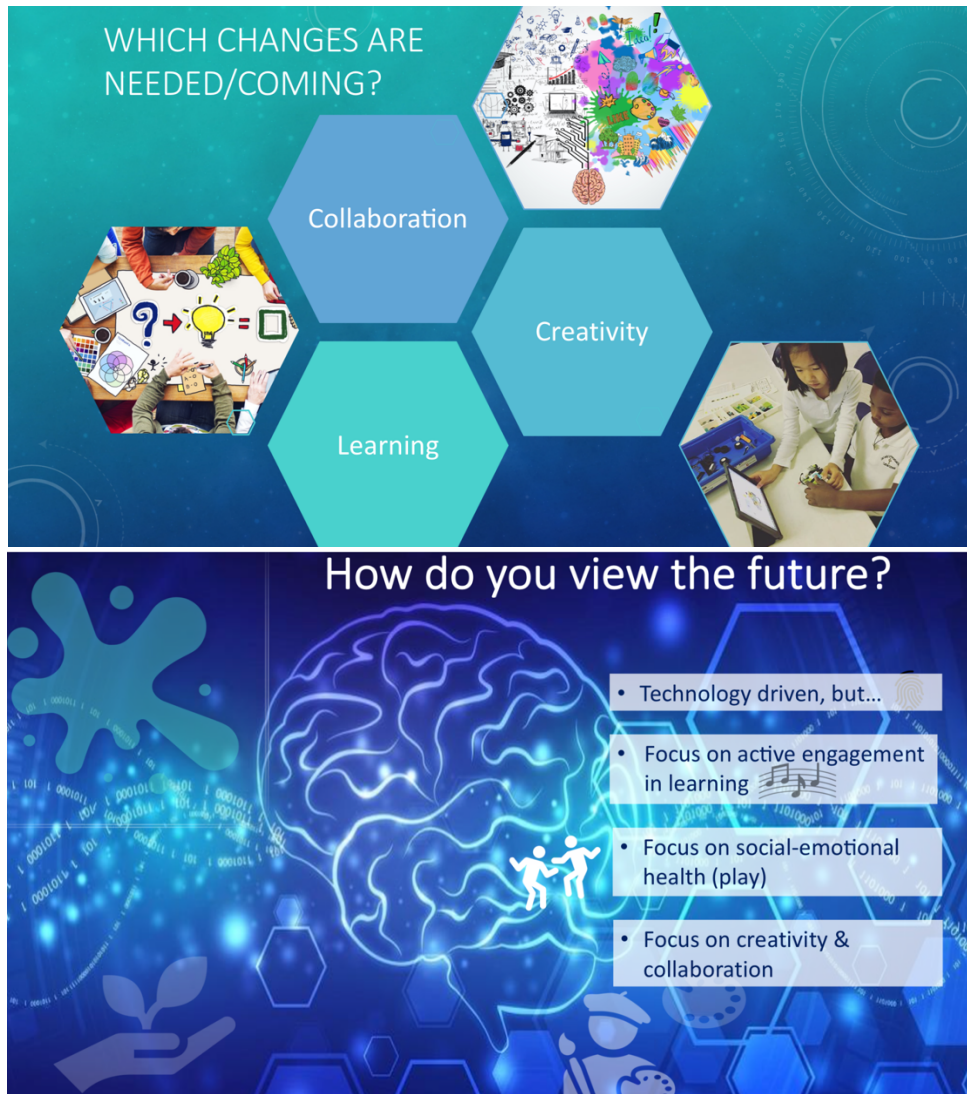
Churchill Butaria

ADEPS.ORG/Noah's Ark Academy

Website: www.adeps.or.ke/Noah'sarkacademymaragoli.com

E-MAIL' adeps2002@gmail.com , sbutalia@yahoo.com

Megan Oteri
Brick scholars/USA



Houses without Borders: <https://youtu.be/FZJgFwsKJH8>

- Interview about Brick Scholars programs: <https://youtu.be/MNgb1Fxu004>
- Brick Scholars for Kids: www.brickscholars.weebly.com
- Brick Scholars website: www.brickscholars.com

Megan Oteri

Certified Teacher: K-12 Special Education; K-6 Elementary; Language Arts 6-12
MA English (Creative Writing)

Excerpts from presentation:

1. How do you view the future? (in 2050): Hopes and concerns

Surveys and interviews also show that young people miss their friends the most during Covid19 and lockdown, and they miss going out spending time with friends.

I think it's important to help children and young people developing inner sustainability. Having a healthy lifestyle and helping young people to prioritize meaningful and important things in life. It also touches upon Bildung! It touches upon sociality, to take care of each other, having meaningful connections.

Point: We are in the need of cultivating and advancing our socio-cultural core values.

This is as well the reason why I work with developing cross-curricular and play-based activities and a pedagogical frame to support this is working with cultural narratives.

My point is that in an educational context we need to engage students at the level of culture. And this talks to Humanities education. Whereas engineering and science might engage students at the level of material status.

Point: But talking about cultural and societal wellbeing, we need both! And here we need new educational courses where both engineers and computer scientists cooperate with humanities, with sociology, psychology, and philosophers.

2: Broad Purposes of Education

Education needs to change. We need a flexible curriculum to adopt to new circumstances and realities.

Developing and improving sustainable development relies on a complex mix of educational disciplines, like the humanities, the arts, and scientific subjects like engineering and technical approaches.

How I like to work pedagogically and didactically with students for them to be able to express their thoughts, concerns, wishes and desires for the future is for students to work with design narratives, practicing tinkering activities.

Talking about citizenship – in terms of social responsibility, sustainability and wellbeing, the Arts also play a significant role.

To advance learning we must build emotional resilience in children (and as well in teachers). A lot of research demonstrates that play is fundamental to learning and that it is fundamental to human nature.

Resilience is not solely about surviving it is also about being able to thrive, about wellbeing.

3: Implications for Learning

3.1. Our educational systems and policies must support a flexible curriculum in times of deep cultural change.

An interesting perspective – technological development, applications and agents for interaction might change the way we appreciate our social human-interactions; as we will miss the presence of the original human.

We might discover that people really need to cultivate our human-human interactions. That people can be much better agents in terms of moral responsibility, sociality, and wellbeing, qualifying social relations.

What is needed in the future: Practical collaboration among business, science, practitioners, etc.

The Arts can help and supplement the more engineering and scientific careers with better interdisciplinary and creative approaches to technology. Such collaborations can cultivate the design of products and environments that influence human surroundings and wellbeing.



Link to article: <https://www.tandfonline.com/doi/full/10.1080/21594937.2020.1778272>

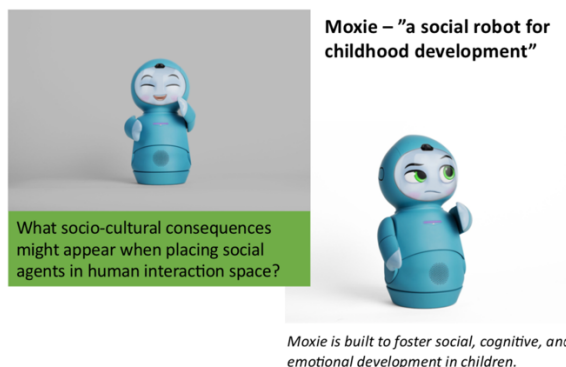
In this article you can read about how to develop a culture of play; how to get practically started in school; and how educators across countries and continents can share great teaching ideas.

The article also touches themes such as potential consequences of placing social agents in human interaction space versus the value of learning transparent coding in creative and imaginative ways with the purpose of developing children's agency and their democratic voice.

3. Implications for learning

Certified educational robots *versus* social household robots marketed as learning companions

Working with SEL in the classroom



Rikke Berggreen Paaskesen

KUBO Robotics

rikke@kubo-robot.com

<https://kidslab.dev/2020/01/13/kubo-robotics-with-rikke-paaskesen/>

<http://www.kubo.education>

Vision for Futures of Education with focus on Marta Schörl- pedagogy:

1. FLEXIBILITY: Education adapted on society and environment.

Margarete Schörl adapted her work on the environment.

Due to the COV-19-CRISIS elementary and other educational institutions have adapted their services for remote-learning, have organized online- meetings with parents, extended opening hours for parents who have to work, have organized more outdoor activities for playful learning in the nature. For the future, educational institutions will have to combine digital, in-and outdoor learning activities, considering the safety measures, but even more, considering the potential of outdoor and digital learning for inclusive access, regarding diversity and variety of needs, interests and abilities of children.

2. *“Stay in love”* (origin in German: *“In der Liebe bleiben”*)

Sustainable development Education based on humanistic approach: love your next and take care, starting by yourself. For that, equal opportunities and shared responsibilities are crucial, as well as development of social and emotional skills through sensorial experiences to strengthen the self-esteem, resilience, communicational skills and esteeming attitudes

Playful learning at home with mindful thoughts from social-pedagogical concept of Marta Schörl by Eva-Maria Pallin

Children need guiding SPACE, free TIME and sensorial MATERIAL for playful learning “Children need space, material and time for their own activities. Children need hands-on experiences to explore the world.

Example (Slideshow): As a family we very often go to our „beautiful place“. This is the wood and the creek. Jonathan is a very active child. When he is in the nature he is climbing, collecting, digging,... and he is RELAXED. In the nature is space and material for being an astronaut or a firefighter. I am only a companion and give him time.

Some essentials from educational method of the Austrian pioneer in elementary education Marta Schörl :

“Guiding leadership” (origin in German: *“nachgehende Führung”*): that means that teachers may prepare environment, than let the child do by itself, and look what the child want to tell us with its activities. Children need a person, who accompanies them, but does not always force them to be active.

Example (Slideshow): In our garden we have tires. My son is always playing with them. They are houses, a castle, a gym;

Play-islands

Children need different “islands” for their own. Marta Schörl applicated “movable and fixed islands” for playful learning in kindergardens. The “fixed-islands” are mostly in the function as meeting

points, such as breakfast table. Constructive plays, easel with colors for painting, book shelves are movable and can be re-placed and transformed by children how they like. The child needs different boards, bricks, beverage crates, blankets...

Example (Slideshow): About a whole month Jonathan played mole after waking up. He was very afraid of moles and it was important for him to play. He built molehills, babymole and more ...

When we look on children needs by planning of learning activities and by preparing of environments for learning, children are more encouraged and guided to explore, to create, to express ...

CREATIVE learning opportunities

activities such as, drawing and painting can have deliberating effects on emotional state through space for free expressions.

INTEGRATION IN THE WORLD OF ADULTS

Children want to participate. They will be naturally involved if we give them the opportunity to do things like washing the laundry.

Children consider adults/family members as a role models.

Another point is role playing. Let children play with things in order to give them the possibility to re-interpret things at any time.

Example from Slideshow: Cuddlybears are babys which were wrapped by the kids. The kids who wrapped were in the sensitive time at getting clean.

“STAY IN LOVE” and „*Thinking by yourself makes you smart*“ Marta Schörl

Be visionary and motivated to improve!

Eva- Maria Pallin, Friedburg/AT

Alex Bell/GB
Portlandeducation

Hopes and practices:

1.

The need for technology to link and enhance our humanity, to allow young people to gain intercultural skills and empathy that will break down walls and mistrust in the future.by example:

www.LinkOnlineLearners.org

2. The need for educators to build their own support networks and research bases at international level: www.Leadership-Lemonade.com

3. The need for educators and parents to work much more closely and in a flatter structure for the child's benefit.

Alex Bell FRSA FCCT

Portland Education

global leadership and innovation coaching

www.portlandeducation.co.uk

Miroslav Polzer IAAI/AT

“I think a very central theme of the future education efforts will be climate neutrality because we are in a climate emergency” Dr. Miroslav Polzer



ECOS Community Call
22nd June 2020

GloCha

Citizens and Youth Empowerment for Climate Action in the Run-up to COP26



Miroslav Polzer

executive director of IAAI, chairperson GloCha Fdt. NY, founding member ECOS, EU team lead CCC



Citizens Climate Action Empowerment Consortium

Aim:

Developing systemic solutions for meaningful and rewarding engagement of individual citizens/ youth in climate action and mobilization of the necessary intellectual, technological, financial and organizational means of implementation for all of society climate action; complementing and supporting existing structures and processes.

The Future of Global Climate Action: A #DigitalClimatePact App/Dashboard on Everyone's Mobile Devices

Individual Climate Neutrality as a Digital Badges Collection Game



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?

Envisioning the future in 2050, I look back to the last 27 years of work in the field of intercultural education, art and cultural diplomacy, to reflect on impactful developments, challenges, changes, and its causes such as migration, as a cause for numerous challenges; impactful effects of educational partnerships, Sustainable Development Education, and barrier-free learning methods from art/cultural education for all.

Looking back to the last 6 months in 2020, and considering the effects of the C-19 pandemic during the lockdown on education, art/culture in term of positive changes such as:

1. flexibility regarding the learning environment: remote learning from home, family as educational partners, smaller number of scholars in the classroom due to the C-19 measures, shared learning environments with partner institutions such as local broadcasts, state TV with space and time for following of the curriculum for all levels;
2. barrier-free learning opportunities for all: free access to a number of art/cultural events, exhibitions, dance classes, learning materials a/o online;
3. solidarity actions at all levels of societies, among governments and individuals worldwide; emerging funds for help.

Considering the negative effects of the C-19 pandemic during the lockdown on education, art/culture in term of:

- 1.1. Remote learning: not all children and families are able to connect as the process of digitalization does not have same global tempo and not all governments and communities could provide all children and families with digital devices;
- 2.1. Canceled art/cultural projects, productions, educational trainings, therefore existential challenges and employment difficulties for professionals from arts/cultural fields
- 3.1 Emerging funds have not reached all affected people,

I am most hopeful about future 2020-2030-2050... as following:

Generally, by developing and implementing policies and activities for achievement of the 17 Sustainable Development Goals at the local and global level, at least in its basically proclaimed vision in the UN Agenda 2030 and in the best possible form, global community will have a solid base for life in freedom and prosperity of people and planet as responsible individuals and global citizens, who share equal rights and opportunities and build together on sustainable future for 2050 and beyond.

Considering the current global challenges, mein concerns toward 2050 are following:
social climate, natural resources, human-artificial-relations and world order

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?

Life in sinc-brick-to-brick-wellbeing for individuals, people and planet: responsible individuals and communities: learning to be-come; humanistic approach, guidance

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?

1. Shared environments for learning experiences and knowledge transfer:

kindergartens, schools, universities in cooperation with local art and cultural institutions, sport associations, outdoor educators and curriculum design based on learning methods variety for multisensorial experiences on equal relevance and verification of informal learning for formal education; digital learning opportunities and skills for all

Some examples:

SEL+STEM, 21st century skills: developing social and emotional skills and competences through creative methods in museums, art galleries, international and regional cultural associations, etc. Learning sciences, technology, engineering, mathematics history but also considering future in

Future labs,

learning mathematics at dance center;

Developing resilience, leadership skills, intercultural, digital and non-violent communication skills by music, sport, dance, etc.

2. COOPS for decent work:

Employing professionals from arts and cultural sector in formal educational institutions and corporations, by connecting financial funds for formal education with funds for art/culture (education, practice, productions) within all sectors from all sectors, by transfer of 1% from income taxes of all individuals and corporations into

Art/Culture-Solidarity pocket:

people can attend Art/Cultural/Sport activities by their choice as learning forms/methods/environments inhouse and online with personal trainers

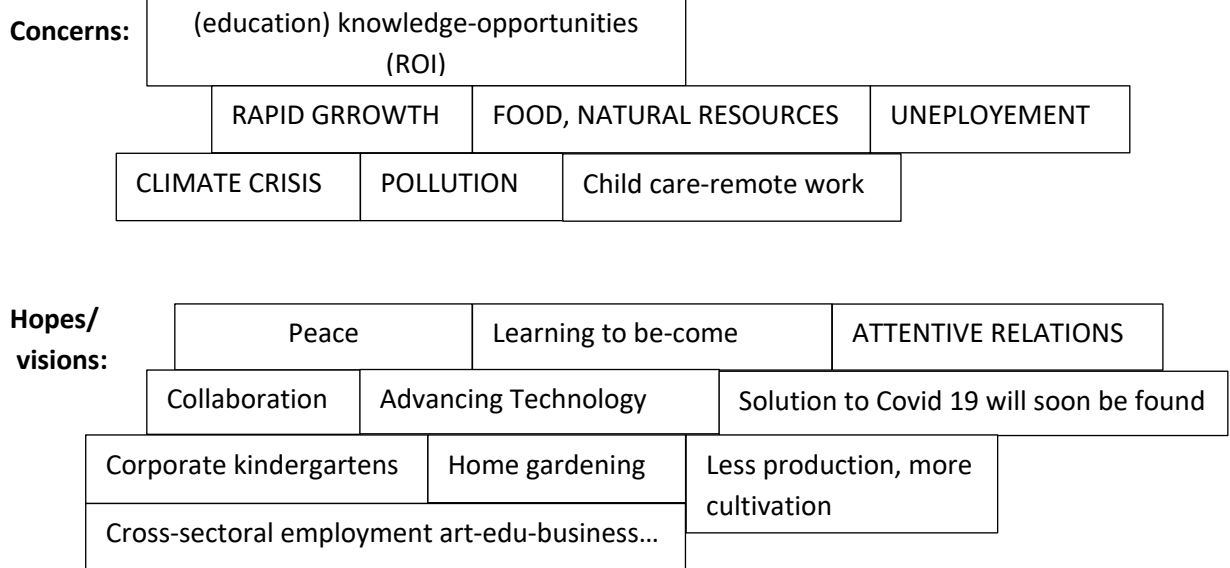
3. Sustainable Development Education-based learning in all educational institutions, starting from elementary level; individual guidance, digital literacy

<https://www.acdvienna.org/let-s-brick/let-s-brick2050-intalk-sessions-on-futures-of-education/>
<https://www.tatjana-christelbauer.com/en/kunst-kulturvermittlung/Kulturdiploamatie>

Bricks for Futures

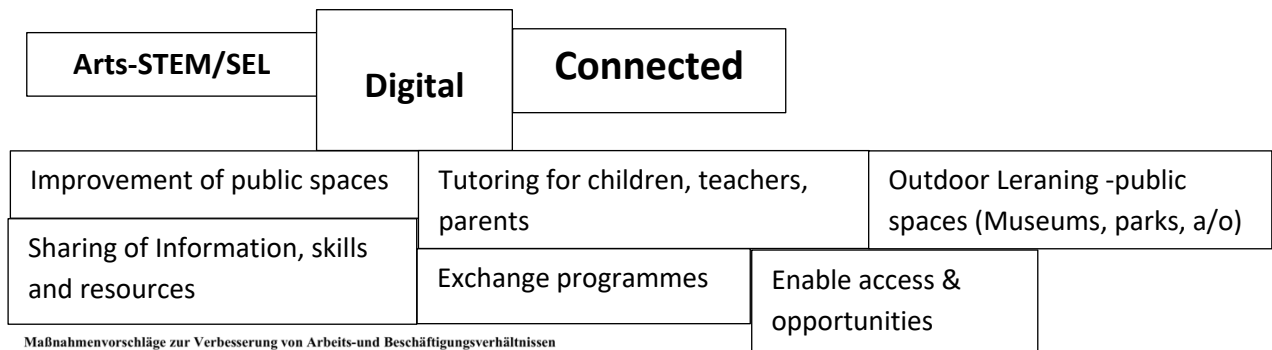
Considering our thematic focus, questions and sub questions shared in preparatory documents, we have brick-ed our visions, hopes and concerns, envisioning the Futures of education and learning to be-come, by using one key term:

1. How do you view the future? (in 2050):



Considering the effects of the C-19-crisis on the: learning (remote learning, digital literacy, space, ...); working (remote/childcare, un/employment in the fields of art& culture); life conditions of families, educators, learners (K-12) regarding the learning and leaving space, health & wellbeing, free-time activities and child care:

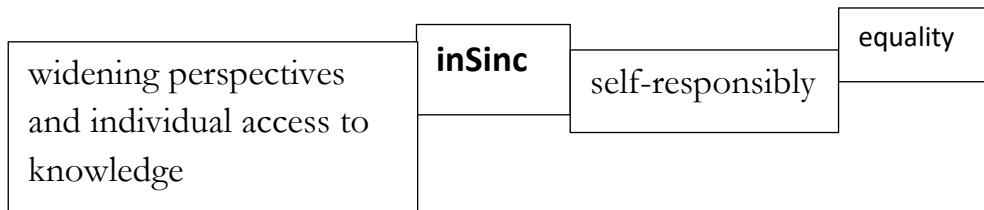
1.1. How can We reinforce the cross-sectoral educational partnerships to improve the learning, working, and life conditions for learners, educators, families?



Maßnahmenvorschläge zur Verbesserung von Arbeits- und Beschäftigungsverhältnissen von Kunst- und Kulturschaffenden mittels spartenübergreifender Bildungspartnerschaften



2. Broad Purposes of Education: What should be the collective purposes of education considering all forms of organized learning for people of all ages in 2050?



Considering learning methods and opportunities through [art/cultural education](#) as inclusive, diversity sensitive, creative, holistic, with impact on wellbeing, health, development of self-regulating behavioral competences and attentive relations toward human world and nature a.o;- consider museums, theatres, galleries, dance studios, a.o. as learning environments and museum educators, cultural promoters, art educators as relevant contributors for knowledge experience and transfer; - consider [Sustainable Development Education](#) starting from elementary level to lifelong learning practice:

2.1. How can We advance learning and put knowledge in the service of alternative futures for humanity and the planet?

Edu2030		Opportunities		Cross-sectoral-edu	
Access to the required Environment	Sharing of Information, and resources	Exchange Programmes			
		Crea-tivity	curiosity	Open-minded	

3. Sustainable Development Education-based formal educational curriculum, considering the purpose of education toward 17 UN SDGs as a universal frame of values and common goals



3.Implications for Learning: *How should, what we learn, how we learn and where we learn, change in the future?*

Self-Management	Free-Choice	HandsOn-Digital
Talent management	Balancing lessons equally between practices and theories	Enhanced collaboration amongst the key players and stakeholders

3.1. Which changes are desired/needed/will be-coming regarding the content, assessment, use of knowledge, skills?

Talentmanagement	Innovation	Equal value: Formal- informal Education-	More complementarity-less competition
International and cross-sectoral partnerships			Balance: Human-artificial- Human-Human- Human-Nature



Shared barrier-free learning environments:

“DUNKELBUNT”- scholars with impaired visual perception joining art workshop and excursion to Hundertwasser house in Vienna

art education as a part of curriculum: cooperation with art professionals and cultural promoters, museum educators, a/o

Variety of sensorial perceptions through creative methods, barrier-free learning experiences



Images: Tatjana Christelbauer with workshop “Dunkelbunt” -participants

UN
Agenda2030
in
Kindergärten:

SDG Talk
Sessions und
Lernwerkstätte

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Annex

list of additional documents and weblinks shared by Let's Berick!-2050-focus group participants for discussion and for the report on Futures of Education. Learning to be-come

1. Rikke Berggreen Paaskesen/DK – Educational Manager at KUBO Robotics: **PPT on futures of Education**
2. **Dr. Miroslav Polzer**/AT, Secretary General, International Association for the Advancement of Innovative Approaches to Global Challenges IAAE: PPT on Citizen and Youth Empowerment for Climate Action in the Run-up to COP26
3. **Megan Oteri**, Brickscholars USA: PPT on futures of Education
4. Eva-Maria Pallin/AT, elementary educator: Dia-show on Marta Schörl pedagogy: “Shörl for home”
5. Tatjana Christelbauer/AT: IkuBi2030 on Futures of Education (Pdf doc)

Shared weblinks to get further informations, inspirations, to connect:

[The Futures of Education Idea LAB Space](#)

[UNESCO- article](#)

[OECD](#) on National skills strategies

[UNESCO Education for all](#)

OECD [Article](#): Education and skills today,

WHO [Art&Health report](#),

Video: [UNESCO Futures of Education](#),

From Austria: [Teach Austria](#), [Elementarbildung](#), [Kunst-und Kulturschaffende C-19](#), [Kulturausschuss C-19](#), [Schulen C-19 Studie](#), [Jugend in der C-19 Krise](#), [Kinderbetreuung C-19](#);

Paaskesen, R.B. 2020. Play-based Strategies and Using Robot Technologies across the Curriculum. In: Taylor & Francis, Journal of Play, Vol. 2.

<https://www.tandfonline.com/doi/full/10.1080/21594937.2020.1778272> In the article is a pilot project taking place in Kenya.

Houses without Borders: <https://youtu.be/FZJgFwsKJH8>

Brick Scholars website: www.brickscholars.com

Tatjana Christelbauer: [IkuBi2030 Model](#), [KuBiPa2030](#)

The report has been written by initiator, facilitator and moderator of the Let's Brick1-2050-focus group on UNESCO initiative Futures of Education. Learning to be-come.

Cordial Thank You to all participants, partners, supporters and fellows!

We could brick-together for greater purposes and share our report to contribute to the development of the cross-sectoral partnerships envisioning the shared environments, stuff and knowledge as a brick-to-brick-barrier-free learning/working/creating...opportunities for all to co-create the Futures we Want and to learn to be-come!

Thank you! Tak! Hvala! Vielen Dank!

In Vienna, on August 28th 2020

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<https://www.acdvienna.org/let-s-brick/let-s-brick2050-intalk-sessions-on-futures-of-education/>

<https://www.tatjana-christelbauer.com/en/kunst-kulturvermittlung/Kulturdiplomatie>

Thank you! Tak! Hvala! Vielen Dank!



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Futures of
Education

LEARNING TO BECOME

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