

The Asia-Pacific Forum on the Progress Update of the
International Commission on the Futures of Education
Organized by CESA and UNESCO Bangkok,
April 15, 2021

Comments on
The International Commission on the Futures of Education
Progress Updates

Regenerative Education for our Common Future

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Comments

General Overview

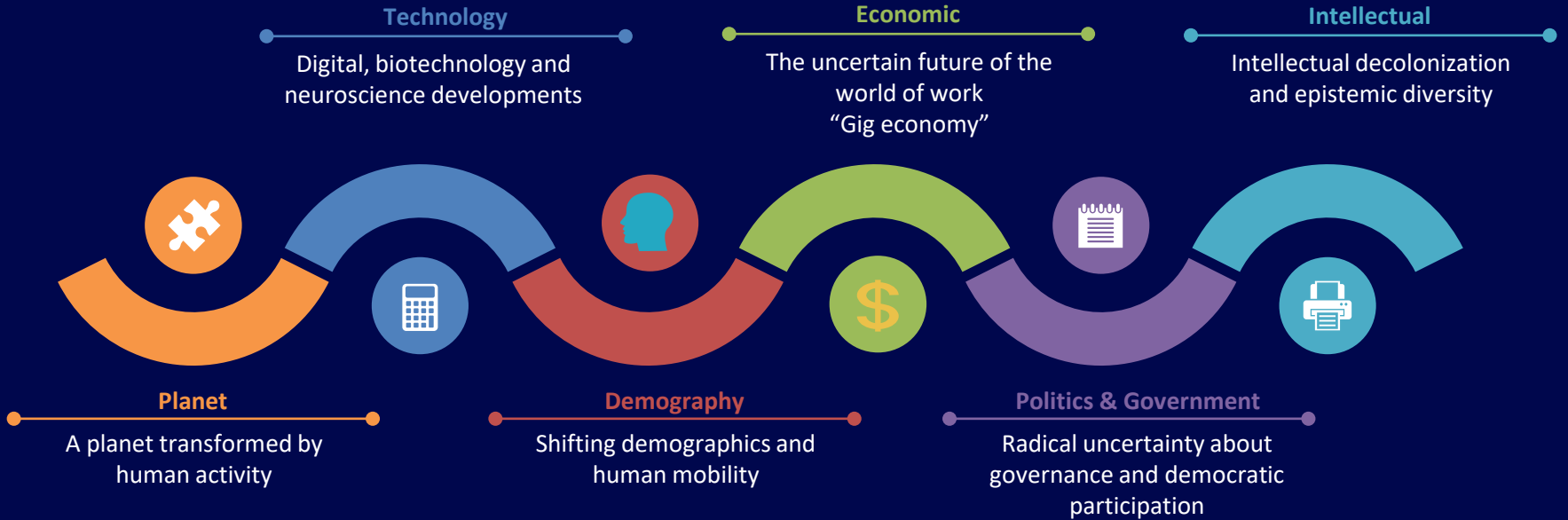
- The title provokes our curiosity to find out what the Commission means by “Regenerative Education” and “Common Future”
- Futures in 2050 = 30 years from now (too long? considering rapid disruptions in the VUCA world)
- “future scenarios” “what would (should) be” v.s. “what (must) should be done”
- “A Manifesto for Public Action” should be elaborated and directive
 - something similar to the 17 SDGs (basic education v.s. higher education v.s teacher education)

Selected Remarks on the Progress Report

- The Worlds of Education – Today and Tomorrow
- Strengthening Education as a Global Common Good: Commons-centered Education
- Rethinking Education towards 2050
- New times, New roles for Teachers

Worlds of Education: Today and Tomorrow

Emphasis was on the “shifts”, trends, disruptions (similar to other literature)
Need more linkages to the structure, form, process of education



Trends and disruptions underline the urgency of rethinking the ways in which we understand and organize education

Strengthening Education as a **Global Common Good**: **Commons-centered Education**

“common” as a noun

- what we build in common and how we govern
- a common goal defined through and **sustaining a diversity of cultural traditions** (= breaking “*intellectual colonization*”)
 - Western “Modernization” v.s. Sustainability
 - Globalization v.s. Localization
- education is a **common good** (bottom-up, local initiatives, self-organized governance)
- **How can we identify “common goals”? Whose “commons” are we aiming for? How can we convince society members to believe/act upon “common goals”? How we can achieve them?**
- E. Durkheim: “**core values**”, value consensus, moral forces, collective consciousness
- Rearrange priority of 3H to “**Heart, Head, Hand**”
- Education nurture “**Man of Heart & Soul**” (**good and public-minded person**)

“commoning” as an action

- **co-construction** of knowledge and pedagogical modes (relational and collective aspects of teaching and learning)
- **who are (should be) the co-designers of education, curriculum and learning**
- who should be involved at national, institutional, class levels – policy makers, administrators, teachers, learners, etc.
- “commoning” as an action is a good idea but it will **require a lot of efforts in practice** and will require **constant revision** since “commons” in 2050 will transform/change quite rapidly

Rethinking Education towards 2050

01



The place of education in wider society: strengthening a common public education

02



The organization and governance of education: building inclusive educational ecosystems

03

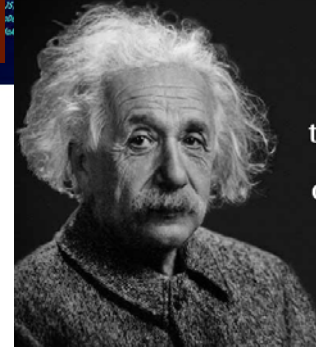


The content and methods of teaching and learning: fostering knowledge co-construction and pedagogical communing

- Beginning of the new “social contract of education” (new = new things + **renewal of heritage + diversity of contexts and cultures**)
- Commons-centered education must be built on defending and expanding the **inherited legacy of public education and the teaching profession**
- Common public education requires presence and involvement of **“all who are concerned with education”**
- **Good proposal but quite difficult to implementation and it goes back to the notion of “whose commons”, etc. mentioned earlier**
- Education at every level (ECED to HE + lifelong and lifewide education) must NOT focus on building **human capital** but on **building human beings**
 - Need **“We-person”**, not “I-person”
 - **Basic ed.** - **“Man of Heart & Soul” (Public-Mind)**
 - **HE** - **“Man of Knowledge, Ideas and Innovative Mind” (I + T-shape person)**
- Schools are forms of **collective living** that cannot be fully replaced by distance or remote learning
- **Teachers, not “tutors” or “coaches”, with their professional knowledge/experience, have essential role to play in creating them**
- **Traditional skills + soft skills** (critical thinking, empathy + **futures literacy** + **“learning how to learn/relearn/unlearn”** + **“learning to transform”** + **“learning to become”**)
- Co-construct **formal schooling** in respond to the needs of individual **to learn, relearn, and unlearn + lifelong education** redesigned to **skill, reskill, upskill**
- Curriculum has to encompass the major themes and problems of the world and develop itself through research and learner-driven projects.
- Need to **balance between individual learner-driven and society-driven**

New times, New roles for Teachers

- **Professional teachers (not “tutors” or “coaches”)** are essential in regenerative education
- **Teachers cannot and must not be replaced by “machine/robot”** for human need to learn from interaction with human
- **New roles in the future** - if curriculum and learning will be developed through learner-driven and societal-driven projects, **professional teachers need to play new roles** other than teaching such as **life designer** who helps identify student’s strengths, interests and values
- Teachers and learners should **co-design learning plans** to obtain all necessary set of skills for career paradigm that will emerge (guidance for innovator and nurture holistic person)
- **A major reform in both pre-service and in-service TE to train and retrain teachers for new roles and challenges.**



I fear the day that technology will surpass our human interaction. The world will have a generation of idiots.

It is the supreme art of the
Teacher
to awaken joy in creative expression and knowledge.

- Albert Einstein

**THANK YOU FOR
YOUR ATTENTION**

