



**Unofficial Transcription of vCIES Futures of Education Keynote Panel
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Futures of Education

LEARNING TO BECOME

This vCIES 2020 keynote panel examined the futures of education with members of UNESCO's International Commission on the Futures of Education (Arjun Appadurai, Karen Mundy, Antonio Novoa and Fernando Reimers).

For more information on UNESCO's project please contact futuresofeducation@unesco.org or visit <http://en.unesco.org/futuresofeducation>

Video recording is available at: <https://www.youtube.com/watch?v=TVhyKMPiZqM>

Panelists

- 1) **Prof. Arjun Appadurai** - Professor, New York University, and Hertie School, Germany
- 2) **Prof. Fernando Reimers** - Professor at the Harvard Graduate School of Education
- 3) **Prof. Antonio Novoa** - Professor and Former Rector of the University of Lisbon, Current Portuguese ambassador to UNESCO
- 4) **Prof. Karen Mundy** - Professor, Ontario Institute for the Study of Education, Canada

Moderators

- 1) **Noah W. Sobe** - Senior Project Officer at UNESCO
- 2) **Sobhi Tawil** - Head Education Research and Foresight at UNESCO

Introductory Comments (00:00 - 10:55)

Noah Sobe (00:00 - 02:21) - Good afternoon, good evening everyone. I'm Noah Sobe Webster. I'm currently a Senior Project Officer at UNESCO's HQ where I have the privilege of working on UNESCO's new flagship initiative, the 'Futures of Education: Learning to Become'. In a moment you'll hear more about the structure of the project and the work that we've accomplished to date from my colleague Sobhi Tawil. This CIES 2020 panel, which is now of course a virtual CIES 2020 panel came about because we wanted the chance for an exchange with as many people as possible in the field.

I want to start by giving a warm thank you to Iveta and her team for organizing this keynote panel. We're particularly honored to have with us today four members of UNESCO's International Commission on the Futures of Education; 1) Arjun Appadurai; 2) Fernando Reimers; 2) Karin Mundy and; 3) Antonio Novoa. All of whom are well known in the comparative and international education community which is why we asked them to join us today to share some of their thoughts on the 'Futures of Education'. My colleague Anett Domiter is also with us and she's going to be monitoring the chat window and relaying questions later in the session. Also, we will repost links with information about the FodEd. You should all feel free to type your comments and questions in the chat box at any time.

A lot of people have expressed the idea that the covid-19 crisis and the educational disruptions we're seeing around the globe lend a massive urgency to the need to rethink what humanity and our societies have become and what they might yet become. Iveta already headed us in this direction with the invitation to think about education beyond the human. And I'm happy to say UNESCO's work on rethinking and reimagining education is also well underway. So now let me turn the floor over to Sobhi Tawil for a more complete introduction to the project.

Sobhi Tawil (02:21- 10:10) - Thank you Noah and welcome to all. Thank you also to our four panelists today and to all of those who were joining us for this panel. Thank you also to Iveta and CIES for organizing the panel in these challenging times. The global pandemic is affecting all regions and most countries of the world with, multi-dimensional, social economic, political, educational and civil impact. We're really in uncharted territory. And we've recently heard from the World Health Organization that while there is a lot that we know there is also a lot that we don't know. For instance, we don't know how covid-19 will continue to spread. We don't know for how long measures of social distancing, restricting mobility, measures of confinement and school closures will last.

What we're seeing is that initial temporary school closures are being extended and prolonged in a number of cases. We now have over a hundred and thirty countries with countrywide school closures, and an estimated eighty percent of all learners worldwide who are affected by these closures. This is disrupting learning communities at all levels. In the past ten days, we've been in dialogue with Ministers from around the world here at UNESCO. Most recently, we've understood that the impact has been both immediate and longer-term and that it also will have

implications for how we understand education and learning, how we see the role of schools and universities, and how we also reconstruct and redefine learning communities, the role of families, the role of teachers and more broadly the purpose of education. But also the ways we see and perceive the future. This is precisely the aim of the 'Futures of Education initiative; Learning to become'. Indeed, the aim of this initiative is really to reimagine how knowledge and learning can shape the future of humanity and the planet. The initiative is very much in line with UNESCO's traditions to rethink the purpose of education to look at the bigger picture and rethink the purpose of education as well as the organization of learning at key historical junctures of societal transformation. This was first done in the late 60s early 70s with the publication 'Learning to Be' (1972). It was followed in the mid 90s - following the end of the Cold War - with 'Learning the Treasure Within' more commonly known as the 'Dolors report'. Finally, in 2015 with the last UNESCO's report 'Rethinking education: Towards a global common good' was published. The Futures of Education initiative was launched last September in New York at the UN General Assembly by the Director-General of UNESCO, together with the President of Ethiopia who is chairing the International Commission along with a number of other Heads of State and Ministers. The International Commission on the Futures of Education is composed of tough leaders representing a range of profiles from all regions. The Commission is tasked with preparing a global report on the 'Futures of Education' to be launched late next year (2021) at the UNESCO General Conference. The report will present a vision for education as we look to the future. It also aims to catalyze global debate research and action. In developing the work now and in the work of the Commission that is being supported by the Secretariat at UNESCO, we're also managing two parallel tracks to enrich and support the work of the Commission. The first track is reviewing research and collecting expert input from a range of partners and partner networks. The second track is catalyzing a global debate through different dialogues, seminars, focus groups, discussions and online platforms. I believe our colleague Anett has posted or we'll be posting some of those links. Right now the Commission met for the first time in late January and proposed the visioning and framing of the Futures of Education. The link should also be online. It defines the current context of complexity uncertainty and fragility which has only been enhanced since the outbreak of the pandemic.

The document also calls for redefining or revisiting our understanding of development and human flourishing. It recognizes the plural realities that we need to navigate as we look to the future and the differential weights of the past in ensuring the right to basic education. It also reaffirms a humanistic approach to development and to education and to knowledge as a global common good. Finally, it outlines four broad areas for exploration; 1) Human and planetary; 2) Sustainability knowledge production; 3) Access and governance citizenship participation; 4) Work and Economic security. All four themes are approached through the lens of equity and inclusion. Thank you again all for taking part in the conversation and in today's panel which is part of this more broader conversation. Today we're really privileged to have four members of the International Commission on the panel and this conversation. As we said, this panel is even more timely today in the current context of the covid-19 pandemic. So thank you all for your interest for your participation and for your inputs. Over to you Noah.

Noah Sobe (10:13 - 10:55) - Thank you Sobhi. And for those of you just joining this panel is dedicated to the Futures of Education and UNESCO work on this in particular. We have four members of the International Commission and each of them is going to speak for about 10 minutes. Then we'll open up discussions. You can participate by putting comments and questions in the chat box. First I'd like to introduce Arjun Appadurai. Professor Appadurai is well known for his work on globalization, cultural diversity and the research imagination. He's a professor at NYU and the Hertie School in Berlin. Arjun over to you.

Panelists' Contributions

I - First Panelist - Prof. Arjun Appadurai (10:55 - 23:46) - Thank you very much Noah and Sobhi, UNESCO's colleagues, my three other distinguished colleagues and all of whom I look forward to hearing from. It's a challenge to speak at this time about almost anything but also about education since we're all dealing with a challenge for which we are not very well equipped. Today I will speak through the lens of the current crisis but I hope to raise issues which are not confined to this time - in the hope that this time will pass though and that we will learn a lot from it I have no doubt. Also I hope the lessons we learn from the crisis will apply to our longer-term concerns but like the rest of you it's difficult to speak entirely outside of this moment so let me begin - and I must say I've rethought what I might have said in the light of recent remarks. What I say today will be very spontaneous. It's not fully informed but I have some points and I will go through them.

1) The first thing is the one sentence I sent that I think is a challenge for our Commission and for the constituencies to whom we plan to speak, that is the necessity to produce reliable knowledge quickly in times of crisis. We are increasingly faced with this type of demand in times of crisis. The coronavirus crisis is the most recent and possibly the biggest of these all crises. It has driven a need for knowledge production, learning and teaching. It makes us run against the natural rhythm of most educational processes, whether for very young children, for mature young adults and for all people doing continuing education. At all these levels the general rhythm of teaching and learning is gradual. You might even say that it is slow. It is slow and cumulative in two ways; a) one in a human life cycle nobody learns everything they need to know in one day, one hour or one week. We keep learning and we keep unlearning. That's what becoming a responsible adult is about. There's this tension in the slowness of learning in the human life cycle. Historically, there are topics in which human beings have been trying to understand things and teach things and learn things for millennia. In some cases our progress is depressingly slow. In other cases it's faster but it's never overnight. So I put that forward as a dilemma. In times of crises such as the present one - or in previous one like the financial crises or other health/ political crises, major wars etc - there is a tendency for education to seem somehow irrelevant or unimportant. The question then is how do we continue to value teaching, learning education and the relative slowness of that set of processes while also recognizing that we have some urgency ?

2) My second point is based on the following experience. I was in a Zoom based class with some students of mine in New York yesterday. I was discussing a book about terrorism in the early period following the 9/11 attacks. One of the points of the book was to remind us that when the atomic bombs were dropped on Hiroshima in a urgent sense, it was the first time - Hannah Arendt was the one who really had this insight - that everyone realized that humanity could be destroyed. As a result, people realized that there was such a thing as humanity. So the paradox presented by the author reminds us that in moments of potential global destruction of all of mankind, the idea of humanity becomes tangible. Nowadays, the covid-19 crisis - the approximate 130 countries affected by the outbreak - makes us rediscover yet again our humanity. But this time the difference is that we are discovering our humanity while also being aware of non-human forces and beings, plants, animals. In other words, we have a new idea of the planet. We're not so narrowly human anymore and we certainly are recognizing our common humanity. There are also voices reminding us that the relation between humans to animals, to viruses and so on is very complex. And we can't hide humanity from the rest of the planet. So my second point is that there is a message here again for us that we are a species that has a great deal in common. And one thing we have in common is the capacity/potential to disappear. Hopefully that's not the only thing we're learning about humanity. Perhaps one lesson we can keep in mind is our common humanity, something which is very hard to do in a situation where nation states have their interests, various groups have their interests, ethnicities have their interests, religions have interests. So having a sense of a common humanity is not a simple thing to bear in mind. But we need to do that.

3) My third point is familiar to all of us. Indeed, I just reminded us that this type of crisis is another reminder of the difference and relationship between knowledge and information. For me knowledge is something we gained in order to process information. Knowledge is not the same as information and of course we deal in a world with a lot of suspicions regarding all kinds of information (e.g fake news, social media etc). We are swamped with information much of which we are in no position to assess. As such, I would say one of the single biggest goals I can imagine for education at all levels is to build the capacity among people (e.g young children, young adults, all of us) to develop and to build knowledge capacities which allow us to handle the overflow of information. That's how we tell if somebody's doing a good scientific analysis, or if a neighbor is well-informed. This is the world in which knowledge, information, news, rumor, fakes are all crowding each other. I think we need to tackle these problems. For example this world chronometer/map of covid-19 school closures - that I'm sure all of you have looked at - has country-by-country details. It's extremely impressive but also very neutral. So it doesn't easily tell you what to make of it all. It's just a terrific amount of data but there aren't a lot of tools to interpret, analyze and debate on, for instance, what kind of education are we discussing and by/for whom ? Where's the line between the household and the school and the college ? These are key issues.

4) Finally, the most important point will be illustrated by arguments raised by a couple of Chinese friends and colleagues in the face of racist effort to brand China and Chinese as the villains of this outbreak. A student in my class yesterday who is Chinese said that apparently some Russian philosopher has given a statement (I don't know who) that went viral. The idea

behind the statement was straightforward and addressed the globality of our age. We move across borders. We are out of touch with other traditional ways. We are highly connected and there's no way to turn that back. So on one hand we live in a world of super connectivity. You might even say saturation by connectivity. Everybody's somehow in touch with everybody, one way or the other. However, our response structures are entirely from the platform of the nation-state. So every one of us is talking about closing borders. Germany is even being admired. But how long can the approach of closing borders work ? So I conclude by saying the biggest tension that I think educational institutions thinkers and leaders have to face is the following; in a world of connectivity, how can we work? Can we simply have a national lens for handling major problems ? Thank you.

Noah Sobe (23:49 - 24:16) - Thank you very much Arjun. If you've just joined the conversation, you've joined a discussion about the futures of education with four members of UNESCO's International Commission. Our next speaker just left the video. If you're going to come back on Antonio...Otherwise we'll go on let's go to Fernando next and get Antonio later. Fernando Reimers teaches at the Harvard Graduate School of Education. Fernando. Over to you

II - Second Panelist, Prof. Fernando Reimers (24:20 - 34:33) - Thank you very much Noah. Let me first say how much I appreciate that we have three hundred and thirty participants taking part in this conversation today amidst the most serious pandemic. This pandemic makes the need for good government, for collaboration, and for international collaboration very urgent. The enormity of the loss of life and human suffering which is going to be caused by this pandemic cannot be overstated so this is tough for all of us. But I'm hoping that there will be some silver linings from this global tragedy. Now this pandemic for one, is creating a shared experience for humanity which has been felt directly by a greater percentage of humans than any other previous war or catastrophe, where the pain was experienced vicariously. Perhaps when this long night is over and we see the dawn again we will have a different appreciation of the idea that Terence put forth twenty centuries ago when he said that; *'to be human is to live, so that nothing human is foreign to us'*. And certainly this is the case with respect to biology. A virus knows very few boundaries. Now I read your participation on this panel as an expression of that hope thereafter the long night that we're going to be in, and these will be long, there is going to be a dawn, and that the most responsible thing we can do is to try to keep a sense of normalcy and plan for the future. This is exactly what this commission is about. So I want to talk about three ideas; **1)** one why is it important to examine education goals and to provide guidance for curriculum ?; **2)** What is the role of this UNESCO's Commission and previous Commission's on education ?; **3)** Then I want to suggest that one of the things that this commission/ report might do is to influence educational change as multi-dimensionally understood and I want to talk about what that means.

Ever since UNESCO was established it has been in the business of expanding the collective imagination about what it is that we should do with education. Going back to the right of education - look at article 16.2 - it presents not only a very hopeful but a very patient idea of what it is that education should be about. And that is a mission that UNESCO, more than any

other international organization, has been steadfast on for over seven decades. In 1974 the UNESCO published the 'Declaration for International Understanding and Cooperation'. It tends to revisit very powerful ideas. The two reports that Sobhi referred to put forth very powerful ideas that actually influence the collective mindset of what it meant to educate before 'learning to be'. Most governments thought of education as accessed and after 'Learning to Be' published in 1972, we began to understand the importance of preparing people for lifelong learning. The Dolores report presents the notion of 'learning to live together'. And the idea that we had to focus beyond cognition into social skills and self-knowledge actually took hold in how governments thought about education. And of course more recently the UN sustainable development goals are a phenomenal provocation, a challenge to all of us. I mean so much of a challenge many of us are in a conversation about whether these can be achieved or not. That's not important. What is important is that we have governments changing the goals of education in response to these provocations. And I hope that this commission will build on that tradition and will have similar outcomes.

So I have been studying for the last decade how governments frame the goals of education in a range of countries. There is no question that all these international frameworks, conversations and dialogues influence how governments frame the goals of education. For instance, they have placed curriculums again at the forefront of the policy agenda. And the question is; how do we think about transforming education systems so they actually have the capacity to act on these ambitious curriculums ? In a forthcoming book, I look at how some of the countries, including some of the poorest countries in the world, have changed their curriculums. This phenomenon is pretty much present everywhere. From the poorest ones to the wealthier ones, countries are trying to get their public schools to teach a broader set of skills to their students. I think it's very important then to put in conversation the work of our Commission, and how we think education systems are going to change. Because what the experience of the spent decades shows is that educational changes cannot be simply wished to happen. A change doesn't happen because of one of these Commissions UNESCO organizes. Our reform doesn't even happen because governments change the curriculum. Indeed, what I argue in this new book is that educational change goes hand in hand with a cultural, psychological, professional, institutional and political process. And that we are more capable of supporting change if we can think of it simultaneously through each of these perspectives. Because each one of them enhances the others and provides light to the others. I think the role of this Commission is especially to influence the set of shared expectations, the cultural expectations about what it is that education can and should do now in my view.

Also, what I think is novel about this commission, relative to the two previous ones, is that we have opportunities for construction that were simply unavailable. Just look at this conversation; 333 people from 50 different countries are participating in this conversation. I believe that Sobhi is going to share with us later three different avenues through which, each of you and the constituencies that you can reach out to, can shape the work of this commission. And I believe that our product is not going to be just another set of commandments of what the government should do. It will be the results of a collaboration between various stakeholders, local communities and this commission and how this collective can translate this new set of

cultural expectations and hopes for education into actual strategies applicable in particular settings. But once this night is over, we should also be thinking about climate change which is in many ways similar to a pandemic. It does require collective action. It does require good government acting on evidence. I'm hoping that attention to climate change, where the clock is ticking as much as easily as it is clicking for this covid-19 crisis, is going to be front and center to the work of this commission and to the collective action that it inspires.

Another pandemic is the one of violence. There is a reality of violence of various sorts around the world, both in the form of open war but also in the form of structural violence and of social violence experienced by particular groups and perpetrated by other groups. This pandemic will also be an important theme of this report. Certainly the idea of being more intentional will allow every person to know that to be human is to live, so that nothing human is foreign to us. The idea of global citizenship which has been so central to UNESCO for 75 years, I hope will be a very central idea of these works. Perhaps a silver lining of this pandemic is that we will all be more ready to embrace it. So thank you all for participating in this meeting and especially for your partnership in making the work of this commission a jointly owned process with the communities that you participate in.

Noah Sobe (34:39 - 35:12) - Thank you very much Fernando. We really appreciate those comments. Again if you're just joining, this panel is dedicated to a conversation on the futures of education and we have four speakers who are members of the International Commission on the Futures of Education put together by UNESCO. Now I'd like to pass the floor over to Antonio Novoa. Professor Novoa is Professor and Former Rector of the University of Lisbon and is now serving as the Portuguese ambassador to UNESCO.

III - Third Panelist, Prof. Antonia Novoa (35:15 - 45:57) - Everyone it's a pleasure to be here with you talking about the futures of education at the time when the future seems to be shortened by the emergence of this new pandemic situation. When UNESCO launched this project none of us imagined that the team was going to have such an immediate and urgent relevance. The tsunami that we are experiencing will have unprecedented consequences in the field of education. It's necessary to prepare ourselves with intelligence, strength of cooperation and with an open sharing of knowledge.

In his novel *Ignorance* Milan Kundera once wrote and I quote; *'everyone is wrong about the future. We can only be certain about the present. But the person with no knowledge of the future cannot understand the meaning of the present'*. This is the reason for the Futures of Education initiative. We're trying to look to the future to understand the present – and all that we have to do to overcome, for instance, inequalities in education and inequalities that deepen other inequalities. All make the world more fragile. The Futures of Education initiative is not a futuristic exercise. Like so many others that in recent years have been extraordinarily popular. The future is in fact has three major “venerations”, that is digital innovations, artificial intelligence and the brain. None of us in this panel or in the Commission disregards the importance of these three topics. But we must look at them with caution as a starting point, and not as a solution or even worse as the solution. These three reasons are linked by common

denominators. They all announced the disintegration of the school and the establishment of a more individualized and private relationship with education. The digital, of course, announces the possibility of an education made from home or other private locations. Artificial intelligence is creating - and I'm quoting a well-known French author - ; *'a trans humanistic school where it will be normal to modify the brains of students using the whole panoply of nanotechnology, biotechnology, information technology, and cognitive science (NBIC) technologies'*. Also neuroscience proposes first to personalize learning and then to optimize the brain bio-electronically. In one way or another - and this is my point - all these reasons aim at the confinement of education within private spheres. As a consequence - as says our colleague David Labaree - *'education tends to be reestablished through a consumerist approach that undermines the role of schooling'*. A consumerist approach that constitutes in my opinion, the greatest danger for the future of schooling. The current situation with the coronavirus does nothing more than accentuate these trends and these dangers. This must be a matter of great concern to us all.

That's why I would like in this second part of my intervention to remember a text by Edgar Morin, the French philosopher, about the earth's eco-system and I'm adapting this text to the education system; *'when a system is unable to deal with its fundamental problems, it disintegrates or else it is capable of creating a process of metamorphosis'*. The probable fact is the disintegration. The improbable, but possible, is the metamorphosis. For me the future relies on this possibility of the metamorphosis of the school through a deep change in the organization of the school space, time and in our conception of curriculum and pedagogy of learning. Metamorphosis is our way out, not disintegration.

And contrary to what happened throughout the 20th century, there will not be a single model of school therefore it is worth talking about futures based on experiences and projects that fortunately already exist all over the world. It is in the strengths of these experiences, the capacity for sharing, the knowledge and mutual inspiration that the futures of education will be. For this we can never forget that education needs to be a factor to fight inequalities and not a creator of greater inequalities. Instead of following consumerist trends in the way that David Labaree wrote, we should remember Maxine Greene's wise words in her presidential address at a conference in 1982, 40 years ago, and I quote, *'I cannot imagine a current sense of purpose in education if something common does not arise in a public space'* (42:27). The phrase in my opinion is brilliant and calls us to pay attention to the concepts of common and public space. Perhaps we could have a global current good, as in the report by the UNESCO in 2015. What I'm trying to say to conclude this first intervention is that the future that interests me involves strengthening education as a global common good and both Arjun Appadurai and Fernando Reimers talk about this a global current good that arises in a public space. This canon does not mean uniformity. On the contrary, it refers mainly to what enables diverse human beings to act in common and to be recognized for what they are and for what they do. That's why the right role of education in private spheres is not a solution. The two words I'm concerned about are diversity and cooperation: the diversity of futures and the cooperation that allows us to act in common.

Schools, of course, must experiment with new ways of organizing space and time, with new ways of organizing the work of teachers and students. The curriculum, as Fernando Reimers told us, must be centered on planetary consciousness. To quote Edgar Morin again, the curriculum must be centered on 'world intelligence', on the intelligence of the world, the capacity of interlinking everything in the world. We are all part of the same humanity. Arjun Appadurai told it very clearly. And only a global citizenship, a global responsibility for education will allow us to find the paths of the futures in the plural. In this search, we also need diversity and cooperation to strengthen education as a global common good. That's what I would like to share with you in this difficult moment of our lives. Finally, we must have a clear vision of what we want and in what direction we want to work together in UNESCO and in a co-construction of this report with everyone in the world. That's the most important thing. It's not a report written by an International Commission it's a report that needs to be constructed and written for large people in the world. It needs to be a co-construction as Fernando Reimers told throughout the next two years. Thank you very much for this opportunity to share these ideas with you.

Noah Sobe (45:59 47:01) – Great, thank you very much Antonio for all those wonderful ideas, particularly for introducing the idea of metamorphosis. As you've seen we have a chat going if you have any comments or questions you'd like to make. Please type them in the chat and we'll go over to the chat in just a bit. Our last speaker is Karen Mundy also a member of the International Commission on the futures of education. Professor Mundy is former chief technical officer at the global partnership for education. She's professor at OISE University of Toronto and important to also add a former president of CIES. Karen..

IV - Fourth Panelist, Prof Karen Mundy (47:01 - 57:02) - I really wanted to come last. I actually asked to come last. So for those of you who are thinking about gender dynamics, do not feel that in any way I've been left off the roster till the end. First, I want to make sure that people have a sense of what the Commission itself looks like in terms of diversity because that might not be entirely obvious from this specific panel. Also I don't want to focus only on covid-19 although we cannot help but to be drawn to discussing the outbreak today. I know many of you are students who will have woken up today faced with an ongoing uncertainty, something you've never faced in your lifetime, nor have I.

Let me just begin by saying a bit about the Futures of Education, the Commission, what it looks like and the kinds of conversations that the Commission has. First of all the Commission is a commission that represents all parts of the globe. It isn't only formed of academics but has a good number of people both from the business and high-tech sectors as well as from the university sector. Two of the most vocal participants on that panel include the President of the panel who is the president of Ethiopia as well as Minister Serigne Mbaye Thiam coming from Senegal. They represent two of the largest populations in Africa. There is also a representation from indigenous communities and across the age span. Our youngest member may be somewhere around 40.

I noticed in the conversations that we had at the Futures' Commission meeting in January is that we had a great deal of problem thinking about the future. Why ? Because the temporal realities are very difficult to grasp depending on who you are and where you sit. For instance, we had a large debate with those who had worked in international organizations helping countries, including African states. We argue for the need for basic education and a focus on those left behind. Whereas we heard from some of our African colleagues about the need to invest in knowledge, science, and building human institutions to generate knowledge. There was a great deal. Also we did a great future exercise where we broke into groups and tried to think about what 2050 could look like and what actions would need to be taken to face future challenges. I was impressed at how easily all teams and groups came and had a sense of the future crisis ahead of us. But I was less impressed with our ability to stage and prioritize a pathway out of the climate crisis, the crisis of human consciousness (e.g knowledge versus the Machine), privacy and individualism.

Many of you will have read some of my previous work on global governance and educational change. I started writing about this in the late 1990s. My first article was titled around the notion of world disorder. Certainly this covert crisis shows us the degree to which we live in a world of disorder. So some of the consensus we know of, such as the post-World War 2 consensus on how to organize human society has shifted fundamentally but not in ways that professor Appadurai perhaps described. In 1998 or 2000, it changed again. And now we're seeing both the 'pull towards viral virality', that is the idea that the individual and individualism have become viral, and successful governments who are not operating around a notion of the individual as the fundamental building block of human society. So really we are working in a world in which there are very different images of how we build up human society and the collective good. Of course we've seen starkly that in Asian societies the ability to handle crises is very high whereas in Western societies it's very low. I believe this is going to imprint upon our futures in two undetermined ways. After all, when we can speak very lawfully about the imagined community and the moral purpose of education. But we need to understand that moral purpose is framed very differently in these two cultural orders. And one of our fundamental tasks is going to be the need to have a dialogue 'across these civilizational and collective orders' as my mentor and lifelong friend Ruth Hayhoe says. Of course, I'm speaking specifically about Asia, particularly China. I've been very impressed with the degree to which students in my class on global governance engaged with Yuval Harari's work about the future, and the three following crises that is, the future climate crises, the crisis of privacy and then the crisis of collective action. It seems to me that what we are about to face at the end of this crisis will be one of the largest economic recessions that we have ever faced. As such we need to think not only about the future because of the crisis but the future after the economic crisis that we're about to go through.

We know from the past that education suffers in two ways when there is a health crisis. Indeed, education is the tail of the dog that gets wagged around. But there is very little foresight in planning for education, or learning continuity. Yesterday I launched an open letter to a Minister of Education. I invited everyone to take a look and asked education ministers to step up and to

preserve the space for education, and protect their own workforce. Finally I read a series of tweets highlighting what David Malpass, President of the World Bank, said. It appears that The World Bank has already started to talk about the need for structural adjustment programmes following the covid-19 crisis. So we need to keep our eyes on this future of governance and of moral reasoning. The purpose of education is to create collective actions based on new forms of moral reasoning. But also to examine where the money will flow following this crisis and how we will achieve not just 'recognition' - to use Nancy Fraser's term - but also how we will achieve redistribution. Education has always played such a fundamental role in that redistributive aim. Perhaps a greater role we'd like to recognize. It was striking to see how many schools around the world offer major services like school feeding, or laundry services. In New York City a couple hundred thousand children who go to school use the laundry facilities at schools. Now these children have no access to such sanitary facilities and they live in the richest country in the world. So I think we will have to think through and be vigilant in order to understand what this post crisis means. Also, we will have to think about the following question: what are building blocks in our human society ? How does our Western reasoning match with reasoning or the imaginations of those in other parts of the world ? Finally, we will have to help each other to think about the future in ways that are 'both fast and slow'. I'm referring to Daniel Kahneman's notion of 'Thinking Fast and Slow'. Indeed we need to think fast and as Arjun described, we also need to think slow. We need to be able to apply moral reasoning and build up the building blocks of consensus in a very polarized and difficult world order.

Questions from the chat

Noah Sobe (57:06 - 57:35) - Thanks very much Karen. I appreciated it. There were a lot of great questions in the chat that have come up.

1) Question one (57:36) - What are the next steps for schools districts, States and nations in order to address inequities that result from current consumerism and disintegration?

2) Question two (57:52) - What are the trending interests in community involvement in school design and planning ?

Fernando Reimers (58:14 - 60:03) - I want to speak to a specific question if I may. One that I have read on the thread. Someone perceived that in our remarks the work of this commission seems to be addressed to national levels of government. I want to clarify this perception because I know that in our conversations at our last meeting, we have hit a consensus that this Commission doesn't see itself as speaking only to national governments. Indeed, we fully understand the multi-layered nature of governance as well as the important role of civil society in education. So when I said that we see our report as an input that will be co-constructed I did not imply that it will be co-constructed only by national Ministries of Education. I believe that the responses to the pandemic will make evident the need for agency and partnership of multiple stakeholders in protecting health systems as well as the continuation of children's education. The role of governments and various groups is to address the challenges faced by

the most vulnerable communities. We're already seeing responses that allow some children to retain a sense of normalcy and to have their educational opportunities preserved. Indeed, they have access to devices and connectivity whereas others do not and they have to depend on learning packets, if only their schools are able to provide learning packets on paper or other means. So in response to that question I believe this Commission was very different from the previous two which I do think were speaking more directly to national governments.

Arjun Appadurai (60:09 - 63:17) - Thank you. The several questions I've seen from people who are following us refer to technology and I think it came up in almost all our comments. So I just want to share thoughts about technology, namely digital technology that define our times and to underscore the point made by Antonio, Karin and Fernando as well. We are in a moment where technology potentially has become our savior, just like Zoom today for us and in the classes that are going on. We've seen classes that have just suddenly gone online, entire universities and administrations. All have become digital entities who are telling us how to do this and that online ought to be better. That's all good but there is a worry there that we will be further pushed into a world which is consumerist and heavily dependent on, for instance privatizing platforms and techniques, and that we will deepen the ratio of alarm and panic justified in some way but excessive in my view. Excessive because it's affecting the cosmopolitan middle classes of major Western cities. Almost every other crisis was put off somewhere. For instance, in the past six months 300,000 people have died of measles in Congo. I didn't know that until yesterday. So I stress that we need to be very careful in order to avoid another bubble composed of digitality individuality, which then leaves millions hundreds of millions out. And I think from the beginning in all our conversations we've stressed that this cannot be a commission about the people who are on the lifeboat. It has to be the ocean of humanity that has to come in, and we are a moment where we might succumb to a whole set of ways of doing things which are no good for most people in the world. So I think we need to watch the tech question closely. Thank you.

Karen Mundy (63:20 - 68:34) - I'm gonna just jump in and answer the sort of rather practical question about what we know about education planning in the context of thinking forward about the future, including crises like this. At GPE we spent quite a bit of time supporting countries to retool their education sector plans to focus at least in part on crisis and resilience. Of course at that time, we were working with many other partners at the UNESCO international network to get governments to understand that this problem or challenge of resilience was likely to be part of their educational futures. I'm not sure we did a very good job when it comes to a crisis like the covid-19 crisis. Why do I say that? In part, because most of the crises that we were imagining were crises where collective action would allow face to face collective groupings. So our idea was built to start to cluster kids together and build back our systems as a set of clusters. Arjun I think you're very right that this is a very different scenario. It's actually a crisis that pushes us socially apart. And for those of us who have digital connectivity, we can collectively act but we can't do the sort of normal thing that we would do during a war. Finally, I'd like to highlight that when I publish this series of open letters where I'm looking at learning continuity, I will emphasize that some of the old technologies turn out to be technologies that are better suited to those living at the bottom of our pyramid. But not only to them. They are

also suited to those who care a lot about the relational dynamics of schooling. So for example radio based schooling is actually fairly successful. It is especially successful if you match online radio modules with learning material packets and with plans to encourage older children to teach younger children, that is peer-to-peer opportunities within the household or the community. And we should be keeping in mind all of the restrictions that we're going to have on social interactions because of social distancing. So I think that there are opportunities here to really think about resiliency in the system, regarding high-tech and low tech interventions. That isn't only about digital connected connectivity. There are low tech solutions that are quite possible.

The other thing to mention is that it's very clear that there will be a loss of learning. Children living in an environment with less literate materials and less literate parents will fall further behind in learning than a child in a household with books and tutoring lessons from parents them or from online tutorial services. This trend will very much characterize even the poorest countries of the world. The middle classes are going to quickly purchase substitute services. There are already services coming out and trying to grab the middle classes attention. In other words, we're going to have to think about a form of restarting schools that looks very different than just going back to the classroom. I'm thinking about ramped up summer schools to bring kids from less privileged backgrounds back into the educational mainstream. This will make sure that they do not suffer. I'm also thinking about examinations systems that do not require children from less advantaged backgrounds to achieve the same scale of performance. This will ensure that they are moved into the next level of the educational system without stagnating. We will call it remediation but it's really not remediation. It's about making sure that we redistribute resources to provide those catch-up services for kids from the poorest households. I think we know a lot about those now including from work of the “teaching at the right level” folks and so on – to get that all jazzed up. Perhaps we have less scientific knowledge about the value of peer-to-peer voluntary work. That's one thing we need to explore

Noah Sobe (68:41 - 69:10) - Great thank you Karen. There's a couple of questions that have brought up issues of global citizenship. People have also commented on the need for global solidarity at this particular moment. How do we achieve that ? Let's take that question over to our panelists.

Antonio Novoa (69:37 - 76:50) - For me it's a kind of triangle as I try to underline in my talk is to try to oppose the kind of a consumerist approach where everyone takes care of the education of their children. I believe that this crisis is going to accentuate all of this trend. As Karen was explaining, middle classes have all kinds of opportunities to look for other kinds of services for their children. Based on UNESCO's findings before this crisis we could read numbers and statistics such as '250 million of children are out of the school in the world' and we can read these kinds of numbers as if it were only on more statistics. It's not possible. The international community needs to take care of these kinds of things. It cannot read these numbers plainly. We have not yet arrived at the point of making education a global responsibility and this is related with multilateralism. Multilateralism relies on national governments but it needs to go beyond national governments. You need to have a kind of

responsibility which I call global citizenship. I remember for instance Carlos Alberto Torres who was a Chair at UNESCO dealing with global citizenship. The work that they are doing clearly points to directions that I think we should follow in the next few years. Also, I'm very worried about this crisis of course but I'm more worried with the post crisis situation as explained by Karen. The consequences of this crisis are economical and social. These will affect more fragile regions of the world, including sub-Saharan Africa or Asia. Calling for a global citizenship equates to calling for global responsibility. We need to go beyond ideas of compulsory schooling or of school for all. More than ever we need to enter in the post-crisis situation with these ideas in our mind and with the strongest possibility of multilateral organizations like UNESCO.

Fernando Reimers - I just wanted to conclude on this note there is an old proverb in Spanish which is a '*man si que no es poco*' which says; '*there is a dawn every day which is no small thing*'. In other words, it's important that we remember that every day for the forthcoming days but especially when this pandemic is over that we should be grateful for our schools. It is very easy from a position of great privilege to undermine this remarkable construction of humanity over the last seven and a half decades in building a basic infrastructure of schooling that includes just about every child in the world. We didn't have these seven half decades ago. I'm hoping that one of the things these crises is doing is helping us appreciate our teachers more than usual. Not only for the work that they did before the pandemic but for the work that many of them are continuing to do under extraordinary circumstances. I know that in Spain every morning in France neighbors are going out to their windows and applauding their health care workers who are risking their lives and so they're recognizing them for their important role. But we should also be applauding our teachers who are trying to sustain a sense of normalcy and education for our kids under extraordinarily difficult circumstances. I'm hoping that one of the silver linings of this pandemic is that you'll make it a lot clearer to everybody how crucial how important and valuable that work is. Thank you Noah and my colleagues for having organized that panel, as well as for the presence of the 300 participants who have joined us today. There is a dawn every day.

Question 3 - How are you engaging youth and youth's perspective in the Commission's work ?

Sobhi Tawil (77:38 - 85:25) - I can respond to that but I'd also like to make a few comments from the conversation just now. Covid-19 is just a reminder that we have shared global challenges and threats. This is not the first but this is the focus of everyone's attention now and for good reason because it's putting people's lives and health at risk. We have global challenges around, for instance, inequalities widening. But inequalities it's not everybody's focus and this is not new but it is still there. Several years ago there was a focus on security terrorism violence that has not gone away. It's still there. Then we moved to technology, big data, artificial intelligence, surveillance or privacy issues. That's still there and developing but we're not focused on it. Most recently, climate change was our recent focus internationally or globally until now. So these shared challenges, threats and crises are about a collective responsibility and the need for collective response, action solidarity, international cooperation and to

rediscover our shared humanity - as Arjun Appadurai put it. We also need to strengthen citizenship in this global interdependent and viral world. And they're still in the backdrop of this tension between this collective responsibility and global citizenship to respond to global and shared threats with a structure that is still inherited from the nation-state. On the Futures of Education at a time of crisis, we heard well from Antonio that the work of the Commission is not a futuristic exercise. It's about looking into the probable futures and then the desirable futures as a starting point for dealing with the present differently. There are diverse plural futures and a possibility for transformation or metamorphosis and not disintegration. We also recall how to look at the future when we are in crisis. Right now with covid-19, there is the immediate impact on education, just like in terms of health, information, awareness and safety. There is also immediate impact on learning communities around formal education. Maintaining communication and social contact with families, learners and teachers is obviously disrupting studies and the learning process. There are responses to that in terms of combinations of technologies, some online, others combining TV and radio ect. And then there's an impact in terms of how we look at one step ahead in terms of planning and management. There's one of the more immediate ones; what will happen to examinations ? Do they get digitized or postponed ? There's also all the returns and I think Karen mentioned that very clearly; how will we deal with re-motivating learners ? We know that there's a high risk of dropout and disengagement with any period of unplanned closure of education. Also what will be the impact on teachers, and on for instance contract teachers.

Finally a longer-term perspective which I think is the work of the Commission. It's about changing our mindsets and creating a shift in paradigm. It's not only about accepting new technologies. It's also how we perhaps re-value, once again some of the other learning within our communities, such as culture, the participation of families in the educational process. It's also about redefining what learning communities are about. Last point in this time of crisis is the global crisis collective response and responsibility. This was said by a number of the panelists. Indeed, the work of the Commission is about co-creation and there are different platforms for doing this. We have a number of online platforms, group discussions, seminars within your different frameworks, constituencies and networks. As far as youth are concerned we have reached out through a number of partners, who can leverage some of the youth networks. It is critical to getting their voices. We will see how we do that. We will have to adapt given the current circumstances but a set of regional youth dialogues both online and offline face to face. We thought it would be essential that we have youth voices upfront to contextualize from their perspective and within their context representatives of student organizations and youth groups back over to you.

Noah Sobe (85:27 - 86:41) - Thank you Sobhi and thank you to everyone on the panel and those of you in the audience. My one complaint is we can't now have 300 people applauding but let's imagine that sound. Again thank you for your comments. We will post the recording.

Karen Mundy - As a reminder, please remember to reach out to your international colleagues. Remember that kindness today is an investment in global governance. In the future reach out

to your international students. They're suffering a lot. And for your international colleagues, start to build those bridges for the future now. Thank you.

Noah Sobe - Thank you Karen. Again thank you all and we'll be in touch and we'll be working on this together. I appreciate the space Iveta. Everyone enjoyed the rest of the conference both this week and in April, May, June and beyond.