

The role of young people and tech in transforming education
A discussion hosted by the Foundation for Education Development and Brookings
Institution's Centre for Universal Education
St. George's House, Windsor, 25th-26th May 2023

There is a general realisation that current education systems do not prepare young people well enough for their futures. Often this is expressed as the need to expand the central focus of education to include not only academic subject mastery but also a breadth of skills from collaborative problem solving to effective communication to ethical reasoning. At the same time, we all inhabit a world where changing technologies such as advancements in artificial intelligence like ChatGPT present new challenges to established ways of teaching. While educators and school leaders are struggling to digest these rapid advancements and adapt their pedagogy, learners themselves are quickly absorbing technological advancements into their own repertoire of skills.

Rather than leverage students' expertise and experience into the discussion on the future of education, many education systems exclude their voice and seek to regulate their behaviour. New York City, for example, banned the use of ChatGPT in schools almost immediately after the app's release. Ironically, it is 'young people' themselves who are forcing us to confront and respond to the global challenges we all face, from the implications of rapid technological advancements to climate change. There is tension between education systems seeking to regulate young people versus educators, parents, and community members learning from their digital dexterity and creativity. At the United Nation's Transforming Education Summit last year, the UN Deputy Secretary General Amina Mohammed argued that intergenerational dialogue on how to transform education systems was central to developing education that prepares people for their future.

The Foundation for Education Development (FED) is about taking a long term view, and we recognise that today's young people are not only tomorrow's leaders - they have the potential to be today's decision-makers and play an active role in shaping their own learning and our education systems. We would like to explore the following questions with you in May:

1. How well do our current education systems allow for and prepare learners to be an equal voice at the table with those who decide how our education systems are designed and run? How do we improve, or in some cases establish new, systems and structures that permanently and meaningfully embed every new generation into the development (and transformation) of our education systems?
2. What are the implications of AI for our education system? How can we harness the power of cutting edge technologies as a force for good in education?

3. How do we leverage intergenerational dialogue to help balance wisdom, experience, vision, urgency, and challenge to what our education systems should become and how they adapt to the technological realities today and those to come?

Over the two days of this event at Windsor Castle, we therefore aim to:

- Consider the role tech currently plays and might play in the future of education
- Explore the role today's young people can play in transforming education systems particularly in relation to navigating a fast-changing technological landscape
- Make recommendations about how to shape mid 21st century learning organisations that are relevant to the changing world and listen and learn from learner's wisdoms and lived experiences.

The consultation at St. George's House, Windsor Castle will include:

- Provocation from speakers on the key themes:
 - Involving young people in their own learning
 - Harnessing the power of technology to transform education systems
 - Partnering with young people as critical players in shaping transformed education systems in a rapidly changing technological landscape
- An active task in groups (that includes partnering with young people and learners) to develop a shared statement on possible ways forward for actively and permanently engaging young people in the design and implementation of transformed education systems in a rapidly changing technological landscape (the statement is meant to provoke dialogue and discussion)

In all this we want to challenge assumptions by learning from participants' accumulated wisdom and experiences, and through dialogue and argument, start to form practical ideas.