THE KRUMLOVIA PROJECT

IMPLEMENTING THE LEARNING VILLAGE DESIGN OF THE UNIVERSITY FOR THE FUTURE INITIATIVE

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Preliminary note
This paper will be published in a forthcoming book. It should be quoted as: Assenza, G., & Molz, M. (in press). The Krumlovia Project. Implementing the Learning Village Design of the University for the Future Initiative. In F. Miszlivetz, T. Fejérdy, & B. Bakó (Eds.), *Creative Cities and Sustainable Regions*, Savaria University Press.

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Introduction

Twenty-five years after the Velvet Revolution, the town of Český Krumlov in the South Bohemian Region of the Czech Republic has completed an unprecedented renovation of its historical treasures. Its fully preserved medieval city centre shines as an outstanding architectural ensemble listed as a UNESCO World Heritage Site.[1] Český Krumlov has currently the unique opportunity to support the creation of what could be called a World Future Site. This chapter describes the visionary project of *the University for the Future Initiative*[2] to transform the area of the former barracks of Vyšný in Český Krumlov into an international Learning Village. This Learning Village is conceived to set new standards for integrated local and regional development oriented by social well-being and sustainable living. It is based on life-long transformative learning combined with new practices of research and co-creation.

"Krumlovia" is the abbreviated name of the campus to be developed for the Learning Village; the full name is "Krumlovia Learning Village". "Krumlovia Project" is the project to design, build and run the Learning Village; and "Krumlovia Group" is the organisation that will be responsible for advancing the Krumlovia Project and for managing the campus.[3]

In what follows, we will sketch important aspects of the Krumlovia Project as a vision for the future and as a case study for new pathways of developing creative cities and regions. The Krumlovia Project incubates solutions for current Grand Challenges. The Learning Village design of the *University for the Future Initiative* can be replicated in other towns in Europe and in the world, adapted to the local culture and conditions. We are keen on ensuring the model character of its implementation in Český Krumlov so that the approaches that we test in practice and that are successful can subsequently spread to other institutions and locations.

Location and Urban Plan

Český Krumlov is a small town with 14,000 inhabitants in the Southwest of the Czech Republic, near the Austrian and German borders. The old town of Český Krumlov is a major tourist destination featuring extraordinary historical treasures and aesthetic delights. The golden age of Český Krumlov was the Renaissance. The ingenuity and artistic skills employed when building the town take the breath away from thousands of visitors every day during the tourist season. The castle still rises as an enduring monument above the rocks next to the meandering river Vltava. It is the second largest castle in the Czech Republic after the Prague castle, which is the largest in the world.

Following the call to catalyse a "new Renaissance" (European Research Area Board, 2009; Powell, 2007[4]; Wood, 2010), a multi-professional team related to the *University for the Future Initiative* has been working on the Krumlovia Project since 2013. The goal is to develop an international Learning Village just two kilometres from the historical centre of Český Krumlov.[5] A Learning Village combines features of an ecovillage with a new system of lifelong and lifewide learning addressing everybody from children to seniors, including students and professionals.

The Krumlovia Learning Village will comprise a kindergarten, a school, and a small university, but also an old age home, a library, a cultural and conference centre and sports facilities. There will also be shops, cafés and a restaurant at the central square, as well as a hotel and accommodation for students and staff. All of this, and more, such as an organic farm for teaching and research purposes, will be situated in a park with rich flora and fauna. The park will serve as a recreation zone for the local population and the tourists. Since the park will not be fenced, it can at the same time serve as a biocorridor.

[1] http://whc.unesco.org/en/list/617

[2] www.u4future.net

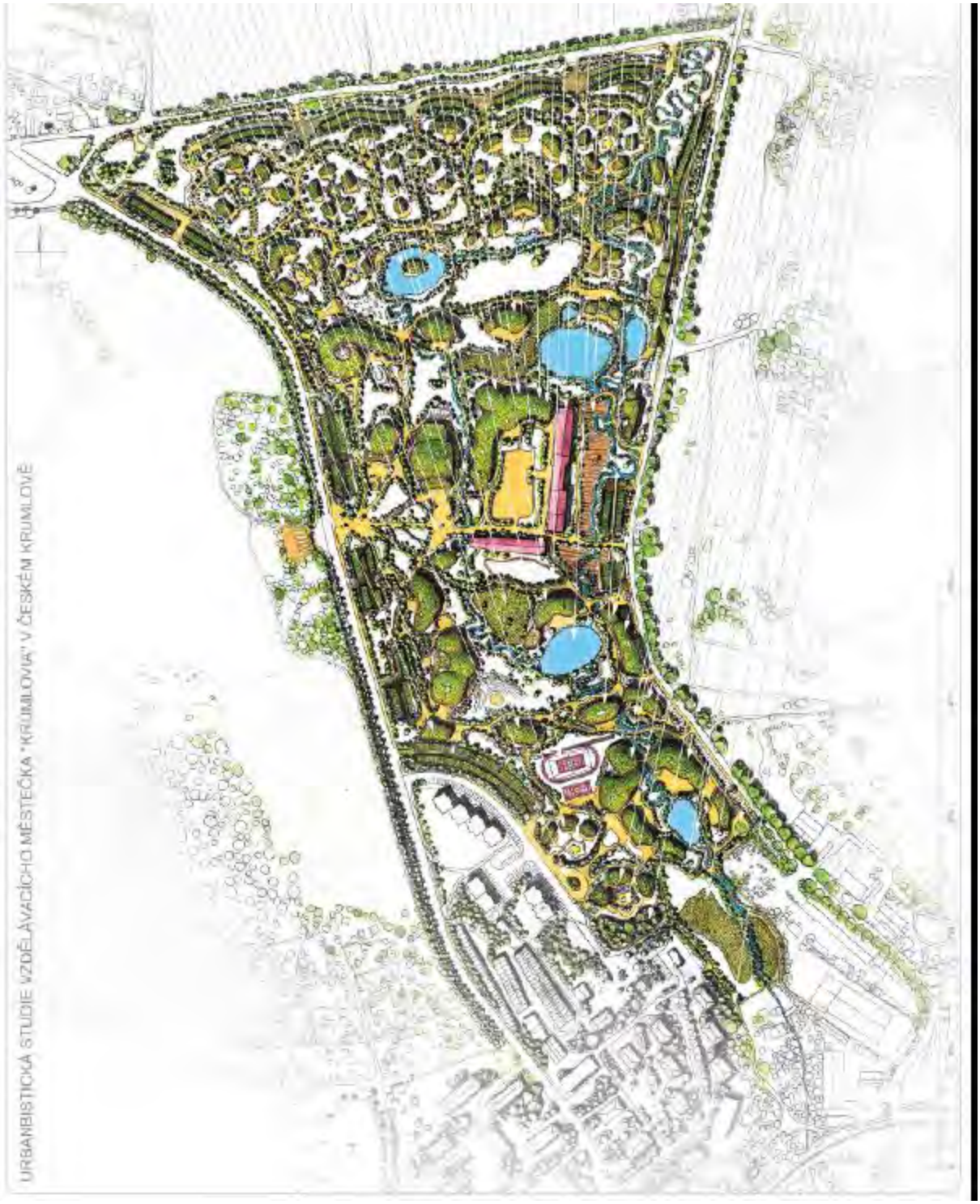
[3] www.krumlovia.eu

[4] See also the PUMR (PASCAL Universities of the Modern Renaissance) Programme: http://pumr.pascalobservatory.org

[5] On 26 September 2013 the town of Český Krumlov approved a Memorandum of Understanding with *Institutions for the Future* to start developing the Krumlovia Project and to produce a feasibility study exploring whether the Project is viable.

The buildings and gardens will be specifically designed to stimulate curiosity and learning. Each element in the Learning Village has a meaning, tells a story, and can help people understand how to build a better world. The buildings will cultivate aesthetical perception and awaken interest in new forms of architecture. The buildings will be highly energy efficient and the village will be designed to produce an energy surplus. In short, the campus will comply with the most advanced standards of sustainability, self-sufficiency and smart specialisation.

The following image shows the urban plan. The plan resulted from a co-creative process that involved the Krumlovia Working Group, which consulted its ideas with citizens of Český Krumlov in four public hearings during 2014. The current plan can be further improved by including even more perspectives in accordance with the principles of openness and continuous improvement.



The future Krumlovia campus measures 22 ha and is part of the suburb of Vyšný. At the Southern end, the campus borders on a neighbourhood with new and old condominiums. The train station of Český Krumlov is located less than 500 metres from the campus. On the adjacent slopes are meadows, fields and agricultural land. The shape of the campus is sloped toward Southeast. Along the Eastern part runs a small creek. From the Eastern and Western borders rise hills, the so-called Vyšný heights. They go up to about 600 metres above sea level. About 200 metres north of the campus begins the forest, extending all the way to a mountain called Kleť.

The whole campus is part of a protected area called Blanský Les. The nature protection directorate welcomes the idea of creating the Learning Village due to its advanced ecological concept, which includes organic architecture, clean energy, a car-free campus, and a new park with animals that enjoy this type of natural environment.

For centuries, there was a farm on the site. During the First World War, the area started to accommodate soldiers. Various armies were using the barracks until 2007 when the international peacekeeping troops of UNPROFOR left. Since then the site is town property. After eliminating the most significant ecological burdens, the question arose how to use this area meaningfully. Various ideas have been proposed since 2007, but none of them proved viable and future-prone. Currently, the area is fenced and under the watch of a security service.

The Krumlovia vision is that the campus will become a meeting place of all societal groups and all ages, and that each individual will find a significant impulse for further development. The Learning Village will be a microcosmos, showcase, incubator, hub and breeding ground for positive developments in the community of Vyšný, the town of Český Krumlov, and the region around.

Origin and Organisation

The origin of the Krumlovia Project dates back to the year 2009, when Gaudenz Assenza (2009) wrote the "Blueprint for the University for the Future", and Markus Molz (2009) the article "Toward integral higher education study programs in the European higher education area: A programmatic and strategic view". These works synthesized prior reflections and spelled out educational, organisational and other implications of insights for higher education, research and society; insights coincidentally also covered by the first report of the European Research Area Board (2009) published in the same year:

> Growing problems – of climate change, healthcare, sustainability – must be solved. The impact of globalisation on our livelihoods and on the quality of our lives will deepen. These are difficult issues, which will force us to develop new ways of living, acting and thinking (p. 4) … [and] will force social, economic and political change. We cannot see the precise contours of that change. But we can see that it will have to be as profound, as great, as the transition half a millennium ago from an agrarian to an industrial society... And just as in that 'first' European Renaissance, we now need new ways of thinking, to enlighten new solutions … This is why ERAB now calls for a 'new Renaissance', a paradigm shift in how we think, live and interact together, as well as a paradigm shift in what the role and place of science should be (pp. 8-9).

The authors of this chapter initiated and facilitated a series of preparatory activities, events and projects, which culminated in founding the international *University for the Future Initiative* in 2012. The Krumlovia Project is a showcase development of this Initiative.

The *University for the Future Initiative* is a voluntary association of likeminded individuals, groups and organisations pursuing the mission of inducing positive change in three interlinked spheres of society: cultural life (including education), economic life, and political life. The Initiative works toward renewing higher education and focusing it on the Grand Challenges of the 21st century (see also Big Tent Group, 2013; German Advisory Council on Global Change, 2011; Kuhlmann & Rip, 2014). The Initiative brings together teachers, researchers, students, philosophers, artists, activists, consultants, visionary entrepreneurs and many others in a joint effort to imagine and implement spaces that are suitable for generating sustainable, life enhancing solutions to the predicaments of our era — and this in and across various interconnected fields of human activity.

The guiding question of the *University for the Future Initiative* is: How would higher education look like if we built it from scratch today? The contributors to the Initiative believe that an adequately renewed model of higher education and research needs to be rethought from the ground up in order to become a catalyst of sustainable and inclusive local and regional development. Since the Krumlovia Project encompasses institutions beyond higher education, we can broaden the question as follows: How would society look like if we built it from scratch today? The deepest impulse behind the Krumlovia Project, and behind the *University for the Future Initiative*, is the image and ideal of a *Society for the Future*. A *Society for the Future* a) makes key decisions in light of a long-term perspective, b) is future-prone, i.e. sustainable, and c) is capable of avoiding dystopias and of bringing about a desired future that works for all.

This view is supported by transnational top-level policies such as the "well-being for all" programmatic and methodology promoted by the Council of Europe. This policy suggests moving "from a model of society regulated by the state/market pairing (where progress is equated with GDP growth) to a model of a caring and co-responsible society (where progress is equated with the well-being of all)" (Council of Europe, 2011, p. 57). Since the *Society for the Future* cannot be achieved by any single project, our team decided to work on a concrete, localised showcase that will enable us to learn what works in the process of building a new society. In this showcase, higher education is not an Ivory Tower, but the core and driving force for new approaches of cultural and socioeconomic regeneration and development. Unlike visions such as the Venus Project[6], the Krumlovia Project is concretely localized, with a team making it happen on the ground in response to the particular local culture and conditions.

The Krumlovia Project implements the design proposals of the *University for the Future Initiative*. However, since the Initiative is not itself a formal organisation, it cannot implement and govern the Krumlovia Project. The Initiative is intentionally a community of likeminded individuals free of the financial, organisational, and bureaucratic concerns that legal entities have to deal with, and that often undermine the original ideals. The Initiative does not operate in a vacuum, however. Currently, it is hosted by the *Alliance for the Future*[7] based in Luxembourg. The *Alliance for the Future* is a trans-European umbrella organisation of small local NGOs and companies inspired by the "new Renaissance" impulse. The plan is to establish an additional organisation, the *Foundation for the Future*, in order to implement a new form of economics for the system of organisations associated with the Initiative. Ideally, the *Foundation for the Future* will take ownership of strategic assets of the organisations and supporters associated with the Initiative and establish these assets as commons that serve the public good.

The organisation responsible for initiating and incubating the Krumlovia Project is called *Institutions for the Future*. It is one of the members of the *Alliance for the Future*. *Institutions for the Future* is a consultancy and incubator oriented toward regenerating higher education by embracing wisdom, deep vocation, and dialogue to address Grand Challenges. As the name *Institutions for the Future* indicates, the core competence of the organisation is to develop new institutions, with special emphasis on higher education institutions and complex integrated entities such as Learning Villages and UniverCities.

Learning Villages and UniverCities

A Learning Village is a nature-based campus, whereas a UniverCity is a city-based campus. Both of them comprise further institutions beyond higher education. Different institutions are put together like a mosaic to complement each other. At the same time they share a vision, philosophy and guiding principles, so that an overarching picture can arise. However, unlike a mosaic, which is static, the components of Learning Villages and UniverCities are dynamically interacting with each other in order to create synergies at all stages of their development.

The design concepts Learning Village and UniverCity refer to complex integrated organisational systems embracing multiple institutions in different sectors. Ideally, they also connect to similar endeavours in other locations to stimulate learning across locations. Such complex and constantly evolving organisational set-ups are one of the conditions for a targeted, long-term engagement in catalysing desired futures in a city and a region. In contrast, most universities, as single monolithic institutions, are not designed to consistently support new, creative forms of sustainable local and regional development. For this, they have to create specific outreach

[6] www.thevenusproject.com
[7] www.a4future.org

programmes. The name outreach indicates that they have been separated from the local context in the first place whereas Learning Villages and UniverCities are embedded in their local context by design, and this coherently across all dimensions (physical, organisational, educational etc.).

Goals and Objectives

The Krumlovia Project seeks to connect the remarkable history of the town of Český Krumlov with future needs. It has a broader societal mission, which is to educate for co-creating desired futures. The guiding questions are: What will society need ten, twenty or even fifty years from now? And what does this mean for what we have to do right now? In which way should we educate people so that they are capable to cope with the demands of our age?

The goals and objectives of the Krumlovia Project are aligned with the vision and mission of the *University for the Future Initiative,* which is inspired, among other sources of inspiration, by the UNESCO World Declaration on Higher Education for the 21st Century (1998, para. 6d):

> Ultimately, higher education should aim at the creation of a new society — non-violent and non-exploitative — consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

In order to approach this goal, the Krumlovia Project is designed to meet the following interrelated objectives:

1. Creating a Learning Village including an international transdisciplinary university with a strong civic mission.
2. Developing a family centre and kindergarten based on a new concept of creative education.
3. Creating an integrated primary and secondary school that follows the same educational philosophy.
4. Offering a creative and motivating education for adults profoundly connected to transformative practice and incubation of new projects and organisations.
5. Contribute to reducing unemployment in the region, balancing the seasonal pattern of economic activity in the town; supporting the local economy and developing new economic activities complementing the existing ones.
6. Helping revive traditions of popular crafts, arts and creative expression in general and to bring them together with globally emerging practices and technologies.
7. Increasing the number of educated and “future-literate” inhabitants.
8. Broadening capacities of social care and health care through a centre for well-being, homes and workplaces for disabled people, as well as an attractive old age home and a hospice.
9. Creating a unique urban and architectural space that fits the project´s vision.
10. Developing a campus that becomes a source of inspiration in fields such as architecture, pedagogy, ecology, clean energy, organisational culture, governance, management and administration, etc.

Local and Regional Benefits

With the Krumlovia Project Český Krumlov comes back to the forefront of European cultural life. The Learning Village will bring together the finest education from periods such as the Renaissance with the learning needs and opportunities of the 21st century, thus catalysing a new synthesis and contributing to a ‘new Renaissance’. In what follows, we mention twelve benefits for the town and the region.

1. *Revitalising the population:* The number of people living in Český Krumlov has been gradually decreasing due to population aging, brain drain, and limited educational and job opportunities for the young generation. Thanks to the Krumlovia Learning Village, students, teachers and other educated incoming residents will contribute to the revitalization of the town. The largest part of the Learning Village will be the university sized to host up to 600 students and teachers from all around the world. International experts and other cultural creatives are expected to relocate to Český Krumlov, thus increasing the

overall population and its level of education. The new educational and work opportunities will at the same time help reduce brain drain of the local young generation.

2. *Balancing tourism:* The Learning Village will balance the social, cultural and economic life in the town. Students study primarily during the spring, fall and winter, whereas tourists visit the town primarily during the summer. Apart from resident students and teachers, we can expect visiting numbers during the low season to increase due to visits from families, friends and conference attendees.
3. *New activities and services for citizens:* Krumlovia will be a place for life-long learning, thus broadening the educational opportunities for the local population. Already since 2013, the Krumlovia team has organised courses and lectures for the public in Český Krumlov. The future services offered by the Learning Village will be complementary to those already provided in the town. For example, the new school and kindergarten will fulfil needs of current residents as well as new inhabitants after the Learning Village is built. Workshops, ateliers, sports and recreation facilities, conference rooms, theatre and concert halls and other rooms and services will be open to residents of the town, as well as visitors from the Czech Republic and from abroad.
4. *Revitalising the economy:* Since the town of Český Krumlov does not have sufficient resources, it is looking for outside investors to revitalise the economy and drive forward key development projects. The Krumlovia Project is conceived to attract major new investment into the town. Moreover, new residents and visitors of the Learning Village will buy products and use services in the town during the whole year, thereby supporting the local economy.
5. *Reduction of unemployment:* The Krumlovia Project supports entrepreneurship and entrepreneurial spirit through its creative education, its incubator and projects in service of organisational and community development. Moreover, citizens of Český Krumlov will be employed for the construction and operation of the Learning Village.
6. *Increasing tax income:* Income from taxes will increase due to new residents and new economic activities.
7. *Meaningful use of the Vyšný military area:* The Krumlovia Project guarantees productive reuse of unused or under-used land. The area will be used for education, research, cultural events, and other activities and services that serve community needs. The Krumlovia Learning Village will serve as a new cultural and recreational area adding to the attraction of the town.
8. *Bridge to the future:* Český Krumlov is famous for its superb Renaissance architecture, but there is a lack of future-oriented architecture, which can be as beautiful and stimulating as the historical one. The architectural concept for the Learning Village is linking the past to the future, as much as the educational one. The unique holistic design of the Learning Village with its advanced ecological and social principles is likely to attract international fame.
9. *Congress tourism:* The culture and conference centre will open the town for ecologically oriented congress tourism. It will make Český Krumlov a sought after location for special purpose conferences benefitting from the historical atmosphere of the town and its position close to the Austrian and German borders.
10. *Vibrant culture:* The Krumlovia Learning Village will extend the already rich cultural offerings in the town.
11. *Environmental sustainability:* Due to the model character of the Learning Village and the available expert knowledge on ecology, clean energy, self-sufficiency and related issues, the Krumlovia Project will support the town in its sustainability transition in the next decades. The Project will also contribute directly to positive environmental outcomes, for example, in terms of biodiversity.
12. *International relations:* The status of university and congress town will increase the reputation and prestige of Český Krumlov. The Krumlovia Project will enhance the town's international relations, the exchange of best practices and the mutual enrichment of cultures.

Team Culture and Collaboration

As we started with the Krumlovia Project, we anticipated that we would have to deal not only with diverging ideas but with human diversity at large. The group of contributors is heterogeneous already now, with varieties in motivations, needs, expectations, priorities, worldviews, ways of working, styles of communicating, levels of engagement, and so on. Our team is also made up of people from different cultural and professional

backgrounds, and its members are diverse in every other respect as well (age, gender, personality, life experience, etc.). We anticipate that it will take some time to expand the Krumlovia team. Inevitably, we will have to deal with visions and approaches that are challenging to align, when associating capable, individualistic and in part also geographically distributed people.

Consciously creating and cultivating a productive team culture and collaboration is therefore a key concern. The fundamental question is how to channel this diversity productively to energize a big vision and to implement it in practice? The situation of a start-up attempting this is very complex. No one is an expert in the development of a new model of education, work, community and regional development, and still less in creating a new model integrating these aspects comprehensively. We strive for more than an emulation of existing best practices. We also attempt to do more than just improving the interfaces between domains of activity. The Krumlovia Project is a system innovation (Banathy, 2000). In such a context, no one has "the right solution" upfront. In searching for productive collaboration, mutual learning and true co-creation, we found the following ideals and practices valuable.[8]

1. *Vision-to-action:* "Vision without action is a daydream and action without vision a nightmare", says a Japanese proverb. Our orientation is therefore to go full circle from vision to action. We are conscious about learning how to combine great idealism with great entrepreneurialism.
2. *Long-term energy and commitment:* Building a sustainable model of society is not a sprint, but a marathon, in which perseverance counts; perseverance to a degree that requires an existential commitment making deep sense to the people engaging in the development effort.
3. *Diversity:* People have different personalities, cultures, experiences and perspectives; they have different strengths and weaknesses, and the react differently to the evolving conditions. Whether differences are seen as a problem or as a potential, depends on our attitude, not on the differences. Our focus is therefore deliberately on their potential to complement and inspire each other.
4. *Higher-order solutions:* Since everyone holds their own truth, we do not insist that our viewpoint is correct. We try to co-create higher-order solutions; solutions that nobody could generate alone.
5. *Decentralised decision-making:* We accept different decision-making procedures in different groups. We favour reflection and experimentation concerning decision-making. If in particular contexts individual leadership is preferred, it should be exercised with an attitude of support rather than control.
6. *Conviviality:* The work we do requires relationships that remain resilient in bad weather. We therefore take co-responsibility for creating and maintaining positive work relations. The greater the quality of relationships, the greater the productivity and chance of success. This is why we cooperate with an emphasis on harmonic relations.
7. *Vocation-based roles:* We do not fit people to roles but roles to people. Contributors can try out different roles that enable them to get cues for the work they are called for, and for their particular role in the overall endeavour.
8. *Criticism:* It is useful (a) to practice self-reflection; (b) to avoid projections; (c) to avoid complaints and rather make better proposals; and (d) to concentrate on unblocking or redirecting processes.
9. *Handling conflicts:* We try to prevent conflicts in their pre-natal stage. But if a conflict arises, all parties try to achieve a complete resolution and not engage in attacks, intrigues or circular problem-solving.
10. *Transparency:* Transparency is an ideal we strive for, but total transparency is not practically feasible. People who seek to be more informed need to become more involved.
11. *Fail-safe principle:* Enduring performance issues or reiterated conflicts can make a separation necessary. We try not to separate from a contributor without prior attempts to solve the issues, and if possible, we seek to find together a more suitable role or form of collaboration.

Our type of work in the context of an intense and highly uncertain project creates precisely the conditions for developing qualities, which will be needed in the future. It requires time, practice, patience and understanding to grow into this culture of collaboration and co-creation. Its guiding principles will continue to evolve through further practice and reflection.

[8] For an in-depth treatment of team and organisational culture, see the Working Paper on "Team and Organisational Culture – Toward a Shared Understanding", which is available on request (gaudenz.assenza@u4future.net).

The quality of a masterpiece stands on the character of the people who created it, and the quality of their relationships. This is why we try to work toward timeless qualities that favour the creation of a masterpiece, such as consciousness, love, goodness, empathy, creativity, sense of beauty, diligence and engagement for something greater than oneself. There are relevant contemporary reinterpretations of these timeless qualities (e.g. Barnett, 2006; Gardner, 2011b). If we would eliminate consideration of these qualities from our life and culture, or if we would merely ignore them as non-practical, insufficient or not fitting to the modern world, the consequence would be a disconnection from the source of a meaningful life, a disconnection between people, and ultimately cultural decay. As the Krumlovia Project is a project of cultural renewal, we seek to access, express, cultivate and refine these human qualities in the process of joint work towards the realisation of the Learning Village.

Architecture and Infrastructure

Since the Learning Village will provide lifelong and lifewide learning opportunities to present and future generations, we aim for an approach to architecture that supports learning in the widest sense. The basic architectural vision of the Krumlovia Project is to develop a harmonic and artistic environment embedded in nature. The ecological character of the architecture will guide human beings toward openness to nature as a source of inspiration. The design will support human relationships, health and curiosity through natural shapes, colours, lighting and materials.

Capacity

The ratio of built environment relative to nature will be in favour of nature. This is in line with our objective to create a nature-based campus. This “small is beautiful” standard limits the overall capacity of the campus to a reasonable human scale (Cruz, Stahel & Max-Neef, 2009; Davies, 2009). In the past, the area used to host up to 3500 soldiers; in the future, our initial calculations estimate the average use of the fully developed Learning Village at less than one third this number. The average number of people inside the campus at the same time is estimated at 1300 people. The maximum capacity of all buildings at any one moment is 3050. The maximum, however, is unlikely to ever be reached, because it is improbable that all institutions are at the same time filled with people. There could be exceptions such as several thousand people enjoying an open air concert in the park. However, we do not envisage many activities for masses of people. Krumlovia is not a consumer concept for the masses, and if it were, it would lead to major problems such as a traffic collapse in the already overloaded streets of Český Krumlov.

If we take the average number of 1300 people and break it down to institutions, we get 400 students and teachers being present at any moment during day time in university buildings (max. 600). For the other institutions the numbers are as follows:

- 35 in the family/day care centre (max. 50);
- 30 in the kindergarten (max. 40);
- 250 in the school (max. 300);
- 20 in the homes for disabled people (max. 30);
- 30 in the old age home (max. 40);
- 15 in the hospice (max. 20);
- 30 in the handicraft workshops and ateliers (max. 80);
- 30 in the centre for integrative health (max. 40);
- 20 in the holistic fitness & wellness facilities (max. 50);
- 30 in the theatre and amphitheatre (max. 500);
- 60 in the coffee bar, tea room and restaurant (max. 200);
- 30 in the book shop, pharmacy, bakery and other shops (max. 70);
- 30 in the boutique hotel (max. 60);
- 15 in the information & exhibition centre (max. 50);
- 50 in the residential homes for staff (max. 180);
- 60 in the apartments for staff (max. 200);
- 100 in the student dormitories (max. 400);
- 20 in flats for old people not in need of full-time care (max. 30);
- 40 in possible low-cost accommodation – a campground may be arranged during the warm period (max. 100).

Organic architecture

We seek inspiration and insights from many schools of architecture. Nevertheless, we consider it beneficial if the architectural and urban concept is coherent and aesthetically comprehensible. It should carry a meaning. This meaning we find in organic architecture through its profound connection of artistic, ecological and spiritual architecture (Hozman, 2008; Pearson, 2001). The style of the Learning Village will rely primarily on organic shapes. However, we do not exclude clear, geometric lines, as in minerals and crystals. As in all dimensions of the Learning Village, we will pursue ideas in a balanced way, without making an ideology out of them. We believe that organic architecture can benefit from insights of other approaches, just as different educational approaches and schools of thought can inspire each other.

Organic architecture is creative, natural and human scale. It is developed on the basis of deeper knowledge of human nature and the environment. Artistic forms of buildings and parks cultivate human qualities. They support deepened interest in the human and natural environment. Living environments shaped by artists and master craftsmen support physical and psychological health. Experiencing the malleability and evolution of connected shapes through metamorphosis, and other rich sensual experiences, have healing effects on human organs and body functions.

The buildings in the Learning Village will feature two or three floors above ground level at most; they will have green roofs and light interiors with skylights and large windows. They will be close to each other, mostly organised into small groups. The arrangement of buildings into clusters enables developing and experiencing relations with neighbours. Such environments support healthy thoughts and interest in other people. In the park and in the buildings there will be spaces for individual reflection, relaxation and group meetings. The generations will live close by so that old and young can naturally interact with each other.

The architecture will seek to contribute to one of the most important dimensions of the Learning Village — social and moral impact. The human psyche is positively affected by a natural and coherent style. When people are exposed to such environments, their behaviour gets more refined over time. People become more perceptive. This is why the architecture and the park will have an artistic character inspired by alive and ever changing nature. In several parts of the park, there will be species-appropriate enclosures for animals. We do not envisage creating a zoo, but we intend to host animal species that feel well in such surroundings. Furthermore, the natural character of the entire campus will attract birds, squirrels and other freely migrating animals.

Principles of creating the model

At the beginning of forming the architectural vision, a choice was necessary: Should we follow the standard model of organising a competition and letting the winning architecture firm shape the Learning Village? Or shall we mobilize collective intelligence, inspiration and know-how as part of a model of continuous improvement? In line with the principles guiding our teamwork in general, we decided for the second approach, that is, to collaborate with architects and other experts as well as lay people. In our teamwork we cultivate listening to each other‘s inspirations during joint design work and artistic co-creation. This allows collective intelligence to come to the process and to improve the result.

One of the examples of the collective design work was the process of modelling the first urban design. After walks in the area and its wider environment, and after sensing the shapes of the landscape, we created a miniature model of the landscape and buildings together. In designing the campus, we respected the shape of the terrain, existing trees, ponds, streams and the historical farmhouse. We were carefully placing the new buildings into this scenery. With this method, we were planning each area, each building and its environment. During the process of collective modelling, we realized, step by step, what had to be improved in the model. We were continuously implementing suggestions for changes, and as a result, we created rich shapes and clusters of buildings, which are key elements of organic architecture. The result of this work is open for inputs from any layperson or professional, thus further mobilising collective intelligence. We expect constructive criticism, feedback and alternative suggestions, including different visions that will help us improve the model over time in line with our principle of continuous improvement. Architects and architecture firms are welcome to develop their visions for the Learning Village and we are ready to carefully compare their proposals with the ones we already have.

Ecological technologies

For the Krumlovia team, ecology is not only a philosophy but also a practical necessity. Therefore, we rely on ecological building technologies and materials. Our preference are materials directly from the campus or from the region, for example, earth from the campus ground, ecological (non-burned) bricks, stones from a nearby quarry, and wood from the neighbouring forests (based on sustainable forestry). The buildings will use features such as a green roofs or large roof overhangs toward the south to avoid overheating of buildings. Walls will be built using diffuse open constructions.

The buildings and electrical equipment will be as energy efficient as possible, without opting for solutions such as windows that cannot be opened, rooms that can only be used with artificial lighting even during the day, or year-round air conditioning systems. In terms of production of heat and electricity, we will rely as much as possible on clean energies. For this reason, we compare different energy technologies for every specific need, including photovoltaic systems, solar panels for warm water, heat pumps, etc. We also consider wood, gas, co-generation units and biomass. However, since none of these energies are truly clean, we leave the choice of technology deliberately open. We are interested in energy technologies that are currently still in experimental state, but that may become commercially viable in a few years when the choice of energy technologies will have to be made. For any decision, we will carefully weigh price, security, stability, aesthetics and ecology. Unfortunately, there is no possibility to generate hydropower on the Vyšný campus. Geothermal energy is not an option either. And wind power is not efficient in park like settings with many trees.

Instead of a central unit for heating and electricity, the campus will produce and use energies in a decentralized manner. Most buildings will be at the same time energy producing and consuming. There will be an integrated measurement system, intelligently regulating energy flows throughout the campus. The Learning Village as a whole strives for energy self-sufficiency. Nevertheless, it will be connected to the existing grids for electricity and gas, exporting excess energy as well as compensating possible short-term energy deficits.

The urban study highlights the need to find a proper solution for treating wastewater from the Learning Village. Considering the total number of producers (about 1300 people on average) and the ecological character of the Krumlovia Project, we are searching for natural cleaning technologies that make use of the possibilities of the given area without the need for major investment. We already compared different wastewater treatment solutions. The most likely one is to connect to the existing waste water pipes leading to the treatment facility in Český Krumlov.

This solution would use parts of the existing sewerage of the former military barracks. This sewerage is connected to the main pipe leading to the central sewage treatment plant in Český Krumlov. The capacity of the existing sewerage on site is sufficient for the planned Learning Village. However, since new houses were built around the site, and connected to the main pipe leading to the central sewage treatment plant, this pipe does not have sufficient capacity in peak use periods. A solution could be to build wetlands for the purpose of retention, so that the water could be released into the main pipe during times of low flow-through.

Transport and traffic

The interior of the campus will be a calm pedestrian zone with many areas of greenery and secluded places for relaxation, communication, outdoor sports, playgrounds for children, etc. The footpaths, trails and roads in the Learning Village will be all pedestrian. In some areas there will be special lanes for bicycles and skateboards. Cars will be able to enter only in justified circumstances. The footpaths, trails and roads will be made with natural materials. Parking will be available along the outer borders of the campus. Parking places will be lowered about 1.5 metres into the ground and covered by green roofs. By lowering the parking places, the vision to the adjacent hills of the Vyšný heights and the surrounding meadows will not be impaired. The campus will include elements of future mobility such as loading stations for electro vehicles as well as a system of renting bicycles (both electrical and regular).

Education and Research

For cultural creatives, change-makers and concerned citizens around the world, a key motivation for searching for new forms of learning and practice is the state of the world (Ray & Anderson, 2000). Like many other individuals and groups, we also search for solutions to the crisis of humanity, which is the cause of all other problems we experience or hear about. We are convinced that the basis for the required individual and social transformations is the development of consciousness through new forms of education and research.

Inventing the future

Many people ask: How can we prepare for a 21st century of accelerating developments and unexpected turns? This is a good question. However, our understanding of education goes beyond the widespread imagery of education as preparation for (later) life. We endorse John Dewey's sense that "education is not preparation for life; education is life itself". An emphasis of our educational approach is therefore to involve students and other participants in concrete future-creation projects, here and now.

In our times of accelerated change, a time-delayed banking model of education is no longer justifiable in our eyes. If it was not pervasively institutionalised, why would anybody want to earn credits in courses unrelated to the rapid change processes in society and accumulate them over years for diplomas that ultimately lead to uncertain job prospects? In a number of countries a majority of the young generation educated that way no longer find employment that corresponds to their formal qualification (Bishop, 2011). Not only the job prospects are uncertain, even the jobs themselves. Many occupations that we train for today will dramatically change within a few years and many occupations that will be promising for the next generation do not even exist yet.

How to learn for such an unknown future (Barnett, 2012)? Our proposal is to do it in the spirit of Alan Kay's catchphrase: "The best way to predict the future is to invent it." This will happen in units that we call Transformation Labs and that belong to the family of social, design, or change labs (Engeström, Virkkunen, Helle, Pihlaja, & Poikela, 1996; Hassan, 2014; Kahane, 2010; Westley, Geobey, & Robinson, 2012). Transformation Labs bring personal vocation and social needs together in ways that harness collective intentionality and attract resources for targeted transformation projects within long-term transformation programmes. Other components of the generic educational model that applies across Krumlovia, besides transformation projects, are initiation in big picture views, self-development, and specialisations that follow the unique vocation of a person.

"21st century work requires 21st century education" (Assenza, Hampson, & Gregor, 2013). This is why we are designing a new, systemic model of education and research that is aligned with the new social contract that is needed for the sustainability transition (German Advisory Council on Global Change, 2011); a model of intergenerational and intercultural co-creation of preferred futures. In the model proposed by the *University for the Future Initiative,* which shall be implemented in Krumlovia, both education and research address Grand Challenges through social innovation, as well as community and regional development. Our focus is on system innovations that help catalysing the sustainability transition while improving social cohesion and well-being.

Education and research should enable creative and responsible lives that contribute to thriving organisations and communities (Russell, 2013). This goal can be achieved by three means combined. First, development endeavours need to be oriented by advanced assessment frameworks that are based on creativity, cooperation and thrivability (Miszlivetz & Markus, 2013 and in this volume; Wood, 2014). Second, the three missions of higher education — learning, research and service to society — need to be merged into a single integrated stream of activity. This means that actual change and development projects in the community and in the region structure and stimulate the required learning and research, and vice versa, learning and research stimulate change and development projects. Third, the approaches that guide these integrated learning-research-action processes need to be systemic instead of fragmented, and they need to be transformative, not just informative. For this purpose we can draw today on rapidly maturing paradigms of transformative learning (Assenza & Rich-Tolsma, 2013; Mezirow & Taylor, 2009; Taylor & Cranton, 2012), transformative research (Burns, 2007; Mertens, 2009; Schneidewind & Singer-Brodowski, 2013), and transformative cooperation practices for conscious change of social systems (Banathy, 2000; Muff, 2014; Piderit, Fry, & Cooperrider, 2007). These and related paradigms are underlying the integrated approach that we promote and that we seek to implement across the Learning Village and the communities it will serve.

Types of studies

The *University for the Future Initiative* and its first major showcase, the Krumlovia Project, are inspired by the creative work of foregone and contemporary scholars and practitioners championing integrative, participatory and evolutionary worldviews (see e.g. Benedikter & Molz, 2011). Based on their inspiration we present a holistic model of education and research building on all streams of thought and practice that proved substantial in caring for humanity and the planet (Awbrey et al., 2006). The goal of this new type of education and research is to open possibilities for people who wish to go full circle from vision to action.

Krumlovia University will offer four types of studies: bachelor, master, doctoral and further education. In our curriculum framework, we also have two further types of offerings: 1) short-term inspirational educational offerings (lectures, workshops, educational trips, etc.), as well as 2) medium to long-term transformative interventions leading to profound impact on individuals and the world. The latter are not classical educational programmes but tailor-made offerings to help individuals and groups make a difference in the world, in their local context and in connection with similar minded people worldwide. In all educational programmes, the key is to integrate practice and learning in a way that helps individuals realize their vision in accordance with their vocation (Robinson, 2009).

This primary focus on vocation goes against the framing of most contemporary education systems, including the Bologna modularisation, which is based on assessing short-term learning outcomes. Students become streamlined when they have little time to develop a critical attitude or carve out their uniqueness. We therefore prefer an organically paced build-up of talents, interests and lifelong vocations. An often overlooked feature of the Finnish school system, the permanent winner of the international PISA studies, is that they did not adopt this short paced assessment system. Instead, the focus is on developing the potential of each child without exception, but also without standardised curricula, without external inspection, without rankings.[9] Many countries that reform their educational systems to emulate the Finnish success, fail to recognise this and wonder why they do not make the same significant leap.

Formal education in Krumlovia is an integrated part of lifelong and lifewide learning (Jackson, 2011; Visser, 2001). Apart from full time studies, Krumlovia University will also offer programmes during weekends for people with professional duties. Parents with free time when their children are at school can also pursue educational opportunities during daytime. Krumlovia University does not plan to offer online learning, but we appreciate that the range of interests of students may be broader than what Krumlovia can offer. Therefore, we support students spending time at other institutions as well as taking advantage of online learning opportunities whenever this is useful.

Education for freedom and responsibility

We value the achievements of universities and other educational institutions to date. However, we believe that education needs to be oriented more profoundly toward higher potential, deeper vocation, as well as enhanced creativity, care and cooperation. We believe that Grand Challenges such as the financial crisis, political gridlock, and runaway climate change result from insufficient cultivation of these capabilities. If we want to have a serious chance to face these challenges and to transform them into opportunities of cultural renewal, we must start with changing the way people are educated. Our educational model therefore fosters the development of all intelligences, besides intellectual also artistic and aesthetic intelligence, as well as social and moral intelligence, for instance (Gardner, 2011).

Our educational model can be summarized with the words: “Education for freedom and responsibility”. Our goal is to awaken in students the longing to discover themselves, others and the world, and to contribute to the development of society based on a meaningful personal commitment. Education should be conducive for finding and implementing solutions for local, regional and global challenges. It should help students understand and create what is of value in life, i.e. to develop wisdom, and not only knowledge (Barnett & Maxwell, 2008). This requires balancing breadth and depth of understanding and cultivating practical wisdom (Küpers & Pauleen, 2013). In support of this goal, we will foster a wide range of learning methods in all our study programmes. Transdisciplinarity (Klein, 2013) and a clear relation to real-life issues are key features of the proposed

[9] http://www.telegraph.co.uk/news/worldnews/europe/finland/10489070/OECD-education-report-Finlands-no-inspections-no-league-tables-and-few-exams-approach.html

educational model. Our education takes advantage of the wealth of existing academic and practical knowledge that is nowadays easily accessible.

Many young people who fail in the existing educational system have unrecognized talents. They need an education that is connected to real life and to who they are as unique persons. We want to help students thrive in an era of profound and rapid change. We therefore involve them from the beginning in projects of community and organisational development. In such projects, essential learning happens. Everybody is at the same time a learner, a teacher, a researcher, a consultant and a practitioner. Collaboration and the ability of teamwork is key. Learning that occurs in teams and that makes sense, not only within a discipline, but in the wider community context, is gratifying and spurs motivation to learn ever more, laying the foundations for self-directed lifelong learning in service of the common good.

Curriculum

Krumlovia University will be a transdisciplinary university that cares for the whole of human existence and development. This is why our university will not have faculties and departments. Its programmes will rather focus on contemporary key questions and challenges in three interrelated areas. We connect the naming of these areas with the term "sophy", referring to "Sophia" – wisdom – in the same way as "philosophy" refers to "love of wisdom". The three interrelated areas can be called Ecosophy, Sociosophy and Ontosophy.[10] The work in each area is interpenetrating the other areas; and together they form a unity: Pansophy, a notion and guiding idea that has already been promoted by John Amos Comenius (Mulrooney, 1985).

1. *Ecosophy* concerns the *external world* of human beings: for example, humans and nature, agriculture, human-made environments, handicrafts, design, architecture, urban planning, transport and engineering (possible programmes with this focus include organic agriculture, clean technologies and sustainable systems design);
2. *Sociosophy* concerns the *social world* of human beings: for example, governance and decision-making, conflict resolution, livelihood and economics, law, social inclusion and social justice (possible programmes with this focus could be sustainable community development, visionary entrepreneurship and social innovation).
3. *Ontosophy* (the "wisdom of being") concerns the *internal world* of human beings: for example, the human psyche and personality, imagination and creativity, body and health, individual development, life purpose and happiness (possible programmes with this focus could be counselling, psychotherapy and life coaching).

In the current academic system, there are no equivalents for these areas. For example, we cannot equate ecosophy with ecology. Ecosophy goes far beyond what is considered the science of ecology. Ecosophy concerns everything that makes up the external world, whereas ecology focuses more specifically on interactions among organisms and their environment.

The closest we come to pansophy in the current academic landscape is the trans-discipline of Human Ecology, which managed to survive for decades in an academic niche. Human Ecology explores the interrelationships between the three above-mentioned domains or "worlds" (Bhasin & Bhasin, 2001). This is why, as a starting point, we consider offering a BA in Human Ecology as a non-specialised base curriculum (as in the College of the Atlantic).[11] A non-specialised advanced programme could be an MA in System Innovation. Both programmes would encompass all three domains.

While some disciplines relate primarily to one area, other disciplines go across domains. For example, in pedagogy there are cognitive and other psychological aspects of learning; there are social aspects such as teacher-student and student-student interaction; and there are learning environments related to the external world. Architecture and urban planning also have to consider individual and social human needs in relation to environmental conditions of the place. Different arts have different emphases as well. For example, expressive arts and art therapy focus more on the inner world, performance arts more on the social, and landscape art more on the environment. Evidently, philosophy reaches also across all three domains.

[10] These are working descriptions and may be changed to other more widely understood terminology.

[11] www.coa.edu

The decision which programmes Krumlovia University will offer is not yet taken. With estimated student numbers around 500 in an institution that shall remain at human scale (Davies, 2009), we might be able to run two programmes simultaneously (one BA and one MA). There are good reasons why a number of other small higher education institutions run only one undergraduate programme while allowing for different concentrations.

One of the key aspects of our educational philosophy is that beyond a general transdisciplinary base that is obligatory for all students, we co-create the curriculum with students. This is at odds with current practice in most universities. We do not fit students into programmes. Our logic is the opposite: we rather fit programmes to students. This can be done with broad programmes that allow for a variety of internal variants.

Introducing more specialized programmes such as transformative education, organic agriculture, organic architecture, integrative health, etc., could be possible under three scenarios: (1) the city of Český Krumlov allows expanding the campus in Vyšný; (2) we simultaneously develop a city-based campus in existing buildings in Český Krumlov or another town in the region; (3) we implement specialized programmes across a number of *University for the Future* locations or in partnerships with other higher education institutions.

Virtual education and learning mobility

Krumlovia University will not be a virtual university. We prefer face-to-face learning, direct sharing, and in-vivo experiences to their virtual counterparts. We share the view of Adam Oxford who said that "There is no substitute for the creativity of warm bodies in a room." However, we envisage creating a superior online portal for the Learning Village, and we will support students to take advantage of the proliferating sources of learning on the Internet whenever this is meaningful.

Krumlovia educational institutions will be open and flexible to interface with learning resources produced by other providers when this allows students to follow their personalized pathways of learning — to learn what is needed to fulfil their vocation. Krumlovia also participates in developing and offering international learning journeys and programmes that include international mobility, mainly in terms of learning across locations in other regions or countries.

Accreditation

In the current accreditation system in the Czech Republic, it seems impossible to accredit system innovations in higher education. Seeking Czech accreditation under current regulations is therefore not our preferred choice. Krumlovia University has seven other options how to deal with the challenge of accrediting a system innovation in education:

1. Convince the relevant Czech authorities that our innovative education is worth being allowed as an experiment to be evaluated after a certain number of years;
2. Convince the Czech authorities that Krumlovia University can help evolve the Czech accreditation system and make it work more flexibly, like the Dutch-Flemish NVAO, for instance;
3. Seek accreditation by another agency admitted in the EHEA (European Higher Education Area);
4. Partner with an existing resonating private university outside Europe that would be interested to branch to Europe and that is already accredited in their country;
5. Partner with other emerging new universities which face the same question of accreditation and which are interested in developing new accreditation standards together with partners;
6. Establish the seat of the university in a country that welcomes the kind of innovation we intend to offer and that is ready to provide state recognition of the new institution, and then to distinguish between seat (with potentially only small operations) and the Krumlovia campus location;
7. Avoid accreditation altogether in case that complying with accreditation requirements would lower the quality of the education we intend to offer.

It is possible that between now and the launch of Krumlovia University, the Czech accreditation system evolves and becomes open to system innovations. In this case, we might seek a Czech accreditation.

Employability vs. creation of meaningful work

At Krumlovia University we will care not only about employability of our graduates, but also, and in particular, about their ability to create fulfilling professional opportunities for themselves and for others; opportunities that make a positive contribution to society. Our programmes will train the entrepreneurial capacity to imagine and develop projects and organisations, and to make them successful and societally beneficial.

Our educational offering seeks to reduce the gap between the capabilities of graduates and the needs of organisations and society. Employers have long highlighted that many graduates they hire are not prepared to be productive and require additional training at significant cost. Employers also note the lack of creativity, flexibility and self-reliance of many graduates. We hear these concerns and seek to establish a new type of education that helps individuals cope with complex and dynamic environments and requirements.

At Krumlovia University, students will start building their professional activities and networks already during their studies. They can try different professional directions in order to experience first-hand which ones work for them. There is no artificial sequence of study, then work. Studying and working will be intertwined from the very start. Learning is work and work is learning. All this will facilitate the transition between studies and professional life.

With a broad range of practical experience, students will have a good basis to choose what they want to do in life. Making such choices around the age of 18 is often too early. Krumlovia University focuses on detecting talents and enabling students to find their vocation. Every student will be enabled to find the right moment for professional specialisation on the basis of an inspiring transdisciplinary curriculum.

For students who are less academically oriented, there will be an emphasis on practical works. Business plans, project documentation, novels, theatre plays, documentaries and other significant outputs are acceptable components of completing study programmes depending on their particular orientation.

Krumlovia Kindergarten and Krumlovia School

The above sections dealt with the characteristics of higher education to be offered by Krumlovia University. However, the Learning Village will also feature a kindergarten (Krumlovia Kindergarten) and an integrated primary and secondary school (Krumlovia School). Just like Krumlovia University, the kindergarten and the school will be designed from the ground up, using the best available knowledge on education worldwide (Duffy, 2010).

In developing these educational institutions, we take inspiration from a wide spectrum of pedagogies and philosophies. In harnessing ideas from existing orientations, we pay particular attention to the original intent of the founders of educational approaches, because their ideas and the subsequent implementations may differ. Therefore, we study not only how innovative institutions work. We are equally interested in how they were *intended* to work. In our own design and implementation, we then look for ways how to make these ideas relevant for our own effort to develop an education that meets the demands of the 21st century.

The Krumlovia Kindergarten and the Krumlovia School will be different from any other existing institution, both mainstream and alternative. We believe that doing justice to the meaning of “education for freedom and responsibility” is an ideal that deserves further work, or else it remains a mere declaration. Simply picking an existing educational approach and declaring it as the model to be applied in the Krumlovia Learning Village without further research and development would violate our principles of localisation and continuous improvement. This work of defining and continuously refining a new educational paradigm will be carried out in the Development Centre that will be the key institution ensuring quality across all activities and educational offerings in the Learning Village. The Development Centre will work closely with other institutions in the *University for the Future* network, as well as with institutions beyond this network.

Local and Regional Development

The Krumlovia Project connects to the existing development plans of the municipality of Český Krumlov. It serves as a concrete contribution to local and regional development based on insights from advanced sustainability paradigms. The Project is based on a new model of integrated regional development (see also Miszlivetz in this volume). We believe that this model is spurred by coupling it with transformative higher education and

transformative research. One of the specific goals of the *University for the Future Initiative* is a deep remodelling of education, in particular higher education, to serve both individual aspirations and future-prone regional development requirements.

Our approach focuses on the valorisation of the cultural heritage and on cultural activities, as well as on mutual learning, collective intelligence and variants of action research. In all aspects of design and implementation, the Krumlovia Project reflects the importance of history, culture, and creativity, of the role and problems of civil society, and of the long transition ahead. All this is informed by transdisciplinarity and complexity perspectives and other leading edge frameworks.

The Krumlovia Project goes far beyond academia, because it includes many other institutions. It takes advantage of local, regional and international organisations. Its activities unleash manifold synergies. The power of the Project lies in cross-sector partnerships, the combination of all age groups, regional and international participation, and the connection of the potential of the urban and the rural parts of the region. The fact that the project is designed as a system innovation from the ground up ensures its impact beyond the region.

The Krumlovia Project seeks to stimulate local and regional development, albeit not based on a conventional approach. The sustainability agenda and the traditional growth paradigm go together in rhetoric acrobatics we are pervasively exposed to these days, but they do not go together in reality. Unlimited growth is evidently not possible on a finite planet, not even if it is called green or smart growth. If we take sustainability seriously, we need to orient policies and practices by ecological footprint, quality of life and social justice indicators, rather than by GDP (duly taking into account the influence of the latter on the former and the other way round). On this basis, we need to develop practical alternatives to systemic growth drivers that are unrelated to peoples' actual needs and to the ecological carrying capacity of our local and global ecosystems.

Based on the experience of setting up the Learning Village, and drawing lessons from similar endeavours internationally, it will be possible to set standards and formalise a new integrated (higher) education/regional development paradigm, ideally as a co-creation with lay people and experts worldwide. In a few years, it may be possible to establish a transnational platform of likeminded projects and initiatives, and to ever more ease up replication of the concrete, locally adapted implementation of this new paradigm in many more places. This could be enhanced by a joint knowledge base, a joint interorganisational system of knowledge sharing, as well as generic, reusable and adaptable templates for all aspects of design and implementation of this integrated model.

Costs and Economic Model

Building the entire Learning Village with all its elements costs an estimated 208 million EUR over a decade. This global budget includes five main budget categories: 1) organisational and educational development, 2) preparation of the land, 3) infrastructure 4) construction of the buildings, and 5) furniture and other interior equipment. The total usable built space is planned to be about 33,000 m2. If we calculate with an estimated average of 360 EUR per m2 for interiors, we will need about 12 million EUR for interiors. Organisational and educational development for the multi-institutional structure requires an estimated 10 million EUR in the decade to come. This is the most essential and at the same time the least expensive budget category. All these costs are included in the overall 208 million EUR figure.

In the calculations, we did not aim for cheap solutions, neither for extravagance. The Krumlovia Project is not about luxury, but longevity and sustainability. We want buildings and infrastructure that are highly energy efficient and that will last more than a century. In any of our cost estimates, we therefore optimize around what we call the Q-Point. This is the point at which quality would drop significantly when reducing the price. We do not opt for solutions above the Q-Point either, because the quality would not increase significantly whereas the cost would.

A few examples may help imagine the amount of 208 million EUR (≈$263 million[12]): According to Forbes,[13] in 2014 there are 1645 billionaires worldwide with a net worth of $6.4 trillion ($1 trillion more than in 2013). Their

[12] The exchange rate is as of 14.10.2014 – 1 EUR = 1.27 USD and 1 EUR = 27.5 CZK – www.oanda.com

[13] www.forbes.com/billionaires

combined wealth would be sufficient to build more than 24,000 Learning Villages in the world. Divided by the number of countries in the world (193 members of the United Nations) this would build 126 Learning Villages on average in each country; or divided by a world population of 7.3 billion, every single region with around 300,000 inhabitants could have its Learning Village dedicated to spur its development.

The Krumlovia Learning Village is not cheap, but consider for instance that the Czech Republic will pay from 2015 to 2027 21.4 billion CZK for the rental of 14 Gripen fighter airplanes. This amounts to 778 million EUR, more than 3.5 times the price of the Krumlovia Learning Village. In 2028, the fighter airplanes will be gone, but the Learning Village will still exist for a long time to come. Renting the airplanes has a life cycle of 12 years; building the Learning Village has a life cycle of at least one hundred, if not several hundred, years. Keep in mind that many historical buildings of Český Krumlov were built around half a millennium ago, and that they are still in such a great shape today to attract countless tourists from all over the world. We see no good reason why we should construct buildings with a shorter life span.

States, companies and wealthy individuals pay for what they consider worthy endeavours. A few examples may illustrate this: The planned underground link of Metro D in Prague is estimated to cost 60 billion CZK (2.3 billion EUR, an investment of more than 10 Learning Villages). Dubai is currently extending its Al Maktum Airport for 25 billion EUR (120 Learning Villages). The most expensive private home costs $13 billion (49 Learning Villages). The most expensive yacht costs $5 billion (19 Learning Villages). The state of Qatar bought Paul Cézanne's painting "The Card Players" for $273 million, i.e. $10 million more than the Krumlovia Learning Village. A similar calculation applies to "Spiderman 3", a movie that costs $258 million. Another striking example: Real Madrid paid transfer costs of 94 million EUR for Cristiano Ronaldo in 2009 and a world record of 100 million for Gareth Bale in 2013. Ronaldo takes home an estimated 21 million EUR salary per year and Bale 15 million EUR. For a similar investment as in one outstanding piece of art, or one blockbuster movie, or a world class soccer player (transfer plus salary for a few years), an entire Learning Village could be built that positively impacts the lives of thousands of people in sustainable ways.

First and foremost, when speaking about costs, it is necessary to keep in mind impact. There are no high or low costs in absolute terms, but only in relation to the possibilities and effects an investment generates. There are also costs of *not* building Learning Villages and other system innovations. These costs are hidden and therefore generally not considered, even though the effects are real. In an era of transition, typically, the investments needed to implement the best available solutions are higher than the current standard solutions. But the long-term benefits of the new solutions have a chance to be higher by magnitudes, whereas the long-term direct and collateral costs of the standard solutions would make the investment doubtful if they were included in the initial calculation. One of the most significant problems in economic and political decision-making today is that it is partially blind. It excludes numerous real costs and benefits that are hidden, time delayed or not easily measurable, or that are ultimately incurred by third parties and not by the originators of the investment decisions.

There are key elements of Learning Villages whose positive effects cannot be calculated in classical economic terms, namely the level of motivation, creativity and cooperation that is activated and facilitated by a Learning Village. New measurement approaches like the KRAFT index (see Miszlivetz & Markus, 2013 and in this volume) allow to make such decisive factors visible. Without the Krumlovia Project, they would not be available or not be geared towards creating solutions for contemporary and future socioeconomic challenges in the community and in the region. Cultural development and sustainable economic prosperity originates first and foremost from human motivation, creativity and cooperation. A Learning Village fosters precisely these basic qualities. Therefore, the question is not "Can we afford to build Learning Villages?", but "Can we afford not to build Learning Villages?"

We recognize the importance of economics and we stand on firm ground in current financial reality. Nevertheless, we also argue that in a project like Krumlovia, it is a mistake to think about money first. This is neither a good way to attract the necessary resources, nor the willingness of a broad range of stakeholders to contribute in other valuable ways. We first need to think about quality, about originality, about creating something that makes deep sense and that is truly needed for a future that we really want. The resources will find their way once we have done our homework and created a design that promises the continuous creation of added value for the many. Concerns about financing are valid, but they can only be addressed by developing an approach that significantly surpasses the institutions we have in place today, and which has the potential to radiate and transcend the boundaries of one place or nation.

After being built, how can Krumlovia sustain itself? Unlike a conventional educational institution that depends on state subsidies, grants or tuition fees, a Learning Village has a far broader range of income streams and a broader range of possibilities to limit expenses. Facilities can be rented, services other than education provided (consulting, development projects, event management, sustainable tourism, etc.), and products produced on the site can be sold (e.g. artwork and handicrafts, medical herbs, books, energy surplus). Much of the educational offering is open to non-traditional students that can contribute in other ways than traditional students to the costs of their education. Unprecedented intergenerational learning opportunities will complement the regional educational offerings. New models of financing education will be developed, tested and calibrated, such as a pay-it-forward scheme, an education currency, or time banking.

The Learning Village also unleashes manifold synergies that help limiting or sharing costs, such as co-using facilities and services across institutions. A few examples among many others may illustrate the potential: There is a need for only one joint canteen for the school, the university, the old age home, etc. It is possible to use food grown by the farm on and around the campus, which in turn has an assured market for its produce. Student flats that are empty in the summer, or during learning journeys of the students, can be used to host conference attendees and extend the capacity of the hotel on campus. Teachers, students and practitioners can work together on real-life projects of organisation and community development. Learning, research and implementation of innovative approaches that make a difference merge into one and the same stream of activity and can thus partly finance itself. Buildings can be used for multiple purposes. For example, when pupils leave their school in the afternoon, the school buildings can be used by the university and other institutions on the campus. An intelligent computer-based booking system ensures optimal use of buildings and infrastructure across the campus.

Inspiring examples

We are often asked the question “Are there similar projects and universities?” While we are not aware of similar integrated endeavours as the Krumlovia Project — endeavours that are conceived as system innovations — the number of higher education institutions based on a new model is growing. In what follows, we give a few relevant examples of new, private universities built on innovative visions that had the power to attract substantial investments. The following list is neither ranked, nor comprehensive.

The most comparable example might be the creation of *Quest University*[14], Canada, in 2002. The initiators collected $120 million from three foundations and private donors as a launch grant that allowed them to build a campus of 24 ha from scratch in a small town of 15,000 inhabitants within splendid natural scenery. These are almost precisely the parameters of the Krumlovia Project (22 ha and 14,000 inhabitants). Quest University was launched with a unique transdisciplinary profile. The university grew from 70 inaugural students to 660 students (full capacity) within 7 years and now has 45 full time faculty. The initiators had a hard time to convince the Canadian authorities to accredit this new institution because its workings were and are different from all other Canadian universities. It took a long time, 5 years, but eventually they succeeded to convince the authorities. Quest University is now not only accredited, but also recognized for public student aid in both Canada and the United States, even though it is a private university (albeit with a non-profit status). Like the College of the Atlantic, Quest University also decided to have only one programme and one degree; an approach that simplifies the complicated accreditation process.

School 42[15] is currently implemented as a radical innovation in higher education of IT specialists. It was launched on the basis of a grant of 70 million EUR provided by a highly successful IT entrepreneur. The school has only one building (which, however, has a capacity of 1000 students). The building is located in downtown Paris. School 42 is an unparalleled example of private higher education, which provides its education for free and which admits students with uncommon profiles (including socially disadvantaged youth without A-level diploma). The model aims to sustain itself by producing the next generation of successful entrepreneurs willing to express their gratitude for their powerful, free education by providing substantial donations in return.

Minerva[16] is a new international university with seat in California, which focuses on a broad transdisciplinary education to foster future leaders, innovators, broad thinkers and global citizens. Minerva is based on a new

[14] www.questu.ca
[15] www.42.fr
[16] https://minerva.kgi.edu

educational approach bringing international student cohorts to a number of cities in the world where they learn by immersion in the respective cultural context, from local facilitators, from each other, and through online lectures from scholars that are world-leading in their respective domain. The first cohort is currently starting and will be involved in co-shaping their emerging university. The seed funding of $25 million came from a venture capital firm. This was the largest seed fund ever provided by this firm, reflecting the particular potential that is seen in the approach of Minerva. The fund made the development of Minerva and of a leading edge online learning platform possible, and also the recruitment of top names for key positions.

TecMilenio[17], Mexico is a private technical university created in 2002. Its slogan is "Innovation that transforms lives". Its educational philosophy and curriculum organisation is quite radically different from mainstream higher education. And it is very successful: just barely a decade after its foundation TecMilenio has 34,000 students and 3,500 teachers, over 30 programmes, and 25 campus locations across Mexico. This university has a unique educational approach that has been consistently implemented across all programmes. The approach consists of three interpenetrating orientations that the *University for the Future Initiative* also endorses: first, a personalised educational experience; second, learning by doing, and third, the pursuit of happiness. As a key support for carrying this approach through, TecMilenio institutionalised an "Institute of Happiness Science"[18], which is inspired by the Positive Psychology movement (within a technical university!).

These are four recent examples from four different countries, showing that on the basis of unique concepts it is possible to attract large grants for the creation and development of new, private universities. Each of these examples reflects an outstanding vision, but none of them has the power of the *University for the Future* concepts such as Learning Villages and UniverCities, designed to foster synergies among stakeholders and institutions, and to lower entry barriers for each party involved.

Uniqueness of the Project

All over the world, many people, groups and initiatives pursue visions that resonate with the concerns of the *University for the Future Initiative*. Local showcases with similar features as the Krumlovia Project are planned or developed also in other locations. The collected cases of designs and implementations we know about is growing, which makes clear that Krumlovia is part of an emerging global movement. However, a number of characteristics, taken together, make the Krumlovia Project unique:

- The Krumlovia Project includes and connects all domains that are important for our quality of life (such as architecture, environment, health, education, work, recreation, relationships, participation);
- It innovates all these domains, and it does so in relation to the specific local needs and conditions, taking account of the genius loci;
- It connects these innovations in multiple domains in a way that the whole is more than the sum of its parts, thus constituting an exemplary system innovation;
- It is designed from the beginning to inspire and enable system innovations elsewhere;
- It does not rely on any ideology, worldview, theory or system of thought, but brings together the most advanced thinking and practice that can enhance the vision of the Krumlovia Project and keep it alive and evolving;
- It avoids features that undermine the power of its design and/or implementation (e.g. lack of interface with the existing educational system, promotion of soulless architecture, use of cryptic language, lack of continuous improvement, dependence on a single leader, etc.).

Next Steps

The Krumlovia Project is not a typical project with a fixed period and a set of pre-defined key activities and resources. We estimate a development through several stages, with an overall timeframe of at least 10 years of research-development-implementation until the whole vision becomes manifest in reality. One way to

[17] www.tecmilenio.mx

[18] http://cienciasdelafelicidad.mx

accelerate this process would be that a philanthropist, company or foundation enables to expand the team and provides resources for intensifying project development.

Currently we are working on a feasibility study that will describe goals, milestones and procedures, while explicitly allowing for new possibilities and improvements in every phase of implementation. The goals will be reviewed periodically and potentially revised or extended in the process. In every phase, there are many ways to make reasonable next steps. Since the external environment is constantly changing and the local and international partnerships extending, it would be a mistake to fix everything in advance as required by traditional project management practices. The Krumlovia Project is a lifetime endeavour, a living entity, which is constantly evolving and improving. New insights and needs will emerge through learning from experience and through inputs from new contributors. Such an intelligent adaptive system is superior to inflexible, pre-planned projects without possibilities for learning loops and improvements. Therefore, we adopt the new paradigm of second order project management that is suited to master high levels of complexity in multi-stakeholder partnerships within rapidly evolving environments (Cavanagh, 2012; Saynisch, 2010).

Already since the very start of project development in 2013, we have conducted operations and activities, so that the benefits are visible and tangible at an early stage. The development of the overall vision and design, and the practical activities on the ground, are developed simultaneously so that both aspects can inspire each other. This also reflects the preferences within the team, whereby some people prefer developing and improving the overall vision and design, whereas others wish to work practically, on the ground.

Subject to the overall approval of the town, we could start building the first building after getting the usual partial permits. According to the current land use plan, it is possible to begin construction of the first building (the Development Centre) as well as the houses and apartment buildings in the northern part of the campus. The Development Centre will include offices, a larger multifunctional room for educational and cultural activities, accommodation, technical rooms as well as a coffee house/tea room for meetings and for information of visitors. With this first building, we would like to demonstrate the best of what organic architecture can offer, thus making it easier for people to imagine the entire campus.

In order to develop and manage the Krumlovia Project, there is a need for a local organisation in Český Krumlov. The plan is to found this organisation, the Krumlovia Group, in 2015 after the town council has approved the feasibility study of the Krumlovia Project. Establishing a local organisation to bring together all aspects of project development, and to incubate the institutions on the campus, will be a critical step toward realizing the overall vision. The *University for the Future Initiative* will continue to provide the normative framework, a connection to an international network of innovative thinkers and practitioners, and a possibility to link with similar projects and activities worldwide. Without such an international dimension, any local project would be cut off from a vital stream of expertise as well as synergies enabled through international cooperation.

Conclusion

At the outset of any long-term project must be a strong vision. A vision that reaches such intensity that it fills people with enthusiasm; a vision that evokes the wish to help make it a reality. If someone creates a project like Krumlovia, there is no other motivation than to create it for the sake of helping others, of preparing the ground for future stages of human and cultural development, and of contributing to the flourishing of a historical place of beauty.

The facilities of the Krumlovia Learning Village are conceived through a participatory process of organic architectural design that evolves through several stages of detailed work and enhancement. This approach guarantees a coherent aesthetic appeal of the entire site in response to evolving actual needs. It will support the overall objective, which is to transform a fenced military area with unused barracks into a public park with highly energy efficient, aesthetically appealing buildings with a high degree of capacity utilisation. The buildings will be constructed with local materials and green roofs that merge with the landscape.

Co-creation processes integrating diverse stakeholders and perspectives will be applied not only in the domain of architecture, but in all areas of project development. They are characteristic for the culture of creativity, contextualisation and mutual learning that the Krumlovia team seeks to instil and exemplify. Long-lasting projects such as the Krumlovia Project require relationships that remain creative and productive over time;

relationships that unleash and spread more positive energy than their cultivation takes. We believe that an emphasis on a harmonic team culture supported by friendship is one of the key drivers of success, as many great visions in the past have failed due to unproductive frictions and conflicts. The alignment, however, needs to be based on a recognition of diversity and complementarity.

Reflecting the diversity within the team, there will be a variety of roles and a variety of in the institutions in the Learning Village. The Learning Village will not be a single institution but a rich, evolving system of complementary institutions inspired by the overarching vision of revitalizing an unused place and to make use of it for lifelong learning for the Grand Challenges and opportunities of the 21st century. The Learning Village is a model to catalyse the sustainability transition and to stimulate social well-being in the town and in the region. It also seeks to be an internationally recognised example that will inspire others to develop similar projects adapted to their own local context.

The implementation of this vision is a long-term endeavour, a lifetime project. It is based on existential commitments of the initiators and resonating people joining in each new stage of unfolding. Substantial preparatory work has already been performed because of substantial amounts of volunteering time, as a gift, with no expectation of a “return on investment”. Further gifts, but also investments, will be attracted to enable the next stages of development.

The Learning Village vision stands for a new model in areas such as education, culture, governance, economy and regional development. Krumlovia is designed as a system innovation that continuously fosters the public good in and around its location. It helps people, organisations and communities to transform themselves in order to bring about the thriving future they desire. If one understands this not only intellectually, but also feels it as a personal need, then the vision outlined in this chapter can become reality and attract the required resources. And if this vision can become reality in one place, in the area of Vyšný in Český Krumlov, it can also become reality in many other places, gradually building up a vibrant network of World Future Sites.

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