Google for Education

Future of Education Summit

2023



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Executive Summary

The Future of Education Summit united an inspired and inspiring community of education thought leaders and innovators for two days of ideation, exploration, and dialogue.

Recent social and technological disruptions are shifting the value proposition of education.

These evolutions are impacting what, when, where, how — and even why — we learn, and require the cultivation of fresh mindsets and skill sets to empower individuals to become adept global problem solvers and lifelong learners.

To this end, the **Future of Education Summit event served as a catalyst for generating ideas and fostering discussions** on how we can collaborate most effectively to ensure the success of all learners, and those who support them.



Our work is just beginning, and is equal parts exciting, vital, and monumental. It's about redefining our approaches to teaching and learning, making education more personal and accessible, and exploring more meaningful methods for assessing student learning and supporting their growth.

It's about students, but requires deep engagement from teachers, families, and school and system leaders. It's about technology, but deployed in a way that is responsive and responsible to the human beings it serves. And most importantly, it's about the future — helping today's learners prepare for the rapidly changing world they are set to inherit.



Speakers

Sofie de Cupere
Sofie is the digital policy coordinator for SCOOP, one of the 26 GO! Education school groups serving Belgium's Flemish community.

Dr. Eliza Filby
Eliza's research delves into the historical shifts in generational dynamics, ageing, and familial structures, exploring the changing beliefs and behaviours of individuals and the subsequent impacts on work, education, politics, society, and economics.

William Florance
William is Head of Strategic and Government Initiatives at Google for Education, and is driven to improve the quality of people's lives through equitable access to information technology.

Damian Harvey
As Head of Service of the Northern Ireland Education Authority, Damian oversees digital transformation and ICT for schools across the region.

Brian Hendricks
Brian's position as Group Product Manager at Google Workspace for Education includes the development of useful tools for educators and students worldwide.

Jennifer Holland
Jennifer is the Director of Compliance and Technical Program Management at Google for Education, and is proud to represent the voice of education users in the product development process.

Seiji Kozaki
Seiji manages the Education Informatization Promotion Department for the Nara Prefectural Institute of Education. He oversees his Prefecture's adoption of Japan's GIGA program to instil digital literacy in schools nationwide.

Leslie McBeth
Les has more than 15 years of experience at the intersection of design and education. As Director of Special Projects at Future Design School, she fosters transformative change for education leaders and innovators worldwide.

Brit Mennuti
Brit's role as Group Product Manager at Google for Education includes the development of AI-enabled tools and resources for teachers and students around the world.

Sarah Prevette
Sarah is the Founder and CEO of Future Design School. Globally recognized for her work in human-centred design and entrepreneurship, Sarah is proud to work alongside an incredible team of educators to drive innovation inside schools.

Esperanza Moreno Reventós
Espe is Google for Education Lead in Spain. A former teacher, she worked in administration and now helps public institutions develop transformational change in education with the help of educational technology.

Nathaly Rey
Nathaly, in her role as Google Cloud's Head of Privacy Regulatory Strategy & Compliance, leads a worldwide team of experts guiding Google Cloud and its customers through the complexities of privacy regulatory compliance.

Gonzalo Romero
Gonzalo is Google's Head of Education for Spain and is passionate about transforming the world and making it a better place.

Shantanu Sinha
As Vice President, Google for Education, Shantanu leads product management for Google's education-focused services, including Google Classroom. Prior to joining Google, he served as Founding President and COO of Khan Academy.

Dean Stokes
Dean is Google for Education's Head of Customer Success for EMEA. A former teacher, he collaborates with educators, educational administrators, and ministries globally to develop strategic plans for technology implementation.

Tony Ureche
Tony serves as Google's Head of Product Management for Security, Identity, Privacy, and Foundations, ChromeOS.

Google for Education

Sessions, conversations & key takeaways

Building a brighter future with AI

Shantanu Sinha

AI will be the biggest technological shift we see in our lifetimes. Shantanu shared Google's AI principles and perspective, and how AI is being applied across industries, including its potential to transform teaching and learning around the world.

Since the invention of the personal computer, there have been a number of paradigm shifts. The development and popularisation of the Internet was one such transformation, as was the movement toward mobile computing.

Artificial intelligence (AI) is the next big shift, and Google is committed to ensuring that we can unlock its benefits in a responsive and responsible way.



This is not about replacing people — it's about expanding human capacity, while being concerned about bias, privacy, and safety. It's a matter of taking the time to get it right.

AI is not new to Google. It has been helping out for years in products like Gmail, which leverages AI to block 99.9% of phishing emails, as well as in Google Search. Google's AI principles were developed to ensure that the benefits exceed the risks, and this approach extends to how it is deploying this technology in education. Google also leverages AI-powered solutions to support bold transformations in other industries like health care, crisis response, environmental sustainability, and beyond.

Ongoing developments in AI mean that we now have technology that is powerful enough to help us realise our education ambitions. Google is making this happen in two important ways:

Elevating the educator

AI offers educators the opportunity to reclaim their time, allowing them to invest more in their own professional development and in their students, all while enhancing their creativity and productivity.

Making learning more personal for students

AI can aid in meeting students where they are by providing more adaptive and accessible tools.

This is one of the most profound technologies humanity is working on, and everyone at Google is excited by the limitless potential that AI has to improve our everyday lives.

> "AI allows us all to dream and build bigger. We have the opportunity to make the world a better place, and change people's lives for the better."
>
> — Shantanu Sinha

You can find a selection of slides from the summit here.

How AI powers educator & student potential

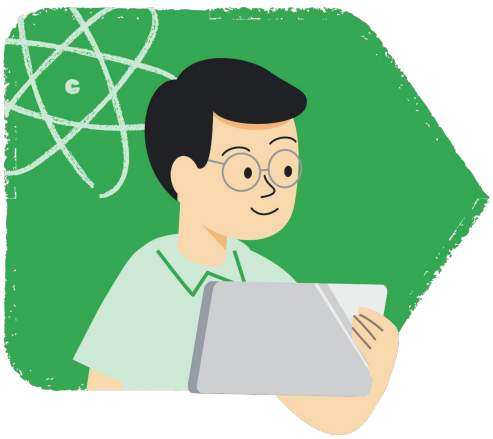
Brit Mennuti

AI has the power to transform education. Brit demonstrated how Google for Education is working responsibly to bring the best of AI and Google technology to our education products, to help elevate educators, and make learning more personal for students.

Google products are always built alongside customers, and this is especially true in the case of Google for Education.

The process begins with research and initial development, followed by alpha, beta, and in-use feedback. Developers and designers meet with students and teachers in person, to learn about how they use products. The result has had a transformative impact; for example, **Google Classroom** and its use of **Google Docs** transformed how teachers worked, and saved incredible amounts of time by streamlining the process of providing comments and individualised feedback.

This same approach is now being applied to Google for Education's AI-powered products. Practice sets, which is coming to more languages soon, provides interactive worksheets and assignments — if students don't understand a concept, practice sets makes suggestions to improve their understanding.



Teachers, meanwhile, get snapshots of where students are struggling *(including how many attempts they are making)*, and can use that information to adapt their instruction.

In addition, they can import PDFs of their existing resources into practice sets, and the technology will help identify the skills being taught and suggest additional resources. Plus, a new pilot to deploy AI generated hints will soon be available.



Meanwhile, in the world of video, specifically in **Interactive Questions for YouTube**, teachers can check for understanding by letting students answer questions as they watch a YouTube video. **A soon-to-be-released pilot** will deepen this experience even further: AI will generate questions based on a video's content, and teachers will be able to determine which ones to use. In addition, **Screencast** is powering a more inclusive learning environment by creating searchable, easily trimmed transcriptions of lessons - built right into ChromeOS.

We know that when we personalise learning, students are more engaged. **Google for Education is powering this with AI** by providing adaptive learning tools, customised for each student's learning needs, and by improving teacher productivity and giving them the time they need to do things only they could do.

About 13 hours per week of teacher time can be freed up through technology, and Google has more than 20 years of experience in deploying AI as a time-saving tool.

Duet AI, when deployed in Workspace, can do everything from helping to write an email in Gmail and organising information in Sheets to creating custom, AI-generated images in Google Slides.

What exactly do we mean when we say we were freeing up teachers to "do things only they could do?"

In the summer of 2006, I was volunteering as an exam tutor and coach. During my first session with the group of students, I found them nearly impossible to engage. No one wanted to volunteer to walk through sample questions, no one wanted to do the practice exams for homework, and half the time they were distracted with their cell phones. So I came into class one day and I had a stack of index cards and a roll of tape.

Each card had a vocabulary word on it and I instructed everyone in our group to tape one postcard to their forehead, with the word facing out, without looking at the word. I told them we were going to guess the words on our heads by describing what they meant to each person, and whoever guessed the most right would get some candy. Soon the entire group was cackling with laughter, and the index card game became a regular occurrence at each of our sessions as a way to warm up for the day.

There is no technology that could have fostered the relationship I built with those students, or that could have demonstrated vulnerability and not knowing the answers so they felt psychologically safe to contribute. I was doing something only a human could do.

— Brit Mennuti

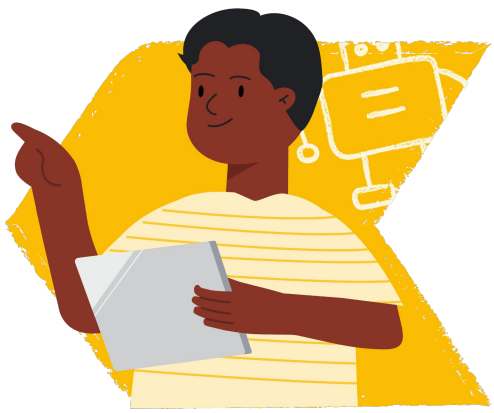
Imagine a future where AI is embedded into teacher workflows — so much so that teachers don't even think about the fact that they're using AI.

The technology should be so useful that it feels natural, and teachers can trust that the tools are doing what they should be doing, under the hood. This is Google's goal, underscored by a commitment to maintaining privacy, principles and ethics, as well as digital safety and a motivation to use AI to help teachers, help students reach their full potential.

These new tools fit naturally into their workflows, and adapt to improve what they're trying to do. The focus is squarely on what actually happens in a classroom — how teachers can use technology to bring rich classroom experiences to students.

> "Nothing goes in front of students without teacher approval and refinement. Teachers know their students best."
>
> — Brit Mennuti

You can find a selection of slides from the summit here.



Privacy, security & compliance

Brian Hendricks, Jennifer Holland, Nathaly Rey & Tony Ureche

Keeping data safe, secure, and private is a constantly evolving challenge in today's digital age. This session featured four experts from Google, and covered cybersecurity compliance with European laws, and guidelines for how those in leadership roles should be thinking about their data.

Google for Education serves 170 million students and teachers, and privacy is at the heart of everything.

To have privacy, the first thing you need is security — to ensure that your data is safe from unauthorised access. Cybersecurity attacks are on the rise, and schools using legacy systems are most at risk; hackers are looking for data rich, resource poor institutions. To combat this, cybersecurity needs to be built in from the ground up, which is why so many schools and systems trust Google for Education — in fact, in August we released a Cybersecurity Guidebook at a White House event on Cybersecurity in K-12 Schools.

Schools use the same infrastructure that Google itself uses to keep corporate data secure, to block 100 million daily phishing attacks, and to rigorously review all applications and extensions. **It's not an accident, for example, that there have been ZERO reported ransomware attacks on Chromebooks and ChromeOS devices, ever.** Google's cloud-based infrastructure serves as a "digital immune system" that adapts to shifting threats, all while keeping data stored sustainably, and in the right region. Workspace customers can select the European Union as the Data Region, to ensure that customer data is stored only in data centres located in the EU. Google-owned and operated **Data Centres currently hosting data in the European Union are located in:**



- Dublin, Ireland
- Eemshaven, Netherlands
- Fredericia, Denmark
- Hamina, Finland
- Middenmeer, Netherlands
- St. Ghislain, Belgium

Google Workspace is the world's most secure cloud-native communication and collaboration suite

50%

potential savings on cybersecurity insurance premiums by using Workspace

6.3x more likely

To have a cybersecurity claim filed when using other leading providers compared to when using Workspace

Google's commitment to data privacy is bolstered by additional commitments for Google for Education customers.

Google does not own or sell education data; it is owned by customers, and is not used for advertising or AI and machine learning training. It is encrypted at rest and in transit, and audited against international standards.



When it comes to customer data — the content and information customers create using Google for Education products — Google is a data processor, not a controller, and we don't use it for our own purposes. The customer is the controller: they control what happens to the data that they create.

Service data, like security settings, operational details, or billing information, is anonymised and aggregated to ensure privacy and reliability, and used to ensure that cloud services are working properly. What's more, following our work with the Dutch government on their DPIA, we decided to offer new privacy commitments for service data where Google will act as a processor of that data under customers' instructions, with the exception of limited processing that we will continue to undertake as a controller, such as detecting security risks.

This agreement has been rolled out in the Netherlands, **and will be available to the rest of Europe next year.**

How we don't use your Google Workspace for Education data:

- Google Workspace for Education customers own their data. Google cannot use the data for the profit of other customers.
- Data is not sold to third parties.
- Not used for targeting ads to students.
- Not used to develop new products.
- Not used to train our AI models like Bard.
- Not used to build profiles on students.

How we do use your Google Workspace for Education data:

- Customer data is used to provide the service.
- Service data is used to maintain and improve current products, such as fixing bugs.
- Service data is used to make recommendations to optimise the use of the services.
- Service data is used to provide support.
- Chromebooks collect broad device and setting information, along with usage statistics and crash reports. We remove any identifying information and use this data to holistically improve the services we provide.



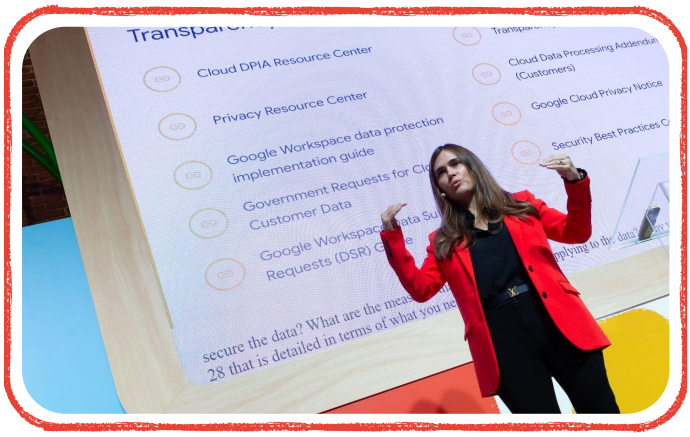
Google for Education can be used in compliance with GDPR, and its customer relationships are underscored by a **collaborative approach based on transparency, strong contractual commitments, and accountability.**

Transparency is assured through resources like the Cloud DPIA Resource Centre and Privacy Resource Centre, and honoured by support and leadership in managing government requests for Cloud customer data, as well as Google's transparency reporting.

In addition, Google commits to data protection in its contracts with customers, which are regionalised in the markets where customers operate *(with GDPR-based customers as the leader)*.

These commitments **include processing restrictions, data deletion capabilities, security measures, third party audits and certifications,** and **data incident notifications.**

Experience demonstrates that the hardest part is not necessarily complying with GDPR, but demonstrating that compliance, and Google has mechanisms in place to demonstrate that compliance through third party audits.



Google was [one of the first cloud providers] to adopt and support the EU GDPR Cloud Code of Conduct.



The bottom line: Google for Education **customers are in control of their own data**, and **Google is here to support and help manage these digital learning environments.**

Google for Education's [K-12 Cybersecurity Guidebook], which helps schools understand best practices, is available in over 30 languages.

You can find a selection of slides from the summit [here].

Equity of learning opportunities: Northern Ireland's approach

Damian Harvey

Damian shared insights into Northern Ireland's focus on equity as a driver of technology investment.

In Northern Ireland, equity of access is a very important consideration. Its Education Authority's mission is born out of the peace agreement at the end of The Troubles, and is founded on the notion that equity of access for every child is imperative.

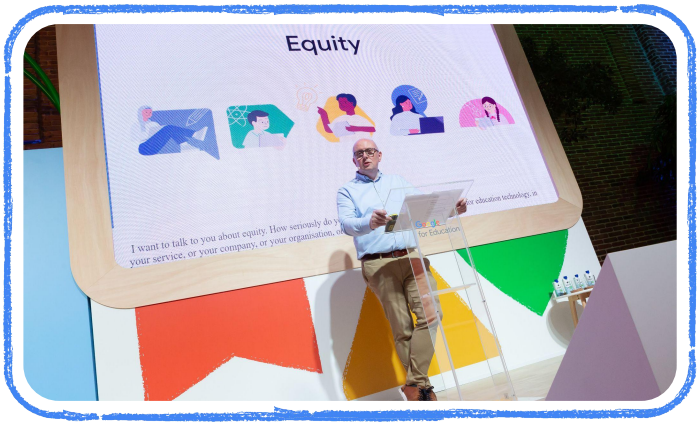
A single solution has a huge impact on the learning opportunities for young people. To that end, they have adopted a **three-part vision:**

1. Provide digital services designed to facilitate learning
2. Further reduce inequity for all
3. Strengthen partnerships

A key component of this vision is education technology, and Northern Ireland takes a universal approach: it provides a single ed tech solution, regardless of size and scope of the school. **This means that a school with a population of 12 students has the same access to technology, curriculum, and opportunities as any other school** in Northern Ireland — **and all teachers have access to the same services and online support.**

This solution is known as the Education Information Solutions program *(EdIS — named after Thomas Edison, and chosen by students).*

This infrastructure provides 100,000 managed services throughout Northern Ireland's schools *(including Google Workspace and Google Classroom),* supporting 385,000 pupils in more than 1,100 schools. EdIS includes both software and hardware; recently, 1,000 high spec laptops were deployed to teachers across the region, backed by a 5-year co-designed teacher education programme.



EdIS also delivers wireless connectivity, and new, cloud based management systems. **Northern Ireland also provides centrally funded training for every teacher across the country**, and 30,000 devices for students who might not otherwise be able to have a device. This support, coupled with the single ed tech solution approach that EdIS provides, means that there is more sharing of teaching techniques, and students who move schools don't lose access to their accounts or resources.

The total investment: 44 pence per pupil, per day — and the impact of this investment cannot be underestimated.

> "There is no conflict when it comes to educating our young people. With a single education technology solution supporting equity of access for every single one of our students, the power of ed tech and supporting positive change is there for everyone to see."
>
> — Damian Harvey

A new school of thought: Generational evolution and the future of education

Dr. Eliza Filby

Eliza studies society through the prism of age and generations, and examines how the traditional lifecycle is being reordered and remade in the 21st century. Her two-part talk explored what this means for teachers and students.



In the post pandemic age, and at the onset of the AI revolution, it has never been more important to understand how people are changing — in terms of their habits, beliefs, and values — and how each generation relates to the world.

Understanding these differences has massive ramifications for education. It's clear that the content and skills being taught in many schools are at odds with what is required in the workplace, and this is a product of larger generational shifts.

Baby Boomers, by and large, experienced a three stage life: education, work, and retirement, supported by a 20th century economic model that supported antiquated ideals like a single-income household.

In the 21st century, life is multi-stage: subsequent generations are delaying the age at which they reach milestones, and are managing career changes and retraining while also looking after children, caring for parents, and trying to plan for the future.

Consistent in all of this is the fact that the need for education has to be ongoing all throughout our life — though who pays for upskilling remains a massive unanswered question. But in an era where career trajectories change, and retirement is no longer fixed, **there is an urgent need to identify and build the skills we need to survive and thrive.**

Though these skills are suited to business, they are also what make us human. Trying to keep human beings human in the age of AI — being physically present in our bodies, being able to learn and critically evaluate, being able to teach — is the foundational challenge for education systems. **We need to establish a collective understanding of how today's students can be better workers, better citizens, and better individuals as a whole in society.**

Explore Eliza's articles, reports, and books — as well as her acclaimed podcast — at elizafilby.com.



Cost-effective approaches to improving global learning

William Florance

William presented key findings on behalf of Dr. Rukmini Banerji — who is part of the independent, cross-disciplinary Global Education Advisory Panel, and a co-author of the report Cost-Effective Approaches to Improve Global Learning.

Education system leaders know that there are many potential options before them to improve learning in their regions. Their challenge is to determine, of all the interventions they could invest in, what are the ones that make the most sense, and are affordable?

With that in mind, the Global Education Advisory Panel has produced what they are calling a **"Smart Buys"** report: Cost-Effective Approaches to Improving Global Learning. This "study of studies" focused on low- and middle-income countries, but its findings can be applied regardless of system profile. **The report grouped interventions into five categories:**

- **Great Buys:** Highly cost effective, supported by a strong body of evidence
- **Good Buys:** Good evidence of cost effectiveness
- **Promising but Limited Evidence:** Some evidence of high effectiveness, but limited data on cost effectiveness and/or implementation at scale
- **Effective but Expensive**: Highly effective interventions that are costly to implement
- **Bad Buys:** Interventions that time and time again have been proven to be both ineffective and very expensive

Many of the "Great Buys" interventions identified in the report focused on supporting teachers with structured pedagogy -

enabling them to do their jobs as they intended when they got into teaching - and on targeting instruction by learning level, and not by age or grade (think digital learning centres that support students of all ages).

An interesting "Good Buys" trend, meanwhile, identified the importance of parent-directed early childhood education.

In other words, giving parents the tools to lay literacy and numeracy foundations in children younger than three. In addition, quality pre-primary education was identified as a good investment - which is noteworthy given that, in many systems, responsibility for education tends to start around the age of five.



Interventions classified as "Promising But Limited Evidence" included two important technology initiatives: Personalised learning and leveraging mobile devices.

In both of these cases, it's a question of the type and scale of evidence. Software for personalised learning that adapts to a student's learning level has been the edtech holy grail for two decades, and we have recently seen that it is real and can be delivered at a very high level.

Mobile phones, meanwhile, have proven to be leapfrog solutions in developing systems, and were particularly beneficial at the onset of the pandemic. What's lacking, according to the report, is systemic evidence of its effectiveness — such as the long term impact of personalised learning or mobile learning across an entire country.

On the other end of the spectrum, "Effective But Expensive" interventions identified in the report include direct cash transfers for learning improvement initiatives, and programs that aim to feed students in primary schools.





Amongst the interventions listed as "Bad Buys," perhaps the most important cautionary tale is that investment in technology devices alone represents perhaps the worst decision a system can make.

What's needed instead is the deployment of devices in schools, in the hands of teachers & students alike, coupled with the right teacher training and professional development on how to implement this technology in the classroom. This shows a very strong impact, and is the reason why, for example, Google asks potential customers to think about how, where, when, and why they will use Chromebooks before they buy thousands of them to deploy in their systems.

This "Smart Buys" report is a helpful wayfinding solution, and it also shines a light on what needs to happen next from a research perspective.

More studies are needed to understand how technology investments are used to drive impact, how all interventions positively influence learning outcomes, and how equity can be benchmarked and measured on an ongoing basis.

> "You can't deliver successful education digital transformation, or education transformation on the whole, unless you treat it as a major program. You can't treat it as a silver bullet program - it needs to be a multi-year process, involving many stakeholders, solving multiple challenges."
>
> — William Florance

Digital policy: GO! Education, SCOOP scholengroep

Sofie de Cupere

SCOOP's digital policy was developed to address the needs of a diverse group of students; they speak 39 languages, and come from countries as wide ranging as Ecuador and Moldova.

With this in mind, the policy focused on providing technology access that also encouraged embracing technology, supporting teacher success and wellbeing, and establishing focus groups to ensure the programme long term success.

To ensure technology access, SCOOP acquired 860 Lenovo Chromebooks — 150 of which were kept by the school, while the rest were made available for students to lease for affordable monthly payments.

Chromebooks were the ideal choice to strike a balance between online and offline learning, and the hardware was supported by a Tools for Life course to improve digital literacy and life skills.

Teachers, meanwhile, were set up for success by ensuring they had the right tools for the job. **Thanks to these devices, and their supporting infrastructure, teachers now have the flexibility to work from anywhere**, enhancing their work-life balance; meanwhile, tools like Google Chat and Google Classroom enable community and communication with colleagues and students.



The IT Focus Group convened to support this initiative featured teachers from all subject areas, all of whom had at least Google Level 1 certification. This mentoring program empowered the group to work as advocates in fostering SCOOP's digital journey, and had a remarkable impact on students and teachers.

Taken as a whole, this approach - with its focus on equal opportunity, inclusion, student and teacher wellbeing, and budget management - has transformed the learning environment for teachers and students.

> "This is an inspiring example of how technology can be used to create a more supportive education community, and demonstrates that even in a school with 39 different languages and cultures, everyone can have what they need to succeed."
>
> — Sofie de Cupere

Learning from Japan's GIGA School Program

Seiji Kozaki & Dean Stokes

Three years into Japan's nation-wide GIGA program, which aims to upskill students and teachers in digital literacy, Kozaki-san joined Dean in a conversation to share the wins, challenges, and opportunities that the program has presented so far.

GIGA, or Global Innovation Gateway for All, is a national project, aimed at ensuring that all students in Japan have a device to ensure that they are prepared for the digital future.

The country went from having 3.2 million devices pre-COVID — primarily used by teachers only, or in outdated computer rooms that most students couldn't access — to more than 13 million devices today. And while 90% of devices prior to GIGA were Windows-based, now nearly half use ChromeOS, and more than half employ Google Workspace for Education.



In the Nara Prefecture, which includes 39 cities, GIGA was seen as the last chance to make a change. The approach to choosing devices was quite democratic; though funding came from the central government, each city was able to choose which operating system it wanted to deploy in its schools. In the end, 97% chose Chromebooks.

One significant challenge was teacher training; at the outset, they did not have the necessary skills to help students use their devices effectively. Training programs were therefore launched, with a focus on teacher choice. **The goal was not to replace paper with devices** — teachers have the ability to decide how and when to use devices, at their own pace.

But they quickly saw the enormous benefit of being able to use technology to connect with students and see the progress in what they were learning.

The biggest impact of the training programs, which were developed in conjunction with Google and offered primarily online, was unlocking for teachers the possibility of making learning more personal.

The devices and supporting technology have made it much easier for students to set the pace for their own learning, selecting goals and resources themselves on their own devices, instead of relying on the teacher to provide handouts.

To this end, one important piece of learning that Nara Prefecture has taken away from the rollout is the need for clear communication with the public. It's important to help everyone in a community to see why it's important to help students take charge of their learning, instead of having content delivered to them in a lecture style.

Nara is a historic ancient capital, with a history dating back 1,300 years. It is, in many ways, very traditional in terms of education and society, but the team implementing GIGA in the prefecture took the challenges as learning opportunities. These kinds of changes don't happen overnight; they require a constant shift in culture.

> We are not only thinking about the future of education, but also how children live now. Technology is important now — they have had technology in their pockets since the age of 13. That is the main mission for GIGA.
>
> — Seiji Kozaki

Design sprint with Future Design School: Seeing the opportunity in challenges

Sarah Prevette, Sandra Nagy, Leslie McBeth, Diane Rutherford & Todd Harrison

Design thinking, or human centred design, is a repeatable process of ideation, validation, and rapid prototyping, focused on the notion that we need to test ideas without the time and expense of launching.

It's about seeing the opportunity in challenges, and believing in the potential of ideas - with empathy for the end users at the core of everything.

It is, in other words, about falling in love with the problem, and not the solution. Here, then, are just a few of the problems and challenges you and your fellow attendees identified at the end of the first day of the Summit, and leveraged as part of our design sprint the following afternoon.

Problems and challenges identified:

- How do we create a **digital strategy** which is fit for the future, meeting the needs of students to prepare them for a changing modern world?
- If **AI can drastically reduce teacher workload,** how can we adapt our education system to make better use of their time and create well rounded students prepared for the future?
- How might we provide **personalised pedagogical content** for our students to increase their engagement and motivation?
- Being able - as institutional organisations - to **create the widest network of school leaders** and teachers working on REAL innovation in schools.
- Cost-Effective Approaches: How to give visibility to teachers, schools, government of the **"Great Buys"** and **"Good Buys"?** How to stop wasting money and resources on **"Bad Buys"?**
- How do we teach students to **use AI effectively?**
- How might we reinvigorate a **community of digital learning champions** post pandemic - creating space for them to lead digital in their schools?
- How might we address a lack of resources and strategy to provide the **appropriate professional learning and support for teachers** and equitable access to learning to students?
- Implementing data strategy and ensuring that we have the **right data available** to make key decisions at all levels of the organisation, both for education and operations.
- Getting buy in for a vision when you don't have the concrete yet or the **evidence of impact.**
- How might we **ensure equity and fairness of access to emerging technology?** AI has the potential to revolutionise society, but we need to be cognisant of not leaving people behind.
- How might we develop a digital strategy that is **ready for a future that isn't quite known** or understood?

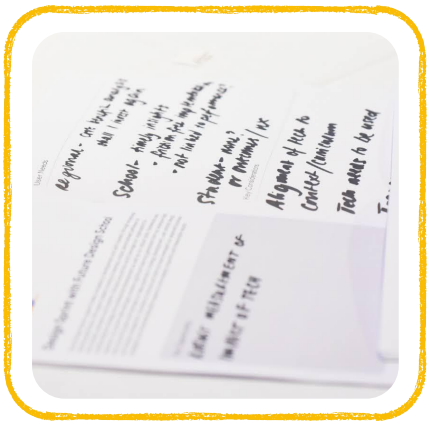
With these *(and many other)* challenges and opportunities identified, attendees engaged in a multi-step design sprint **to find common ground across systems**, identify the needs of users, and then engage in rapid ideation to generate potential solutions.

The initial ideas were then refined and turned into "storyboards," which group members shared, discussed, and critiqued.

Design sprint with Future Design School: Seeing the opportunity in challenges

Sarah Prevette, Sandra Nagy, Leslie McBeth, Diane Rutherford & Todd Harrison

Here are a few examples of the incredible work you and your fellow attendees created in a short, 90-minute timeframe.















With these initial ideas in place, attendees were encouraged to consider what might best serve as a "minimum viable pilot" or prototype — how might you test out your ideas and get immediate feedback before you invest in long term solutions? Running experiments means that not all things are going to work, and that is okay. Failure gives us information and allows us to see how we continue to improve.

The key thing to remember is that action creates momentum, and building momentum galvanises others. It's the snowball effect — the ball gets bigger and picks up speed as it rolls downhill.

School visit: Salesianos Estrecho, Colegio San Juan Bautista, Madrid

Here are a few photos from our inspiring visit to Salesianos Estrecho in the heart of Madrid.







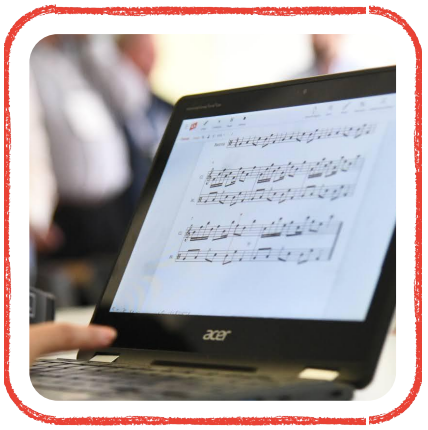














Next Steps

The Future of Education Summit was an exciting incubator of innovative ideas. So what happens next?

The answer: Just start. Start innovating, start implementing — but start small. What are some first actions that you can take to start to realise the vision for the future you heard about at the summit? How do we take the ideas you generated, and break them down into smaller, quick wins?

One important consideration is the need to create nimble teams that are small by design and empowered to drive change without being slowed down in bureaucracy and decision by committee.

It also means identifying assumptions, testing them through real world experiments, and using the results of these tests to iterate on ideas.

Another consideration: pilot projects. The idea of a minimum viable pilot explored during the design sprint takes imperfection into account; it assumes that we are going to be learning as we go, and we want as much feedback as possible to be able to iterate and shift in order to meet the needs of our communities.

As the pilot grows, and more people join it, the diversity of thoughts and opinions and ideas will increase — and that's a good thing. This is all useful data, which provides a deeper sense of our problem, and a better understanding of how its solutions need to evolve and change.

That said, we need to keep a sense of urgency with those that are implementing these experiments, and make sure that we are staying true to the problem that we set out to solve. This means being laser focused on the mission — the "why" — which is the core purpose behind any pilot project or test.

If you can do all of this - be dedicated to quick action, real time learning, and ongoing evolution - you will be successful no matter what you set out to do.



If you'd like to discuss any aspects of this report further, please get in touch with your regional Google point of contact.


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