

NEVER ENDING EDUCATION



THE PERMANENT BETA PRINCIPLE

Annette Dölle & Martijn Aslander

CONTENT.

THE AIM AND THE SOURCES	5
IN A PERMANENT STATE OF BETA	6
THE CHANCE CARD	7
WHEN MONITORING BECOMES A MEASUREMENT	8
MISCELLANEOUS OLIGARCHS	10
A NEST EGG	12
MUST EVERYTHING CHANGE THEN?	14
FOR REAL?	14
THE DIGITAL WORLD IS HERE TO STAY	14
EVERYTHING IN A ROW	16
SOME PERMANENT BETA PRINCIPLES	16
ABOUT THE AUTHORS	17

Zooming in ...

Miss Sara hands out pencils and new erasers. The tests are on her table, ready to be taken. 'BL M4' it says: A code for governmental exams that already start in kindergarten. This one says it's a test concerning 'Reading Comprehension' for eight-year-olds. Luuk slides in his chair. His palms are clammy and his forehead sweaty. 'It is going to be okay, Luuk', he hears Miss Sara whispering. 'And you're a smart boy!' But Luuk isn't listening anymore...

Zooming out...

Various experts are having a meeting in an office on the twelfth floor of a building in The Hague. Policymakers, scientists, teachers, and politicians are debating about tests and their purpose. With documents, full of wisdom they deliberate on how the required electronic student tracking system should be built. 'You cannot start monitoring early enough', someone suggests. The others nod, and a few keep their mouth shut wisely...

Zooming in...

Daphne is studying robotics and mechatronics at the MBO in Limburg. Actually, she wants to repair cars, but her dean said that there is no more work to be found in the future. Electric cars have less moving particles than mechanical ones, so they wear less. Her friend Kylie heard the same when she went to her dean. That is why she ultimately chose to study hospitality. Her parents want her to 'get a piece of paper, a diploma'...

Zooming out...

Nearly 300,000 Dutch youths are being trained for jobs that will no longer exist in a few years. Something we usually do not think about (luckily!) but that is undoubtedly going to happen. Imagine such a transformation from hundred years ago; when there were still jobs as a lantern lighter, bridgekeeper or spinster. Professions that we can no longer imagine except, when we meet old crafts and crocheted dresses at a fair in the rural areas. And the annals are silent about how the retraining back in the days was arranged.

Zooming in...

Michael teaches mathematics at a gymnasium in a large city. This year, he teaches four graduation classes: One hundred and seven pupils. The teaching isn't the problem, but Michael has lost more time with electronic registrations in the school system, correcting administrative errors and arranging digital resources (read: fixing computers) than solving mathematical puzzles with his students. Even more importantly, he is not allowed to discuss anything during the exams: The final exam has become digital nationwide, but the school has not yet figured out how to get resources to have all pupils take the exam at the same time. That is why all the tasks remain secret...

Zooming out...

In the 'appetizer booklet' you're reading now, we conducted a symbolic 'field exploration' about all the bureaucratic unnecessarys in the Dutch educational field: From primary school to university, from educational publishers to open source innovation, and from policy makers to

students. And all nuances in between. What is actually happening inside that educational field? And can we conclude that bureaucracy is a global obstacle, which we all have to face? A lot is going on, so we discovered. The answers require more space than the appetizer that we have here at our disposal. But at least we hope to inspire you to create a beginning for change, so you can start whenever you want with making this world a little more '*easycratic*' instead of bureaucratic.

THE AIM AND THE SOURCES

Every moment of the day there are hundreds of organizations that hover around the school. They put products and services on the market that should make the school more simple and effective. We do not know if that is true. In the Netherlands, we see organizations selling agile training, apps, devices, digital boards with chalk-options and a lot of courses to update the school system. Of course, the school decides for itself and makes also optimum use of it. However, making a clear choice takes time. And time is money, even within the educational system. Or maybe we should say 'especially' in the educational system? Because, when the attention goes towards the wrong things, education is losing its line and when the performance level falls; the bank account also drops. Hell yes; Schools are partially paid for final results instead of developmental processes that they initiate daily. Poor performance leads to a bad name, while a bad name leads to fewer students and fewer students leads to less money. Less money leads to a higher workload, so in the end, the attention of every person involved in school is ultimately in the wrong place: Testing, administration, and implementation of policy, plays a major role in the ins and outs of the school (often decided by directors who have no idea who exactly Daphne and Kylie are). Or achievements that tell us how well Luuk made his 'BL M4' test last January but did not say anything about his clammy hands, his sweaty forehead and his new eraser (that Miss Sara paid for from her own purse, because the erasers in the school-warehouse were gone again).

It is complex, isn't it? But how do you actually determine how the educational customers and stakeholders are doing in a school? (Read: pupils, students and indirectly the financing citizens by taxes). And are 'customers' able to look at themselves and their education realistically or do we always need parent-teacher conversations packed in ten-very-strict minutes twice a year? Which hybrid form does justice to all players in the field? Does anyone even have an overview of everything that awaits us in a society that changes faster than light?

These are impossible questions where all sorts of government agencies set up dozens of well-intentioned clubs for, each new term. After months of meetings, writing, thinking, talking and writing again, these committees deliver a thick pack of paper. But even weeks after sanity kicked in and the reality of daily life has overtaken the mind, conclusions remain abstract and contradict each other. There are protocols, plans, and walls created, but no constructive solutions people can use: Hurray for bureaucracy!

IN A PERMANENT STATE OF BETA

Sharing thoughts with each other and being open to research and development is important, of course! We love dialogues and sharing different point of views. They broaden the mind, open up options and are often the beginning of fruitful solutions. And hey, we're Dutch! We know how to sit on a table and listen for hours to each other's vision without taking one decision because we all deserve to share our opinions. Our Dutch '*poldermodel*' is world famous – the Dutch know how to talk. Maybe therefore we also know it is not always the best solution to do so.

Sometimes you just have to start and try! Start experimenting and dare to fail. Jumping into the unknown to discover all there is to find are new answers to new situations. This era is completely different from what we witnessed just a decade ago. The world is changing, and we all have global chances to jump on board in the most important field of our society: Education. So, why do we dump this field full of bureaucratic protocols instead of solution thinking? We already know that tests, money-driven tasks and timeframes for development of personalities is foolishness. Rather strange that we repeat this over and over again.

We advocate for a 180-degree turning point in this way of living and working. Let's see what happens when we just try things in- stead of only talking about it. Let's introduce a state of *permanent beta*, in which we never have to be complete or fit-in to all that already exists. Do you remember the start of *Gmail* back in the days? They launched a project that wasn't done yet, but they did it anyway. And do you know how they handled this globally introduced pilot project? What they did to prevent millions of angry responses of people who found some flaws on the site? They wrote 'beta' in the upper corner. Just that. This site is a beta-version, not perfect or done. But just *beta*.

Actually, we are all a beta-version. We are never ending and never done. Adults, young ones and children; we are all under construction, a beta-version for tomorrow. Why aren't our governmental systems suited for that? Rarely do you see a piece of paper ending with the words: *"This is not finished yet. But we do our best to remain in contact, and use our time as well as possible. You'll hear from us soon again!"* And as soon as someone in school dares to say that we do not know the answers right now, because the world is changing so fast, and we are doing our best with a trial-and-error approach, some scientist will response that students are not the ones to be experimented with; an excellent recipe for stagnant water.

Mankind wants certainties. Very understandable by the way: No one wants to get up in the morning and get caught up again by all kinds of coincidences. Serendipity is nice, but some overview is useful. We want to be reassured by the politicians and leaders of our country. Of course we do! But aren't we overreacting in our ambition to over-regulate our daily life? The Large Middle Group covers around 70%. Good citizens who daily, zoomed in, do their very-best to make it a beautiful day. They leave the big questions to politics. This was a possibility decades ago, but that system really doesn't work anymore and new forms of organization are desperately needed. We need to change the bureaucratic ways of organizing our education. We need an *Easycratic Educational* system. That is flexible and bendable like the spine of a cheetah.

THE CHANCE CARD

Great movements are often accompanied by chaos when moments of serendipity come together and crowds are sensing a momentum of change. Like using a 'chance card' from the board game Monopoly at the right time; which hands you a perfect nudge for the next step. In the spring of 2017, we suddenly witnessed a wonderful opportunity in the Netherlands, when the government ended its term without having a new one yet and at the same time, about 43,000 teachers (primary schools) joined a Facebook group because they were 'tired' of experiencing a lack of appreciation, low salary and too much work pressure. You can't have a better ground for a tilt! But just like with Monopoly, you'll never know whether the chance card works out good or bad for you. You have to grab the momentum and jump. And the teachers took it.

What we've collectively overlooked in this situation was the culture in which teachers have been submerged for decades: wanting to do A (standing up for themselves), but ordered to do B (teach our young people). This creates loyalty conflicts. Not to all teachers of course, fortunately we know a lot of them who are standing on the barricades and are inspiring professionals! But let's be honest too: just raising your voice is no longer enough when administrative regulations, control pressure, and fear politics celebrate heyday. Change is needed. *'Doing the same thing over and over again, while expecting different results is the definition of insanity'* some wise man said. Unsurprisingly therefore, in the beginning, politics reacted somewhat laconically to the threats of the teachers' group that gathered in the meantime under the name *'PO in Action'*. But what happened next fascinated us, *easycratic-thinking* people: As a powerful grassroots organization, the core-team remained autonomous and initiated a nationwide strike. Not only once but twice. They went even further when the government didn't listen; in February 2018, they initiated a relay-strike spread over diverse regions in the Netherlands. 'PO in Action' didn't transform into an expected institutionalized organization, although they started being a union on their own. The existing educational unions were in shock through this unexpected swarm. Something that often happens after successful citizen initiatives.

Although education is part of the public domain and all citizens are 'owners', most of the people involved in the educational field blame and judge each other. A circular pattern that goes on and on: The national government points towards the local government. The local government points to the teachers. The teachers point to the management. The management points to politics. Politics point to the teachers again. Teachers point to the parents. Parents point to the school. The school points to the society. And the society puts an article in the newspaper declaring the whole system as a mess. The progressives point to the conservatives. The scientists point to the experimenters. And everywhere it is vice versa. **A lot of wise people together; as a recipe for disaster.**

In 'Never Ending Education' (the book that will be published by the end of 2018), we cheer for all of them! The only way to make considerable changes is when we're working together, acknowledging every vision. We don't pretend in this book to have unilateral solutions for this systemic issue. We only offer a tour guide, a direction in which you can think to solve the puzzle.

WHEN MONITORING BECOMES A MEASUREMENT

What should we do with all these tests in school? We believe that monitoring progress is fantastic. It shows developmental processes and a collective knowledge of how the children in school are doing. A picket post that shows you an impression of the rest of the journey on the way to the next hub, wherever that may be. There's nothing wrong with that! By the way, we're also doing this while writing this booklet; writing a bit, checking, erasing and further puzzling. It is the best way to work your way through life and every project that you face. We call this the *trial-and-error* method.

Of course, it ends up totally wrong when we attribute judgments and hard conclusions to our measurements. Which may discourage or demotivate us to work on. If eight-year-old Luuk is told every year that there are long-term consequences for short-term snapshots, such as the BL M4 test with Miss Sara in the class- room, then we can assume that ten years later, he will think twice before he steps into such situations once again. But, what if we make all the tests formative or replace them with the so-called 'quizzes'. And we add some elements of gamification and AR to it, like *Pokemon Go* and *World of Warcraft* do. Then we connect new semantics to the possibilities of digitization and also measure what we want to know for societies' purpose. We wonder how motivated and relaxed Luuk would be then... In our view, this provides a better starting point for a realistic measurement of his cognitive development than a situation with clammy hands. Life, in general, offers plenty of situations in which a young child is taught how to handle pressure. It is not necessary to create a instrumental test with clammy hands, if we have the tools and ways to measure cognitive results in a more relaxing way.

At the time measuring becomes a size that we only attribute to 'right' or 'wrong', the result becomes far more important than the process to get there. Very useful when you need a drivers license, or when you're a surgeon that has to do an open-heart surgery or a scientist that works with nuclear material. But it's very awkward being judged on your latest result when you are young and in a constant learning process. While everybody seems to forget, that learning is a process for the rest of your life. And there is time. We all know the parable of the turtle and the hare. On a beautiful day...

So how did the idea that we all have to be at the same level at the same time, come up? It is much more logical if secondary education arranges itself in a more flexible way. Where students succeed per subject and continue to develop themselves in a personalized way until they - within the school - have acquired a quintet or sextet of courses and can transfer to MBO/HBO or WO (read: university system in the Netherlands). After all, the patent on learning has never been within the school. But the school seems to forget that. Ai... We already hear you think: Should we change again now? Over the past twenty years, the policy in the Netherlands has changed more often in the educational sector than in clean socks. We understand that it is tiring when the house constantly smells like soap, but ... you'll get the point.

What is the main obstacle in making the system more flexible? Moreover, content does not even have to change that much. 'Cause hey! At adultery schools, you can get your diploma per subject! This system has already been in existence for years. You just need to ask those people

for tips and the implementation is almost finished. The obstacles are only there in our bureaucratically pre- formed brain. It's a mindset issue: A logistical switchover hardly takes time and money, even if it is for a million school-age teenagers. Mentally, it is far more difficult of course, but when it creates room for the developmental process of our students, it is certainly worth considering. Another much-made argument against the flexibilization of diplomas is the enormous effort it would cost to create all those several and multiple exams. However, if you keep the intervals equal and roost students freely for the courses they have already passed, this argument is not valid either. A personal development-oriented portfolio does the rest. It does not even seem a bad idea to have a bag of personal tuition as well, via a nice digital account at for example a bank account or blockchains. In doing so, we also have immediately overcome the core objectives of financial educational competencies in the Dutch curriculum (where we quote that children need to be educated about finances). But as we said before - these are just mindsets we want to share with you, about changes and choices we at some point have to make to adapt our educational system to our worldly reality.

MISCELLANEOUS OLIGARCHS

How did we get here? And how is it possible that a smart and educated target group is somewhat skewed? Much of the answer lies in history: In 1968, the 'mammoth-law' came into force. This meant a new system based on cognitive levels for students from twelve till seventeen years old (read: this is what's globally known as high school). A year later, the 'compulsory education law' of 1969 followed. It said that every child needed education for a minimum of nine years. This was the first signal of exponential scale expansion in Dutch education: All Dutch children had to go to school. You can imagine, this resulted in thousands of extra teachers. But more schools, means also more management. This trend continued in the 1980s and 1990s, without schools ever being involved in conducting good management. Imagine a village in a rural area where the Headmaster suddenly acquired complex tasks and is deemed to have a clear long-term policy. While he was also, best friends with his team members. Seeing them in the pub, at sports clubs and birthday parties. That did not work. That did not fit. Complex group dynamics and chaotic strategic decisions were the results. Good Headmasters are usually not Good Managers at the same time. (That doesn't mean we cheer for managers in general...).

In the early years of this fashion-phenomenon of 'management', you mainly met teachers who were standing in front of the class with one leg and with the other in the boardroom. Mostly people with extreme good leadership qualities - remember they can handle thirty children at the same time, but secretly incapable of making strategic decisions at the policy level. This leads to uncertain leaders in the long-term. And uncertain leaders are more inclined to gather yes-*marbles* around them than critical colleagues. This resulted in countless disguised oligarchs: Organizations that continued to exist by the grace of friends' clubs acting as if they were managers. Thank God, in the past twenty years, most of these kinds of situations have changed, the world has become more transparent, knowledge is shared openly, and there are training courses where you can learn how to manage properly. But this legacy, which began years ago in the 20th century, is a serious puzzle piece within the whole educational puzzle and causes severe systemic delays.

It won't take long for the experienced reader before the bridge to the discussed 'teacher register' comes to mind. This Dutch register in the most simple explanation says *'teachers need to track their professional development while teaching. They need to collect points to show their process and progress. When a teacher doesn't have the right amount of points in four years time, he may not teach anymore.'* The idea seems to originate from the nineties, which is exactly the period when it became clear that nepotism (read: 'pre-empting friends') within the administrative apparatus of the schools became turbid. The teacher register would place autonomy back to the teacher. A formidable and beautiful intention! Only a pity, the effect is a bit of a shame. Twenty years later, the registry is finally about to be launched in the Netherlands. Thousands of teachers will soon have a scoop. Unfortunately, created out of control and punishment. We do not know what you think, but we've never experienced autonomy on the basis of pressure and coercion from above...

A better effect of well-meant intentions would be anything but bureaucratic in nature. Although bureaucratic decisions did a great job in the last century; in times of change, we function better

on the basis of equality, horizontal organizations, and transparency. So what about an open and self-regulating teacher register? Connect it with an advisory role and allow teacher teams and society to correct it - if that is still necessary in four years' time. The plans as they are now, with management controlling their employees, are more of what we already know that have not worked in the past. Why would they work now then?

A NEST EGG

As soon as we anticipate too much in the future, we lose the thread. Not immediately of course, but once we have lured our- selves into the trap of bureaucracy, there is no escaping anymore. Certainly not in the chaotic era of today, when systems fall down and the bureaucracy of controlling power desperately tries to glue the falling pieces together again. It's logical that we focus on what we already know and grabbling back to the past, but does it help us in a world that is *'permanent beta'*? Will it remain usable if everything around us constantly changes and even the change itself continues to change? Which interventions serve when the world is an amusement park where you have free access to all attractions and no longer have to wait in line? The fact that education adheres to old organizational paradigms, including the associated standardization, is entirely understandable. Moreover, it is partly settled financially on the aforementioned test results. This complete system is rather complex, so we keep the extensive analysis for the large book and only inspire you now to think about this topic...

Although we would like to highlight a small tip of the veil when a recent story came up, which showed us that managements save millions of euros as nest eggs. *"Nobody knows what the following national government and minister of education will give us,"* explained an education manager. *"Therefore we save money."* Based on this reactive mode and a mentality driven by scarcity thinking, hundreds of schools are now installing fruit gardens full of financial reserves. *"In addition," the manager went on, "the electronic charges spill out, with all those digiboards, notebooks and beamers."* We do not work at an electronics company and rarely see bills from these sizes, but we do understand that all these electronic resources do not have the sustainability of a chalk- board. And that they arrive in runs of about eighteen classrooms at a time, which makes the calculation almost worthwhile. Many school-managers, however, act from transactional thinking within the old paradigm, with budgets drawn up from scarcity. But when you look at it from a perspective of abundance, the whole image changes. Digitization is here to stay and will only become cheaper to buy and use in the future!

A quick calculation shows us there are many ways to Rome and schools can make their organizations financially healthy in the future in variety of ways, if they are open to use multiple sources, in addition then money alone. We even have come across a Dutch school organization that can pay their teachers 1.9% more salary, because they cut back in other layers (especially management layers). **Everything depends on your way of looking at the bigger picture.** There are also a few wonderful examples of educational institutions that profile themselves also as care providers and suddenly have access to very different money flows as well. Or another example: If all teachers, who pay around €10,- a month to educational trade unions, change that amount of money to a collective gift in a school-jar, a world of possibilities suddenly opens up: It's a way to increase ownership and development within the school. The false security that a trade union offers today can even be taken care of by insurance bought from a warehouse in form legal expenses insurance. And, there are law faculties and legal shops where the help is better than average and can assist teachers for free in information provision. And what about the national negotiations in which unions participate? These can be arranged via smart *digital codes*. Trust in unions to negotiate is failing, when reality kicks in with even 3 teacher-strikes in one school year! A field of 250.000 teachers really has the talents to arrange things. It's a piece

of cake! If almost 50.000 teachers can mobilize themselves via social media, they can do much more than that.

A third major expense that education organizations can save upon are the educational resources ~~[we realize that this is like cursing in the church]~~. It goes like this: Schools (especially primary and secondary education) have contracts with educational publishers. Those are heavy contracts with hidden words in tiny letters. The words are so small that many educational institutions have no idea. Our advice: Follow the money, and you'll discover connections that you did not think are possible. An educational publisher is a market-oriented, commercial entrepreneur. Thanks to the knowledge-economy in the twentieth century, it was possible for educational publishers to pretend being a disguised monopoly. Knowledge was protected, learning lines and didactic methods were copyrighted. A very smart intervention of the publishers was their collaboration with governmental institutions. *"Our textbook is in line with the tests!"* they advertised. The government institutions, in turn, made gratefully use of this situation to strengthen the test culture. And teachers – we have to be honest – were grateful these lessons were inside books, so they didn't have to create something themselves. Schools, therefore, bought (to) expensive educational resources from educational publishers, assuming that this would improve the quality and content of their education and at least keep it stable. A horrible circle of influence.

The educational publishers added long-term, generation-wide contracts. A salient detail is that international companies own the three largest publishers in the Netherlands (Compass Partners, Sanoma and Klett Group). One of them, *Compass Partners*, even has a nice view from their office on the Empire State Building in Manhattan (When you're close, say hi from us!). Rented with Dutch state money. Traded for an educational book with topics and assignments that are also available on the Internet for free. Approximately 80% of all teaching methods in the Netherlands come from these three publishers. This is somewhere around €500 million euro every year. Pretty much a lot. Perhaps they do very sensible things behind the scenes, but we have not been able to figure that out. Yet we find that in a world that goes towards abundance and open source, this business model is doomed. Schools are sitting in a barrel as young harriers. A smart job if you break out! The schools that are powerful enough to escape from this oiled construction meet another challenge: The Ed-Tech Start-Ups. Young Start-Ups that find smart solutions for 21st Century problems. They have low prices and are flexible in their business models. Therefore they're interesting partners for schools that are willing to change. Using hype words like 'blended learning', 'scrum' and 'agile'. Great words to use as a transition-vehicle, but just as scary for commercial purposes as the bigger fishes in the pond when they act like monopolists in disguise...

MUST EVERYTHING CHANGE THEN?

Yes.

FOR REAL?

No, of course not. Not really. But a bit, a tiny bit. Rome wasn't built in one day. And this isn't either.

THE DIGITAL WORLD IS HERE TO STAY

We have too little words in this appetizer to satisfy all the ins and outs surrounding digitization and education. Too many experts, scientists, and experiential experts are concerned about a question that none of us can really give a meaningful answer too. We simply don't know. We can't know, because the first generation of people that grows up completely within the digital world is still a child. Although in the late nineties Wi-Fi started, created by a Dutch company, and the Ericsson R380 was introduced being the first smartphone with a touchscreen, flipped keypad and internet access; it took a while before the tipping point to mainstream use was there. It will take another ten years before the big consequences will gradually become visible. But instead of creating dialogues and fruitful brainstorming about this, experts tinker about each other with completely opposing views – only creating debates about things we simply cannot know yet.

What do we already know? We know that a lot of knowledge and expertise is available on the Internet, with also a lot of nonsense. So, skills are needed to find the right information and make it applicable in a smart and efficient way. We also know that not all information can be trusted (this also applies to some information in educational books). And we know that billions of digital learning resources can be built. Even by individuals, as Mr. Kahn. Or the way Jack Andraka found his way to new inventions. The same learning tools can help us to make life much more comfortable.

The exclusivity that schools had for decades on educational teaching materials, is wiped out once and for all when the world wide web started: Nowadays you can open your computer anywhere in the world and play a game in your own language, read the paper and search for recipes. You can download apps to learn languages, recognize wines, plants or music and order or exchange items. There are educational and social programs that, thanks to their digital operation, make life equivalent to millions of people. The digital world is here to stay.

You may complain about it of course, but in the meantime, this development continues at a rate that is constantly accelerating. Roughly speaking, there are two ways to go: You ban everything from your classroom (here we can think of some strong, pedagogical arguments), or you acknowledge the social tendency and learn to sail close to the wind (also here we see strong pedagogical arguments). We prefer to *grab the cow at the horns* (a Dutch saying), but you probably expected that after reading our vision: It is the only way to find out how something works, whether it works and which manual goes with it. Again: Trial-and-error.

A good example to embrace digital devices in schools is the use of the dictionary; in the Netherlands, this is often a crime for every novice student. You need one dictionary for Dutch,

two for English, two for another language and if you are unlucky, two more (we teach an awful lot of languages in the Netherlands). Do you recognize this image? A brave twelve-year-old, with a leather-smelling and a rather large bag. Full of books. Did you know that these paper dictionaries are no longer needed? The best dictionaries are now also available digitally. Even for half the price. And more often also free. That easily saves the twelve-year-old three kilos of paper and fifty euros. It all fits in the smartphone; together with a compass, GPS system, calculator, music player, video camera, camera, Internet and the possibility to find a lot more via apps. So, when you think that challenges are the only things you'll find in digital communication, you are totally wrong. A smartphone can serve as an important educational learning tool on many fronts. When we use it in the right way. When we connect our humanity to the advances of the digital world. If we want to maintain schools of high added value and at the same time use the advantages of digitization, we will have to focus on using the good aspects of it and combine it in our schools with the one element that no computer in the world has to offer: Human behavior.

EVERYTHING IN A ROW

Have we perhaps discouraged and disfigured you in this booklet? Presumably a little bit. But it will be fine! The answers are already there and are hanging on the tree as low fruits. In this appetizer booklet we have - with 5,000 words - too little space to describe the fruit and make mind-shifts more clear. We deliberately made the choice to take you into our 'field exploration' by presenting you a broad picture of all kinds of issues that play a role at all levels of government and in all educational levels. You, of course, are the one that makes the difference!

SOME PERMANENT BETA PRINCIPLES

1. In a world that's changing faster than the ink of your plans can dry, it's smart to create temporary solutions.
2. An innovative answer to an issue in a field is often found in another field.
3. Don't struggle with things yourself when there are entire tribes who are eager to help you.
4. Work according to the Trial-and-Error method.
5. And last but not least, hand out Miss Sara enough erasers for an entire school year.

ABOUT THE AUTHORS



ANNETTE DÖLLE

Annette Dölle is a 'processor'. All projects and organizational processes she facilitates are connected to systemic and contextual perspectives; Traveling from A to B is the main purpose in a global society that's highly in transition. She is a lecturer and writer about societal and public domain issues. Worked with CEO's, ministries, municipalities, teachers, adolescents, criminals and homeless people, on behavioral ethics, organizational skills and communication. She initiated a successful nation wide country Clean Up (KeepitCleanDay), a suspended coffee initiative in Amsterdam and connects these experiences to theoretical large-scale dynamics.

Annette looks at the world through a lens of sociological effectiveness. By these means she sees a reality in which simplicity wins it over complexity and ego-driven choices. Technology plays a significant role in this process, for it's bridge-building quality and tools to overcome inequality between people.

www.annettedolle.nl



ABOUT MARTIJN ASLANDER

Martijn Aslander is a stand-up philosopher, boardroom sparring partner and co- author of the bestsellers 'Easycratie' (Easycracy) and 'Nooit Af' (The Permanent Beta Principle). He built the largest dolmen in the world, cofounded Lifehacking.nl and Permanent Beta. Both on stage and in his publications, he passionately maps technology's complex impact on society.

Martijn looks at the world through a societal and economical lens. He explains the effects of new technologies on society and the economy. He describes current and future implications of these developments on the networked information society. He's a hands-on inspirator who synthesizes much of what is going on in this world, what visionary authors, scientists and thinkers have to say about this. Martijn merges this into a clear picture of what is going on and what it means for organizations, business models, markets and innovation.

www.martijnaslander.international

Copyleft

You can copy, spread, draw, sing, whisper, print,
photograph and share this freely.

You don't need approval. Just do as we do.

2018, Pixie Creations

www.pixiecreations.nl

Text. Annette Dölle & Martijn Aslander.

Based on. 'Nooit Af' by Martijn Aslander & Erwin Witteveen.

Translation. Annette Dölle

Text Edits. Josephine Bryan

www.easycratie.nl

www.nooitafinhetonderwijs.nl