

MoveMakers on the Move: the Story of Our Learning Journey



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This book is an outcome of the Erasmus + strategic cooperation project “MoveMakers”: Co-Creating New Ways of Learning’. It is directly tied to the book “Making New Moves in Education and Learning”, and the documentary about MoveMakers.



Find out more:



movemakers.eu



facebook.com/movemakerslab



[MoveMakers Lab](#)

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MoveMakers is co-funded by the Erasmus+ programme of the European Union



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A Big Welcome!



A big welcome!

As human beings we have always been fascinated by stories.

As human beings we have always been fascinated by stories. Stories carry so many gifts: they can inspire and motivate, encourage or make you reflect. Sometimes they carry you away from everyday life into the world of dreams and what else is possible. Another time they make you feel simply happy and content with your life. Stories connect people as they help to relate with some of the essentials of being alive: our longings, losses, sorrows, emotions.

In the pages of this book we invite you to join one story - the MoveMakers learning journey. A story of connecting, learning, experimenting, playing, making ideas come alive, building relationships that last for a lifetime.

We share our story with the hope that you find inspiration and insights to make future learning spaces, experiences and journeys rich, diverse, playful and experimental. That you dare to make meaningful moves in education and beyond. That you have the courage to co-create what is not

there yet. That you always dare to be curious and stay in learning.

We have stayed curious, in learning and experimenting: "MoveMakers on the Move" together with "Making New Moves in Education" came alive in a 3-day BookSprint in the Netherlands. We just wanted to keep on playing and see - what is possible, when a group of people is working on something together for 72 hours? It was fun, playful, inspiring, and frustrating in only a few moments...

You can simply stay here and read our story. Or you can join the wider playground of learning by exploring some of the emergent themes, topics and questions presented in our book "Making New Moves in Education".

Come and join our ride! Who knows, by reading our story, you might find the movemaker in you!

MoveMakers at a glance



MoveMaker at a glance

From the beginning, we have seen MoveMakers as a playground for learning and experimentation for adult education practitioners.

MoveMakers started as a two-year Erasmus+ project between five organizations - Ruumiloojad from Estonia, Kuriančios bendruomenės from Lithuania, Dock20 from the Netherlands, Impuls - Agentur für angewandte Utopien from Germany and Kaospilots from Denmark. Forty educational changemakers joined the project with an aim to foster strategic cooperation, share experiences and good practices amongst professionals and explore innovation in entrepreneurial education for adults.

MoveMakers learning journey

LAB1 March 15
Netherlands

LAB2 Oct 15
Denmark

LAB3 April 16
Estonia

Make Y Move
Innovation in action

At the core of the project was the MoveMakers LAB learning journey - an international learning space for practitioners. The journey consisted of three international LAB Meetings, local Meet-Ups and prototyping time - "Make your Move" - in 2015-2016.

Meet-Ups were local gatherings of participants supporting the application of the learning, building personal mastery and prototyping in real life.

Make your Move was an invitation to bring alive concrete prototypes, i.e. learning modules, curricula, practical training programs or frameworks for designing new programs for adult learners.

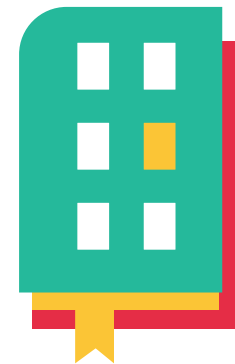
Creating two intellectual outputs - storybook and handbook - was part of the project, supported by a documentary movie.

During the formal project time, we also experienced a certain process of becoming: searching for what and who we actually are. The formal project is over, but MoveMakers continues as an informal community of educational changemakers, working organically.

At the end of our formal learning journey, MoveMakers has become:

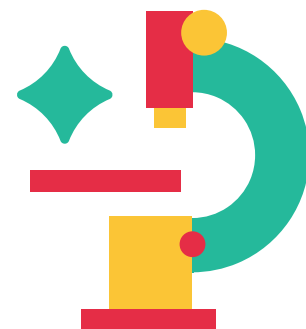
1. A home for educational changemakers

MoveMakers is a community of people with an urge to bring change in education. It is a home for the lonely rebels that have been searching for like-minded people. We believe that we can do better, but only together and through building strong personal relationships.



2. A laboratory to co-create new ways of learning

MoveMakers LAB learning journey has been created as a laboratory and a safe space to seek new inspiration, ask questions, experiment with emergent ideas. We see that learning should be about courage to try out, seeking for what works, playing with a diversity of methods and approaches to facilitate meaningful learning.



3. A platform for personal and professional development

As educators we should always be in learning: exchanging ideas, challenging each other, unlearning what we already know, rethinking our role as changemaker.



Let's get moving!

But there is something else that unites the home, the laboratory and the platform - encouraging bold actions!

Through building relationships, creating space for learning and building professional identity, we encourage practitioners in education to take bold and innovative steps in shifting education and learning environments to meet the needs and dreams of the 21st century learner. But we encourage doing it wisely. When needed. And always with the learner in mind.

What do we mean by this?

Wisdom, as we understand it, is something that appears when knowledge meets practice, and when we use more than just our heads or our thinking faculties, but also our emotional, spiritual, intuitive, relational, etc. intelligences.

We believe that the need for something - e.g. for change in our educational systems - is the best leader and guide we can expect to find. As changemakers, how do we stay in touch with this need and make sure that our understanding of what it is can evolve?

Keeping the learner in mind means focusing on the experience of the individual learner, seeing the learner as a whole being, developing an awareness of the diversity of learners and learning situations, an ability to take into account marginalised voices, and moving towards co-creating learning spaces.

Partner organizations

Ruumiloojad // Space Creators, Estonia, www.kaasamine.ee

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Kaospilot, Denmark, www.kaospilot.dk

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Dock20, The Netherlands, www.ideal-learning.org

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Impuls - Agentur für angewandte Utopien // Agency for Applied Utopia, Germany, www.impuls.net

-

Kuriančios bendruomenės // Co-creating Communities, Lithuania, www.aoh.lt

Co-creating the space for learning

As educators we should always be in learning: exchanging ideas, challenging each other, unlearning what we already know, rethinking our role as a changemaker.

What informs our practice and way of working together?



What informs our practice and way of working together?

Challenge one another to do things that you wouldn't do otherwise.

Come and ride with us on a “behind the scenes” tour for some direction, inspiration, and insight to be used in your work in building teams that make smart moves in the field of learning. We have noticed along the road, it is not so much what you do, but why and how you shape learning that matters.

If you think about the word “playground”, what images or metaphors pop up for you? When was the last time you actually were playing on a playground? What is your playground? The field of learning can be approached as a playground. Meaning, anything suddenly becomes possible.

When we met together at our preparation meeting in Berlin, November 2014, we also asked ourselves - what is our dream for this project? On one side, we had many wonderful things already written on our project proposal that were still relevant, but we also started with a blank page - dreaming the possible. One clear principle from the beginning was - we

do this project for OURSELVES. We are the designers of our own learning. The need to start with a blank page was important for another reason: although we knew each other through previous work or personal relationships, and had been contributing to co-writing the project proposal, we still only KNEW each other, our way of working or approaching learning, very little. It felt really important to embark on a 2-year journey with as wide a common ground as possible. And this word “co-creation” that somehow stood out for us - how can we really build this project on each other's skills, experiences, wisdom, craft? How do we challenge each other to go beyond what we have already done? If we can design our own playground, what would it look like?

The art of working together

It is a challenge to work in a team that crosses borders. Not so much national borders, but more personal. Our different personalities became

quite visible in our preparation meeting. We did a self-analysis exploring the following questions:
a) what do I bring into the team
b) what would I like to develop in myself as a team member
c) what do I not like to do in a team
d) when do I feel stressed in a team
e) how can others tell that I am stressed
f) what help do I need to contribute to the team work.

Sharing these among the whole team helped us to learn more about each other, but also guided us in writing down some of the working principles of our team. For example:

- we are honest and open
- we give constructive feedback
- we challenge in a positive way
- we ask questions
- we celebrate our achievements.

These were the cornerstones of our work - a base that we could always come back to. In addition, we each took an online MBTI (Myers-Briggs

Personality Trait test). It turned out we had more dreamers than doers in our group. A big alarm bell went off and a question was raised - how can we make things actually happen and converge, when the time comes?

Somewhere in the background we had something else hopefully supporting our common journey. Quite a few of our core-group members have an Art of Hosting background - a leadership approach where personal practice, dialogue, facilitation and co-creation of innovation is at the core. Therefore sitting in a circle, exploring meaningful questions and conversations, giving feedback, looking for what works quickly became part of our work.

It doesn't matter how much time you invest in getting to know each other - you still come across with moments of despair, disappointment, chaos, anger, not taking responsibility, postponing, etc. At the end of the day, we are just human beings. What has kept us still moving somehow is the human element of our journey and noticing each other with our sorrows, losses, separations, etc. In the project world it is so easy to lose the human touch, focus too much on Excel sheets or deadlines. But if your team member is saying to you via Skype "I am having

the most difficult time of my life", then you can't push another deadline on him, but rather be empathetic, try to understand, support in some other ways. Being able to be honest, to say out loud what is really happening in our lives, helps to create a healthy space to work from.

Designing our learning journey

Forget for a second the ideas you have written in the project already and start exploring from scratch: Why? How? What? Who? Author and speaker Simon Sinek invites us to "always start with why". So did we. (Actually, it was David who suggested to explore "The Golden Circle" together). We laid out empty pieces of flipchart paper and started to explore together our big questions: Why are we doing this project? How do we want to do it? What do we want to do? Who is our target group? Exploring these questions together was about building a common ground and co-creating our learning journey together. Giving a life to the words written in the project proposal. This shaped the design of our learning journey.

There were two basic architectures for the design of a MoveMakers learning journey: 1) Theory U as a framework

and method for leading profound change and 2) design process as a way of working on solving problems. In addition, Art of Hosting practices, tools and methods supported our way of working and building a group that learns. We used different methods and tools from these pools of resources, combined with the resources people brought in along the way.

The time of co-creation, co-hosting and harvesting

We use the word "teamwork" a lot in our lives. Instead, we started to use "co-creation" which goes beyond attempting to cooperate as a team. Co-creation is an active process of team members to build on each other's ideas, experiences and skills so that something new and meaningful can emerge. Working in a co-creative way means giving your best, looking for what works, trying out new things, unlearning what you know, being critical, giving constructive feedback and bringing your full self into the process.

Our co-creative effort was to create space for each team member to contribute and be part of the project as fully as possible. Sharing and actually taking responsibility, is always the weakest point in every project work.

Responsibility arises from wanting to work and build something together. We made efforts to really share it, to not leave the actual work on the shoulders of only a few members. Our co-creative effort increased as the participants joined the learning journey. With each lab meeting we created space for participants to step in and co-host the program with us. Co-hosting means that everybody who wants to can take up a certain role or responsibility. For example, being a day host means bringing the sessions of the day into the whole; hosting a session means designing and implementing a concrete part of the program. Harvesting means paying attention to documenting the process, capturing our learnings and recording necessary input for the intellectual outputs. Harvesting is a skill and an art in itself: it is easy to lose yourself in the process, but it is also important to capture the essences, step back and make sense. We believe that we can become better at that. Our learning journey has become richer as we have documented our progress as a documentary movie.

As a final note, we invite you to be mindful in shaping any cooperative effort locally or across borders. Take time to shape it together, learn about each other and challenge one

another to do things that you wouldn't do otherwise.

Art of Hosting:

www.artofhosting.org

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Simon Sinek, the Golden Circle:

www.startwithwhy.com

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Theory U:

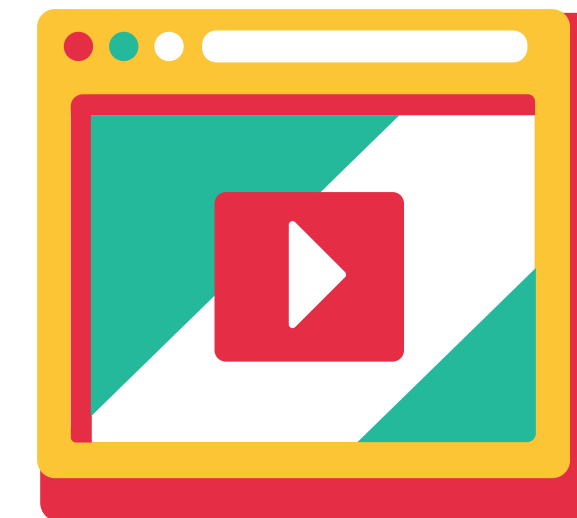
www.presencing.com

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Design process:

We are inspired by openideo.org platform, Human Centred Design, www.designthinkingforeducators.com

Join the ride by looking at the videos created during the journey



Who We Are And What Made Us Say “Yes”

MoveMakers Lab 1, 2015, the Netherlands
Maaïke Madelon Boumans

I come with the spirit of the explorer
I first said no
To change education we need to literally cross borders
I believe in the potential that is in this room
the exchange of knowledge and experience is the basis for
making a change
I bring dawn, new beginnings
I am here with a vision, hope and dream of what can be
to be amongst people that dream with me
I will soon be retired and I answered the invitation to be again,
a movemaker
MoveMakers feels like a gift on my journey
I am here to create spaces of peace and stillness in movement
I am seeking to get out of the bubble
to re-connect with joy
I said yes after less than 10 words
I feel we are like a tissue, pulsing together
pulsing together
I have come to be with friends
for I believe relationships are at the core of this work
This is an opportunity to re-invent yourself
to re-invent myself
I am here to learn about our collective challenges and opportu-
nities
I am a filmmaker and I
want to learn how to be a MoveMaker

Diversity brings me inspiration
I want to bring this work back to teachers in Estonia
I am the one you should love
What is our normality I wonder?
What is real innovation in education?
I want to be brave enough to prototype this back home
I work in a traditional system
and I am here to learn about new ways of education
I trust the deeper ‘why’ will come
I believe we need to heal an education system that makes us
physically and mentally sick and to not walk this path alone
It is the adventure of not-knowing that brought me here
Seeking an answer for how to do this
I see myself in all your faces
Happy to be here
I am a student of cello
We need to create spaces to be human

I am God.

And I feel the urgency to survive this next century.

Follow the footsteps of our journey

Follow the footsteps of our journey

Our Story

This particular collaboration has its roots in many conversations around creating meaningful and needed change in an educational field that is “old”, dysfunctional and behind its time. One stands out: in December 2013 a number of rebels met in Lithuania and ended up talking about education. Again.

We are all passionate about learning and are connected with education in different contexts as teachers, trainers, process hosts, university lecturers, social entrepreneurs. As we looked around us, we started to notice that more people are looking for meaningful learning experiences. This includes high school classrooms, workplace learning, lecture rooms at the college or training in a corporate university. We noticed that those educational changemakers and rebels cannot do this work alone, but need each other to do this “heavy” work while being supported by one another. Educators need to be supported to embody courage, as well as having the necessary skills and tools

to co-create instead of being afraid and tired of “another” change initiative.

So our conversations in cafés, on living room couches, around kitchen tables whirled around the following questions.

How could education be in the forefront and innovative?

How could hosting change in any field of education be meaningful?

How could learning be more about developing the potential of human beings?

We realised that the current paradigm of learning should be inquired into and questioned deeply, emerging cracks in education addressed wisely and co-creatively. We knew very little about this “new narrative” - innovation in education. Why don't we create a learning journey to immerse ourselves in learning about it?

We designed the MoveMakers LAB learning journey for ourselves, as we wanted to learn from each other, support each other's work and mostly - experiment with learning ourselves. We went on a quest - to be in learning, ask questions, seek insights, look for inspiration, test emerging ideas and prototypes, share our learning with others. We went to the Land of the Unknown. Although we had written together a wonderful project proposal, it started to live only when it got funded (and we also affirmed that we would still do something together, even if it wasn't). And then the real fun started - how can we actually make it meaningful for ourselves? How can we go beyond “this is just another project”?

Members from the partner organisations formed the core-group of nine people who stepped in to bring the project alive. An important milestone in opening up our playground, co-initiating our partnership and designing the learning journey together was the preparation meeting in Berlin (November 2014).

MoveMakers Lab learning journey

Lessons learned

Do not jump into practicalities too fast: instead, spend quality time in getting to know each other. It's people who do the project, and not the spreadsheets.

Encourage people to dig deeper and go beyond what has been done already.

Even when you feel you have got the clarity, there is still somebody in the group saying "so, what is the purpose of our project?" Creating shared meaning takes time.

You can simply start then the real learning starts

The MoveMakers LAB learning journey was an international, highly experiential learning journey for adult education practitioners. The program was open to practitioners from a variety of fields and contexts, both formal and non-formal, including higher or vocational education, community learning, teachers education, non-formal training programmes, corporate training platforms, etc. By adult education practitioners we meant educators who had direct contact with adult learners as trainers, teachers, lecturers and who would like to experiment with new methodologies supporting learners.

The program aimed to support practitioners in education to take bold and innovative steps in shifting education and learning environment when needed, so that learning for everyone will be meaningful, lifelong, inspiring.

The program consisted of three international LAB Meetings, local Meet-Ups and prototyping time - "Make your Move" - in 2015-2016. The core elements of the program were:

- sharing experiences, tools and processes for supporting innovation;

- building personal mastery to be a changemaker in education;

- seeking inspiration from innovators from diverse disciplines;

- co-creating new prototypes to be tested and applied in real life.

From each participating country (except for Denmark, which had a different role in our project) another seven people were invited to join the journey. Each country had its own strategy to find the participants to join the program. The invitation went out to current networks, communities of practitioners and other stakeholders. In total, 52 people applied to the program. While selecting the participants we looked at the diversity of background and field of work to form a rich learning group. In total, 40 participants were engaged with the learning journey, the youngest being 23 and the eldest 73 at that time. The total number of participants changed as not everybody could join the journey fully. Some participants stepped back due to other obligations at work or family matters, some suffered burnout from work and had to focus on health.

Lessons learned

We seek 100% participation in every course, training or program. We realised how demanding it might be for learners to be present throughout the whole journey. While designing learning, we need to be flexible all the time.

LAB 1 - How to co-initiate MoveMakers LAB learning journey?

Netherlands (Schoorl/Dopersduin). Hosted by Dock20, 22 - 28 March 2015.

LAB 1 was the start of the common learning journey with all the participants. During the LAB we spent time building relationships, exploring the field of education using our respective realities as a starting point and visited a broad pallet of educational initiatives in the Netherlands.

LAB1 embraced participatory leadership as its working approach, so that participants could plant the seeds to co-create a sustainable learning community. The program was a combination of excursions, deep dialogue and individual/team reflection around the fundamental issues that each country is dealing with in education. The intense program was designed and co-hosted by the project core group through active engagement of participants.

After spending a full week together, most participants agreed that in order to create sustainable change and innovate in education,

educators need to slow down, place more focus on the process and create space for reflection.

Lessons learned

We learned on the way, again, to take time to learn about people - the learners - who join the journey. We jumped too quickly into BIG questions, looking for insights and trying to understand "innovation in education". We knew less about EACH OTHER - our struggles, questions, field of work.

We overplanned. Too many sessions, too little time to really focus and dig deep. Sometimes less is actually more.

Some confusion, “inching along” and not-knowing was left in the air. Thus something unplanned wanted to happen along the way - a new meeting - LABx Berlin. Organised and self-hosted by whoever wanted to meet again.

LABx Berlin - City as a learning space

During the first weekend of July 2015 a dozen MoveMakers met up in Berlin. The long weekend was designed as a sensing journey into Berlin – experiencing the city space, meeting the different organizations and individuals active in education innovation and having dialogues with the activists connecting the city space with learning.

As part of the learning journey we visited an exhibition about the Black Mountain College, an experiment in education in US from 1933-1957. We realised that a lot of the needs for change that we see today had already been spoken of and experimented with three-quarters of a century ago. What does it take to make it happen on a larger scale? And why did the Black Mountain College initiative not survive? These were the questions that the participants were left with from the Berlin meeting.

LAB 2 - How we can co-create and prototype meaningful learning experiences?

Denmark (Nørgaards Højskole). Hosted by Kaospilot, 4.- 10. October 2015.

At the core of LAB 2 was giving shape to some of the ideas that emerged during the journey. This LAB focused on sharing insights on learning and designing education. We started to crystallise parts of our findings and views on learning. In the name of MoveMakers, several prototypes were developed to be further tested before meeting again at LAB3 in April, 2016. The prototypes were introduced to Kaospilot students for sharp and clear feedback.

Besides working as a group on prototypes, we got input and inspiration from the Danish context. We spent time with Folk High School and Kaospilot students, pioneers in education, as well visiting the Energy Academy on Samsøe Island. Simon Kavanagh, facilitator at Kaospilots, challenged us to give shape to our ideas quickly and introduced us some core elements of education design, for example, the learning arches.

Lessons learned

We learned to be lost, both in not-knowing and chaos. We were struggling...On one hand, we tried to focus on the prepared content of the program, including having real work done and creating prototypes. On the other hand, deepening our essence as MoveMakers and finding our identity was also important. The connection to the MoveMakers was becoming stronger. We started to ask more deeply - who are we and what are we actually doing?

Some of us are ready to start bringing ideas alive. Others need more time. Prototyping, indeed, is an art and it takes some practice.

LAB 3 - What have we learned and how to take it further?

Estonia (Männiku, Viljandimaa). Hosted by Ruumiloojad, 24.- 28. April 2016.

Our learning journey was reaching its final destination. We invited people to share their learnings about their prototypes developed during the MoveMakers LAB learning journey. We looked at the whole journey and mapped the highlights of the experience. We explored together our future and possible next steps.

We opened our program for the wider community: MoveMakers Walk was a 2-hour meeting with the element of “walk” as a simple way to connect and explore important questions on innovation, education and learning. The inspirational meet-ups - both in Telliskivi Creative City (Tallinn) and Männiku Cottage (Viljandimaa) - brought together 28 people.

Lessons learned

Although we aimed to co-create space for everybody to learn and contribute, there were certainly people who felt left behind. It is still a big ideal to shape a learning space where we actually reach everybody. The question remains: what is the responsibility of the learner then, to step in?

Make your Move - giving shape to emerging ideas

There were a number of prototypes developed during LAB 2 and between lab meetings. Prototyping is implementing an idea, without knowing how it will work out. Starting a prototype is exciting, because you’re testing an idea in ‘real life’. Creating space for prototyping is important for manifesting ideas in a fast-changing world. Not all ideas were meant to go live.

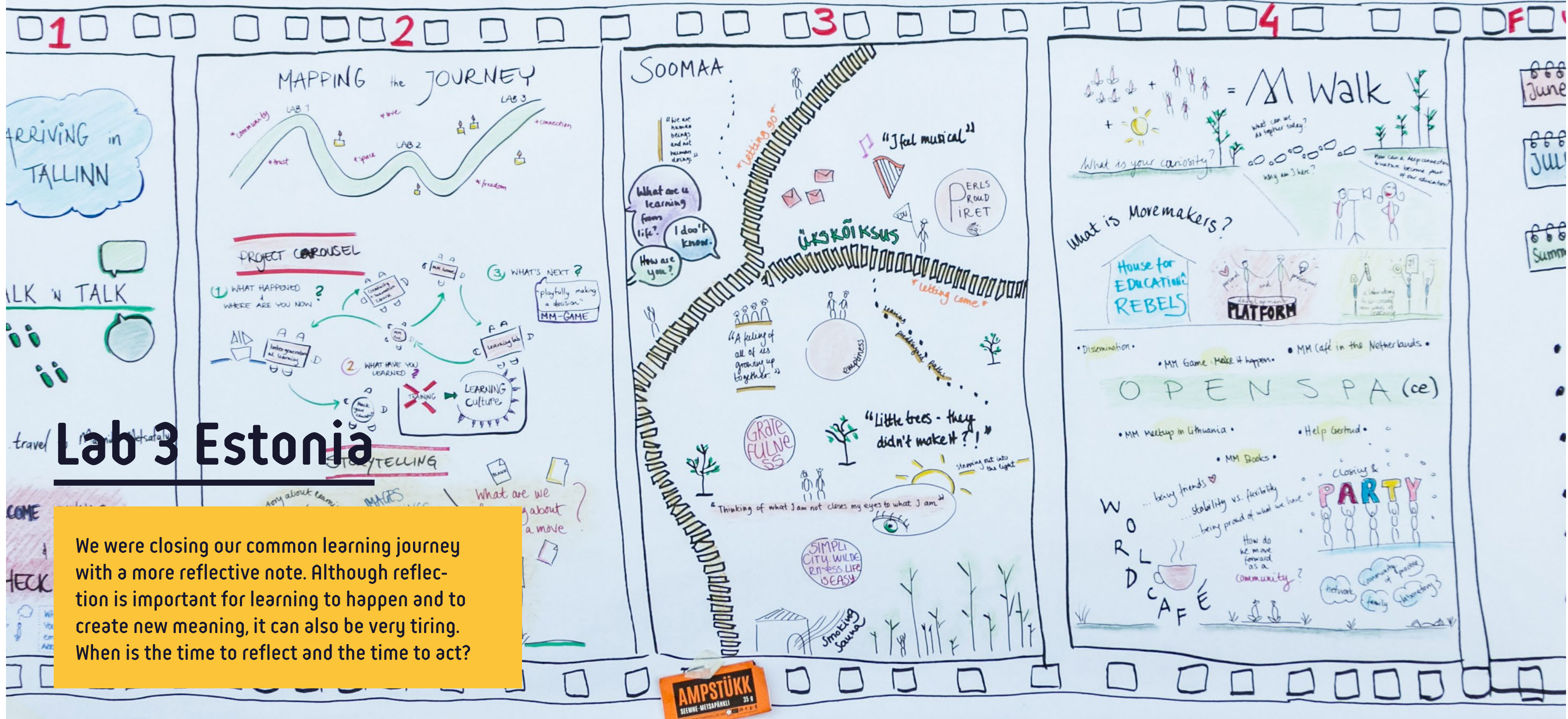
In total, three prototype courses were tested in real life, where 80 participants took part.

Learning Design Lab (Estonia)

Design lab was an open prototype course to reimagine the field of training and explore the future of learning in a format of 4 meetings, 4 hours each in 4 different locations in the city. The course was designed for HR and training managers from public/private organisations and NGOs. Three key questions were at the core of the program:

- a) what is the future of learning,
- b) how to design meaningful learning experiences,

24-28 APRIL '16 MoveMakers LAB 3 in Estonia



Lab 3 Estonia

We were closing our common learning journey with a more reflective note. Although reflection is important for learning to happen and to create new meaning, it can also be very tiring. When is the time to reflect and the time to act?

c) how to cultivate the mindset of a learning designer.

The shape of the design lab was based on MoveMakers insights, experiences, and way of working (e.g. co-hosting, co-creation, art of prototyping, etc); 15 people took part in the prototype course. Another 4 prototypes were developed among the participants of the design lab.

Want to explore more? Contact: Piret Jeedas, piret@ruumiloojad.ee

Creativity & Innovation course for undergraduate students at ISM University of Management and Economics (Lithuania)

This three-month course was aimed at creating a hands-on learning experience for highly motivated and courageous students, who wanted to expand their capacity to be creative, as well as to work with others to co-create innovative solutions to real business problems. The course was based on design thinking as one of the most effective tools for a group innovation process. It also involved various participatory practices to ensure high student engagement and

the development of their leadership skills. Most of the learning happened through a combination of workshops, lectures and by working in groups with real business clients. This course was designed as an ideal model, integrating the insights gained on the MoveMakers journey. 40 students took part in the prototype course.

Want to explore more? Contact: Justas Kučinskas, juskuc@ism.lt, Julius Paplauskas, j.paplauskas@outlook.com

Hack your Education (the Netherlands)

From February till April 2016 the Dutch MoveMakers team designed and implemented a pilot program for the University of Leiden based on Jonathan Fritzler's book: Hack your Education www.educationenergy.net. The Hack your Education program focused on empowering first-year university students to take ownership over their learning. In 10 weeks, 25 students went on a journey to discover what it is that inspires them and to create an educational strategy for the coming study years. In this course students 'hacked' their school projects and researches so that they could contribute to their personal vision and mission.

Want to explore more? Contact: Diederik Bosscha, diederik@dock20.org

So, in a nutshell, this has been our journey. We invite you to continue the ride - the learnings, insights and further questions gathered during MoveMakers learning journey have emerged into diverse articles inthat we strongly encourage to explore as well.

The following places became the source of our inspiration, insight and future questions during LAB1

THNK

www.thnk.org

"Through our leadership programs we accelerate the development of next generation creative leaders".

de Nederlandse School

www.denederlandseschool.nl

"New teacher education programme kicks off".

Knowmads

www.knowmads.nl

"A life changing experience, school and platform for people who want to make a positive difference in this world."

Team Academy

www.teamacademy.nl

"Team Academy is a school for Entrepreneurs. We put students into teams. The teams start businesses together. They learn how to create, work together, manage, and lead."

iFabrica

www.ifabrica.nl

"iFabrica is a makerspace. We have 1600m2 filled with (high-tech) machines, tools, workplaces, workshop areas and more. We have different areas where you can work with wood, metal, plastics, paper and textiles. Everything you need to make a professional result."

FreedomLab Future Studies

www.freedomlab.org,

"On the FreedomLab Campus you find creatives, engineers and entrepreneurs working together on complex social issues."

Handshake

www.handshake.nu

"A program at Holland University of Applied Sciences, connecting higher education with creative entrepreneurs".

B. Amsterdam / Building Business

<http://b-buildingbusiness.com/amsterdam/>

"We bring entrepreneurship within everyone's reach by providing our spaces, right toolset and social environment."

De Universiteit

www.deuniversiteit.nl

"De Universiteit is a learning community where we learn from our passion and from the power of community. On a weekly basis, members of the community host interactive and participatory workshops in Utrecht and Amsterdam."

RDM Centre of Expertise

www.rdmcoe.nl/english

"Within RDM Centre of Expertise (RDM CoE), educational institutions, research centres and businesses work together on improving technical education, new knowledge and sustainable innovations that are needed for the port and city of Rotterdam."

University of Applied Sciences Leiden

www.hsleiden.nl/hsl-en

"Hosting conversations that matter is a tool for innovation in education."

Young Innovators programme, Utrecht University

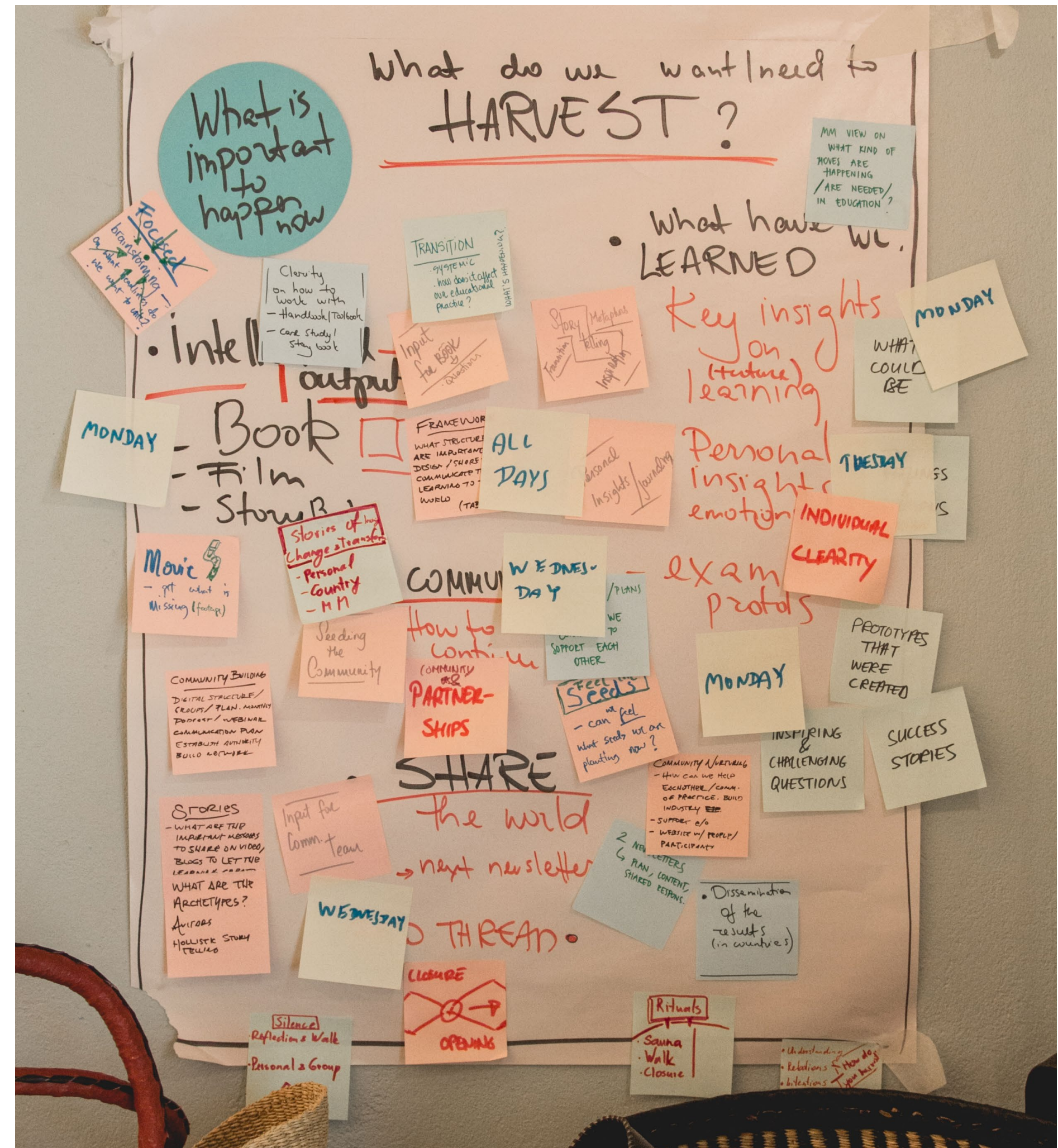
www.uu.nl/masters/en/

"Utrecht University offers the Young Innovators programme to creative and ambitious students who are keen to put their academic skills to work for the common good."

The following ideas were developed as possible prototypes during LAB 2

- A Book of 100 Questions is an interactive book for educators to develop the way we think about education and learning.
- Summer Programme on Social Innovation and Entrepreneurship aims to prepare senior students, junior professionals & (potential) change agents in taking the 'big next step' in their social entrepreneurial choices, which can have a positive, sustainable impact on their immediate communities and our planet.
- Curriculum design at Handshake (an Amsterdam Creative Industries Network project): half-a-year education programme upgrade using the learning arcs presented by Simon Kavanagh, facilitator at Kaospilot.
- AmsFuture Leaders Lab is a new leadership and sustainability program for high school students, aimed to train them in the type of capacities we need to address the complex challenges we face in our current society and ignite a change in education at the same time.
- The Learning Game: making the complex process of designing learning spaces more sound and simple in a serious game format.
- Hack your Education is a pilot program in Leiden University. In this programme, students embark on a journey of self-discovery to identify and design a vision and strategy for their coming years of education.
- Open Masters offers guidance, community and coaching with self-directed learning. In peer groups students design their own personal master's 'curriculum' around their personal passions and interests.
- The Culture of Welcome: a three-month long prototype to enhance the Culture of Welcome at a comprehensive school in Berlin.
- Drop-out Success Stories collects stories and interviews of school or university drop-outs.
- Creativity & Innovation Course for undergraduate students at ISM University of Management and Economics. This course aims to create a hands-on learning experience for highly motivated and courageous students, who want to expand their capacity to be creative and work with

others to co-create innovative solutions to real business problems.



LOVE POEM

MoveMakers Lab 1, 2015, the Netherlands
Maaïke Madelon Boumans

On the road of origin
we meet
boom chuck, boom boom chuck
coming from 5 different countries
and hundreds of places we have been before
thousands of face we have seen
setting out on a journey
each of us carrying seeds
of conversations, inspiration, questions, doubts and dreams
supporting each other to find ourselves
find our place in this
larger whole
a new entity
to let the deeper why unfold itself
trusting the joy of being in good company
of innovators, dancers, critical minds, healers, and elders -
young in heart
yes, we even have God amongst ourselves
the joy of being in learning together
to grant ourselves the possibility to make mistakes
get slightly overwhelmed maybe
by the amount of input
the size of the group
and what is rising beneath the surface
can you feel it too?
what is it that we see, really?

what is it we seek?
individually and collectively and
where do these two meet?
a balance of heart, mind, hand and feet
a balance of you and me
of chaos and order
of the known with all of life's uncertainty
come play with me, come play with me, come play
songs of the birds remind us there is room outside
the whole world is our playground
golden flowers tell us spring is back
in a time of new beginnings, shred your doubts and misbeliefs
but hold your questions and let them guide you
when confusion or frustration arises
notice - stay
hold it lightly
because maybe, a Danish guy said
we need to be bold and radical
in the conversations we invite
practicing living and learning in community
knowing this is the time,
really

The fruits of our experience - looking for the impact



The fruits of our experience - looking for the impact

We as human beings are always in learning.

As educators we are constantly “trying” to make learning visible. We measure, describe, explain our learning. The paradox is, that mostly we find it too difficult to point out the exact time, scale or essence of our learning. We as human beings are always in learning.

But as a reader you are obviously curious - what has been the value of MoveMakers learning journey? Each participant has experienced his or her journey in a unique way. Some participants experienced more shifts, others less. There are no two similar stories or lessons learned.

During the journey we carried out a few evaluations and interviewed the participants to learn more about their experiences along the ride. Thus we share their words without too much editing of their original ideas and thoughts, leaving the experience personal and unique. As a reader, stay curious towards what people say and what might have supported their learning along the way.

What shifts do you notice in yourself since joining MoveMakers journey?

- I am moving away from a traditional educational system towards more collaborative ways of working with other educators.
- I have been able to reconnect to my educational mission, and it has given me enough input to redefine what direction I want to go in my life.
- I had a pretty narrow-minded idea about innovation in education, focusing on methods only. Now I start to understand that I need to really redefine what it means to learn and what it means to host a learning space.
- I have much wider perspective on what is needed in education and what education innovation means. I feel more inspired to try out some concrete actions around education innovation.
- I discontinued some projects because I know now (with the insights and knowledge from the MoveMakers journey) that those projects do not really meet the standards I have for innovation in education.
- I notice that I am deepening my understanding of what learning is and what is the role of a facilitator in creating meaningful learning.
- I feel more self-confidence in my experimental approach to change our curriculum. Before, I just thought I was right, I had this feeling, but I wasn't sure.
- The ideas I developed for a possible change are more concrete and more realistic now.
- It brought a wider perspective to my work, due to the international network. I was inspired to launch new projects.
- I realized that prototyping is fun, important and easy to do.

The gift of being on the MoveMakers learning journey

“We built connections between people here. We built curiosity. We will meet again in other meeting points of the community of change-makers in education.” - Benjamin, Germany

“Looking deep into yourself. Giving myself time to just BE. It has been retreating away from regular life and giving space for new thoughts. Some ideas have come - what else can I do...” - Diana, Estonia

“When you speak and live from your heart, people see it. We are very honest and open to each other. And that makes it attractive for me to be in this group.” - Diederik, the Netherlands

“I learned to follow my dream path - making photos and videoclips. To follow my crazy ideas. Letting go.” - Gertrud, Germany

“It helped me to see how I can continue contributing to developing inspiring education.” - Pauline, the Netherlands

“I have always thought that there has to be somebody in charge of

something. Here people got together with the purpose of learning together. They way we shared, reflected, co-created. All participating equally. Everybody taking the role that they could take. The orchestra where every instrument has its own place.” - Justas, Lithuania

“It made me look at my own educational history too and how much I am actually influenced by this attitude in myself as a learner - waiting for the task to be fulfilled and showing “I did it”. So, letting go of this attitude and taking more responsibility for my learning.” - Kathi, Germany

“To be part of this European community of practitioners in the field of innovation in education is precious to me. I feel strengthened in my own work of bringing leadership, sustainability and systems thinking into the education system.” - Maaike, the Netherlands

“So much richness in new experiences, knowledge, interaction with students, generating prototypes, self-discovery, conversations, walking in the woods, generating questions, travelling together. I felt really full.” - Manuela, the Netherlands

“This diversity in people brought me new perspectives on how to look at education and how to create sustainable learning spaces. It brought me the opportunity to reflect on my own vision and mission within the educational field.” - Selma, the Netherlands

“If you want to create a community of learners, start with relevant, powerful questions.” - Suzanne, the Netherlands

“I have started to put things learned here into practice. I have more knowledge and understanding of how to create space for learning for others and myself. It is a greenhouse for my practice.” - Triin, Estonia

“I decided to quit one of the projects I had initiated. At the same time, inspired by the people around, I started my own psychology practice I was scared to do. It is one of the best decisions I made. It has really empowered me.” - Viktoria, Lithuania

“Before MoveMakers I felt rather lonely in my mission to touch the heart of people and organizations, in order to open up for meaningful, purpose-driven learning and co-creation.” - Ciska, the Netherlands

“During MoveMakers I had the feeling

that I got closer to who I really am. To be who I really am for me means to come back who I already was. Coming back to the base of feelings and empathy and leaving behind the learned structure of efficiency and control. I realized that if I want to continue learning I need to let go.” - Amanda, Germany

This is OUR journey

MoveMakers LAB 2, 2015, Denmark
Maaïke Madelon Boumans

It is about us
as human beings and practitioners
granting ourselves the time and space
to be in learning
individually
and collectively
to be in community
an invitation to be
open to receive
breathe - be in not knowing

three days to sense: what has our journey been?
which seeds started growing,
which did not?
which ones need more time?
asking ourselves: what is our work in this life?
a serious question, yes.
experiencing disappointment, despair and loneliness
when we are 'out there', sometimes.
whiskeymixer and waxmask
make us laugh.
remember: the point is not to get it right
the point is not to get it right.

a journey of friendship
the joy of seeing you grow, my brothers and sisters
learning not to be afraid of making mistakes
for it is through trust that our work flows
in a world full of teachers, nobody learns

so
explore what matters, truly, madly, deeply -
matters.

we will probably not meet, in this constellation again
but we are growing up together.

welcome MoveMakers,
to a house for educational rebels
a platform for personal and professional development
a laboratory to co-create new ways of learning
with blank pages and courage
holy nature by our side
surprised by the strength of small trees.
life is easy, really.
everything you need is right here.

this may well be
not JUST our journey.
this may well be
a journey of our time
a journey of our planet
bringing itself back into light
bringing itself back into LIFE.

Meet the MoveMakers

DAVID JUL / PIET JEEDAS / DIEDERIK BOSSCHA
/ JULIUS PAPLAUSKAS / BENJAMIN KAFKA

Meet the MoveMakers

MoveMakers has come alive by five partner organizations and invited participants from their country to take part in the learning journey.

Ruumiloojad, Estonia

Ruumiloojad is an NGO supporting participatory leadership culture in Estonia. In 2009 a group of changemakers launched the first long-term training course on participatory leadership based on Art of Hosting practices and principles. Since then a small community of practitioners keeps on learning and experimenting, as well supporting meaningful change processes in small communities as well as organisations. More info at www.kaasamine.ee.

Why is Ruumiloojad part of MoveMakers?

As creating space for learning and engagement is at the core of our everyday work, the need to better understand the changing field of learning in its diversity became suddenly important. We wanted to learn more from our colleagues in partnering countries about their work as well as immerse ourselves into contexts that

are not so familiar, i.e. entrepreneurs or startups. Stepping into international cooperation as well as running such a large-scale project has certainly become the next level in our work, thus creating a chance to be truly in learning and becoming stronger as an organisation.

About the Estonian participants

The members of Estonian MoveMakers group come from public, private and non-governmental sectors. Although the sectors are diverse, we are all related to education and learning, passionate about making space for more meaningful learning experiences for ourselves as well for other adult learners. Throughout the journey we strengthened our relationships, helped each other in developing smart “moves” in our work and co-created a prototype course, Learning Design Lab.

Diana Tamm (NGO Mondo, NGO Ruumiloojad, dianatamm@gmail.com)

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Koidu Tani-Jürisoo (Avatud Meele Instituut, koidu@ami.ee)

-

Madli Ross (NGO Mondo, madli.ross@gmail.com)

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Reili Pae (Tallinn University, reili@tlu.ee)

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Piret Jeedas (NGO Ruumiloojad, piret@ruumiloojad.ee)

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Triin Noorkõiv (Ministry of Education and Research, triin.noorkoiv@gmail.com)

Kaospilot, Denmark

Kaospilot is a hybrid business and design school, a multi-sided education in leadership and entrepreneurship. Our teaching programmes are not designed simply to shape students to fit the future, but to help them create it. We centre on students’ potential to develop and to achieve – tapping into their creativity, giving it a direction, creating a setting that will get them there and navigate the uncertainties that will follow. We provide space and a place where creatives and potential changemakers can develop the knowledge, skills, attitudes and competencies they need to fulfil their values and visions. We build the framework within which creative minds can become creative leaders.

Kaospilot is based in Aarhus, Denmark, and has a sister school in Bern, Switzerland.

Why is Kaospilot part of MoveMakers?

Kaospilot started as a response to recurring needs in the world. There was a demand for a new type of education, training the change agents of tomorrow. Kaospilot has, for the last 25 years, worked with creating

trainings and courses with a high focus on adequate formats and settings to maximize the value for the students and our society. During the summer of 2016 we have completely redesigned the 3-year program, continuously exploring new ways of approaching learning. We are a part of MoveMakers to inspire, be inspired and to support educational development. We hope that our many years of work with learning design can be useful to others. We wish to be a part of dreaming big - moving the way we think and do education forward.

About the Danish participants

Kaospilot is a partner in the project, but the project was shaped without any Danish participants. David Jul has been representing the Kaospilot school and been active throughout the project, with support from Simon Kavanagh, who works with international development and education design at Kaospilot.

David Jul (*Independent consultant, Kaospilot volunteer, davidjul@kaospilot.dk*)

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Simon Kavanagh (*Kaospilot, simonk@kaospilot.dk*)

Dock20, The Netherlands

Dock20 co-creates the future of learning by innovating curricula and making it 21st century-proof, together with teachers, students and course managers. Dock20’s heart lies in building an environment where learning happens safely and meaningfully. Our programs stimulate the development of personal leadership in students and teachers and we support educational institutions by implementing participatory learning strategies.
More info at www.dock20.org.

Why is Dock20 part of MoveMakers?

Dock20 finds inspiration by being part of a wider international educational community. We see that the challenges education is facing are similar, worldwide. We need to connect and learn from each other, in order to scale-up and speed-up the transition towards a new educational paradigm which is ready for the 21st century and that serves the student rather than the teacher. Many of the Dock20 participants are students from around the globe, so for us it makes sense to connect to other educational professionals.

About the Dutch participants

Dock20 found its co-travelers mostly inside the formal educational system, mainly universities. We were seeking the frontrunners and pioneers in the system. The main criteria was that the participants were already familiar with doing things differently and running prototypes within their context. Every now and then, we organised various Dutch MoveMakers Meet-Ups and a MoveMakers Cafe, for which we invited the larger educational community. The Dutch MoveMakers team is:

Ciska Pouw (*Flow Facilitator, info@ciskapouw.nl*)

-
Diederik Bosscha (*Dock20, diederik@dock20.org*)

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-
Huib Purmer (*Dock20, huub@dock20.org*)

-
Maaïke Madelon Boumans (*bright future lab, maaikéboumans@gmail.com*)

Manuela Hernandez (*Dock20, mylightspot@hotmail.com*)

-
Marianne van Iperen (*Nyenrode Business University, m.viperen@nyenrode.nl*)

-
Marien Baerveldt (*Hosted Beings, marien.baerveldt@gmail.com*)

-
Pauline Spaas (*University for Applied Sciences, paulinespaas@hotmail.com*)

-
Raoul Wirtz (*Nyenrode Business University, r.wirtz@nyenrode.nl*)

-
Selma Spaas (*Nyenrode Business University, s.spaas@nyenrode.nl*)

-
Suzanne Hansen (*University for Applied Sciences, dezeruimte@gmail.com*)

-
Thieu Besselink (*The Learning Lab, thieu@thelearninglab.nl*)

Impuls - The Agency for Applied Utopia, Germany

Impuls, the Agency for Applied Utopia, is a non-profit organisation based in Berlin, Germany. Initially founded in 2010, Impuls is dedicated to supporting the transformation to a sustainable, democratic and globally equitable future. We believe this requires a revolution in our habits of perception, and grounding vision in daily practice.

In service of this vision, we create and support innovative learning and dialogue projects and platforms, and we provide facilitation, training and consulting services.

Our project and consulting work is based on creating enabling environments where individuals and groups can thrive and encounter new and surprising aspects of who they are and might also be. We work in a learner-centred manner, driven by the purpose of each individual learner, and we encourage participants to clarify the purpose for their learning endeavour and to take responsibility for their own learning process. We emphasise experiential learning and multi-sensory approaches. Our learning journeys are never off-the-shelf and always create explicit links to the participants' work throughout the programme duration.

Why is Impuls a part MoveMakers?

With MoveMakers, Impuls hopes to strengthen a growing movement in education practice in Europe. Such new initiatives and approaches to adult learning have been popping up more and more in recent years and there is a growing need to bring together this field and help it see itself and its potential.

As a group of people who co-initiated a start-up, we also wanted to use the MoveMakers experience to reflect on our own experience of starting an organisation and seeing that process as a space for learning. Impuls has been part of several initiatives that had the aim of catalysing change in education and learning, among them a learning partnership that was supported by the EU Grundtvig program, called 'Teachings for Transformative Change' that explored new methodologies for hosting transformation. Impuls is also part of the 'International Partnership for Transformative Learning'. By participating in the MoveMakers project, we hope to continue and deepen this work.

About the German participants

The German MoveMakers team was chosen to represent diversity in terms of closeness to formal education structures and generations. Our team comprised people identifying (at times) with the following roles: co-founders of new education programmes, designers and facilitators of leadership programmes, advocates of movement in learning, a medical doctor for whom learning is a healing process, a social entrepreneur working for Ashoka, an adult education professional from the field of global learning and voluntary services (national and international), the Vice-Director of an Adult Education Association, a secondary school head teacher working in a marginalised urban area, an actor and improvisation coach, a pioneer of free learning. Participants were between 29 and 74 years old. We share a love for learning and personal growth, and a curiosity and commitment for finding purpose in what we do. Most of us have various roles - and some of us have changed their jobs during the course of the MoveMakers learning journey.

Amanda Steinborn (*Fairbindung e.V., amanda.steinborn@fairbindung.org,*)

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Anke Caspar-Jürgens (*Free Learning Pioneer, acj@humantouch.de*)

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Benjamin Kafka (*Impuls, benjamin@impuls.net*)

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-

Gertrud Graf (*Former Comprehensive school head teacher, systemic family therapist and supervisor, gertrud.graf@berlin.de*)

-

Harald Polzin (*Actor and Improvisation Coach, harald.polzin@gmx.de*)

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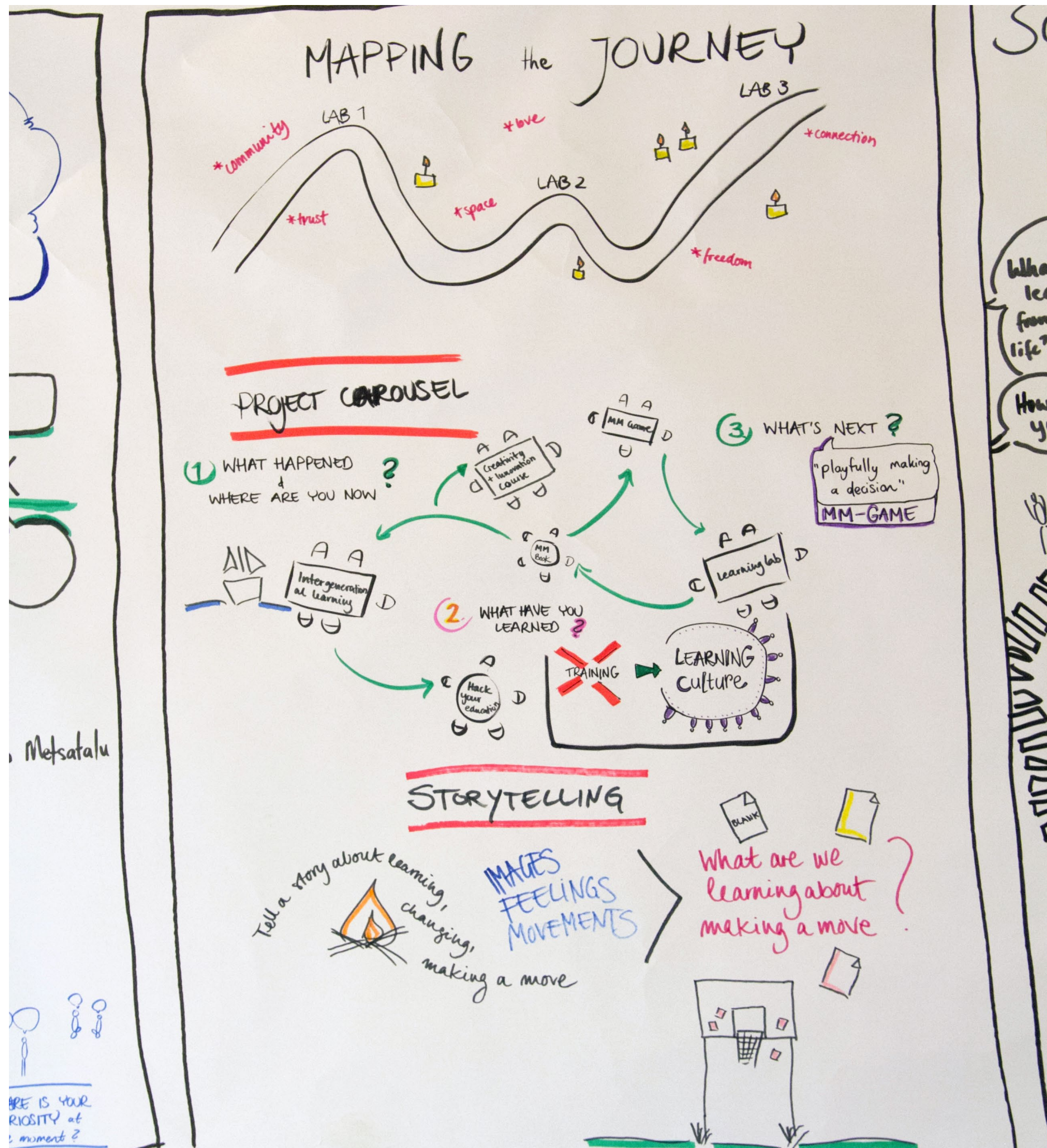
Katharina Hinze (*formerly Humboldt-Viadrina School of Governance, now Ashoka, khinze@gmx.net*)

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-

Melanie Hernandez Sanchez (*Impuls, melanie.hernandez@impuls.net*)



Kuriančios bendruomenės, Lithuania

Kuriančios bendruomenės (Co-creating Communities) is a non-governmental organisation which specializes in community building, education consulting, designing learning spaces and processes, and hosting multi-stakeholder events. The mission of the organization is to create and strengthen relations between individuals, communities and sectors, and empower them to co-create positive change in the society.

Kuriančios bendruomenės was co-founded in 2013 by young process consultants who gained their work and learning experience in Denmark, Sweden, Finland. When working with communities and organisations, we use innovative business design tools and participatory leadership methods which foster collaborative effort, creative solutions and personal responsibility for their implementation.

Why is Kuriančios bendruomenės part of MoveMakers?

We believe that education as it now

stands in most places around the world - linear, static, knowledge-based - is a crime. It is our responsibility to change how we teach and learn, but we cannot do it quickly and by acting alone. One way to make a shift towards better education is through being a part of a community of practice. The MoveMakers offer us the possibility to learn from the most innovative practices, experience new ways of learning, share our dreams and ideas, experiment, prototype and co-create together with the most adventurous educators from Europe.

About the Lithuanian participants

We are a community of curious and passionate education stakeholders, who come from various backgrounds - corporate, consulting, university, non-governmental organisations. We share the vision of education which embraces individual authenticity, creativity, relationships, and the connection to the world around us. During our journey, we co-created a 3-month Creativity & Innovation course for undergraduate students at ISM University of Management and Economics.

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Nijolė Putrienė (Kaunas University of Technology, nijolevp@gmail.com)

Viktorija Minčinskaja (Whatansu, viktorijamin@gmail.com)

Along the ride, the makers in their field - visual media -, became truly part of us:

Dalius Kederys (StepDraw, dalius@stepdraw.lt) and Lukas Duncius (StepDraw, lukas@stepdraw.lt).

Meet the MoveMakers

We are closing our common learning journey, but will stay connected as movemakers. We will keep on exploring the playground of learning in its diversity.



A Book Sprint - What Is That?

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A book sprint - what is that?

Creating a container for people to co-create

From my desk I can see a few of the others working. Ciska is working on an article about the “not knowing” and I can see she’s moved on energetically from the not knowing how to write about what was happening about an hour ago. Julius is still busy working on pulling quotes out of a collection of video footage. Domas is working on the book design behind me. We’re not exactly sure where Thieu is - we haven’t seen him since yesterday. And in the bar, a lively group is brainstorming the introduction piece to Book 2.

Outside, the birds are twittering, peacocks and deer roam on the grounds and I can see the edge of the moat that surrounds the small castle. Not my usual surroundings and not where I expected to be this first week of July, but I have that deep sense of being in the right place at the right time, and am glad to be part of a co-creation, pulling together the results of a two-year project on innovative education.

This is a “behind the scenes” look at

how we’ve been working together on creating two books together from the perspective of the host of the process - and as a witness to the work.

Since learning is at the heart of the MoveMakers project, then the form of how we’re working - called a “book sprint” and aimed at creating two books in three days - might not seem so strange. When I got Benjamin’s email inviting me to host the group, I’d heard of a book sprint, even if I didn’t know much about one. I knew many in the MoveMakers group, as our paths had crossed through other initiatives and communities and I’d hosted them when I worked with the Energy Academy on Samsø Island in Denmark last year. It was easy to say yes.

MoveMakers has a practice of meeting in beautiful locations and the campus of Nyenrode Business University is no exception. It is an oasis of green and a haven for learning, seemingly its own little bubble. It has been an ideal place to live and learn together.

There was no clear job description for hosting a book sprint, but as I mused on the effort it takes to co-create something quickly from scratch, I thought I might need to be a heady cocktail of grandmother and cattle wrangler. On the one side, the encouraging, supportive type - “You’re wonderful! Of course you can do it! What a great idea!” and on the other the tough taskmaster - “Get on with it! Keep going! No slack-ing!” In the end I’ve simply done what I always do - hold a good container for people to co-create in. And with the invitation from the group to be both a sparring partner and a creative editor, I’ve also been part of the process. My energy and my heart is in this work too.

Harvesting the learning

At the end of the learning journey it is a time to inquire into what we have learned and how can we share our insights with other movemakers on the playground of learning.



When I reflect on how we’ve worked together on this project, these things stand out:

● Have a plan people understand. The group had a clear mandate to produce written work to meet the Erasmus grant, but it wanted to go further than that. The book sprint is also an effort to harvest the learnings from the project and see what kind of ripple might be created when those learnings are shared.

● Invite someone to host the process. If you need to be in the content, it can be a big relief to have someone else taking responsibility for the process so you can focus on what you’re best at. I can also see that if conflict arises, having someone outside the content would be extremely valuable. I worked with a small team the night before we started to set a general process, so that when we first met we had a group check-in and a shape to our first day. I’ve also been the link between different parts, checking on where people are with their tasks, what the feeling is about working in the evenings, etc. As we neared the end, this role took on more of a completer/finisher “come on team!!!” energy.

● Invite everyone, but go with Open Space principles. Everyone from the MoveMakers group was invited - all 40 - and 12 decided to attend. Some have contributed virtually as well. Open Space Technology would say “whoever comes are the right people”. That’s a good principle to hold. Work with who has passion and commitment to be there. Open Space also has The Law of Two Feet - meaning, go to the place where you are contributing or being contributed to. If that’s not the case - use your two feet to go somewhere else.

● There doesn’t need to be total agreement on everything - you just need enough to get started. If there is a general agreement on the focus of the work you are producing and the audience it is targeted to, the work can get started. Getting started means the energy begins to flow.

● Good enough is good enough to begin with. Every individual started on what they were most interested in and worked collaboratively using googledocs. That meant that others could co-write, but also edit on the go. Good moves to great when people are encouraged with support and input. All of the articles got tighter and more focused when more than one person worked on them.

● Audacious deadlines can lead to audacious thinking, but remember to host yourself. At the beginning of Day 2 someone said: “What if we finish both books tonight?” There were a few groans of alarm, but mostly this thought energised the group and there was a surge of productivity. At the same time, people need to go at their own pace. Some of us need music, some need quiet, some need a run, a nap, food. We worked on the unspoken principle “Take care of yourself so you bring your best”. The group flexed and adapted as people came and went.

● Keep the communication flowing. We set up a hub in a room where we could all clearly see the book structure and who was working on what, with colour-coded sticky notes indicating the status. That gave us a visual reference and real excitement as we could see elements moving to completion. People flowed to the workspaces that most called to them and walked around to find others and offer invitations. As the days rolled on, we added a task list, a list for suggesting book titles, next steps, etc. We used WhatsApp to be in touch around the event. All of this has been a joyful co-creation, with the group acting in self-organising teams.

● Being together brings energy and alignment. We lived together, ate together and worked together. This sense of community flowed into the book project and has strengthened the team’s commitment and cohesion. So okay, Hamlet the dog did bark when Manuela was away, but went out on runs with Maaïke in the morning. Diederik likes to cook. We were all pleased when David announced that being around Benjamin was calming, and he had a great sleep and now felt like 70% of himself after feeling so unwell the day before. Ciska is passionate about continuing the project. And so on... My sense is that this cohesion flows into the work and onto the reader.

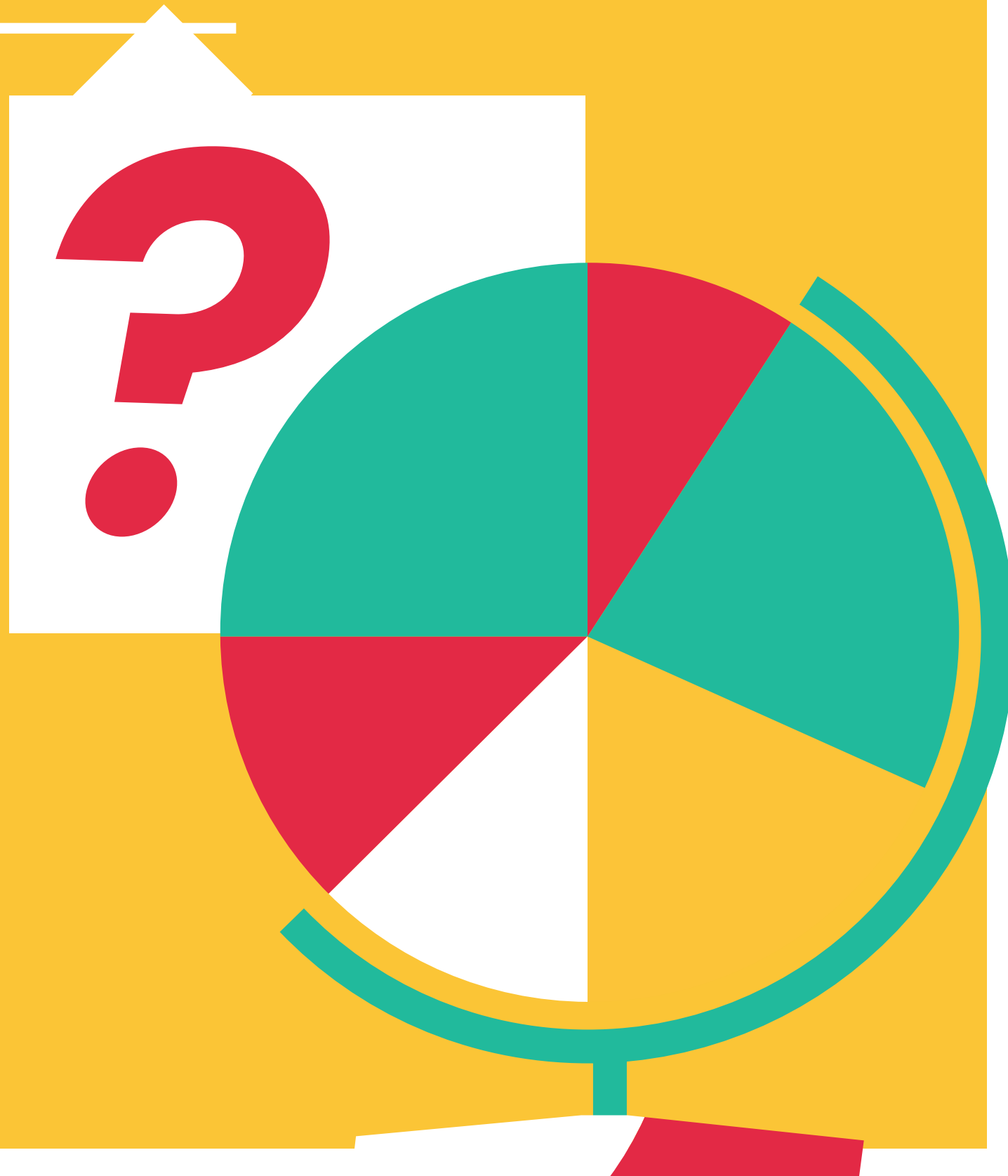
● Get clear on next steps. It is much easier to keep the energy high when there is a team working together on something. It’s much harder when the team is no longer together, but things still need to be completed. Having a good plan and clear commitments around the next stages will help bring the work to good completion.

● Would I do it again? 100% yes! And my role might be different or more focused on holding the space and the pace for the group. But as co-created and intensive learning experiences go,

this is a great way to be in it, and on it, together.

P.S. Just before writing this, I googled “book sprint”, to find out that the first one happened in 2005. Of course, people have written about this and have facilitated it in a completely different way than we’ve done. And this works too. Stay in the learning, I say!

So, what is your next move?



So, what is your next move?

Do the things that matter

MoveMakers as a project is slowly coming to an end, but movemakers as a way of being or mindset keeps growing. MoveMakers as a hub of rebels keeps on moving, meeting, experimenting, learning.

“A movement you do not start; it starts you when it’s ready to”, says Thieu Besselink, one of the participants of the MoveMakers joyride. Wherever we go and whomever we meet, people ask: “Who are you? What is it that you do as MoveMakers?” The truth is, that MoveMakers is still in “making” and “becoming”.

While reading our story, you hopefully discovered pieces that are incredibly familiar, related to our emotions, and noticed some hidden messages between the lines. Maybe you related to our worries, questions, insights. Maybe you found reference to some practical tools, methods or approaches to explore further in your practice. Most of all, we hope, that you found the connection with the movemaker in you - having the courage to step

into the Land of the Unknown and do the things that matter in education or beyond. While doing this neverending work of “changing”, stay mindful, focus on what matters, find your mates, dare to experiment and always stay in learning. Unlearn what is not needed anymore... Deepen your practice while keeping on searching for what works in education.

Build on our ideas and take this work further. If you get stuck, come and find us. Dig deeper and read some of the perspectives we found while studying the playground of learning and innovation in our book “Making New Moves in Education and Learning”.

Our journey as MoveMakers is still unfolding and we don’t quite know what is our next destination. The connections are there, the seeds for possible projects are taking shape. We share our learning as we continue walking on the playful playground of learning.

When the time is right, we shall meet again.

I am new here

MoveMakers LAB 1, 2015, the Netherlands
Maaïke Madelon Boumans

Hello
Goodmorning
I am new here
It is wonderful to meet you
This is my first time around
I'm sorry, let me introduce myself
I go by the name of Today
This is my first time around

I know I might look a lot like Yesterday
Or Monday Last Week
But really,
I am new here
This is my first time around

I know you might think you know me
it's the same sun that rises, right, the birds are still in the
sky
Oh I know you think you know me

But look again
I am new here
THIS is my first time around
I go by the name of Today

And it is wonderful to meet you.

A Big Bow



A big bow

The MoveMakers learning road has become so much richer due to to people met along the way. Of course, the biggest thanks goes to each and everyone who accepted the invitation and joined the ride. Thank you so much for your trust.

We appreciate people who opened their doors during study-visits in The Netherlands and Denmark.

Malene Lúnden, The Energy Academy, Samsø Island, Denmark, reminded us the gift of being a rebel all throughout life.

Mary Alice Arthur, Story Activist (www.getsoaring.com), who dared to host our BookSprint without really knowing what it is.

Marianne van Iperen, one of the MoveMakers, who made it possible to live and work for three days at the Nyenrode Campus, the perfect surroundings to write this book.

Dalius Kederys and Lukas Dunčius, photographers, editors and illustrators at StepDraw (www.stepdraw.lt), who has joined us and filmed us, throughout the MoveMakers journey, and caught us in moments of tear, joy, laughter and learning.

And a big bow to those who grabbed the virtual pen and helped the words find their way to the paper.

A MoveMakers Manifesto

THE MOVEMAKERS

A MoveMakers manifesto

From the MoveMakers to the fellow changemakers in education and beyond



A movemaker is a mover making moves: not just by moving forward, but by moving minds and moving beyond. Moving into new spaces and spheres. Moving backwards or sideways. Making space for slowness and thoughtfulness. Moving people, by making connections.

A movemaker dares to make a change, small or big. He/she challenges the system in such a way that it can transform from within. A movemaker is the shaker, the rebel, the innovator, the creator, the trigger of a system.

A movemaker can invite others, fields or systems to make their own moves, connected with the 'we' and the trust that we, all together, can make a change.

A movemaker knows that making a move or not making a move is a conscious choice.

A movemaker dares to express his/her move, even if his/her music is faint and soft.

A movemaker is searching for the truth and what works in life.

A movemaker dares to ask the fundamental questions in life. He/she pauses, and asks them once more: what does it mean to be alive in the 21st century? Life is not just about knowing, but also growing. Embracing and exploring the unknown.

A movemaker feels a responsibility towards education, learning and learners: constant learning offers people the freedom to take their life into their own hands and, by that, have the possibility to take care of themselves, the other and the earth.

A movemaker likes to connect and learn together to transform current learning paradigms. Movemaker stays in learning as a source of freedom, curiosity and new pathways. Learning is setting our minds, our bodies, our souls free, and taking learning back to the center of life.

A movemaker is forever young and learning. Lasting love and learning,

guts and living, quality and integrity are at the core of his/her life.

A movemaker helps others to do their best. More importantly - be their best.



A movemaker has an open mind and open heart. He/she is a curious soul, heart-working, a passionate human being burning to give his/her best in life. And be best in life.

A movemaker is able to able to deploy uniqueness, gifts, talents and host him- or herself. A movemaker is well connected to who he or she is.

A movemaker is well connected to changemakers in education and other fields, willing to make things happen on his/her own and in diverse teams, ready to try out, fail if needed and is always ready to celebrate!

Co-created

2016 by MoveMakers



Who else can

you be as a

movemaker?
