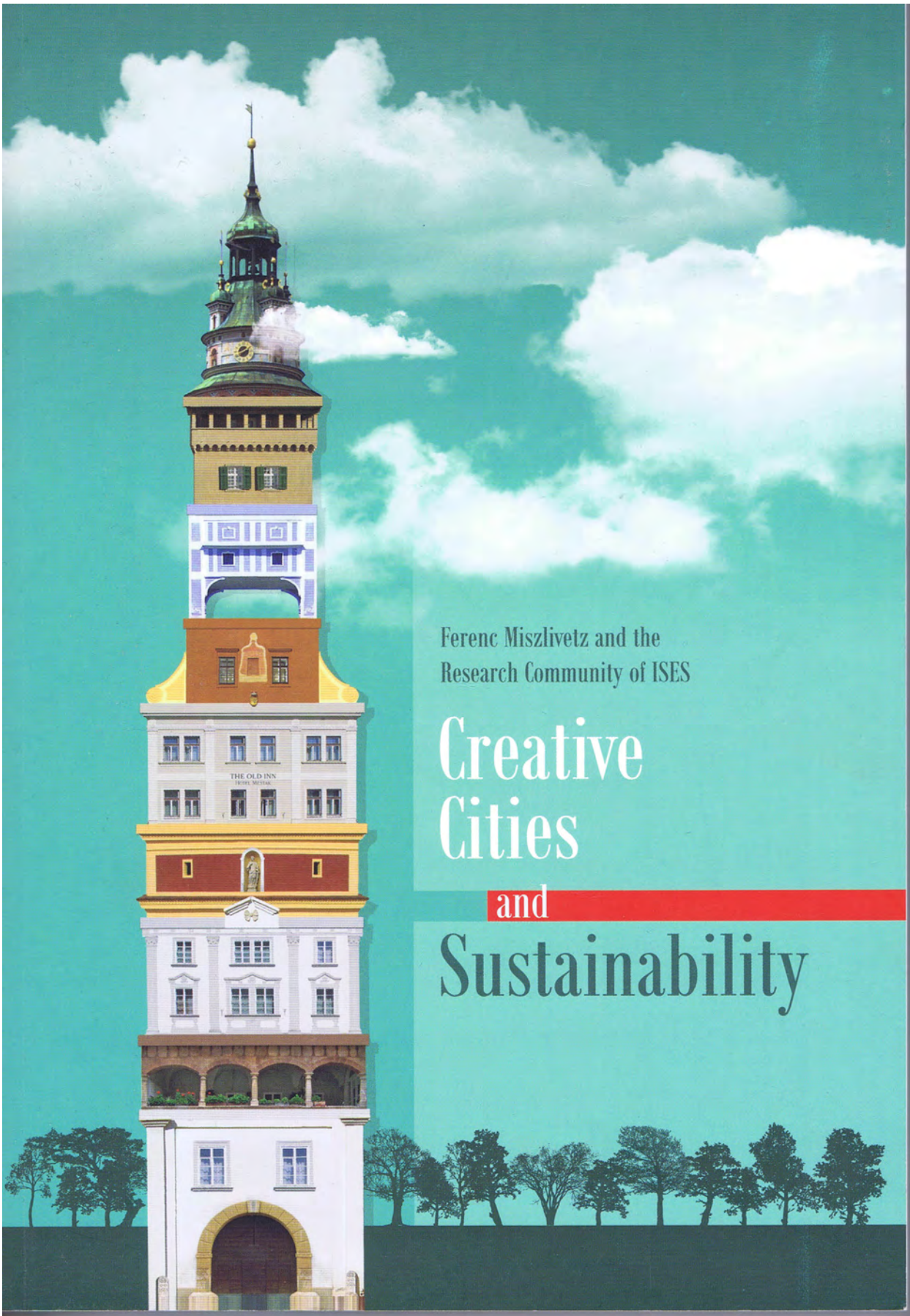


Ferenc Miszlivetz and the
Research Community of ISES

# Creative Cities and Sustainability

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In recent years the role of cities has gained value: this is where "important" things happen, this is where changes originate. In successful regions new local social contracts, so-called successful "pacts" have been made between the private and state-owned and within the entrepreneurial business spheres. As the respective material from the European Commission demonstrates, the cooperation of cities and regions, the partnership of the public and the private sectors, the strengthening of networks and the formation of twin and cluster townships are the best solutions to increase the viability of regions.


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# THE KRUMLOVIA PROJECT

## IMPLEMENTING A NEW PARADIGM OF INTEGRATIVE DEVELOPMENT

GAUDENZ ASSENZA & MARKUS MOLZ

**Abstract**

The Krumlovia Project seeks to build a new Learning Village at the outskirts of the historical city of Český Krumlov, a UNESCO World Heritage site. The Krumlovia Project is a unique endeavour to implement a new paradigm of integrative development based on ideas and principles of the *University for the Future Initiative*. The project brings together practical experience and knowledge gained from global efforts to develop new ways of living and learning in the 21st century. We draw inspiration from the global ecovillage movement, the transition town movement, intentional communities, creative cities, new educational paradigms, the drive toward clean energy and self-sufficiency, cultural regeneration and the reconnection to nature. Learning the lessons from past and current practical efforts will help shape a viable showcase of integrative development, which can serve as a model for other locations around the world.

**Preliminary note**

This text should be quoted as: Assenza, Gaudenz, and Markus Molz, 2015. The Krumlovia Project: Implementing a New Paradigm of Integrative Development'. In F. Miszlivetz and the Research Community of ISES (Eds.), *Creative Cities and Sustainability*. Sopron: Savaria University Press, 159-201.

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## Introduction

The *Krumlovia Project* is a vision and emerging showcase of Integrative Development arising from *the University for the Future Initiative.*[1] Integrative Development in our understanding[2] means simultaneous, synergistic development of individual human beings, teams, organisations, communities, cities, regions and beyond. Integrative Development connects all domains of life, such as social, educational, economic, recreational, contemplative, civic and political engagements. The purpose is the establishment and cultivation of conditions supporting thriving lives, societies and ecosystems. The horizon of Integrated Development encompasses past, present and future generations, and it also includes other species. The means are participatory processes of transformative leadership, learning, research and co-creation.

The *Krumlovia Project* is a concrete attempt of implementing the new paradigm of Integrative Development starting from a specific site in the town of Český Krumlov in the South Bohemian region of the Czech Republic. Twenty-five years after the Velvet Revolution, this town has completed an unprecedented renovation of its historical treasures. Its fully preserved medieval city centre shines as an outstanding architectural ensemble listed as a UNESCO *World Heritage Site*.[3] And now Český Krumlov has the unique opportunity to also support the creation of what could be called a *World Future Site*.

This chapter describes the project of the *University for the Future Initiative* to transform the area of the former barracks of Vyšný in Český Krumlov into an international Learning Village. A Learning Village is a microcosm based on principles and practices of Integrative Development. A Learning Village is not conceived in isolation. Rather, it is designed from the outset to stimulate the development of a Learning City and a Learning Region around it, all together oriented by social well-being, sustainable living and the cultivation of higher human potential.

In recent history, the tendency was that institutionalised education oriented human development toward attaining the level of consciousness dominating the respective society. A fundamental condition of creating desired futures is to enable individuals to tap into higher potential, which can be far ahead of widespread social habits and cultural norms. We share the underlying assumption with scholars such as Harvard professor Roberto Unger (2007) that human potential is in principle infinite whereas as social and material conditions are finite. This means on the one hand that social and material conditions need to be changed to be more supportive of the boundary-crossing nature of humans; and on the other hand, the more the higher potential of human beings is supported, the greater the progress made in social and material conditions. For this reason, the change of social and material conditions needs to be institutionalised, which is the purpose of projects like the Learning Village Project. Another key purpose is the profound cultural regeneration and renewal that is at the heart of the transition that is needed during the 21st century.

A Learning Village combines features of an ecovillage with a new system of lifelong and lifewide learning empowering everyone from children to seniors, including students and professionals, to co-create desired futures. All institutions in the learning village are inspired by best practices and next practices, but our approach is not to copy existing institutions but to design every institution in a new way, from scratch, taking into account the lessons learned by ourselves and others.

*Krumlovia Learning Village* is the name of the nature-based campus to be developed in the suburb of Vyšný; *Krumlovia Learning City* is the name of a possible extension of the project to the entire town of Český Krumlov. *Krumlovia Project* is the long-term endeavour to design, build and run the *Krumlovia Learning Village* as well as its possible geographical extensions. The *Krumlovia Working Group* leads the design and implementation; whereas *Krumlovia Group* will be the name of the organisation in charge of advancing the *Krumlovia Project* and of managing the campus and possible additional buildings in the town.[4]

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[1] www.u4future.net

[2] We owe Clemens Mader (2009, 2013) the notion of Integrative Development. Mader's so-called Graz model of Integrative Development synthesizes key dimensions in an approachable way that we were covering since the beginning of our collaboration. We are complementing the Graz model, which has intentionally been kept simple, by adding further dimensions, such as organisational levels and domains of life, in order to be conceptually equipped to properly represent the integrative approach we are practically pursuing with the Krumlovia Project.

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

[4] www.krumlovia.eu

In what follows, we will sketch important aspects of the *Krumlovia Project* as a vision for the future and as a case study for a new pathway of developing creative Learning Villages, Learning Cities and Learning Regions. The *Krumlovia Project* is designed to develop capacities and incubate solutions that address the contemporary Grand Challenges. We imagine Krumlovia as an evolutionary 'meta-incubator'. The approach of the *Krumlovia Project* can be replicated in other towns in Europe and in the world, adapted to the respective local culture and conditions. We are keen on ensuring the model character of its implementation in Český Krumlov so that it helps Integrative Development to spread and scale.

## Location and Urban Plan

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

Following the call to catalyse a "new Renaissance" (see section on Origin and Organisation), a multi-professional team related to the *University for the Future Initiative* has been working on the *Krumlovia Project* since 2013. The team includes the above-mentioned *Krumlovia Working Group* and other co-creators in the Czech Republic and abroad. The goal is to develop an international Learning Village just two kilometres from the historical centre of Český Krumlov in the suburb of Vyšný.[5]

The future *Krumlovia Learning Village* campus measures 22 hectars. It is part of a protected area called Blanský Les. The nature protection directorate welcomes the idea of creating the Learning Village due to its advanced ecological conception, which includes organic architecture, clean energy, a car-free campus, and a new park with animals that enjoy this type of natural environment.

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

At the Southern end, the campus borders on a neighbourhood with new and old condominiums. The train station of Český Krumlov is located less than 500 metres from the campus. On the adjacent slopes are meadows, fields and agricultural land. The shape of the campus is sloped towards the south-east. A small creek runs along the eastern part. Hills rise from the eastern and western borders, the so-called Vyšný heights. They go up to about 600 metres above sea level. About 200 metres north of the campus begins the forest, extending all the way to a mountain called Kleť.

The *Krumlovia Learning Village* will comprise a kindergarten, a school, and a small university, but also an old age home, a library, a cultural and conference centre and sports facilities. There will also be shops, cafés and a restaurant in the central square, as well as a hotel and accommodation for students and staff. All of this, and more, such as an organic farm for teaching and research purposes, will be situated in a park with rich flora and fauna.[6] The park will serve as a recreation zone for the local population and the tourists. Since the park will not

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

[6] The vision includes not only the small research and teaching farm inside the campus perimeter but a collaboration with existing farms in the region to build a diverse system of farms supplying the campus as well as citizens in the town interested in community-supported agriculture. The objective of this line of development is to improve the quality of the food, treat animals well and stepwise increase the level of local and regional food self-sufficiency.

be fenced, it can function at the same time as a biocorridor connecting the park campus with the surrounding meadows, fields and forests.

The buildings and gardens will be specifically designed to stimulate aesthetic delight, curiosity and learning. Each element in the Learning Village will have a meaning, tell a story, and help people understand how to build a sustainable future. The buildings and surroundings will help refine perception and awaken interest in new forms of architecture and urbanism. The buildings will be highly energy efficient and the village will be designed to produce an energy surplus. In short, the campus will comply with the most advanced standards of sustainability, self-sufficiency and smart specialisation.

The following image shows the urban plan. The plan resulted from a co-creative process that involved the *Krumlovia Working Group* and other stakeholders. The process was facilitated by architect Oldřich Hozman. In four public hearings during 2014 the ideas and drafts were consulted with citizens of Český Krumlov. The current plan can be further improved by including even more perspectives in accordance with the principles of openness and continuous improvement.


**Urban Plan developed by the Krumlovia Working Group**[7]

[7] Facilitation and implementation by architect Oldřich Hozman, Studio ARC, Prague.

The Krumlovia vision is that the campus will become a meeting place of all societal groups and all ages from the town and the region that mingle with international residents and visitors. The Learning Village will become a microcosm, showcase, incubator, hub and breeding ground for positive developments in the suburb of Vyšný, the town of Český Krumlov, and the surrounding region (South Bohemia and the trinational cross-border region, which includes parts of Upper Austria and Lower Bavaria). The Learning Village will also have wider effects on the national and international levels. Moreover, the model character of the Krumlovia Project makes it a unique 'next practice' showcase, an example to inspire similar Integrative Development dynamics in other locations worldwide.

## Origin and Organisation

The origin of the Krumlovia Project dates back to the year 2009 when Gaudenz Assenza wrote the "Blueprint for the University for the Future", and Markus Molz the article "Toward integral higher education study programs in the European higher education area: A programmatic and strategic view". These works synthesized prior reflections and spelled out educational, organisational and other implications of insights concerning the evolution of higher education, research and society; insights coincidentally also touched in the first report of the European Research Area Board (2009) published in the same year and calling for a 'new Renaissance' (see also Powell, 2007[8]; Wood, 2010):

> Growing problems – of climate change, healthcare, sustainability – must be solved. The impact of globalisation on our livelihoods and on the quality of our lives will deepen. These are difficult issues, which will force us to develop new ways of living, acting and thinking (p. 4) … [and] will force social, economic and political change. We cannot see the precise contours of that change. But we can see that it will have to be as profound, as great, as the transition half a millennium ago from an agrarian to an industrial society... And just as in that 'first' European Renaissance, we now need new ways of thinking, to enlighten new solutions … This is why ERAB now calls for a 'new Renaissance', a paradigm shift in how we think, live and interact together, as well as a paradigm shift in what the role and place of science should be (European Research Area Board, 2009, pp. 8-9).

Starting in 2010, the authors of the present chapter initiated and facilitated a series of preparatory activities, events and projects, which culminated in founding the international *University for the Future Initiative* in 2012. The Krumlovia Project is currently the main showcase development of this Initiative, albeit other locations are also considered.

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

The guiding question of the *University for the Future Initiative* is:

> What would higher education look like if we built it from scratch today?

The contributors to the Initiative believe that the formation and implementation of the new paradigm of Integrative Development (Mader, 2013) requires higher education and research to play an irreplaceable catalytic role. For this purpose, however, (higher) education needs to be rethought and redesigned from the ground up, in a systemic way:

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

> One who attempts to improve existing universities is very likely to become preoccupied with removing current deficiencies. Unfortunately, getting rid of what one does not want does not necessarily yield what one does want. This is apparent to those who get rid of television programs they do not want by changing channels. They have a high probability of getting programs they want even less. Therefore, effective design of a university must be directed at getting what one wants, not at getting rid of what one does not want.
>
> Moreover, improving the performance of parts of a system taken separately - and universities are systems - does not necessarily improve the performance of the system taken as a whole. The performance of a system is never the sum of the performances of its parts; it is the product of their *interactions*. Therefore, *efforts to improve universities should begin with preparation of a comprehensive design of what one would like a university to be ideally* (Ackoff, 1987, p.1).

*The University for the Future Initiative* follows Ackoff's recommendation and develops a comprehensive system design of a new model of higher education (see also Banathy, 1996, and Duffy, 2010, for the transformation of other educational levels). This requires redesigning all dimensions – not only the educational philosophy, the curriculum, and the research programmes, but also the organisation, the resource model, and the architecture, as well as the academic culture, the career paths and the quality development approach.[9] Neither incremental improvements nor piecemeal reforms will be sufficient to enable higher education and research institutions to fully step into the new, demanding role that they are called to play in this century, according to the UNESCO World Declaration on Higher Education for the 21st Century (1998, para. 6d):

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

The deepest impulse behind the *University for the Future Initiative* and its Krumlovia Project, is indeed the image and ideal of a *Society for the Future* (see also Andreotti & Cílek, 2013) that

a) makes key decisions in light of a long-term perspective;
b) is future-oriented, i.e. sustainable;
c) is capable of avoiding dystopias; and
d) is focused on bringing into existence desired futures that work for all.

This view is supported by transnational top-level policies such as the "well-being for all" programmatic and methodology promoted by the Council of Europe. This policy suggests moving

> from a model of society regulated by the state/market pairing (where progress is equated with GDP growth) to a model of a caring and co-responsible society (where progress is equated with the well-being of all) (Council of Europe, 2011, p. 57).

Since such a *Society for the Future* cannot be achieved by any single project, our team decided to work on a concrete, localised showcase that will enable us to learn what works in the process of actively participating in a 'new Renaissance', in building a new society. In this showcase, higher education is not an Ivory Tower, but the core and driving force for new approaches of cultural and socioeconomic regeneration. Unlike visions such as the Venus Project[10], the Krumlovia Project is concretely localised, with a team making it happen on the ground in response to the particular local culture, conditions and needs.

The *Krumlovia Project* implements the design proposals of the *University for the Future Initiative*. However, since the Initiative is not itself a formal organisation, it cannot implement and govern the Krumlovia Project. The Initiative is intentionally a community of likeminded individuals free of the financial, organisational, and bureaucratic concerns that legal entities have to deal with, and that often undermine the original ideals. The

[9] There is a prominent example in the ambition of systemic redesign of higher education. The Stanford d.school recently undertook a visionary, participatory exercise of radically redesigning the Stanford undergraduate experience, see www.stanford2025.com. Many design proposals that surfaced through this exercise resonate with those of the *University for the Future Initiative*, even though transforming a large university is a different task from creating a small new one.

[10] www.thevenusproject.com

Initiative does not operate in a vacuum, however. Currently, it is hosted by the *Alliance for the Future*[11] based in Luxembourg. The *Alliance for the Future* is a trans-European umbrella organisation of small local NGOs and companies inspired by the "new Renaissance" impulse. The plan is to establish an additional organisation, the *Foundation for the Future*, in order to implement a new economic model for the system of organisations associated with the Initiative. Ideally, the *Foundation for the Future* will take ownership of strategic assets of the stakeholders associated with the Initiative and establish these assets as a commons that serves the public good.

The organisation responsible for incubating the Krumlovia Project is *Institutions for the Future*. It is one of the members of the *Alliance for the Future*. *Institutions for the Future* is a consultancy and incubator oriented toward regenerating higher education by embracing wisdom, deep vocation, and dialogue to address Grand Challenges. As the name *Institutions for the Future* indicates, the core competence of the organisation is to develop new institutions and complex integrated organisational systems.

Learning Villages and Learning Cities (Osborne, Kearns & Young, 2013)[12] represent such integrated organisational systems synergizing multiple institutions in different sectors. Ideally, they also connect to similar endeavours in other locations to stimulate learning across locations. Such complex and constantly evolving organisational set-ups are one of the conditions for a targeted, long-term engagement in catalysing desired futures in particular places, such as a campus, a city or a region (Wals, 2012).

> Global society today has the opportunity, emerging knowledge, and resources to consciously create the future it desires … one can argue that the values needed to achieve the Sustainability Transition are already in place, but it is the gap between attitudes and behavior, both individual and collective, that needs to be bridged. … It is difficult to see how this can be reversed without some significant change, not only in the attitude-behavior gap, but also in individual lifestyles. But here again, some of the values that will support such a lifestyle change, such as worldwide respect for nature, are already widely held, although not currently prioritized over other competing values" (Leiserowitz, Kates & Parris, 2006, p. 440).

The promoters of the *University for the Future Initiative* argue that the inherited design of educational and research institutions, as single monolithic institutions, is not conducive to address the challenge to close the gap between attitudes and behaviour (see also Awbrey & Awbrey, 2001). If they wish to make a contribution to such developments as part of their civic mission, they need to create specific outreach programmes (Sobel, 2004). The term 'outreach', however, indicates that they have been separated from their local context in the first place:

> There are deep rooted forces that result in a disconnection between universities and the cities where they are located such that the presence of a university is *not* a guarantee of local economic success or a vibrant and inclusive urban community. Mobilising universities in support of city development … needs robust partnerships between universities and local civil society. … the challenge now is to develop capacity in leadership across the boundaries between organisations. The role of universities in the 'leadership of place' can provide a powerful focus for such people development programmes (Goddard & Vallance, 2011, p. 17).

This is precisely the focus of the Learning Village concept. A Learning Village is tightly embedded in its local context by design, across all dimensions (physical, organisational, educational etc.). Its key purpose is from the outset to become itself an example of Integrative Development, and to help catalyse Integrative Development in its surrounding rural and urban context, circling out its engagement into the region and beyond. Higher education in the context of a Learning Village and Learning City as we understand them, is not only part of a regional cross-sector innovation system (Carayannis & Campbell, 2010; Sol, Beers, & Wals, 2013); it also initiates such systems where they are lacking; it facilitates and reflects the co-creation processes, and it helps improve their workings and develop their capacity. The intended organisation of the Learning Village is accordingly itself a flexible, adaptive partnership structure instead of a bureaucratic hierarchy.

In Český Krumlov, three implementation scenarios are possible. The first scenario means starting operations in existing, but currently underused buildings located in the historical centre, until the first buildings of the new site

[11] www.a4future.org

[12] see also http://learningcities2020.org.

in the suburb of Vyšný become useable, and then move the major parts of the operations to the campus while keeping some activities in the centre. The second scenario would involve an interconnected parallel development of the nature-based campus and city-based facilities. In the third scenario the campus development would be prioritized and only once the capacity limits of this site are reached a branching into the centre would be pursued. This extension can happen slowly, even with just a single building, and still be inspired by an Integrative Development perspective for the whole town. The choice of the actual scenario will be made in an integrative multi-stakeholder decision-making process, which includes citizens and political authorities in the town.

## Goals and Objectives

The *Krumlovia Project* is designed to connect the remarkable history of the town of Český Krumlov with its contemporary challenges and its future needs. This long-term endeavour has also a broader societal mission, which is to educate for co-creating desired futures. The *Krumlovia Project* is oriented by questions such as: What will society need ten, twenty or even fifty years from now? And what does this long-term perspective mean for what we have to do right now? In which way shall we educate people so that they are capable to engage co-creatively with the demands and possibilities of our age? In order to approach this goal, the *Krumlovia Project* is designed to meet the following interrelated objectives:

1. Creating a Learning Village including an international transdisciplinary university with a strong civic mission of engagement in local and regional development (Furco, 2010).
2. Developing a family centre and kindergarten based on a new concept of creative education.
3. Creating an integrated primary and secondary school that follows the same educational philosophy.
4. Offering a creative and motivating education for adults profoundly connected to transformative practice and incubation of new projects and organisations.
5. Broadening capacities of social care and health care through a centre for well-being, homes and workplaces for disabled people, as well as an attractive old age home and a hospice.
6. Establishing a series of supporting services and institutions for inhabitants and visitors of the Learning Village (e.g. a shop, wood stove bakery, restaurant, tea room, coffee bar, bookshop, pharmacy and a small boutique hotel).
7. Contributing to reduce unemployment in the region; to balance the seasonal tourism-oriented pattern of economic activity in the town; to support the local economy and to develop new economic activities complementing the existing ones.
8. Helping revive traditions of popular crafts, arts and creative expression in general and to bring them together with globally emerging practices and technologies.
9. Increasing the number of educated and “future-literate” inhabitants.
10. Creating unique rural and urban spaces based on remarkable, aesthetic architecture that fits the project´s vision.
11. Developing a campus that becomes a source of inspiration in fields such as architecture, pedagogy, ecology, clean energy, organisational culture, governance, management and administration, etc.
12. Demonstrate that Integrative Development can work in practice, with beneficial results on the local, regional, national and international level.

## Local and Regional Benefits

The *Krumlovia Project* can awaken the potential of Český Krumlov to connect to its great history, return to the forefront of European cultural life, and create a resilient model for the future. In what follows, we mention twelve benefits for the town and the region arising from the implementation of the Krumlovia vision of the *University for the Future Initiative*.

1. *Revitalising the population:* The number of people living in Český Krumlov has been gradually decreasing due to population aging and to brain drain as resulting from limited educational and job opportunities for the young generation. Thanks to the *Krumlovia Learning Village*, students, teachers and other educated incoming residents will contribute to the revitalization of the town. The largest part of the

Learning Village will be the university sized to host up to 600 students and teachers from all around the world.[13] International experts and other cultural creatives are expected to relocate to Český Krumlov, thus increasing the overall population and its level of education. The new educational and work opportunities will at the same time help reduce brain drain of local youth.

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

[13] The maximum capacity of the university buildings at any moment in time is 540 people, but since not all students and teachers will be present during any moment, the number of students and teachers can be around 600.

## Team Culture and Collaboration

As we started with the *Krumlovia Project*, we anticipated that we would have to deal not only with diverging ideas but with human diversity at large. The group of contributors is heterogeneous already now, with varieties in motivations, needs, expectations, priorities, worldviews, ways of working, styles of communicating, levels of engagement, and so on. Our team is made up of people from different cultural and professional backgrounds, and its members are diverse in every other respect as well (age, gender, personality, life experience, etc.). We anticipate that it will take some time to form strong bonds in the growing Krumlovia team. Inevitably, we will have to deal with visions and approaches that are challenging to align, when associating capable, individualistic and in part also geographically distributed people.

Consciously creating and cultivating a productive team culture and collaboration is therefore a key concern. The fundamental question is how to channel this diversity productively to energize a great vision and to implement it in practice. The situation of a start-up attempting this is very complex. No one is an expert in the development of a new model of education, work, community and regional development, and still less in creating a new model that integrates all these aspects. In an enterprise like this, even mature and advanced leaders are learners discovering new horizons every day.

The ambitious nature of the project place extraordinary demands on the team. We strive for more than an emulation of existing best practices. We also attempt to do more than just improving the interfaces between existing domains of activity and their institutions. The *Krumlovia Project* is attempting a system innovation, the creation of a new model. It is a collective endeavour of conscious evolution (Banathy, 1996, 2000; Laszlo & Laszlo, 2004). In such a context, no one has "the right solution" upfront. In searching for productive co-creation, we found the following ideals and practices valuable.[14]

1. *Vision-to-action:* "Vision without action is a daydream and action without vision a nightmare", says a Japanese proverb. Our orientation is therefore to go full circle from vision to action. We are conscious about learning how to combine great idealism with great entrepreneurialism.
2. *Long-term energy and commitment:* Building a sustainable model of society is not a sprint, but a marathon, in which perseverance counts; perseverance to a degree that requires an existential commitment.
3. *Diversity:* People have different personalities, cultures, experiences and perspectives; they have different strengths and weaknesses, and they react differently to the evolving conditions. Whether differences are seen as a problem or as a potential, depends on our attitude, not on the differences as such. Our focus is therefore deliberately on their potential to complement and inspire each other.
4. *Higher-order solutions:* Since everyone holds their own truth, we do not insist on partial viewpoints. We seek to co-create higher-order solutions; solutions nobody could generate alone.
5. *Decentralised decision-making:* We accept different decision-making procedures in different groups. We favour reflection and experimentation concerning decision-making. If in particular contexts individual leadership is preferred, it should be exercised with an attitude of support rather than control.
6. *Transparency:* Transparency is an ideal we strive for, but total transparency is not practically feasible. People who seek to be more informed need to become more involved.
7. *Conviviality:* The work we do requires relationships that remain resilient in bad weather. We therefore take co-responsibility for creating and maintaining positive work relations. The greater the quality of relationships, the greater the productivity and chance of success. This is why we cooperate with an emphasis on harmonious relations.
8. *Vocation-based roles:* We do not fit people to roles but roles to people. Contributors can try out different roles that enable them to get cues for the work they are called for, and for their particular role in the overall endeavour.
9. *Criticism:* While some people welcome criticism, many do not take it well. In person-centred cultures, critical feedback is often taken as an attack of the person, resulting in a loss of face. In task-centred

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

cultures, the critique is considered a necessary part of task achievement. Person-centred and task-centred cultures do not easily mix, but the interaction of them can be mutually beneficial. In our work, we have learned that it is useful (a) to practice self-reflection; (b) to avoid projections; (c) to avoid complaints and rather make concrete proposals; and (d) to concentrate on unblocking or redirecting processes.

10. *Handling conflicts:* We try to prevent conflicts in their pre-natal stage. But if a conflict arises, all parties try to achieve a complete resolution and not engage in attacks, intrigues or circular problem-solving.
11. *Fail-safe principle:* When performance issues or reiterated conflict persist despite attempts at resolution, it may become necessary to find separate contexts for the involved parties. We do not separate from a contributor without prior attempts to solve the underlying issues. We try to find a more suitable form of working together, or a suspension of collaboration that maintains the possibility for future cooperation.

It requires time, practice, patience and understanding to grow into this culture of co-creation. Its guiding principles will continue to evolve through further practice and reflection. But we can witness already now that working in the context of such an ambitious and uncertain project requires and fosters qualities which will be needed in the future. In this sense, the (self-)educational process for which the Learning Village concept stands, has already started.

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

## Architecture and Infrastructure

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

*Capacity*

In the Learning Village, the ratio of built environment relative to nature will be in favour of nature. This is in line with our objective to create a nature-based campus. This “small is beautiful” standard limits the overall capacity of the campus to a reasonable human scale (Cruz, Stahel & Max-Neef, 2009; Davies, 2009). In the past, the area used to host up to 3500 soldiers; in the future, our initial calculations estimate the average use of the fully developed Learning Village at less than one third this number. The average number of people inside the campus at the same time is estimated at 1300 people. The maximum capacity of all facilities is about 2700. The maximum, however, is unlikely to ever be reached, because it is unlikely that all institutions are filled with people to their respective maximum at the same time. There could be exceptions such as several thousand people enjoying an open air concert in the park. However, we do not envisage many activities for masses of people. Krumlovia is not a consumer concept for the masses, but a human scale context for inner and outer development (Tasker, 2008). If we take the average number of 1300 people and break it down to institutions, we get 400 students and teachers being present at any moment during day time in university buildings (max. 540). For the other institutions the numbers are as follows:

- 35 in the family/day care centre (max. 45);
- 30 in the kindergarten (max. 40);
- 250 in the school (max. 300);
- 20 in the homes for disabled people (max. 25);
- 30 in the old age home (max. 35);
- 12 in the hospice (max. 15);
- 30 in the handicraft workshops and ateliers (max. 70);
- 30 in the centre for integrative health (max. 40);
- 20 in the holistic fitness & wellness facilities (max. 40);
- 30 in the theatre and amphitheatre (max. 400);
- 60 in the coffee bar, tea room and restaurant (max. 180);
- 35 in the book shop, pharmacy, bakery and other shops (max. 70);
- 30 in the boutique hotel (max. 50);
- 15 in the information & exhibition centre (max. 40);
- 50 in the residential homes for staff (max. 160);
- 60 in the apartments for staff (max. 180);
- 100 in the student dormitories (max. 360);
- 23 in flats for old people not in need of full-time care (max. 30);
- 40 in possible low-cost accommodation – a campground may be arranged during the warm period (max. 80).

*Organic architecture*

We seek inspiration and insights from many schools of architecture. Nevertheless, we consider it beneficial if the architectural and urban concept is coherent and aesthetically comprehensible. It should carry a meaning. This meaning we find in organic architecture through its profound connection of artistic, ecological and spiritual architecture (Collen, 2010; Pearson, 2001). The style of the Learning Village will rely primarily on organic shapes. However, we will not exclude clear, geometric lines, as in minerals and crystals. As in all dimensions of the Learning Village, we will pursue ideas in a balanced way, without making an ideology out of them. We believe that organic architecture can benefit from insights of other approaches, just as different educational approaches and schools of thought can inspire each other.

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

The architecture will seek to contribute to one of the most important dimensions of the Learning Village — social and moral impact. This is why the architecture and the park will have an artistic character inspired by living and ever changing nature. In several parts of the park, there will be species-appropriate enclosures for animals. We do not envisage creating a zoo, but we intend to host animal species that feel well in such surroundings. Furthermore, the natural character of the entire campus will attract birds, squirrels and other freely migrating animals.

*Principles of creating the model*

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

One of the examples of the collective design work was the process of modelling the first urban design. After walks in the area and its wider environment, and after sensing the shapes of the landscape, we created a miniature model of the landscape and buildings together. In designing the campus, we respected the shape of the terrain, existing trees, ponds, streams and the historical farmhouse. We carefully placed the new buildings into this scenery. Employing this method, we planned each area and each building. During the process of collective modelling, we realized, step by step, what had to be improved in the model. We were continuously implementing suggestions for changes, and as a result, we created rich shapes and clusters of buildings, which are key elements of organic architecture.

The result of this work is open for inputs from any layperson or professional, thus further mobilising collective intelligence. We expect constructive criticism, feedback and alternative suggestions, including different visions that will help us improve the model over time in line with our principle of continuous improvement. Architects and architecture firms are welcome to develop their visions for the Learning Village and we are ready to carefully compare their proposals with the ones we already have.

*Ecological technologies*

For the *Krumlovia Working Group*, ecology is not only a philosophy but also a practical necessity. Therefore, we rely on ecological building technologies and materials that yield optimised results by applying leading edge environmental, social and economic lifecycle assessment frameworks (Finnveden et al, 2009; UNEP, 2009). Our preference are materials directly from the campus or from the region; for example, earth from the campus ground, ecological (non-burned) bricks, wood from the neighbouring forests (based on sustainable forestry), as well as materials such as stones and tiles recycled from teardown buildings. The buildings will use features such as a green roofs as well as large roof overhangs toward the south to avoid overheating of buildings. Walls will be made up of diffuse open constructions instead of the usual massive blocks of concrete.

The buildings and electrical equipment will be as energy efficient as possible. Widespread features characterising standard office buildings will be avoided such as rooms that can only be used with artificial lighting even during the day, windows that cannot be opened and year-round air conditioning systems. Furthermore, we will seek to avoid or contain electrosmog wherever possible.

In terms of production of heat and electricity, we will rely as much as possible on clean energies. For this reason, we compare different energy technologies for every specific need, including photovoltaic systems, solar panels for warm water, heat pumps, etc. We also consider wood, biomass, gas and co-generation units. However, since none of these energies are truly clean, we leave the choice of technology deliberately open.

We are interested in energy technologies that are currently still experimental, but that may become commercially viable in a few years when the choice of energy technologies becomes necessary. For any decision, we will carefully weigh price, security, stability, aesthetics and ecology. Unfortunately, there is no possibility to generate hydropower on the Vyšný campus. Geothermal energy is not an option either. And wind power is not efficient in park like settings with many trees. A complementary option would be the initiation of a green energy cooperative that is developing suitable locations for wind and solar power in the region.

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

The urban study highlights the need to find a proper solution for treating wastewater from the Learning Village. Considering the average number of producers (about 1300) and the ecological character of the *Krumlovia Project*, we are searching for natural cleaning technologies that make use of the possibilities of the given area without the need for major investment. We already compared different wastewater treatment solutions. The most likely solution would use parts of the existing sewerage of the former military barracks. This sewerage is connected to the main pipe leading to the central sewage treatment plant in Český Krumlov. The capacity of the existing sewerage on site is sufficient for the planned Learning Village. However, since new houses were built around the site and connected to the main pipe leading to the central sewage treatment plant, this pipe does no longer have

sufficient capacity in peak use periods. A solution could be to build wetlands for the purpose of retention, so that the water could be released into the main pipe during times of low flow-through.

*Transport and traffic*

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

## Education and Research

For cultural creatives, change-makers and concerned citizens around the world, a key motivation for searching for new forms of learning and practice is the state of the world (Ray & Anderson, 2000). We consider the state of the world as a reflection of the human crisis of our era (Steiner, 2002) that calls for commensurate individual and social transformations. As the basis for these transformations we see the development of consciousness through new forms of education, research and life practice. In our view the implementation of Integrative Development (Mader, 2009) requires forms of integrative learning (Awbrey et al., 2006).

Our educational model can be stated with the words: "Education for freedom and responsibility". Our goal is to awaken in students the longing to discover themselves, others and the world, and to contribute to the Integrative Development of individuals, society and place based on meaningful personal commitments. Education and research should be conducive for finding and implementing solutions for personal, local, regional and global challenges and positive futures. It should help understand and create what is of value in life, i.e. to develop wisdom and not only knowledge (Barnett & Maxwell, 2008; Walsh, 2012)[15]. The personalised pathways of learning will take advantage of the easy access to the wealth of specialised academic and professional knowledge. However, special emphasis will be on balancing breadth and depth of understanding and on cultivating practical wisdom (Küpers & Pauleen, 2013).

To support the goal of creating a new approach to education and life, we will foster a wide range of learning methods in all our study programmes. Transdisciplinarity, creative methods and a clear relation to real-life issues are key features of the proposed educational model (Dyball, 2010; Klein, 2013; Steiner, 2002). This model is about caring for the development of the whole person (Andreotti & Cílek, 2014; Baxter-Magolda, 2009; Esbjörn-Hargens, Reams & Gunnlaugson, 2010). It goes beyond the individual learner and also, and in particular, considers teams (Kasl, Marsick & Dechant, 1997) and communities (Morgan, 2009) as learners.

*Inventing the future*

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

In our times of accelerated change, a time-delayed banking model of education is no longer justifiable in our eyes. If it was not pervasively institutionalised, why would anybody want to earn credits in courses unrelated to the rapid change processes in society and accumulate them over years for certificates and degrees that ultimately

[15] For an actual example, see the 'Wisdom Agenda' (www.ucl.ac.uk/research/wisdom-agenda) introduced in 2011 by the University College London as its new research strategy. The University College London is a large university with a long tradition and top ranks in international university rankings.

lead to uncertain job prospects? In the wake of the global financial and economic crisis, the group of countries in which a substantial share if not a majority of young people cannot find jobs related to their formal qualifications started to also include so-called developed countries (Bishop, 2011). Many occupations that we train for today will dramatically change within a few years, and many professional activities that will be promising for the next generation may not even exist yet.

How to educate for such an unknown future (Barnett, 2012)? Our proposal is to do it in the spirit of Alan Kay's catchphrase: "The best way to predict the future is to invent it." We intend to make this happen in units we call Transformation Labs, which belong to the family of social, design, or change labs (Engeström, Virkkunen, Helle, Pihlaja, & Poikela, 1996; Hassan, 2014; Kahane, 2010; Westley, Geobey, & Robinson, 2012). Transformation Labs bring personal vocation and social needs together in ways that kindle individual and collective intentionality and entrepreneurship. They attract resources for targeted transformation projects within long-term transformation programmes. These projects and programmes respond to actual transformation needs in society. They are not closed circles for students and teachers. They include, whenever possible, representatives of civil society, the business world and the public sector, as well as volunteering citizens. Other components of the generic educational model, besides transformation projects, are initiation in big picture views, self-development, and specialisations that follow the unique vocation of a person.

As we already outlined, "21st century work requires 21st century education" (Assenza, Hampson, & Gregor, 2013). This is why we are designing a new, systemic model of education and research in alignment with the new social contract that is needed for the sustainability transition (Elzen, Geels, & Green, 2004; German Advisory Council on Global Change, 2011); a model of intergenerational and intercultural co-creation of preferred futures. In the model proposed by the University for the Future Initiative, which shall be implemented through the Krumlovia Project, both education and research address Grand Challenges through public engagement (Furco, 2010; Wals, 2012). Our focus is on system innovations that help catalyse the sustainability transition while improving social cohesion and well-being for all (Cruz, Stahel & Max-Neef, 2009; Elzen, Geels, & Green, 2004; Mader 2013).

Education and research should enable creative and responsible lives that contribute to thriving organisations and communities (Russell, 2013). We are confident that this goal can be achieved by a combination of three means:

1. Development endeavours need to be become integrative oriented by advanced assessment frameworks focusing on the very foundation of sustainable societal wealth, such as the levels of trust, ethical conduct, creativity and long-term orientation within and between groups, organisations and communities (Carayannis, & Campbell, 2010; Landry, 2008; Mader, 2009, 2013; Miszlivetz & Markus, 2013 and in this volume; Wood, 2014).
2. The three missions of higher education — learning, research and service to society — need to be merged into a single integrated stream of activity. This means that actual transformation projects in the community and in the region structure and stimulate the required learning and research, and vice versa, learning and research stimulate new transformation projects.
3. The approaches that guide these integrated learning-research-action processes need to be systemic instead of fragmented, and they need to be transformative, not just informative. For this purpose we can draw today on rapidly maturing paradigms of
   a) transformative learning (Assenza & Rich-Tolsma, 2013; Mezirow & Taylor, 2009; Taylor & Cranton, 2012)
   b) transformative (or 'mode 3') research (Burns, 2007; Collen, 2003; Etmanski, Hall, & Dawson, 2014; Mertens, 2009; Schneidewind & Singer-Brodowski, 2013), and
   c) transformative cooperation practices for conscious change of social systems (Banathy, 2000; Muff, 2014; Piderit, Fry, & Cooperrider, 2007).

   These transformative and related integrative frameworks (e.g. Benedikter & Molz, 2011; Esbjörn-Hargens, Reams & Gunnlaugson, 2010) underlie the approach that we promote and that we seek to implement across the Learning Village and the communities it will serve.

*Types of studies*

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

*Krumlovia University* will offer four types of formal programmes: bachelor, master, doctoral and further education. In our curriculum framework, we also envisage two further types of offerings: 1) short-term educational events (lectures, workshops, educational trips, etc.) that are inspirational and open to all, as well as 2) medium to long-term cross-sector evolutionary learning communities leading to profound impact on individuals and the world (Sol, Beers, & Wals, 2013; Laszlo & Laszlo, 2004). The latter are not classical educational programmes but tailor-made, place-based leadership development processes that help individuals and groups make a difference (Goddard & Valance, 2011; Sobel, 2004). In all educational programmes, the key is to integrate practice and learning in a way that helps individuals realize their vision in accordance with their vocation (Robinson, 2009).

A future oriented approach to education focuses on individual vocation. This emphasis goes against the framing of most contemporary education systems, which are based on assessing short-term learning outcomes. Students become streamlined when they do not have the opportunity and support to carve out their uniqueness. We therefore prefer an organically paced build-up of talents, interests and lifelong vocations. An often-overlooked feature of the Finnish school system, the permanent winner of the international PISA studies, is that it did not adopt a short-paced assessment system. Instead, the focus is on developing the potential of each child without exception, but also without standardised curricula, without external inspection, without rankings.[16] Many countries that reform their educational systems to emulate the Finnish success, fail to recognise this and wonder why they do not make the same significant leap.

Formal education in the context of Krumlovia is an integrated part of lifelong and lifewide learning intimately connected to non-formal and informal learning (Jackson, 2011; Visser, 2001). Apart from full time studies, *Krumlovia University* will also offer programmes during weekends for people with professional duties. Parents with free time when their children are at school (or kindergarten/daycare) can also pursue educational opportunities during daytime adapted to their availabilities.

*Education for the future*

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

Many young people who fail in the existing educational system have unrecognized talents. They need an education that is connected to real life and to who they are as unique individuals. We want to help students and all other participants thrive in an era of profound and rapid change. We therefore involve them from the beginning in projects of community development and organisational transformation. In such projects, essential learning happens. Everybody is at the same time a learner, a teacher, a researcher, a consultant and a practitioner. Individual initiative is key, but also collaboration and the ability of teamwork. Learning that occurs in teams and that makes sense, not only within a discipline, but in the wider community context, is gratifying and

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

spurs motivation to learn ever more. This lays the foundation for self-directed lifelong learning in service of the common good.

*Curriculum*

*Krumlovia University* will be a transdisciplinary university that cares for the whole of human existence and development. This is why our university will not have faculties and departments. Its programmes will rather focus on contemporary key questions and challenges in three interrelated areas. We connect the naming of these areas with the term "sophy", referring to "Sophia" – wisdom – in the same way as "philosophy" refers to "love of wisdom". The three interrelated areas can be called Ecosophy, Sociosophy and Ontosophy.[17] The work in each area interpenetrates the other areas; and together they form a unity: Pansophy, a notion and guiding idea that has already been advanced in the 17th century by John Amos Comenius, one of the earliest promoters of universal education (Mulrooney, 1985). In our understanding:

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

In the current academic system, there are no exact equivalents for these areas (even though they are akin to Popper's 'three worlds', 1979). For example, we cannot equate Ecosophy with Ecology. Ecosophy goes far beyond what is considered the science of Ecology. Ecosophy concerns everything that makes up the external world, including for instance the aesthetic qualities of architecture that would not be part of a conventional understanding of ecology. There are traditional academic disciplines that relate primarily to one area, such as psychology to the internal world, sociology to the social world and ecology to the external world. But they all have sub-disciplines for the interfaces with the other two areas, such as social psychology, ecological psychology and population biology.

Many applied disciplines criss-cross the three areas. Pedagogy, for example, concerns itself with cognitive aspects of learning; social aspects such as teacher-student and student-student interaction; and learning environments that are part of the external world. Architecture and urban planning have to consider individual and social human needs in relation to environmental conditions of the place. While also touching all three areas, different arts have different emphases. For example, expressive arts and art therapy focus more on the inner world, performance arts more on the social, and landscape art more on the environment, but none of them can be boxed into just one of the three areas. It goes without saying that philosophy reaches cross all three areas.

The closest we come to Pansophy in the current academic landscape is the trans-discipline of human ecology, which managed to survive and evolve for decades in an academic niche (see for instance Young, 1974). Human ecology explores the interrelationships between the three above-mentioned areas in an open transdisciplinary inquiry (Dyball, 2010; Steiner, 2002). This is why, as a starting point, we consider offering a Bachelor programme inspired by human ecology as a non-specialised undergraduate curriculum.[18] This generalist orientation does not preclude parallel or sequential specialisation in specific applied fields. Young (1974) indeed reconceptualises disciplines such as engineering, architecture and public health as variants of applied human ecology. As a graduate programme we consider developing a Master in System Innovation. Again, a concentration on specific

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

[18] The College of the Atlantic (www.coa.edu) is an example for a human-scale higher education institution focused on a BA in Human Ecology.

systems, such as agriculture, education or business, and specific branches or geographical locations, will be part of the programme.

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

One of the key aspects of our educational philosophy is that beyond a general transdisciplinary base that is obligatory for all students, we co-create the curriculum with students and other relevant stakeholders (Bovill, Cook-Sather & Felten, 2011; Schwarzin, Wals & Ateljevic, 2011). This is at odds with current practice in most universities. We do not fit students into programmes. Our logic is the opposite: we rather fit programmes to students. This can be done with broad programmes that allow for a variety of internal variants.

Introducing more specialised and professionalising programmes such as transformative education, organic agriculture, organic architecture, integrative health, etc., could be possible under four independent (but potentially complementary) scenarios: (1) the city of Český Krumlov and the nature protection authorities allow expanding the campus in Vyšný; (2) we simultaneously develop a city-based campus in existing buildings in Český Krumlov or another town in the region; (3) we implement specialized programmes across a number of *University for the Future* locations or 4) we develop partnerships with higher education institutions that also pursue a transformative approach.

*Online cooperation and learning mobility*

*Krumlovia University* will not be a virtual university. We prefer face-to-face learning, direct sharing, and in-vivo experiences to their computer-mediated counterparts. We share the view of Adam Oxford who said that "There is no substitute for the creativity of warm bodies in a room." However, we envisage creating a superior online portal for the Learning Village and its related locations and organisational partners that supports flexible forms of learning, research and co-creation in dynamic constellations that are not limited by institutional boundaries. We also appreciate that the range of interests of students may be broader than what Krumlovia can offer in its deliberately small, human-scale context. Therefore, we support students spending time at other institutions, travelling, as well as taking advantage of the proliferating online learning opportunities, whenever they fit the purpose.

Krumlovia educational institutions will be particularly open and flexible to interface with learning resources and learning opportunities offered by other providers when this allows students to follow their personalized pathways of learning. Krumlovia also participates in developing and offering international learning journeys and programmes that include international mobility, mainly in terms of learning across locations in other regions or countries. A genuine mix of individualisation, localisation and globalisation will be characteristic for the settings of learning and work the *Krumlovia Project* aspires to generate and sustain (Cheng, 2006).

*Accreditation*

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

1. Convince the relevant Czech authorities that our innovative education is worth being allowed as an experiment to be evaluated after a certain number of years;
2. Convince the Czech authorities that *Krumlovia University* can help evolve the Czech accreditation system and make it work more flexibly, like the Dutch-Flemish NVAO, for instance;
3. Seek accreditation by another agency admitted in the EHEA (European Higher Education Area);
4. Partner with an existing resonating university that would be interested in branching out to the Czech Republic and that is already accredited in their country;

5. Partner with an existing university that would run multilocal programmes through partners in several countries, with the Learning Village as one of the local campuses.
6. Collaborate with other emerging new universities, which face the same question of accreditation and which are interested in developing new accreditation standards together with partners;
7. Establish the seat of the university in a country that welcomes the kind of innovation we intend to offer and that is ready to provide state recognition of the new institution, and then to distinguish between seat (with potentially only small operations) and the Krumlovia campus location;
8. Avoid accreditation altogether, in case that complying with accreditation requirements would lower the quality of the education we intend to offer.

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

*Employability vs. creation of meaningful work*

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

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

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

*Krumlovia University* focuses on detecting talents and enabling students to find their vocation. This occurs in a (partly self-designed) transdisciplinary curriculum, which includes big picture thinking and a broad range of practical experience. Being exposed to many subjects and professional directions, students will have a good basis to figure out what they want to do in life. Making such choices around the age of 18 is too early for many. Krumlovia is a context that supports every student to find the right moment for professional specialisation, which can be earlier or later on the personalised pathway of learning.

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

*Krumlovia Kindergarten and Krumlovia School*

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

In developing these educational institutions, we take inspiration from a wide spectrum of pedagogies and philosophies.[19] In harnessing ideas from existing orientations, we pay particular attention to the original intent of the founders of educational approaches, because their ideas and the subsequent implementations may differ. Therefore, we study not only how innovative institutions work. We are equally interested in how they were

[19] Indications concerning the tapestry of educational streams inspiring Krumlovia will be compiled in a separate publication.

*intended* to work. In our own design and implementation, we then look for ways how to make these ideas relevant for our own effort to develop an education that meets the demands of the 21st century.

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

## Local and Regional Development

The *Krumlovia Project* connects to the existing development plans of the municipality of Český Krumlov. It serves as a concrete contribution to local and regional development based on insights from advanced sustainability and social well-being paradigms. The Project is based on the new paradigm of Integrative Development (Mader, 2013, Miszlivetz in this volume). We believe that this paradigm can be put into practice in powerful ways by coupling transformative (higher) education, transformative research and transformative practice.

Our approach focuses on the valorisation of the cultural heritage and on cultural activities, as well as on mutual learning, collective intelligence and transdisciplinary approaches. In all aspects of design and implementation, the *Krumlovia Project* reflects the importance of history, culture, context, and of meaning-making in relation to actual challenges. Another key feature is future-orientation, not only in theory but most of all in practice. It strongly engages with civil society initiatives in connection to the private and public sector. The power of the *Krumlovia Project* lies in the stimulation of cross-sector partnerships, the involvement of all age groups, the combination of local, regional and international participation processes, and the junction of the potential of the urban and the rural parts of the region. All this is informed by transdisciplinarity and complexity perspectives, and other leading edge integrative frameworks.

The *Krumlovia Project* seeks to stimulate local and regional development, albeit not based on a conventional economic and infrastructure development approach. The sustainability agenda and the traditional growth paradigm go together in rhetorical acrobatics we are exposed to these days, but they do not go together in reality. Unlimited growth is evidently not possible on a finite planet, not even if it is called green or smart growth (Simms, Johnson & Chowla, 2010). If we take sustainability seriously, we need to orient policies and practices by ecological footprint, quality of life and social justice indicators, rather than by GDP. On this basis, we need to develop practical alternatives to systemic growth drivers that are unrelated to peoples' actual needs and to the ecological carrying capacity of our local and global ecosystems.

Based on the experience of setting up the Learning Village and inspiring a Learning City and Region, in relation to similar endeavours internationally[20], it will be possible to set standards and formalise a new integrated (higher) education/regional development paradigm, ideally as a co-creation with lay people and experts worldwide. In a few years, it may be possible to establish a transnational platform of likeminded projects and initiatives, and to ease the replication of the concrete, locally adapted implementation of this new paradigm in many more places. This could be enhanced by a joint knowledge base, a joint inter-organisational system for sharing practical wisdom, as well as generic, reusable and adaptable templates for all aspects of design, implementation and evaluation of Integrative Development endeavours.

## Costs and Economic Model

[20] see also http://learningcities2020.org.

Building the entire Learning Village with all its elements on the available site of 226,000 m2 costs an estimated 208 million EUR spread over a decade. This global budget includes five main budget categories: 1) organisational and educational development, 2) preparation of the land, 3) infrastructure, 4) construction of the buildings, and 5) furniture and other interior equipment. The total usable built space is planned to be about 33,000 m2. If we calculate with an estimated average of 360 EUR per m2 for interiors, 12 million EUR will be the total sum spent on interiors. Organisational and educational development for the multi-institutional structure requires an estimated 10 million EUR in the decade to come. This is the most essential and at the same time the least expensive budget category. All these costs are included in the overall 208 million EUR figure.

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

A few examples may help to imagine the amount of 208 million EUR (≈$263 million[21]): According to Forbes,[22] in 2014 there are 1645 billionaires worldwide with a net worth of $6.4 trillion ($1 trillion more than in 2013). Their combined wealth would be sufficient to build more than 24,000 Learning Villages in the world. Divided by the number of countries in the world (193 members of the United Nations) this would build 126 Learning Villages on average in each country; or divided by a world population of 7.3 billion, every single region with around 300,000 inhabitants could have its own Learning Village dedicated to catalyse the transition to the new conditions of the 21st century.[23]

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

When speaking about costs, it is necessary to keep in mind impact. There are no high or low costs in absolute terms, but only in relation to the possibilities and effects an investment generates. Moreover, there are costs of not building Learning Villages, of not investing in system innovations that have a chance to mark our collective future. In the case of Krumlovia, the costs of doing nothing go far beyond the fact that the area of the Vyšný barracks would remain unused, unproductive and in need of costly security protection. The costs of doing nothing are much higher. They include the loss of all the above mentioned direct and indirect benefits of the *Krumlovia Project*, combined with the costs of a less educated, less entrepreneurial, and less future-literate population.

These costs are hidden, and therefore generally not considered, even though the effects are real. In an era of transition, typically, the investments needed to implement the best available solutions are higher than the

[21] The exchange rates as of 14.10.2014 are: 1 EUR = 1.27 USD and 1 EUR = 27.5 CZK – www.oanda.com

[22] www.forbes.com/billionaires

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

current standard solutions. But the long-term benefits of the new solutions have a chance to be higher by magnitudes, whereas the long-term direct and collateral costs of the standard solutions call in question the economic and societal rational for investing in them. If all external costs were included in the initial calculation, much of current expenditure streams would be redirected to more productive and beneficial uses. One of the most significant problems in economic and political decision-making today is that it is partially blind. It excludes numerous real costs and benefits that are hidden, time delayed or not easily measurable, or that are ultimately incurred by third parties and not by the originators of the investment decisions. We believe that investment decisions need to be taken based on their comprehensive, real and long-term consequences and not on grounds of amputated accounting practices.

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

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

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

The integrative Learning Village concept also allows unleashing manifold synergies that help limit or share costs, such as co-using facilities and services across institutions. A few examples among many others may illustrate this potential: There is a need for only one joint canteen for the school, the university, the old age home, etc. It is possible to use food grown by the farms on and around the campus, which in turn have an assured market for their produce. Student flats that are empty in the summer (or when students are on learning journeys during the semester), can be used to host conference attendees and extend the capacity of the hotel on campus. Teachers, students and practitioners can work together on real-life projects of organisation and community development. Learning, research and implementation of innovative approaches that make a beneficial difference in reality merge into one same stream of activity, which can thus become fully or partly self-financing.

Buildings can be used for multiple purposes. For example, when pupils leave their school in the afternoon, the school buildings can be used by the university and other institutions on the campus. An intelligent computer-based booking system ensures optimal use of buildings and infrastructure across the entire Learning Village and all associated institutions.

*Inspiring examples*

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

The most comparable example might be the creation of *Quest University*[24], Canada, in 2002. The initiators collected $120 million from three foundations and private donors as a launch grant that allowed them to build a campus of 24 ha from scratch in a small town of 15,000 inhabitants within splendid natural scenery. These are almost precisely the parameters of the *Krumlovia Project* (22 ha and 13,000 inhabitants). Quest University was launched with a unique transdisciplinary profile. The university grew from 70 inaugural students to 660 students (full capacity) within 7 years and now has 45 full time faculty. The initiators had a hard time to convince the Canadian authorities to accredit this new institution because its workings differs from all other Canadian universities. It took a long time, 5 years, but eventually they succeeded to convince the authorities. Today, Quest University is not only accredited, but also recognized for public student aid in both Canada and the United States. Like the College of the Atlantic, Quest University also decided to have only one programme and one degree; an approach that simplifies the complicated accreditation process.

*School 42*[25] is currently implemented as a radical innovation in higher education of IT specialists, launched on the basis of a grant of 70 million EUR provided by one of the most successful French IT entrepreneurs. The school is located in downtown Paris. Its building is accessible 24h and offers advanced computer work places for 1000 students. School 42 is based on the gift economy paradigm, providing private higher education for free. The model aims to sustain itself by producing the next generation of outstandingly successful entrepreneurs willing to express their gratitude for their powerful, free education by providing substantial donations in return. At the same time, the school pursues the social mission to liberate the hidden potential of disadvantaged youth. It admits students with uncommon profiles, including early school leavers lacking A-level diplomas. In this school, the origins and the past do not count. Only the current performance matters. Another provocative feature is that there are no teachers. The curriculum consists of a series of increasingly demanding real life challenges that teams of students are called to solve collaboratively under time pressure, by any means they manage to unleash.

The *Minerva Project*[26], based in California, is establishing a new approach to international higher education. It fosters future leaders, innovators, and global citizens through a broad transdisciplinary curriculum, emulating Ivy League liberal arts and sciences, but for half the price. The educational approach is based on rigorous scientific research on learning. Minerva brings selected international student cohorts each year to another vibrant city in another country where they learn by immersion in the respective cultural context, from local facilitators, from each other, and through highly interactive online courses delivered by leading scholars in their respective domains. The first cohort of 2014 will be involved in co-shaping the emerging university. The seed funding of $25 million came from a venture capital firm. This was the largest seed fund ever provided by this firm, reflecting the particular potential that is seen in Minerva. The fund made the basic set-up of Minerva and of a leading edge online learning platform possible. It also enabled the recruitment of top names for key positions as well as programme accreditation through a strategic partnership. Recently, the second round attracted another $70 million of venture capital that will enable growth and the creation of additional locations.

*TecMilenio*[27] is a private technical university created in 2002 in Mexico. Its slogan is "Innovation that transforms lives". Its educational philosophy and curriculum organisation are radically different from mainstream higher education. And it is very successful: just barely a decade after its foundation TecMilenio has 34,000 students and 3,500 teachers, over 30 programmes, and 25 campus locations across Mexico. The unique educational approach of this university has been consistently implemented across all programmes. The approach consists of three interpenetrating orientations that the *University for the Future Initiative* also endorses: first, a personalised educational experience; second, learning by doing, and third, the pursuit of happiness. As a key support for

[24] www.questu.ca

[25] www.42.fr

[26] https://minerva.kgi.edu

[27] www.tecmilenio.mx

carrying this approach through, TecMilenio institutionalised an "Institute of Happiness Science"[28] (within a technical university!), which is inspired by the Positive Psychology movement.

These are four recent examples from four different countries. They show, each in their own way, that it is possible to attract large grants for the creation and development of new, private universities on the basis of unique concepts that break out of the standard model of higher education. Each of these examples reflects an outstanding vision, but none of them has the power of the Learning Village design that fosters synergies among stakeholders and institutions, and that lowers the entry barriers for each party involved.

## Uniqueness of the Project

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

- It includes and connects all domains that are important for quality of life (such as architecture, environment, health, education, work, recreation, relationships, participation);
- It innovates all these domains, and it does so in relation to the specific local needs and conditions, taking into account the unique genius loci;
- It connects these innovations in multiple domains in a way that the resulting whole is far more than the sum of its parts, thus constituting an exemplary system innovation;
- It is designed from the beginning to inspire and enable system innovations elsewhere;
- It does not depend on any single system of thought and practice nor on a charismatic leader; it rather enables regular people to educate themselves about advanced ideas and practices from any source that can advance the *Krumlovia Project* and keep it alive and evolving;
- It avoids features that undermine the power of its design and/or implementation (e.g. lack of interface with the existing educational system, promotion of soulless architecture, use of cryptic language, lack of continuous improvement, dependence on individual stakeholders, etc.).

## Next Steps

The *Krumlovia Project* is not a typical project with a fixed period and a set of pre-defined key activities and resources. We estimate a development through several stages, with an overall timeframe of at least 10 years of research-development-implementation until the whole vision becomes manifest in reality. Philanthropists, foundations and corporate social responsibility programmes can help accelerate project development by providing resources for the existing team, by expanding the team, or by enabling the construction of showcase buildings.

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

[28] http://cienciasdelafelicidad.mx

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

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

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

## Conclusion

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

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

Co-creation processes integrating diverse stakeholders and perspectives are applied not only in the domain of architecture, but in all areas of project development. They are characteristic for the culture of creativity, contextualisation and mutual learning that the growing Krumlovia team seeks to instil and exemplify. Long-lasting projects such as the *Krumlovia Project* require relationships that remain creative and productive over time; relationships that unleash and spread more positive energy than their cultivation takes. We believe that an emphasis on a harmonious team culture supported by friendship is one of the key drivers of success, as many great visions in the past have failed due to unproductive frictions and conflicts. The alignment, however, needs to be based on a recognition of diversity and complementarity.

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

One of the specific goals of the *University for the Future Initiative* is a deep remodelling of education, including higher education, to serve both individual aspirations of a fulfilling life and future-oriented regional development. The implementation of this vision is a long-term endeavour; a lifetime project. The *Krumlovia Project* allows prototyping and showcasing the vision in a concrete location. The *University for the Future Initiative* and the *Krumlovia Project* are based on existential commitments of the initiators and resonating people joining in each new stage of its evolution. Substantial preparatory work has already been performed through large amounts of volunteering time provided as a gift, with no expectation of a "return on investment". Further gifts, but also investments, are necessary to enable the next stages of development.

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

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