

The Essay in Honour of the 2024 Peter Drucker's Challenge Selection Committee

The topic-related question selected for this essay by the author:

Future of Learning and Teaching: Amidst the dynamics of continuity and change, what elements of education should be preserved, and what aspects need to evolve or disappear?

**Essay Title: 76 Years of Learning Towards Mars Relocation**

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Thank you for reading!

The author

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## 76 Years of Learning Towards Mars Relocation

*“Everything can be taken from a man but one thing: the last of human freedoms—to choose one’s attitude in any given set of circumstances, to choose one’s own way.”*

— **Viktor E. Frankl, *Man’s Search for Meaning***

*“Those who have a 'why' to live, can bear with almost any 'how'.”*

— **Viktor E. Frankl, *Man’s Search for Meaning***

*It's the year 2100 . Today, I am exactly 110 years old. The world has changed to an extent I could not dream in my wildest dreams, and even more: I am healthy, I am happy, I feel invigorated, spiritually connected, and full of energy.*

*My skin has recovered its scars and my body has changed every cell of it since I was born back in 1990 at least 15 times. The distance between a “mother to child” generation in most countries is now 30 to 35 years, and I am a happy great grandma: lucid, energetic, young and independent, in my whole body.*

## Reaching the 2100 Vision with the Right Education

*The Silent Generation - men and women who were born in pre-Second World War times - is miraculously continuing their lifetime on Earth. They did not expect to live such long lives. They did not know that when the governments were telling them about the future and all the happy pension times, it would eventually mean: too early retirement, too short for their lifetime careers, and extreme need for meaning in their after-career decades. Many people born into the Silent Generation went through great pain, loss and traumas of wars, economic crises, and scarcity, oftentimes having to “figure it out” without even basic school completed. And yet - those who have made it into 2024 - have NOT lost their dreams and their love for life. **La vie est belle!***

*In 2024, we live in a world where 5 generations share one time space reality. For our young generations, the lives of the Silent Generation are a mystery. We read some personal stories in history books, some of us still have grandparents alive. And yet, it is hard to comprehend a century of history, when the facades of the souls seem so distant, and only here and there we hear their regrets of the lost beauty or health. Among the people of Silent and consequent generations I got to speak to, one of the biggest regrets of those still alive is that they did not have the chance to receive or properly complete their education. It is not a miracle to meet 70 year olds who describe their*

education as “the school of life” or “I left school after 7 classes to work, because the economic situation was so bad”. **It is a miracle** to meet a 70-year old who finally realized his childhood dream and completed a bachelor’s degree.

And yet, these miracles start to emerge in front of our eyes more and more often. The new paradigm of learning, teaching and education can make adults’ and seniors’ learning a “new normal”. And while the scientists have already scientifically proven the positive effects of lifelong learning on the quality of life, brain performance and immunity to dementia and other brain aging problems, it is only now when we know: Silent Generation, and any generation can be included into our future, if we approach learning in a whole new way.

The lack of knowledge and access to quality education of the Silent Generation inspired much innovation which led to what is nowadays known as the Information Age. The age in which millions of breakthroughs, from simple voice telephony transmission to cloud computing, from first zeppelins to spaceships launches, from penicillin discovery to current automation of many medical processes and checks with AI and robotic systems - all took place in this age. Furthermore, better attention to education and human-centric industries, created us - the Millennials. We speak multiple languages, have high digital literacy from early days through continuous access to **miraculous technological advancements**, we appreciate multiculturalism of our world, and most importantly - we are to a great extent **literate**. Literate parents bring literate children, and this means that education no longer needs to solve the problem of how to educate every child to write, read and count - we can move our ambition higher.

How do we continue from here? Continue reading to connect to the Future Paradigm.

## Learning to Adapt and Breathe on Mars

By the year 2100 my and following generations are going to live in a different world.

Our minds and bodies are enhanced with massive amounts of modern technology, including transmission of information and matter in timespace. At least some of us have visited Mars and returned back alive. Some of us relocated their families to the Red Planet.

We adapt to **new breathing techniques**, we learn how to adjust to the Martian temperatures and climate, we have different challenges than our former generations have, and interestingly - we are happy, thriving and endlessly alive!

*How do we teach our people for the Future, if we know that this huge shift is inevitable?*

*We are now living in a different spacetime, and need to survive and thrive in a new environment - both physically, and spiritually. If we plan to colonize Mars like the UK, France, Portugal and Spain used to colonize unoccupied lands of Earth throughout history, what would that mean for our economies? What would it mean for our education?*

*How far is 2,100? It is exactly 2.17 developed economies' generations ahead from now (76 years /35 years of a "mother to child" distance). As physical, mental and spiritual beings, humans do not change so fast from generation to generation. However, our environment changes our language, and **our language changes our narratives, histories, stories, and our futures.** If we can change our language to adapt to the new era, we can adapt our breathing techniques to the air of Mars, too.*

## The Future of Leadership and Self-Management Education

*The first few generations on Mars require a strong connection with the Earth population communities. As social beings participating in a highly risky effort to expand to a new location, we require skill sets that helped Vasco Da Gama reach with his ships the lands of India, Ferdinand Magellan complete the journey around the Earth, and Christopher Columbus anchoring his Santa Maria at the shores of Americas in 1492. These are **mental, spiritual and physical abilities, and character faculties of faith, perseverance, resourcefulness.***

Now, I can be a bit too optimistic about the timelines - however, there are too many indicators that I am close to reality, and we need to be ready to manage our lives in different geographic locations.

*The number of spaceships that humanity produced and holds on the planet has increased since the beginning of 2100. In his recent live speech to the Tel Aviv University students and alumnus, which I attended in person, NASA and Space-X astronauts Dr. Jeffrey A. Hoffman and Mr. Eytan Stibbe discussed the importance of bringing a new, massively bigger generation of astronauts of all genders, and the pressing need to increase the number of scientific and transportational aircrafts.*

*On one hand, as a humanity we can be proud that since the launch of the first [Zeppelin in June 2, 1900](#), we now made airtravel a commodity. The planet operates approximately [28,674 airplanes](#), production and maintenance of which **requires***

***massive international and cross-cultural collaboration. It also requires massive humility and humanity to create each iron bird like this. We are just humans.***

*On the other hand, the amount of airspace professionals and professionals willing to spend years on space missions cannot be scaled at the same pace as the next cross-planetary breakthrough requires us to. The next generation of professionals who are actually going to do the hard field work on the interplanetary planes are the people who must have a whole new mission, and sacrifice their time on Earth and their time with friends and family for the sake of prosperity of future generations. With the development of small spacecrafts to enable first Mars settlers to navigate and cover distances at speed, these professionals must be able to navigate 3-D environments in space, and we need millions of them to successfully make the breakthrough.*

*What shifts in education and in teaching can allow us to decrease the risks for human lives and increase the amount of airspace professionals? Simplifying the spaceship's operations to decrease the learning duration can be one solution. Investing into spaceship education and massive programs for recruitment of people of other industries into astronautics can be another. We are far from having these now, and these are the questions that must be addressed by us in the coming century.*

## The Future of Language Education

*In 2100 we have fully developed the technology to mindfully pass information, energy and matter in spacetime. The information is sent and received by humans with higher mental capabilities and then as a waterfall distributed across less mentally developed individuals.*

*Most of us speak one of 3-5 major languages, and those languages have been simplified to increase access to global information. Old languages (of which we now have 200+) are used for historical reference and for between-generational communication, assuming not every individual of the current generation can be mentally prepared to accept one of the major languages as their main language of communication. I predict that 13 languages are going to be spoken, with less efficient languages being abandoned both due to the information transmission cost, and due to translation cost.*

*If this is the scenario, we have a more united, less segmented world where: the “major languages” must be taught and the “minor” languages can be abandoned. According to the world statistics, the “12 major languages” are: English, Mandarin Chinese, Hindi,*

Spanish, French, Standard Arabic, Bengali, Portuguese, Russian, Urdu, Indonesian, German (source: [Voronoi App](#))

*I do believe that Hebrew language is going to be preserved as one of the humans' source languages, for a reason: the oldest Earthly texts are written in it, and this language miraculously survived beyond national unity. We require this knowledge to successfully live on Mars, because new generations will have to receive as much generational knowledge and heritage from the Earthly successful generations to survive on Mars. Should lower cost data transmission options become available, these must be prioritized.*

*This is assuming that the spiritual part of our human being is ready to abandon the smaller languages and will be able to safely translate and erase information of these languages from the information field.*

***Reduction of the number of languages spoken can also:***

- 1 - help us clear the information fog and information noise that we are currently experiencing both across the networks*
- 2 - optimize worlds' cost structure, as nowadays massive resources are invested into segregating the information flows*
- 3 - create stronger unity across peoples of different nations*

*Humans in the most simplified concept are a combination of a body, a mind and a soul (spirit).*

*We can go further and read ancient texts to accept further layers of our beings, however those are the three basic layers which humans across all traditions and religions have.*

*For us to survive in any new reality, the physical, spiritual and mental training and education must be maintained along the whole lifecycle of our physical existence.*

## The Future of Communication Education

*Assuming that we make a breakthrough with our physical bodies and extend them even further to robotic assistance, a new type of education which is managing robot-enabled environments must be introduced.*

*This includes:*

1. *New communication methods with robotic devices: mental videostreaming, mental music streaming, mental translation (“mental” - direct transmission of thought into an electronic impulse to display on a robotic device or to instruct the robotic device)*
2. *Ecology: ecological use of robots to optimize their wear and tear, and to minimize the harm to the natural ecosystem*
3. *AI intelligence: AI and robotics intelligence must be included into curricula*
4. *Psychological and emotional safety protocols for robot-enabled societies: as spiritual beings, our souls must be prepared to embrace the new non soul-holding players and accept the potential response contradicting the emotional expectation. Learning such protocols can help humans manage their emotions, including anger, frustration, anxiety and others as they interact with emotionless actors in the society.*
5. *Acceptance, love, ethics and harmony: these must be taught to all generations to maintain world balance and prevent unnecessary conflicts*

## Learning and Teaching - change of the paradigm

*Up until now, we were associating learning abilities with “youth” and teaching abilities with “seniority, experience”. This paradigm must change in the light of recent world developments.*

*We now have generations that are young, yet they have higher seniority in certain new skills and disciplines (e.g. computing, data analytics) than senior people.*

*We have situations where different people have different mental and information acceptance abilities regardless of their age. We have **prodigies** and we have **autodidacts**.*

*So, instead of looking at the age vertical solely, we need to calibrate the information to the receiver and their ability to receive and provide them with “teachers” who have the relevant ability to “give” - transmit the information in the most “consumable” way - be it via online, physical, asynchronous or combined methods of teaching.*

*Examples:*

*In 2024, we already have examples of Bob Proctor’s (1934 - 2022) lectures that can be watched asynchronously with the lifetime of the teacher. Some new lectures can be generated using his thinking patterns with assistance of Generative AI (this is to*



*preserve the authority of the original speaker while introducing new concepts into the masses).*

*We have young teachers who followed their talent and passion to specific disciplines (yoga, psychology, philosophy) and are drawing information from multiple sources, including recorded humans' experiences, at speed that is much faster than was possible before the videostreaming age. They now freely teach millions of people via Youtube, Instagram and TikTok. No educational, governmental or financial systems can limit or stop them from spreading knowledge.*

*Modern AI tools, such as ChatGPT, Gemini AI and other players, can simplify the content of older texts written in complex narratives and "translate" their meanings to the modern "learner" in a simpler way.*

Can we see the new paradigm already today, before it's 2100?

*Learning has changed a long time ago. Education has changed several decades ago. But many of us still **believe** in the old paradigm. We are trying to squeeze the new reality into old definitions, hoarding the real systems' development. To make a real breakthrough and make 2100 a truly fantastic year for ourselves and our new generations, we need to first take the courage to embrace the change that has happened.*

*Prioritize the disciplines that are helping us to live happy, healthy and prosperous lives today, and say "no" to everything else that does not serve us.*

*We need to stay curious. We need to think and dream beyond the horizon and beyond the unknown, create new concepts and notions and play with them. We need to gather into groups and stop worrying so much about money. Because where great minds come together - money follows.*

*In 2100 the amount of new concepts and notions is going to grow tremendously. We need to create whole new worlds and connect between the generations of men and women who live on Earth and those who are building our future on Mars. We need to prepare for a different type of generation gap.*

*If any of us, living in 2024, happen to relocate to Mars in 2100 - we may be missing Earthly life and notions. We may see Mars as a scarce place, whereas newer generations may see it as a vast space for creativity, entrepreneurship, and spirituality.*

*We need to understand that Mars does not have the climate problems we have on Earth. **It has different problems.***

*Are we ready to accept the challenge and start solving the problems that can actually benefit our future in 2100? Are we ready to be the generation that saw humanity living on two planets?*

***If we are - it's time to get excited about the future!***

## Appendix

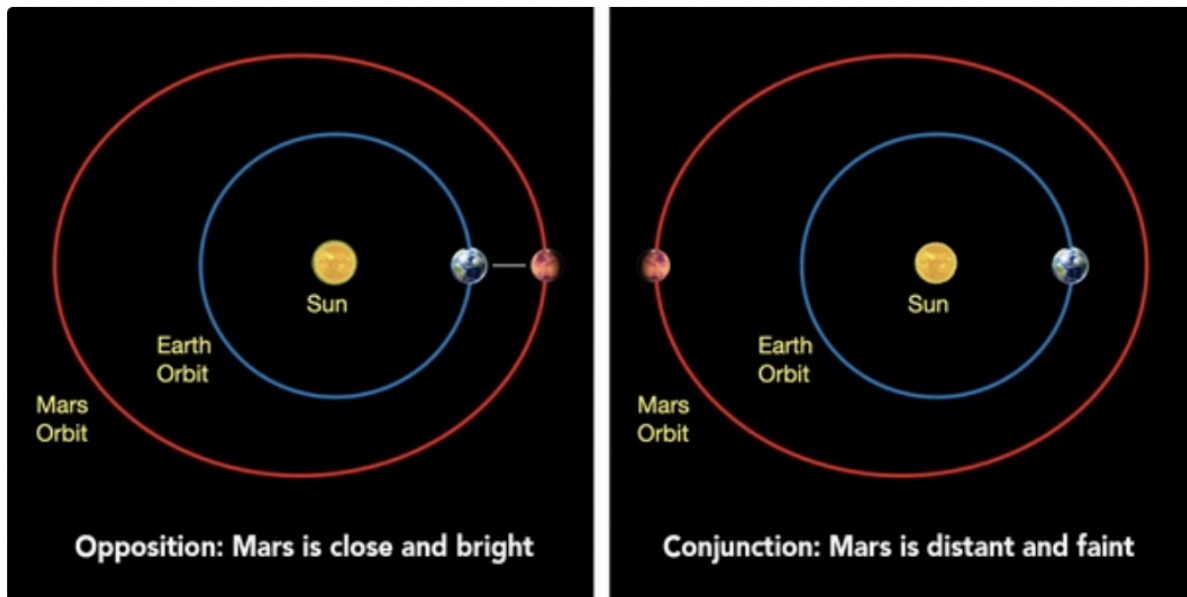


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### How far is Mars from Earth in light years?

Mars is always between 33.9 million miles (54.6 million km) and 250 million miles (401 million km.) from Earth depending on where both planets are in their orbits around the sun. That means they are always between 3 light minutes ( 0.000057 light years) and 22 light minutes ( 0.000042 light years) apart.



Light years are not a very useful measure for distances inside the solar system, since even Neptune's orbit is only about *5.6 billion miles (9 billion kilometers)* or 8.3 light hours across.

The Oort cloud, on the other hand, making up the outer boundary of solar system orbits, may be as large as 3 light years across.

Source: [Quora influencers](#)

*Thank you for reading! Enjoy your day!*