

LEARNLIFE

The Learnlife Transferability Framework

Eight Prime Conditions for a Love of Lifelong Learning - and the Visible Evidence in the Learnlife Programme That Creates Them

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March 2026

Introduction: The Question This Framework Answers

What are the conditions under which learners love learning? Learners love learning when a range of specific conditions are simultaneously present.

This framework documents those eight conditions, the visible evidence of each within the Learnlife programme, and a sequenced roadmap for any institution that wishes to build them. It is not a replication guide. It is a transferability framework - designed to honour the principle that every community must grow its own authentic expression of these conditions, rooted in its own culture, language and context.

You cannot transfer a learning model. You can only transfer the conditions that make learning possible - and those conditions are relational, not structural. The framework travels through trust.

The framework is organised in three parts. Part One maps the eight conditions and their visible evidence in the Learnlife programme. Part Two explains the intersection logic - why the conditions must be held simultaneously, not sequentially - drawing on the two Venn diagrams that represent the Framework for Learning. Part Three provides the sequenced implementation roadmap for partner institutions, with quality indicators for each phase.

Part One: The Eight Prime Conditions

Each condition is described at the level of principle - what it is, why it matters, and how its absence manifests - followed by a table of visible evidence mapping the condition to specific mechanisms within the Learnlife programme.

CONDITION 1 Being Genuinely Known

Every learner is seen as an individual - their passions, struggles, growth edges and potential - by at least one trusted adult.

The single most significant factor in whether a learner thrives is whether they experience themselves as genuinely known by at least one adult in their learning community. This is not familiarity. It is not friendliness. It is the sustained, attentive relationship in which an adult understands who a learner is, takes their development seriously, and remains present through difficulty as well as success.

When this condition is absent, learners experience institutional anonymity - the feeling of being processed rather than educated. Research by Bryk & Schneider identifies personal regard as a non-negotiable component of relational trust. Without it, the psychological safety required for genuine learning cannot be established.

Visible evidence	Programme mechanism
Weekly one-on-one mentoring	Each learner is paired with a dedicated Learning Guide who meets with them individually for 30 minutes every week - a structural commitment to being known that cannot be substituted.
Personal Learning Plan (PLP)	Co-authored by learner and mentor at the start of every cycle. The PLP is not a compliance document - it is a conversation made visible, capturing goals, schedule and direction in the learner's own terms.
The 360° presentation	At the end of every cycle, each learner presents their growth to their mentor, a parent and a peer. This is the community witnessing the learner's development - being known in public.
Learner Support Circle (LSC)	For learners facing ongoing challenges, the LSC convenes a coordinated circle of adults around that learner - the structural expression of the commitment that no learner is invisible.
The Learning Vitae	A longitudinal, learner-owned record of who the learner is becoming - not just what they have achieved. Over time, it becomes the most complete portrait of a learner in existence.

CONDITION 2 Psychological Safety

Learners can take risks, make mistakes and attempt difficult things without fear of judgement, humiliation or permanent failure.

Psychological safety is the precondition for every form of genuine learning. Deep learning - the kind that reshapes understanding, builds new capability and generates lasting growth - requires vulnerability. Learners must be willing to not know, to be confused, to fail and to try again. In a culture of performance and comparison, that vulnerability is too costly. In a culture of psychological safety, it is the normal state.

At Learnlife, psychological safety is not aspirational. It is structurally embedded. The co-created community agreements mean learners have participated in designing the social contract they live within. Behaviour is understood as communication, not identity - a distinction that fundamentally changes how the community responds to difficulty.

The lockless lockers of the Urban Hub in Barcelona are the most visible symbol of this: physical evidence that the community has decided, collectively, to extend trust.

Visible evidence	Programme mechanism
Co-created community agreements	Learners participate in designing the behavioural expectations of their community. Ownership produces genuine commitment. Rules imposed produce compliance at best and resentment at worst.
Behaviour as communication, not identity	The Behaviour Expectations Guide frames all behaviour as meaningful communication rather than character failure. Restorative justice replaces punishment - repair rather than retribution.
No grades, no standardised tests	The removal of grades eliminates performance-comparison as the dominant social dynamic. Status is not determined by test scores. Risk-taking becomes rationally safe.
Competency framework rewarding iteration	Proving a competency requires consistent improvement across multiple attempts - not a single high-stakes performance. Failure is built into the architecture as a normal part of growth.
Lockless lockers (Urban Hub)	The absence of locks is symbolic architecture. Physical evidence of a social contract in which trust is the default, not the reward (Bryk & Schneider, 2002).

CONDITION 3 Clarity of Purpose

Every learner has a developing sense of why they are learning and who they are becoming - their ikigai.

Purpose is not a motivational technique. It is the fundamental orientation of a learning life. When learners understand why they are learning - not in the abstract ('for your future') but in the present tense, connected to who they are and what they care about - engagement is intrinsic rather than externally managed.

The Japanese concept of ikigai - the intersection of what you love, what you are good at, what the world needs and what you can contribute - is not a secondary aspiration in the Learnlife framework. It is the primary orientation. Every component of the

programme, from the PLP to the Rite of Passage to the Changemakers programme design, is structured to develop the learner's relationship with their own purpose.

Visible evidence	Programme mechanism
Personal Learning Plan anchored in goals	Every cycle begins with the learner setting their own goals, not receiving an institutional agenda. Purpose is made operational at the start of every learning period.
Rite of Passage building block	A structured personal reflection project required as part of transition between programmes. Not a test - a moment of genuine self-inquiry into who the learner has become and who they are becoming.
Changemakers programme design	The final secondary programme is explicitly oriented toward ikigai - real-world projects focused on each learner's unique potential for contribution and impact.
360° structure: growth and goals	The 360° presentation requires learners to set goals for the coming cycle, not just reflect on the past one. Purpose is projected forward as well as examined retrospectively.
LV biography and personal statement	The learner-authored narrative section of the Learning Vitae. Not what they have done - who they are and where they are going. Purpose made permanently visible.

CONDITION 4 Genuine Agency

Learners make real choices about their learning - meaningful ownership of direction, pace and expression, not token choices within a fixed system.

Agency is the experience of being the author of one's own learning rather than its recipient. It is categorically different from personalisation - where an institution adjusts the delivery of a predetermined curriculum for individual learners. Genuine agency means learners determine what they learn, how they learn it, at what pace, and in what form they express their understanding.

The Stages of Autonomy framework is the most intellectually distinctive contribution of the Learnlife model to the question of agency. Rather than treating agency as a binary

(either the learner has it or they don't), the Stages of Autonomy maps a developmental progression from dependence through supported practice to full self-direction - and makes that journey visible, trackable and deliberately cultivated.

Learning at Learnlife is transdisciplinary by nature. Each cycle, learners create their own schedule by choosing from a broad range of Building Blocks - guided by their Personal Learning Plan and mentor, weaving together learning that connects, rather than compartmentalises, knowledge and experience.

Visible evidence	Programme mechanism
The Learning Menu	At the start of every cycle, each learner creates their own schedule - selecting building blocks and modules (courses) for each time slot of the day, guided by their PLP goals and mentor conversations.
Stages of Autonomy (SoA) framework	A developmental map from dependent learner to fully self-directed lifelong learner. The SoA gives learners and guides a shared language for the agency journey and makes progress visible.
Open Path Learning	Learners who demonstrate strong autonomy in an area can opt out of the building block and pursue self-directed learning in that domain - the most advanced expression of genuine agency.
26+ learning methodologies	At Learnlife, Building Blocks and programme modules are transdisciplinary by design - knowledge connects rather than compartmentalises. Learning Guides select methodology by asking "how is this competency best learned?" Both the structure and the method say the same thing: there is no single right way.
Artefact diversity	Any form of expression - project, essay, talk, performance, design, prototype - can constitute a valid artefact. The learner chooses the form that most authentically demonstrates their understanding.

CONDITION 5 Deep Relational Trust

Trust operates in all directions simultaneously and is structural, not a matter of interpersonal luck.

Relational trust is not warmth. It is not friendliness. It is not a positive school culture measured by a survey. Drawing on Bryk & Schneider's foundational research, relational trust is the resource that shapes a community's capacity for cooperative work and sustained improvement. It grows when four specific elements are structurally present: respect, competence, integrity and personal regard.

At Learnlife, all four elements are embedded structurally rather than left to individual relationship luck. The spatial design, pedagogy, assessment approach, staffing model and community rituals all express the same underlying conviction about learners - creating what PhD research called vision-coherence: the condition in which sustained cultural change becomes possible and self-reinforcing. The Urban Hub's near-zero bullying and lockless lockers are the measurable outcome of this coherence, not its cause.

Visible evidence	Programme mechanism
Respect: learners as partners	Learners are not managed; they are partnered with. Their choices matter, their projects matter, their voice is continually acknowledged in programme design and community governance.
Competence: real responsibility given	Learners are given real tools, real equipment, real studio spaces and real peer feedback roles - communicating that competence is expected and trusted, not withheld until earned.
Integrity: vision-coherence across every domain	Space, pedagogy, assessment, staffing and rituals all express the same values. Coherence is the source of trust - when the environment is consistent, learners can rely on it.
Personal regard: care as daily practice	Relational mentorship, multi-age interactions, and the ethos of care embedded in daily rhythms all operationalise the non-negotiable personal regard dimension.
Human scale: ≤450 learners	The architectural condition that makes all other trust conditions possible. Belonging is engineered by scale. Communities that exceed this threshold cannot sustain the relational density required.

Multi-age Intensives	Deliberate cross-programme mixing dissolves narrow social hierarchies. Older learners take responsibility for younger ones - the personal regard dimension extended across age groups.
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CONDITION 6 A Positive, Enticing Learning Culture

The ambient expectation of the community is curiosity, growth and contribution - not performance, compliance or competition.

Culture is the most powerful force in any community. It operates below the level of explicit instruction, shaping what feels normal, what is celebrated, what is quietly discouraged and what is unthinkable. In most schools, the ambient culture is one of performance and comparison. The ambient culture of a Learnlife community is one of curiosity and growth - and this is not accidental. It is the outcome of deliberate, sustained, coherent cultural design.

The evidence from the Urban Hub is clear: when young people inhabit a space that expects good intent, the majority rise to that expectation. And as they do, the culture becomes self-reinforcing - embedded rather than maintained. The studios, the Intensives driven by Learning Guide passion, the weekly Community Meetings, the Showcases as celebrations rather than examinations - each is a deliberate act of cultural transmission.

Visible evidence	Programme mechanism
Studios replacing classrooms	The physical message that learning is for making, not receiving. A studio communicates a belief about learners before a single word is spoken.
Intensives driven by LG passion	When Learning Guides bring their own passions to Intensive design, they model what it looks like to be genuinely excited about learning - the most powerful cultural transmission available.
Community Meetings (Friday)	Weekly rituals of collective belonging: updates, celebrations, shared problem-solving, acknowledgement of achievement. The community sees itself and affirms its own existence every week.
End-of-cycle Showcases	Public celebrations of growth, not examinations of performance. The community gathers to witness what has

	been made and learned - creating collective pride.
End-of-cycle co-creation feedback	Learners, guides and families shape the programme together at the end of every cycle. Culture is not delivered - it is continuously co-authored.
Five life dimensions as curriculum frame	Learning is framed as preparation for a full human life (intrapersonal, interpersonal, societal, global, digital) - not for a credential. The cultural message is that the learner's whole life matters.

CONDITION 7 Visible Growth

Learners can see and articulate their own development - building the metacognitive awareness that is the engine of lifelong learning.

The ability to see one's own growth is not a soft benefit of good education. It is the specific mechanism by which a learner develops the metacognitive capacity to direct their own future learning. When learners can articulate what they have learned, how their thinking has changed, where they are now and where they want to go, they become autonomous learners - not because they have been granted autonomy, but because they have developed the internal architecture that makes autonomy possible.

The Learning Vitae is the instrument of visible growth. But the practice that makes the LV meaningful is not the platform itself - it is the metacognitive act of curation: the learner selecting artefacts, writing reflections, articulating growth and authoring their own narrative of becoming. That act is what completes the learning, not what records it.

Visible evidence	Programme mechanism
The Learning Vitae	A dynamic, lifelong, learner-owned portfolio documenting competencies, artefacts, reflections and validated milestones. The most complete account of a learner's development in existence.
Competency tracker: 5 domains, 15 competencies, 540+ skills	Growth is made specific rather than vague. Learners see exactly where they have developed and where they are heading - a rich, multidimensional map of capability.
360° structure requiring analysis	The 360° presentation asks learners to analyse their own development, not just

	describe it. Analysis is the metacognitive act that turns experience into growth.
Proving Competencies criteria	Higher-order thinking, consistent improvement through iteration, quality progression across programmes - criteria that require learners to see and narrate their own development trajectory.
Learning to Learn domain	Metacognition is a taught and explicitly assessed capability, not a hoped-for outcome. The Learning to Learn competencies make self-awareness a structural part of the curriculum.

CONDITION 8 Life-Centred Relevance

Learning is experienced as connected to real life, real problems and real contribution - not deferred meaning.

One of the most corrosive features of conventional schooling is deferred meaning: the implicit message that what is being learned matters not now but later, not here but elsewhere, not for you but for an abstracted future self who will need it to access something else. Deferred meaning is the primary driver of disengagement. When the purpose of today's learning is tomorrow's test, and the purpose of tomorrow's test is next year's grade, and the purpose of next year's grade is eventual employment, the present-tense learner can rationally conclude that the whole endeavour has nothing to do with them.

Learnlife's response is structural, not motivational. It does not try to make irrelevant content more engaging. It redesigns the learning around relevance from the outset - real projects, real problems, real communities, real contribution. The learning is for life, not for school. The Learning Vitae is designed for use by universities, employers and the learner themselves across a lifetime - not as a school record to be filed away.

Visible evidence	Programme mechanism
Real-world project briefs as primary assessment	Artefacts are created for real purposes and real audiences - not for the teacher's gradebook. The learning is immediately and obviously connected to the world.
Changemakers: genuine community impact	The senior programme requires learners to address real challenges in the world using their actual capabilities - not simulated impact in a controlled setting.
Intensives in the world	Pop Up Restaurants, Trip to Rwanda, Communicating Change, Hiking and

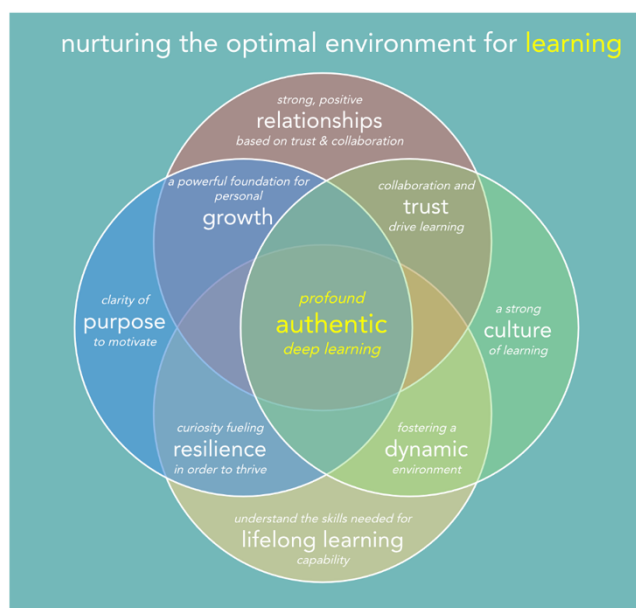
	Nature - Intensives take learning out of the building and into life. The world is the classroom.
Five life dimensions as curriculum organiser	All competencies are organised around five dimensions of a full human life: intrapersonal, interpersonal, societal, global and digital. School is explicitly a preparation for life, not a substitute for it.
Learning Vitae for life, not for school	Designed for use by universities, employers and the learner across decades. The LV's audience is the learner's life - the most powerful possible statement of life-centred relevance.

Part Two: The Intersection Logic

The eight conditions described in Part One are necessary but not individually sufficient. Relationships without purpose produce warmth without direction. Purpose without psychological safety produces ambition without the freedom to fail. Visible growth without agency produces metacognitive awareness that cannot be acted upon. The conditions must be held simultaneously - and it is in the intersections between them that the observable outcomes emerge.

This is the insight that the two Framework for Learning Venn diagrams make visible. Each diagram - one for Pillar 1 (Nurturing the environment for learning) and one for Pillar 2 (Cultivating the environment for ownership) - shows not just the individual conditions but the emergent properties of their intersections.

The Pillar 1 Intersections: What Emerges When the Nurturing Conditions Overlap



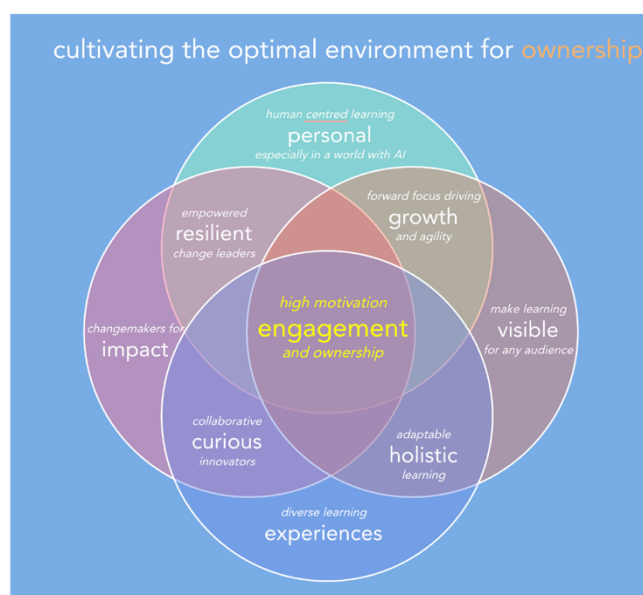
Relationships + Purpose = Growth (a powerful foundation for personal development). A relationship without purpose is warm but directionless. Purpose without relationship is isolated ambition. Together, they produce the relational context within which a learner can grow toward who they are becoming.

Relationships + Culture = Trust (collaboration and trust driving learning). Culture without relationships is institutional. Relationships without culture are fragile and dependent on individual goodwill. Together, they produce the structural trust that Bryk & Schneider identify as a resource, not a feeling.

Purpose + Culture = A Dynamic Environment and Lifelong Learning Capability. A culture oriented toward purpose is what makes the skills of autonomous learning feel meaningful rather than mechanical. This is the intersection that produces the love of lifelong learning as a durable disposition rather than a temporary enthusiasm.

All three held simultaneously = Profound Authentic Deep Learning at the centre, with Resilience in the lower overlap - curiosity fuelling the capacity to thrive through difficulty. This is the outcome that conventional schooling is unable to produce not because it lacks good teachers or good intentions, but because the conditions are not being held simultaneously.

The Pillar 2 Intersections: What Emerges When the Ownership Conditions Overlap



Personal + Impact = Resilient, Empowered Change Leaders. Human-centred learning without the dimension of impact produces self-awareness without agency. Impact without the personal dimension produces activism without identity. Together, they produce the learner who acts in the world from a genuine sense of who they are.

Personal + Visible = Growth and Agility. Making learning visible becomes transformative only when it is personally authored. An institutionally recorded transcript is evidence of compliance. A personally curated Learning Vitae is evidence of agency.

Impact + Diverse Experiences = Curious, Collaborative Innovators. Diverse experiences without purpose become stimulating but scattered. Connected to impact, they become generative - the raw material of innovation with direction.

All four held simultaneously = High Motivation, Engagement and Ownership at the centre. This is the observable outcome identified at the outset: not just learners who learn, but learners who love learning.

The Fundamental Implication for Transfer

This intersection logic has a direct and demanding implication for any institution attempting to transfer the model. You cannot install the conditions sequentially and wait for the intersections to appear. The intersections emerge from the simultaneous holding of the conditions - which requires not a checklist but a coherent vision enacted across every domain of community life simultaneously.

The lockless locker is not evidence of a single element. It is evidence of all the elements being held simultaneously - relationships, purpose, culture, the physical environment, adult behaviour, community agreements - all expressing the same conviction about learners at the same time.

This is why the implementation roadmap in Part Three does not sequence the conditions one by one. It sequences the building of the coherent cultural ecosystem within which all the conditions can be held simultaneously - starting always with the relational foundation, because without it, nothing else can take root.

Part Three: The Implementation Roadmap

This roadmap is designed for institutions that wish to build the eight conditions within their own context. It is not a replication guide - it does not specify what the conditions should look like in any particular community. Each community must co-create its own authentic expressions of these conditions, grounded in its own culture, language and values.

The roadmap operates across three phases, each building on the previous. The phases are not strictly time-limited - some communities will move through them faster or slower depending on their starting point and context. What matters is not the pace but the sequence: do not begin Phase 2 work without having genuinely established the foundations of Phase 1.

The Non-Negotiable Starting Condition

Before the phased roadmap begins, one condition must be honestly assessed: does the leadership of this institution genuinely believe that learners are trustworthy, capable, purposeful and worthy of genuine relationship? Not as a stated value. As a lived conviction that will be expressed in every decision about space, staffing, assessment, budget and time.

Institutions where leadership does not hold this conviction will implement the components and produce compliant versions of the surface features. They will not produce the conditions. The first question of any partnership or transfer conversation must be this one.

Phase 1 Months 1-12

The Relational Foundation

Focus: Establishing the human conditions before any structural change begins.

Key outputs: Shared vision statement; co-created community agreements; Learning Guide capacity in mentoring; initial PLP structure; community gathering rituals.

Phase 1 is entirely relational. The temptation at this stage is to begin building the structural elements - the competency framework, the assessment system, the timetable architecture. Resist this. Every hour invested in the structural elements before the relational foundation is established will need to be undone or will produce hollow versions of the intended outcomes.

The work of Phase 1 is: facilitated visioning with the whole community (learners, educators, families) to build genuine shared ownership of the direction; co-creating the community agreements that will govern how people treat each other; building the

capacity of every educator in the programme to be a genuine learning guide and mentor; establishing the weekly one-on-one meeting as a non-negotiable structural commitment; and beginning the community gathering rituals that will sustain collective identity.

Phase 1 quality indicators:

- Learners can name a specific adult who genuinely knows them
- Community agreements are displayed, referenced and owned by learners, not enforced on them
- Every educator has a clear caseload of mentees and is meeting with each weekly
- At least one community gathering ritual is established and attended willingly
- The leadership team can articulate the community's shared vision in specific, not generic terms

Phase 2 Months 6–24

The Learning Architecture

Focus: Building the structural framework within which learner agency and visible growth become possible.

Key outputs: Competency framework and curriculum design; PLP embedded in cycles; Learning Menu operational; assessment suite (competencies, 360°s, Showcases); Learning Vitae onboarded.

Phase 2 builds the architecture of learning within the relational foundation established in Phase 1. The competency framework - adapted from the Learnlife five-domain model to fit the community's context - gives learning its visible structure. The cycle architecture (orientation, learning menu, intensives, showcase) gives the year its rhythm. The assessment suite makes growth visible and celebratory rather than judgmental.

The Learning Vitae is introduced in Phase 2, initially as a simple platform for capturing artefacts and reflections. The sophistication of its use will grow over time as learners develop the metacognitive practice of curation. The key in Phase 2 is that the LV is learner-owned from the first day: not a school record but a learner's own document.

Phase 2 also introduces the Stages of Autonomy framework. Learners and guides begin using the language of autonomy development together - building the shared vocabulary that makes the journey toward self-direction explicit and visible.

Phase 2 quality indicators:

- Learners are creating their own Learning Menu each cycle, guided by PLP goals
- At least one 360° presentation cycle has been completed and learners can articulate their own growth
- The competency framework is being used as a living tool, not a static document

- Showcases are genuinely celebratory - learners choose to attend rather than comply
- Every learner has an active Learning Vitae with at least one self-selected artefact and reflection

Phase 3
Year 2
onwards

Culture Embedding and Autonomy Development

Focus: The conditions ~~become~~**becoming** self-reinforcing as culture embeds and learner agency deepens.

Key outputs: Stages of Autonomy tracked; Open Path Learning available; community co-creation cycles operational; Intensives programme running; research and evidence base building.

Phase 3 is where the conditions begin to become self-reinforcing. The culture is no longer being maintained by external effort - it is being reproduced by learners themselves, because they have internalised its values and experience its benefits. This is the point at which new learners joining the community are socialised into it by the existing community, not just by adults.

Open Path Learning becomes available for learners who have demonstrated genuine autonomy in specific domains. Intensives driven by Learning Guide passions and learner interests create cross-programme community experiences. The end-of-cycle co-creation process means the programme is continuously refined by the people living it.

Phase 3 also involves building the evidence base - documenting the conditions, the mechanisms, the challenges and the outcomes with sufficient rigour to contribute to the broader Learnlife network knowledge commons. Every community's authentic journey is valuable to every other community.

Phase 3 quality indicators:

- Learners are referencing community values and agreements without being prompted by adults
- At least some learners are operating on Open Path Learning and self-directing with genuine capability
- The community's Intensives programme is running and producing cross-age, cross-programme experiences
- End-of-cycle co-creation feedback is genuinely shaping programme design
- New learners joining the community are being socialised into the culture by existing learners as well as by adults
- The community can articulate, in its own terms, what it believes about learners and why it operates the way it does

The Irreducible Core: What Cannot Be Skipped

Every institution that has attempted to transfer an innovative educational model without attending to the relational foundation has produced the same result: technically competent implementation of surface features that does not produce the conditions. The competency framework without the mentoring relationship produces assessment bureaucracy. The Learning Vitae without psychological safety produces a compliance portfolio. The learning menu without agency produces sophisticated scheduling.

The irreducible core - the thing that cannot be skipped, shortcut or substituted - is this:

Every learner must be genuinely known by a trusted adult, within a community that has co-created its own values, oriented around the learner's own developing sense of purpose. Everything else is the ecosystem in which that core can flourish.

The priority sequence is therefore always: relational foundation first, structural architecture second, cultural embedding third. Any institution that begins with the structural architecture - however well-designed - without first establishing the relational foundation will find that the structures produce compliance rather than conditions.

The five non-negotiable principles that govern this framework are:

- Relationships before everything else - the relational foundation is not the preamble to the work, it is the work
- Human scale is non-negotiable - belonging is a design feature engineered by scale (≤ 450 learners per community)
- Context-specific, never copy-paste - every community co-creates its own authentic expression of the conditions
- Community leadership, not institutional delivery - the network grows by replication from within, not expansion from without
- Make learning visible at every level - the Learning Vitae is not optional infrastructure, it is the metacognitive practice that completes the learning

Closing: The Evidence That Already Exists

This framework is not theoretical. The conditions it describes are observable, right now, in the Learnlife communities in Barcelona. Nearly 300 children or adolescents learning daily in an environment where lockers have no locks and bullying is virtually non-existent. Learners who can articulate their own competencies, their own growth trajectory and their own purpose with a sophistication that would be extraordinary in most adult contexts. Communities where the weekly Friday gathering is attended willingly, where Showcases produce genuine pride, where 360° presentations are described by learners as among the most meaningful experiences of their learning lives.

The evidence exists. The question is not whether the conditions can be created. It is whether other communities are willing to do the work required to create them - beginning always with the relational foundation, holding the conditions simultaneously, and trusting that when they are all present, what emerges at the centre is not just learning, but a love of learning that will last a lifetime.

The existing system will not change because we argue with it. It will change because enough communities have already moved on.

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