Ivory: The Decentralized Education Augmentation System

Abstract: It has become apparent with the rise of the internet bringing a wide spread availability of vast information, and with the advent of generative artificial intelligence(gAI) that soon what constitutes education about the world, and how to function within it will no longer be aligned with what it actually takes to thrive in said world. In order to remedy this disaster I propose a new system that will augment the preexisting system while also removing the barriers of lock step education, and will instead seek to usher in an era of rapid human development unencumbered, and introduce actualizable evaluations for the increasing per capita understanding via IVY token. Furthermore given the rise of what could be called the information age, the standards by which children have been up until now instructed, measured, and suggested to adhere to have reached a stage where these have become more often inhibitors to successful life outcomes than producers of them. The rise of extracurricular learning platforms such as Khan Academy, and to some extent YouTube are testaments to this being the case. In addition, many of the most successful individuals in society became such due to their maverick natures to not conform the standards of industrial education. Due to the plasticity of the brain during a humans younger years it is imperative for society to come together, and create stronger incentive structures than grades and compulsion for children to learn, and for parents to aid in this process. Note that rewards will be proportional to completion as well as the level of understanding so that one may min, max, or somewhere in-between their educational prospects without loss of continuity. Beyond this more free approach towards general education, the proposed system would enable the potential for lifelong learning, and proportional rewards for such endeavors since by many accounts the greatest among us never stop learning. Ultimately the aim of this project is to not to tear down, or chastise existing institutions, but simply to introduce iteratively immutable and transferable educational records, scalability as to incorporate a global platform, interoperability of digital and physical education platforms, enable new measures that incentivize understanding and progression, a restructuring of the existing student classifications, and grading systems to adhere to information age game theory principles, and lastly to allow for the education system to exist as more than a sandbox, but instead as a backbone for the global economy in real terms.

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   2. Build Core website prototype launch Summer 2024
   3. Integrate web3 technologies Before December 2024
   4. Apply for Catalyst funding to fund the defi protocol bootstrap between fund 11 and 14
   5. Iterate steps a-d during quarter1-quarter2 of 2025
   6. Explain to market and explore market interests in alpha/beta stages throughout 2025
   7. Implement with Test Pilot online courses by summer 2025
   8. Integrate interoperability of online system and physical system

1. Purpose: This section will cover the principles and philosophies contributing the Ivory Project.

1.a. First and foremost let’s explore why education is important for a functioning society.

To begin to understand the value proposition of augmenting the current centralized education model with a decentralized system we must first state come to agree upon the value of education. In order to do this I will explore a juxtaposition of examples. Example 1 is a world in which few people are educated. In example 1 there is little to do other than trial and error for each individual and therein each person comes to their own conclusions about life in order to survive. This instinct may yield survival but does not necessarily lead to the long term thriving of a society. This example is the world during the initial stage of the Industrial revolution. This transition from an agricultural society to an urban society ultimately lead to better living conditions, but initially the separation from the haves and the have-nots was disastrous, and there was not a clear long term iterable path for society to take the have-nots and turn them into haves. This resulted in the events outlined in, “The Jungle” by Upton Sinclair, which shed light on the unsanitary conditions, and products of the meat industry, and by extension the industrial business as a whole. This then led to the introduction of the 1920s, “factory model school”, among other things, and our current system is largely the same roughly 100 years later. Therefore by its staying power we know there is value in it, but to explain the value more in depth let’s explore the relational effects of the systems introduction. So then, with the introduction of this education system students from a young age were taught to listen to people in positions of authority, to work via learning for between 4-8 hours a day, to operate in accordance with bell schedules, and many other social skills not available to people simply trying to survive. This gave confidence to industry leaders that their workers would be more likely prepared for operating within the given work conditions. Furthermore this gave the government an avenue to help equalize the availability of opportunities of success by increasing the confidence of the leader class in the general citizenry, which enabled new levels of trust to be intrinsically established between generations, and classes, and therein create a stable society that was by the people and for the people instead of devolving into a corporate oligarchy of industrial titans who had knowledge without a way to transfer it to individuals outside of kin. In brief, we created a pipeline for base survival instinct living to transform and be nurtured into productive work life, and with exemplary merit to evolve into an overseer of others transformation, and maturation. This therefore was a profound invention in terms of social mobility, and the stability of the American society, which has thereby spread to every corner of the globe. As a meta-commentary one could say, that by strengthening the individual, the society cooperated at a higher level. Therein lies the true value proposition of education within example 1, which is fundamentally axiomatic in ensuring the proper growth and acquisition of humanities current understanding of the individual with leads to better distribution and allocations of resources as scarcity becomes less of an intrinsic state of the human condition.

Now then in Example 2 the world is made up of more educated people. In example 2 there is a never ending list of things to do now that the world has been systematized into a parallelization of finite and infinite games. In example 2 the game is largely the same as example 1 however the complexity has increased and the types of players involved has increased. In example one the only players were the individuals living to survive, the industrial leaders, the government, and the educators. This mostly remains the same for k-12 schooling, but now that we have established the core values of education humanity has evolved to begin considering “higher education”. In higher education the topics covered are both more complex, and more specific so that societies understanding can branch out in novel and beneficial ways. So then this expresses an educated player and a higher level educator. In addition to this new costs have been implemented since higher educations were initially private ventures and thus required tuition payments that were outside of the purview of the k-12 education mandates. This therefore has introduced a lending class player in the case that the educated player cannot pay to become a higher educated player by his/her own means. This new lender player and the way the class of player plays has resulted in at present $1.77 trillion in education debt, and many of the owners of this debt at present do not have the requisite finical education, or resource to repay. If equal value opportunities were established by ensuring similar value information per educated player this problem likely would not have occurred to this level, but since there is a greater variance in the specifications of the higher educated players the separation that the education system initial solved has been reintroduced. So then in this example a regression through unchecked or unforeseen progression has occurred and must be addressed if society wishes to continue to fruits of the initially established value of an educational model.

1.b. Why does the current system need to be improved? What isn’t working: stagnation, lack of incentive for excellence leading to demand for equity, rigidity, the effect of the internet?

As stated in the previous section the introduction of higher education, and the incorporation of lender players into it has resulted in a regression of society back towards an era of haves, and have nots. This will likely lead to stagnation since the costs for education in many people’s eyes will seem too steep, and in many ways, unless ones path is chosen with the understandings end value in mind, which often comes at the sacrifice of personal interest, the cost is too steep. Simply, those who have already taken the steps leading to a higher education with considerations of knowledge value will thereby have a significant advantage over those who do not, and eventually this will lead to less higher education, which by precedent will likely result in less educated players in general since general labor, and the trades will seem like more of a clear path for survival, but in the end the cycle will repeat and society will return to, “The Jungle” exacerbated by gAI, and an internet run primarily by government and corporations.

1.c. Why a decentralized education augmentation system? With respect to the work done prior to it is important to maintain and upgrade the current education system that was developed to aid humanity during the industrial age.

1.d. How will this improve and expand the current system: Augmentation and potential full scale institutional implementation, introduction of incentive, introduction of scale, integration with the information age?

1.e. How does this maintain existential flexibility?(unlimited school choice pan-globally)

1.f. Upgrading K-12Education to a Level Education system in order to remove the barriers for fast or slow learners.

1.g. Integration with Atala Prism(identity system on Cardano)

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2.c. Pseudo-code

2.d. Pseudo-UBI level 1-13

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