



The MIEF mission today is to **create a safe environment** for an employee of an educational organization that would help them to interact professionally. MIEF strives to prevent simplification of our complex world, to help create a space of equal but different opportunities for our children. We want to help those educators who are looking for new forms of work, who strive to increase their students' motivation, who are interested in finding new models, technologies and tools in their activities. **We focus on those who want to work and develop in their profession, who feel responsible for various images of the future of education.**

1. **Education always operates with a perspective:** it aims at those sitting at the school desk today, who will become citizens of the country and the world of the 21st century. The 21st century is the century of communication, cooperation and a global view of the world. The major point is how to get ready and learn to live together in the future.
2. The development of a range of MIEF products is subject to the **logic of continuity** of levels and types of education — formal (from preschool to higher and postgraduate) and informal (life-long learning).
3. It is no longer possible to imagine modern education in the former discrete, monodisciplinary model. Modern goals and results of education are metadisciplinary. Therefore, we strive to consider the objects of education in a complex system of connections. We see **inter- and metadisciplinarity and personalization** as the essence of our activities. It is not a student for an educational program, but an educational program for a student. The so-called student's performance and their pathway as the subject is the only possible professional and pedagogical principle.
4. The focus on the importance of individual educational needs and pathways puts the value of **diversity** high on the agenda. The multiplicity of professional skill levels, teaching conditions, individual pathway plans for children and diversification of tools — all these lead to the value of inclusion — namely, inclusion for everyone, regardless of any factors, ways of acquiring knowledge in different places and in a different manner. Education is the process of uniting the different!
5. Today, business is a meaningful and active actor in changes that have an impact on educational policy at various levels. At the same time, educational organizations, on the one hand, often do not have established formats of interaction with business and market orientation; on the other hand, the educational business itself often enters

into communication with educational institutions based on advertising, marketing, but not expert and content strategies. **Partnership between business and educational organizations** can be justified only if it is focused on the main goal — improvement of student educational outcomes.

6. In our opinion, the phenomenon of education in recent years — **hybridity** — has a significant development potential. The combination of offline and online is no longer an innovation or a random decision, but an inherent part of educational process, relationships, events, and institutions.
7. MIEF unites the most outstanding experts in the Russian education and brings new faces into the scope of its activities. We insist not on the principle of personal elitism, but on the **priority of polyphony and interaction** of different points of view. Successful solutions are born in dialogue and the desire to understand different points of view of different people.