The Envisioned Global Process Institute: Transforming BPM Education through EaaS and Process Learners in a B2P Model

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Abstract. Using prospective theorizing, this paper presents a visionary approach to Business Process Education (BPE) through the proposal of a Global Process Institute (GPI), a two-sided market model for BPE services distinguished by two key innovations: (i) a continuous BPM Education-as-a-Service (EaaS) model leading to upgradeable certificates and (ii) the treatment of business processes as autonomous learners. The latter introduces a novel B2P (Business-to-Process) model that integrates business processes, enabled digital technologies, as active participants in the learning economy. We discuss the service portfolio opportunities tailored to different stakeholders, explore the implications and challenges of this speculative design, and provide a business model to integrate and summarize the distinct features of the proposed Global Process Institute.

Keywords: Global Process Institute (GPI), Business Process Education (BPE), Business-to-Process (B2P), Process Learners, Education-as-a-Service (EaaS).

1 The Rise of Business Process Education (BPE)

Education and learning hold immense significance for contemporary societies and have been foundational for individual, organizational, and national progress, and the advancement of disciplines such as Business Process Management (BPM). In an environment of accelerated change, the ability to unlearn, relearn, and learn new knowledge and skills is paramount [1]. In fact, Arie de Geus argued that *"The ability to learn faster than your competitors may be the only sustainable competitive advantage"* [2].

Nowadays, it's rare for individuals to stick to a single, unchanging career; instead, they will likely pursue a diverse professional trajectory. As we transition between careers throughout our lives, much of the required knowledge will not be what we learned in secondary and tertiary education systems [3]. Whether with one or multiple careers, we must continuously acquire new knowledge and experiences. This makes the future of learning as important as the much more frequently discussed future of work.

Typically, BPM education equips individuals with the necessary knowledge and experiences to analyze, design, implement, and improve business processes [4]. However,

due to the field's rapid development (e.g., rising capabilities of AI, impact of new regulations), the knowledge embedded in BPM curricula risks becoming obsolete [5].

Knowledge is an intellectual asset built with significant commitment and investment (time, energy, and finance). Like all assets, the value of knowledge depreciates over time, even if we are unconscious of that. Experience is reflective knowledge gained through practical application. The greater our experience, the more opportunities we have had for reflection and continuous improvement. However, in a changing environment, the need for new experiences increases, and the value of old experiences decreases [1]. Therefore, Business Process Education faces a critical turning point, and we need to rethink how knowledge and experiences are delivered, updated, and applied.

The urgency of this situation is further amplified by a learning economy [1] which emphasizes local service provision over a defined period (number of semesters) only. This means students enroll in a course with BPM content and study until a degree is awarded. Such a model prevents a global best-of-breed approach available on demand, common to other forms of content (e.g., entertainment), and assumes a formal endpoint for structured learning.

Even further, this human-centered approach to learning has now been complemented by an additional type of learner: Machine Learning (ML). Advances in Artificial Intelligence (AI) have led to the maturation of the approaches used for supervised, unsupervised, and reinforcement learning, and with this, catapulted ML to an equal counterpart in the learning economy. Machines as learners, however, have not yet made it into the classroom. The established and well-institutionalized form of learning provides for human learners only; a comparable educational system does not exist for non-humans such as robots, chatbots, and other AI-empowered agents. The uptake of AI and ML in BPM has now elevated business processes to become agents on their own with an increased level of autonomization [6, 7]. This leads to the question of how business processes can go beyond ML from local data sets and learn from global educational assets.

These trends on the future of learning and the best way to cater to machines are significant to Business Process Education. In BPE, traditionally, humans in roles such as process analysts or process owners have undergone regular training to retain their contemporary knowledge and expertise. This demand for BPE is increasing, which is also evidenced by the range of BPM educational service providers, such as universities [8, 9] and corporate training offerings (ABPMP, etc.). However, despite the sense of urgency, BPE, unlike BPM, remains scattered and lacks attention in real-world education and training [5].

Motivated by the need to design an expanded model for BPE, this paper proposes the notion of a Global Process Institute (GPI) as a template for a matured, contemporary approach to orchestrate ongoing BPM education, addressing process professionals as well as business processes themselves. Thus, we ask the following research question:

How can a Global Process Institute ensure continuous BPM education targeting BPM professionals and business processes?

Adopting prospective theorizing [10], we develop a possible future model of a new BPM learning environment in which process professionals and business processes can coexist in a global learning system. Anchored in values drawn from the new learning economy [1]—personalization, continuity, and innovation—we propose a desired

future with a novel B2P (Business-to-Process) educational business model. In line with the criteria of speculative rigor [10], we imagine a coherent and plausible vision that not only expands the conceptual boundaries of BPE but also inspires experimentation and future research into its practical implementation.

Our envisioned but non-existent-yet future is a global BPE marketplace, where educational service providers can offer award and non-award courses, hands-on training, related services, and content in a two-sided market model. It is based on a continuous Education-as-a-Service (EaaS) model, a subscription service allowing the ongoing upgrade of degrees and certificates awarded, instead of one-time, static courses. Finally, the GPI is tailored to the shift from human-only learning to "process learners", i.e., business processes as autonomous learners, applying ML and AI techniques. Empowered by advanced technologies, processes are increasingly capable of self-analyzing, self-monitoring, self-improving, and even self-innovating.

2 The Global Process Institute

The Global Process Institute (GPI) is grounded in the methodological lens of prospective theorizing [10]. Rather than extrapolating from existing realities, this approach encourages the imaginative construction of desirable futures. The design of the GPI was guided by the three core criteria of speculative rigor from prospective theorizing [10]: plausibility, desirability, and generativity. The proposal is plausible since it builds upon existing technological capabilities, such as AI, ML, process mining, and known two-sided market models. It is desirable because it addresses recognized limitations in Business Process Education, such as fragmentation and obsolescence, offering a more adaptive and continuous alternative. Finally, it capitalizes on the generativity that comes with platform business models. Together, these criteria ensure that the GPI is not merely imaginative but intellectually robust and strategically actionable.

We introduce the GPI as a desired but non-existent future global ecosystem for BPE. GPI aims to bring together universities, providers of BPM educational services, products and services, professionals, students, and also business processes themselves within a global hub for curated BPM education services tailored for a worldwide audience of learners motivated by awards as much as the desire to gain relevant BPM skills. The GPI aims to become a trusted partner for the educational well-being of BPM professionals and a provider of continuous learning in the form of updates, new BPM training data, or access to proactive process improvement proposals sourced globally and contextualized to the individual process characteristics.

GPI focuses on continuous BPM education, defined as the ongoing, lifelong [11] process of acquiring, updating, and applying BPM knowledge and skills throughout professional careers. It contrasts with one-off or degree-based learning by emphasizing sustained development. Continuous BPE involves reskilling, upskilling, unlearning, and maintaining knowledge relevance.

The GPI aims to adopt a collaborative and merit-based content acquisition process. Periodically, the Institute will launch public calls, outlining specific BPM topics and learning needs identified by the community or emerging from market trends. BPM

educators are invited to submit proposals for developing learning materials aligned with these themes. Submissions are evaluated by a multidisciplinary review panel based on criteria such as pedagogical quality, practical applicability, and originality. Selected proposals for each theme will be produced and integrated into the BPE's knowledge base, ensuring that learners receive high-quality, up-to-date content developed by recognized experts in the field.

BPM educators retain authorship and creative rights over their materials. In recognition of their contribution, BPM educators are commissioned based on the usage of their content, following a streaming-based model inspired by platforms such as Spotify. This ensures a scalable remuneration: the more the content is accessed, viewed, and valued by learners, the higher the educator's earnings.

2.1 Stakeholders and Services of the GPI

The GPI connects multiple audiences and creates value by mediating interactions between them. Each stakeholder group engages with the Global Process Institute to pursue distinct goals and interests, as summarized in Table 1. This diversity of interests is fully addressed in the GPI's design. The Institute would be inclusive and not limited to serving a single group, a specific geographic region, or a single BPM course.

GPI offers tailored educational services to its multi-faceted community of stakeholders. Professionals and students interested in BPE can get an overview of what is available, helping them decide which options might best suit their purposes. The envisioned initial set of initiatives addresses the unique needs of each stakeholder group. It fosters continuous education, career advancement, and process excellence within the global BPM community, positioning the GPI as a catalyst for the future of BPM learning.

At the GPI, universities play a crucial role as the main strategic partners and providers of validated BPE content. Their primary objectives include joining an international network, expanding their academic reputation, and exploring new revenue sources and distribution channels. Through the GPI, universities extend their reach to a global student body and have the potential to convert learners and the organizations they are working for into consumers of university services. Therefore, GPI's Global University Partnership (GBUP) invites universities worldwide to join a network of BPM education providers. Partner universities can receive the GBUP seal and gain early access to state-of-the-art materials and benchmarks, collaborate in academic committees, positioning themselves as global leaders in BPE.

Companies engage with the Global Process Institute to upskill their workforce, access fresh and trained BPM talent, and stay aware of innovations applicable to their processes. Their goals revolve around improving organizational process maturity, fostering process awareness, and connecting with a highly skilled talent pool. Companies benefit from access to carefully curated BPM training and the assurance that their BPM professionals possess contemporary BPM knowledge and skills. Their interests lie in maximizing ROI through process improvements, maintaining competitiveness, and achieving sustainability and compliance objectives through BPM.

The BPM Corporate Excellence Program is a BPM training and transformation program designed for companies. Many educational offerings and learning experiences

can be delivered, including micro training courses, gamified team training, and tailored case studies. The program culminates in a BPM Corporate Certification that recognizes the organization's commitment to BPM and investment in process capability building.

Table 1. Stakeholders' objectives, benefits, and interests.

Stakeholders	Objectives	Benefits	Interests
Universities and providers of BPE services	Additional distribution channel for BPE content, new revenue source, reputational gain, and to acquire students	Co-creation, funding, visibility	Global impact, partnerships
Companies	Continuous upskilling of the workforce, and regularly updated business processes	Training, real-world projects	ROI, competitiveness
Individual BPM Educators	Personal profiling, additional revenue source, flow-on service income (consulting, mentoring)	Content, certifications, teaching methods	Engagement, professional development
BPM Professionals	Career evolution, remaining competitive, the immediate application of new skills	Certifications, networking	Performance, growth
BPM Students and Learners	BPM foundation, job preparedness	Courses, scholarships	Job market entry, modern education
Machine Process Learners	Self-optimization	Input data, benchmarks	Performance, compliance

BPM educators (professors, trainers, mentors, and coaches) find an environment in the GPI to enhance global recognition. They can produce and deliver BPE content that is aligned with emerging BPM trends and stay relevant to new generations of learners. Educators benefit from participation in the BPM Educator Academy, a specialized train-the-trainer program that empowers them to modernize their teaching practices worldwide by offering instructional design training, ready-to-use educational resources (slides, books, articles, teaching cases, syllabi, templates, exercises, simulators, webinars, and software, to name a few), and hands-on training on the platform usage. Educators who complete the program receive a credential and join an exclusive community. The continuity is promoted through education development associated with badges and educator levels. The educators' interests center on continuous professional development, increasing student engagement, and driving innovation in BPE.

BPM professionals, such as process analysts, managers, specialists, and consultants, look to the Institute for continuous professional growth and practical application of BPM methodologies. They aim to enhance their skills, achieve globally recognized certifications, and bring new insights and tools into their organizational contexts. Through a modular program covering different theoretical and practical subjects, professionals complete a real-world project. GPI equips BPM professionals with advanced knowledge and practical experiences to drive organizational transformation. They benefit from personalized learning pathways, access to a global professional network, and tangible credentials such as diplomas and digital badges. Their primary interests include career advancement, enhanced performance in their roles, and broader recognition

within the BPM community.

Students and BPM learners — whether undergraduates, graduates, or lifelong learners — are at the heart of the Institute's mission to democratize BPM education. Their objectives include building a strong foundational knowledge of BPM, preparing for successful careers, and gaining practical experience through real-world projects and internships. Students benefit from free or affordable access to BPE content produced by specialists worldwide and concentrated in a single platform. Their primary interests are securing employability, experiencing modern, flexible learning environments, and earning globally respected BPM credit points.

The Process Futures Program is tailored to students and emerging BPM professionals aiming to fast-track their careers. By combining intensive learning sprints, hands-on mini-projects with companies, career mentoring, and scholarship opportunities for standout students, the program prepares participants for immediate impact in the BPM job market and future leadership roles.

The program starts with a learning diagnostic, which allows individuals to assess their current BPM knowledge, skills, and experience through a structured self-diagnosis process. Learner profiles encompass many characteristics, including learning preferences, interests, and strengths. Based on the results, BPM learners receive personalized pathways tailored to accommodate their needs, preferences, learning styles, career goals, and maturity levels. This approach transforms BPE from a one-size-fits-all model to a dynamic, learner-centric journey, ensuring that every participant advances through the most relevant and impactful learning experiences. One could even imagine that the use of generative AI will soon lead to precision education [6].

As part of this personalized journey, each learner gains access to a customized educational playlist — a Learn List — that curates the most relevant BPM content based on their individual profile. This playlist could be curated by a BPM expert, a co-leader, or dynamically generated, guiding the learning experience according to their diagnostic results. Upon completing each module, learners can earn academic credit points recognized by leading universities worldwide, enabling them to build a globally respected learning record. In this way, students are not just studying BPM — they are learning directly from the world's experts in each BPM topic, within a flexible, scalable, and internationally validated educational ecosystem. The upgradeable nature of the award means that GPI graduates receive version-managed certifications (e.g., a degree in RPA) and are proactively notified when upgrades to that certification become available.

In addition to being a global marketplace for BPE services as outlined above, the GPI is envisioned as a continuous EaaS [12] model for BPM content delivery. It replicates the well-known Software-as-a-Service (SaaS) model from typical information systems (like ERP and CRM) to the BPE context. It enables BPM educators, universities, and training providers to update and launch BPM learning material in a modular, version-managed, and collaborative way. Process learners (humans or machines) can access content on demand, subscribe to updates, and ensure their skills and knowledge remain current as BPM practices and technologies evolve. A continuous EaaS [12] model is relevant for BPM education because of rapid methodological and technological changes that characterize the field. Training approaches completed once and never updated become outdated, leaving professionals unprepared for new trends like AI.

3 The Business-to-Process (B2P) Model

The last stakeholder group of GPI is process learners, which represents autonomous business processes capable of learning, adapting, and evolving. Their objective is to continuously self-assess their own performance and identify demands for an educational uplift to improve operational outcomes. The processes' core interests align with maintaining high performance and conformance. This capability is central to the B2P model, where processes become active participants in the learning ecosystem.

3.1 The Building Blocks of B2P Education

Traditional education and service delivery models are often framed within two dominant paradigms: Business-to-Consumer (B2C) [13, 14] and Business-to-Business (B2B) [15, 16]. The B2C model refers to transactions where products or services are delivered directly from an organization to individual consumers. In the education sector, this includes platforms like Coursera or Udemy, which offer standardized courses, certifications, or learning content to a broad audience. In contrast, the B2B model centers around interactions between organizations. Within education, this includes corporate training providers, enterprise Learning Management Systems (LMS) or Learning Experience Platforms (LXP) platforms, or consulting firms that design and deliver customized learning solutions to client organizations.

The Business-to-Process (B2P) model proposed within the GPI represents a novel approach. Here, not only humans but also business processes are students. Business processes themselves become the learners—autonomous entities capable of subscribing to services, selecting content, and allocating resources to improve performance. Rather than targeting only individuals or institutions, B2P positions the process as the recipient and consumer of educational resources, enabled by AI, ML, and process mining [17]. Process learners can autonomously (or semi-autonomously) acquire services, software, educational content, automations, analytics, predictive capabilities, or proposals for process improvements.

In this way, human learners and process learners co-exist in GPI. Human learners acquire the skills to design, configure, and oversee process learning capabilities. At the same time, process learners autonomously consume educational services to optimize performance. This dynamic creates feedback loops: humans analyze process performance data and update learning content. Meanwhile, machine process learners generate operational insights. By supporting both types of learners, the GPI aims to maintain alignment between human expertise and process performance in the BPM landscape.

A requirement of the B2P model is the development of educational content specifically tailored for processes rather than humans. While traditional instructional material for human learners focuses on cognitive understanding and pedagogical design, educational assets intended for process learners in the B2P model must instead be machine-readable, modular, and actionable to enable autonomous consumption and execution. This includes structured decision rules, simulation models, performance benchmarks, and optimization routines that a process can autonomously interpret and apply. Content must align with process-level goals, maturity stages, and execution contexts, allowing,

for example, a procurement process to subscribe to a cost-reduction or a new legislation training module. Designing such content demands a new instructional paradigm that bridges process logic, data analytics, and operational semantics.

One of the foundational mechanisms of the B2P model is the concept of Process Subscription Services (PSS), a recurring revenue model based on individual subscriptions paid by each process learner. An onboarding workflow, order-to-cash cycle, or customer support process could autonomously subscribe to services tailored to its operational profile, maturity level, and performance gaps. These services might include diagnostics, simulation tools, training modules, predictive analytics, or micro-automations. The subscription would be guided by the process's contextual needs and continuously updated as conditions and goals evolve. With PSS, each process will be able to self-analyze (identify bottlenecks, inefficiencies, and variances), self-monitor (evaluate its performance in real time), self-improve (implement improvements incrementally and adaptively), and self-innovate (explore new ways to achieve results).

These learning capabilities would be offered within a Marketplace of BPE services, where companies, academic institutions, and solution providers offer services and content directly to subscribing process learners. Unlike traditional marketplaces that target human decision-makers, this digital environment would be machine-readable, interoperable, and structured for automated consumption. Service descriptions must be semantically standardized, and APIs would facilitate secure, trackable interactions between providers and processes.

The autonomy and intelligence of the process are central to this model. Guided by predefined objectives—such as reducing cycle time, increasing quality, or achieving compliance—the process can identify its own performance deviations or improvement opportunities. Based on real-time monitoring and historical data, it may autonomously initiate subscriptions to services that address emerging needs, correct inefficiencies, or explore alternatives. This capability is enabled by integrating process mining [17] and AI technologies to support reactive and proactive behaviors.

To enable this self-service, each process would be equipped with a Process Wallet—a virtual budget assigned to the process for educational purposes, with limits established by the process owner. Within these predefined limits, the process could independently select educational services from a catalog of offerings, using rule-based decision logic or AI-supported algorithms. This wallet system introduces financial accountability and boundary control, while allowing for a level of autonomy that supports continuous adaptation and incremental improvement. Human oversight remains present to define constraints, monitor performance, and intervene when needed, ensuring governance and strategic alignment.

The B2P model enables a subscription-based revenue tailored to process-level consumption. Processes could be charged through recurring subscriptions, pay-per-use arrangements, or bundled service offerings with upsell and cross-sell opportunities. This allows service providers to scale their offerings to thousands of processes within or across organizations, opening a new frontier in BPM service monetization. Furthermore, micro-transactions enable processes to access low-cost, one-off services, such as a compliance check or optimization suggestion, without requiring extensive approval chains, thereby promoting agility.

An additional layer of sophistication can be introduced through value-based pricing mechanisms. Service fees could be partially or entirely based on their performance impact, measured in improved KPIs or reduced costs, thereby aligning provider incentives with client outcomes. This value-based pricing model drives service quality, forming the basis for a more transparent and accountable B2P economy.

3.2 Advantages and Challenges of B2P Education

The B2P model introduces a set of competitive advantages that transcend traditional B2C and B2B frameworks by leveraging process-level autonomy. One of its primary strengths is scalability and automation. Instead of relying on human-driven purchasing, processes themselves can subscribe to education services, enabling scalable service consumption without increases in sales or administrative overhead.

B2P promotes continuous innovation by establishing a feedback loop between process behavior and service design. Since processes consume services in response to performance metrics, providers are incentivized to develop increasingly adaptive and targeted offerings. This drives rapid cycles of experimentation and refinement, creating a marketplace that evolves organically in response to real operational needs.

Another significant advantage lies in accuracy and objectivity in decision-making. Unlike human-led decisions, which may be influenced by biases or incomplete information, autonomous processes rely on real-time data, historical patterns, and algorithmic optimization to select services that best fit their context, without human intermediaries. This increases the likelihood of impactful interventions and minimizes inefficiencies caused by subjective decision-making.

Additionally, B2P enables a new level of precision and personalization in service consumption. Each process can identify its own performance gaps and select services that address its specific context, constraints, and goals. This level of granularity—unachievable in traditional organizational learning and improvement models—allows for highly tailored interventions without requiring one-size-fits-all solutions.

The model unlocks significant economic potential and scalability. By transforming business processes into autonomous service consumers, B2P creates a new market of digital demand, composed not of individuals or corporations, but of operational workflows. This unlocks new value streams through subscription-based revenue, microtransactions, and value-based pricing tied directly to process-level outcomes. Data-driven micro-decisions made directly by processes replace traditional improvement cycles (often lengthy and reactive). It also enables service providers to design scalable, modular offerings deployed across diverse industries without customization overhead.

However, implementing B2P also brings challenges and risks that must be addressed. Introducing autonomous or semi-autonomous processes within the B2P model raises questions about governance and accountability. As processes begin to make decisions, such as selecting and purchasing educational services, there must be mechanisms to define the responsibility and accountability for those actions. Human oversight becomes essential to monitor outcomes and intervene when necessary to avoid the risk of unintended consequences or misaligned decisions.

A further challenge of B2P concerns the organizational context in which processes operate. While business rules and regulatory requirements can be formalized, modeled,

and supplied as inputs to guide autonomous processes, the more nuanced variations of organizational culture, informal practices, and local management styles are more difficult to capture and standardize. Therefore, human oversight and organizational contextualization are still needed to ensure that process learning aligns with local requirements and stakeholder expectations.

The ethical challenges [18] introduced by the B2P model mirror many of the dilemmas already present in human-executed processes. Issues such as prioritizing efficiency over fairness, bias in decision-making, or lack of transparency are common in current organizational routines. What changes with B2P is the potential opacity introduced by algorithmic logic. As processes gain autonomy, organizations must ensure that ethical standards are translated into machine-executable principles. It must safeguard against bias, misuse of resources, and unintended discrimination, ensuring that the behavior of autonomous processes aligns with organizational values and societal expectations.

Implementing B2P requires advanced technical infrastructure supporting secure, reliable, transparent automated transactions. Processes must be able to authenticate, evaluate service offerings, make informed choices, and execute decisions. This level of automation demands integration of different and secure technologies. Building such a platform presents a non-trivial development challenge.

Finally, one of the most profound challenges of the B2P model lies in its cultural and organizational acceptance. The idea of processes acting with a degree of autonomy—subscribing to educational services or making micro-decisions—may conflict with traditional hierarchical structures and command-and-control mindsets. For B2P to succeed, organizations must undergo a mindset shift, embracing new paradigms of distributed intelligence and trust in process autonomization [6, 7].

As a GPI and B2P boundary, we explicitly do not include manual or human-driven processes within autonomous learning. Such processes will remain under traditional governance and management practices, including human supervision, audits, and organizational quality controls. In this way, our envisioned platform acts as a complementary solution that extends learning capabilities where automation and monitoring are viable, without replacing existing approaches for manual process management.

4 Business Model

The Global Process Institute combines business model [19] patterns to maximize sustainability, impact, and scalability. At its core, it operates as a two-sided platform, connecting the global BPE ecosystem. By facilitating value exchange between BPM learners and educators, the GPI generates direct and indirect network effects. The more learners are involved, the more valuable the platform becomes for everyone, as learner-to-learner interactions facilitate additional insights (direct effects). In addition, there are indirect network effects, i.e., a growing community of BPM learners attracts providers of educational services, and vice versa.

The GPI could follow a freemium model to balance inclusivity and financial sustainability. Foundational content, such as introductory BPM modules, is freely available to all learners. This ensures global reach and democratized access to high-quality BPE. In parallel, premium offerings—including advanced courses, personalized mentoring,

customized corporate programs, and exclusive access to expert-led sessions—are monetized through subscription or pay-per-use fees. This approach provides wide accessibility while driving sustainable revenue.

Lastly, the GPI's business model as a marketplace enables implementing a long tail model. Intended to host a high number of educational service providers, allowing catering for a broad variety of niche BPM topics, such as Green BPM or BPM for Government, that may not be viable in the curricula of a single university.

The GPI's speculative business model (Fig. 1) was developed based on our experience and previous research in business model design [1]. Using the prospective theorizing [10] method, the components were iteratively identified and refined to address the continuity of learning for different stakeholders' needs in BPE.

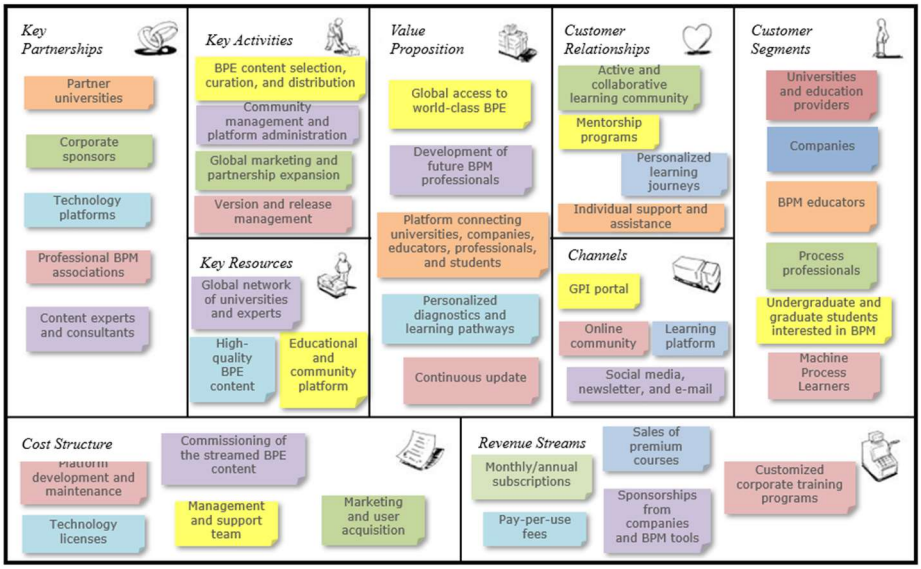

Fig. 1. Global Process Institute's Business Model.

It offers a compelling value proposition: global access to selected world-class BPM education and a platform connecting key educators and learners from academia and industry. Through a combination of personalized diagnostics and learning paths, the Institute prepares professionals and students to thrive in the evolving world of BPM.

The key activities center around selection, curation, and distribution of BPE offerings produced by universities or individual educators, management of the global BPM community of providers and learners, administration of the educational platform, marketing, and version and release management as part of upgradeable certificates.

The GPI serves a wide range of customer segments, including universities seeking greater academic relevance, companies aiming to enhance their BPM capabilities, educators eager to apply and expand BPM knowledge, professionals advancing their BPM careers, and students preparing for the job market. Each segment finds tailored offerings that match their unique goals and needs.

The Institute fosters strong customer relationships through active community

engagement, personalized learning experiences, and a blend of automated and human support. Learners are encouraged to participate in mentorship programs, ensuring that their journeys are individualized but also dynamic and interactive.

A variety of channels are used to engage and deliver value to customers. The portal of the GPI acts as the central hub, supported by an integrated learning platform (such as Open edX or Moodle), an interactive online community, and ongoing activities through social media and targeted newsletters.

The GPI relies on key partnerships with universities, corporate sponsors, technology providers, BPM professional associations, and content experts to support its operations and amplify its reach. The GPI's key resources are a worldwide network of universities and BPM experts, a robust educational and community platform, and a continuously updated high-quality library of BPE content.

The revenue streams for the Institute are diversified. They include monthly or annual subscriptions, pay-per-use fees for exams and certifications, customized corporate training programs, and sponsorships from BPM-related companies. This hybrid revenue model supports the accessibility of basic education while sustaining high-value offerings. As a counterpart, the cost structure includes platform development and maintenance, commission of the streamed educational content, costs of management, marketing, and administrative teams, and technology licenses.

Overall, the business model (Fig. **1**) serves as a framework that connects the main building blocks of GPI. It lays the foundation for operationalizing the GPI's vision by structuring how value is co-created, delivered, and sustained across the BPE ecosystem.

5 Related Work

Education is undergoing a transformational journey. It is no longer confined to traditional school-based systems but has expanded to lifelong learning [11]. People can no longer navigate their life course using only the skills and knowledge acquired at school, college, or university — they need to learn throughout life. However, the BPM field has not yet significantly embraced the principles of lifelong learning [11], resulting in fragmented efforts and a lack of continuous educational models to meet evolving professional demands.

Although the number of institutions offering BPM education is growing [5, 8], the BPM Community recognizes that contributions and attention to real-world BPM education and training remain limited [4, 5], with only a handful of studies [4, 5, 8, 9, 20–22] explaining the methods and best practices adopted by BPM education providers. Even so, some initiatives must be considered in the context of the GPI.

Previous initiatives have sought to create centralized educational resources for the BPM community. Notably, the EDUglopedia.org platform, discussed by [5], was a social network providing a directory of BPM education programs worldwide, facilitating the sharing and reusing of educational resources. While EDUglopedia represented an important step toward connecting BPM educators and learners globally, the platform is offline and no longer accessible. This highlights the need for a new, sustainable, and continuously evolving ecosystem to support BPM education on a global scale.

The idea of a platform to consolidate a broad and deep set of pedagogical resources, such as teaching cases and exercises, was also advocated by [9]. However, this knowledge base is unavailable, and the cited Process Knowledge Initiative can't be accessed anymore. The existence of previous introductory and comprehensive BPM MOOCs (Massive Open Online Courses) [8], which were discontinued in 2017, also reinforces the BPM community's past interest in sharing educational knowledge.

While existing industry initiatives such as BPMInstitute.org or ABPMP have contributed significantly to disseminating BPM knowledge through articles, webinars, certifications, and professional development, they primarily operate as content providers and practitioner-focused platforms. In contrast, our proposal for the GPI aims to establish a dynamic multi-stakeholder educational ecosystem. Rather than focusing solely on practitioner resources, the GPI distinguishes itself by emphasizing educational content, applied collaboration, personalized learning pathways, and aiming to advance BPM education as a continuous, interdisciplinary, and innovation-driven endeavor.

Syed *et al*. [4] highlight the need to consider technical and managerial competencies in a BPM education program. They claim it is essential to ensure that content aligns with the industry's multidisciplinary skill demands and provides learners with opportunities to apply their knowledge in practical settings. Maintaining industry relationships, through real-world BPM experiences, is also emphasized in other works [8, 9, 21]. Therefore, these two requirements need to be covered in the proposed GPI.

In summary, previous initiatives demonstrate a growing recognition of the importance of BPM education, yet they reveal a fragmented landscape marked by short-lived platforms. While these early efforts reflect community interest, their discontinuation signals the need for a more sustainable approach. Industry-focused platforms (such as BPMInstitute.org or ABPMP) provide valuable practitioner content but do not address the broader educational ecosystem. In contrast, the GPI is designed to bridge these gaps by offering a multi-stakeholder and technology-enabled environment for continuous BPM education, considering both human and machine process learners. Its integrated and innovation-driven model responds directly to the limitations of past efforts while envisioning a sustainable path for global BPE.

Advancements in digital technologies strongly support the viability of the GPI. LMS, LXP, and Adaptive Learning technologies [23] facilitate personalized learning journeys. AI, ML, and Process Mining [17] empower continuous skills diagnostics, predictive analytics, and real-world process insights. Furthermore, collaborative technologies and social learning tools enhance global interaction among diverse stakeholders.

Finally, the concept of B2P represents a novel perspective in the BPM and educational domains. While B2B [15, 16] and B2C [14] models are well-established, processes acting as autonomous subscribers to services, such as educational content, analytics, or automation, are still unexplored in academic literature. To the best of our knowledge, no existing studies envision, conceptualize, or operationalize the notion of processes as learning agents with purchasing power and decision-making autonomy. This positions B2P as a groundbreaking contribution that invites further investigation and experimentation at the intersection of BPM, AI, and digital education.

6 Conclusion

This paper uses prospective theorizing to propose a possible, in our view, desirable future of BPE, labelled the Global Process Institute (GPI). GPI integrates the principles of lifelong learning with digital technologies and aims to foster a global ecosystem for BPE. Among its key contributions are: (i) a two-sided marketplace of BPE services connecting providers and learners on a subscription-based model that enables learners to continuously evolve their BPE credentials; and (ii) the introduction of the B2P model, which reimagines business processes as active and autonomous learners.

The GPI triggers a rich agenda for future research and experimentation. Open questions remain around the governance and ethical oversight of autonomous process learners, mechanisms for equitable budget allocation, and the design of transparent and auditable learning. This also includes how to synchronize human and process learning. Empirical studies are needed to assess the organizational readiness for B2P adoption, the effectiveness of process-driven learning pathways, and the economic models that can sustain such a platform at scale. Exploring the intersections between BPM, AI, process mining, and digital education will be essential for advancing the concept.

The potential impact of the GPI extends beyond the academic and educational spheres—it can transform how organizations perceive, develop, and invest in BPM capabilities. By enabling continuous, contextualized, and autonomous learning at both the human and the process level, the GPI promotes BPE as a new capability of BPM.

The BPM community is well-positioned to adapt to emerging trends and advancements while continually enhancing its intellectual core. Therefore, we invite the global BPM community to actively engage in the GPI development. This initiative is not a finished product but a shared vision that requires collective intelligence, co-creation, and long-term collaboration. By aggregating knowledge, sharing experiences, piloting ideas, and shaping governance models, stakeholders can ensure that the GPI becomes a living ecosystem for BPE. Together, we can redefine how BPM is taught and learned in a dynamic, interconnected, and increasingly autonomous world.

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