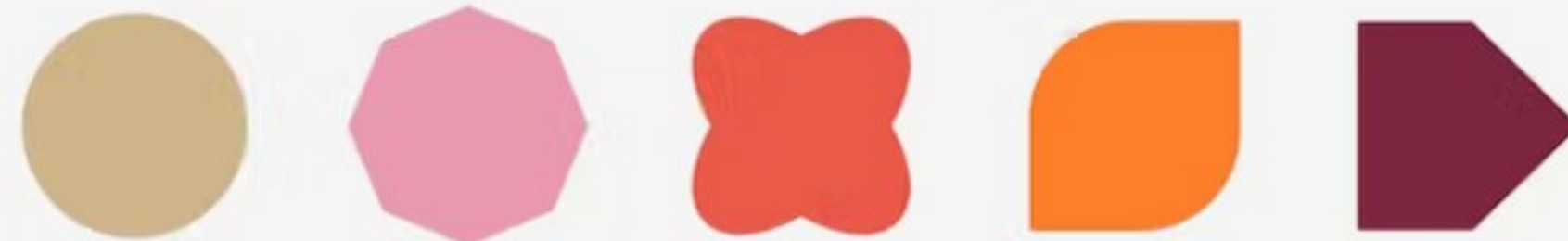






INNER DEVELOPMENT GOALS

Transformational Skills for Sustainable Development





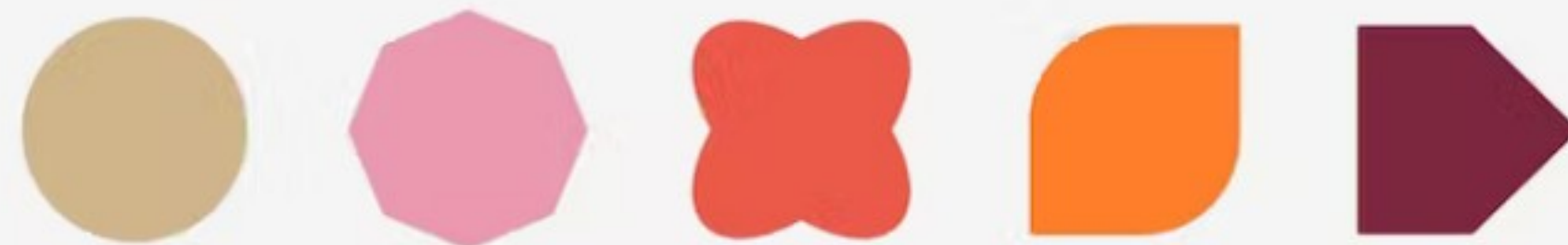
In 2015, the UN Sustainable Development Goals provided us with a comprehensive plan for a sustainable world by 2030.

However, **progress is not happening fast enough.**
Right now, it doesn't look like we will reach the goals in time.

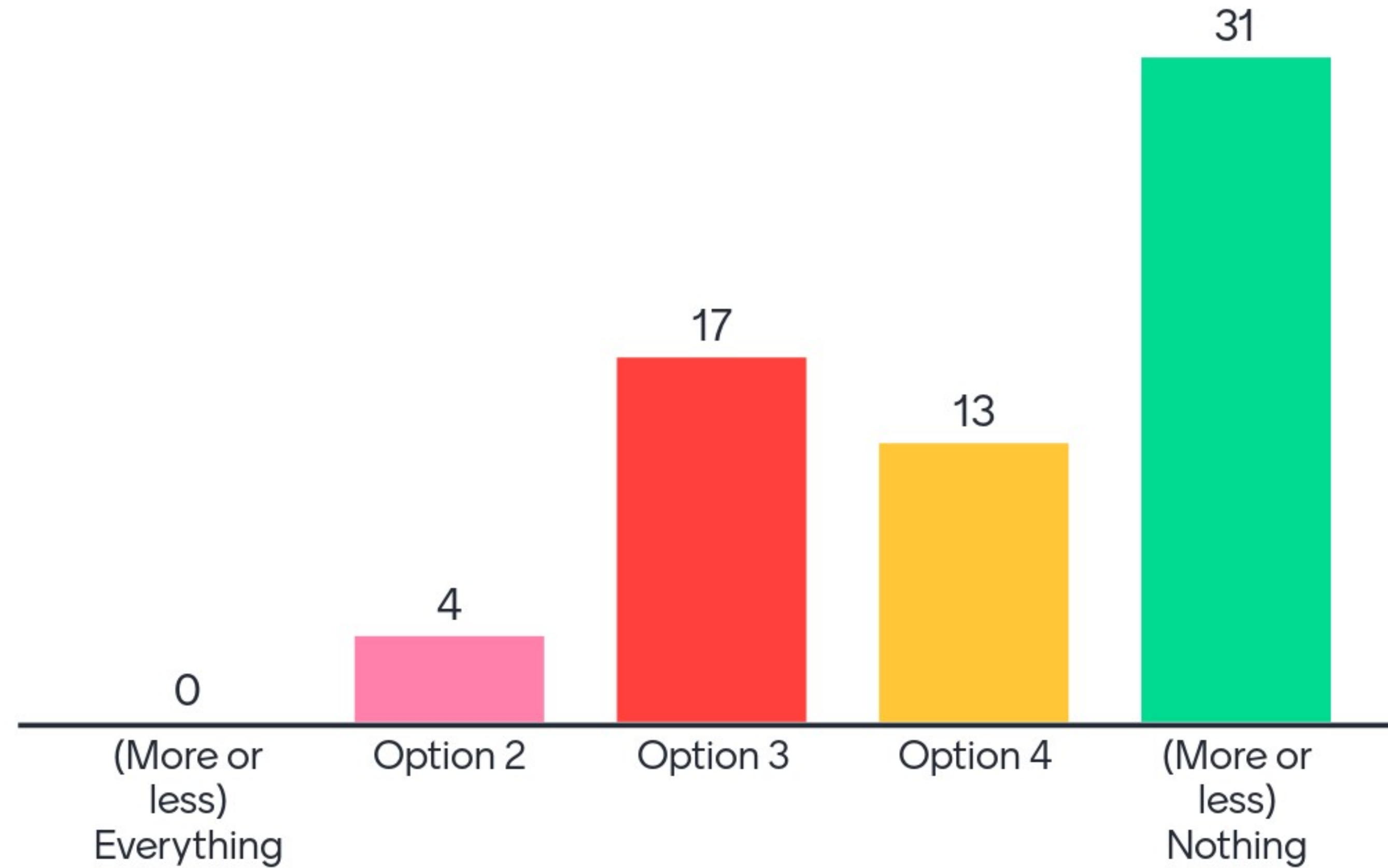
There is an **urgent need to increase our collective abilities** to face and effectively work with complex challenges.

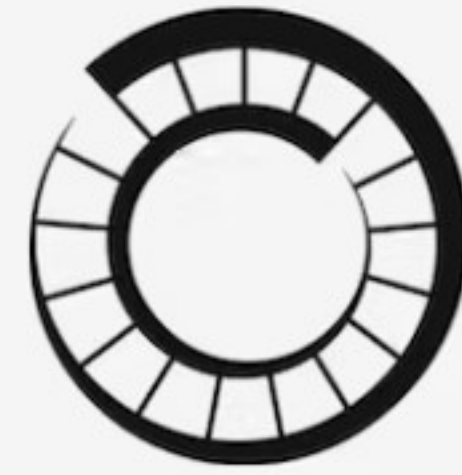
This is why we are co-creating the **Inner Development Goals**.

Together with academia, experts and organizations, we developed a framework of the capabilities, qualities and skills that are needed to achieve the 17 Sustainable Development Goals.



How much do you know about the IDGs ?





INNER DEVELOPMENT GOALS

Transformational Skills for Sustainable Development



1 Being

Relationship to Self

Inner Compass

Integrity and
Authenticity

Openness and
Learning Mindset

Self-awareness

Presence



2 Thinking

Cognitive Skills

Critical Thinking

Complexity
Awareness

Perspective Skills

Sense-making

Long-term
Orientation and
Visioning



3 Relating

Caring for Others
and the World

Appreciation

Connectedness

Humility

Empathy and
Compassion



4 Collaborating

Social Skills

Communication
Skills

Co-Creation Skills

Inclusive Mindset
And Intercultural
Competence

Trust

Mobilisation Skills



5 Acting

Driving Change

Courage

Creativity

Optimism

Perseverance

UN Transforming Education Summit Sep 2022

“The Transforming Education Summit was convened in response to a global crisis in education – one of equity and inclusion, quality and relevance.”

“Beset by inequalities and struggling to adjust to the needs of the 21st Century”

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

The threat to democracy

Automation & AI

Mass migration

Courage to speak out and be active citizens

Environmental Crisis
Overpopulation/Migration
Co-operation in a diverse world
Technological Change
Misinformation/Global tech

Media literacy and interpreting information

Media and information literacy - conspiracy

Resilience. Self regulation, self belief, self esteem. Climate adaptation.

Focus

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

Climate justice and the effects of climate change on the world.

Connectedness

Holistic development

Inclusion reflecting learners in the curriculum

Empathy

Social skills and communication

Gender violence

Creating an inclusive democratic culture in data led schools

Manage values of citizenship to harness change

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

Identity, belonging and recognition of others

Media literacy/critical thinking.

Practical skills and relationship with the education system

The Unknown

Managing misinformation and critical thinking

Address inequalities in the community

Information and disinformation. The importance of critical thinking and critical skills. What is relevant, trustworthy, impactful? Connects to an 'other' world

Need for more engaging flexible system to nurture individuals' potential

Preparation for an uncertain world

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

Mutual understand

End to one size fits all education

Critical thinking around use of media/tech.

Living well in a digital world

Racial/ cultural literacy
Acceptance Agents of change
Representation Curricular change

Critical thinkers, who have media literacy skills!

That they recognise their own power.

Broken system

To care

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

Identity crisis

Valuing skills, not just scores

The ability to communicate properly with each other (technology has somewhat hindered this)

Empowerment

Future pandemics

Political participation and power

Collaboration and community wellbeing

Preparing folk to be able to articulate viewpoints and disagree agreeably, in a world of polarisation and echo chambers.

Communication- how we use tech but also linguistic communication

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

Recognise and respond to impact of technology

Being active , global , respectful citizens

Decolonisation

Globalisation: pro vs anti

Connectedness

Empathy

Critical literacy

Protect democratic values

Critical thinkers, living together collectively, climate change, mental well-being

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

Deepening inequality

Preparing for and effectively handling the consequences of climate change (e.g. Climate Refugee Crisis).

Encouraging and repairing sense of community

Ability to deal with the unknown and unexpected

Building relationships, teaching mutual respect

Skills to discern and debate

I think educators need to be more willing to learn from our young people, nowadays they are more aware of social justice than we are willing to teach them about.

The need to belong and to recognise that others need to feel like they belong too

Development of racial and cultural literacy and understanding

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

Financial and economic literacy

No idea what skills careers will be out there

The moving of education towards only knowledge imparting= reducing the number of teachers = online learning=powerpoints

Learning to care learning to be creative, learning to collaborate, learning to critically analyse

Adaptation of skills and how to take action if they want to/feel they should.

Working through skills - teaching and developing skills - open learning mindset

Enviromental change that will require resilience, adaptability

Social and emotional learning

Revised education system to meet the needs of people and society.

What are most likely to be the needs of the next thirty years (or so) that education should be preparing students for ?

Changing our Eurocentric view and foundations that the system is built upon

Diversify the curriculum to ensure it is inclusive and can cater for different needs

Addressing teacher - student ratio as unsustainable and unjust to student development.

Ability to collaborate creatively

Not just the next 30 years. This year, next year. The current very difficult lived experiences of our young people. Now.

Monetarising online world, interactions = global borders no longer exist when online

A shift in what has real capital in society. Currently, academia has kudos the skills deficit will drive the next surge in value. The sustainability of resources will drive change.

Working with conflict . . Conflict as the norm and war as the abnormal

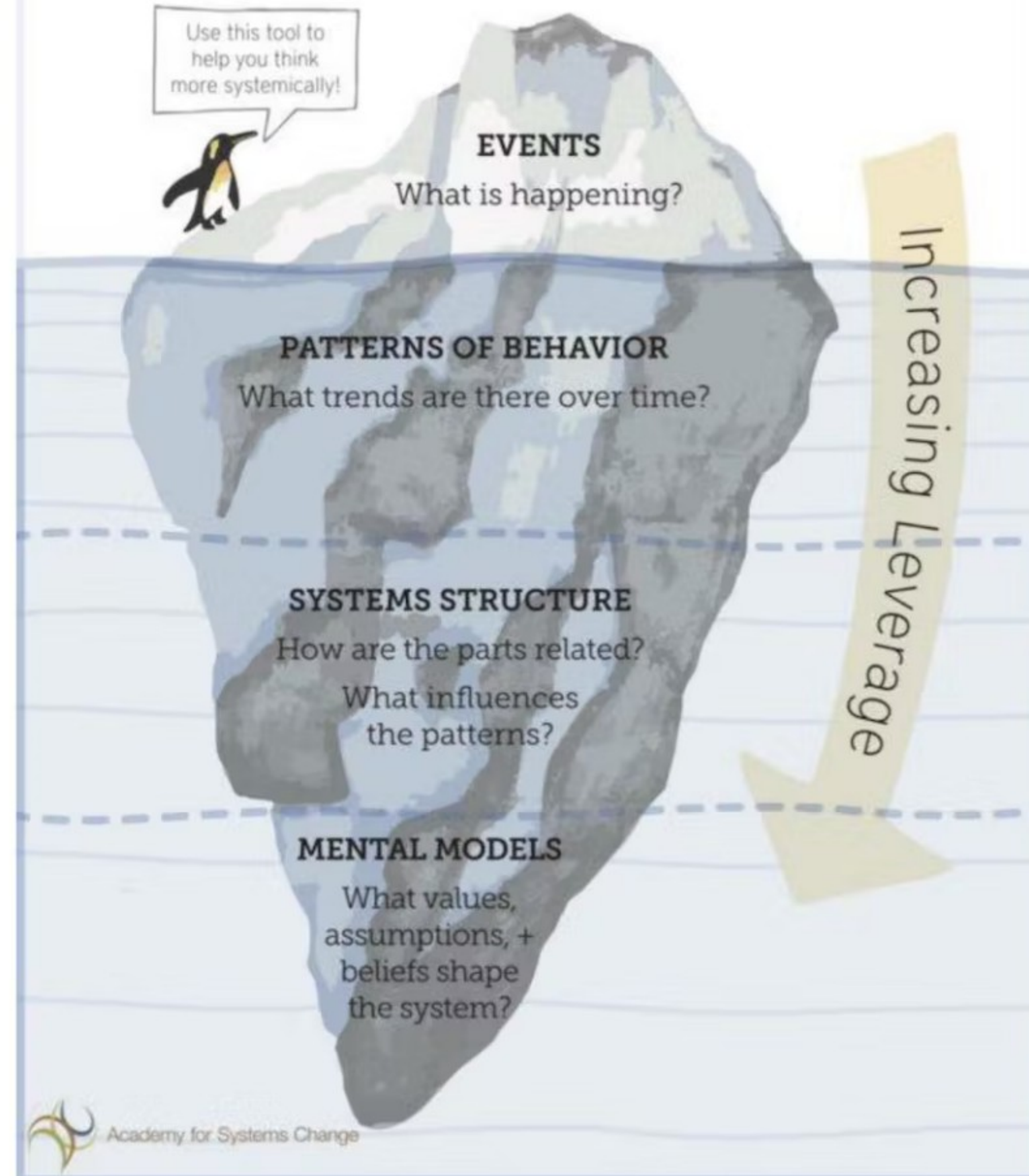
Why is education system transformation urgent now ?

(According to the Brookings Institution)

“The world is at an inflection point.

- Climate change,
 - the changing nature of work,
 - increasing conflict and authoritarianism
- together with the urgency of COVID recovery has made the transformation agenda more critical than ever.”

THE ICEBERG MODEL



UN Transforming Education Summit

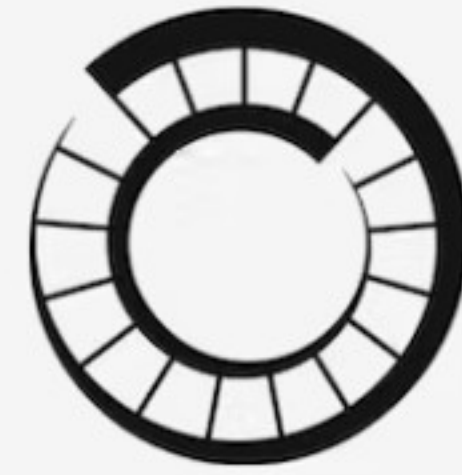
Outcomes – 4 key areas

- A learning environment must be supportive of the development of all learners
- Teachers must be supported and empowered to transform themselves
- The digital revolution must be harnessed for the benefit of public education
- There is an urgent need to invest more, more equitably, and more efficiently in education

The OECD Learning Compass 2030 is a learning framework that aims to help students navigate towards future well-being. It creates a common language about broad education goals.

>> [Click here to find out more](#)





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Driving Change

Courage

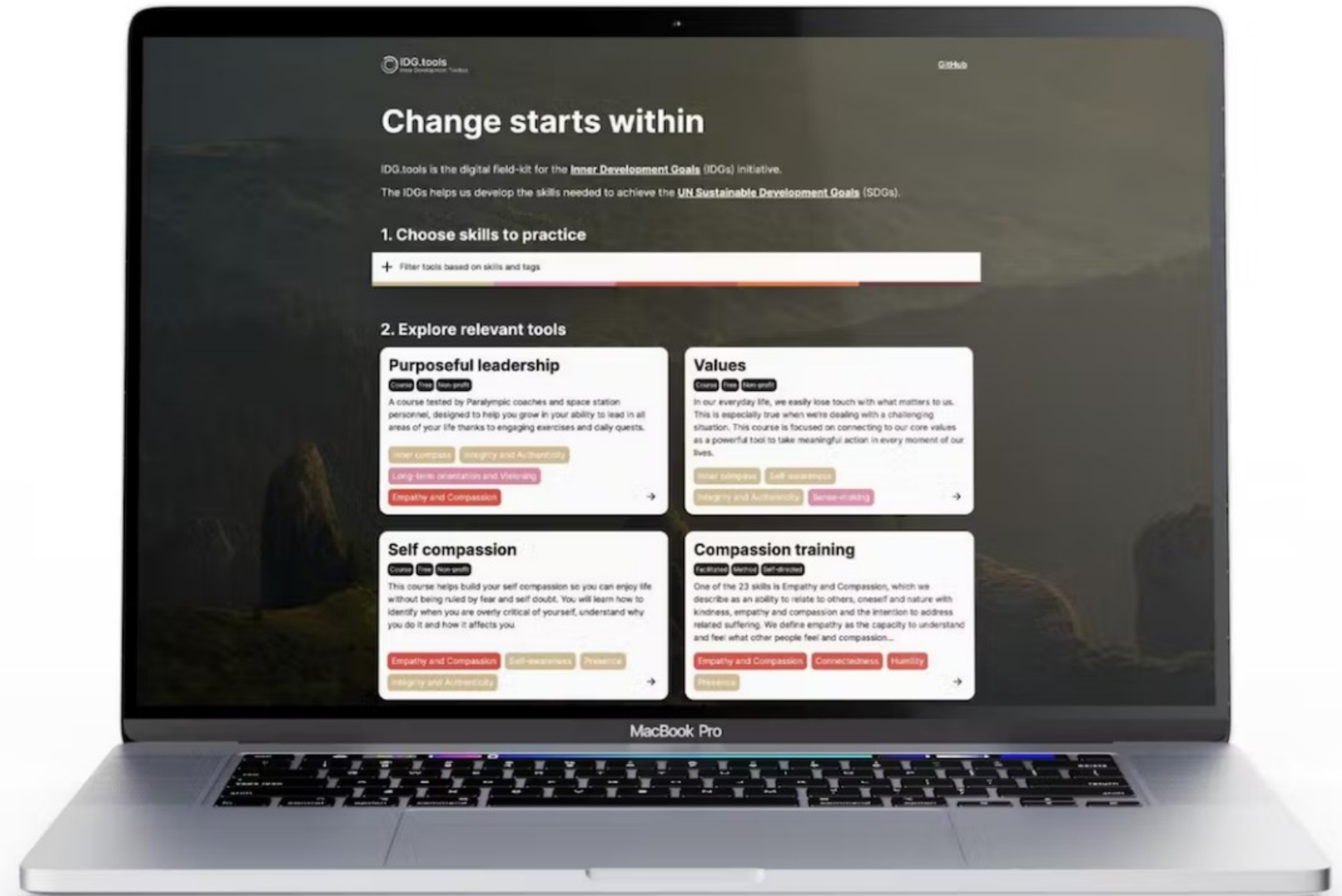
Creativity

Optimism

Perseverance

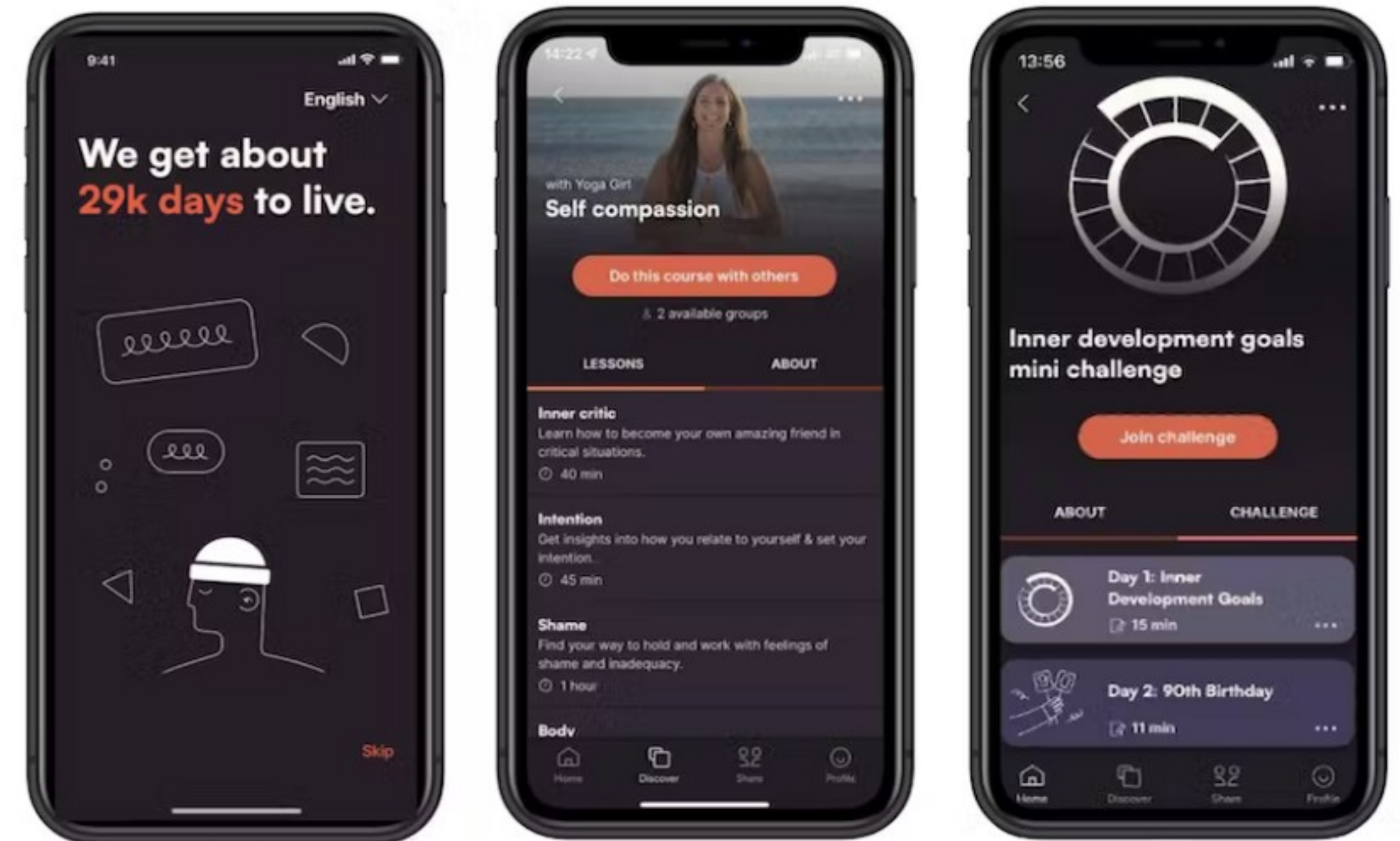
IDG Toolkit: An Inner Development Library

- We are building an online library of evidence-based, open & free tools and methods that can be used to develop the IDG skills.
- This will be continuously co-created with our partner organizations and networks.



29k: Non-profit App for Inner Development

- 29k is our sister non-profit organization, creating a free app for inner development.
- Developed by psychologists, the 29k app features free science-based learning pathways combined with peer-to-peer support for inner development.
- Our partners benefit from access to co-creation opportunities, such as tailor-made courses and implementation support for your organization.



make every day count.

29k

Phase 3: Global Study for Adjusting the IDG Framework

- We aim to globally validate and adjust the IDG framework and toolkit, with input from 100,000+ people in 100+ countries.
- Examining how the IDGs can help accelerate the work towards the SDGs.
- How to use and integrate IDGs in the most useful ways in organizations and in a few pilot countries.



This is a call for researchers focusing on inner development, capacity building and sustainability, to contribute to the Inner Development Goals (IDG) initiative.

Background

The IDG initiative aims to promote inner development and human capacities necessary for achieving the Global Sustainable Development Goals. The first phase of the initiative consisted of an open survey on which inner skills and qualities we need to develop to better address the SDGs. This resulted in the IDG framework of 23 skills organised into five dimensions: www.innerdevelopmentgoals.org/framework.

The second phase collected methods, interventions and practices for developing the skills, resulting in a field-kit with examples of how to promote inner development.

Phase three of the initiative will consist of global prototyping, input and adjustment of

IDG Summit 2023 – Stockholm, Fall 2023

- We bring together 1500 people in Stockholm to experience and learn from world-class speakers how the power of inner development can help us meet our global challenges.
- Decision-makers from organizations and governments that want to bring this movement into the world through practical applications based on sound research.
- A further 10,000 global participants are expected online.





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Being

Relationship to Self

Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.



Inner Compass

Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.

Integrity and Authenticity

A commitment and ability to act with sincerity, honesty and integrity.

Openness and Learning Mindset

Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.

Self-awareness

Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

Presence

Ability to be in the here and now, without judgement and in a state of open-ended presence.



Thinking

Cognitive Skills

Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole is essential for wise decision-making.



Critical Thinking

Skills in critically reviewing the validity of views, evidence and plans.

Complexity Awareness

Understanding of and skills in working with complex and systemic conditions and causalities.

Perspective Skills

Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

Sense-making

Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

Long-term Orientation and Visioning

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.



Relating

Caring for Others and The World

Appreciating, caring for and feeling connected to others, such as neighbors, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.

Appreciation

Relating to others and to the world with a basic sense of appreciation, gratitude and joy.

Connectedness

Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem

Humility

Being able to act in accordance with the needs of the situation without concern for one's own importance.

Empathy and Compassion

Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.





Collaborating

Social Skills

To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.

Communication skills

Ability to really listen to others, to foster genuine dialogue, to advocate own views skillfully, to manage conflicts constructively and to adapt communication to diverse groups.

Co-creation skills

Skills and motivation to build, develop and facilitate collaborative relationships with diverse stakeholders, characterized by psychological safety and genuine co-creation.

Inclusive mindset and intercultural competence

Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.

Trust

Ability to show trust and to create and maintain trusting relationships.

Mobilization skills

Ability to show trust and to create and maintain trusting relationships.





Acting

Driving Change

Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.

Courage

Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.

Creativity

Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.

Optimism

Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.

Perseverance

Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.

