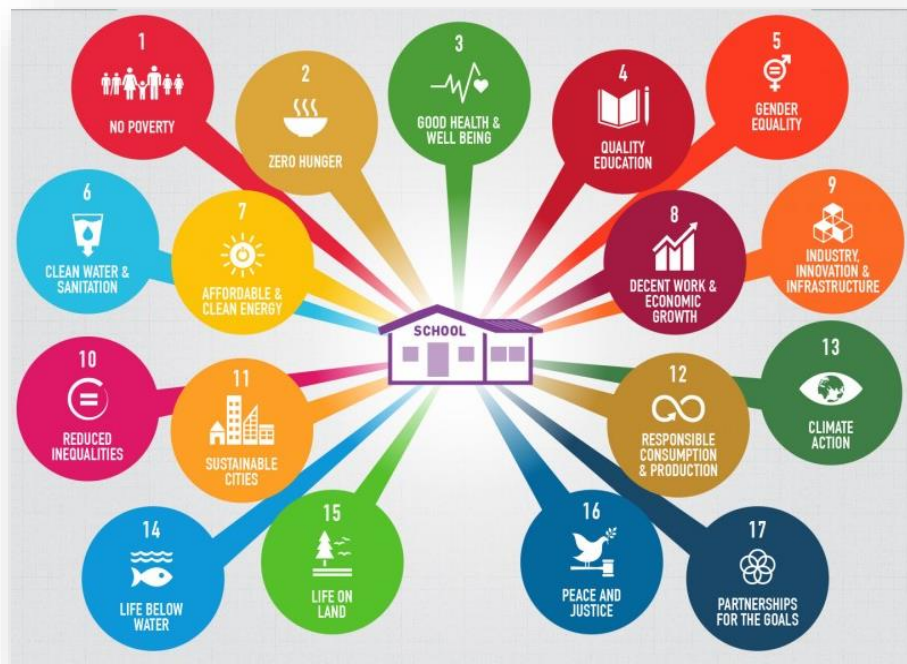




- 🌐 Wat kunnen SDG's betekenen voor het/ons onderwijs vandaag en morgen?
- 🌐 Wat kunnen de SDG's voor jouw school/organisatie betekenen?
- 🌐 Hoe kan je ermee aan de slag gaan?
- 🌐 Wat is daarvoor nodig?



<https://www.gcedclearinghouse.org/resources/education-and-global-goals?language=en>

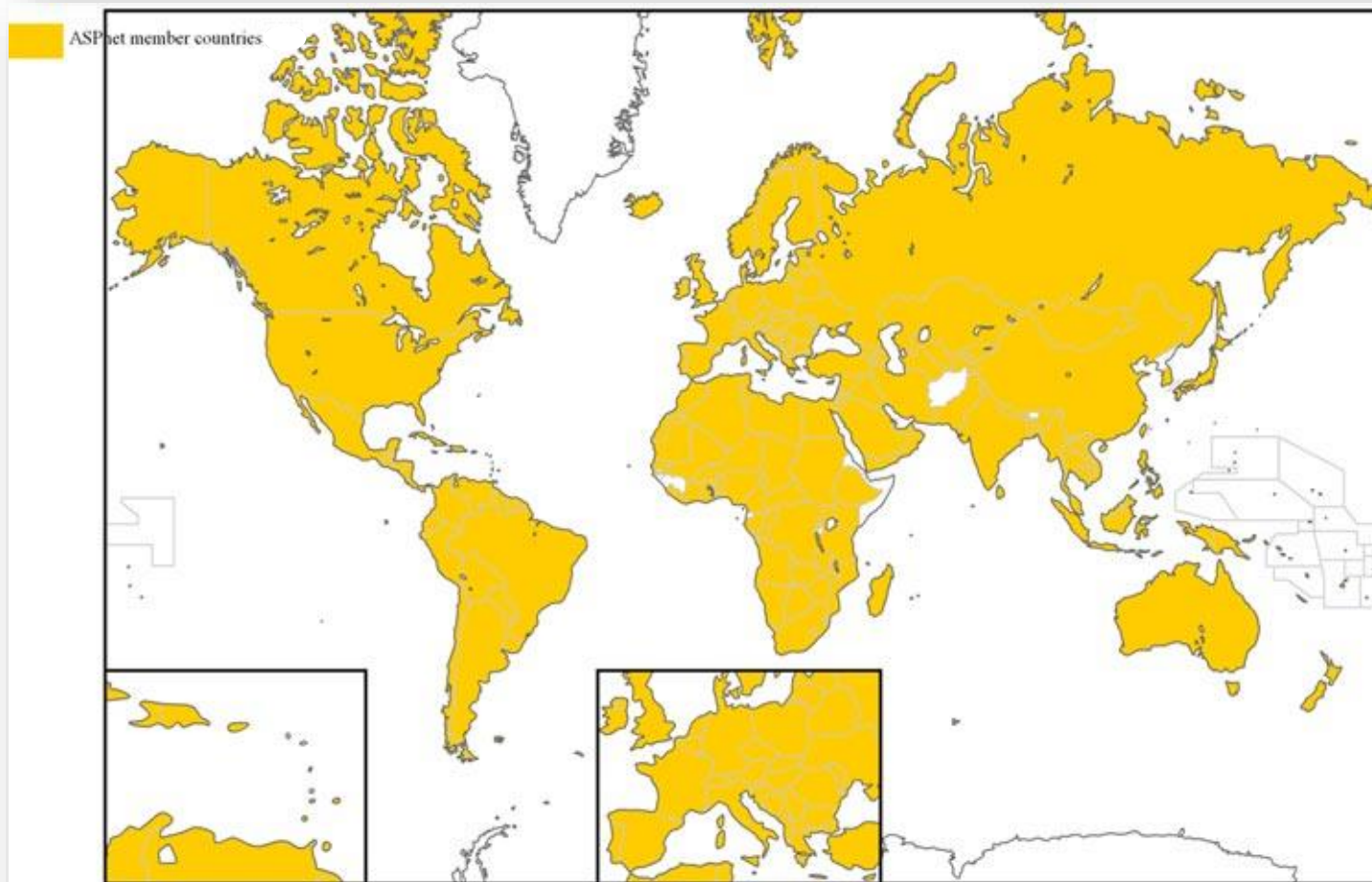




<https://sdg4education2030.org/>

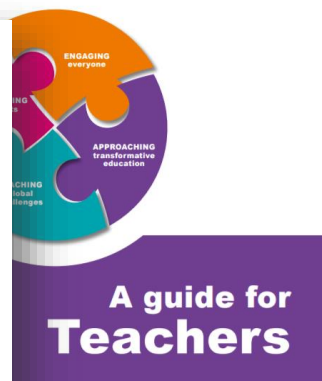
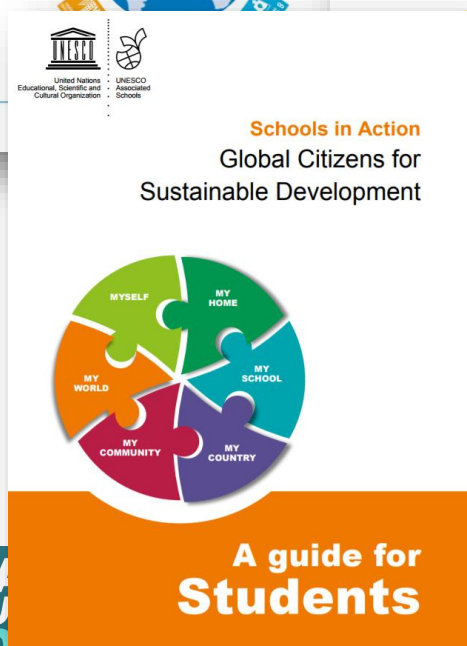
4.7 Er tegen 2030 voor zorgen dat alle leerlingen kennis en vaardigheden verwerven die nodig zijn om duurzame ontwikkeling te bevorderen, onder andere via vorming omtrent duurzame ontwikkeling en duurzame levenswijzen, mensenrechten, gendergelijkheid, de bevordering van een cultuur van vrede en geweldloosheid, wereldburgerschap en de waardering van culturele diversiteit en van de bijdrage van de cultuur tot de duurzame ontwikkeling.

<https://unric.org/nl/duurzame-ontwikkelingsdoelstellingen/sdg-4/>



	Member of
United Nations Educational, Scientific and Cultural Organization	
	UNESCO Associated Schools

<https://aspnet.unesco.org/en-us>



 <https://en.unesco.org/sdgs>

 Global Citizens for Sustainable Development: A guide for Teachers (2016)
<http://unesdoc.unesco.org/images/0024/002468/246888e.pdf>

 Global Citizens for Sustainable Development: A guide for Students (2016)
<http://unesdoc.unesco.org/images/0024/002463/246352e.pdf>

 Global Citizenship Education: Topics and learning objectives (2015)
<http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>

 Education for Sustainable Development Goals: Learning objectives (2017)
<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>


 The ABCs of Global Citizenship Education
<https://aspnet.unesco.org/en-us/Documents/The%20ABCs.pdf>


 Education transforms lives
<http://unesdoc.unesco.org/images/0024/002472/247234e.pdf>

 The Global Action Programme (GAP) on ESD
<http://en.unesco.org/gap>

 Global Citizenship Education A Guide for Policymakers (2017)
https://www.gcedclearinghouse.org/sites/default/files/resources/180091eng_0.pdf

 Issues and trends in Education for Sustainable Development (2018)
<https://unesdoc.unesco.org/ark:/48223/pf0000261445>

 Global Citizenship Education: A Guide for Trainers
<https://www.gcedclearinghouse.org/resources/global-citizenship-education-guide-trainers>



Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Normative competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

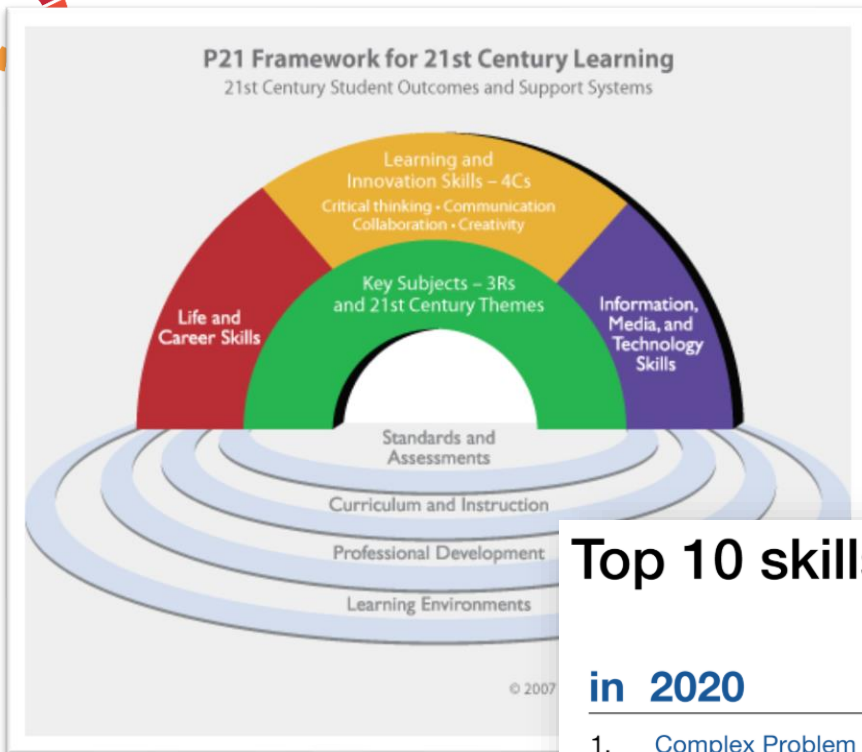
Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

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Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.



www.p21.org

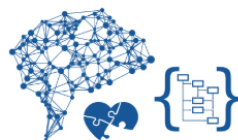
Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

<https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>

2022 Skills Outlook

Growing

- 1 Analytical thinking and innovation
- 2 Active learning and learning strategies
- 3 Creativity, originality and initiative
- 4 Technology design and programming
- 5 Critical thinking and analysis
- Complex problem-solving
- Leadership and social influence
- Emotional intelligence
- Reasoning, problem-solving and ideation
- Systems analysis and evaluation

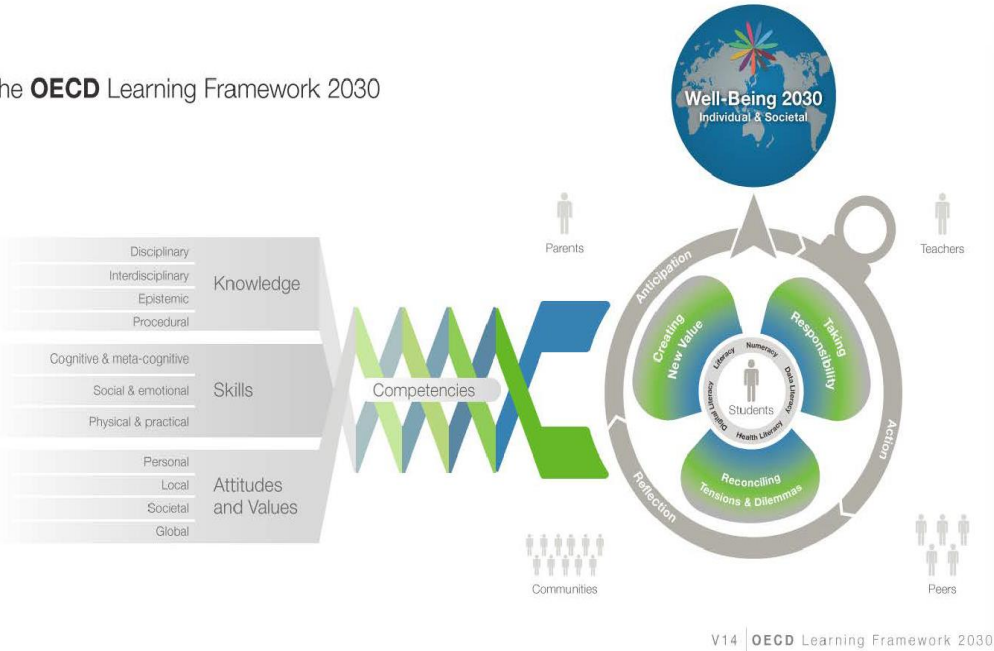
Declining

- 1 Manual dexterity, endurance and precision
- 2 Memory, verbal, auditory and spatial abilities
- 3 Management of financial, material resources
- 4 Technology installation and maintenance
- 5 Reading, writing, math and active listening
- 6 Management of personnel
- 7 Quality control and safety awareness
- 8 Coordination and time management
- 9 Visual, auditory and speech abilities
- 10 Technology use, monitoring and control

Source: Future of Jobs Report 2018, World Economic Forum

http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

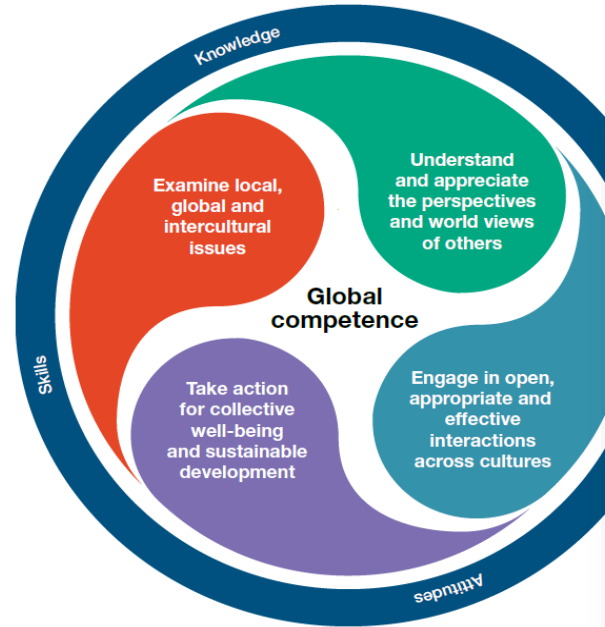
The **OECD Learning Framework 2030**



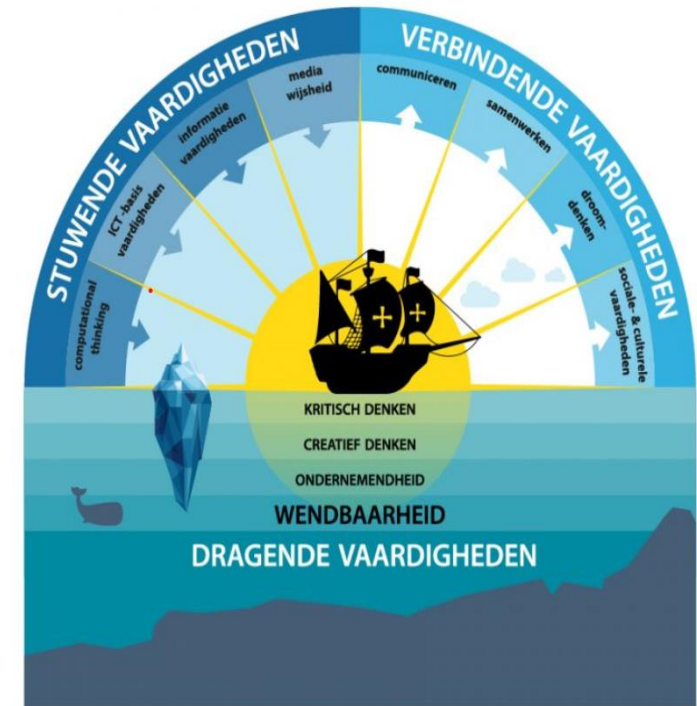
V14 | OECD Learning Framework 2030

[https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)

Figure 1. The dimensions of global competence



<https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>



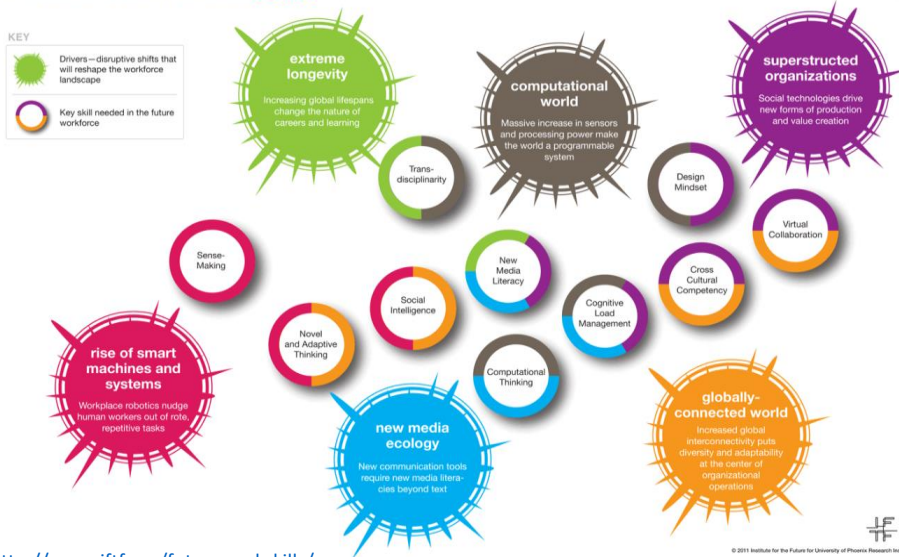
Columbusmodel

van de 21^e eeuwse vaardigheden

<https://digitaleintelligentie.nl/columbusmodel/>

Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.



<http://www.iftf.org/futureworkskills/>



<http://curriculumvandetoeekomst.slo.nl/21e-eeuwse-vaardigheden>

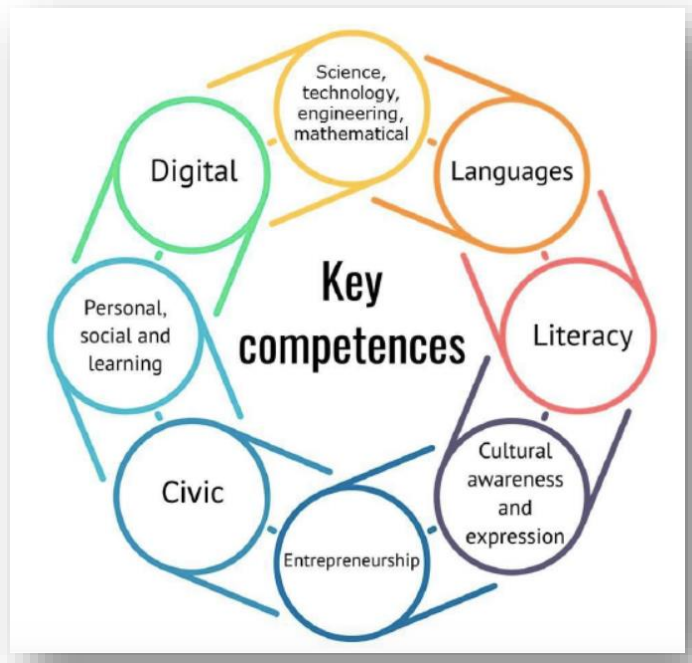
WORLDWIDE EDUCATING FOR THE FUTURE INDEX

A benchmark for the skills of tomorrow

- Interdisciplinary skills
- Creative and analytical skills
- Entrepreneurial skills
- Leadership skills
- Digital and technical skills
- Global awareness and civic education

Written by  Intelligence Unit

<https://dkf1ato8y5dsg.cloudfront.net/uploads/5/80/eiu-vidan-prize-educating-for-the-future-wp-final.pdf>



<https://kivinen.wordpress.com/2018/09/15/a-short-introduction-to-the-new-key-competences-for-lifelong-learning/>
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C_.2018.189:TOC

Education for global citizenship – key elements as defined by Oxfam

Knowledge and understanding	Skills	Values and attitudes
• Social justice and equity	• Critical and creative thinking	• Sense of identity and self-esteem
• Identity and diversity	• Empathy	• Commitment to social justice and equity
• Globalisation and interdependence	• Self-awareness and reflection	• Respect for people and human rights
• Sustainable development	• Communication	• Value diversity
• Peace and conflict	• Cooperation and conflict resolution	• Concern for the environment and commitment to sustainable development
• Human rights	• Ability to manage complexity and uncertainty	• Commitment to participation and inclusion
• Power and governance	• Informed and reflective action	• Belief that people can bring about change

<https://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers>

Principes voor de ontwikkeling van eindtermen

De eindtermen vertrekken van **16 sleutelcompetenties**:

- competenties op het vlak van lichamelijk, geestelijk en emotioneel bewustzijn en op vlak van lichamelijke, geestelijke en emotionele gezondheid;
- competenties in het Nederlands;
- competenties in andere talen;
- digitale competentie en mediawijsheid;
- sociaal-relationale competenties;
- competenties inzake wiskunde, exacte wetenschappen en technologie;
- burgerschapscompetenties met inbegrip van competenties inzake samenleven;
- competenties met betrekking tot historisch bewustzijn;
- competenties met betrekking tot ruimtelijk bewustzijn;
- competenties inzake duurzaamheid;
- economische en financiële competenties;
- juridische competenties;
- leercompetenties met inbegrip van onderzoekscompetenties, innovatiedenken, creativiteit, probleemoplossend en kritisch denken, systeendenken, informatieverwerking en samenwerken;
- zelfbewustzijn en zelfexpressie, zelfsturing en wendbaarheid;
- ontwikkeling van initiatief, ambitie, ondernemingszin en loopbaancompetenties;
- cultureel bewustzijn en culturele expressie.

<https://www.klasse.be/114462/basisprincipes-nieuwe-eindtermen/>

2 Visie op toekomstgericht onderwijs	20
2.1 Kenmerken	21
- De leerling ontwikkelt kennis en vaardigheden door creativiteit en nieuwsgierigheid in te zetten	21
- De leerling vormt zijn persoonlijkheid	22
- De leerling leert omgaan met vrijheid en verantwoordelijkheid en over grenzen heen te kijken	22
- De leerling leert de kansen van de digitale wereld te benutten	23
- De leerling krijgt betekenisvol onderwijs op maat	24
2.2 Vaardig, waardig, aardig	25
- Persoonsvorming	26
- Een relevant onderwijsaanbod	27

<https://www.rijksoverheid.nl/onderwerpen/toekomst-onderwijs/documenten/rapporten/2016/01/23/eindadvies-platform-onderwijs2032-ons-onderwijs2032>





Key competencies and performance of sustainability citizens



<https://unesdoc.unesco.org/ark:/48223/pf0000261445> (p. 46)

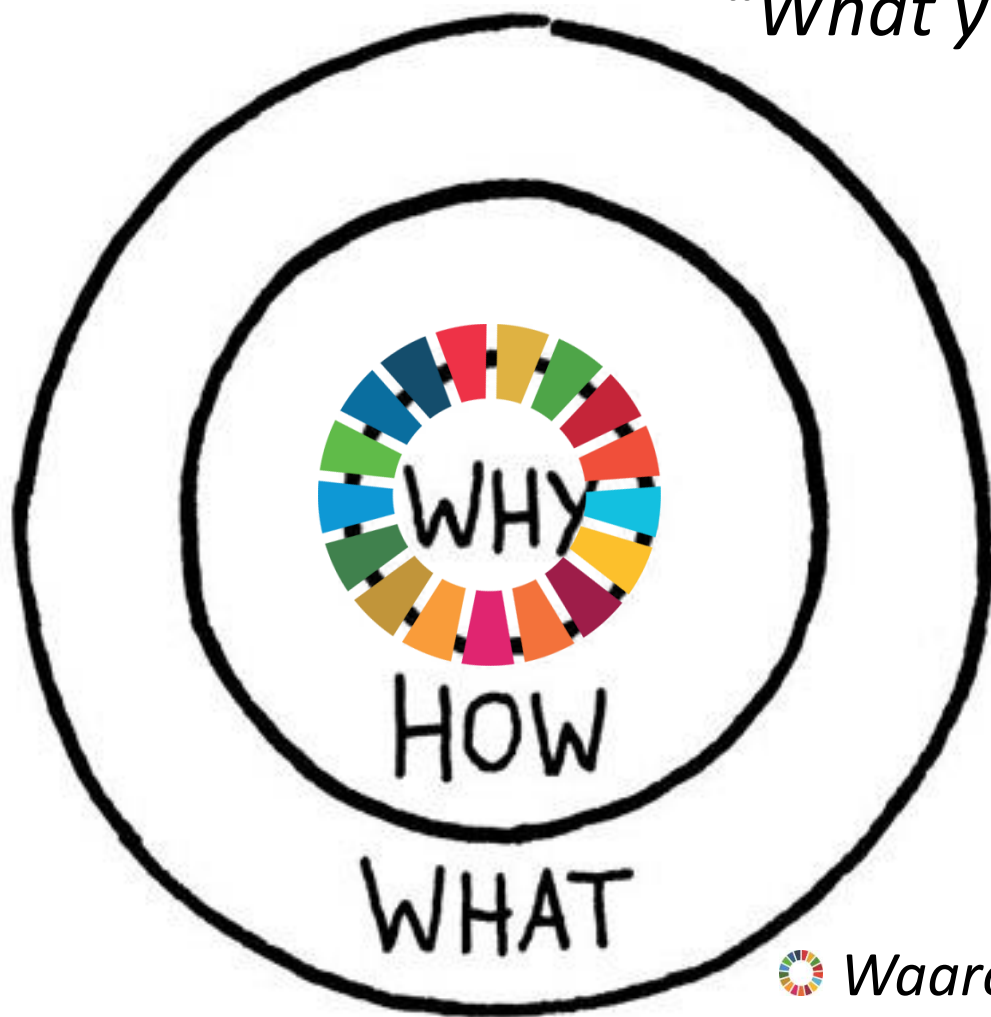




“What you do simply proves what you believe.”

Simon Sinek

<https://simonsinek.com/commit/the-golden-circle>

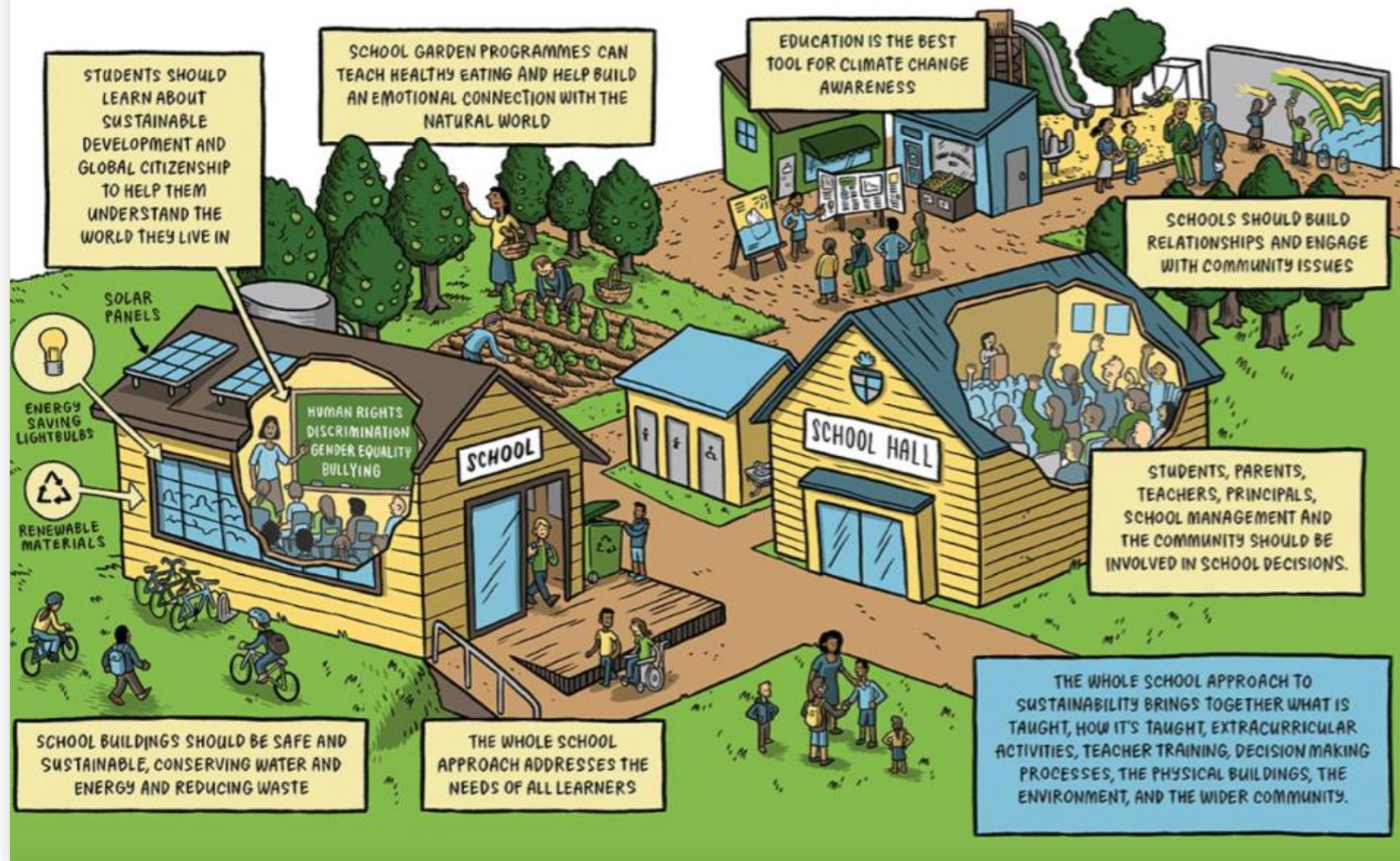


- *Waar geloven jullie in als school(team)?*
- *Wat motiveert jullie als school(team)?*
- *Wat inspireert jullie als school(team)?*
- *Waarom zijn de SDG's betekenisvol voor jullie?*
- *Waarom willen jullie hierin investeren (tijd en mensen)?*
- *Wat is de meerwaarde van de SDG's voor jullie school?*
- *Waarop zullen de SDG's een antwoord/oplossing bieden?*
- *Wat is het doel (als 'dot on the horizon') dat jullie willen bereiken?*





Sustainability is not just something to learn, it's something to live!





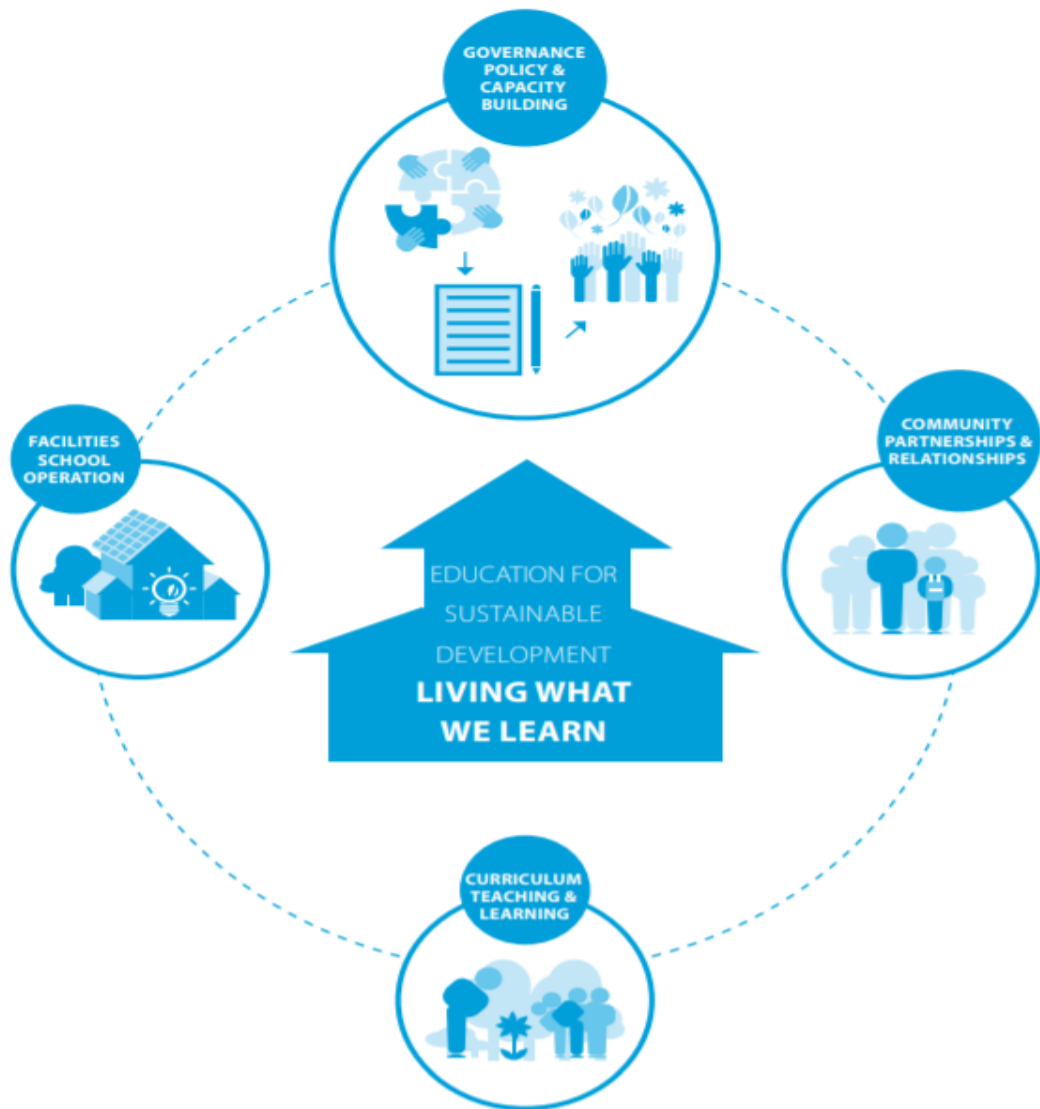
The Lippit-Knoster Model for Managing Complex Change

Vision	Consensus	Skills	Incentives	Resources	Action plan	=	Success
Vision	Consensus	Skills	Incentives	Resources	Action plan	=	Confusion
Vision	Consensus	Skills	Incentives	Resources	Action plan	=	Sabotage
Vision	Consensus	Skills	Incentives	Resources	Action plan	=	Anxiety
Vision	Consensus	Skills	Incentives	Resources	Action plan	=	Resistance
Vision	Consensus	Skills	Incentives	Resources	Action plan	=	Frustration
Vision	Consensus	Skills	Incentives	Resources	Action plan	=	Treadmill

<https://sergiocaredda.eu/organisation/tools/models-the-lippit-knoster-model-for-managing-complex-change>



Figure 4.2.1.4: The whole-school approach



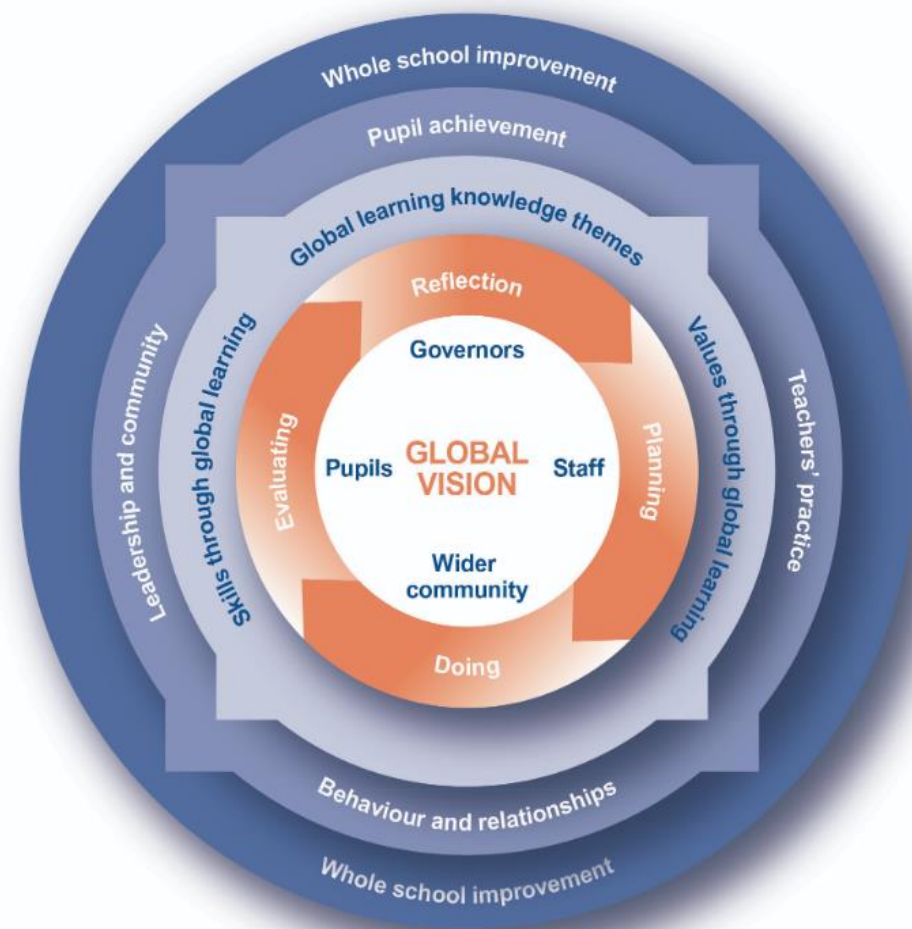
UNESCO. (2014). *Shaping the Future We Want: UN Decade of Education for Sustainable Development 2005-2014* (Final Report). [Retrieved from <https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=1682&menu=35>]



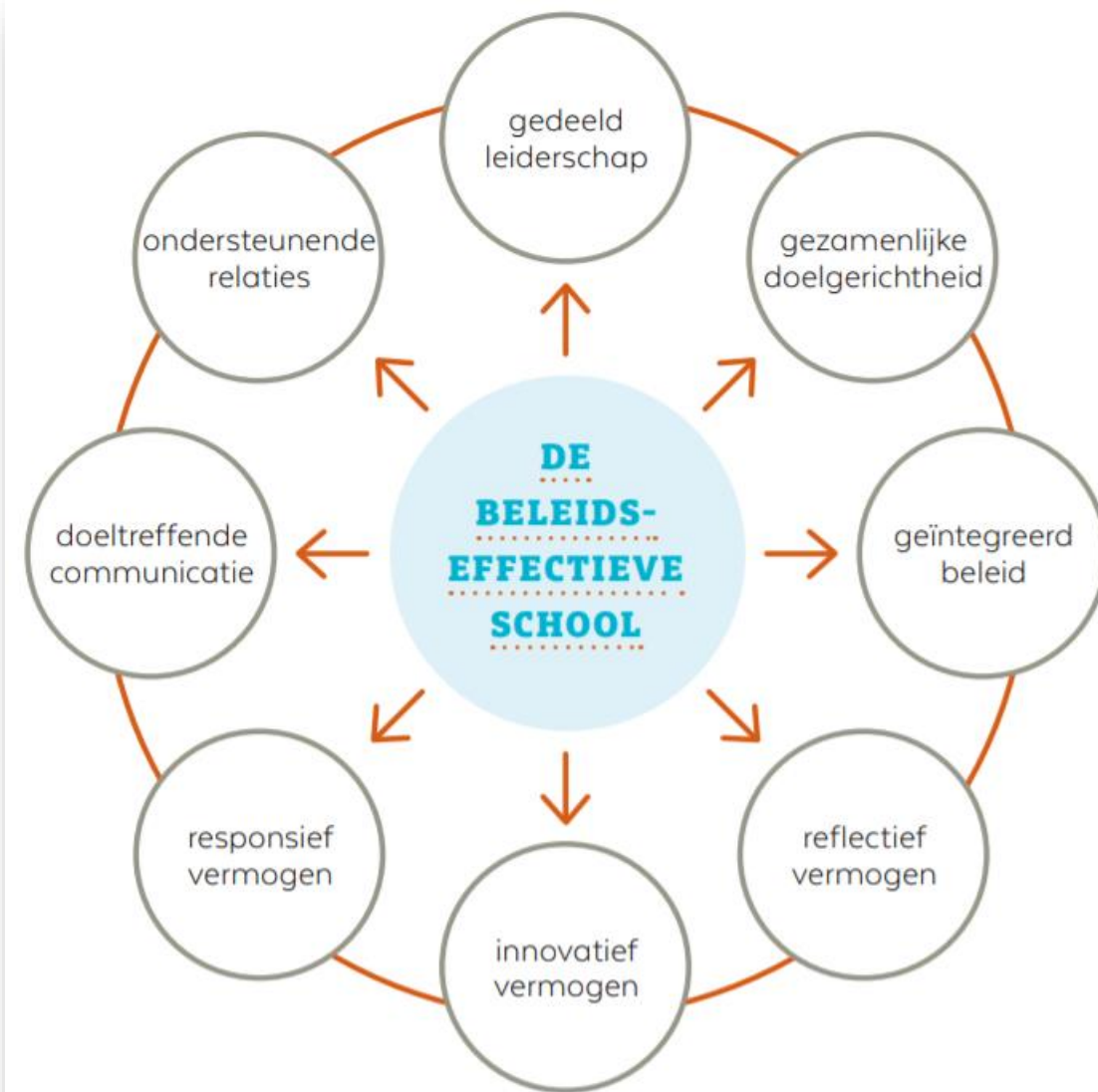
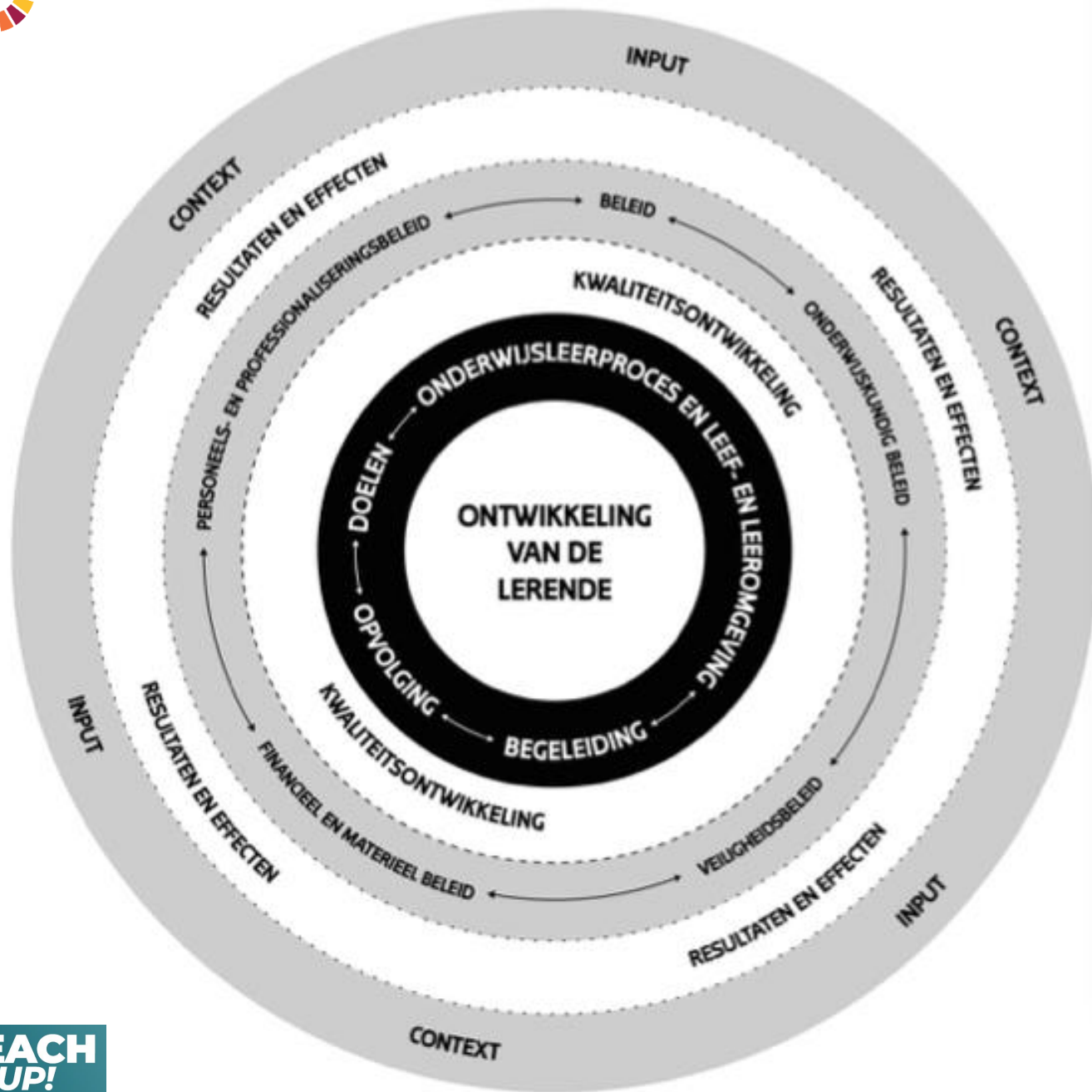
Asia Society/OECD (2018), *Teaching for Global Competence in a Rapidly Changing World*, OECD Publishing, Paris/Asia Society, New York, <https://doi.org/10.1787/9789264289024-en>.



A whole school approach to global learning



<https://globaldimension.org.uk/chooseglp/glp-england-update/developing-a-whole-school-approach/>



Figuur 12: Op basis van Indicatoren van beleidsvoerend vermogen (Vanhoof et al., 2012)

ROK bronnendocument, 2017

https://www.onderwijsinspectie.be/sites/default/files/atoms/files/OK_bronnendoc_LOW_14-10-2019.pdf



<https://www.oberon.eu/data/upload/Portfolio/files/whole-school-approachprint-2.pdf>

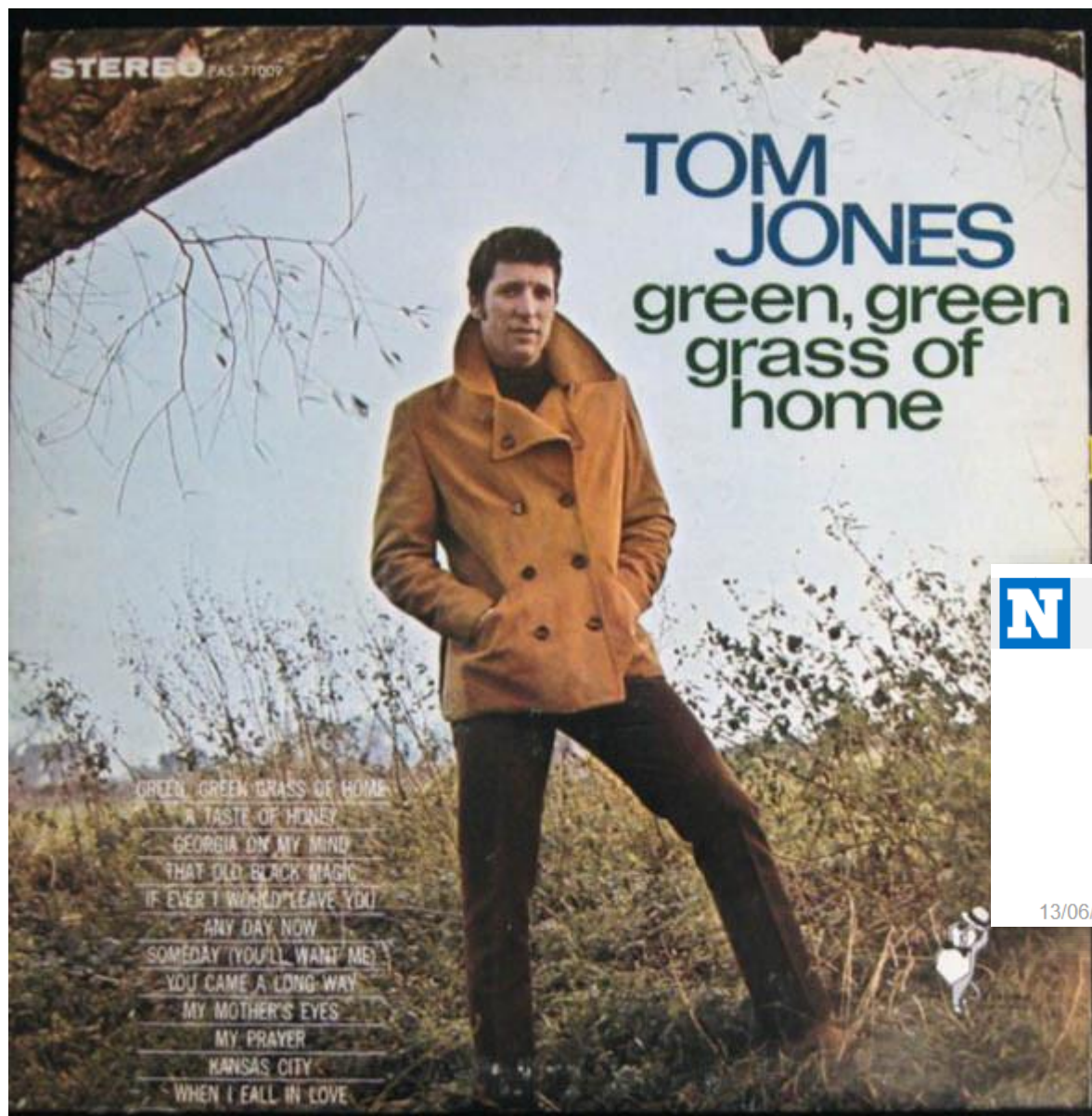
<https://sme.nl/column/onderwijs/ruimte-die-duurzaamheid-ademt>





Waarschuwing

- Een model is niet de werkelijkheid
(want die werkelijkheid is complexer, anders zou er geen model nodig zijn)
- Het hebben van een model is geen doel an sich
(en een model moet niet perfect zijn vooraleer actie mogelijk is)
- Een model is niet onaantastbaar & onveranderlijk
- Een model is niet van een ander(e autoriteit)
(het gevoel moet zijn: “het is van ons” én “het werkt voor ons in onze context”)
- Zorg dat het model voldoende omvattend is
(vergeet geen sleutelementen/-domeinen op te nemen)
- Bekijk het model vanuit een ‘systeembril’
(als raakt aan alles)
- Een model is niet tweedimensioneel, maar gelaagd
- En vooral: als een model niet helpt, is het geen goed model
(voor deze casus, in deze context, op dit moment...)
- ...



<https://www.discogs.com/fr/Tom-Jones-Green-Green-Grass-Of-Home/master/109780>



NIEUWS

SPORT

REGIO

SLIMMER LEVEN

SHE.

MIJN

Gsm-tracking in Antwerpen: “Niet nieuw, we doen dat al twee jaar”

13/06/2017 om 13:15 door adm - [Print](#) - [Corrigeer](#)

https://www.nieuwsblad.be/cnt/dmf20170613_02923315



Alles samenbrengen: Een oefening



Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Normative competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

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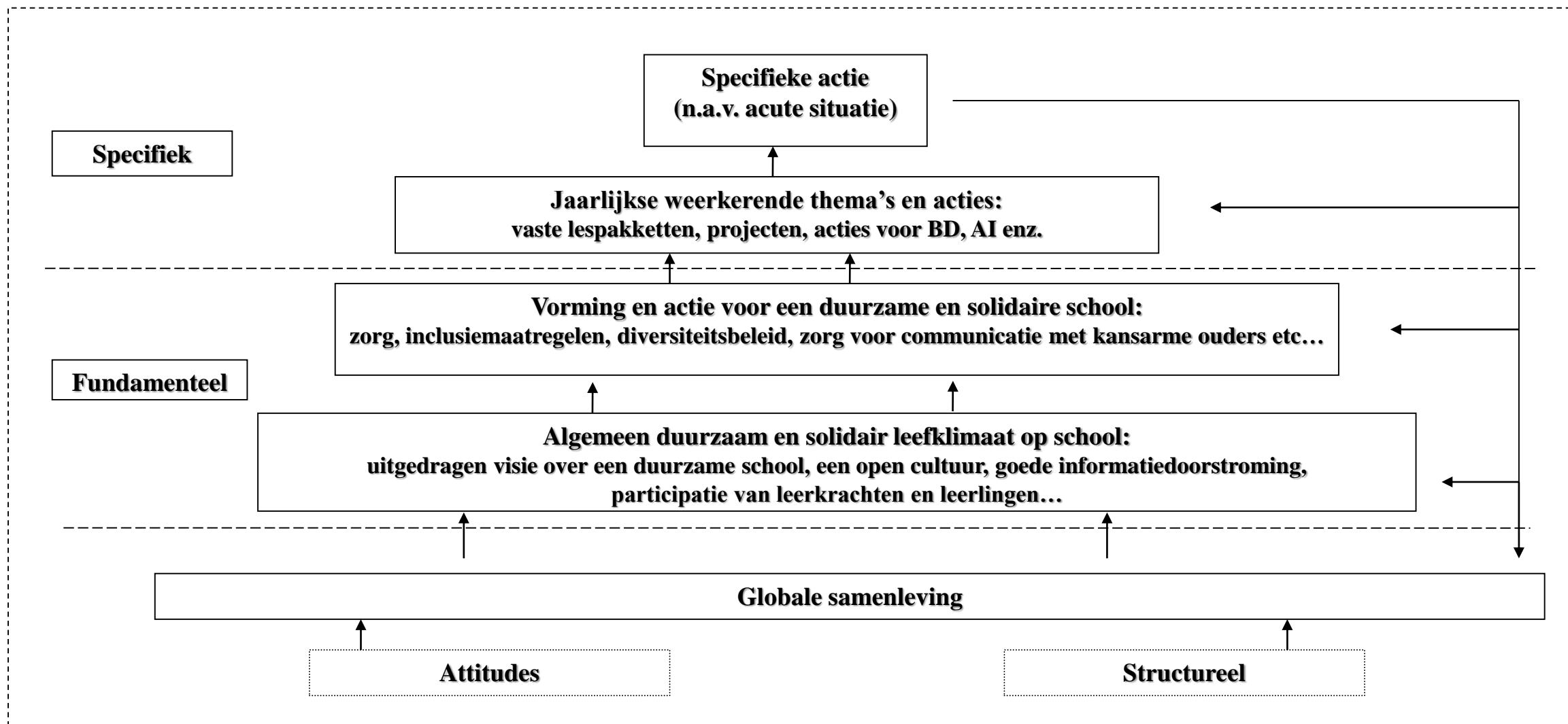
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Vanwassenhoven, L. (2019). *Whole School Approach & Draagvlak op School*. i.s.m. EcoCampus. Presentatie tijdens Unesco ASPnetwerkmeeting (Kortrijk). Geïnspireerd op Deklerck, J. (2006). Onveiligheid integraal aanpakken: de preventiepiramide. *Tijdschrift voor Veiligheid*, 5(3), 19-37.



KANTELEN = EVENWICHTIGHEID VINDEN

RESULTAAT

GEPRAAT

HORIZON

GROND

**(interne)
AUTONOMIE**

**(externe)
EXPERTISE**

STRUCTUUR

AGENCY

VERANDERING

STABILITEIT

UITDAGING

VERTROUWEN



<https://www.freepik.com/free-photos-vectors/balance>

**BEREIKEN VAN
LEERDOELEN**

Vermeir, K. (2019). *Implementatie van onderwijsinnovatie: artefacten, ondersteuners, agenda's en onderhandeling*. Proefschrift KU Leuven: Faculteit Pedagogische Wetenschappen.

Timperley, H. (2008). Teacher professional learning and development. In J. Brophy (Ed.), *The Educational Practices Series – 18*. International Academy of Education & International Bureau of Education (UNESCO): Brussels.



KANTELEN HEEFT NOOD AAN LEIDERSCHAP

**momentum behouden
faciliteren
leiden
visie ontwikkelen
LEIDERSCHAP**



**BEREIKEN VAN
LEERDOELEN**

Vermeir, K. (2019). *Implementatie van onderwijsinnovatie: artefacten, ondersteuners, agenda's en onderhandeling*. Proefschrift KU Leuven: Faculteit Pedagogische Wetenschappen.

Timperley, H. (2008). Teacher professional learning and development. In J. Brophy (Ed.), *The Educational Practices Series – 18*. International Academy of Education & International Bureau of Education (UNESCO): Brussels.



http://123management.eu/0/030_cultuur/a300_cultuur_07_cultuurverandering_succesfactoren.html

Kotter, J.P. (1996). *Leading change*. Boston, Mass: Harvard Business School Press.



Dank

stijn.dhert@gmail.com