

# Die Inner Development Goals (IDG) als möglicher Rahmen für die curriculare Entwicklung?

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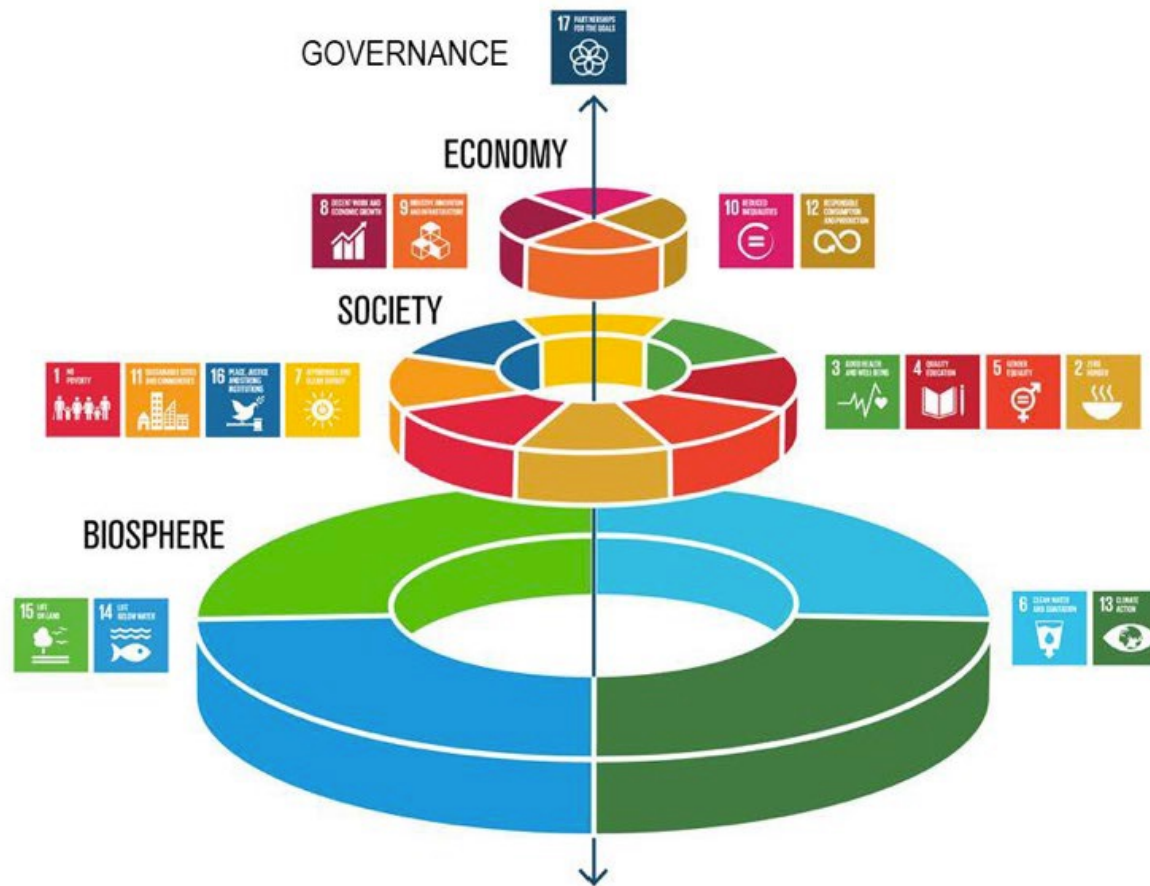
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# Agenda

1. Die Inner Development Goals (IDG) als Bezugsrahmen
2. Relevanz für die curriculare Entwicklung?!
3. IDG University Coalition

# 1. Die IDGs als Bezugsrahmen



Quelle: Martin Führ in Anlehnung an das Stockholm Resilience Center

# 1. Die IDGs als Bezugsrahmen

Aus den skandinavischen Ländern Initiative zu den **Inner Development Goals (IDGs)**

- Ausgangspunkt ist ein „blind spot“ bei den Bemühungen um eine nachhaltigere Zukunft
- Wir wissen was bis 2030 getan werden müsste, doch bislang ist der Erfolg gering („attitude-behavior-gap“)
- Stattdessen müsse es stärker darum gehen, wie man Fähigkeiten, Qualitäten und Fertigkeiten bei jenen befördern könne, die den Wandel tragen sollen

Quelle: IDG Framework, Full Report, [www.innerdevelopmentgoals.org](http://www.innerdevelopmentgoals.org)

# 1. Die IDGs als Bezugsrahmen

When facing challenging tasks, there is a need for a range of cognitive and emotional skills and other qualities that go beyond what most people normally learn in schools and higher education. We believe that significant knowledge and insight has accumulated over the years about what these skills and qualities are and how they evolve, in several research fields, such as adult learning and development and in the study of strategic leadership regarding complex issues, such as sustainability studies.

The purpose of the Inner Development Goals project is to draw attention to the need to support development of abilities, skills and other inner qualities for people and organizations involved in efforts to contribute to a more sustainable global society. By having a framework that is easy to grasp and that describes those skills and qualities, we hope to mobilize a broader engagement and effort among organizations, companies and institutions to significantly increase the investments in efforts to develop crucial skills and qualities.

Quelle: IDG Framework, Full Report, [www.innerdevelopmentgoals.org](http://www.innerdevelopmentgoals.org)

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**In other words the Inner Development Goals project works to identify, popularize and support the development of relevant abilities, skills and qualities for inner growth, through consciously supportive organizations, companies and institutions, to better address the global challenges.**

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# 1. Die IDGs als Bezugsrahmen

**1**    **Being** — Relationship to Self

**2**    **Thinking** — Cognitive Skills

**3**    **Relating** — Caring for Others and the World

**4**    **Collaborating** — Social Skills

**5**    **Acting** — Driving Change

23 Skills,  
geordnet in  
5 Kategorien

Quelle: IDG Framework, Full Report, [www.innerdevelopmentgoals.org](http://www.innerdevelopmentgoals.org)

# 1. Die IDGs als Bezugsrahmen

## 1. 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**

Quelle: IDG Framework, Full Report, [www.innerdevelopmentgoals.org](http://www.innerdevelopmentgoals.org)



# 1. Die IDGs als Bezugsrahmen

## 2. 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**

Quelle: IDG Framework, Full Report, [www.innerdevelopmentgoals.org](http://www.innerdevelopmentgoals.org)

## 2. Relevanz für die curriculare Entwicklung?!

### Inner Development for Outer Change

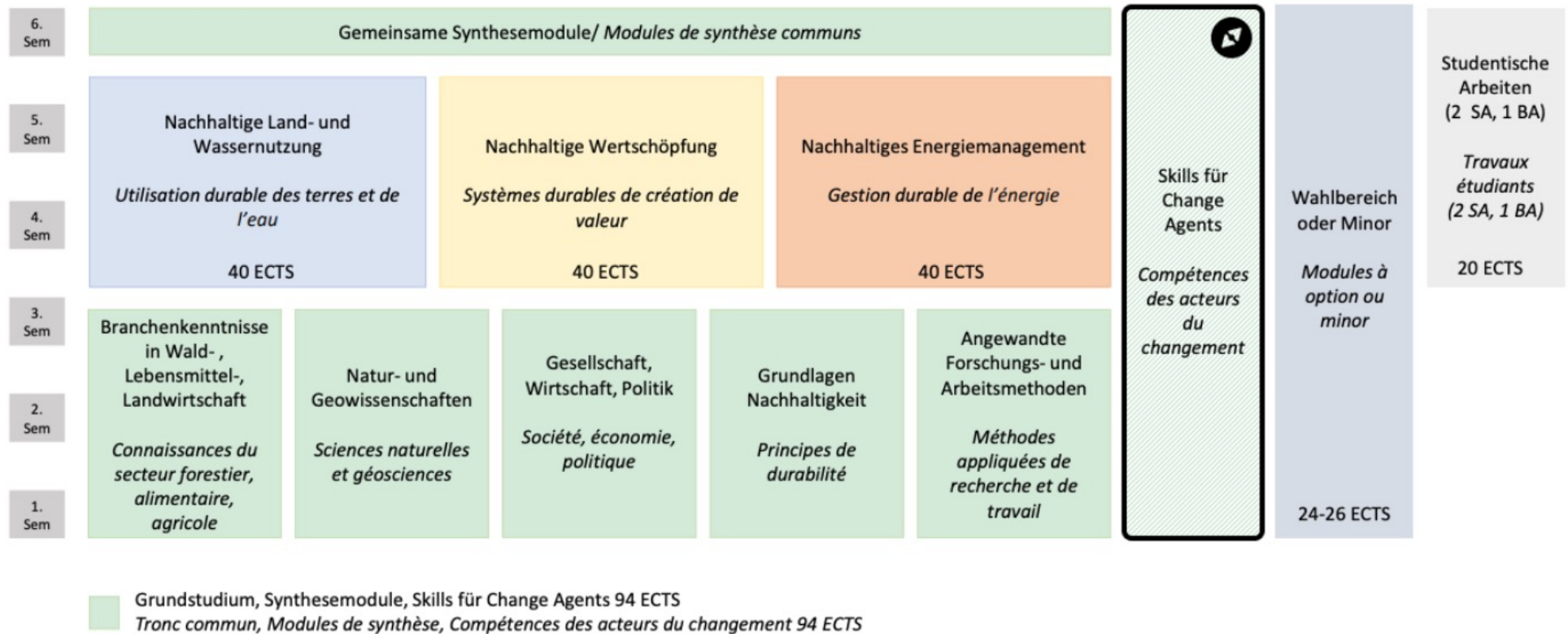
„Inner development is the structured and evolving practice of fostering self-awareness, resilience, and actionable skills to drive sustainable change.

Our minimum standard include:

1. **Breadth:** Building habits through regular and integrated practices throughout the educational journey, rather than isolated, one-off sessions.
2. **Depth:** Addressing multiple dimensions of growth, focusing on at least five (?) key areas of the 23 Inner Development Goals (IDGs).
3. **Purpose:** Cultivating attitudes and actions that directly contribute to sustainability and socio-economic transformation that benefits people & planet.
4. **Continuous Evolution:** Embedding a clear learning and feedback process to adapt and improve inner development practices over time.“

Source: IDG University Coalition

## 2. Relevanz für die curriculare Entwicklung?!



Berner Fachhochschule | Haute école spécialisée bernoise | Bern University of Applied Sciences

# 3. IDG University Coalition

## Vision

The collective vision is to create a world where every student graduates with a lifelong habit of Inner Development. This involves:

- Integrating IDGs into higher education curricula as a cross-cutting, mandatory element.
- Achieving measurable progress in personal and collective growth.
- Ensuring that students are more conscious and clear about their purpose in life.
- Promoting a pathway to sustainable funding for transformative educational practices.
- Influencing industry transformation through executive education to integrate IDGs.



Source: IDG University Coalition

A coalition of universities working towards

**A world where every student  
graduates with a lifelong habit  
of Inner Development**

# 3. IDG University Coalition

## What is in Scope

- **Higher Education Focus:** The primary focus is on integrating IDGs within higher education institutions.
- **Core Focus on Students:** Emphasizing student empowerment, sensemaking, and personal development.
- **Bridging with Industry:** Linking educational efforts with industry transformation and entrepreneurship.
- **Institutional Change:** Encouraging systemic change from bottom-up to top-down approaches.
- **Communication Pathways:** Developing effective communication strategies to reach a broader audience.

Source: IDG University Coalition

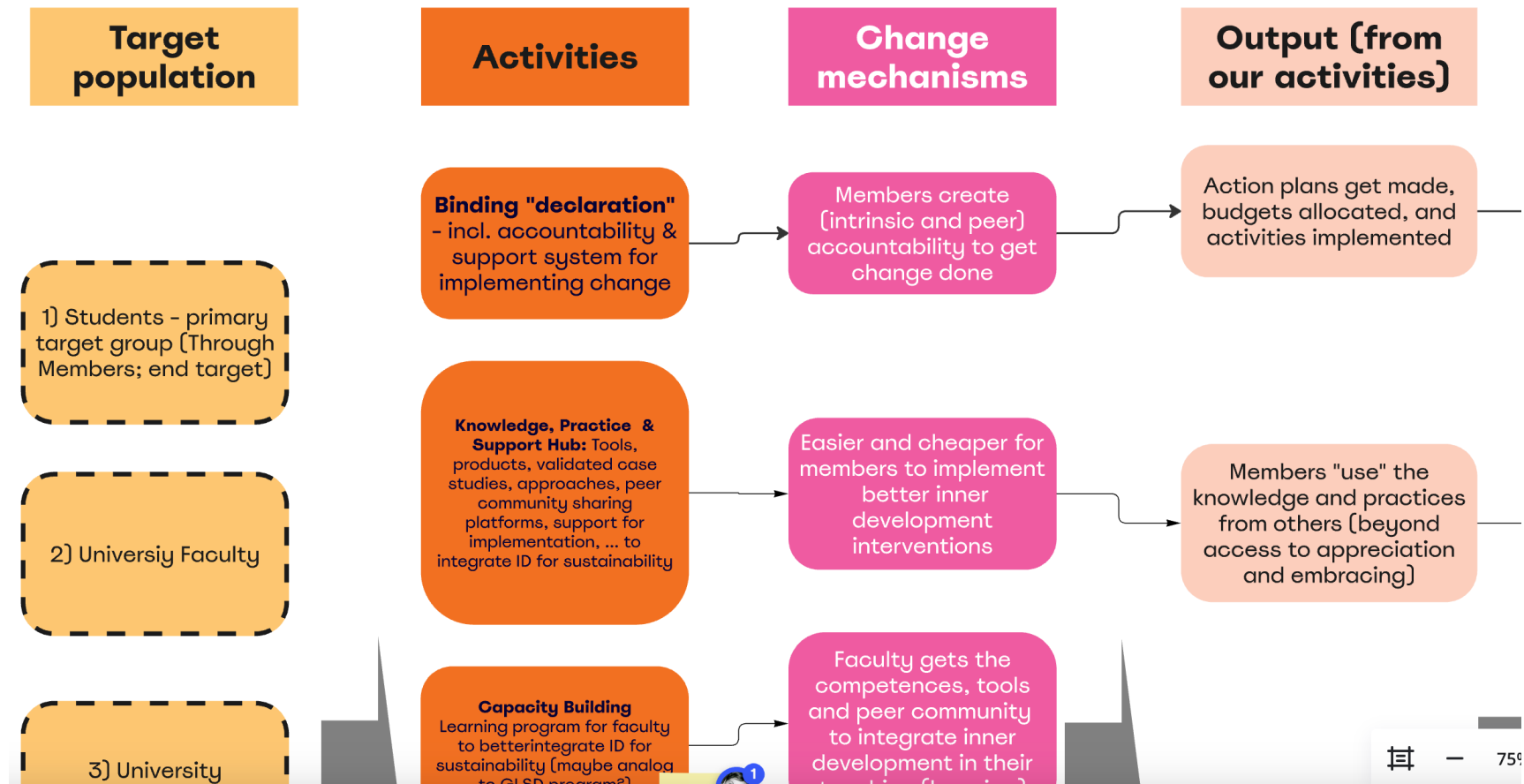
# 3. IDG University Coalition

## What is Not in Scope

- **Religious Education:** The initiative does not aim to cover religious education or promote specific religious frameworks.
- **Dogmatic Approaches:** Avoiding rigid, prescriptive methods in favor of flexible, open-minded strategies.
- **Isolated Inner Growth:** The focus is on integrated measures that link inner and outer dimensions of transformation, avoiding isolated efforts that do not contribute to sustainable approaches.
- In conclusion, the discussions have laid a foundation for a transformative approach to education that prioritizes inner development and aligns with broader societal goals. The vision is ambitious, aiming for a holistic integration of IDGs that prepares students for meaningful contributions to society.

Source: IDG University Coalition

### 3. IDG University Coalition



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### 3. IDG University Coalition

#### Assumptions:

- students need and want inner development support to build the competences & resilience for the outer change they need to face post higher education
- universities are noticing the issues that students are facing and are looking for solutions
- there are enough pockets of innovation and practicing faculty to start building momentum
- there is a need for increased competences, higher level support, inner and outer pressure and resources for the change to become possible
- universities have the mandate to contribute to wellbeing and sustainability across society



## DECLARATION

We subscribe to the vision

A world where every students graduates with a lifelong habit of Inner Development



We see our role as universities

Unleash the power of Inner Development for a better world through higher education

We commit to



- Within 5 years, holistically integrate student Inner Development into every curriculum at our university;
- Educate responsible citizens equipped with the competences to tackle society's grand challenges;
- Shape student-centered learning environments of the highest academic standards.

We adhere to these principles

- It is a journey of co-creation;
- Live as we learn;
- Make it as simple as possible;
- We practice what we preach: we live the IDGs in our day-to-day operations.

Source: IDG University Coalition

# Wichtige Links und Literatur

Case der FH Bern: <https://www.rflect.ch/2025/01/06/case-study-program-level-integration.html>

Transition Makers Toolkit der Unis Wagingen, Utrecht und Amsterdam: <https://transitionmakers.nl/>

Facilitator Guide: Addressing inner Dimensions in Sustainability der Universität Bern:

[https://www.bne.unibe.ch/material/publications\\_further\\_reading/facilitator\\_guide\\_addressing\\_inner\\_dimensions/index\\_eng.html](https://www.bne.unibe.ch/material/publications_further_reading/facilitator_guide_addressing_inner_dimensions/index_eng.html)

IDG University Coalition: <https://universityinnerdevelopment.org/>