Education in the time of Extinction
The UN Sustainable Development Goals- working together for a better world.
The 17 SDGs take concrete form through 169 targets, and bring together the three dimensions of sustainable development: the economic, the social and the environmental.
The SDGs express and establish, for the first time, a set of common universally applicable and verifiable objectives.
The SDGs are aspirational, self-organising at the national level, not backed by any legally binding and enforceable laws, and are an international agreement that is irrelevant to most citizens.
SDG 4.7 Education for Sustainability
We do not know what a regenerative world looks like
We asked the following question: What are the common universal skills or abilities that can be applied across sectors?
The Answer we came up with are a set of Key Competencies.
Anticipatory
• Developing narratives of the future
• Backcasting and forecasting skills
• Working with scenarios, risks, intergenerational equity, and unintended consequences

Systemic working
• Ability to work with key aspects of systems theory; tipping points, nested hierarchies, slow and fast variables and resilience

Interpersonal
• Including skills around mediation and conflict resolution
• Leadership and team building
• Communication skills, including empathy and empathic responses
• Transcultural thinking and deliberation and negotiation

Normative
• The development of world views and perspectives
• Ability to assess the stability of current or future states
• Ethical questions, including risks and tradeoffs
• Ability to assess well being

Strategic
• Planning, decision making, assessment of obstacles, identification of success factors
• Knowledge of behavioural change
• Organisational development
• Use of Kolb’s action reflection cycle.

Intrapersonal
• Presencing: The ability to stay present to your internal environment at the same time as engaging with your external environment.
• The ability to hold contradictory thoughts and feelings without having to resolve the contradictions.
• Knowledge of stress and how to know when you are stressed and what can help you to reduce your stress and avoid burnout.
• The ability to cultivate awareness; the skill to be present and out of that presence become aware of states of being beyond your rational mind.
The multiple intelligences proposed by Howard Gardner represent a sum total of human capacities to influence, interact with, and communicate with our world. This includes both human and non-human life forms.
Evaluation framework for Intrapersonal Competencies

Are learners able to be present in themselves?
Can learners hold (without having to resolve them or prejudice one or the other) contradictory feelings and or thoughts?
Do learners practise self awareness? Are learners able to know when they or a group is stressed and take appropriate steps so that stress does not hinder action?
Can learners find strategies to seek inner peace?
Can learners make meaning in the work they do?
Do learners practise love and compassion?
Are learners aware of their mental and emotional health and do they have the abilities to maintain healthy mental and emotional states?
Design for Sustainability

**WHAT + HOW**

- Pedagogy
  - Multiple Intelligences
  - Learning Environment

**Education**

- New Collaborative Models
- Education for Sustainability (EFS)
  - Wiek et al. key competencies
  - Intrapersonal competencies

**Action Learning Cohort to test EFS Measurement Framework**

**Complexity**

- New Relationships to Life
- Emergent Cultural Transformation
- What Does it Mean to be Human? (and other questions)

**New Ways of Working Together**

**Practices of Regenerative Culture**

- SDG’s Refined + Strengthened
- Regenerative Culture Knowledge Commons

- Curricula
- Training
- Regenerative Culture Leadership
- Trainings + Courses
- ‘Skilling Up’
- ‘Informal’ Lifelong Learning

**Design for Sustainability**