



BRINGING THE INNER DEVELOPMENT GOALS INTO EDUCATION

SO WHY DO WE NEED INNER DEVELOPMENT IN THE CONTEXT OF EDUCATION?

The Inner Development Goals (IDGs) is an effort to bridge the gap between outer development for sustainability and inner development for personal and collective wellbeing. The aim of the IDGs is to educate, inspire and empower people to be a positive force for change in society, in their own lives and those around them, and at the same time find purpose and meaning in their lives. Over the course of the last year we have established excellent organizations to collaborate with to bring the IDGs to education. This collaboration has been spearheaded by SEE Learning® (Social, Emotional and Ethical Learning) at Emory University. They have become a trusted collaborator bringing us into the world of education together with Salzburg Global Seminars, the Learning Planet Institute, and not the least, Yuri Belfali at OECD among others.

SEE Learning and the other amazing collaborators has been instrumental in the work done during the last year, exploring the potential connections between the inner development goals and sustainable development impact within the context of educational systems around the globe. Educational systems, of course, must be considered core parts of their societies, and they are also deeply influenced by and influencing what life could be in these particular places under these specific circumstances where people find themselves right now. The work during this year has confirmed to us that inner development is shared as a need and a resource across all populations around the globe. But how it should look in different culture contexts, in different settings, and not the least for different age groups?

The need to start the inner development journey at earlier stages of life and continuously learn throughout life is of course well known, not just since the establishment of modern psychology and modern education sciences. In fact, all cultures across the globe have always asked themselves what are the most important things that we want our coming generation, the one-s growing up, to focus on, and how do we help them bring these values, their excellent thinking skills, and their consideration for themselves, others, and the planet to be front and centre? Because education is related to fundamental principles of human rights, children's rights, rights for people with disabilities, and indigenous rights. Inclusive education makes us able to take the steps necessary to achieve sustainable transformation.

So it's with great excitement we have been starting to engage excellent colleagues in school systems in different parts of the globe, and not the least fantastic innovators in Colombia, Australia and Japan to explore the practicalities of making the inner development principles and framework a reality in educational settings at younger ages in different places around the globe. This white paper is the first attempt to systematically explore the inner development goals within the educational sector. We are greatly indebted to all the young people and teachers, education leaders, education policy developers, colleagues, researchers, and others who have brought their passion and capabilities into making these initial learning experiences.

We are learning and we're improving, we're sharing. So please reach out, please try it yourself- When you do please make sure that everything you're doing is aligned with the fundamental rights of the children, the fundamental democratic principles, and making it possible for kids and youth to find their way into how they can contribute to inner development and thus making the necessary nourishment to the lives for themselves, their families, their communities, their places, and the full planet. Let's start looking at this together and share and learn how to make inner development something natural for everyone, making them willing and able to address all the challenges and opportunities that young people will experience throughout life. This white paper and the Introduction Curriculum is our first attempt and there will be many more to come. Stay tuned and we invite you to join the movement of bringing the IDGs into your educational system.



Dr. Fredrik Lindencrona, PhD
Head of Research Co-creation
Inner Development Goals

SETTING THE STAGE FOR THE IDGs IN EDUCATION

The Inner Development Goals (IDGs) is an effort to bridge the gap between outer development for sustainability and inner development for personal and collective wellbeing. The aim of the IDGs “is to educate, inspire and empower people to be a positive force for change in society, in their own lives and those around them, and at the same time find purpose and meaning in their lives.”

The primary purpose of this document is to inspire other educators to bring the IDGs into their schools so that students can develop the knowledge and competencies needed to create personal wellbeing and take collective action to build a more sustainable future for all. A secondary goal of this document is for educators to join the global community of teachers, administrators, policy makers, and the like who are actively working to integrate the IDGs into their educational systems.

Over the past few years, inspired educators and professionals working in the field of education have been exploring the integration of the IDGs into education and schools by bringing the goals into students’ learning. This working paper provides an overview of the different ways the IDGs have been delivered to students. Examples of this integration include the development of a structured curriculum to introduce the IDGs using the SEE Learning® (Social, Emotional, and Ethical) framework, after school programming, and curriculum integration.

THE WHY AND THE WHAT OF THE IDGS

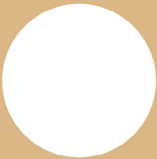





A primary goal of education is to prepare future generations to navigate the challenges associated with a changing society. The development of the competencies contained within the IDGs helps educational systems

to fulfill this ambitious goal. Like educational systems and schools the IDGs are a dynamic and changing set of 23 skills and qualities that are oriented around 5 dimensions (Being, Thinking, Relating, Collaborating, and Acting). The task of bringing the IDGs into education is operationalizing the dimensions, skills, and qualities in meaningful, engaging, and developmentally appropriate ways for students in different cultural and linguistic contexts.

The purpose of education at all levels is to create citizens that are capable of embodying the skills, habits, and dispositions needed to navigate their future. Just as numeracy and reading skills can be formed so can skills focused on self-compassion and emotional literacy. Addressing the issue of climate change and environmental degradation requires significant innovation within education. This innovation can be achieved through the meaningful integration and prioritization of the IDGs within educational systems around the world.

HOW TO BRING THE IDG’S INTO EDUCATION

Integration of the IDGs into education is occurring in many different ways. The first way is to teach students about the IDGs and have them connect the IDGs to their lives. Through a collaboration with SEE Learning® (Social, Emotional, and Ethical Learning) at Emory University’s Center for Contemplative Science and Compassion-based Ethics “A SEE Learning® Introduction to the IDGs” curriculum has been developed and piloted with students in Colombia and Japan. In Australia, Meg Languages has taken efforts to integrate the IDGs into the Student Service Projects and in Medellin, Colombia the San José de Las Vegas (SLV) school has integrated these goals into existing courses.

 1 Being Relationship to Self <hr/> Inner Compass Integrity and Authenticity Openness and Learning Mindset Self-awareness Presence	 2 Thinking Cognitive Skills <hr/> Critical Thinking Complexity Awareness Perspective Skills Sense-making Long-term Orientation and Visioning	 3 Relating Caring for Others and the World <hr/> Appreciation Connectedness Humility Empathy and Compassion	 4 Collaborating Social Skills <hr/> Communication Skills Co-creation Skills Inclusive Mindset and Intercultural Competence Trust Mobilisation Skills	 5 Acting Enabling Change <hr/> Courage Creativity Optimism Perseverance 
---	--	--	---	---

SEE Learning® (Social, Emotional, and Ethical Learning) is both a framework and preschool through high school curriculum that provides a research-based approach for whole child development by cultivating social, emotional, and ethical competencies. SEE Learning has emerged as a “next generation” Social Emotional Learning (SEL) program and, includes important topics such as attention training, cultivation of compassion for self and others, resilience skills based on trauma-informed care, systems thinking, and ethical discernment.

“As a next-generation SEL program...SEE Learning adds to SEL several crucial skills that are largely missing from existing programs...these include attention training, care and compassion, systems learning, and the development of an ethical outlook. My hope is that programs like SEE Learning will be adopted far and wide, and will help more and more students throughout their lives, as they grow up and grapple with challenges not seen before in human history.”

- Daniel Goleman, “What Our Kids Need,” April 17, 2019

Introduction to Curriculum

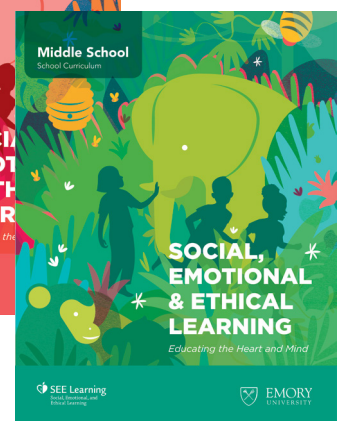
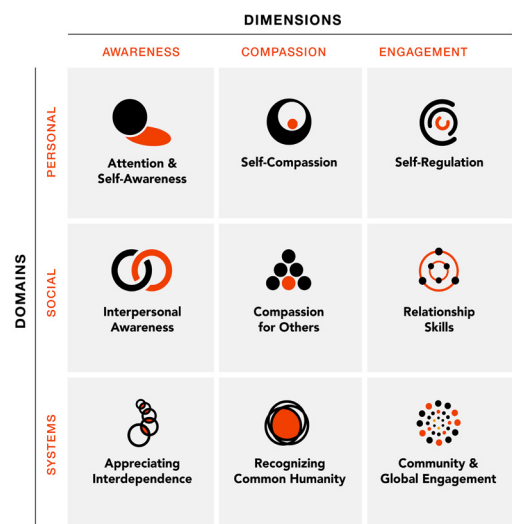
In Tulua, Colombia and Nagoya, Japan, “A SEE Learning® Introduction to the IDGs” curriculum was taught to middle school students and university students over 7 weeks. Each week the students received a 45 minute learning experience that introduced the IDGs and each of the 5 domains contained within them. Each learning experience is informed with activities and practices from the SEE Learning curriculum. These experiences helped students make connections between the purpose of the SGDs (Sustainable Development Goals) and the intended outcome of the IDGs. The second learning experience was titled “What are the Inner Development Goals and Why Do they Matter?.” The next five learning experiences focused on each of the IDG domains; Being, Thinking, Relating, Collaborating, and Acting.

In each learning experience, students engaged in activities that encouraged them to explore and apply the respective domains in a manner that was engaging and relevant. Using examples from their life experiences, students were able to connect a personal meaning to each domain. Within these experiences, the students engaged in a SEE Learning insight activity which served as an anchor experience to help them create an embodied understanding and personal connection. These activities enabled the students and teacher to develop direct exposure to the IDGs which in turn motivated them to make personal and school-based connections to the Inner Development Goals. By using the development of the skills contained within the IDGS, the formation of caring and engaged citizens can be achieved.

What Students and Teachers Have to Say

Below are the responses of several students and teachers regarding their experiences in the activities mentioned above. The insights of these teachers and students highlight the values and competencies needed for sustainable citizenry. These comments also show the profound impact that the IDGs can have on both teaching and learning.

SEE LEARNING FRAMEWORK



TEACHER RESPONSES

WHAT DO YOU LIKE MOST ABOUT THE IDG CURRICULUM LESSONS:

"What I like the most about the IDG curriculum lessons is how they promote teamwork in the classroom. During the sessions, I have noticed that some students who usually do not participate in other classes become more engaged and actively share their opinions."

WHAT IS THE VALUE AND IMPORTANCE OF THE INNER DEVELOPMENT GOALS:

"I consider the importance of the Inner Development Goals to be closely related to teamwork and how students can transform their community through action and collaboration with others. In this sense, IDGs are also associated with the SEE Learning concept of Interdependence by recognizing how each individual depends on others to some extent in a society."

HOW CAN YOU PRACTICE AND EMBODY THE INNER DEVELOPMENT GOALS AT SCHOOL AND IN YOUR PERSONAL LIFE:

"I can practice the Inner Development Goals at school by planning new projects and programs for my students in collaboration with other teachers. In this way, every team member contributes to the design of the activities, considering our students' needs and learning objectives. Once we have designed the project, we implement it into practice to analyze its results and the students' experiences throughout the process. On the other hand, I can apply them in my personal life by viewing my relationship with family and friends as a system in which I actively collaborate to make decisions and benefit our dynamic. This perspective helps me to foster a supportive environment for myself and others around me."

STUDENT RESPONSES

WHAT THE STUDENTS LIKED MOST ABOUT THE IDG CURRICULUM:

"Personally, I feel that the classes and activities we are doing during the sessions are very enjoyable and creative because I am learning new terminology and I'm expanding my vocabulary. However, what I like the most is the teamwork that takes place during this process and also our oral participation in the lessons."

"I like to discuss the Inner Development Goals with my classmates because I consider them important topics. It is also very interesting to hear different points of view and compare them with my own, knowing that there are no wrong answers."

WHAT IS THE VALUE AND IMPORTANCE OF THE INNER DEVELOPMENT GOALS:

"The IDGs are intended to strengthen the insider approach for sustainable development. The goal is not only to pursue social and environmental sustainability, but also to enable people to grow internally and lead fulfilling lives. The IDGs provide guidance for individuals to deeply explore their inner selves and act for the betterment of self and society."

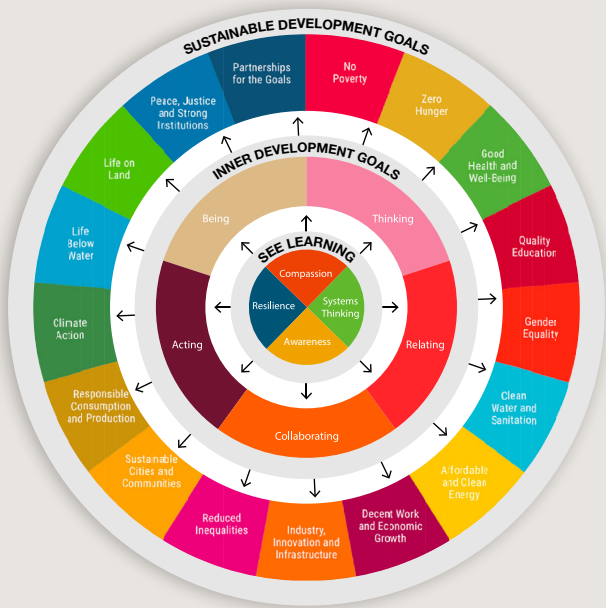
"The importance is that the IDGs help us understand how we can control ourselves, how we behave, and how we can improve as individuals."

HOW MIGHT THEY APPLY THE IDGS AT SCHOOL AND IN THEIR PERSONAL LIFE:

"I can practice the Inner Development Goals both in school and in my everyday life to solve problems or find solutions to issues that may arise in the future."

"In school, it's about knowing how to solve problems with classmates, and in my personal life, it would be the same but could involve family, friends, or people on the street."





THE GLOBAL GOALS For Sustainable Development



RESEARCH

PRELIMINARY RESEARCH OF THE IMPACT ON STUDENTS AND TEACHERS OF INTEGRATING THE IDGS INTO EDUCATION

Title: Evaluating the Feasibility and Preliminary Impact of the Integration of Social, Emotional, and Ethical Learning (SEE Learning) with the Inner Development Goals on Inner Development Skills Among Middle, High School, and College Students

Objectives: This study aimed to assess the feasibility and preliminary impact of an integrated 7-week unit designed to incorporate the SEE Learning framework, grounded in compassion, into the IDG domains of being, thinking, relating, and collaborating. This model of integration aligns the conceptual approach within the IDGs with the practical learning tools and skills development of SEE Learning that are hypothesized to deepen students' embodied understanding.

Methodology: A quasi-experimental design was employed, with three cohorts of middle school, high school, and college students across two countries: Colombia and Japan. Assessments of compassion, social and emotional competence, and perceptions of the IDG domains were collected prior to intervention exposure and after the intervention was completed.

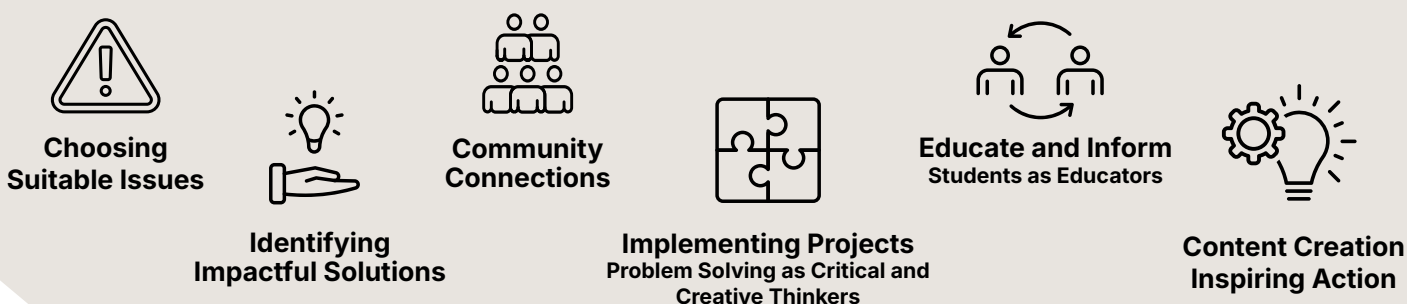
Preliminary Results: The end-line results have just been collected, and the full analysis is being completed. The one big question that students were asked was, "What qualities, abilities, and skills are essential for building a sustainable future for people and the planet?" Here is a list of student responses:

- Group Work: It is important to work well in teams.
- Empathy and Collective Work: Relating better with others and managing emotions.
- Patience: Being patient with people.
- Tolerance: Handling different opinions and self-confidence.
- Emotional Management: Managing emotions and treating people with respect.
- Strong Mentality: Confidence, strong mentality, compassion, and tolerance.
- Communication: Improving communication skills.
- Creativity: Enhancing creativity for better mental health and emotional stability.
- Intelligence: Studying hard, being attentive, and making good decisions.
- Community and Environmental Awareness: Helping the community and the planet.
- Compassion and Fairness: Compassion, fairness, empathy, equality, and justice.
- Confidence: Building self-confidence and valuing abilities.
- Courage and Self-Respect: Courage, self-respect, kindness, and positivity.
- Social Skills: Being more social and respectful.
- Optimism and Creativity: Optimism, creativity, and thinking before acting.
- Respecting Opinions: Respecting different opinions and thoughts.
- Environmental Leadership: Environmental awareness, leadership, and communication.
- Self-Love: Practicing self-love and helping others.



Meg Languages provides a variety of services related to foreign language development, cultural experiences, and support for schools that want to foster student action projects. Meg Schools facilitates a program that fosters Student Action Projects. These projects provide a student-centered approach to education that uses real-world problems and issues that students care about as the context for the development of a range of essential life skills and knowledge sets. Through a coordinated approach to student programming, the IDGs have been linked to the targeted outcomes that students achieve through their action project. The alignment and intentional design of the Student Action Projects to the IDGs demonstrates a creative, intentional, and effective approach to bringing the IDGs into existing after school programmes. By connecting the domains of Being, Thinking, Collaborating, Communicating, and Acting, students have been able to take conceptual and abstract topics and make them experiential through their own action and engagement. Below are a set of examples that demonstrate connections made by students to the IDGs.

The Stages of the Student Action Projects



IDENTIFYING IMPACTFUL SOLUTIONS

Inner Development Goal Domain and Skill

- Thinking:
 - Complexity Awareness
 - Perspective Skills
 - Critical Thinking
- Acting:
 - Creativity

Action Project Example

- Trinity Primary School: Through the “Whole School Waste Overhaul Project” students designed a wide range of solutions to their waste issue. They involved the school and wider community, including community organizations such as their local council.
- The Mount Waverley Secondary School: The school’s project focused on reducing waste for their action project. They presented their solution with expected results on the website they created for the project.

IMPLEMENTING PROJECTS: PROBLEM SOLVING AS CRITICAL AND CREATIVE THINKERS

Inner Development Goal Domain and Skill

- Collaborating
 - Communication Skills
 - Co-creation
 - Inclusive Mindset and Inter-cultural Competence
 - Mobilization Skills

Action Project Example

- Bethlehem College: The students developed a project called “Express Your Mess” focused on student peer mental health. The students reached out to local community organizations for donations to provide activities related to mental health supports.

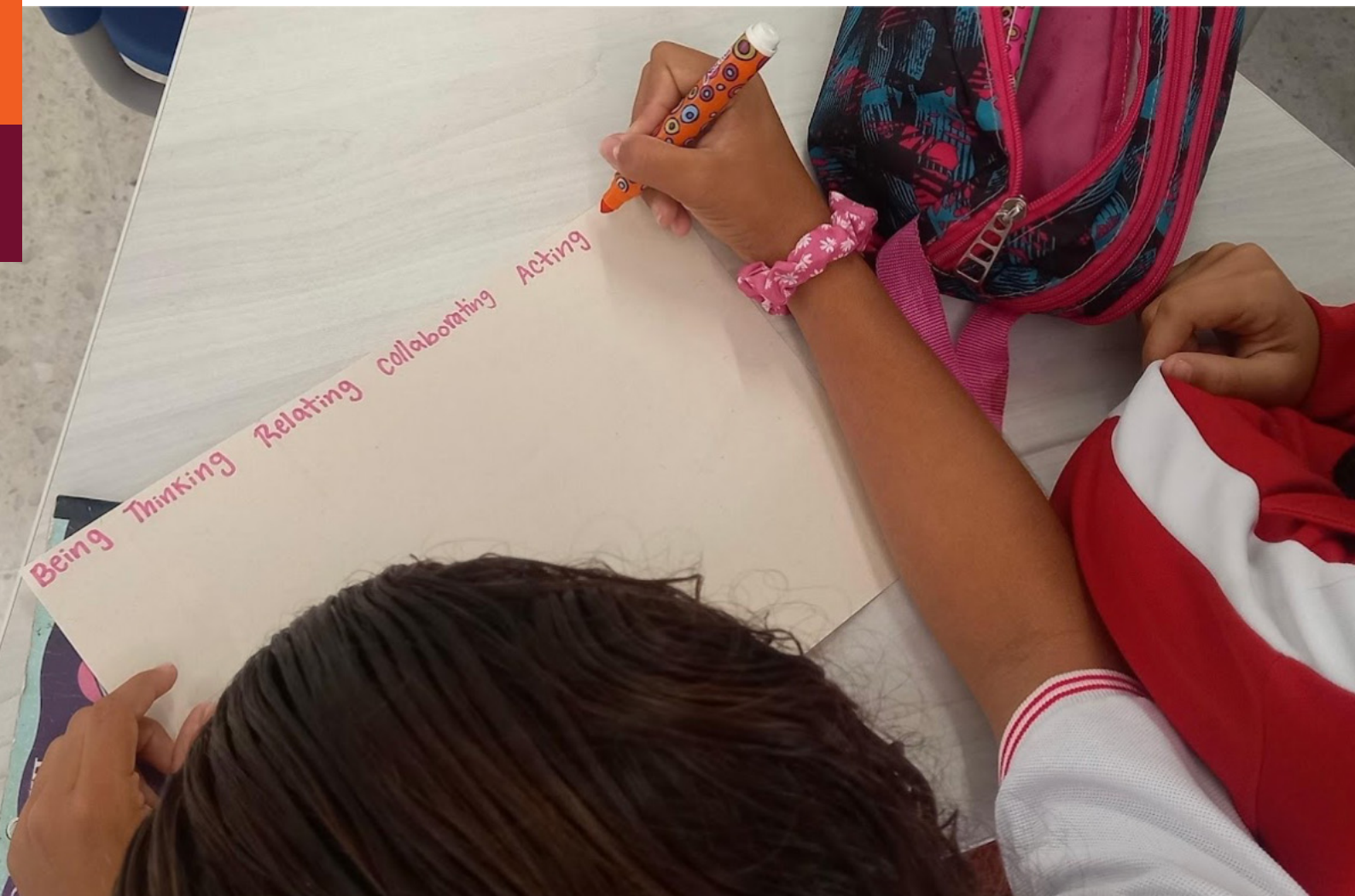
EDUCATE AND INFORM: STUDENTS AS EDUCATORS

Inner Development Goal Domain and Skill

- Collaborating:
 - Communication Skills
 - Mobilization Skills
- Acting:
 - Creativity
 - Optimism

Action Project Example

- St Michael's Catholic Primary School: The students developed a website called "Global Guardians", through this website the students hosted a short podcast and fun educational content about different ideas linked to their chosen issue of inclusion.
- Wembley Primary School: The students created a project called "Waste Free Wednesday," in which the students educated their school community about lunch boxes, before they asked students to bring them to school. They included a short podcast, with students as educators, focused on the SDGs, shown at a local high-school to educate older students.
- Werribee Secondary School: The students focused their project on reducing waste in their school. They created a rap music video to inspire action and engage their other students.



San José de Las Vegas (SJV) is a private school located in Medellín, Colombia, with 56 years of history in nurturing holistic education. With a community of over 2,600 students, the school's mission revolves around cultivating the inner lives of students. It encourages them to develop deep connections with their thoughts, emotions, and physical being for the purpose of serving society.

SJV integrates the IDGs framework into its curriculum, reinforcing its commitment to nurturing academic excellence, personal growth, and ethical development. The school uses the Inter Development Goals to support the achievement of the Sustainable Development Goals by emphasizing the five dimensions. The IDG dimensions have been incorporated into the school's projects and practices, with the purpose of developing students' inner capacities to propose solutions to pressing local-global needs. The school's commitment to cultivating a sense of social and environmental responsibility is evident in its values of autonomy, collective responsibility, and kindness.

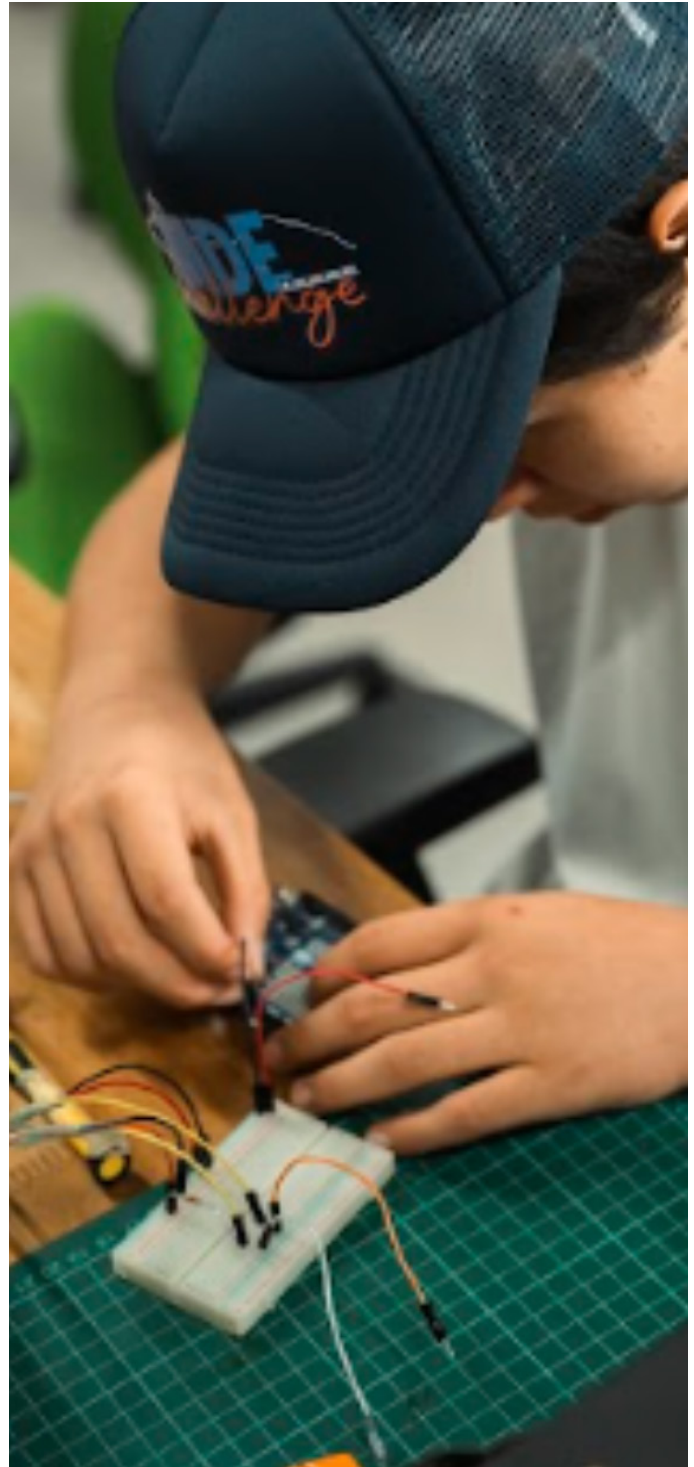
OVERVIEW OF IDG INTEGRATION EFFORTS

Academically, the school adheres to the curriculum guidelines set by the Ministry of Education of Colombia and is deeply committed to innovation through projects that foster active learning. The school integrates science, technology, art, mathematics, and humanities (STEAM+H) into an interdisciplinary framework. This pedagogical shift emphasizes the development of critical skills and values that enable students to address real-world problems, particularly those related to the SDGs. In 2024, SJV decided to start a pilot, incorporating the IDGs in two projects and a one-course module.

Project 1. Medellín challenge: The Medellín Challenge is a global STEAM+H initiative launched by San José de Las Vegas School to address SDGs on education, food security, and clean water through Design Thinking. Students from Medellín and around the world develop leadership, empathy, and problem-solving skills by collaborating online and in-person. The 2024 edition focuses on global issues like water scarcity and migration, involving schools, cities, universities, businesses, and community leaders in a global learning ecosystem

Project 2. Circular fashion: An 8th-grade project developed in 20 weeks to promote circular fashion, aligning with Sustainable Development Goal 12: Responsible Consumption and Production. The project empowers students to act as change agents by exploring sustainable textile practices and understanding their impact on water resources and quality of life in Medellín. Through strategies that highlight the environmental impacts of the textile sector, students learn to foster sustainable habits and make informed decisions. In this project, the growth students made in the development of the IDG related skills was assessed.

Project 3. Sustainability module: In the 7th-grade sustainability class, a 3-week panel module was implemented to discuss the impact of human actions on climate change; aligning with SDG 13 (Climate Action). This module fosters critical thinking, perspective skills, and constructive dialogue. It encourages students to explore diverse viewpoints, develop creative solutions, and a sense of global responsibility and collaboration.



SUMMARY AND NEXT STEPS

Bringing the IDGs into your school or educational system is achievable and can be done using either A SEE Learning Introduction to the IDGs curriculum or through integrating it into existing courses and school-based programming. In addition to these specific approaches and strategies there are other ways in which the IDGs are being brought into educational settings.

There are many ways you can get involved in bringing the IDGs into education. The first is to take the introduction curriculum which you will find linked below and are access through the QR code. This introduction curriculum will allow educators and students to gain a common understanding of the IDGs which they can then investigate further with these lessons or in their everyday classroom learning. The examples shared in this whitepaper represent just a few of the ways the IDGs can be integrated into teaching and learning. We invite you to innovate and develop new ways to build fluency and embodiment of the IDGs in your local schools and students. If you would like support with training educators or implementing the A SEE Learning Introduction to the IDGs please contact seelearning@emory.edu



["A SEE Learning® Introduction to the IDGs"](#)

Another way to get involved is to join the IDG Education Circle. The IDG Education Circle consists of a global network of educators, researchers, nonprofit organizations and policy makers who are working to bring the IDGs into education. This network has already begun the important work of framework alignment, policy review, research development, and most importantly curriculum implementation. This group has formed a supportive and collaborative network of engaged practioners who are committed to seeing the IDGs shaped and transform education. If you are interested in participating in the IDG Education circle below contact both Fredrik Lindencrona and Ryder Delaloye.

Fredrik Lindencrona - fredrik@innerdevelopmentgoals.org

Ryder Delaloye - ryder.delaloye@emory.edu

CASE STUDY ORGANIZATIONS

If you are interested in learning more about SEE Learning, Meg Languages or San José de Las Vegas please visit the following websites.

SEE Learning - seelearning.emory.edu

Meg Languages - meglanguages.com

San José de Las Vegas - sanjosevegas.edu.co

CONTACT US

For more information about the IDGs, please visit:

innerdevelopmentgoals.org

