

leaderscope



Research Institute for
Humanity and Nature

大学共同利用機関法人
人間文化研究機構 総合地球環境学研究所

S&KS
over morgen

Future design for creating future-proof primary schools in The Netherlands



Igor Verettas (1975)

- Teacher primary schools and child psychiatry (1998-2005)
- Special education generalist youth (2005-2015)
- Education & Human Development – SaKS 15 primary schools (2016-2023)
- Connected to: Operation Education, Leve het Onderwijs!
- Strategy consultant, facilitator (process) and network builder.
- Education is the change agent for new generations
- Hobby's: playing guitar, sailing, reading
- In the near future...





Rick Koster, 1976

- Founder and ceo Leaderscope (2013)
- Clients: EIT Food (co-funded by European Commission), Danone, Heineken, Nudge, SaKS, Avicenna Academy for Leadership
- Senior trainer The Leadership Group (2000 – 2013)
- Biologist by education
- Coach, trainer, facilitator in change and strategy building
- Elevate the quality of people meeting
- Hobby's: sport coach, tennis, running with friends, playing guitar
- In the near future...





Programme interactive presentation (1.5 hrs)

- **Interaction:** Getting to know you (a bit)
- Strategy building for SaKS Schools in The Netherlands: setting and reasoning for FD // Professionals and children sessions
- Our time schedule for FD sessions
- **Interaction:** What strikes you?
- Striking Outcomes of our Strategy building process
- **Discussion I:** Limitations of people's imagination
- **Discussion II:** Feeling of time in FD
- **Interaction:** Your questions
- Final conclusions and future steps

What is your experience with FD?
What are the benefits you see?

→ Please put your answers in the chat





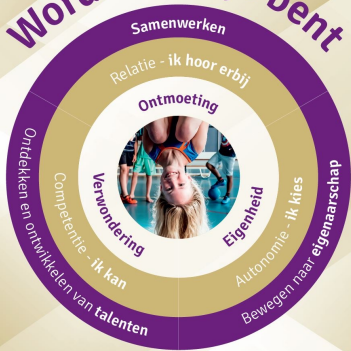


The essence of our schools



Saks
over morgen

Worden wie je bent



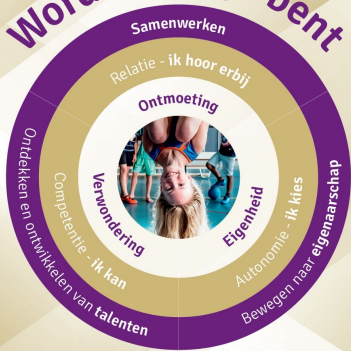
Vanuit vrije keuze, wetende **wat ik kan**,
samen met de ander, bijdragen aan de wereld.

Become who you are

by nutruring:

Autonomy
Competence
Relatedness

Worden wie je bent



Vanuit vrije keuze, wetende **wat ik kan**,
samen met de ander, bijdragen aan de wereld.

By free choice,
knowing my
competences, in relation
to others, contribute to
the world.

"Full of revelations for everyone who cares about the legacy they leave."—**The Edge**, U2

The Good Ancestor

A RADICAL PRESCRIPTION
FOR LONG-TERM THINKING

The most important question we must ask ourselves is, "Are we being good ancestors?"
—polio vaccine creator **JONAS SALK**



Roman Krznaric
Author of *Empathy*

ROMAN KRZNARIC

ten have

DE

'Als je dit boek leest zullen de kinderen van jouw kinderen je daar dankbaar voor zijn.'
— The Edge, U2

GOEDE VOOR- OUDER



Langetermijndenken voor
een kortetermijnwereld

SALKS
overmorgen



Professor SAIJO, Tatsuyoshi
Research Institute for
Future Design, Japan

Setup Design our Future session for professionals at SaKS - I

15.00 – 15.10 Intro by Igor, goals, setup, background, introducing Rick

15.10 – 15.25 Meeting each other at your table. And 'What I wanted to say for sure is...'

15.25 – 15.40 Core SaKS Story by Anne Bruggeman, Chairman of the board at SaKS, interview by Igor + questions from the audience

15.40 – 15.55 Intro FD (Igor) en **Past design**. From the 'now', send messages to 1972 (Rick)

15.55 – 16.15 Back to 1972! (Conversations at the table with timer 20')

16.15 – 16.30 Break

Setup Design our Future session for professionals at SaKS II

16.15 – 16.30 Break

16.30 – 16.45 Intro **Future design** – Igor start, then Rick, playing it out in front of the group + exercise in mental agility and creativity

16.45 – 17.05 Move to 2072! (Conversations at the table with timer 20')

17.05 – 17.20 Messages (Advices, Compliments, Warnings) from 2072 to teachers and head masters in 2022 – Igor en Rick are in front of the group in 2022. Record this!

17.20 – 17.30 Wrap up by Anne, with Igor en Rick – Being a good ancestor. And looking ahead: what's next in Strategy Design for SaKS? (Igor)

17.30 - Drinks and healthy snacks

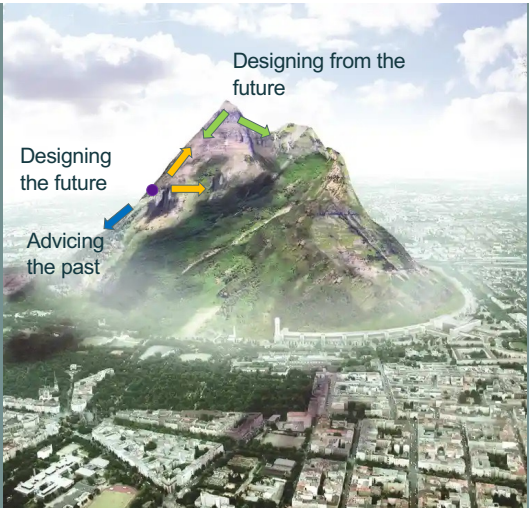


THE GREAT LAW OF THE IROQUOIS CONFEDERACY

“In our every deliberation, we must consider the impact of our decisions on the next seven generations.”







Designing from the future

Designing the future

Advicing the past

FUTURE DESIGN

- Futurability: ability and skills to cope with the future.
- Futurability: when an individual experiences growths of happiness by guiding their decisions and actions to enrich future generations. And refraining from quick current gain.
- Futurability: refers to "the possibility that the present generation will put the interests of future generations ahead of its own".
- By Future Design, we create future-proof social systems

1972

PRESENT

2072



S&S
over morgen

1972



Gijzeling
Olympische
spelen
Munchen



Première
The
Godfather



13,33
miljoen
inwoners

Namen Top
3: Maria,
Johanna,
Sandra,
Johannes,
Jan, Marco



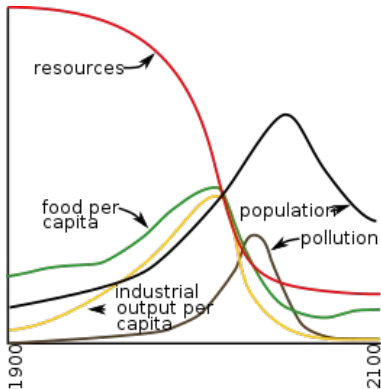


rapport van de club van ROME

De grenzen aan de groei

DENNIS MEADOWS (MIT)
met commentaar van
DE CLUB VAN ROME

Uitgeverij Het Spectrum N.V.
Utrecht/Antwerpen



1972



1972



1972

1972

PRESENT

2072

5

ASSIGNMENT:

- As a person from 2023:
What would you tell principals and teachers in 1972 about how education looks like now in 2023?
- What is your message (compliment, advice, warning) to the directors and teachers of SaKS schools in 1972?





1972
dividuale behoefte
(nemen dus)

2072

Leven = veel schermen, fysieke
winkels zijn weg, veel groen
Leren = willen leren en groeien, maar betekeni



kwetsba
kinderen

dschap

leaderscope



Vereniging
Hogescholen



MASTERS VAN MORGEN









SAKS
TOE
KOMST
RAAD

SAKS
overmorgen

CHILDREN - PAST DESIGN

- We invited 30 children and they have education on 15 different schools.
- The age was 10-12 years.
- We left out present design, because of confusion and time.
- We asked the children at the introduction why they participated. They said thing as: *I am concerned about nature, There are children living in poverty, I want to have more sport on school, and to let bullying stop on school.*
- Then we did past design:
- They advised the teachers in the past to let children **work on their own level**. Not use averages to teach.
- They wanted to learn more to have **faith in themselves** and to learn to **think for themselves**. Not to do what books and teachers say.
- They advised not to use many **test** on children about cognition. And to make schools **attractive** places to be. Or to learn **outside** of schools.

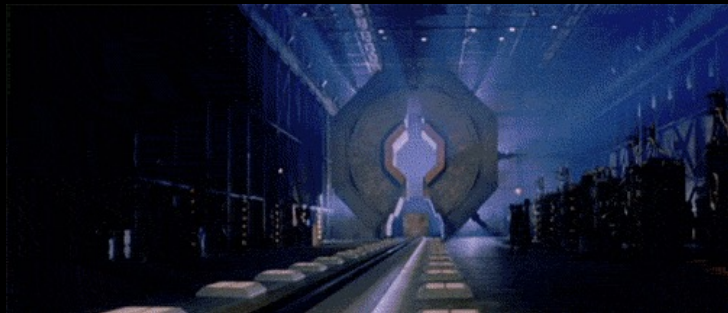
1972

PRESENT

2072



WHAT WILL HAPPEN IN THE
FUTURE?



Trends & developments

Educational / societal / economical / planetary



Hype



Trend

A course that moves into a certain direction during a longer period

CHILDREN – FUTURE DESIGN

- We first let them draw the future. Then they came in a creative mood!

hzz



er is veel
minder land
wand dat is
verzopen in
het water

Ergens anders leren



IPV alleen
in de klas

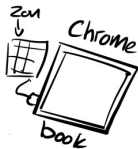
Vliegende
auto

geen
wegen meer

Waterstof



gebruiken



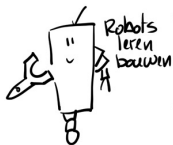
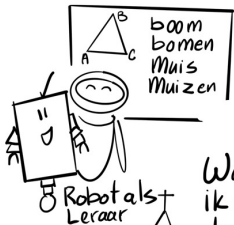
ruimte voor planten & natuur
Dus nu gaan planten en zaaien!



Zonne-energie



Zonne
energie op
auto's



Robots leren bouwen



Zijn mensen overbodig



Wat moet ik in 2022 doen voor 2072?



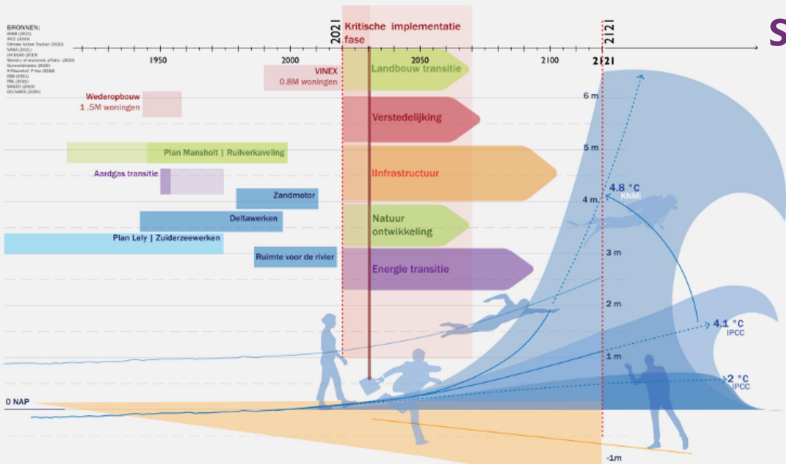
Techniek



CHILDREN – FUTURE DESIGN

- We first let them draw the future. Then they came in a creative mood!
- So as persons in 2072 the children advised that we:
- Teach more about **technics, robotics and programming** in schools, because we need to build more robots.
- Also more **sports** in schools, to have a fit population.
- Have to teach about **solar techniques**.
- Learn **basics**: cook, ironing, cleaning, etc. Because we have to know what to do if robots stop working.
- Learn about **building**, because we need builders to make high buildings.
- Learn to **think for ourselves** and learn about **creative solutions**.
- Make **more parks** and forest and plant trees.
- Stop building schools, because **education can be anywhere!**
- We sat with hats that said 2022 and they told us all this.
Like a **little theatre**. Then the kids believed they were in 2072 and we in 2022.

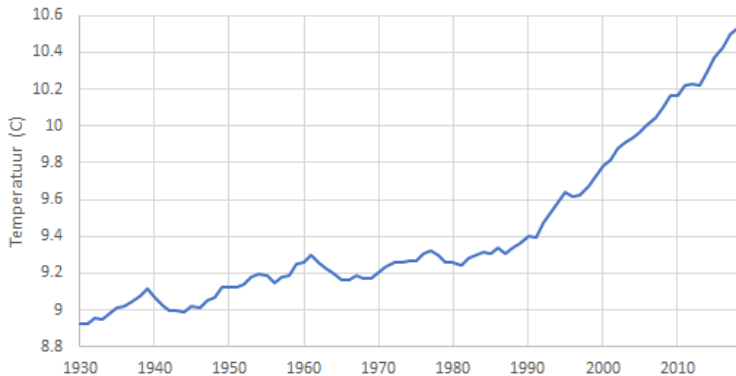
BRONNEN:
 WRIW (2012)
 IPCC (2014)
 Climate Action Tracker (2020)
 NARA (2021)
 ON (2020) (2021)
 Ministry of economic affairs (2020)
 Bureau van de Maat (2020)
 A (2020) (2021) (2022)
 Rijksoverheid (2020)
 Rijksoverheid (2020)
 Rijksoverheid (2020)
 Rijksoverheid (2020)



Backcasting

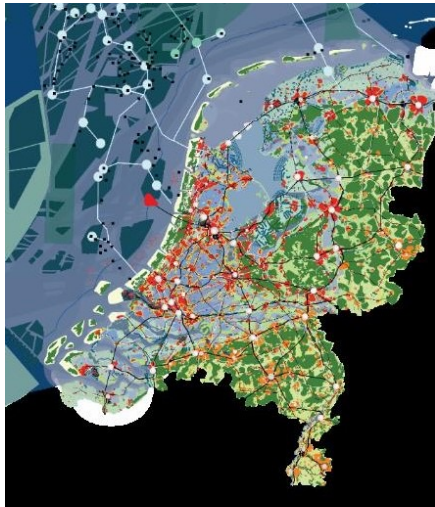
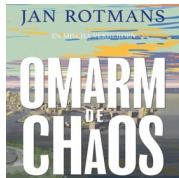
Bron: Jan Rotmans





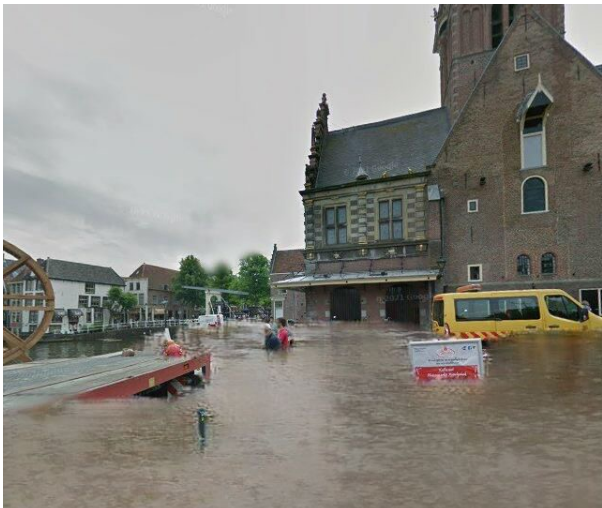
THE BLUE HEART

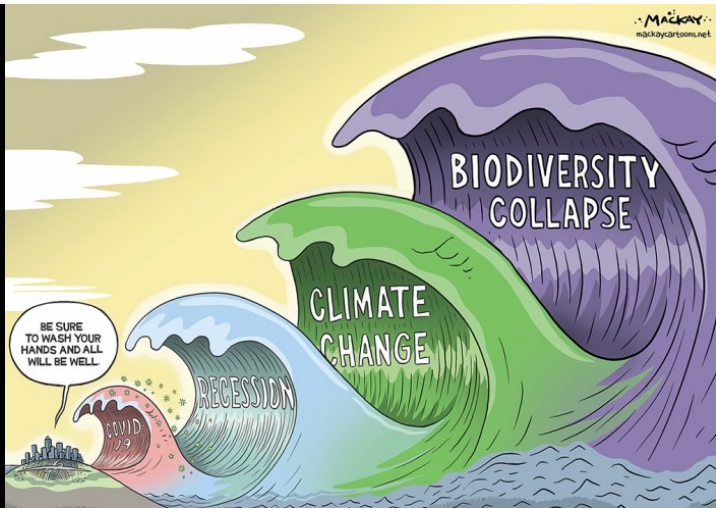
Book:
Embrace chaos



2072

S&KS
over morgen





Dutch Overshoot Day is April 12

We would need **3.6 Earths** if everyone lived like people in the Netherlands



How committed is the Netherlands to securing its economic long-term success?



Global
Footprint
Network



MVO
MEKLAND



The Footprint
Challenge



EARTH
OVERSHOOT
DAY



Maastricht University
Campus Venlo

overshootday.org/netherlands

OUR
COLLECTIVE
CHALLENGE

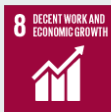
Realism & Optimism





SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



THE SUNDAY TIMES BESTSELLER

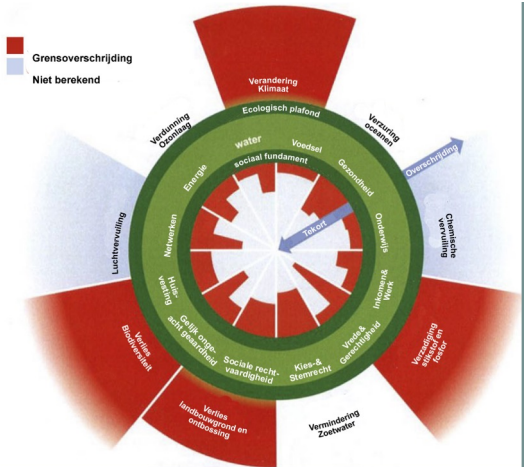
DOUGHNUT ECONOMICS

Seven Ways to Think Like a
21st-Century Economist



KATE RAWORTH

"The John Maynard Keynes of the 21st century"
George Monbiot, *Guardian*



De rode gebieden laten zien waar de grenzen van de donut
overschreden worden

1972

PRESENT

2072





JAN, 11 YEARS OLD IN 2072

- Lives in Alkmaar, learns through SaKS, visits local companies and carehomes a lot with the school.
- There is a learning app for every subject.
- Jan helps through his school to keep the drinking water in Alkmaar clean.
- Jan lives with his parents in a small, sustainable house where he purifies his own water from salt water and generates energy with solar panels and a windmill.
- In the afternoons he works in his own vegetable garden. Together with friends and his robot Jake.
- Jan participates in “fast fishing”, because there is a lot of water in Alkmaar.

ASSIGNEMENT:

- Take a time machine and travel to 2072, and live there with your current age.
- How do children live and learn in Alkmaar in 2072.
- What is the message (compliment, advise, warning) you want to send to the principles and teachers in 2022?
- Talk about the choises you have to maken, with the advise in mind.

A background graphic consisting of a complex network of interconnected nodes and lines, resembling a molecular structure or a data network, rendered in a light grey color against a white background.

MESSAGES
(COMPLIMENTS, ADVICES, WARNINGS)
FROM 2072

FOR EDUCATION AT SAKS SCHOOLS
IN 2022 - 2027

SAKS
over morgen

STRIKING OUTCOMES

SUGGESTIONS FOR BETTER FD SESSIONS FROM OUR EXPERIENCE

1. Place the children's drawings in adult sessions
2. Appoint host/time keepers, someone per table who monitors time and agenda. Instruct people in advance. Or use an online movie to instruct them
3. 5/6 people per table, preferably 5 to hear every voice
4. At introduction FD, and story of meeting Yoshi, also do some mental exercise to think bigger and further (be the example, meditation, creativity exercise or a drawing session)
5. Sharper instructions to: advice to the past. (think of the effect of your advice)
6. FD future session: note: talk about 2022 in past tense. Really talk from 2072.
7. Take time to explore: How do you live? And how do children learn?
8. AV: Good installations for sound, visuals and microphones is crucial.
9. Recording everything you get back with a Dictaphone

STRIKING OUTCOMES FOR THE SAKS SCHOOLS STRATEGY

INSIGHTS FROM FD

Advices for the first 5 years:

- Leadership is crucial
- Focus on whole child development; talent, needs, creativity, skills
- More fun in teaching and more nature during lessons
- Use the environment of the school
- Use different talents of children during lessons

STRIKING OUTCOMES FOR THE SAKS SCHOOLS STRATEGY - II

INSIGHTS FROM FD

Advices for the next 30 years:

- Teachers become coaches. Who educates?
- Learning can take place everywhere
- Everyone can be a teacher
- Children take responsibility for the environment
- School is a community
- Connect with more generations
- Sustainability is key
- Connection: with yourself, with the other, with the world
- Learning in projects
- Stop testing en examining children, no high/low
- Flexible programmes and times

STRIKING OUTCOMES OF FD UNEXPECTED OUTCOMES

Reactions of participants:

“I leave here as another person than when I came in.”

“I have to talk with my family at home.”

“What can I do to help or contribute?”



nudge[®]
**Global Impact
Challenge**











A conceptual image showing a globe of the Earth being held by several hands of different skin tones and ages, symbolizing global unity and shared responsibility. The background is a clear, light blue sky. The text is centered over the globe.

Limitations
of
people's
imagination

A conceptual image showing a globe of the Earth being held together by several hands of different skin tones and ages, symbolizing global unity and environmental care. The background is a clear, light blue sky. The text "Feeling for time" is centered over the globe.

Feeling
for
time

A large group of diverse young children, mostly boys, are posed for a group photo. They are wearing winter jackets in various colors like green, blue, red, and black. Many are smiling or making playful faces. The text "Take children's imagination seriously" is overlaid in the center in a bold, black, sans-serif font.

**Take
children's
imagination
seriously**