

SBW HAUS DES LERNENS  
**FUTURE SKILLS CONCEPT**



The question about what kind of society we live in is the starting point for all deliberations about education for the future. The sociologist Zygmunt Bauman describes the present as “liquid modernity” (2000), whose characteristics are uncertainty and

change, affecting both society and individual experience. This diagnosis of society fits in with the framework of the VUCA model from the 1990s which is applied today in business and education: Volatility, Uncertainty, Complexity and Ambiguity.

**The best way to predict  
the future is to invent it.**

**ALAN KAY**  
Computer scientist (USA)

# Future prognosis



Current challenges mean that forecasts about the future are difficult and contradictory. The Gottlieb Duttweiler Institute (GDI) counters this unpredictability in its latest study “Future Skills - four scenarios for tomorrow and what we need to be able to do” (2020), with four different scenarios for Switzerland in 2050 which are intended as “cornerstones of a range of possibilities.” The un-

certainty of the future and the diversity of the four scenarios underscore the challenges of preparing children and young people for the future, which is why scenario-independent, interdisciplinary skills are becoming increasingly important - as confirmed in the Swissfuture study “Elementary School 2030. Four Scenarios for the Future of School” by Georges T. Roos (2013).



# Future Skills

Parents, teachers and educational researchers are racking their brains over the question of what skills are needed to both survive in society and actively shape the future. The SBW-specific answer to this question is six Future Skills that go beyond the curriculum and focus on developing and strengthening the personality: Passion, Resilience, Global Identity, Sustainability, Acting outside the box, and Entrepreneurship. In contrast to other competence models, the order of the SBW Future Skills is not based on school criteria, but on neurobiological criteria: The focus is not on “knowing” (cortex), but on “wanting” (limbic system).



## Areas of competence



In the **FLOW** area, the skills of Passion and Resilience are developed to get into a personal "flow" and to be able to grow beyond oneself.



In the **FOCUS** area, the skills of Global Identity and Sustainability are developed to open the mind and expand horizons.



In the **IMPACT** area, the skills of Acting Outside The Box and Entrepreneurship are developed to allow one's own actions to have an impact.

## Aims of the individual skills

**Passion:** discovering and kindling one's own curiosity and enthusiasm and pursuing personal goals.

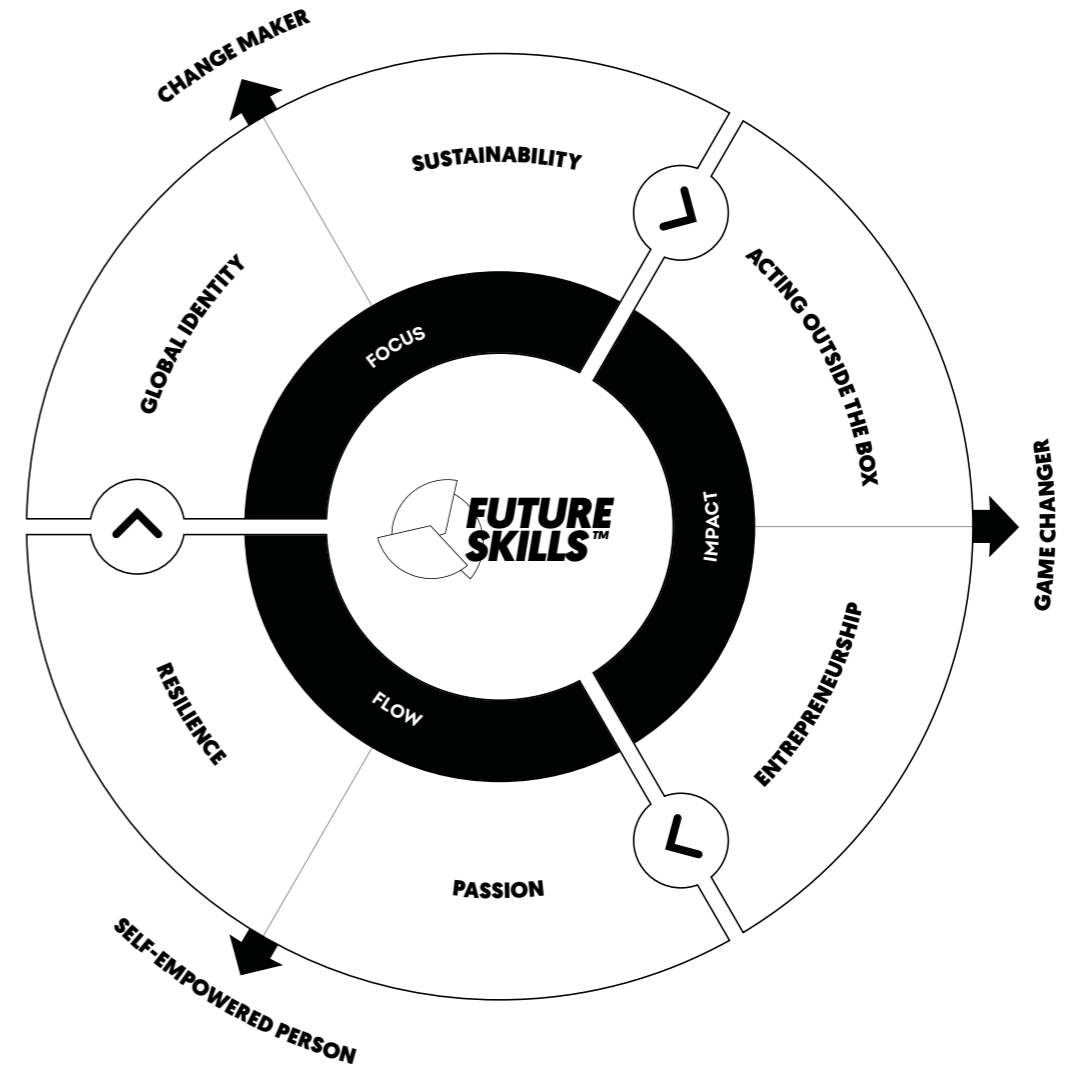
**Resilience:** strengthening the inner immune system and developing a creative way of dealing with change.

**Global Identity:** gradually expanding one's own identity, seeing oneself as part of society and taking on responsibility.

**Sustainability:** refining the awareness of biological, technical and social cycles.

**Acting Outside The Box:** questioning patterns of thought and behaviour and finding/devising and trying out unusual solutions to problems.

**Entrepreneurship:** encouraging thinking and acting in an entrepreneurial manner, and developing and implementing one's own ideas and projects.





# Passion

“The world of tomorrow needs explorers, designers and inventors,” says the neurobiologist and brain researcher Prof. Gerald Hüther. Such people set their own goals and pursue them with motivation, passion, heart and soul. “Passion is an energy, a drive in the brain, which we perceive as enthusiasm.

That’s why schools should promote one thing above all: enthusiasm for learning in the broadest sense. Because enthusiasm is like fertilizer for the brain.”



EVA  
MARON

Managing Director & Actress



## **Curriculum follows passion**

The SBW Future Skill “Passion” builds on these findings from brain research. In addition to traditional school subjects and cultural techniques, personal interests, inclinations and passions should be discovered and kindled. The aim is to combine curiosity and passion and to blend this with the content of the curriculum. Curriculum should follow passion.

## **Compacting**

Discovering and encouraging personal “sparks” and passions

requires special conditions. On the one hand, school material must be reduced to the essentials in order to gain time (compacting); on the other hand, the subject plan should be at least partially broken up in order to create longer time periods for project-oriented, interdisciplinary work and to be able to involve extracurricular experts.

## **Summary**

The aim of the SBW Future Skill “Passion” is to enable students to discover and kindle their own curiosity and enthusiasm and to pursue personal goals.

## **Keywords**

Curiosity. Drive. Motivation. Potential. Talent. Flow. Dream. Vision. Utopia. Compacting.

# **Spark your enthusiasm.**



# Resilience

Resilience refers to the ability of individuals, organisations and societies to cope with crises, burdens and development tasks in such a way that they do not collapse under them, but emerge from them stronger. "People are responsive beings," says sociologist Hartmut Rosa: "Especially in times of crisis, there is little more important than the feeling of being connected with others, and being seen and recognised as a human being".



KARIEM  
HUSSEIN

Doctor & Athlete





## Resilience factors

The aim of the SBW Future Skill “Resilience” is to promote inner robustness in children, young people and adults, to strengthen their inner immune system and to develop a creative approach to change and challenging situations. The SBW Future Skill “Resilience” is based on the eight resilience factors set out by the Resilience Center Switzerland: creativity, acceptance, responsibility, future orientation, mindfulness, network orientation, solution orientation and optimism.

## Challenges

No one is born resilient. On the contrary - resilience usually only develops in difficult situations. Psychological robustness is similar to the human immune system: in order to develop the necessary defences (antibodies), one must first be exposed to the corresponding attacks (pathogens). This requires us to face challenges: some of these are part of our everyday life, while others can be used as educational settings to increase resilience.

## Summary

The aim of the SBW Future Skill “Resilience” is to enable individuals to strengthen their inner immune system and develop a creative way of dealing with change.

## Keywords

Resilience factors. Salutogenesis. Life skills. Trust in success. Solution orientation.

# Flourish in the face of resistance.



# Global Identity

Our globalised society means that the living environments of the people on our planet are interconnected and interdependent as never before. The global challenges of the present demand global awareness and global responsibility. People must be able to see themselves as part of society and look beyond their own perception, their own living environment, generation, culture or religion. This requires respect, empathy, curiosity and open-mindedness.



MAYA  
TEELUCK

Aspiring designer in London

## Creating an identity

The aim of the SBW Future Skill “Global Identity” is to enable individuals to develop and gradually expand their own identity. We are all social beings who grow through our relationships with others. In the first phase of our lives we seek protection and security, hold on to familiar things and thus develop our personal and social identity within our family and circle of friends. In the second phase of our lives, we become friends with people we don’t know, thereby broadening our horizons (cultural and global identity). “Global Identity is the

universal quality of the 21st century: one that enhances the self, one that connects, one that helps express our emotional, intellectual and social intelligences,” says Sanjay Teeluck, Head of International School Talent-Campus Bodensee.

### Terra incognita

“The further I go, the closer to me I get”: in this comment, actor and director Andrew McCarthy expresses in a nutshell the effect of interacting with other countries, cultures and opinions, causing us to discover ourselves in others and thereby expanding our

perspectives, limits and identity. Theatre director Heinz Hilpert describes experience as the “best vaccination against prejudice.” It invites us to break new ground, to discover the unknown and to take responsibility for our planet within the scope of our own abilities

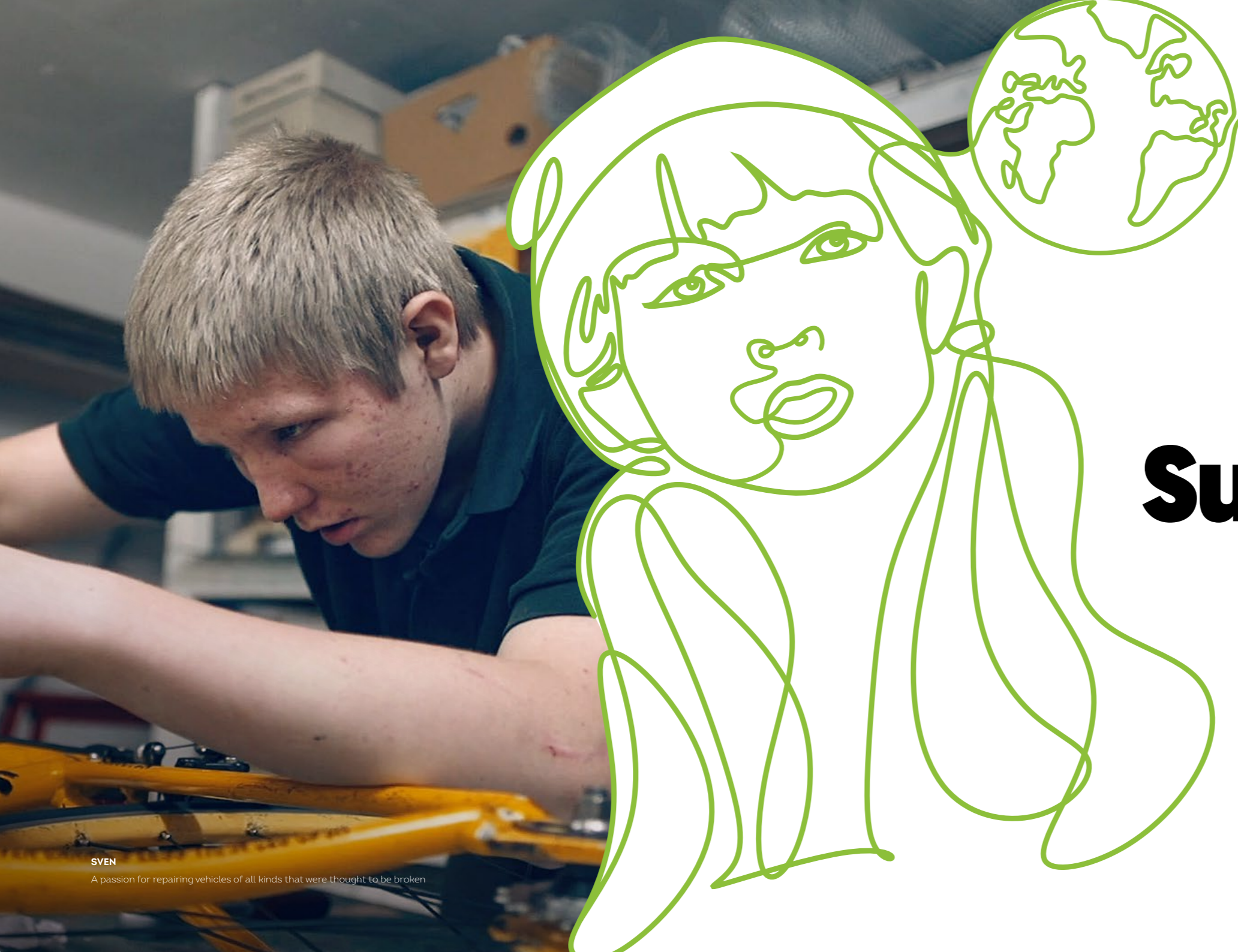
### Summary

The aim of the SBW Future Skill “Global Identity” is to enable students to gradually expand their own identity, to see themselves as part of society and to take on responsibility.

## Keywords

Respect. Empathy. Diversity. Open-mindedness. Self and Other. Preconceptions.

# Expand your horizons.



# Sustainability

With the adoption of the UN 2030 Agenda for Sustainable Development in 2015, the international community agreed for the first time in history to pursue a comprehensive list of 17 ambitious and universally applicable sustainable development goals over the subsequent 15 years in order to promote a sustainable economy, social justice and environmental protection in equal measure. Education will play a decisive role in the implementation of this global agenda.

## **Closed-loop economy**

The aim of the SBW Future Skill “Sustainability” is to make students aware of biological, technical and social cycles in the sense of the cradle-to-cradle approach (closed-loop economy) and to create a new way of using resources (reduce, reuse, recycle). Special attention is paid to dramaturgical processes and transitions - in the end lies a new beginning. “The future is circular,” says Karine Siegwart, former Vice Director of the FOEN (Swiss Federal Office for the Environment). Nature shows us that thinking and acting in cycles pays off:

everything that is natural is part of a cycle - everything is recycled, nothing is superfluous.

### **Handprint**

This switch from linear to circular thinking and acting requires skills in joined-up thinking, critical discussion, courageous action and conscious shaping of transitions. To bridge the gap between knowledge and action (mind behaviour gap), actions are more important than words: by means of our efforts within our family, school, company or community, our personal handprint is increased and our personal efficacy is tested.

## **Summary**

The aim of the SBW Future Skill “Sustainability” is to enable students to refine their awareness of biological, technical and social cycles.

### **Keywords**

Agenda 2030. Handprint. Mind behaviour gap. Circular thinking. Cradle-to-cradle.

# **Exploit natural cycles.**



# Acting outside the box

In our search for solutions we often go around in circles, coming to the same conclusions again and again because we are trapped in our patterns and habits. Albert Einstein knew this, stating:

“We cannot solve our problems with the same way of thinking that created them.” How can we succeed in breaking through our own thought patterns, breaking out of the prison of our thought processes and overcoming our own thought limits in order to move forwards to the truly new?

GWENDOLIN

Take a refreshing dip in Lake Constance while studying



## Intuitive skills

The SBW Future Skill “Acting Outside The Box” starts with questioning certainties. “Purely logical thinking is the biggest obstacle to finding new and unusual solutions to problems,” says creativity researcher Edward de Bono. “If we want to shape the future, we have to leave behind the channels that gradually emerge in our heads, combine logical thinking with intuitive abilities, and understand thought and action as a unit.” Even the best idea is of no use if it is not implemented and “lived.”

## Against the tide

Learning also means taking the plunge, answering the call to adventure, voicing an unpopular opinion and sometimes swimming against the tide. When it comes to the development of our personality, acting outside the box is both motivating and challenging. It requires slipping into unfamiliar roles, taking on new perspectives, breaking new ground, questioning rules and, if necessary, breaking them. “You have to try the impossible to achieve the possible.” (Hermann Hesse)

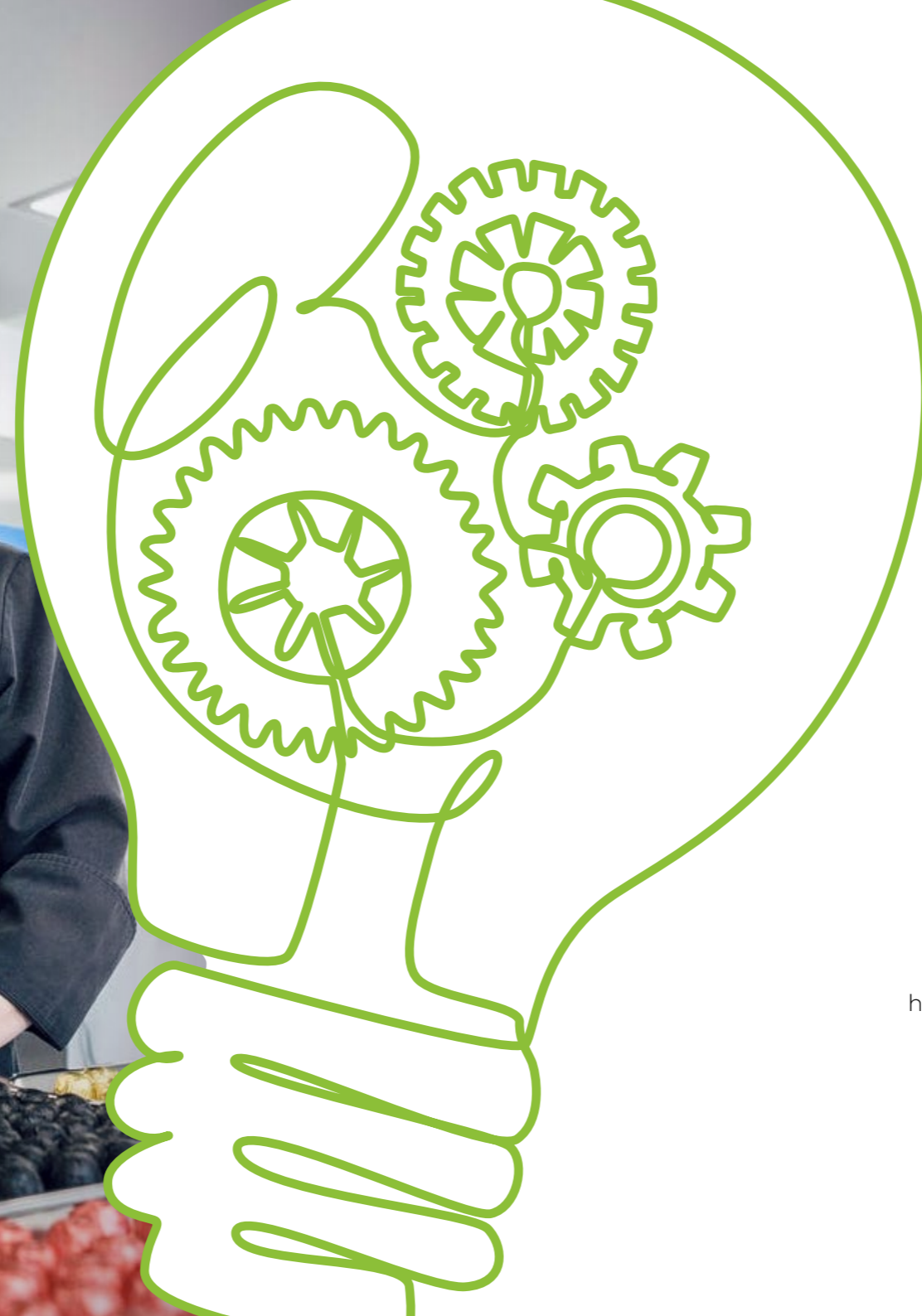
## Summary

The aim of the SBW Future Skill “Acting Outside The Box” is to enable students to question patterns of thought and behaviour and to find/devise and try out unusual solutions to problems.

## Keywords

Lateral thinking. Rule-breaking. Design thinking.

# Try new things.



# Entrepre- neurship

Entrepreneurs keep the economy and society going by developing and implementing new ideas. "Entrepreneurship skills do not simply emerge during an individual's professional life; rather, they start developing in earlier phases of socialisation," says Johannes Lindner, Professor for Entrepreneurship Education, who specialises in the assumption of social responsibility.



FABIA  
LÖW

Chocolatière & Managing Director "Löw Delights"





## **Learning through commitment**

The SBW Future Skill “Entrepreneurship” aims to encourage individuals to tackle, implement and evaluate their own ideas and projects. In addition to project management tools, service learning is an ideal teaching and learning method that combines social commitment for the common good (service) with functional learning. In cooperation with extra-curricular partners, children and young people become familiar with sustainable, intergenerationally compatible and charitable

projects. They experience a sense of community, entrepreneurial spirit and personal efficacy that inspires.

### **Supreme discipline**

The EU Commission has also recognised the value of this Future Skill and has defined entrepreneurship skills as one of eight key competences for lifelong learning (2005): “Entrepreneurship competence is the ability to turn ideas into action. It requires creativity, courage, innovation and risk tolerance, as well as the ability to plan and manage projects in

order to achieve objectives.” This includes the ability to recognise opportunities at an early stage, to accept challenges and to deal with possible loss or failure. In this sense, “entrepreneurship” forms a kind of supreme discipline in which all other SBW Future Skills are integrated.


### **Summary**

The aim of the SBW Future Skill “Entrepreneurship” is to encourage individuals to think and act in an entrepreneurial manner, and to develop and implement their own ideas and projects.

### **Keywords**

Service learning. Innovation. Risk. Responsibility. Vision. Personal initiative.

# **Put ideas into practice.**



When teachers ignite a passion in children and young people, this brings to life the heart of their personal development in the form of Future Skills. Guiding them as they mature into self-empowered people, change makers and game changers (see the following pages) is what drives us, and is the reason why our educational activities are so important.

# Let's light a fire.



News from SBW

# Self-empowered person

A self-empowered person is an individual who has gained a deeper understanding of their own abilities, values and goals. By developing passions and building resilience, they become able to take control of their own life. This development enables them to overcome obstacles and seize opportunities without being overly influenced by other people's opinions. A self-empowered person uses their strengths to actively shape their own future and lead a fulfilling life.





# Change maker

Change makers are individuals who gradually expand their own identity, see themselves as part of society and take responsibility for a larger whole. A change maker recognises personal or social challenges, has free resources, takes the initiative and works proactively on solutions. Through empathy, creativity and collaboration with others, a change maker is committed to the common good and works to bring about sustainable progress.



Picture: Annalisa Lotti

ARNO  
TANNER



Humanitarian aid worker & former SBW student



# Game changer

A game changer is a person who generates fundamental change in various areas of society through innovative ideas, strategies or actions. Game changers break away from conventional ways of thinking, recognise untapped potential and create new pathways for sustainable change. This requires courage, a willingness to take risks and the determination to challenge established norms and achieve transformative breakthroughs. Game changers inspire others also to take bold steps and redefine what is possible.



MARCEL HUG



Paralympic athlete & former SBW student

*How do you rate your*  
**Future Skills?**

How fit do you feel for the future? Are you able to cope with the changes in society but also ready to help shape the future or even actively drive it forward? In which Future Skills do you consider yourself to be advanced? Which skill would you like to develop next? Here you have space for self-assessment.

**Self-assessment of your skills**

<b>Passion</b>	<b>Global Identity</b>	<b>Acting outside the box</b>
<b>Resilience</b>	<b>Sustainability</b>	<b>Entrepreneurship</b>

**Areas of competence**



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**Dare to do  
what you  
dream.**

**SBW Haus des Lernens**

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