



IMPACTMAKERSHIP

Engaging participants towards our call for action on implementing 'Impactmakership' in level 5 educational programs.



“I want to change the world,” said Tiny Dragon.

“Start with the next person who needs your help,”
replied Big Panda

AGENDA

- INTRODUCTION
- CONTEXT
- WHY
- EXERCISE
- HOW
- NOW WHAT?



INTRODUCTION

Name—Country—Organisation



Move...

Carine Aalbers



Rens Rietveld



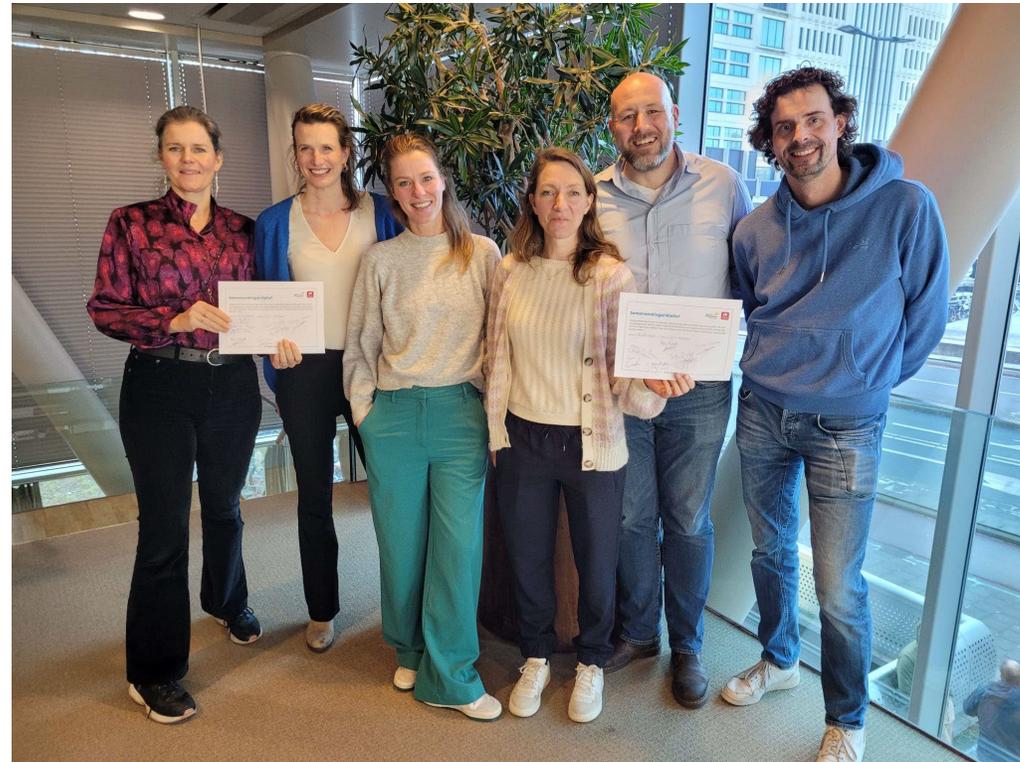
**ROTTERDAM ACADEMY
ASSOCIATE DEGREES**

CONTEXT

Purposeful and meaningful Higher Vocational Education

After last years Chain5 conference the Rotterdam University of Applied Sciences and Windesheim started a national value driven alliance on sustainable and impactful EQF level 5 education.

We are in the process of writing a guideline on “Impactmakership” and creating an international community of practices.



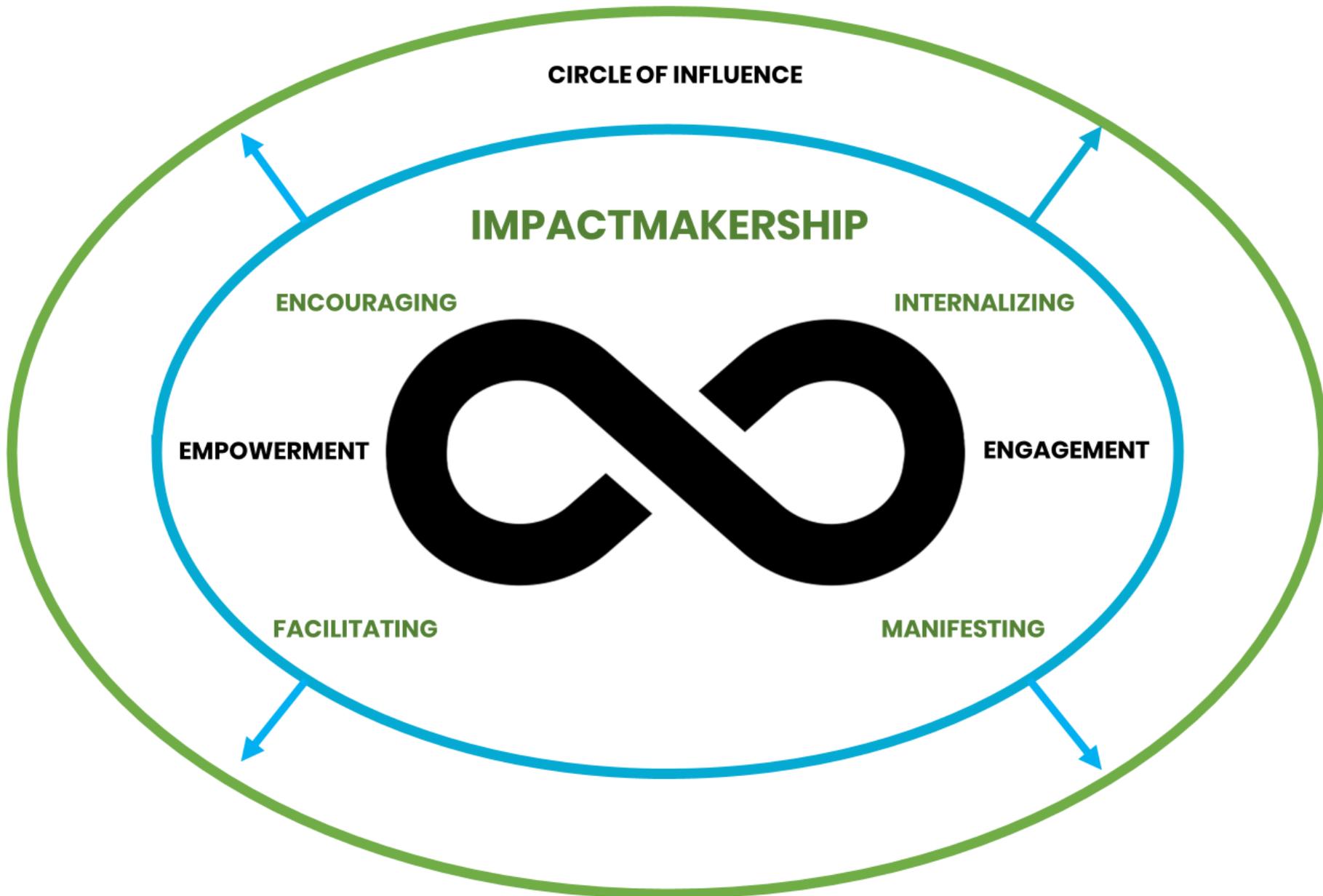
Vision

We profoundly believe that our level 5 professionals are able to make a difference to the world around them, the labor market and especially themselves, with small or large interventions, and to make a difference to their direct environment.

Giving our level 5 students a 'sense of belonging' in the world is crucial for facilitating successful experiences, stimulating talent development and optimizing (student) well-being.

Impactmakership is a combination of a sustainable attitude, mindset and competences to be of positive value to yourself, others and the world around you.

Impactmakership is the ability to use talents in order to realize both small and large interventions that add value to our environment. In this way, our level 5 professionals contribute to a future-proof world for generations to come.



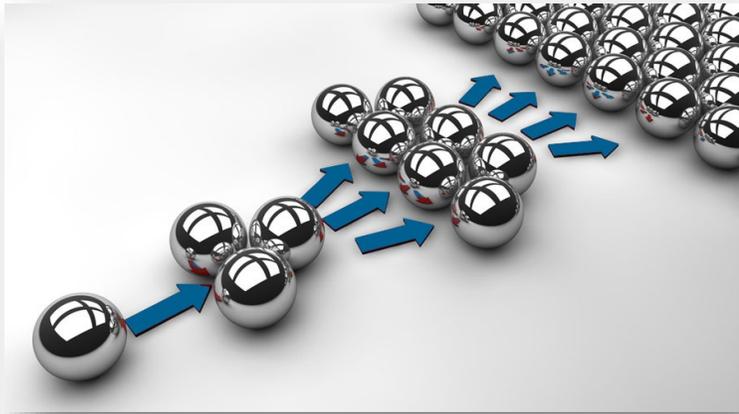
WHY



SYSTEM FAILURE

Intrinsic motivation

Making impact



Evolve educational programs on level 5



Creating a better future for next generations



Heal the world



Be the change you wish
to see in the world.

Mahatma Gandhi

System change

- We need system change in order to restore natural beauty and equality in our world.
- Our next generations also deserve an opportunity to build a prosperous future.
- As educators we should make a positive impact on achieving this! Impossible?



EXERCISE

Sharing best
practices!

RAC IN DE PRAKTIJK 2024



More than 800 students.

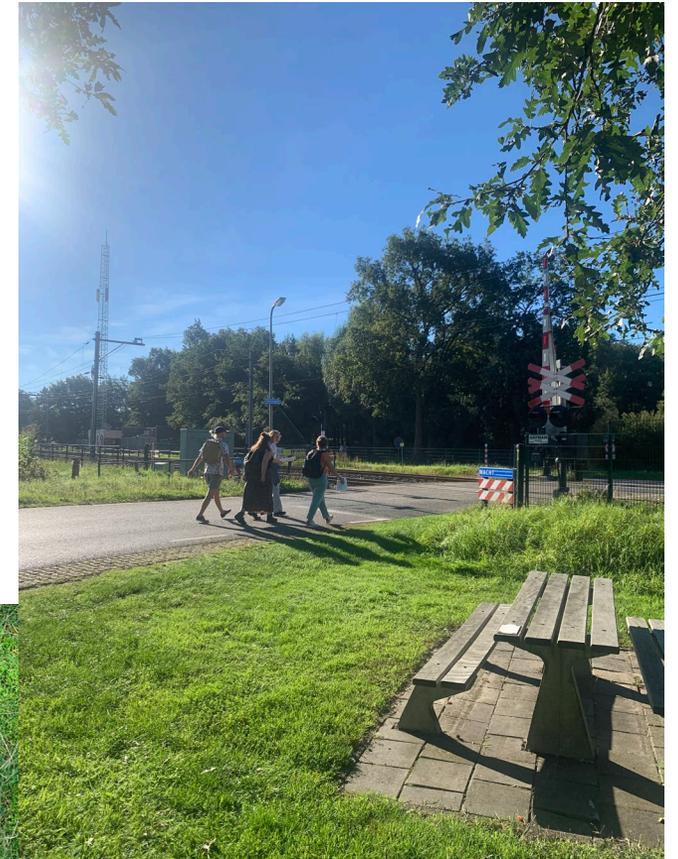
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ASSOCIATE DEGREES** 

THE PILGRIMAGE



Winter 2024



Summer 2023

Pilgrimage: set-up

- Goals: contemplation, personal development, awareness
- How: engaging in various excersises during a 6 km walk
- Delivering: personal reflection, future-oriented inspiration and bonding with yourself and others.



Share your best practice: what-why-how

Devide yourselves into groups of 5 participants you do not know yet.

What best practice do you know that sparks impactmakership?

Why was it necessary to make it an impactful activity?

How was it made to work?

Visualize & exchange your best practices!

Pitch in one minute want you want to share with the group.



HOW

FRAMEWORKS





FRAMEWORKS



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

FRAMEWORKS



General characterisation of the levels

Level 1 Ad hoc	Activities around the SDGs take place ad hoc: these are based on actions of individuals, and these are one-off activities.
Level 2: Coherent	Activities around the SDGs form a planned, coherent whole. The activities are regarded as common practice: every student and every teacher pay attention to the SDGs in the training (plan + do of the PDCA cycle).
Level 3: Systematic	The theme of 'sustainability' is systematically anchored in the training. The PDCA cycle is demonstrably round: the programme evaluates, initiates follow-up activities, and achieves concrete results (check + act of the PDCA cycle).
Level 4: Partner-oriented	Crucial professional field partners and knowledge institutions work together and are actively involved in the integration and evaluation of 'sustainability' into the training, in other words, throughout the PDCA cycle.
Level 5: Impact on society	The programme profiles itself on the SDGs and the associated social issues, its ambitions in this area reach across borders ⁷ , and crucial partners recognise that the programme fulfils an exemplary role in both areas. Together with crucial partners, the training has an impact on the sustainability problems facing society.

Frameworks

- What frameworks do you know (and work with) that could ignite impactmakership amongst level 5 students?

Write it on a post-it

NOWWHAT?

**Becoming an
impactmaker!**



Call to action

- Choose one association card that inspires you.
- Set your intention for igniting impactmakership in your (professional) environment.
- Write your intention on the back of the card.
- Put your card in your phonecase or wallet and remind yourself!



“It looks like the journey ahead is going to be tough,” said Tiny Dragon.

Big Panda grinned, “It looks like an adventure to me.”