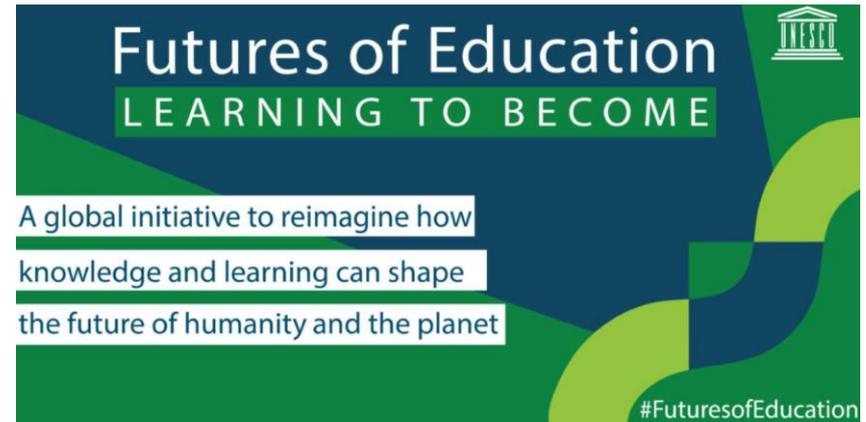
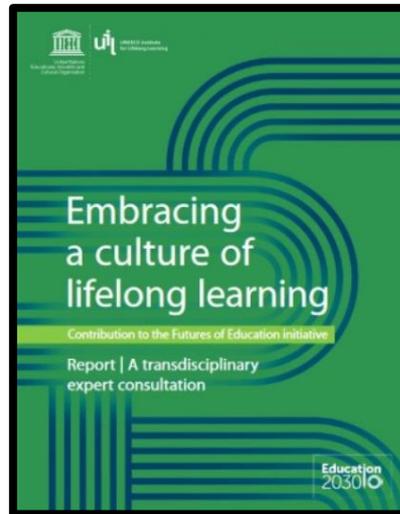
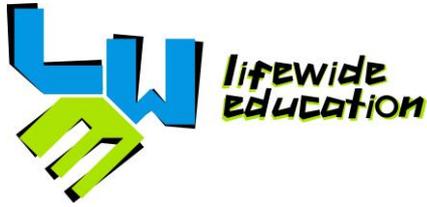




# LIFELONG–LIFEWIDE LEARNING FOR SUSTAINABLE, REGENERATIVE FUTURES





## LIFELONG-LIFEWIDE LEARNING FOR SUSTAINABLE, REGENERATIVE FUTURES

*This 2050 vision is of a world that has undergone a deep cultural shift...Societies self-consciously strive to be learning societies and people identify as lifelong learners.*

***[Lifelong] learning [is] for oneself, for others and for the planet, it has a key role in driving sustainability.***

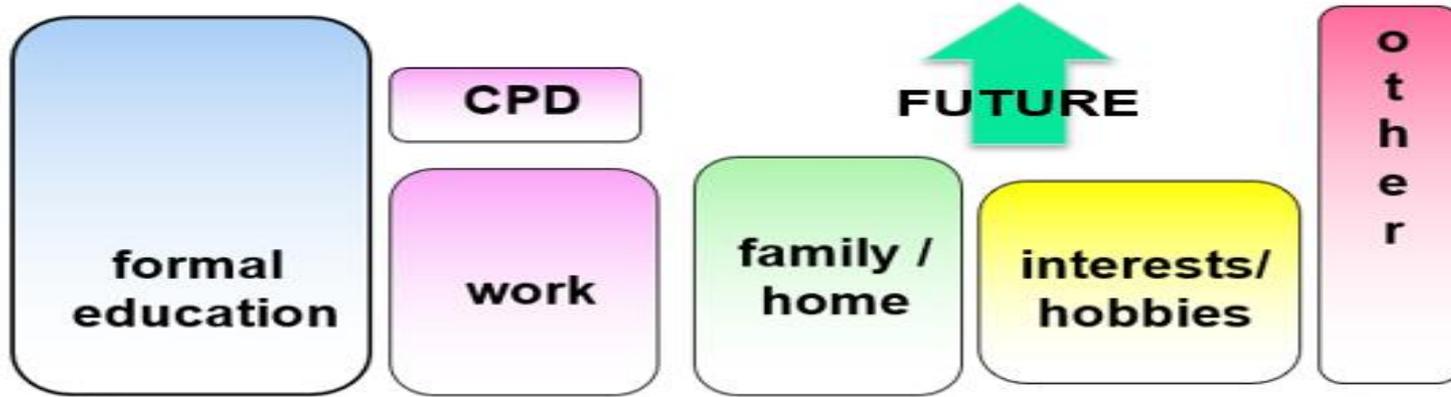
*At an individual level, lifelong learning now contributes to a greater awareness of all the dimensions of sustainability. Individuals are empowered by lifelong learning to change behavioural patterns,*

*(Embracing a Culture of Lifelong Learning UNESCO 2020 p14).*



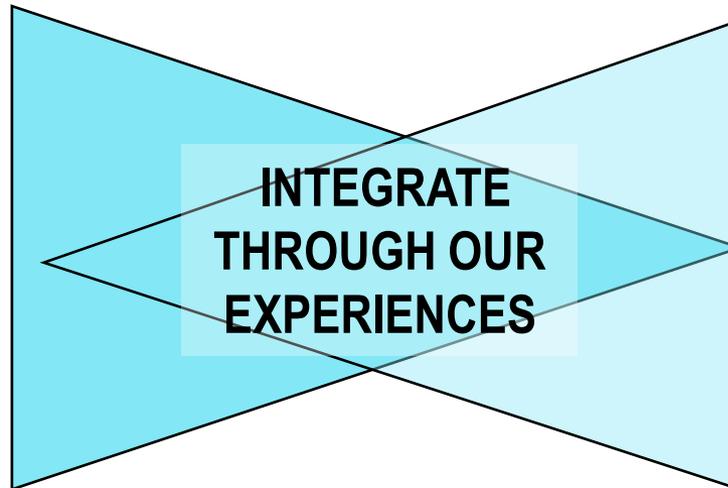
# LIFEWIDE LEARNING WORLDVIEW

Creating meaning everyday  
across the whole of our lives



Now, All, Personal & Significant – foundation for further lifelong learning  
ANYTHING, ANYTIME, ANYWHERE, ANYHOW, **FOR ANY PURPOSE**

Formal / non-formal  
Abstract  
Need  
Planned  
Extrinsic Motivation  
Cognitive  
Directed  
Individual/personal



Informal  
Contextual  
Interest  
Emergent  
Intrinsic Motivation  
Emotional  
Self-directed  
Social/collaborative

# EXPERIENCES EMERGE THROUGH INTERACTIONS OF SELF WITH PARTICULAR ENVIRONMENTS

**Inner  
Environment**

**Self**

beliefs, values, knowledge, concerns, conscience, identities, confidence, agency, culture, spirituality, creativity, relatedness, belonging, loss, fortitude, resilience & MUCH MORE

**Environment**

Work/professional life/practice

Family, friends, community

Home /garden / environs

Hobbies/interests/leisure activities

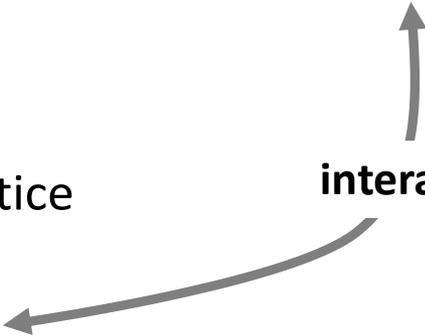
Virtual / technological

Travel / other cultures

Formal study

**Outer  
Environment**

**interaction**



The diagram illustrates the interaction between the inner and outer environments. A curved arrow points from the 'Outer Environment' section up to the 'Inner Environment' section, indicating that the outer environment influences the inner self. Another curved arrow points from the 'Inner Environment' section down to the 'Outer Environment' section, indicating that the inner self influences the outer environment. The word 'interaction' is placed between these two arrows, signifying the reciprocal relationship between the two.

# HOW IS OUR THINKING & BEHAVIOUR MODIFIED WHEN WE ARE AWARE & CONCERNED ABOUT SUSTAINABILITY?

## CONCERNS FOR SUSTAINABILITY

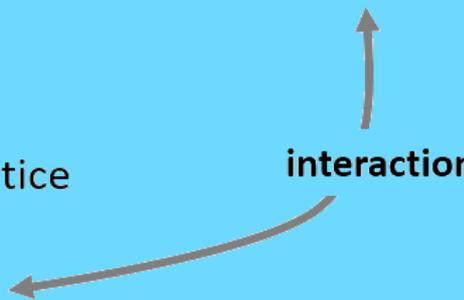
### Self

beliefs, values, knowledge, concerns, conscience, identities, confidence, agency, culture, spirituality, creativity, relatedness, belonging, loss, fortitude, resilience & MUCH MORE

### Environment

Work/professional life/practice  
Family, friends, community  
Home /garden / environs  
Hobbies/interests/leisure activities  
Virtual / technological  
Travel / other cultures  
Formal study

interaction



# SUSTAINING THE PLANET & HUMANITY WORLDVIEW

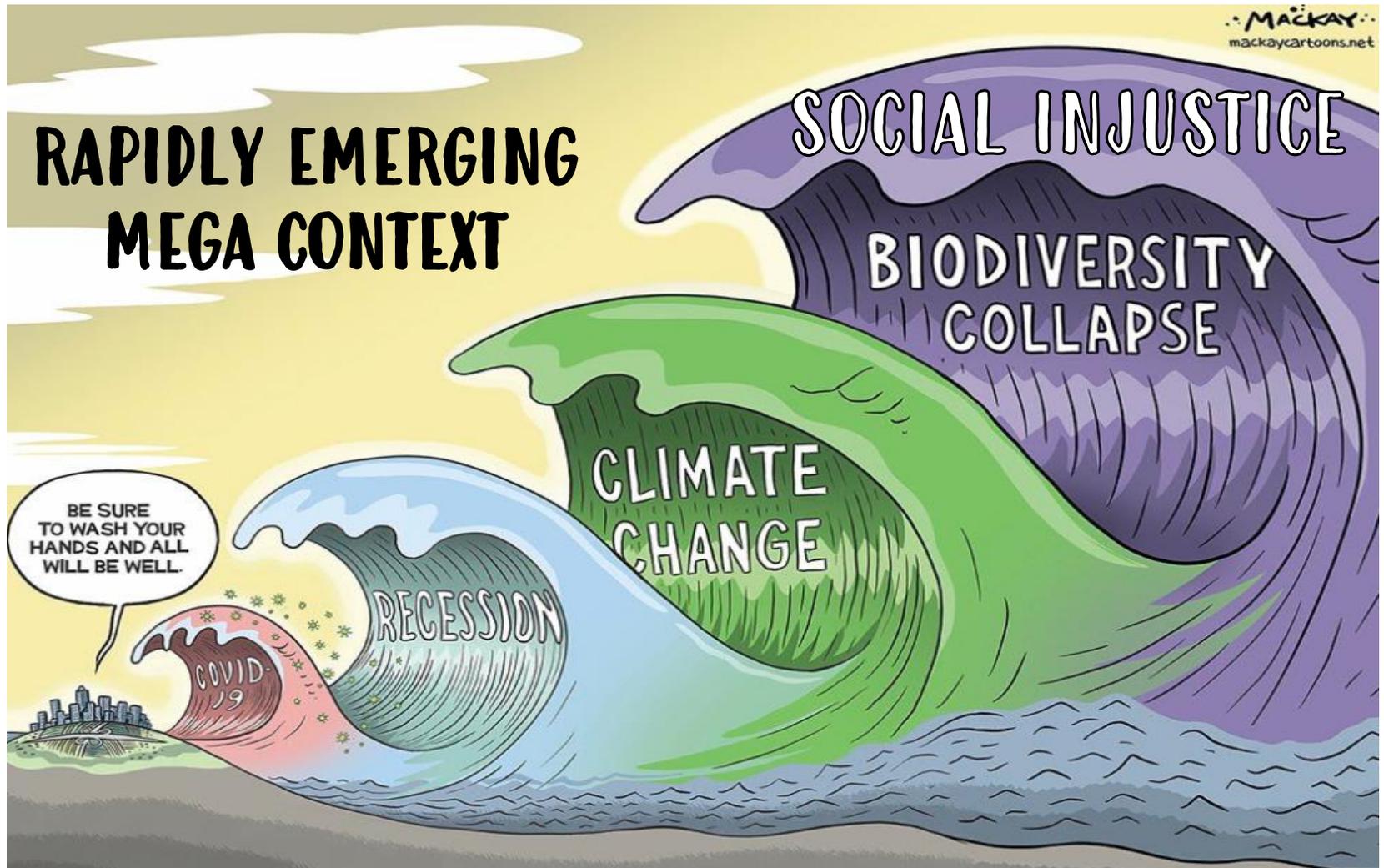


Image credit [Graeme MacKay](https://mackaycartoons.net/)

<https://mackaycartoons.net/2020/03/18/wednesday-march-11-2020/>

# A MULTITUDE OF WICKED PROBLEMS



# WORKING WITH THE SD GOALS – ONE STORY AT TIME



*"The bicycle changed my life."*

*Khagisara, Nepal*

**"The bicycle changed my life. I can now carry up to 120 kilograms. My income has risen by at least three-fold."**

Khagisara started to grow and sell vegetables to provide for her family after her husband passed away, but with a bad leg, it was difficult for her to carry her vegetables. Two years ago, she received a bicycle and crates to carry vegetables, as well as small business training from the government of Nepal. Since then, things started to change for the better.

# WORKING WITH THE SD GOALS – INFRASTRUCTURE

<https://www.lifewideeducation.uk/sustainable-futures-inquiry.html>

HOME LIFEWIDE LEARNING MAGAZINE BOOKS MORE...

**Lifewide Learning for Sustainable Futures Inquiry**  
Working with the SD Goals - One Story at a Time  
October 18 to November 22 2021

The contemporary world is complex, hyperconnected, turbulent and increasingly disruptive. It's a world in rapid and continuous formation and rapid degradation driven to a large extent by human behaviour. It's also a fragile world that cannot be sustained if we carry on using it in the way we have. The wicked problem of our future survival is framed by the United Nations 2030 Agenda for Sustainable Development, which offers 17 Sustainable Development Goals

**SUSTAINING THE PLANET & HUMANITY WORLDVIEW**

RAPIDLY EMERGING MEGA CONTEXT

SOCIAL INJUSTICE

BIODIVERSITY COLLAPSE

CLIMATE

Unlisted, invitation only discussion space on Linked In

anywhere anytime any purpose learning anything anyhow

**Lifewide Learning Research & Development Group**

Unlisted group

**Lifewide Education**

Lifewide Learning Research & Development Group

Futures of Education  
LEARNING TO BECOME

**LIFELONG-LIFEWIDE LEARNING FOR SUSTAINABLE REGENERATIVE FUTURES**

**GUIDE FOR INQUIRY**

WORKING WITH THE SUSTAINABLE DEVELOPMENT GOALS – ONE STORY AT A TIME

**Sustainable DEVELOPMENT GOALS**

1. NO POVERTY  
2. ZERO HUNGER  
3. GOOD HEALTH and WELLBEING  
4. QUALITY EDUCATION  
5. GENDER EQUALITY  
6. CLEAN WATER and SANITATION  
7. AFFORDABLE and CLEAN ENERGY  
8. DECENT WORK and GROWTH  
9. INDUSTRY, INFRASTRUCTURE and INNOVATION  
10. REDUCE INEQUALITIES  
11. SUSTAINABLE CITIES and COMMUNITIES  
12. RESPONSIBLE CONSUMPTION and PRODUCTION  
13. CLIMATE ACTION  
14. LIFE BELOW WATER  
15. LIFE ON LAND  
16. PEACE and JUSTICE  
17. PARTNERSHIPS FOR GOALS

WE LIVE IN A WORLD IN CONTINUOUS FORMATION

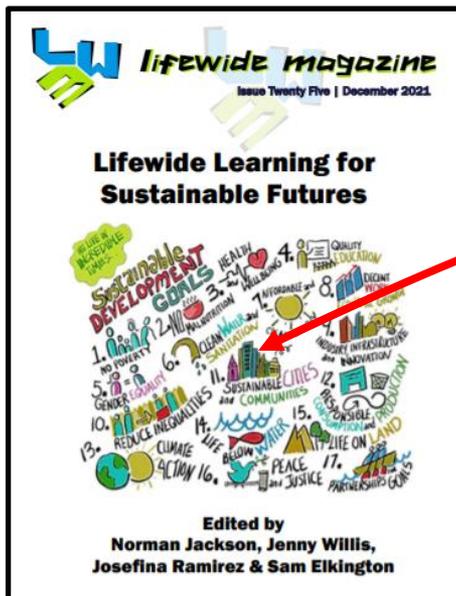
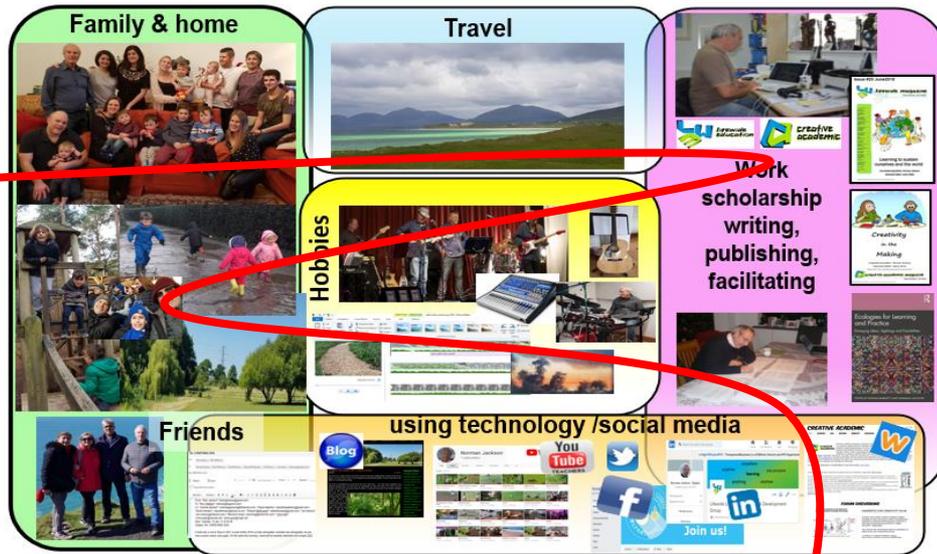
WE HELP FORM THE WORLD AND IT FORMS US

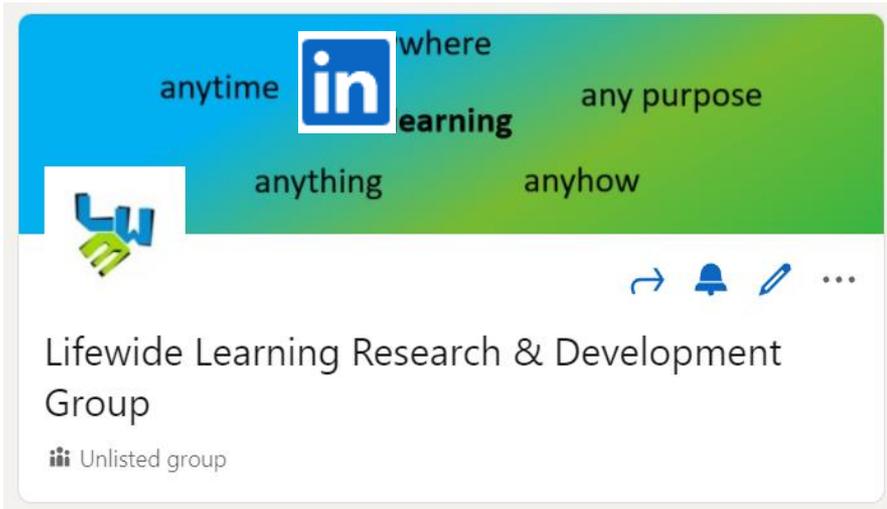
OCTOBER 18 - NOVEMBER 22 2021

**Lifewide Education**

Futures of Education  
LEARNING TO BECOME

# WORKING WITH THE SD GOALS – ONE STORY AT TIME





# CULTURE OF PARTICIPATION: TRUST, RESPECT, APPRECIATION & CURIOSITY

## Rules

There is an expectation that members of the group will:

- contribute stories about their experiences and what they have learnt to the research process.
- be kind, generous, respectful and appreciative of the contributions made by other members
- help other members of the group gain deeper understandings or different perspectives on their experiences through their comments and questions.

# WORKING WITH THE SD GOALS – ONE STORY AT TIME



Lifewide Learning Research & Development Group –  
A social ecology for learning

WEEK 1	WEEKS 2. 3 & 4	WEEK 5
<p data-bbox="117 529 504 568"><b>Introductory Meeting</b></p> <p data-bbox="117 629 552 919">We become more aware of the Sustainable Development Goals and how we are engaging with them in our everyday life.</p> <p data-bbox="117 986 517 1172"><b>TASK 1</b> to produce a road map of how we are currently engaging with the SDGs</p>	<p data-bbox="604 529 1456 715">Each week we select one or more SDG's to work with and try to pay more attention to how we are engaging with it in any part of our life, for any reason or purpose.</p> <p data-bbox="604 782 1431 919"><b>TASK 2, 3 &amp; 4</b> Each week we create and share a short story (vignette) with other members of the group in the Linked In space.</p> <p data-bbox="604 986 1392 1123">Learning emerges as we engage with an SDG and as we share our experience and receive feedback from others.</p>	<p data-bbox="1503 529 1818 919"><b>TASK 5</b> We produce a short synthesising story about what we have learnt from our experience and share with the group</p> <p data-bbox="1514 986 1760 1172"><b>Final Meeting</b> to share our experiences and insights</p>

## TASK 1 Making Personal Sense of SDGs

1 UN Sustainable Development Goals	2 Good Life Goals	3 Current & Future Lifewide Opportunities & Actions
(1) No Poverty	1 Help End Poverty	
(2) Zero Hunger	2. Eat Better	
(3) Good Health and Well-being	3. Stay Well	
4) Quality Education	4. Learn and Teach	
(5) Gender Equality	5. Treat Everyone Equal	
(6) Clean Water and Sanitation	6. Save Water	
(7) Affordable and Clean Energy	7. Use Clean Energy	
(8) Decent Work and Economic Growth	8. Do Good Work	
(9) Industry, Innovation and Infrastructure	9. Make Smart Choices	
(10) Reducing Inequality	10. Be Fair	
(11) Sustainable Cities and Communities	11. Love Where You Live	
(12) Responsible Consumption and Production	12. Live Better	
(13) Climate Action	13. Act on Climate	
(14) Life Below Water	14. Clean the Seas	
(15) Life On Land	15. Love Nature	
(16) Peace, Justice, and Strong Institutions	16. Make Peace	
(17) Partnerships for the Goals.	17. Come Together – get involved	

## TASKS 2,3 & 4 Personal Stories

### VIGNETTE #1

#### Sustainable Development Goal 3 (SDG 3)

"Sustaining and Regenerating Ourselves through Water Sports that Contribute Positively to Our Health and Well-being"

#### Narrative

I have always been interested in exploring and understanding what makes for a "healthy" lifestyle and how lifestyle shapes one's sense of wellbeing. SDG 3 is certainly something I try to practice daily (if I can). I am a very active person, I like to keep fit, be aware of what I am eating, and try to keep these things at the centre of my daily routines. My fascination with lifestyles, particularly leisure lifestyles, has become a bit of an occupational hazard. Throughout my academic career to-date, I have researched and written about various aspects of leisure and how they impact on peoples' wellbeing<sup>1,2,3</sup>.

I often catch myself overthinking my own leisure choices. But there is one leisure pursuit where this has not been the case, and it is a relatively recent joint discovery by me and my family: water sports.

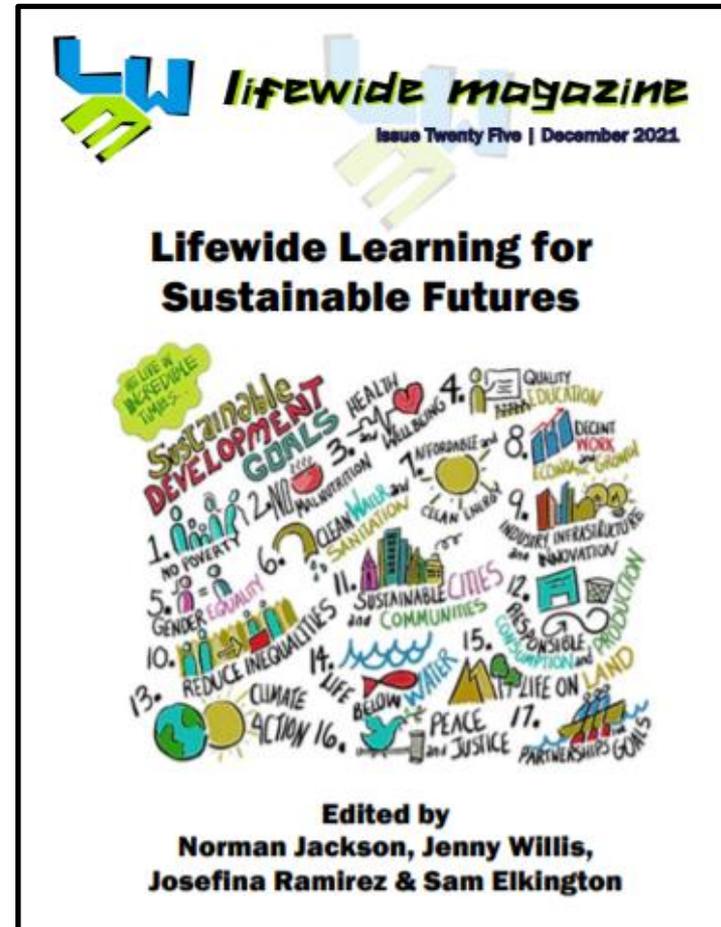
Following so much concentrated time together through various forms of lockdown over the course of the last 18-months, as a family we spoke about wanting to spend more time outdoors (beyond the occasional permitted walk!). We wanted more adventure and a chance to stop and pause in nature. My wife and I wanted to find an activity that could be shared with our two young sons, something none of us had done before, but in which each of us could find a sense of challenge and focus. Most importantly, we wanted this activity to be active. I believe being physically active is so incredibly important for a holistic sense of wellbeing. This doesn't have to be anything overly exerting – we're not all built to run marathons?! – but something with a bodily character, something you have to be physically and mentally present for.

Our newfound fascination with water sports started when we rented paddle boards and kayaks during a family holiday to the Lake District (in the north of England). A day of experimenting with these two new forms of water-based transportation had us completely hooked. We have always loved the water, but the sense of exhilaration and freedom we shared navigating the lake and shoreline as a family kindled a powerful connection to the water and to paddle boarding and kayaking as activities we could continue to master. More importantly, we were not restricted to one particular lake or location. We have since researched and explored fresh water rivers and lakes closer to our home, as well as ventured on to the sea. Most weekends we are seeking out our next excursion on the water. Canals, rivers, and estuaries each offer something slightly different in terms of their physical challenge, as well as their aesthetic attraction.

#### Reflections

For me and my family lockdown was a focusing event. It made us stop and take notice of the some of the mindless habits and activities we engaged in day-to-day that didn't necessarily bring us joy or draw us closer together. In the end, it was absence that drove a lifestyle change – the absence of nature, the absence of adventure, and the absence of a connection to something larger than us. Everything we had done as a family over the course of 18-months had turned our focus inwards (and in some sense this was morally and ethically important – i.e., collective preservation of public health). But this is also an extension of our habits more generally when it comes to leisure (or free time, whatever that means?) pursuits. The habit of casual consumption of leisure time and activities is perhaps the easier project with so many distractions readily to hand. Seeking out a new challenge as a family and intentionally positioning ourselves in nature, albeit sometimes unsteadily so, has brought a fresh perspective on what makes us happy and what feeds a fuller sense of wellbeing. With respect to trying to practice SDG3, it is perhaps about making more holistic decisions and manoeuvres around what our leisure choices and pursuits are able to provide in terms of a sustainable (meaningful and enduring) sense of wellbeing.

# WORKING WITH THE SD GOALS – CURATING OUR STORIES & LEARNING



***LET'S DISCUSS***