



Lifelong-Lifewide Learning for Sustainable Regenerative Futures **Exploring the SDG's One Story at a Time**



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Introduction to Exploring the SDG's One Story at a Time

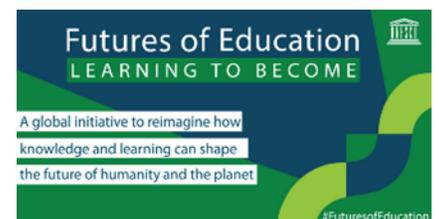
Norman Jackson

Introduction

The UN has been championing the cause of climate change through its climate change conferences (COP) since 1995 and as we write this in early November, COP26 has begun. With much fanfare, political posturing and photoshoots the political leaders of the world (well most of them) are gathered in Glasgow knowing full well that the Earth has passed a tipping point and is now accelerating towards what could easily become a catastrophe for its human and other living inhabitants. These “leaders” have the power to do something that can at least slow down the negative influence humanity is having on the climate, but as I listened to the speeches and analysis by commentators, I became increasingly alarmed at the way politics was getting in the way once again. As far as I could see, none of the political leaders seemed to take on board Queen Elisabeth’s or Sir David Attenborough’s simple message - to seize the day and grab the opportunity to rise above local politics and become statesman for a better world.

But we cannot complain about inaction at the political level if we ourselves are doing nothing to address the issue of climate change. While the scale of the task may seem overwhelming, we can still do many things to help the Earth by living a life that is mindful of the potential damage that we can inflict. We all have a moral responsibility to educate ourselves so that we are more aware of the consequences of our behaviours.

For this reason, in January 2021 Lifewide Education joined the UNESCO Institute for Lifelong Learning Futures of Education initiative³. Our first contribution was to produce a White Paper explaining how lifewide learning can support sustainable development. During the year we have continued to explore how our ideas of lifewide learning and learning ecologies might contribute to an enhanced concept of lifelong learning that will support the achievement of a more sustainable future.



As part of this initiative we undertook our second experiential inquiry between October 18 – November 22nd, 2021 to explore lifewide learning in the context of personal actions and experiments aimed at creating more sustainable futures, drawing inspiration for the UN Goals for Sustainable Development³. These goals provide a comprehensive framework to stimulate thinking and actions that are consistent with reducing human impacts on the world that are detrimental to future sustainability and enhancing impacts that are more likely to secure a sustainable future.

Concepts of Sustainability and Regeneration

To ‘sustain’ means to keep something going or provide support. Daniel Wahl has done much to explore the idea of sustainability he says that what we are trying to sustain in the context of the SDGs; is the underlying pattern of health, resilience and adaptability that maintains our planet in a condition where life as a whole can flourish. He sees the issue as not so much one of maintaining the status quo but of creating, environments, conditions or cultures for regeneration⁴. *“Regenerative practice starts and continues with [learning and] personal development. It is not a tool but a practice of conscious participation and co-creation”*⁵. This chimes with Tim Ingold’s powerful ecological assertion that we should not think of ourselves and our environments as separate things - we are indivisible bound together through an ecology of life and of living and experiencing and developing through our experiences of the world. *“organism plus environment’ should denote not a compound of two things, but one indivisible totality”, “this totality is not a bounded entity but a process in real time: a process, that is, of growth or development”*⁶. In other words our participation in actions that are intended to sustain and regenerate our environment are also the means by which we grow and develop.

The Most Wicked Problem of All

Sustaining anything as complex as the world and all its ecosystems and inhabitants, is the most complex and profound of all ‘wicked problems’⁷. In fact, sustaining the Earth and all the systems of life it supports is a constellation of wicked problems. Left to its own devices and given sufficient time, the Earth will adapt and regenerate regardless of the stresses and forces it is subject to. It might take millions of years but that is the time scale of planetary renewal.



Figure 1 Characteristics of a wicked problem⁷

Many decades of scientific research have shown that human behaviours have not only reshaped our world to make it more habitable for more humans, but in doing so have had a serious detrimental impact on planetary resources and systems that sustain all forms of life. It is only a matter of time before we cause irreversible damage.

“Our current global footprint is about one and half times the Earth’s total capacity to provide renewable and non-renewable resources to humanity. In 35 years, with an increasing population that could reach 9.6 billion by 2050, and if our consumption needs and production patterns remain the same, we will need almost 3 planets to sustain our ways of living. Impacts from climate change continue and intensify, biodiversity loss is still accelerating, and non-renewable resources are increasingly exploited, bringing us closer to breaching more planetary boundaries.”⁸

In the last few decades we have reached the point where the UN, the world’s strategic planner and policy shaper, and national Governments, have begun the process of engaging with this challenge which requires nothing more than societal transformation and the mobilisation of the human race. As Luksha et al⁷ point out, education and learning are at the heart of this transformational project but our approaches to education and lifelong learning will also need to be transformed if we are to succeed.

We are living in a time of accelerated, global, complex change, in which our human society faces increasing pressure to evolve our systems and processes to meet the demands of the 21st century and beyond.

Education is the most sophisticated social technology for societal transformation and intentional evolution — yet it is still a widely underutilized pathway for co-creating and contributing toward sustainable, regenerative, and thriving futures within and beyond our biosphere.....Yet our educational systems are still designed for the world of yesterday — and so they must be changed to meet the demands of the future, including increasing social, ecological, and economic complexity in all domains of human life. It is necessary to re-imagine the purpose and the design of education in the here and now; what is needed is nothing less than a renaissance of both human values and vision in action transforming human learning and leadership learn together in a way that cultivates our collective potential, we diminish prospects of the continuation of the human experiment on Earth (Extracts from ‘Educational Ecosystems for Societal Transformation’^{9 p.2}).

The lesson of Covid 19

The global pandemic disrupted the global economy and the daily lives of billions of people and shocked the world into entirely new habits and ways of living. In doing so it has shown us that we can collaborate at a global scale, mobilise necessary resources and adapt profoundly and quickly to emergent threats. It has shown us that across countries and cultures we can develop and adopt new attitudes, behaviours, practices and ways of being that are essential for survival in the covid ridden world now and in the future.

United Nations 2030 Agenda for Sustainable Development

The wicked problem of our future survival is framed by the United Nations 2030 Agenda for Sustainable Development³ which offers 17 Sustainable Development Goals (SDGs). The political, educational and social challenge is to encourage, educate, guide and nurture at a global scale, a multitude of educational systems, cultures and societies to practically embrace the co-created vision of lifelong learning for all within a context where learning through and across life contributes positively to the UNs 17 Sustainable Development Goals.

Figure 2 UN Sustainable Development Goals (SDG’s)

17 SDG’s: (1) No Poverty, (2) Zero Hunger, (3) Good Health and Well-being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, Innovation and Infrastructure, (10) Reducing Inequality, (11) Sustainable Cities and Communities, (12) Responsible Consumption and Production, (13) Climate Action, (14) Life Below Water, (15) Life On Land, (16) Peace, Justice, and Strong Institutions, (17) Partnerships for the Goals.



Learning For Sustainable Regenerative Futures

Complex problems require vision to see beyond the problem. The first report of UNESCO'S Institute for Lifelong Learning, Future of Education initiative⁸ presents a future-focused vision that demands a major shift towards a culture of lifelong learning by 2050. It argues that the unprecedented challenges humanity faces, require societies to embrace and support learning throughout life and people who identify themselves as learners throughout their lives¹⁰.

This 2050 vision is of a world that has undergone a deep cultural shift based on a strong awareness of the innate potential of learning. Societies self-consciously strive to be learning societies and people identify as lifelong learners. With a continuous learning ethos pervading all spheres of life.

[Lifelong] learning [is] for oneself, for others and for the planet, it also has a key role in driving sustainability. Lifelong learning is about the sustained and sustainable freedom of individuals, linking social freedom to environmental responsibility. 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,^{10 p14}.

The recognition that learning and education for sustainable development is a whole of life commitment and practice means that any policy that is focused only on formal education will not achieve the 2050 vision. What is required is:

- an expanded vision of learning and action as a lifewide (every part of life at any point in time) lifelong (every point in time along the journey of life,
- and a culture that values learning in every aspect of life, and values learning as the pathway to creating better versions of ourselves and a better (more sustainable) world.

This vision and culture that reaches beyond the SDG#4 goal of *promoting lifelong learning opportunities for all*, to the idea that *“the whole of life is learning therefore education can have no ending”* first proposed by Charles Lindeman¹¹ nearly a century ago. Without learning we cannot *sustain our futures* - a deliberately ambiguous phrase to cover the multitude of futures that are possible for ourselves, our offspring and generations to come, our societies and future societies and the planet that sustains and nourishes all life. Furthermore, it is only through learning that we develop beliefs, values and attitudes that lead us to care about others and the world and not just ourselves.

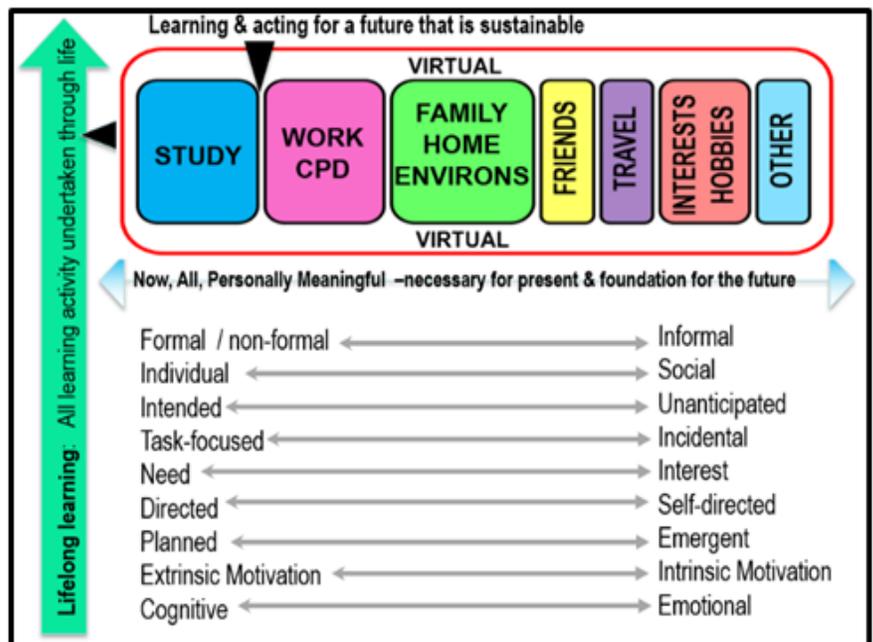
Lifewide Learning for Sustainable Futures – appreciating our ‘interbeing’

Lifewide learning adds the detail and purpose to the lifelong pattern of human development by recognising that most people, no matter what their age or circumstances, simultaneously inhabit a number of different spaces - like work or education, being a member of a family, being involved in clubs or societies, caring for others, participating in their local community, engaging in sport and other activities to keep fit, travelling, and looking after their own wellbeing mentally, physically and spiritually (Figure 3).

The concept of lifewide learning provides the most comprehensive and inclusive framework within which we can understand learning, personal development and action. Because of this lifewide learning provides the foundation for a better understanding of the nature of lifelong learning.

Figure 3 A conceptual framework for lifewide learning¹²

Figure 3 illustrates some of the spaces that typify our lives. Each space is characterised by its own rhythms and time frames, places and environments, people, activities and experiences. In these different parts of our life we think and interact with different people, have different sorts of relationships, adopt different roles and identities, experience the full range of human emotions including failure as well as success. In these different spaces we encounter different sorts of challenges and problems, seize, create or miss opportunities. We aspire to achieve our ambitions, learn to love and ultimately experience our own demise.



It is in the lifewide dimension of our life that we come to understand the nature of our interbeing. *“Everything is interconnected. Everything affects everything else. Everything that is, is because other things are. What is happening now is part of what happened before, and is part of what will happen next.”*¹³ This is the Buddhist teaching of ‘Dependent Origination’, and it is an essential lesson for living a life for a future that is sustainable.

This doctrine teaches us that no phenomenon has independent existence. Whatever is, comes into existence because of factors and conditions created by other phenomena.

Because everything is connected, it is in the lifewide dimension of our life that we see and appreciate our positive and negative impacts on the world. – for example, when we travel, when we cultivate our garden, when we go shopping or we eat, or when we do something for others. Once we understand the nature of our interbeing - that the phenomenon we create has a consequence e.g. burning the trees we cut down involves releasing carbon into the atmosphere that contributes to global warming, we can mediate our behaviours to avoid such adverse consequences. It might be said that our inquiry is focused on our interbeing.

Our Experiential Inquiry

We all have a role to play in sustaining our own future and the futures of the people we care about. Beyond this we have a moral and ethical responsibility to help create the best conditions for future generations. This ecological project connects us and the rest of humanity in a profound way to the planet that is responsible for our very existence.

Lifewide Education is responding to the UN’s 2030 call for ‘learning for a more sustainable world’ by facilitating an experiential, experimental inquiry into the way lifewide learning and education might contribute to a paradigm of learning and action that embraces consciously and fully the lifewide dimensions of everyday life and its fundamentally ecological and formational character. Learning for a sustainable future means learning through doing things that will realise that future and reducing the things we do that diminish that future.

Learning through the experience of doing and experiencing the effects of our doings connects us to educational theorist John Dewey. For Dewey doing and the experience that emerges is always a dynamic two-way process. He referred to this process as a ‘transaction’: ‘An experience is always what it is because of a transaction taking place between the individual and, what at the time, constitutes the environment’^{14 p43}.

“When we experience something we act upon it, we do something; then we suffer or undergo the consequences. We do something to the thing and then it does something to us in return: such is the peculiar combination. The connection of these two phases of experience measures the fruitfulness of experience. Mere activity does not constitute experience.”^{15 p104}.

Dewey elaborates on this two-way process, suggesting that experience involves both ‘trying’ and ‘undergoing’^{13p104}. ‘Trying’ refers to the outward expression of intention or action. It is the purposeful engagement of the individual with their environment or in Dewey’s words, *“doing becomes trying; an experiment with the world to find out what it is like”* (ibid). Through action an attempt is made to have an impact on the world. ‘Undergoing’, the other aspect of the ‘transaction’ in experience, refers to the consequences of experience on the individual. In turn, in attempting to have an impact, the experience also impacts on us. ‘Undergoing’ refers to the consequences of the experience for us^{16 p60}.

A visual representation of John Dewey’s transactional / interactional model of human experience is shown in Figure 4.

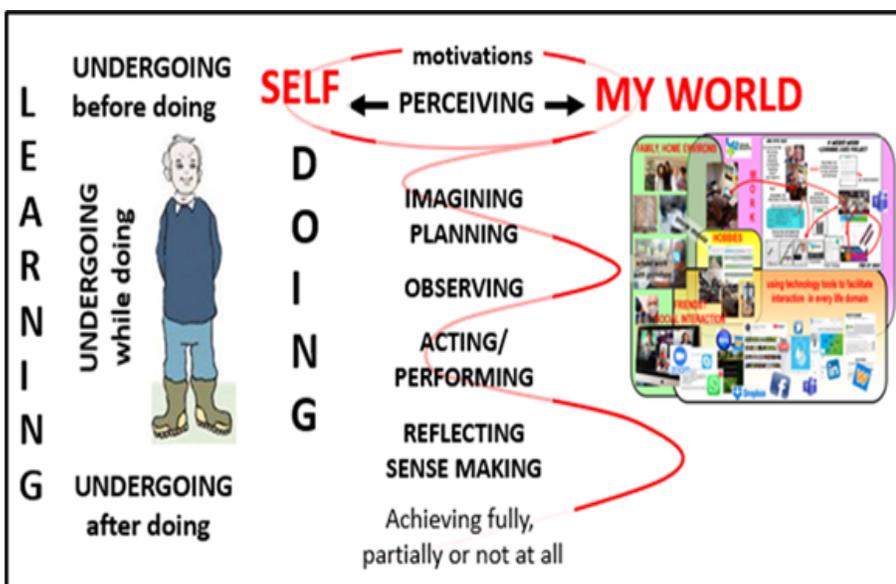


Figure 4 Visual representation of Dewey’s interactional model of experience in which the individual perceives and interacts with their everyday world. Learning, creativity and other achievements emerge through this interactive process. The important point to make here is that this is the contextual, circumstantial and situational framework within which we live our lives everyday consequently it is the world we affect through our behaviours and doings and it is these personal worlds in which they idea of sustainability takes on personal and concrete meaning. When we are conscious of how actions that have a negative impact on our world we can adjust our behaviour in ways that yield more positive outcomes

The transactional of experience involving people interacting with, using resources and impacting on and modifying their environments, provides the foundation for the ecological perspective on people inhabiting and participating in a world in formation that they are enabling to form¹⁷. Like all other forms of life, we are related and connected to our world in a profoundly ecological way – we dwell in complex ecosystems that we help to create and it is our effects in and on these ecosystems through the ecologies we create as we engage in and with the things that matter to us, that determine their health and sustainability. Our inquiry is an exercise in encouraging participants to think ecologically, to see themselves as active participants in a world in formation in which they themselves are enabling this formation and what they do has an impact on what is formed. It is an exercise in *understanding our interbeing*.

Our Ecology for Social Learning

The strength of our collaborative inquiry lies in bringing together people from across the world in a culture of participation and mutual respect to share their experiences and understandings in order to learn together.

To join our social ecology for experimentation and learning participants were expected to commit to a 5 week process during which they tried to make sense of the Sustainable Development Goals through their day to day life.

The inquiry provided an opportunity to :

- Develop collective understanding of the 17 Sustainable Development Goals (SDGs)

- Explore through reflections on past activities and experiences, and new experiments conducted during the inquiry, how we might relate some of these goals to our own life in a meaningful way

- Record our experiences and share what we learn with other participants through written vignettes/stories

- Evaluate the collaborative, self-inquiry methodology as a form of education for sustainable futures.

An outline of the process is given below.

Our Method of Inquiry

WEEK 1 OCTOBER 18th Developing an overview of the SDGs

Introductory Zoom meeting—An opportunity to meet other participants and discuss the process.

Personal audit of how you respond to the SDGs

The first stage of the inquiry is to familiarise yourself with the UN Sustainable Development Goals and perhaps other examples of goals that have been produced to support more sustainable futures. Table 1 summarises the 17 SDGs and the derivative Good Life Goals. By mapping your interpretations and involvement with the SDGs on the framework you are making your efforts to contribute to a more sustainable future explicit. We do not expect you to be engaging directly with all the goals or even a majority of the goals. Rather, we anticipate that you will be engaging with some of the goals and some more than others.

TASK 1 WEEK 1 Use the Personal SDG Framework provided in Table 1 to reflect on your life, habits and behaviours and what the SDGs mean to you in the different situations, circumstances and contexts that form your life. Select and highlight up to 5 SDGs that are important to you and try to create your own personal goals for these SDGs and identify ways in which you could achieve these goals if you are not already achieving them. Write a short explanation of your choices and share your map and explanation as a word document in the LinkedIn discussion space.

WEEKS 2, 3 & 4 (October 25 to Nov 14)

Experiment, Narrate & Reflect

The SDGs are a call to action but for them to work at the level of the individual an aspect of the goal must evoke an emotional response that motivates us to act. In other words the SDG must provoke, interest, inspire, scare, challenge or in some other way stimulate us to act in a different way to what we have done in the past. Without this emotional reaction it is unlikely that changes to behaviours will be sustained.

TASK 2, 3 & 4 WEEKS 2,3 & 4 Each week you are encouraged to choose a Sustainable Development Goal that provokes, interests, inspires, scares, makes you feel guilty or challenges you in some other way, and then try to do something new in any part of your life that is consistent with the goal and which is meaningful to you. You may of course be building on activities that you have undertaken before and this history might provide an important context.

At the end of each week **create a story or vignette** (Word Doc) describing and illustrate with photos, drawings, diagrams and other graphic organisers where appropriate.

- what you tried to do
- why you tried to do it (why the goal is important to you)
- reflection on what happened – what did you learn and how will this enable you to behave differently in future

Vignettes were shared with other participants in the Lifewide Research and Development Group Forum on LinkedIn.

This was our space for sharing experiences and for collaborative social learning. We encouraged participants to comment in a respectful and appreciative way on each other’s posts and vignettes. Reading the vignettes shared by others and commenting on them will help bring the community alive to the possibilities of living and learning for more sustainable futures.

WEEK 5 (Nov 15 - 22)

Review, Synthesise, Consolidate and Share what you have learnt

The aim of the inquiry is to explore lifewide learning in the context of personal actions and experiments that are intended to create more sustainable futures, drawing inspiration for the UN Goals for Sustainable Development.

TASK 5 WEEK 5 In the final week of the inquiry we would like you to review, synthesize and consolidate what you have learnt about trying to live your life for a more sustainable future. Your review and synthesis should include:

- 1 Your completed Personal SDG Framework
- 2 Your three vignettes
- 3 A short reflective account describing what you have learnt.
- 4 A comment on the effectiveness of the methodology for developing awareness and understanding about how we can personalise and act on the SDGs.

The inquiry concluded with a Zoom meeting when participants could share their insights and experiences.

The hope and possibility of our inquiry

When we begin a collaborative inquiry it is not possible to know how participants will engage. Everyone has a busy life with many competing priorities. Those who have participated before in one of our inquiries know what to expect and are to some extent prepared, but those who are new to our method may not relate to the approach which requires a high degree of sharing of ourselves.

When a group of people agree to participate in an inquiry as we did, we have to allow ourselves to become connected to people who we do not know, through the sharing of ideas, experiences, stories and things about ourselves that are important and hold deep meanings for us. The hope and possibility in the affordance we are co-creating is that organically we become a *collective* – giving to and helping each other – sharing our lives, insights, empathy and wisdom and caring about the people we are interacting with. The generative conversations that emerge is the alchemy of social learning. That we achieved such a generative conversation is evidenced in the articles contained in this issue (see also my synthesis of reflections¹⁸).

We began the inquiry with 21 participants and 14 continued through the subsequent weeks. This small but productive group generated over 70 significant posts each containing a personal SDG statement, a vignette or a reflective commentary as an attachment. They also contributed over 360 comments on posts. This is the knowledge we co-created turning our embodied experiences into stories and through our collective reflections drawing out new wisdom which we are privileged to share with you. In this way we hope to extend the value and benefit of what we have learnt to whoever finds it.

CONTRIBUTIONS TO THE COLLECTIVE	
WEEK 1	21 personal SDG statements
WEEK 2	12 written + 2 video vignettes
WEEK 3	13 written vignettes
WEEK 4	14 written + 1 video vignette
WEEK 5	09 written +1 video reflective commentary
70	Significant posts <i>SDG statements, vignettes & commentaries</i>
360+	Comments in discussion

Facilitation & Appreciation

The inquiry was planned and facilitated by three members of the Lifewide Education Team - (top left to right in photo) Norman Jackson, Jenny Willis and Josefina Ramirez supported by five international partners (bottom left to right in photo) Dory Reeves (New Zealand), Zahra Bahrami (Iran), Gloria Figueroa (Colombia), Donna Rooney (Australia) and Rahul Hasijah (India). Above all, we appreciate the generosity of all participants in sharing their lives and perspectives through the inquiry.

Facilitation Team



International Partners



Sources

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Appendix 1 Framework for Personalising and Implementing UN's 17 Sustainable Development Goals
(also includes the derivative Good Life Goals¹⁹)

The framework provided in Appendix 1 is the first step in raising awareness of some of the ways in which we are already engaging with the SDGs and identify ways in which we can do more. can do more (column 3). Completing the Framework for Personalising and Implementing Sustainable Development Goals will always be a work in progress, but it makes explicit our understandings of what the Sustainable Development Goals mean in our own everyday contexts. It also provides a framework on which to map your stories/vignettes.

1 Sustainable Development Goals	2 Good Life Goals	3 Past, Current & Near Future: Lifewide Opportunities for Learning & Action
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 & Infrastructure	9. Make Smart Choices	
10 Reducing Inequality	10. Be Fair	
11 Sustainable Cities and Communities	11. Love Where You Live	
12 Responsible Consumption & 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	