Futures of Education
LEARNING TO BECOME
A global initiative to reimagine how
knowledge and learning can shape
the future of humanity and the planet
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LIFELONG-LIFEWIDE LEARNING FOR SUSTAINABLE REGENERATIVE FUTURES

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GUIDE FOR INQUIRY

EXPLORING, EXPERIMENTING AND EXPERIENCING LIFEWIDE LEARNING FOR SUSTAINABLE FUTURES

A WORLD IN CONTINUOUS FORMATION

WE AND OUR WORLD FORM TOGETHER

WE LIVE IN INCREDIBLE TIMES.

Sustainable DEVELOPMENT GOALS

1. NO POVERTY
2. NO MALNUTRITION
3. HEALTH and WELLBEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER and SANITATION
7. AFFORDABLE and CLEAN ENERGY
8. DECENT WORK and ECONOMIC 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 the GOALS

EMPOWERING PEOPLE TO SUSTAIN THEMSELVES AND THEIR WORLD THROUGH LIFELONG - LIFEWIDE LEARNING

JOIN OUR EXPERIENTIAL INQUIRY - OCTOBER 18 TO NOVEMBER 22, 2021

Futures of Education
LEARNING TO BECOME

Introduction

The Lifewide Learning Research and Development Group is a network of people interested in the idea of lifewide learning and education. The group uses naturalistic, experiential inquiries to explore, apply and develop the concept of lifewide learning to their own lives and circumstances. In October & November 2021 participants in the group will undertake an inquiry in which the UNs Sustainable Development Goals (SDGs) are used to examine how we engage with these goals for sustainable futures in our own lives. The knowledge we create will contribute to the UNESCO Institute for Lifelong Learning, Futures of Education initiative. A background paper(Jackson, 2021) is available on the lifewide learning for sustainable futures webpage https://www.lifewideeducation.uk/sustainable-futures.html

UN Sustainable Development Goals

The wicked problem of humanity's future survival and prosperity is framed by the United Nations 2030 Agenda for Sustainable Development (UN 2015) which offers 17 Sustainable Development Goals (SDGs).
(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 [Sustainable Development] Goals.

Education has its own goal (UNESCO 2015) - SDG#4 to 'Ensure inclusive and equitable quality of education and promote lifelong learning opportunities for all'. Embedded in SDG4 are two important roles. The first is to raise awareness of the problem of sustainable development in all societies and develop understanding of what we have to do to as a responsible human being to play our part in engaging with the problem. The second role is to encourage the development of cultures that value individuals efforts to live their lives for a more sustainable future, that encourage and enable individuals and societies to keep on learning how to sustain themselves and regenerate their world throughout their lives.

Purpose of Inquiry

If the SDGs are a blueprint for a more sustainable world then it is important that they are embraced and acted upon by people in their everyday lives. But the SDGs are designed for Governments, national and international agencies and large corporations and they are not easy to interpret at the level of the individual and their everyday life. Our exploration is intended to discover the ways in which the SDGs are interpreted and given meaning and practical expression in the everyday lives of participants.

The inquiry provides an opportunity for YOU to explore, with others, what the SDGs might mean in the context of the activities and opportunities you have across the whole of your life. Specifically it is intended to::
- Develop our collective understanding of the 17 Sustainable Development Goals (SDGs)
- Explore through our 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 through the process of experimentation, adaptation or transformation with other participants through written vignettes/stories
- Evaluate the self-inquiry methodology as a form of education for sustainable futures.

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 regeneration (Wahl 2016) . "Regenerative practice starts and continues with [learning and] personal development. It is not a tool but a practice of conscious participation and co-creation." (Wahl 2021). 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" (Ingold 2000).* In other words our participation in actions that are intended to sustain and regenerate are the means by which we also grow and develop,

Assumptions

We assume that many participants will not have a well developed understanding of all the SDGs so the inquiry provides an opportunity to learn about them.

We assume that particpants will already conscioulsy or unconsciously engaging with some of the SDGs, in some cases in quite a deep and personal way, doing things that they care about to make the world a better place now and in the future. It will be interesting to reflect on the motivations for why we choose to engage with some SDGs rather than others. We also assume that participants will be aware that some SDGs are important but for a variety of reasons they may not have consciously engaged with them in their daily life. And we assume that the SDGs will mean different things in different physical, social and cultural settings.

The inquiry offers an opportunity to think both broadly and in a more focused way about the SDGs in the contexts of our own life, and to experiment with new actions. It also provides an opportunity to gain insights into how other people view and respond to the SDGs.

Challenge

The biggest challenge when we try to engage with the SDGs is their scale and scope which many of us will find daunting. Clearly, in the short amount of time we have for the inquiry we can't realisticaly respond to more than a few SDGs. The object of the inquiry is to show how conscious engagement for adult lifelong learners might be achieved. So how do we choose which SDGs to prioritise in our daily lives and why? There are several possible criteria we might use for example SDGs that are:

- Most relevant/meaningful that connect to our life
- Connected to our own values, identities and beliefs
- Connected to things we are care about and things that we are already doing
- Connected to our natural orientations and inclinations to the economic, social or environmental worlds
- Particularly pertinent to our circumstaces at this moment in time.
- Are highly provoking and challenging even though they might seem distant and difficult to achieve

While recognising that SDGs are essential at a global scale, some of the SDGs seem far removed from our daily lives. The question arises how might we, as individuals, develop a pragmatic but responsible and meaningful response to the principle of a sustainable future, using the SDGs as a prompt, and embed our responses in our everyday life? What might such a response look like and how might it be demonstrated? This is a completely open question and we want to encourage diverse responses and approaches so that we can develop new understanding.

The methodology outlined below is offered as a rough guide, but we are open to alternative approaches to exploring how the SDGs might be used to prompt experimentation in your life.

To join the learning for sustainable futures inquiry you will need to:
1) Notify the facilitators by emailing lifewider@gmail.com
2) Have an account on the LinkedIn platform and be invited to join the private discussion space for the Lifewide Learning and Development Research Group.

The **Linked In Lifewide Learning Research and Development Forum** is a private space (unlisted group) for inquiry and discussion. There is an expectation that members of the group will contribute their stories of learning experiences to the research process. There is an expectation that members of the group will be respectful and appreciative of the contributions made by other members and that they will help other participants gain deeper or different perspectives on their learning experiences through their constructive comments and questions.

Inquiry Methodology

An outline of the structure of the inquiry is given below and <u>illustrations of how the facilitators engaged with the tasks is provided in Appendix 1.</u>

INTRODUCTORY ZOOM MEETING MONDAY OCTOBER 18TH 11.00-12.00BST
An opportunity to meet other participants and discuss the process. The meeting will be recorded for those who are not able to attend.

WEEK 1 OCTOBER 18th Developing an overview of the SDGs

Consider how you relate to and are achieving any of the SDGs in your own life
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 (Figure 1) as a word document in the LinkedIn discussion space.

Figure 1 Task 1 Personal engagement with SDGs and a brief explanation
Explanation
Yellow – SDGs that I regularly and actively engage with Explain why, how and when. These are the SDGs I will focus on in my vignettes
Magenta – Other SDGs that I engage with.

My engagement with the 17 Sustainable Development Goals

1 UN Sustainable Development Goals	2 Good Life Goals	3 My Sustainable Future Goals	4 Current & Future Lifewide Opportunities & Actions	5 My environments for Action & Vignettes eg home, work other
(1) No Poverty	1 Help End Poverty			
(2) Zero Hunger	2. Eat Better			
(3) Good Health and Well-being	3. Stay Well	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx
(4) Quality Education	4. Learn and Teach	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx
(5) Gender Equality	5. Treat Everyone Equal			
(6) Clean Water and Sanitation	6. Save Water			
(7) Affordable and Clean Energy	7. Use Clean Energy	xxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxx
(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	xxxxxxxxxx	xxxxxxx	xxxxxx
(12) Responsible Consumption and Production	12. Live Better	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx
(13) Climate Action	13. Act on Climate	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx
(14) Life Below Water	14. Clean the Seas			
(15) Life On Land	15. Love Nature	xxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxx
(16) Peace, Justice, and Strong Institutions	16. Make Peace			
(17) Partnerships for the Goals.	17. Come Together – get involved			

4

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,

At the end of each week **create a story or vignette** (Word Doc) describing and illustrating 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

Please share your vignette with other participants by posting it in the Lifewide Research and Development Group Forum on LinkedIn. This is our space for the sharing of experiences and for collaborative social learning and we encourage 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.

We are particularly interested in your experiences of trying to change something or do something new, and whether your experiments are likely to bring about any lasting changes in thinking, values, beliefs or behaviour. We are also interested in the particular environments (eg home and the environs around your home, work, community, hobbies and interests, travel other) that you have chosen to engage with the SDGs.

FINAL ZOOM MEETING MONDAY NOV 22 11.00-12.15BST

An opportunity to consider and discuss the results of our inquiry.

Curate and Share Our Learning with the Wider World

The results of the inquiry will be curated in the December issue of Lifewide Magazine to share what we have learnt with the UNESCO Future of Education project and with the wider world.

Framework for Personalising and Implementing Sustainable Development Goals

The framework provided in Table 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.

Table 1 Framework for Personalising and Implementing UN's 17 Sustainable Development Goals

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	

NOTE: There are many websites offering advice on eco-friendly goals that will contribute to a healthy lifestyle and a healthier planet. Such goals can be incorporated into this template and adopted as personal goals.

Facilitation

We have a group of 4 dedicated facilitators from the Lifewide Education Team - Jenny Willis, Josefina Ramirez, Sam Elkington and Norman Jackson, who will do their best to support inquiry, encourage discussion and promote a culture of respect, appreciation and participation. We are also grateful to the network of international partners from across the globe who have agreed to enrich our discussions by providing a range of cultural perspectives - Dory Reeves (New Zealand), Hiroto Ide (Japan), Carolina López (Mexico), Gloria Figueroa (Colombia), Zahra Bahrami (Iran), Donna Rooney (Australia), Rahul Hasijah (India), Hong Chegwen (China)

Lifewide Learning for Sustainable Futures Facilitation Team

International Partners

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APPENDIX 1 ILLUSTRATIVE EXAMPLES

Lifewide Learning for Sustainable Futures
Jenny Willis

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.

WEEK 1 Reflecting on my personal SDG goals

When first tasked with identifying my SDGs, I was daunted: they seem at once desirable and remote, appropriate for policy-makers, but difficult to apply to everyday individual practice. Furthermore, they demand political engagement. Although I have strong values and once was active in local politics, I am not a natural activist and felt uncomfortable with the notion of provoking action on the part of others.

The UN's list of 17 SDGs includes many objectives with which I agree, but my problem was, to what extent am I actually or potentially addressing them in my own life and willing to advocate for others to do likewise? The question compelled me to reflect on whether my assumed global concern was matched by my own practices.

I immediately embrace aims such as #1, No poverty, #2, Zero hunger and #16, Peace and justice, but others, such as #13, Climate action, are more elusive. Others still have become a normalised aspect of my life: I have been a vegetarian by choice since the age of 7; I pursue equality in all its forms; I am mindful of waste. I have been a teacher for nearly 50 years and had a peripatetic upbringing which allowed me to live in numerous countries, exposing me to different cultures and values. All of these experiences have informed what I believe in and in turn drawn on my personal beliefs and values.

Table 1 Extract from my SDGs

1 UN Sustainable Development Goals	2 Good Life Goals	3 My Sustainable Future Goals	4 Current & Future Lifewide Opportunities & Actions	5 Environments for Action & Vignettes eg home, work other
(1) No Poverty	1 Help End Poverty	Donate to causes/ charities	Teaching/collaboration e.g. on wellbeing	
(2) Zero Hunger	2. Eat Better	Vegetarian since age 7	Teaching linked to wellbeing	
(3) Good Health and Well-being	3. Stay Well	Personal responsibility	Contribution through anti-stigma work	
(4) Quality Education	4. Learn and Teach	Basic principle of all my teaching	Supporting other HEIs develop policies & programmes	
(5) Gender Equality	5. Treat Everyone Equal	Basic principle in social and professional life	Supporting UoC student counsellors	

Wellbeing has been a research interest for many years, and I am keenly aware of the interdependence of personal and social levels. Similarly, I recognise that it is vital that the SDGs are acted upon both personally and collectively, each playing an important part for the other. This would justify a proactive approach, but I am instinctively drawn more to that of leading by example. Is this enough?

I began this project by examining my current and future practice against each of the 17 SDGs (Table 1) but soon realised that I was having difficulty in distinguishing between actions and principles.

So, I took a different approach: to make the process manageable, I would identify which SDGs I am instinctively drawn to. These emerged as:

- #3, Good health and wellbeing
- #4, Quality education
- #10, Reducing inequality
- #16, Peace and justice

Table 2 My personal SDG priorities

1 UN Sustainable Development Goals	2 Good Life Goals	3 My Sustainable Future Goals	4 Current & Future Lifewide Opportunities & Actions	5 Environments for Action & Vignettes eg home, work other
(1) No Poverty	1 Help End Poverty	Indirect Vignette 3		
(2) Zero Hunger	2. Eat Better			
(3) Good Health and Well-being	3. Stay Well	Direct and indirect Vignettes 1, 2 , 3		
(4) Quality Education	4. Learn and Teach	Direct Vignettes 2, 3		
(5) Gender Equality	5. Treat Everyone Equal	Indirect Vignette 2		
(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	Indirect Vignette 2		
(9) Industry, Innovation and Infrastructure	9. Make Smart Choices			
(10) Reducing Inequality	10. Be Fair	Indirect Vignettes 2, 3		
(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	Direct – Vignette 1		
(14) Life Below Water	14. Clean the Seas			
(15) Life On Land	15. Love Nature			
(16) Peace, Justice, and Strong Institutions	16. Make Peace	Direct Vignette 2		
(17) Partnerships for the Goals.	17. Come Together – get involved	Means of achieving SDGs Vignette 2		

Table 2 shows these priorities by colour coding them and distinguishing between those which I am explicitly working towards (shaded yellow) and those which are either implicit in my actions or an indirect outcome of my action (blue). SDG#17, collaboration, is a means to achieving a goal, hence shaded differently (pink).

My vignettes will each develop the detail for columns 3-5 as I reflect on the story and identify whether this is an accurate perception of my values. I compile the results in my evaluative reflection of week 5.

TASKS 2, 3 & 4 WEEKS 2,3 & 4
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,

WEEK 2 VIGNETTE 1
Deriving positivity from the pandemic
SDG #13 Climate Action

As I wrote this vignette, the weather was dominating the news. After several days of exceptionally high temperatures and cloudless skies, the UK was suddenly plunged into near-monsoon conditions causing extensive damage and threatening lives. What better reminder of the damage we humans have done to our planet?
SDG#13 has been expanded into a list of possible remedial activities we can take regarding climate change:

- Learn about climate solutions
- Call for more renewable energy in your country
- Eat more plants and cut down on meat
- Walk and cycle rather than drive
- Demand leaders take bold climate action today

This vignette does not directly address any one of these, but it illustrates how action on climate has been one positive (albeit unintended) outcome of the pandemic for me and by extension, for the environment.

Since I learnt to drive – at the advanced age of 30! – my car has been an essential component of my identity. It (or rather they, as each has been regularly replaced by a newer model) represented my freedom and independence; such was my attachment that I never went anywhere without it. Even when hospitalised for two months in central London, the doctors arranged me to keep my car nearby, parked on the premises. For years, I felt that a day without driving was an unfulfilled day.

In 2020, the first wave of Covid-19 brought about a forced change of habit: months passed by without me leaving home, let alone driving. External circumstances beyond my control were demonstrating to me that my sense of who I am was not diminished if I didn't display my putative skills as a driver! Gradually, these circumstances were effecting a change in me which, I well knew, could only improve the air quality for all.

Next came a major building project at home: we had to move our cars off the drive onto the road, to allow the skip, portable toilet and sundry other items to be stored safely whilst our house was extended. In this suburb of London, few drivers observe the courtesy of letting you park in front of your own property, so, once I had secured a spot in front of our house, I was reluctant to move my car and risk losing 'my' place. Again, external circumstances were forcing a change in my behaviour.

I had, of course, been well aware of the polluting effects of vehicles and, to do my bit, had switched to a Diesel engine (which we are now told is equally harmful to the environment!) I also recognised that, since retirement, my journeys were mostly local (to teach) or long-distance (to visit my very elderly father). Neither of these is easily achieved without still polluting the environment.

Next came lockdown 2, by which time my husband was working mostly from home. A new routine established itself as he would drive me to my teaching sessions, weaning me further off my associations of car/me. Weeks can now pass before I drive my car, broken mainly by my monthly visit to my father. I slip naturally back into my role of driver, but appreciate it more now that it is rarer: I enjoy the transition from urban roads to motorways and finally onto the winding, rural roads of Warwickshire.

Reflection

I am ashamed to be a reluctant climate change activist. My efforts to diminish the negative impact of driving have been forced by external factors, be they the pandemic or my building work. Nevertheless, I recognise that once I took the first step to renounce my irrational need to use my car, I was able to change my behaviour – to the benefit of the environment and myself. Ultimately, ever small step counts, irrespective of the stimulus for change. Underlying motivation is my sense of values: I care deeply about many issues e.g. education and equality, but, while I am concerned by the changes in climate that I have witnessed in the course of my life, SDG#13 does not rank highly on my personal agenda. This is perhaps because I have persuaded myself that there is little I can do on the grand scale: I try not to waste water, I do not eat meat, fish or eggs, but these are tiny steps towards what is a global problem.

This example of change reveals the need for motivation to act and for the SDG to be valued at the individual level. Sometimes compulsion can lead to engagement, as in this instance, but to achieve optimal global response to the SDGs, individuals need to be both self-motivated and encouraged by policy-makers e.g. through making alternative, cleaner means of transport cheaper than others.

Table 3 summarises the impact of my changed behaviour, directly (yellow) and indirectly (blue) and identifies actions that I can take now and in the future in order to address them. The final column shows where those actions take place.

Table 3 Vignette 1 and my SDG response

1 UN Sustainable Development Goals	2 Good Life Goals	3 My Sustainable Future Goals	4 Current/Future Lifewide Opportunities & Actions	5 Environments for Action/Vignettes eg home
(3) Good Health and Well-being	3. Stay Well	Reduced pollution	Contribute to SDG discussions. Use remote access.	Anywhere
(13) Climate Action	13. Act on Climate	Drive only when essential. Reduce flying.	Contribute to SDG discussions. Use remote access.	Home and all places travelled. Car and flight.

The nature of action combines my professional skills as a researcher and teacher with personal commitment to the environment by reducing my driving and flying. Obstacles to my achieving them are my loss of motivation or failure of policy-makers to give me viable alternatives to using these forms of transport.

The locations for my actions include home, vehicles (car and plane) and the environment at large.

WEEK 3, VIGNETTE 2
Collaboration across cultures for student wellbeing
SDGs #3 (Good health and wellbeing), #4 (Quality education),
#5 (Gender equality) & 17 (Collaboration)

After a lifetime of teaching, from classroom to senior management, infants to the aged, primary to post-graduate, learners' wellbeing has been a common, albeit sometimes implicit, objective. Alongside this, personal and close family mental illness have contributed to my determination to confront stigma, not merely in relation to psychiatric conditions, but in wider social contexts. I have striven to challenge prejudice, inequality and injustice both informally and formally, including as a university advisor on harassment and bullying. This all stood me in good stead for an opportunity that presented itself in February 2020, just before the pandemic struck, when my husband and I were invited to address the senior management of the University of Colombo (UoC) on the theme of student wellbeing in the context of radicalisation (see images below).

To explain the background for those not familiar with Sri Lanka, this beautiful country has been riven by ethnic conflict for decades. My husband was, himself, a victim of this, and like so many of his fellow Tamils, has been part of the diaspora that has scattered these talented people around the globe. On Easter Sunday, 2019, one of the UoC's students was jointly responsible for the horrific bombing of a church, slaughtering 270 innocent people. The university was still struggling to comprehend this act and feared that radicalisation would spread through a vulnerable student community.

We were attending an international conference to celebrate the 150th anniversary of the University of Colombo's Medical School, of which my husband is an alumnus, and at which he was speaking. Knowing of the anti-stigma work he and I have been engaged in for many years, the Vice-Chancellor invited us to give a seminar to senior staff, outside the conference, to examine strategies for dealing with radicalisation. We were, effectively, bringing together three SDGs, health and wellbeing (#3) and gender equality (#5), through education (#4). This collaboration represented SDG#17 and arguably peace and justice (#16) was another objective.

That was to be the first action in what was to become an ongoing collaboration with the UoC, and which, because of the pandemic, would spread into unexpected domains. We meet regularly with colleagues via Zoom, and this year have jointly devised and delivered the first programme of staff development on student counselling.

Reflection

Unlike my first vignette, this story shows how my involvement in positive action derived from a pre-existing commitment to the specific SDGs. There was no need for motivation, I was already engaged and felt that I had some relevant professional experience to share. I was spurred by sadness at what my husband and his people had had to endure, and together, we wanted to give something back to his homeland.

We both recognised that this was a difficult path to tread: we did not wish to be patronising, nor to assume that the values and practices of the developed world were directly transferrable or appropriate for a less economically advanced country. I was painfully aware that I am no 'expert' in the field and had but experience and the wisdom that comes with age to offer.

Table 4 summarises the SDGs addressed by this collaboration. There is a combination of explicit objectives (#3, 4 and 16) but implicitly the programme also impacts on inequality, between ethnicities and genders, and will impact on the future workforce (#8) as students become employees. The range of SDGs reminds us of the far-reaching potential of working towards one goal, and the reverberations action may have in other domains.

Table 4 Vignette 2 and my SDG response

1 UN Sustainable Development Goals	2 Good Life Goals	3 My Sustainable Future Goals	4 Current & Future Lifewide Opportunities & Actions	5 Environments for Action & Vignettes eg home, work other
(3) Good Health and Well-being	3. Stay Well	Support UoC students and staff	Teaching about wellbeing. Research on subjective/ cultural wellbeing	From home via Zoom. Electronic surveys of students in UoC
(4) Quality Education	4. Learn and Teach	Support UoC students and staff	Devise and contribute to delivery of counselling programme for UoC. Cascade to future teams.	Home via Zoom, on-line and in person once able to travel to Sri Lanka
(5) Gender Equality	5. Treat Everyone Equal	Support UoC students and staff	Underpinning principle of anti-bullying	University, feeding into family and society
(8) Decent Work and Economic Growth	8. Do Good Work	Support UoC students and staff	Education of students includes greater fluency in English	Future employment in Sri Lanka or abroad
(10) Reducing inequality	10. Be fair	Support UoC students and staff	Underpinning principle of anti-bullying	University, feeding into family and society
(16) Peace, Justice, and Strong Institutions	16. Make Peace	Support UoC students and staff	Contribute to debate for policy	On-line, blended delivery Cascading – teacher counsellors
(17) Partnerships for the Goals.	17. Come Together – get involved	Means of achieving SDGs	With UoC staff and students	Home, via internet, future visiting Sri Lanka

Actions are the responsibility not only of myself but of the whole group of academics involved. Longer term, they will fall to the student body. They are realistic thanks to the support of the university's Vice-Chancellor, who is willing to invest time and ultimately money in supporting her students and staff. This is another important point to remember: political support, whether it be at institutional level as in this instance, national or international, is essential to the realisation of action.

Writing this vignette has stimulated some questions for us as we seek to take a more proactive approach to SDGs:

- Should we each select the SDGs to which we feel most drawn, or should we be looking more broadly?
- What is the role of motivation?
- Does it matter if we have no expertise in an area?
- To what extend do SDGs need to be tailored to the cultural context?
- What is the potential for collaboration, if we are brave enough to think creatively?

Week 4, Vignette 3
A good start in life
SDG #4 Good education

Like any dedicated teacher, my life has been devoted to optimising the competence of every person I have taught, irrespective of age, gender, ethnicity or any other factor. Although now over 70 years of age, I continue to enjoy opportunities to teach - and learn from - my students.

Nowadays, I am teaching predominantly first or second generation children from Chinese, Korean and Bulgarian backgrounds, for most of whom English is a second language, though some are bilingual. They are filtered through to me from the age of four, with a view to my developing their English language skills, including creative writing, comprehension, verbal and non-verbal skills. These children come from cultures where education remains highly valued, parents are ambitious for them, and they aspire to selective schools from the age of 7 upwards. Before anyone questions the morality of such tuition, I hasten to add that few of these families have the means to pay for selective education, therefore I see my role as a vital step in helping their children on to the educational ladder that will offer opportunities for social mobility, provided the learners apply themselves and win financial support.

So, whilst clearly my activities lie within SDG#4 (quality education), achieving this is inextricably linked to #1 (action on poverty), #5 and #10 (reducing gender and wider inequality) with a view to improving #3 (personal and social wellbeing), as illustrated below. The goal is never-ending, completely integrated into my life and is

one that I shall pursue so long as I am able. Can I really call it an SDG?
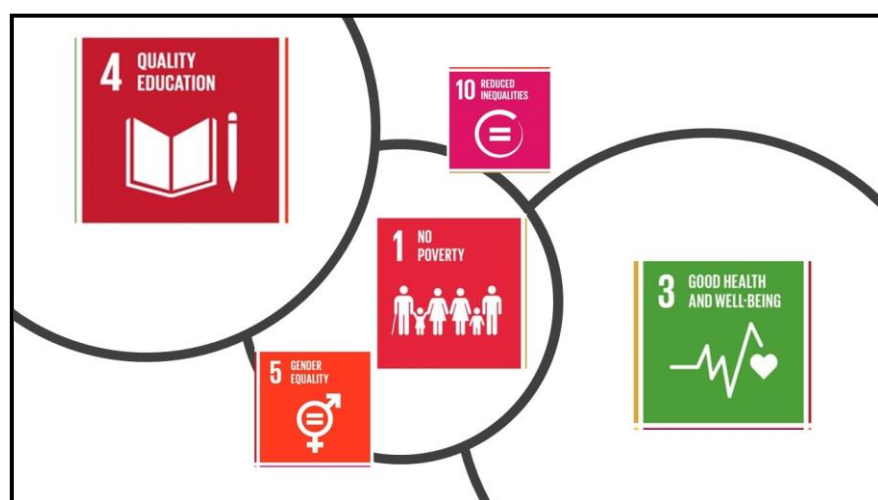
Reflection

This example raises for me a dilemma: is it justified to call an endeavour to which I have long been dedicated an SDG objective? Whereas my first vignette recognised a need for motivation to address something I 'knew' to be environmentally important, I did not intuitively 'feel' drawn to act. Here, I am intuitively drawn to the issue, but have already taken it on board as part of my habitual activities because of my emotional and intellectual attraction. I feel a fraud in claiming commitment to something I enjoy. What does this say about the value of individual actions towards improving life? Are they any the less important for being mutually beneficial? Extending this, how should I continue to challenge myself so that my contribution to quality education is optimised? Do I use this experience to diversify my activities or focus on improving the areas I am already active in?

Another obvious observation is that there is a chain effect: education supports social mobility. As long ago as 1870, Forster's Education Act recognised the role of education as a ladder to raise people from poverty. Not surprising, then, that SDG#4 is a potential means of effecting equality and enhancing both personal and social equality.

Finally, inseparable from the political objective implicit in my teaching, ethical issues are raised: should the long-term objective of improving individual opportunity be achieved by buying into a selective system which appears to conflict with equality? There are no easy answers to this, and responses will vary, but perhaps it is reminiscent of the need to discriminate positively in favour of gender or ethnicity, in order to break into traditionally restricted domains? Once more, personal values are challenged as I pursue a goal which may call into question the values of others. We cannot avoid choice, which in turn entails prioritisation, and consideration of the good of the majority over that of the minority.

Table 4 draws together my activities and contexts for addressing SDG#4, Quality education, using the same colour coding as before to differentiate between explicit and implicit objectives and outcomes.

Table 4 Vignette 3 and my SDG response

1 UN Sustainable Development Goals	2 Good Life Goals	3 My Sustainable Future Goals	4 Current & Future Lifewide Opportunities & Actions	5 Environments for Action & Vignettes eg home, work other
(1) No Poverty	1. Help end Poverty	Learners' potential to improve family and/or home country	Education as access to better employment	Students' homes and communities
(3) Good Health and Well-being	3. Stay Well	Education allowing healthier choices and greater income	Better employment so greater financial income University, feeding into family and wider society	Learners' potential in UK
(4) Quality Education	4. Learn and Teach	Teaching and preparing for selective exams	Teaching literacy skills to ethnic minority children. Preparing them for selective examinations. Future: extend into new environment/level e.g. HE in Sri Lanka	Teaching centre
(10) Reducing Inequality	10. Be Fair	Ethnic representation in UK professions	Education leading to respect of diversity Social and professional mobility	Different social, cultural and professional communities

Again, I use my professional experience to focus on SDGs that I believe I can best support. For this reason, motivation is not a problem as I am engaging in something I love. The biggest potential obstacles to my success are conflicting values on the part of my employer (pedagogical) or parents (unrealistic expectations).

I recognise that the primary objective has many possible indirect outcomes, as improving children's life chances will impact on themselves, their family and their community. Here, too, changed educational levels could result in conflict with families and communities, but this seems unlikely for those who have sought additional teaching of their children in this instance.

TASK 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.

We are interested n your experiences of trying to change something or do something new, and whether your experiments are likely to bring about any lasting changes in thinking, values, beliefs or behaviour. We are also interested in the particular environments (eg home and the environs around your home, work, community, hobbies and interests, travel other) that you have chosen to engage with the SDGs

Week 5, REVIEW & SYNTHESIS

At the beginning of this examination of my response to the UN's SDGs, I was sceptical about the contribution I was making or could make towards them. I sensed that they were remote from everyday personal practice. What is my response now, after experiencing this reflective process? The following notes are drawn from reflecting on the compilation of my activities (Tables 2-4) which can be found below as Table 5.

Motivation and personal values
The first issue to emerge was the need for motivation: without an intrinsic sense of commitment, I was hesitant about getting involved in effecting environmental change. This was partly due to my personal values, but also a reflection of my reluctance to be a political activist. However, week 1 forced me to consider whether my everyday practice was commensurate with my avowed principles and values.

My first vignette explicitly addressed the nature of motivation. I discovered that external circumstances can force change, even without intrinsic motivation, and that this can change our habits long term. In this context, I recognised that policy makers can optimise the potential for social change by offering inducements e.g. cheaper and more convenient forms of transport than driving one's car.

In vignette 2, I questioned whether it was fair to claim working towards an SDG to which one had always been committed and which brought personal pleasure. Should we push ourselves outside our comfort zone, or was it acceptable to contribute something we are good at and enjoy? Maybe this is one way of starting to make greater commitment to the SDGs?

Competence for action
Developing the last point, I raised the issue of competence: do we have to be skilled or bring pre-existing competence to an action? Two of my vignettes clearly built on my teaching experience, but in vignette 2 I did not have expertise in the field. Collaboration and dialogue were able to draw on our combined abilities.

Cascading effect of change
All three of my vignettes illustrate how addressing one SDG has indirect impact on others, or may be combined with others as a main objective from the outset.

Ethical issues
Personal values have already been mentioned, but vignette 2 also touched upon the ethics of assuming SDGs are transferable to other cultures. Whilst the objectives may be common, the means of achieving them need to be appropriate to the cultural context.

Means of achieving SDG goals
In my three examples, to achieve my objectives I drew on existing skills and competence, willingness to learn more through discussion and debate, collaboration and dissemination through teaching.

Obstacles to success
These are both personal and external: individual motivation and competence, political/leadership commitment and resourcing.

Locations, environments and contexts for action
Partly because of this being a period of pandemic, when restrictions on mobility are in place, most of my action was achieved from home, using technology such as Zoom. Some face-to-face teaching has also been continuing. In the future, I would hope that travel will allow me to return to Sri Lanka in person, to deliver some of our programme and conduct research into the impact of our programme.

Final observations
Compiling my actions from the three vignettes (Table 5) has been enlightening: I did not realise how well I could respond to the challenge of addressing the SDGs and can see the difference between this and Table 1. These examples have enabled me to personalise what at first appeared to be remote objectives. Putting these in written also provides me with a tangible form of commitment, to which I can refer and monitor my efforts.
The project has therefore had a very positive impact on me, just one individual. If we work together and each contribute what we can, there is a real potential for environmental action.

Table 5 Compilation of my SDG actions (V=vignettes)

1 UN SDGs	2 Good Life Goals	3 My Sustainable Future Goals	4 Current & Future Lifewide Opportunities & Actions	5 Environments for Action & Vignettes eg home, work, other
(1) No Poverty	1. Help end Poverty	Learners' potential to improve family and/or home country V3	Education as access to better employment	Students' homes and communities
(3) Good Health and Well-being	3. Stay Well	Reduced pollution V1	Contribute to SDG discussions. Use remote access.	Anywhere
(3) Good Health and Well-being	3. Stay Well	Support UoC students and staff V2	Teaching about wellbeing. Research on subjective/ cultural wellbeing	From home via Zoom. Electronic surveys of students in UoC
(3) Good Health and Well-being	3. Stay Well	Education allowing healthier choices and greater income V3	Better employment so greater financial income	Learners' potential in UK
(4) Quality Education	4. Learn and Teach	Support UoC students and staff V2	Devise and contribute to delivery of counselling programme for UoC. Cascade to future teams.	Home via Zoom, on-line and in person once able to travel to Sri Lanka
(4) Quality Education	4. Learn and Teach	Teaching and preparing for selective exams V3	Teaching literacy skills to ethnic minority children. Preparing them for selective examinations. Future: extend into new environment/level e.g. HE in Sri Lanka	Teaching centre On-line, blended delivery Cascading – teacher counsellors
(5) Gender Equality	5. Treat Everyone Equal	Support UoC students and staff V2	Underpinning principle of anti-bullying	University, feeding into family and society
(8) Decent Work and Economic Growth	8. Do Good Work	Support UoC students and staff V2	Education of students includes greater fluency in English	Future employment in Sri Lanka or abroad
(10) Reducing Inequality	10. Be Fair	Ethnic representation in UK professions V3	Social and professional mobility	Different social, cultural and professional communities
(13) Climate Action	13. Act on Climate	Drive only when essential. Reduce flying. V1	Contribute to SDG discussions. Use remote access.	Home and all places travelled. Car and flight.
(16) Peace, Justice, and Strong Institutions	16. Make Peace	Support UoC students and staff V2	Education leading to respect of diversity	University, feeding into family and wider society
(17) Partnerships for the Goals.	17. Come Together – get involved	Means of achieving SDGs V2	With UoC staff and students	Home, via internet, future visiting Sri Lanka

Lifewide Learning for Sustainable Futures
Josefina Ramirez

My vignette describes an insight I gained from several recent incidents which I can relate to my personal sustainable development goals within the UN Sustainable Development Goal framework. Table 1.

VIGNETTE #1
Can be related to SDGs #1, 11, 16 & 17
Our Need for Human Collaboration with Empathy: the Challenge of AI

Narrative

As I read that one of the elements UN proposes is sustainable communities, I cannot but think in how humanity MUST be central, and technology must be a means to serve humanity.

The current world context has triggered several job cuts and redundancies in different companies and areas, due to less need of employees. This has also accelerated the use of automatization and robotic responses when contacting a bank, a phone company, retail, power company and many others.

For different reasons, the past weeks I have had the need to seek assistance from a phone company, a bank, and a retail company. In every case it had to do with a service or buy that was not delivered or presented a problem. I used to have a very positive experience when contacting costumer service in previous years, and it could be described as a growing efficient area. After the accelerated transformation, it is common to not be able to contact someone to track a buy, to get a reply about something you may require. After spending hours on a automatic phone response service, without obtaining any result but frustration and a waste of time and energy, in every case, the only way to solve the problem, was achieved after contacting a "human response". Only when an empathic, reasonable but overall creative human being got involved in the response, things were solved, fast and conveniently for everyone. A satisfied costumer implies someone that has received the good or service they expect, without "suffering" the pain of seeking help without success; but it also involves someone in costumer service, that feels value and satisfaction in the work of helping others.

Reflections

What did I learn? We have entered the age of machines and AI and the displacement of humans in roles that have been automated and it will increasingly challenge our sense of what it means to be human. While automatization, and robotics, may be an efficient way for companies to confront **financially** the pandemic, installing automatic responses to any query a costumer may have….it certainly is **not an ecological** solution. Spending hours trying to contact the department number or area responsible for solving the possible problem, using valuable time in just sitting and waiting for such response; growing feelings of frustration and anger, are definitely not positive consequences, and they definitely do not help to develop sustainable happier communities. The negative effect affects many layers: the company (no one will want to buy something in a place where you feel ignored), the person: that has used valuable time spent in an unsuccessful task, probably affecting the value they give to the service or good acquired; the community that has lost the opportunity to build efficient and positive processes that make life happier, easier, and more ecological. And the person that could have been the one responsible to help the costumer, feeling the satisfaction this brings.

So, the use of technology should be a means for that human in charge of a role, instead of taking over such role. Getting humans involved in a positive community that flows more than crashes, may help develop better communities, in the simple day to day small difficulties, that make a difference in people's time and life.

Table 1 My Sustainable Future Goals within the UN SDG framework

1 UN Sustainable Development Goals	2 Good Life Goals	3 My Sustainable Future Goals	4 Current & Future Lifewide Opportunities & Actions	5 Environments for Action & Vignettes eg home, work other
(1) No Poverty	1 Help End Poverty	Human collaboration and empathy	Do your job with empathy and dedication	Be efficient and empathic in your various roles; facilitate life to everyone
(2) Zero Hunger	2. Eat Better			
(3) Good Health and Well-being	3. Stay Well	Collaborate with an ethos of positive mental health	Be kind and efficient helping others	
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	Humanity in the cities and communities, positive relations		Be efficient and empathic in your role; facilitate life to everyone
(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	Humanity in the cities and communities, positive relations		Help others in the role we have in society
(17) Partnerships for the Goals.	17. Come Together – get involved			Help others

Lifewide Learning for Sustainable Futures
Sam Elkington

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[1,2,3.]

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.

Most important, however, is the impact this conscious lifestyle choice has had on our collective (and my individual) sense of wellbeing. The anxiety and frustration born out of the uncertainty of lockdown, home-schooling, and stollen forays into our local woods, has been replaced in one sense with a sort of calm, an ease with ourselves and each other. In another sense, it was wonderful to see our children develop their sense of adventure, to take risks, and to overcome the challenges of learning new skills and movements. It has also opened us up as a family to a wider community also drawn to the water – the rowers, the fishermen, the walkers, the boaters, the open-water swimmers. Without our pursuit of water sports, we would not have taken the time to talk to these people, to realise our shared interests and motivations, and discover a collective, deep appreciation for our waters and wetlands. For me this offers a chance at a more active and authentic sense of conservation: that is, in the very act of doing, not only is our sense of wellbeing enhanced, but so too is our connection and

obligation to those spaces and places. I am just happy to have made this discovery with and through my children.

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.

Sources

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