



Lifewide Learning for Sustainable Futures

Working with the SDGs One Story at a Time VIGNETTES



ScoMo's going to Glasgow!

In the last few days, the Australian Prime Minister, Scott Morrison (known locally by many as ScoMo), made the decision to attend the Glasgow climate summit. He had been putting it off, and [dodging questions about his attendance](#), for a while now. While this mightn't seem very interesting, if you speak with many Australians, it *is* a big deal. Not so much that he travels to Glasgow, but that his government has finally (sort of) made a (sort of) commitment to reducing emissions or at least acknowledged that something might need to be done. After all, apparently 74% of Australians agree with me that [the benefits of taking further action on climate change will outweigh the costs](#). Yet, successive liberal governments, including Morrison's, have been at the forefront when it comes to denying all things 'climate change' and, when pushed, tend to frame their inaction as an economic argument.



No doubt influenced by the circles I move among; I have been concerned about the environment for more than a couple of decades now and this concern has intensified over the past few years. I'm not alone in my concerns and on more than one occasion I've marched with hundreds of thousands other Australians (see QR for example). I fear for my grandchildren's futures and for the planet we inhabit.

But what I am coming to realise is that while I am deeply concerned, I don't know enough to say/do anything much – except shake my head, roll my eyes and join in the swelling chants of slugging ScoMo (*you might've guessed by now that I am not a conservative liberal voter*). So, this week I've tried to listen more carefully to the news, do some online searching, learn more, and tried to make some sense of it.

What I learned was that I don't know enough to hold an argument. But what has really resonated is that Australia is a geographically complex country. City dwellers (where most of us live) can have very different concerns among us, and remote and regionally located Australians have different concerns again: *They* get apocalyptic bushfires, droughts that last several years and devastating floods that reduce any harvests to waste – *we* get drifting smoke haze, increased veggie prices and water restrictions. But I was surprised to learn that many (if not most) Australian farmers are already acknowledging the need to do things differently (read more *sustainably*) and joining forces to act on this. And then there's industry – and here I'm talking mostly about the bountiful mining industries that are destroying the land (and Indigenous Lands in particular) while lining the pockets of a few with outrageous wealth. Among these is the coal industry who tout the value of '[good coal](#)' (who knew?).

Changing topics for a moment, this week also marked an impressive milestone in the Covid vaccination rate of one of its Territories. The population of [Canberra \(aged 12 and over\) is now 90% vaccinated](#) - and other States and Territories are well on track to achieve similar rates. By and large, vaccination has been sold to us (by the current government) as being 'for the greater good' and so here we are vaccinating ourselves to protect others (including but not limited to those we love).

You might wonder why I divert to vaccination? Well, here's my point. Why is it that resounding calls for the 'greater good' aren't being heard when it comes to climate change? I suspect the complexity above has a lot to do with it, but as ScoMo heads to Glasgow, armed with his [detailed-less \(smoke and mirrors\) plan](#), I am looking forward to seeing him being challenged by other Nations' leaders – *for the greater good!*

Week 2: One story at the time: SDG3 Good health and wellbeing, Good life goal: Stay well.

by Simon (Australia)

When I read the prompt for week 2, I looked back at my week 1 audit and the table I filled out. My eyes went up and down and up again and stopped at SDG3. I don't think it was a coincidence. Good health and wellbeing have occupied our minds now more than ever since the start of the pandemic and the dangers our planet and life is facing because of us, humans.

Having our health and being well are the foundations of active human life, energy and motivation for action and contribute in a positive way to others, communities and society as a whole. Ancient Greeks talked about the importance of a healthy body for a healthy mind.

“Νους υγιής εν σώματι υγιεί”

I often say “if we don't have our health we have nothing”. It is too easy to forget and we get upset and worried about situations we find ourselves in that are unpleasant and influence our health and wellbeing, often because we allow it to happen. I am not a medical doctor of course but from personal experiences I have seen that at least some illnesses are psychosomatic. But also what we feed our body plays a key role in our health and mental wellbeing.

I am speaking from a privileged position, I recognise this. I have access to support, healthcare and a small net of family and friends around me. I can also decide what food I can collect or buy, eat and cook based on their dietary value. Not everybody on this planet is in the same situation, millions aren't and this is not right or fair.

But how can we help those in need? Starting small and locally is helpful and can have a ripple effect. Communities, businesses, society and governments have a responsibility too. We all have. It is far too easy to think that I am just tiny and powerless, I can't do anything. We all can!

Selfishness and greed do not bring us anything. We live with others and all of us are only here for a short while. Why would anybody wish bad to another human being? Why would we not want everybody's health and wellbeing and contribute to this in a positive way? Instead of binning tons and tons of food and be so so wasteful, why not buy and consume less and share what we can with others?

Healthy individuals make up healthy communities and boosts our individual, collective wellbeing and brings joy in our lives and when this happens we will also not need big and expensive conferences like COP26 and change for good will be part of who we are and what we do on an everyday basis. Instead of accumulating wealth in the hands of a few, for example, and producing weapons that kill, why not use our energy and resources for good and share with the world so that all can benefit? Health and wellbeing should not be a privilege it is a human right! Am I a dreamer?

As a mum and wife and working individual I look after and care for people. During the pandemic we have perhaps recognised more than ever before how vulnerable humans are

and how precious our health is but also how important our own support network is for our personal and collective health and wellbeing. Healthy eating can do wonders and physical exercise too.



But also engaging in creative activities. These can keep our mind fit too.



As a family, and everybody gets involved, we are now preparing and eating now probably more nutritious food and are making a bigger effort to keep fit. I have started running in the summer with an ex-colleague and find it that it really does help me feel better. Also, having somebody to talk to when there is darkness and despair, somebody to lean on and hug are so so important too to bring us comfort and hope.

How can we help to create a more caring and humane planet?

I will continue being embracing of others and help them in any way I can to feel and be better. I think when we can bring comfort to others, this comfort bounces also back to us.

Find love in the everyday!



TASK 2 Vignette 2 October 25 – October 31st 2021 -

Experiment, narrate and reflect on something new you have done in relation to any of the SDGs

We have had New Zealand Shake Out day this week. [Getreadywebsite.](#)

Every year Shake out Day serves as a salutary reminder that we need to be prepared as individuals, families and communities for the natural hazards that will happen at some time.

Although I didn't do the 'drop, cover and hold' practice for earth quakes yesterday, I can still do it and record it over the next 2 weeks. So, when I had another look at the Good Life Goals – sure enough in number 11 relating to SDG11, prepare for emergencies is there at number 2 and this is also linked to number 3 get to know your neighbours. As we are reminded, households need to be able to 'fend' for themselves for 1-3 weeks in a time of emergency. Our neighbours will be our life savers. When you start to think about what you might need it's an interesting exercise. After the 2nd Christchurch earthquake 10 years ago, many people, me included, paid extra attention to shake out days and disaster preparedness, to the point where I remember having a session in class with planning students about what their plan was. I do have the emergency box in the garage and containers of water. These should be refilled every 2-3 years and I must admit that this task is overdue. This is another example of life wide learning being integral to our lives. Checking out the national emergency website, it was good to see the following caption for people with disabilities. This would not have been in place 10 years ago. This is an example of life wide and lifelong learning blending and made me think of images such as the double helix.



But I haven't quite met the brief yet, the challenge was to ***narrate and reflect on something NEW I have done in relation to any of the SDGs.*** This week I have been thinking about what I can do in a practical way to re-activate/energise the Research and Academic Partner Constituent Group (RAPCG). This is part of the General Assembly of Partners, [GAPs](#) set up in the run up to Habitat III to give a voice to the non-governmental sectors in advocating for sustainable urbanisation. So, it addresses all the SDGs. This constituent group, like many of the other 17 groups, has been in a holding pattern since WUF10. The assumption is that the SDGs will not and cannot be delivered by governments alone. (Something to reflect on as COP26 gets underway in Glasgow). The co-chair of RAPCG is in Spain. We have no resources apart from a couple of hours of our time every month. We have an email list containing 300, created for Habitat III and many people on it have moved on. The new task I set myself as part



of this life wide activity, is to think through what needs to be done, why and how. This international network helps provide a community of practice, connecting people and institutions with common goals and a potential voice of unity to support better practice in sustainable urbanisation. The COVID-19 pandemic (which I noted Norman referred to in the past tense but feels very immediate here), has been one of those times when 'the science' and research has been listened to and used in public policy. Many of us now hope that the same will happen with climate change. Networks, that help bring researchers and academics together in a common cause, in this case, sustainable urbanisation. I randomly selected 9 people from the email list who I don't know and who are living in different UN areas. I have invited people to share in a couple of sentences what they have been doing to deliver sustainable urbanisation since the SDGs were signed and whether they intend to participate in WUF11 online or in person. It could well be that a new listing emerges, more as a result of snowballing in each UN area, but I am keen to see if what responses emerge from this. We have had 125 new COVID-19 cases today; Auckland remains in level 3 and we have had the first case in Christchurch in the South Island for 300 days. Hope everyone is OK. Will sign off for now.

Week 2 – Vignette 1



SDG # 2: Zero Hunger, Eat Better
SDG # 3: Good Health, Stay well
SDG #12: Responsible consumption and Production, Live Better

Context: About 11 years ago I moved from the suburbs to a very small countryside off the highway town. At first, I thought there is no way I would

blend into this little town moving from a very affluent neighbourhood, with a large white colour working class. To my surprise, it did not take me long to fit in. The first year I joined the chamber of commerce and got to know a few people, made some friends, and settled for knowing the pulse of the town. There were very few in adult education and doing the type of work I was involved in so this association did not hold my interest for very long. However, I soon became intrigued at the local foods, produce, and ways of living, that captivated my attention. I started to go to the Thursday market times that took over the middle of town, stop at local vegetable and fruit stands and soon knew and were seeking out the more favourable ones. I also learned how to approach the local framers that planted in fields adjacent to their homes and cared for the produce with more caring procedures.

Fast forward to more recent years, I have been planting my own hot peppers, herbs and spices and flowers of course. I am now able to have enough produce to freeze, make marinades and sauces that last all winter. This is not only an economical venture but a labour of love. There is something that words can only nimbly explain that carries feeling of joy and contentment to know, claim, and experience the joy of eating food that you have grown. This food now makes its way into gifts for friends and family carried in lovely jars that was filled with caring hands to promote better eating, staying healthy and promoting good health.

To maintain good health and stay well, asking my doctor for a referral to a physio therapy clinic to look after an aching knee has proved to be very useful. Think I am being proactive here in strengthening the knee so climbing stairs can still be a pleasure. Secondly, another staying well therapy that works quite well for me is taking country drives, walking along Lake Ontario at the many parks and gardens in my neighbourhood, and forest “bathing”. Forest bathing is the practice of immersing yourself in nature in a mindful way, using your senses to derive a whole range of benefits for your physical, mental, emotional, and social health. More recently, my partner and I have been making plans to amalgamate a pedagogy workshop for faculty with the whole notion of forest bathing – sharing with others the benefits of this meaningful activity. Forest Bathing works best as a form of prevention and a way to retain a healthy mind and body. It is not a replacement for medical advice or counselling for those who are seriously ill. Try it sometime.

In reflection, I think my decision to make a drastic change in my lifestyle, reposition myself and my career has been a very rewarding experience. I am happy I chose this path and trust good health and wellbeing will continue to be evident in my life, so I can instill in others similar options and educate those in my sphere of influence on the benefits of these choices.

First Week Vignette

What follows here is the reflection on a week of not focussing my mind on the task for the vignette, yet finding that, during the week, I had actively engaged with one of my foci for the project. If there are gaps, I know that you will fill them with your own interpretations of how my thinking might have progressed and your perceptions may well correspond with mine to the stimuli, or they may not.

1. Spanish Leadership



Loosely translated:

“Are you not afraid?”

“Very, but I don't let it stop me from getting where I want (to be)!”

My response to this cartoon forwarded by an Iberian friend who sent from a group, “Spanish Leadership” was: “Knowing what is preventing you is the starting point in rewriting your strategy for success.”

Determination, overcoming fear and being honest.

2. Trends in information technology

‘These are the top 10 tech trends that will shape the coming decade, according to McKinsey’

<https://www.weforum.org/agenda/2021/10/technology-trends-2021-mckinsey>



My response

“Thanks for sharing, *name*. The future requires the best minds focused on a balanced, multi-disciplinary approach to the challenges facing us now and in the future. Where technology can assist in ameliorating conditions of living, (for example, clean water, food production and shelter, with a living wage for all) then therein lies a future of significance. I note, in passing, some reference to such in the 10 highlighted trends (for example, 3D printing where homes are already being produced; the potential of artificial intelligence (AI) to resolve potential questions regarding health; more importantly, perhaps, ways of correcting the climate disaster we currently face. Resources for

technological advance are of this Earth and that needs to be remembered. I would like the future to be rosy for all and not just a few so maybe AI can come up with a taxing system to ensure that equity becomes a reality! But someone would have to programme 'ethics' into the software and that might be difficult!"

Potential for new ways of using technology

3. Health and technology

Is internet addiction a growing problem?

<https://www.bbc.com/news/business-58979895>

On reading this article, in which some of you might be interested, I was surprised by the revelation of one of the commentators of lost, unproductive time which can never be regained.

Dr Doan's expertise in video games addiction has partly come the hard way - he used to be such an addict himself.

"During medical school at The Johns Hopkins University School of Medicine [in Baltimore], and during my residency training, I was playing 80 to 100 hours of video games per week, for about 10 years," he says.

Maybe I should revise my view of the highly-academically able students at medical schools. I shall, in shock, repeat what he wrote, *I was playing **80 to 100 hours of video games per week**, for about 10 years!* This is not coping with stress as is with some people's escape from reality into alcohol. This is living in fantasy! There is a paucity of creativity in such activity. Perhaps, I am too judgemental.

ENTJ.

4. A snapshot from Facebook on recent news

<https://www.inc.com/jason-aten/5-things-mark-zuckerberg-said-about-his-plan-for-metaverse-that-should-make-you-very-worried.html>

Cliff Jones

FACEBOOK is to change its name. To what we cannot be sure, but might we guess?

BUMBOOK?

Ideas?

Comment

Fred Wilkinson

Apparently the Parent Company is rebranding to META; Zuntbook remains the same, but will be the gateway to META services; welcome to the matrix.

Glynn Kirkham to Fred Wilkinson

Metaverse, you are Zuckers if you enter this world to make the head of this company even richer by passing your time not actually producing something of value with people of value but living as an avatar/hologram in a fantasy world. You may see it as a form of escapism from having real contact with others or because (like from gambling or alcoholism) your actual life is so awful. It is not in the interests of humankind to live (constantly) in a virtual world. It is only of interest to those who shall profit from diverting people from real life to boost their own profits and incomes. Beware. You have been warned about the addictiveness of such 'harmless' play or "opportunities for creativity". Making the world worse through metaverse.

Overall reflection

The determination of some to create conditions which suit and benefit them should cause us to evaluate and consider who gains from changes and how valuable are those changes to individuals and to society. How can I – with others – resist those non-positive, non-productive features of life today and use technology to societal benefit and not the personal gain of just a few? How can we through education protect people becoming addicted to the detriment of their physical, intellectual, social, and emotional wellbeing?

Like many, I have found that once I begin on the computer there is a strange acceleration in the speed of time; one short sitting and more than an hour has passed, maybe two! This is not healthy! It is important to be disciplined and to use technology as a tool and not become a tool of technology.

The sustainable goal to which this rambling relates is my adapted to include technology addiction Goal 3, *3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.*

Just two further pictures. The first just because I think that it is amusing in a British humour sense.

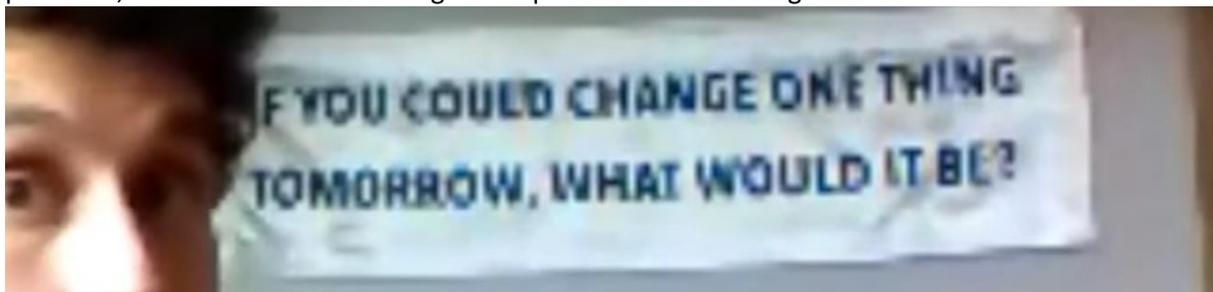
When you're over 50 and they say put a band aid on where it hurts...😓😓



Middle Aged Humor · Join
Nancy Washburn · 28 October at 01:42 · 🌐
What can I say.....

NB 'band aid' equals 'plaster' for English speakers

The second comes from seeing a poster on the wall behind a climate change "Insulate Britain" protester, Cameron Ford and I thought the question worth sharing.



Vignette 1, Vegetarianism & Motivation

July, 2019-2021

Context

This reflection has been prompted by the number of people who have mentioned vegetarianism in their response to the SDGs. I get the impression that they have deep, ethical reasons for choosing to renounce meat, but at the same time, they struggled to stay with it, and in some cases have reverted to meat eating. Essentially, this has all stirred up the question of motivation, and how to sustain it when we have competing desires.

I have spoken of how I stopped eating meat at the age of 7. By now, over 60 years later, it is a way of life, imbued in me. My motivation was repulsion at the idea of eating living creatures (meat, fish, eggs), and that remains with me. I have no difficulty in preparing meat etc for others, or in sitting beside them as they consume their protein. Does this suggest that my choice is not based on ethics?

It has long been apparent to me that my vegetarianism differs from that of those who feel they are making a sacrifice by not eating meat and fish. We have only to look at the growing market for non-meat-based food. My problem is that the manufacturers feel it necessary to make their products look like the meat they replace. I have as much revulsion towards these as to the real thing. I don't want a vegan chop or chicken. The fact that there is such a market for this dummy meat is indicative of the sense of sacrifice trendy vegetarians harbour, with the market stepping in to appease their desires for meat, whilst sustaining their moral high ground.



But there is another form of vegetarianism in my life: I married into an Asian, Hindu, family. They all enjoy meat and especially seafood, coming originally from an island community. But, religiously, on 3 set days of the week, they eat only vegetarian food. This is not perceived as a sacrifice, though if we trace the practice back through time, it is clearly derived from ethical and religious principles. The food is not made to simulate meat; it is natural and delicious, so the carnivores don't see this as a penance. Interestingly, marriage and death ceremonies are also vegetarian events. Vegetarianism is integrated into life, requiring no further motivation.

Reflection

This is not a vignette, as such, more some random thoughts that made me consider again the role of motivation in supporting our decisions to try and make more environmentally friendly life-style choices. Even as I write this, a demonstration has been taking place in London with members of Animal Rebellion demanding a meat-free future (left, copyright AR). Is this a realistic objective? I teach how to bring about change using the classical, education/exposure/confrontation model. The problem with resorting to confrontation is that it does not intrinsically change people's values. As we have seen from some of our shared references to giving up meat, motivation is hard to sustain when desire and aspirations conflict. But then, we probably all knew this already!



VIGNETTE NUMBER 2

As we start out second week of inquiry, the challenge of “noticing” and observing takes a central role.

We are all surrounded by countless situations that can be redirected, or changed , or started, in order to live more sustainable life’s

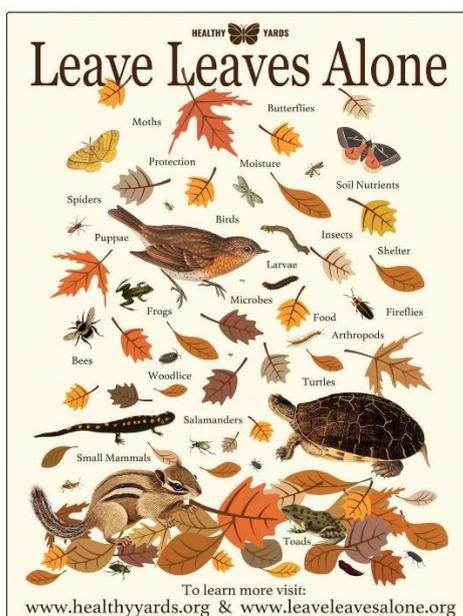
Sometimes the number of situations one could / should change are such, that they seem impossible to achieve, and therefore we dismiss them to avoid anxiety, guilt or even depression.

So the first thing I am proposing to myself is to think and act small, and to dream big.

A sustainable life is made of sustainable small choices that “add up”.

As a first step I am paying attention to my garden (on this end of the world is spring and there are lots of things happening!) Cleaning, trimming ,growing ,watering , etc

We have trees that drop there leaves and trees that don’t, but in any case we spend a lot of energy in gathering leaves (certainly they may be used for compost as a first use in this case). As this is a constant issue , I just came across a friends publication in Facebook , regarding leaves and it’s ecological role in building up a richer soil , while saving water :



So to start with better choices and more sustainable ones , I’ve decided I will leave the leaves alone ; and mow the lawn to keep longer grass, so that it gives more shade to the soil, keeping water and humidity longer. It also may look a bit wilder and natural.

The place where we live was a very dry place and we have slowly transformed it in a green area; we are happy to know we have contributed to have a greener area, and our children, (now adults) have learned to care about the garden and to “grow” in green; so they are active participants intaking care of the garden. Nevertheless, we must be careful on how to use water to make it sustainable..... So we have also included circulating water that provides humidity without throwing water away...



If I start doing that, the energy I use with the mower and with the leave blower will be less ; if it works I need less natural fertilizer and the soil will be richer , so my impact (specially if I share results with others) may had a multiplying effect.

Act small Dream big

Regarding the SDGs proposal I see a “weaved “interconnected goal as I feel it engages with life on land, sustainable cities, climate action, and better life ! Not wanting to be ambitious or unrealistic, I feel one action normally tackles many objectives

Certainly it also affects my motivation positively because I feel a more sustainable life is possible NOW , and that I can make a difference and star concrete actions instead of feeling paralyzed by guilt.

I feel I need to build a self image that perceives a sense of agency, despite the size of the challenge that sustainability means !! I think I need to see myself as a “game changer” to be able to trigger creativity in day to day ways of contributing.

What can your small steps be , this week?

Responsible Consumption and Production (SDG 12)

Which SD goal?

High consumption and production seem the trademarks, and the problems of modern living in the West. How can I/we reduce or give up our habits of mass consumption, where the bargain buy may be at the expense of the environment and of other people's wellbeing?

Why?

A few years ago, we downsized from a large family home, to relocate to another part of the country, and a much smaller living space. When planning our move, I was sobered by the realisation of the staggering volume of our possessions and effects. I reflected on the mostly unintended scale of the financial investment we had made in our belongings, and I felt guilty about the consequences of these purchases for the environment and planet. I persuaded myself that some of the many photos, baby clothes, mementos, perfectly good curtains, favourite books etc. that I had kept, would be passed on to my children. I comforted myself that I was simply the curator for my family. However, I also realised the scale of my own emotional investment in some of these things I had kept - most painfully when my children said they did not want them, as they already had enough of their own "clutter".

What happened next?

Over the last few years, I have helped numerous family members to move in and move out of flats and houses..... I am wondering whether "light removals" is a side hustle or new hobby of mine. Each time, as I helped pack, load and unload various vans and small lorries, I witnessed my family members asking themselves why they had accumulated quite so much.

Last weekend, I helped my sister and niece move home. As we (a team of various family members) worked together, we talked about the way old films often portray a character leaving home, or arriving in a new town, with all their possessions in a small suitcase. How could they have managed to live with so few possessions we wondered? Why do we need so much nowadays? We concluded that the last 50 years have been characterised by increasing opportunities and relentless encouragement to purchase new items, to which we have succumbed. Do we need to continue?

Now and in future

Last year, I enrolled on a prototype online course on sustainable fashion, aiming to learn more about the environmental impact of "fast fashion", garment production, textile manufacture, waste etc. I learned a great deal to inform my purchasing choices, beyond clothing and beyond the environmental impact alone.

I am trying to be a thoughtful and careful consumer who makes principled decisions. With the impetus of the course, behind me, I am motivated to search out suppliers and retailers that are operating both ethically and sustainably and, crucially, are doing so throughout their entire supply chains. This is not always an easy exercise. There seems to be much greenwashing to fathom, but perhaps this is because customers are increasingly seeking greater sustainability. I want to encourage and support, through my custom, those retailers, and manufacturers I hope to see continue to stay in business, because the business is meeting customers' needs but not at the expense of the planet. I am also inspired to make renewed and creative use of some of my long-cherished belongings, rather than buying new and more.

I have noticed an implied, and surprisingly to myself, unstated theme across my SDG audit, concerned with my wanting to initiate and take opportunities for conversations with friends, family and even strangers, about dilemmas, problems and concerns about climate change and sustainability. In the last couple of weeks, I joined in an online seminar on Averting Climate Catastrophe: Collaboration, Care & COP26, led by University of the West of England's Bristol Leadership and Change Centre. In this seminar reference was made to some soon to be published research about how shifts in corporate leader's views on climate change can occur. To be brief, these leaders' views are found to be influenced by: direct experience of others suffering from the effect of climate change; someone speaking to their conscience/truth telling; being challenged by people they love; and through their being part of a network where they can talk openly about this issue. I'm considering how I might play a role within my immediate circle of friends, family etc. to discuss truths, to gently challenge and to talk openly about our personal role in averting catastrophe.

Melissa Shaw, October 2021

Week 2 Vignette 1
SDG#13 “Action to Combat Climate Change”
SDG#15 “Restore Terrestrial Ecosystems”
SDG# 3 Good Health and Well-being

Forced to change

With COP26 looming I have thought a lot about action for climate change. In May this year, I was invited to contribute to a conference being organised by Qinghai Normal University (July 20-22) in the beautiful high plateau region of western China. One of the significant and pleasurable experiences in my life is being able to travel to new places to share my ideas with other people but Covid restrictions meant I could not travel. On this occasion I spent my time sitting at my desk in my own home preparing my presentation and imagining what it would have been like. When it was finished I presented to myself on Zoom and recorded it. I then uploaded the recording to Dropbox and Youtube so that the conference organisers could use it.



Actions, intentions and reflections

This change to my usual behaviour was forced on me because of the pandemic but it made me think about the damage I inflict on the environment every time I attend a conference in a far-away place. Delivering presentations to conferences in distant places using the technology that is available to me is a no brainer when set against the damage that travelling does to the environment and climate. Ironically, my presentation was on the theme of policy support for education and learning for sustainable futures. As I was preparing my speech I reflected on the enormous negative impact on the environment and the consumption of resources I would have made, had I given my presentation in person at the conference. I used a carbon offset calculator for the first time to work out that the air miles would have produced 2.84 tons of CO₂. The calculator also told me that I could have donated £24 to a carbon reduction project to mitigate the impact on atmospheric pollution. My next thought was, “why wait to travel to contribute to the problem of reducing atmospheric carbon? I knew I could do more to support carbon capture as I am responsible for maintaining a small woodland adjoining my garden. It’s dominated by mature ash trees. It provides a living lesson in sustainability in so far as it was cultivated several centuries ago and actively managed to provide a source of wood for fuel, construction and other uses for hundreds of years. The hazel coppice or



underwood was cut back to ground level when it was between 7 and 15 years old and the poles used on the land. The timber trees (mainly ash) were known as standards. They would be felled in their prime when they were between 70 and 150 years old. A substantial number of trees in the wood must be of this age. Trees identified in a 1994 survey include Ash (dominant), Field Maple, Oak and Sessile Oak, Sycamore, Wild Cherry, and Willow. Shrubs include: Hazel, Elder, Blackthorn, Dogwood, Buckthorn and Buddleia.

Over the 16 years I have lived here my efforts have been to maintain pathways, cutback the brambles that periodically take over, and create new habitats for insects and small mammals by creating log piles. I have felled trees that were diseased or in danger of falling down, but I am ashamed to say that I have not planted new trees. We now have a severe problem of Ash dieback – a fungal disease that is devastating Ash trees and there are plenty of signs of it in our woodland so we have an urgent need to try to mediate the damage caused by the disease.



After reading several articles about the value of trees in carbon capture, I decided to embark on planting new trees and follow the Tree Council's advice of planting similar species to what were already established in the woodland (with the exception of ash which is under threat from a viral disease called ash die back). I purchased 45 saplings – a mix of Maple, Sessile Oak and Beech, from the Woodland Trust and planted them with my daughter in small clusters throughout the woods. I asked her to come back in 50 years to see the results.

Trying to do something to help this woodland area with my daughter gave me a sense of purpose and fulfilment. If the planting is successful I will plant more saplings next year. These changes to my thinking about my role in the stewardship of the woods and my efforts to replenish the stock of trees, stemmed directly from the situation I described in the opening paragraph and my recent awareness of the need to take action to help mediate climate change.

This week I added a new piece to this jigsaw puzzle of a story. I collected 'conkers' – the seeds of the horse chestnut tree, with one of grandchildren and encouraged him to plant them in a pot to grow while explaining why it was important to grow trees to combat climate change. I brought a bag of nuts home with a view to planting them in the woods.

My future habits and actions will be informed by my new consciousness of the issues arising from travel especially long distance air travel in respect of climate change. There will be times when I will need to travel by air, for example when I visit my elderly mother in Australia, but at least I now know that I should try to offset some of the damaging effects by either contributing to a carbon sequestration scheme or better still undertaking my own carbon capture by planting more trees. In this small way I hope to mitigate some of the adverse effects my family and I have on the planet and contribute to a more sustainable future.

My personal narrative on Poverty

I, with my limited experience and perspective, believe poverty doesn't exist at all. It is nothing but a state and corporate-led narrative and approach to isolate and disown people and communities from their richness and abundance. I am deeply inspired by what the famous Nigerian Author explains in her TED talk as the Danger of a single story, where she specifically mentions a story of how she always perceived a particular section of the society as poor. It is only when she went closer to observe, she saw immense abundance and richness in their culture, relationship with time, resource, and people.

I have undertaken various cycle journeys in India along with my group at an alternative learning university, where we go without food, money, medicines and gadgets to remote rural areas for 7 days as a pilgrimage to understand nature and communities. And every single time, we never went hungry. We were always taken care of, by strangers, often giving away their daily wages to feed us, take care of us, and I found abundance exists here much more than cities where I have lived.

On the contrary, I have found resource rich are often time-poor, with scarcity running much deep and the need for hoarding is immense. In my work with youth and communities, I realized there are multiple capitals people have, there's financial capital, but there's also social capital, there's artistic capital, there's inherited knowledge capital and much more. I am particularly appalled by one-dimensional understanding approach towards it. It is nothing but humiliating individuals and communities and feeding into them more scarcity.

I come from Central India from the state of Madhya Pradesh (MP). It was considered to be a BIMARU state, which, in Hindi, means 'ill state'. One of the reasons for that is because our societal measures of success and development demand more infrastructure, more mining of resources, more GDP, more products and Madhya Pradesh was far behind from other states. However, MP had one of the largest forest covers in India, is home to one of the largest tribal population in India. However, unused resources and natural abundance doesn't count as 'being forward'. And thus, the pursuit of governments and society, who has owned up to this narrative of unlimited profits, unlimited development, end up extracting more resources, making natural-rich people resource poor and driving them away from their lands to become labour-workers in the city and live in slums. The richest states in terms of their natural resources ('resources' that tribal communities consider as 'relatives') are the ones considered to be poor and at the same time are also the ones with the most civil rights violation.

Poverty cannot be seen in isolation. It will only mean dealing with cancer by just changing our clothes. For me, poverty is a good business product to be sold. I, acknowledging my privilege, humbly accept and acknowledge that a large population in India and World lives terribly, children are malnourished and communities live with utmost clean water and food shortage. I do not want to challenge that all. It is a reality I can empathise with. But people and communities are not poor. They are not. They are in this situation because of extreme greed of state, and corporations. Instead, if anyone is to be termed poor, it has to be all the richest people on the planet who aren't satisfied with what they have and are hell-bent on plundering more and more resources for profit. The richest man in India keeps buying more small businesses and also foraging into all kinds of businesses. It is celebrated in the press. But, it only means less for small businesses. If 'more for me' is 'less for others', poverty is inevitable.

All the richest cities and metros in India like Mumbai, Delhi, Kolkata have no safe water, safe food and safe air. Most of the rural areas have all these available in plenty. Who is poor then? Cities, consider themselves as rich and yet are parasite on villages for their food, water and labour.

I also draw my inspiration from Ladakh (you can find the documentary Ancient Futures) a Union territory in the northern most region of India and how life and societies can be built with utmost abundance and care; it is here where 'more for me is more for others' practiced and believed in. My work has been to discover and support others to discover abundance that is around us; abundance within us, within communities, within nature and within relationships. My pursuit has also been to support individuals build communities that have a symbiotic relationship; to begin livelihoods (basically livelihoods that make us and the world more alive place to live in) and multiply the sense of abundance.

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

UN Sustainable Development Goals	Good Life Goals	Past, Current & Future Actions
No Poverty Discover Abundance	Discover and support youth communities discover abundance	Cultivating heart spaciousness through personal workshops, building small support networks for participatory lifestyle and resource sharing; learning and supporting others to grow their own food in a way supporting self-sufficiency; building tools and games to foster deeper connections and thereby fostering relationship abundance

Week 2 – Vignette – Working with the SDGs

The following snapshot relates to a project (at work) that I have recently volunteered to participate in as a mentor for students. It is primarily student-led but with staff support and guidance.

The following gives you some context for the over-arching project aims:

[SHAPE Sustainability Impact Projects](#) - SHAPE Impact Projects are a collaborative initiative between the British Academy and Students Organising for Sustainability (SOS-UK) which uses an applied learning 'living laboratory' model to demonstrate the importance of the arts, humanities and social sciences in tackling sustainability challenges.

Institutional leaders will pitch real-world local sustainability challenges to interdisciplinary teams of their students. The students will then work over the following months to problem-solve these challenges, with support from SOS-UK and the British Academy.

The project aims to engage students and academics in realising the relevance and impact of their disciplines in tackling environmental, social, and economic sustainability challenges. Students' and academics' own institutions, as well as the local community, will serve as the testbed for their ideas, enabling an understanding of the impact of their field of study in a local and hands-on context. The project adopts British Academy's use of the term SHAPE to describe Social Sciences, Humanities and the Arts for the People and the Economy/Environment. Project outputs will offer tangible examples of how students from these disciplines can, and are, demonstrating this.

Which SD goal you were working with and why is it important to you?

- SDG2 Zero Hunger
- SDG3 Good Health and Wellbeing
- SDG11 Sustainable cities and communities
- SDG12 Responsible Consumption and Production

These SDGs relate to areas that I have expertise in and can support to students in their problem-solving initiatives.

What you tried to do and why you tried to do it - what positive difference were/are you trying to make?

The following is one project idea that I have proposed:

Title: *Social prescribing: Developing a sustainable approach to integrating service users, healthcare practitioners/coaches and community groups/services*

Overview: The project considers the use of Social Prescribing and links this to the sustainable development goals (SDGs). Social prescribing involves helping patients to improve their health, wellbeing and social welfare by connecting them to community services which might be run by the council or a local charity. Patients are referred to non-clinical services - such as personal training and gym membership, social and 'hobby' groups, or specific skills training. Students taking on this project could address the following SDGs to:

- SDG2 Zero Hunger – through connections to local food producers (e.g. allotments, personal gardens, school gardens) and distributors (e.g. food banks, community kitchens, local charities)
- SDG3 Good Health and Wellbeing – through connected activities such as Gardening/Horticultural Therapy, Community activities (e.g. walking groups, community cooking lessons), exercise (e.g.

personal training/gym/yoga etc), mental health services (e.g. support groups, counsellors, therapists etc)

- SDG11 Sustainable cities and communities – through building community connections, cultural and ethnic inclusion, and resilient networks
- SDG12 Responsible Consumption and Production – through the use of local food producers and distributors offering low carbon footprint on locally grown, organic and seasonal food.

The project would address a number of Ealing Council's objectives for food sustainability and could link into the desire to set up a Food Partnership. Social Prescribing has been considered one approach to implementing the UK's National Food Strategy Plan 2021. A model/scheme could be developed which can be replicated across the UK. There is also an opportunity to work with NHS and social care partners.

What happened and what will I learn?

The project is currently recruiting students. The above description provides more signposting for the benefit of this group but students will receive a more open brief which will allow them to come up with solutions/connections/innovation etc. So far, being asked to participate in this has been really uplifting on a personal level because it is an opportunity to explore real-world problems with a focus on integrating the SDGs, and though it has only just started, the brief conversations have inspired me to be creative.

I expect I will learn a lot from the students and the other stakeholders, and I really value this. I have been told that even if the students don't take on this project the Ealing Council are interested in working on this. So I hope, either way, I can see how this develops and that it can have a positive impact.

Week 2: Sustainable Development Goal 6: Clean Water and Sanitation

After posting my first file, I realized that amongst SDGs, I feel more quality about water consumption. I guess this is because everyone here can see how easily water is wasted. Four days ago, I watched a short video shared by one of the famous Iranian actresses. By posting this video, she was trying to show her concern about water wasting. After watching this video, I came up with some questions. I asked myself: Why is it so important for some people (for example this celebrity) to save water? Why for the man in the video it's not? Why does he feel happy and alive while washing his 80-meter parking lot with drinking water? Why doesn't he feel guilty?

I find an answer to my questions. In my opinion, the answer would be "feeling concerned" about water consumption. I believe most people know how to prevent water wastage, but this is not a concern for everyone. So, this week my vignette is about "feeling concerned". I think my first step to moving forward doing something new about Clean Water and Sanitation would be provoking people to feel concerned about wasting water. I took the first step in my class today. I explained to my students that I always teach them how they can help prevent wasting water and save their environment. But today I'm going to ask them to feel concerned about water wasting. So I asked them to do something real in their home or neighborhood to show their concern about water wasting. They need to do something that continues, because feeling concerned and showing concern needs time and effort.

Vignette #2

The elderly are people, too

SDG 16, Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

When analysing the personal statements from week 1, I was struck by the apparent difficulty we all had in addressing SDG16 and a lack of recognition of our impact. My life is very routine-bound, so there is not a lot for me to write about but maybe this story, on the surface trivial, can tell us something about peace and justice at the micro level.

Context

I have previously mentioned my father. He is 95 years old, lives alone and proudly maintains his house and garden, more than a hundred miles away from me, in rural Warwickshire. Last year, he had a fall which led to serious complications requiring hospitalisation then rehabilitation in a care home. He was adamant that he wanted to remain as independent as possible when he went home, but he agreed to one form of assistance: he would pay for a daily delivery of a hot lunch. These meals are properly balanced to ensure he receives all the nutrients necessary for good health. They are provided by a company which has an international market, and is subsidised by Warwickshire County Council. Deliverers are meant to check that recipients are alright, and record this, as part of a social care arrangement.

Each month, my father receives an order sheet, on which he selects the meals he wants. He is mentally very alert, so takes time planning his choices then looks forward to receiving his meal. For someone in his position, meals are an important part of their day, as well as essential to health. My father will sit, watching for the delivery, which should come between 11.30 and 12.30.

Over the last 18 months, there have been repeated days when the meal that arrived was not the one ordered. For reasons to do with medications and personal choice, my father is unable to eat what has been brought on these occasions. Deliveries come late, and sometimes, not at all. My father has tried to phone the office for help, but the phone goes into ansaphone mode and no one every replies.

This is where my role comes in: like some of you, I have found myself becoming parent to my parent. Since the death of my mother, 18 years ago, I have been my father's first port of call, his advocate. I speak to him daily for an hour on the phone, and deal with any practical issues that he cannot do himself. My immediate response to the meal problem was to contact head office complaints department, given that the local office was unresponsive. I wrote a comprehensive account of what had gone wrong, dates, times etc., pointing out the importance of nutrition to the elderly. We received a supportive response and assurance that matters had been rectified. Sadly, they had not and I went through this process again.



A fortnight ago, every single day's meal was wrong. This time, I wrote to inform the Council, since they subsidise the company and should know that it is not performing correctly. The complaint procedure involved giving a full account of events and identifying what action I wanted as an outcome. Now, I found that my advocacy was subtly moving from treatment by this company of the individual (my father) to that of the elderly clientele as a whole. They were being seen as mere addresses to which a meal should be delivered, not as intelligent human beings who had made choices about their meals. There seemed to be an assumption that recipients are unable to discriminate between dishes, and will eat whatever is placed in front of them. In identifying remedial action, I was proposing staff development and systems that would benefit not only my father, but all those in receipt of the service.



Did it work? The local office was in a panic that I had gone to the Council. The Council thought they had resolved the matter and closed the case. On Monday, my father's meal did not arrive at all. His ansaphone message to the office remained unanswered. I sprang into action again, back to the Council. To be continued!

Reflection

This is a mundane story, told not to relieve my frustration but to illustrate that we may be taking small steps towards addressing SDG16, without fully appreciating this. Furthermore, it is by taking such tiny steps that we can progress to higher levels of impact. My experience has made me think more deeply about the plight of vulnerable and elderly people, dependent on the assistance of others, and I hope to build on this understanding.

Image credits

[Wait Patiently Clip Art Animated - Bing images](#)

[you will eat it - Bing images](#)

Jenny Willis

04.11.21

Quality Education

Education aims at the development of people, empowers them and gives value to life.

The challenge of education is to make it accessible to all, without distinction of people, with opportunities to learn and develop in a society that is becoming faster and faster and at a time where technology has meant that we must prepare to meet the speed, instantaneity and globality. I consider that we are in the best moment in history, because the world has become smaller and more understandable due to the ease of having communication and information everywhere. Knowledge no longer belongs to anyone specifically; it belongs to everyone and we should be able to access it when necessary.

In my experience as an educator, I have participated in many projects, until 10 years ago, almost all of them were local projects, I used to share with people from my own city and country;

to share ideas and international knowledge it was necessary to travel, but today, even at this precise moment of this exercise, connectivity allows us to share ideas instantly, isn't this wonderful? We have the opportunity to develop greater competencies, be more reflective and be able to provide solutions to problems in a global way, impacting the local.

But how to take advantage of this? All this potential of artificial intelligence, robotics, data, the internet, computing, virtual reality and other digital technologies are being developed more and more, through education we can provide development and opportunities to our students, this is why education must change, the methodologies with which we have attended the school must be lived in a different way because the world is changing and it is not possible to continue the analogous teaching of the twentieth century, in this present century where we have a digital revolution. In my case, the way I contribute to the change in education is when we make reflections and live different and

disruptive experiences with our teachers, so that they understand that their role must change, their responsibility should be based on accompaniment, training and generation of learning experiences, a facilitator that provides tools for students to see their potential in themselves, develop autonomy and reflection, that can transcend in being and help them have a full and happy life, making decisions based on opportunities where students can choose and not have others do it for them.

Teachers at my school motivate the awareness of care and sustainability in children, we are opening experiences for students to think and propose solutions to the environmental problems that we have in the city and the world, we as a community are implementing a project to have a neutral carbon footprint in the next 3 – 4 years.

We consider the school cannot continue teaching what is already on Google or on the internet, it must allow and encourage spaces for experimentation in various areas of knowledge,

occupations that the future of digital technology brings us that we do not even know or understand, for this we must prepare our students in competencies that allow them to face difficulties, minds that solve problems, that ask the pertinent questions and human beings with values and ethics to face and balance technological advances.

In my school we have been implementing STEM experiences (Science, technology, engineering, math) as a way to offer opportunities to our students for lifewide learning, we not only offer a curriculum to cover according to what the Minister of Education says, we think that we have to prepare students for the uncertain future of occupations, each student has to identify his/her competences and capabilities so they know what they want for life.

Martha Nusbaum has shown us through her studies on development that competences can be only achieved when we are exposed to opportunities, this must be a responsibility of the society but in my case as a leader of education I

feel that my responsibility is to offer opportunities to my students and that my institution can also offer these opportunities to boys and girls of the city and the world.



Vignette #2- SDGs 8, 10 and 16



A Bit of stream of consciousness thinking.....

I believe in doing work that I am proud of, has credibility, makes meaning and contributes to the greater good of all. As such I do a lot of work for no pay – that gives me great satisfaction while some around me thinks I could be making more money doing the things I do for others. Mentoring students or taking the time to point them in the right direction when selecting program of studies or making career changes. This is the intersection between my paid work and my personal contributions where I enjoy spending time. Good work to me is an extension of self.

At this stage in my life, I have accumulated a lot of experiences having worked in a variety of contexts and content areas in higher education. There was a time when I would hold back sharing my academic or personal experiences in meetings, discussions etc. I was mindful that all the information from various perspectives may be seem as overwhelming to some. More recently, I have been opening up and sharing bits and pieces of my true nature, experiences, thoughts and ideas. This is finding more traction and contributing to my exploration of new ground in education. For example, I am presently working on a project to prepare young minds to think about pre-trades and what specific trade may suit their skillset and preferences. I find I am contributing more readily so that in building the program, it may inform the conversations around the curriculum for this client group. This knowledge will open up their minds and assist them in making calculated decisions on a chosen career path.

Being Fair – this is a very difficult construct to navigate, not only in educational settings but anywhere in society. It is very difficult to keep everyone satisfied. Though the decision may be fair and just, still some will term it as unfair and biased. It therefore becomes impossible to please all. I have always had an eye for “fairness”, but used to get the response – “well the world is not fair”. More recently, institutions in this locale is expected to focus on Equity, Diversity and Inclusion (EDI).

There is a lot of haziness around what the expectations are for administration, faculty, students and the curriculum.

This is not the first time around for these discussions. This whole school of thought has been revisited through a variety of different lens. Now institutions have to demonstrate the inclusion of Equity, Diversity, and Inclusion in all aspects of their educational activities. This mandate has brought on a flurry of definitions, implementation strategies, and assessment of EDI integration. A past student asked me if I would give a talk at her husband's school – a private boys elementary/secondary school in Toronto. I agreed. This was a very challenging venture for me. Most of the time I prefer to stay away from controversial, sensitive topics. This time, I ventured into a space of discomfort but felt it necessary to share my views, strategies used in my practice, and ideas for integration into their context. Well received. Another area I am beginning to explore and occupy my space and comfort level.

Peace. Making peace is a tall order. Starting small and at home is a good place I found in making peace. The need to make peace I think starts with the individual and inner peace. This project has made me become very introspective. I examined how I can create peace within before turning outwards. The inner search has resulted in making several changes in personal responses or lack thereof. It seems like, at times, the best response is no response. Quick unbaked responses can fuel fires that one never even anticipated. I am beginning to see positive results, in that, the other is doing some self-reflection in the absence of a response. In work environments using the same strategies may not always work. I am reading and experimenting with a variety of work-appropriate strategies towards maintaining peace and building positive relationships. Having healthy and professional relationships at work is my goal. The daunting task of the “how” is keeping the mind occupied. Parallel to these thoughts are ones of the wider scope of influence.

In reflection. Wrestling with the thoughts and ideas that are generated from the SDG categories have allowed me to take pause and consider what else I am doing in each sphere, how can I do more, and how can I contribute to the cognitions of others along these paths. This activity has actually made me realize the joy I experienced while stretching minds and the yearn to go back into that space to engage in dialogue and activities in teaching in higher ed. that prompts student action in contexts never before envisioned. Oh, the joy of teaching innovative minds.

Heroes vignette 2

third week

multiple SDG's

As we start our third week, I was watching an activity organized as a memorial for a sports hero in south America (very well known world wide), and it made me think about the meaning or the profile of what would define a “hero” or a “beacon” or role model. This particular hero, was highly talented in football, and almost became a “religion” to his followers. Nevertheless, he showed no respect for nature, balance and healthy life, and though he did actively work towards “0 poverty”, he showed excess in many areas of his life.

I see that many times what is considered a hero or someone that stands out in society, highlights for his / her ability in one particular area or expertise.

So we have “heroes” in different sports, in technology, in maths, in strategy, in arts etc I think we cannot forget that an ability on its own it's not but a special talent someone has, and that it misses its value if it isn't integrated or connected with promoting a happier and better life. Sdg s goals are directed to a happier life in longer and wider terms.

In that sense, I feel we should be extra careful on who we “idolize” for they come with a set on behaviours as well as their outstanding ability in sports, music etc.

Again, my sense of interconnection on how life develops, makes me aware of how dangerous is to divide or isolate abilities, or skills, and highlight them without considering the complete self.

This may be controversial but i feel we should think of how we are making someone a role model in areas that they may be misleading those who follow them. Just as a discovery or invention may be used for a better life, or for destruction, also influence of talent may not promote a better life, if it does not seek the values we are reflecting on , during this month. So “recruiting” talent to promote respect and action towards a healthy nature (water, land ecosystems), healthier and positive communities, healthy and happy lives, could be a central subject to achieve the needed change and action that's urgently needed, in a broader way. The case of famous talented sports women (tennis and artistic gymnastics), during the past Olympic games, that have “rebalance” their lives towards a healthier choice, highlights the need of not looking only at talent, but at “eco” talent. As an educator I plan to show children and my university students the value of universal development, integrated development, (all rounded?), more than just be “high achievers” in one area, without considering their value and role in the broader development of their ethos. What is the value of being a high achiever in sports if it does not lead to a better healthier life? What is the value of highly talented writers, if they are followed in not respectful behaviours but those who admire them?

So more than ever, this made me conscious about making students (adults, young people and small), seek sources that are reliable; to see also the complete situation, more than value only specific achievements, that may be impressive but not leading to healthier communities and lives.

In a time of influencers, and social networks that show incomplete realities, educators must help children see beyond what appears to be ideal, and evaluate things with a more integrated view.

TASK 3 Vignette 2 Oct 30 - Nov 7 2021 - Dory Reeves

Experiment, narrate and reflect on something new you have done in relation to any of the SDGs

It's Nov 7th and 7.45pm in Auckland New Zealand. Week 1 of COP26 has finished and a lot seems to have been achieved, commitments or pledges on finance, methane and deforestation. [cop-26-week-one-results](#) ¹ I am keeping up as best as I can via the COP26 website and the BBC world news. [The NZ Climate Minister James Shaw (Green Party) arrives in Glasgow this weekend for week 2 of the negotiations, so we may hear more this coming week in the local press from his office about what he is saying.] It's been great to see the New Zealand Māori youth advocate and the Marshall Islands headlining key issues. It's been fantastic to hear the news today about the demonstrations around the globe as well as in rainy Glasgow, putting pressure on the political leaders.

I am an urban planner; it's what I've been practising, teaching and researching since 1979. And yet the more I've worked in my chosen profession, the more I realise that to be an effective and relevant planner, it's crucial to keep up to date; and COVID-19 has taught us that it's really important to have a holistic response. A 100 per cent health response won't be as effective as a combined, health, economic and socio-psycho response. I remember hearing some health professionals on the media reflecting on the positives and not so positives of the last 20 months and one said next time we need public policy professionals around the table. This seems to speak nicely to that inter relationship between life-wide and lifelong learning.

And it's the same for planners. We have learnt that a purely technical fix for a city or town on its own won't work; it won't because it won't have public support. What we need is a collaborative and whole of community response to the issues we face. And this includes deciding what those big goals need to be, what the vision for the future needs to be. The SDGs do this at a global level. Communities need to figure out what it means at the local level. This includes figuring out how to ensure people can get around for work education, health and social activities, not pollute the environment, yet keep connected with friends and family and be healthy and ensure everyone has equity. What we haven't worked out is how to achieve this. Citizens juries were the in thing maybe a decade or more ago; here



¹ "The summit results still fall well short of what is required to limit warming to 1.5°C. Attention will now turn to negotiating an outcome to further increase climate ambition this decade: climate rulebook, carbon credit trading systems, questions of loss and damage, and most of all climate finance – whether the rich nations largely responsible for the climate crisis will provide sufficient funds for poor, vulnerable and developing nations to switch to renewable energy."

in New Zealand engagement still feels it needs to be reshaped; everyone involved needs to be recognised for the input they make.

The challenge posed by Vignette 3 was to narrate and reflect on something NEW that I have done in relation to any of the SDGs. Last week I emailed 9-10 people on the global Research and Academic Partner Constituent Group list which was put together for 2016 and Habitat III to see if ‘there is anyone out there.’ I am not surprised that I haven’t got a reply and may not get one. I haven’t had any bounce backs so my email is either in the SPAM folder, or in some ones to do list or has already been marked read even if unopened. But it did reinforce again the learning from many years ago that ‘your communication is only as effective as the response you get’. Funny I was struggling to remember the exact words then. So clearly, I hadn’t communicated in the most effective way. And yet what I have is an excel sheet of 300 emails that people had freely given, admittedly a few years ago. This is one list of people who had committed to advocating for the SDGs and working towards sustainable urbanisation. The assumption is that some or many may be planning to go or to virtually participate in WUF11 in Poland in 2022. It’s possibly a reflection of the way in which communication preferences and styles change quite rapidly. I am assuming that to keep up with the changes, means continuous and sustained communication of useful and relevant information which people will feel compelled to engage with.

To conclude, week 3, it has been helpful to set aside time on a Sunday evening to reflect on the past week and to think ahead about what I want to aim to achieve in the coming week. So, thank you for the opportunity. It’s 49-50 days to Christmas.



Britomart



Wynyard Quarter, Public toilets in a repurposed silo.

A couple of photos taken this afternoon at Wynyard Wharf in Auckland. It’s the start of Auckland Art week and the first weekend when christmas decorations are evident.

Your entrée: Over COVID lockdowns I joined the many, many people who were enjoying cooking and experimenting with new things (I confess, I learned to make focaccia). Cooking the evening meal, which is something I detested when my children were small, became one of the few pleasures of lockdown ... not to mention something that got me out of my chair (where I sat too long) and away from my computer (as work consumed more hours than I was paid for). Things have eased a little now, but I continue to take pleasure in cooking. So much so, that recently I subscribed to a service that delivers the ingredients and recipes (Picture 1) for five meals for two people. As I made today's meal, I reflected on what this meant for the SDGs. When I say SDGs (plural) it is intentional so. I think it is complex business. Read on....

Picture 1: Recipe Card supplied with ingredients



Today's meal was a Dijon Beef Burger with sweet potato fries. While it is at the more relaxed end of the nutritional spectrum, it is a healthy alternative than many 'burger and fries' type meals. Note there is some positive inclusions in the beetroot relish, oven roasted sweet potato, salad and believe it or not portion controlled beef expanded with other healthy things.

So I propose that this meal is an example of 'Good Health and Well-being' (SDG 3) on my part - where I have made a healthier choice and because so, am 'eating better' (SDG 2).

Picture 2: Food waste



As I was preparing this meal, and with my commitment to this group in mind, I became attuned to the waste in the preparation of my meal. Picture 2 (left) is of the food waste involved and the food waste bin that our local council provide to residents. Picture 3 (below) also shows zero food waste involved in the portion-controlled meal.

So here I might congratulate myself on reducing waste generation through prevention, reduction, and recycling (SDG 12) as well as through thoughtful consumption. GO ME!

Picture 3: More food waste



Picture 4: Plastic waste

However, before I self-congratulate too much, here's another picture. This time Picture 3 (left) shows the plastic waste that protects the portion-controlled ingredients in the meal kit. So here I am now actually *contributing* to the waste generated because of my meal. A FAIL on my quest to reduce waste? (SDG 12)

Note: I did separate the soft plastics and put in another bin our local council provides its residents, but I cannot un-see this pile of plastic (not all recyclable).

Picture 5: The dishes

I could continue and point to the dirty dishes (Picture 5 – left) this meal and then link this to an SDG that I care a lot about. I am driven to using the scarce water we have efficiently (SDG 6)! But I will reflect on this as I am washing up and talk about water at some later point.

The main course: So, what have I learned? I have learned even small actions by individuals can help achieve the SDGs. But I have also learned that it is complex business. The well-meaning attempts to consider one SDG can undermine attempts to address another. I have also learned that the banal/everyday business of making our meal (Picture 6 - right) can involve contributing, and/or undermining, one or more of the SDGs. It's tricky business!

Anyone for dessert?

Picture 6: My meal

Week 3, One story at the time: SDG11 Sustainable cities and communities, Good life goal: Love where you live

by Chrissi Nerantzis

As the COP26 started this week and it is about climate change, I selected SDG11 for this week but am not sure where to start. I watched the planes landing, also private ones, and cars driving to the conference and was wondering if this was all necessary and environmentally friendly. I also didn't understand how there was a meeting in Rome on one day and the next leaders met in Glasgow. Could they have stayed in Rome? I am perplexed. And all this during a pandemic? Was this really necessary? Perhaps it was and perhaps our individual and collective commitment is stronger when



we see each other properly, face-to-face. I think this is true. Over the last few years I have participated in a few online conferences but I have struggled to make any new personal contact with somebody that would last beyond the conference. I may not have tried hard enough but relationships form slowly over a longer period of time and in the conference corridors, at lunchtime or when we can't find a room...

I have been living at work for the last 2 years almost. Working at home and living at work became the same thing. Travel reduced to local explorations. And on foot mainly. This led to noticing and appreciating our closer surroundings. The colours, smells and textures. I have also started thinking more about flying... or not flying... and flying less... But there are of course my parents who are in Greece and that is a long way away to go by car. If only the train system would be better. Maybe we should attempt going by car one year. I know that others

do this regularly. Is this environmentally friendly? We don't have an electric car. And having all the green tech seems to be for those who can afford it, at least at the moment. How can this change rapidly so that green is actually the most economic option as well?

This week I started thinking about trees a lot. When I look out of our window we see the Dark Peak. There is almost no tree, just green grass and colourful heather.

Could we all not contribute to plant trees on a regular basis? What if local communities on weekends would go out and each of individual plants 10 trees? What could we achieve together as a local community? And why has this not happened yet?

Now thinking of public transport and the opportunities to start using exclusively green transport vehicles in city and town centres and everywhere really. How can we re-design our centres around normalising the use of bikes also alongside trams, buses and trains? Also walk more? And expand pedestrian zones? I would really like to see visions of town planners, architects and designers but also citizens and their ideas to transform. Are they working together to co-design our cities and communities? I have not seen such an initiative, unfortunately.



A few days after I wrote the above, we got the [Derbyshire now magazine](#), Issue 12 and actually on page 6, there are some projects (they don't just seem to be ideas, which is good) that seem to align with what I wrote earlier.

Looking forward to finding out how we can all help plant these trees the council is mentioning and support initiatives.

VIGNETTE 2- CATALINA CAICEDO- COLOMBIA

SDG 12 RESPONSIBLE CONSUMPTION AND SDG 13 CLIMATE ACTION

Regarding COP26 and understanding my country's position, and what I have observed and lived during the past 1.8 years of pandemic, here goes my reflection. Colombia currently represents de 0.6% of the gas emission that cause global warming, but we are one of the 20 countries around the world that are more threatened because of this effect. Because of this, our government last week during COP26, shared the plan that considers long and short terms goals, such us having more than 500 companies at the end of 2021 merged in the program Neutral Carbon, also planting more than 180 million trees and other of the aims is to have 30% of Colombia's territory as protected area.

Knowing this, but also observing and living what the pandemic has caused in terms of consumption and one-use things usage, concerns me a lot. I think the world was in pause in terms of the environment, less cars were used during this time, but industry and plastic didn't stop.

Then came the face masks use and waste, the medical gloves use and waste, the safety protocols that mean triple plastic packaging for restaurants and deliveries, restaurants and supermarkets are using more than double or tiple of waste material. The clothes need to be washed much more than before to avoid the virus, the water that we need to wash our hands is much more than before, the use of plastic for alcohol and disinfecting gels in an addition to the plastic use. In conclusion, water consumption and plastic use have increased in our daily life and will directly impact the planet.

Observing this situation as School we have been reflecting about the environment, and the importance that education has in creating awareness and action, in the students that will impact families and this way society. Also, as an organization we are transforming our practices in ones more friendly with the environment. With our Sustainable Marymount Project and its different work lines we aim to educate and act. In terms of the School as an organization we have some ecofriendly policies such as: recycle, reuse, and reduce, less paper use, not one-use plates or cups, trash separation, no balloons use, solar energy (in progress), car poling, taking care of our native forest and its species, among others.

With the students we do research, have some ecological groups that investigate the forest, grow our vegetable plot and the work as environmental awareness leaders with the rest of the school. On the other hand, students make "botellitas de amor" that are pet bottles that keep plastic to be reuse in social causes, such as parks, desks, chairs for people that don't have access to buy them. Also, every month we have a 0-waste day, where the trash cans

are removed from the School, and students try to produce the least waste possible. Environmental awareness has become a culture in our daily live at Marymount and makes part of our scope and sequence, we believe that doing small things in a systematic way, we can have big impacts.

Vignette #2

SDG#15 Working With Nature

SDG #15 Calls on people, communities, organisations, societies and Governments to ‘Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity. Earlier this week I posted a link to a short documentary film about Hugh Wilson which I have watched many times <https://www.youtube.com/watch?v=3VZSJKbzyMc&t=336s> Hugh is a New Zealand botanist who has spent his life caring for the landscape around his home. He shows us by example what we can do if we have the motivation and resources to help nature regenerate. There is no doubt that I am inspired by his work and my vignette connects two recent/current stories that involve me in working with nature to help life flourish and increase biodiversity in the bit of the Earth that I call my home.

Giving nature a helping hand

I like to conduct experiments in my garden and one of my experiments this year was simply to let the grass grow. Normally I cut the grass about 10 times a year. It looks neat and tidy but it eliminates the biodiversity that I know must be there if given a chance to grow. This year I let the grass grow over a significant part of my garden. By early June the 30cm tall oxeye daisies formed a dense beautiful blanket together with many wild flowers – buttercup, dandelion, clover, cowslip, yellow rattle and the most beautiful magenta pyramid orchids to name but a few. For over two months they created a wonderful and uplifting spectacle for me and my family but more importantly they supported a thriving community of insects – bees, wasps, beetles, butterflies and more. By late July most of the flowers had withered so I mowed the wildflower meadow in order to scatter the seeds. I noticed that there were patches of bare earth in the grass I had cut so I scattered wildflower seeds I had purchased together with oxeye seeds from this year’s crop so hopefully next year they will germinate and flower. Last week I bought and planted some bulbs for early spring (April & May) plants like crocus, hyacinth, snowdrops and for-get-me-nots to increase even more the biodiversity of this patch of fertile land.



Reflections: Sometimes all nature needs is a helping hand. Stopping what I normally do - cutting the grass for a few months, enabled the plant life that was in the soil to flourish. In doing so I also enabled the creation of an environment that supported a diverse population of insects and the birds and animals that the ecology supported. I was effectively restoring an ecosystem that this patch of land had previously supported. Oxeye daisies self-seed so presumably at some time in the past the oxeye daisies were allowed to flourish and that is why they have spread so prolifically. I know that my garden was once an orchard (only two old apple trees remain) so perhaps this was the previous ecosystem which I inadvertently restored. After doing a bit of online research I discovered that wild flowers were cultivated in orchards or fields adjacent to orchards to attract insects that would then

help pollinate the apple trees. Flowers were an integral part of the orchard ecosystem and once established they would sustain themselves by self-seeding. Through my experiment I am convinced that I helped restore an orchard ecosystem.

The apple tree adjacent to the field that became a wildflower meadow

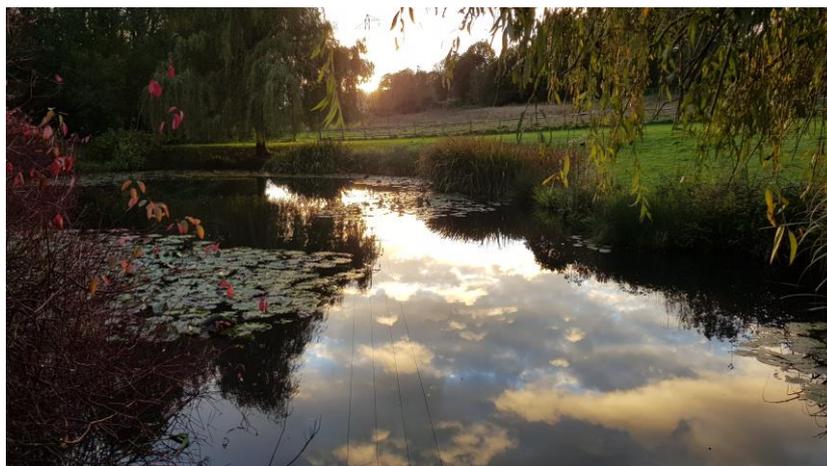
My experiment with nature has changed my perception of my garden and changed my future practice. Next year, and forever more, I will leave even more of the grass to grow. I will do something differently at a large scale because I have experimented and experienced something at a small scale and learnt through the process. Perhaps a lot of trying to



change practice in response to the SDG's will involve small scale experiments that we learn from, followed by more significant actions when we are convinced of the value of what we are doing.

Sometimes it is better to let nature do its own thing

I am currently conducting another experiment to increase biodiversity involving our pond. It is the most beautiful part of our garden and the plants around the edges make it look quite natural. Its home to lots of plants, fish and insects, three coots and periodically some wild ducks (mallards). We also have a heron who visits most days



and, in the breeding season, Canada Geese who rear their chicks. In spite of all this life the pond often looks quite empty so I thought I would try to introduce some breeding ducks.

After searching the internet I discovered someone close by who wanted to sell some ducks and got in touch. She responded and came to look at the garden and pond. She was very fond of her ducks and wanted to make sure they were coming to a good home. She liked the pond and agreed to let me have three ducks to experiment – she was worried that they would be eaten by a fox and she gave me advice on building a fox proof shelter.

I set about building the shelter with my grandson who likes to get involved in garden projects and we were pleased with the result. The lady brought her ducks – 2 white female Cambells and a grey Swedish Blue drake. She put them in the newly constructed pen and told me to keep them in the pen for a couple of days which I did. On the third day I opened the doors and expected them to rush out and jump into the pond which was only a few metres away, but they didn't want to venture out.

I didn't want to push them out for fear that they wouldn't want to come back so I tried leaving the doors open the next day but they refused to come out. On the fifth day I decided to coax them out with a stick and they immediately jumped in the pond and they have been there ever since.

The duck shelter I built with my grandson and the three ducks



But the ducks did not come back to the cosy shelter I had made full of food rather, they camped on the side of the pond where any fox could take them. I was quite troubled by this and my sense of responsibility caused me to build another wooden shelter, much smaller than the first and put it close to where the ducks had decided to camp. Much less secure than the first shelter I wrapped some netting around it with lots of dogwood branches thinking any fox is going to have to make quite a lot of noise to get to them and this might give them time to escape.

Left – second rough shelter Right – happy ducks



Unfortunately, after a week I haven't seen them inhabit this space again. Clearly I have a lot to learn about the habits of ducks. Last night I went out in the dark with a flash light only to find them floating on the pond. I came back and read that ducks are partly nocturnal and they are often active at night. I also read that they can sleep with one eye open and only half their brain shut down and as there are 3 of them they could sleep in such a way as to be aware of night predators which provided me with a little comfort.

These ducks have been reared in a pen in a garden and have not had to forage for food consequently I assumed that I would still need to feed them and help them survive in the more dangerous world of the pond and its environs. But their behaviour since coming out of the pen was as if they have never been in captivity. They didn't eat the food I offered and they seem completely at home in the pond and its environs. Clearly they are better able to looking after themselves than I thought and I am heartened by the fact that they get into the water if there is any sign of danger i.e me. I think I have quite a lot of watching to do in order to learn what I really have to do to help them survive and flourish.

Final thought

The SDGs force us to recognise that individually and collectively we are part of many natural and social ecosystems. According to anthropologist Tim Ingold we and our environments are in an intimate ecological relationship. Through our interactions, like my experiments with nature, we should not think of ourselves as being outside nature rather we should see ourselves as being an integral part of nature.

“A properly ecological approach . . . is one that would take, as its point of departure, the whole-organism-in-its-environment. In other words, ‘organism plus environment’ should denote not a compound of two things, but one indivisible totality. That totality is, in effect, a developmental system . . . and an ecology of life . . . is one that would deal with the dynamics of such systems” (Ingold 2000 p. 16).

In my readings during the week for the Design for Sustainability & Regeneration course I am studying I discovered that, *“Agent groups’ are social groups whose members have greater access to social power and privilege. ‘Target groups’ are groups whose access to power and privilege are limited. We can extend the scope of this concept beyond the human realm and consider the relationship between humans and the rest of nature. Through this lens, humans are ‘agents’ who hold power to make decisions and extract resources, while Nature is almost always a ‘target.’”*

We are the privileged agent in the ecosystem with knowledge and capability thanks to our technological aids, to intervene in ways that will inhibit, destroy or help regenerate the natural ecosystem. We have to change our perspective to see ourselves as agents working with and for nature rather than agents working for ourselves often against nature.

By regularly cutting the grass and weeding the lawn I work for myself rather than nature to create a lawn that looks good, because I have become enculturated into believing that a nice lawn is a good thing. Perhaps it gives me a sense of control over my environment. But I have worked against nature by cultivating something that is biologically impoverished. Not only that I probably killed thousands of insects as I cut the grass. With greater wisdom and adjusting my behaviour so that I work with nature, I can let the grass grow and facilitate the production of a beautiful, biologically diverse wild flower meadow full of insect life: insects that will also help pollinate my apple trees and roses. It’s a win-win situation!

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“There is no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom.” (Freire, 2017)

I have been sat thinking since I submitted my personal audit about Education in the UK, I restricted myself in that I focused on the UK as I have been student many times over (still am a student) and I have worked within the Education sector in the UK. Like many I have been privy to seeing how what was supposed to be a fair and dynamic sector turn into a target and money driven industry.

I looked back at the Robbins Report (Morris, 1963) where there was some glimmer of hope for working class children staying in education. However, in recent times the discourse has arisen as to why so many working-class students are failed and why some white working-class boys are failing. The Government put forward that it was the ‘*woke*’ movement. I decided to look back at sections of history where the government had tried to take ownership and enact plans to ensure that all who wanted to attend further education, could do so. I looked at the Robbins Report (Morris, 1963) and the Education White Paper written by Butler (1943).

Morris, 1963, p.5 observed that whilst applications to universities was on the rise, applicants from the working classes were not increasing and this needed to be addressed, it was thought that perhaps the schools or parents were not playing a proactive role when advising the younger generation. Morris, 1963, p.5 asked whether more support could be given to increase the numbers as he believed that this would enable potentially good students, by good in my opinion he meant studious perhaps. The point being is that this would bring in a cross section of students from all walks of life.

Within the Educational Reconstruction white paper on the very first page, it advises on the importance to achieve diversity to allow for equality and educational opportunity. This will enable a ‘*closely knit*’ society within the educational system to face tasks ahead. This white paper’s purpose was to ‘*strengthen and inspire*’ the younger generation (Butler, 1943). What has changed as surely all Governments would want younger generations strengthened and inspired to take the helm and led the next generation, or am I being naïve.

Morris, 1963, p.7 did state that at the time of writing this report there was a ‘*grave*’ shortage of teachers in schools and this would impact on class sizes for decades to come. In 2021 class sizes still are not where they should be and we still have teacher shortage especially since the government scrapped the bursary for all undertaking Initial Teacher Training. The bursary is subject specific and of course with requirements. There is no incentive for those wanting to teach in FE or HE other than one’s own incentive to make a difference or to share knowledge acquired. Taylor “there are widespread fears across the sector concerning the loss of collegiality, erosion of trust, reduction of agency and the move towards learning as a privatised, individualised means oriented to instrumental ends, which effectively reposition lecturers as ‘service providers’ rather than scholars and teachers”.

The report continues to identify how higher education is flexible and this would remain so under the Robbins proposal. Can we honestly say that higher education has remained flexible in this current time? At one time higher education institutions had educators teaching and managing members of staff. Now not so much, you have former accountants who are Principals with no teaching experience. Also, nepotism is rife especially within the college sectors.

Attainment is a problem and this not helped when students are looked at like another number, as opposed to individuals. How do we expect to numbers to rise for our working-class youths when basic support is not available. Burawoy, 2005, p.7 said, "all too often market and state have collaborated against humanity in what has commonly come to be known as neoliberalism." Unless you are "statemented" the chances of you receiving a decent level of support is not happening. Colleges in particular play Neurodiverse bingo if you have certain Neurodiverse conditions, you get some shared support but if you get 'full house' you may get full support. This is where parents must step in to support their children where possible.

The issues seem to be that no one in power wants to hear it and therefore choose not to see what is before them. Shakespeare reminds us in King Lear "A man may see how this world goes with no eyes".

The obstacles placed in front of the working-classes been blatant and undemonstrative. The Geoff Scarfe image from Pink Floyd's 1980 'Another Brick in the Wall pt2' always strikes a nerve. This is due to the fact that as much as many like to deny this fact however education has not always been pro-identity and individualism. If you were smart enough, you were giving a glimmer of light. If you had neuro-diverse issues or deemed as "slow" that light or hope was dimmed.



This is forever on the tip of my tongue, one size does not fit all. If a student or students are disruptive do we simply give up on them? This is a serious question, what do we do with students that are "hard to reach".

Whilst the Robbins report is over 50 years old it does draw on some good points such as the government should give high priority to addressing the lack of teachers and attainment of teachers. Too often students' study to become a teacher with ideologies of what a teacher does and how the students will behave in their classes. However, reality hits home quick.

With early starts, late finishes and a lack of support not always due to staff shortages but also due to conflicts with personalities etc. Unruly students and parents. This is not the same experience for all but in recent times we have seen NQT's (Newly Qualified Teachers) leave the profession in under a year.

“Woke” vs “Un-woke”

In June 2021 we awoke to see multiple headlines alluding to the fact that, *woke culture* is to blame for failings of White working-class males. Now are these the same White working-class males who many Academic writers have been discussing since the 80s and before. It is interesting since the '*Black Lives Matter*' movement came about the victim mentality taken on by right-wingers and white supremacy groups. They say, '*a hit dog will holler*' and boy have these dogs hollered. The lack of understanding or choice to understand BLM is due to '*white privilege*' a privilege which has been used to hold back and demean Black people for centuries. A little segue when discussing white privilege at no point are we focusing on materialistic things, you can be working class and have white privilege. What the group has been fighting for were equal rights. By stating '*Black Lives Matter*' does not mean that non-Black lives do not matter, however until Black lives are valued in the same way by all there will always be a need to fight for equality. The UK government took umbrage as to why Black people in the UK and their allies were supporting this group, as if racism is not as bad as it is in America. Ask a person of colour if that is true.

Critical Race Theory is a must, it is not a way to punish or make white people feel guilty however to address in the inaccuracies that have been fed to us over the years. For the last 5 years my nephews try and tell me some new information they have been taught during '*Black History Month*' and every year I put my head in my hands. It saddens me as my nephews are aware of their white history which I am all for, they are mixed race and should know about their full history. However, a teacher telling my nephew Rosa Parks sat down on the bus because she was tired and not elaborate further. Rosa Parks was tired not because she was old but tired of racial segregation and was protesting. The fact that the teacher failed to mention that 9 months prior Claudette Colvin had done the same thing is concerning as a Google search would have shown information in relation to Claudette Colvin.

My youngest nephew asking me, do I know who discovered America? Seriously in 2021 the narrative that the coloniser who was unable to read a damn map, Christopher Columbus discovered America. Is disrespectful on so many levels. Then we have discussions about WW1 and WW2 and that many nations were involved in bringing about the end of the war. Showing pictures of Indian, African and Caribbean soldiers etc, without being too heavy about the racism experienced by these officers. I did not even go into details about the '*Battle of Bamber Bridge*' in 1943 (Bey, n.d.)

Were the protesters and Soldiers acting in response to ‘*conscientização*’? A term in which *Paulo Freire* refers to. *Conscientização* refers to identifying social, political and economic contradictions, and to take action against the oppressive elements of reality (Freire, 2017).

I am not seeking to bash the government or those who chose to vote for the current government, however it is to spark debate. Hopefully moving forward, the SDG 17 points will allow for a healthy discussion whereby solutions can be identified and more importantly actioned.

Truthfully, education still has a way to go in delivering what it needs to not just in terms of Critical Race Theory but also removal of management, quality and other non-sensical departments. Surely the importance should be on students and having teachers who are both competent and happy in their employment.

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Week 3 One story at a time

SDG 4, 4.7 “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.”

My interpretation of SDG 4 relates also to SDG 2 relating to zero hunger since sustainable development requires that people know and understand where food comes from and the importance of knowledge of which food is safe to eat.

Without knowledge about food and its sustainability there is no future for humankind. While there are new and revisited ways of growing food, like hydroponics, there is still over-reliance on chemical fertilisers for mass production. This latter form is an anti-natural way of behaving and there is long-term damage to other living creatures and to humans.

The growth of plants to feed animals for humans to eat, as we know creates problems with the production of problematic gases.

I was reminded of the importance of plants while preparing a mentoring session with botanists. During the next session there will hear a short extract from a BBC Radio 4 programme, “The Life Scientific”, in which (in this particular episode – 18th August 2020, Professor Dale Sanders, declares, “... plant scientists don't always receive the recognition they deserve.” www.bbc.co.uk/sounds/play/m000lv3x

In the late 1960s, When I began my full-time teaching career in a secondary school in a town to the south of Manchester, England, the teacher in the next classroom taught a subject called ‘Rural Studies’. He enabled the 11-15/16 years old boys in the school to learn, understand and to be able to work with and care for the land, plants, and animals. He also taught them the immense value of such activity to their own lives and the lives of us all. I am not aware of such curricular opportunities existing currently. (Maybe someone in the group will enlighten me.)

In the broadcast, Sanders makes the point that plants are at the base of all food. With some exceptions, children and young people in “developed” countries have largely become divorced from the land and their knowledge of the source of and production of food is woefully inadequate for sustainability. We do need to ensure that present and future generations are educated to understand how reliant we are on plants for survival and how to ensure that they are able to redress the ignorance.

One reflective question: Where might the world be if over the last fifty years funds had been greater for plant science and lesser for the flight into space and military weapons?

Good Health and Well-being (SDG 3)

Which SD goal?

Human health and well-being are evidently linked to diet. How can I adjust my diet to reduce the amount of meat and dairy products I buy? How can I prompt others in my family and wider circle to think about doing this too for the benefit of themselves, others, and the planet?

Why?

"The special report on climate change and land by the [Intergovernmental Panel on Climate Change](#) describes plant-based diets as a major opportunity for mitigating and adapting to climate change - and includes a policy recommendation to reduce meat consumption". "The report states with high confidence that balanced diets featuring plant-based and sustainably produced animal-sourced food "present major opportunities for adaptation and mitigation while generating significant co-benefits in terms of human health." Nature, 8th August 2019 <https://www.nature.com/articles/d41586-019-02409-7> last accessed 8.11.21

Going back to my childhood, my father worked in wholesale fruit and vegetables, at the Borough Market in London, and consequently our family's diet was enriched by the fresh and seasonal produce he brought home to us – something I feel very lucky to have experienced and benefitted from. As an adult with a family of my own, the experience of the BSE outbreak in the UK in the 1980s and 90s led me to shift from buying red meat to including more vegetable alternatives in my purchases. This shift was reinforced by information that came to light at regular intervals, on animal welfare and health.

For some years I have understood that the world population must consume less meat, to reduce methane levels and the impact on the environment/climate, and to make better use of land. Also, I have been reading about the human gut microbiome and health. I found this information during my daily health reporting on the Zoe Covid 19 app (<https://www.kcl.ac.uk/news/spotlight/zoe-covid-study-app-kings-researchers-slowed-the-spread-covid-19>) where I noticed the work of the Zoe team on health and diet.

What happened next?

I have started monitoring the number and variety of plants I eat, including fruit, vegetables, seeds, grains and herbs. Through monitoring, I hope to gather information about our current diet, to inform my next steps to increase the number and range of plants and reduce the meat we eat. I plan to reduce further my own consumption of meat and dairy products, to a goal of 2-3 servings each week, and to include 30 different plant items per week, as proposed by the advice on diet linked to the Zoe research <https://joinzoe.com/post/tim-spector-gut-tips>.

Now and in future

There is a habit of discussing food and health among my family and friends, coupled with an interest, for some, in cooking and baking. Most of these discussions connected with food are with women and girls in my network. At various times different individuals have made choices to become vegetarian or vegan, have needed to pay close attention to what they eat because of food intolerances or allergies, or have simply wanted to eat more cheaply and healthily, and these issues have been aired and explored. Nevertheless, I do not think that we have linked the issue of what we eat to climate change in our conversations. I am now deliberately broaching this link between diet and the state of the environment in my discussions, to join with other family and friends to think together, and to learn from and share suggestions, ideas, and experiences to

help us all to change. Our discussions often broaden to include our experiences of managing food waste, over packaging etc. I am interested to see if there are key differences of views between the generations.

I have doubted that such small-scale changes as I am making in my personal purchasing and consumption are useful or could have any impact. However, I have noticed that, very recently, some large supermarkets are experimenting with campaigns encouraging customers to reduce meat and [increase the plant items in their shopping and meals](#). If such campaigns are successful, changes in consumption might become significant. I find hope in the idea that changes in individual's behaviour can snowball and become trends. In 2019 the Climate Change Committee published a report by Imperial College that advised the government that "New, compelling narratives will be needed to inspire and mobilise mainstream participation in solutions, adoption of technologies and change in behaviours" <https://www.theccc.org.uk/publication/behaviour-change-public-engagement-and-net-zero-imperial-college-london/>. Perhaps these narratives are emerging.

Week 3 – Vignette – Working with the SDGs

Which SD goal you were working with and why is it important to you?

In week 3 my focus was on the COP26, with particular interest in small island developing states (SIDS) and the representation of their voices in the midst of the ‘climate change superstars’ (who have been highlighted in the media). Why SIDS? Because I am from the Caribbean and worked in different agricultural diversification projects in the past throughout the islands.

Why is it important? SIDS are often the most vulnerable to all the wicked problems associated with the SDGs. They are often the poorest, are most susceptible to natural disasters, feel the impact and reality of climate change on their livelihoods, their communities, their health and wellbeing. This is made more significant because they contribute the least to global greenhouse gas emissions. The 1.5 degree challenge means the difference between survival and disaster for many islands in the coming years.

What you tried to do and why you tried to do it - what positive difference were/are you trying to make?

I have to admit that there is often a sense of overwhelm related to everything that needs to be done for the earth tribe, but particularly I feel for the SIDS. It is in these moments you look for the light and the people and projects in these regions that are doing amazing things to draw inspiration and motivation to get involved somehow. For me, people like the Prime Minister of Barbados Dr. Mia Mottley are such an inspiration. I see her as one of the best ambassadors for the region and indeed other SIDS. I think she has a powerful voice, is widely respected and is not afraid to reveal injustice where it exists. This was her speech at COP26. I am trying to make an impact in smaller ways, through work and peer circles, raising awareness and supporting projects as I can.



Being from the Caribbean, I know the political will is incredibly important and this has to be supported through economic solutions. Many initiatives fail due to this, and little progress is made. I

learned therefore to look for outliers - those people and projects that were succeeding despite the barriers and challenges. I have found examples of these and they inspire me to do more. Largely, this is through education at the moment, and providing diversity to the conversations.

I hope that, with leaders such as Mia Mottley, SIDS will find their voices heard and valued in these big global discussions, but also that their own people will be motivated to innovate solutions and partnerships that can be sustained for long term benefits.

TASK 3 Vignette 2 Oct 30 - Nov 7 2021 - Dory Reeves

Experiment, narrate and reflect on something new you have done in relation to any of the SDGs

It's Nov 7th and 7.45pm in Auckland New Zealand. Week 1 of COP26 has finished and a lot seems to have been achieved, commitments or pledges on finance, methane and deforestation. [cop-26-week-one-results](#)¹ I am keeping up as best as I can via the COP26 website and the BBC world news. [The NZ Climate Minister James Shaw (Green Party) arrives in Glasgow this weekend for week 2 of the negotiations, so we may hear more this coming week in the local press from his office about what he is saying.] It's been great to see the New Zealand Māori youth advocate and the Marshall Islands headlining key issues. It's been fantastic to hear the news today about the demonstrations around the globe as well as in rainy Glasgow, putting pressure on the political leaders.

I am an urban planner; it's what I've been practising, teaching and researching since 1979. And yet the more I've worked in my chosen profession, the more I realise that to be an effective and relevant planner, it's crucial to keep up to date; and COVID-19 has taught us that it's really important to have a holistic response. A 100 per cent health response won't be as effective as a combined, health, economic and socio-psycho response. I remember hearing some health professionals on the media reflecting on the positives and not so positives of the last 20 months and one said next time we need public policy professionals around the table. This seems to speak nicely to that inter relationship between life-wide and lifelong learning.

And it's the same for planners. We have learnt that a purely technical fix for a city or town on its own won't work; it won't because it won't have public support. What we need is a collaborative and whole of community response to the issues we face. And this includes deciding what those big goals need to be, what the vision for the future needs to be. The SDGs do this at a global level. Communities need to figure out what it means at the local level. This includes figuring out how to ensure people can get around for work education, health and social activities, not pollute the environment, yet keep connected with friends and family and be healthy and ensure everyone has equity. What we haven't worked out is how to achieve this. Citizens juries were the in thing maybe a decade or more ago; here



¹ "The summit results still fall well short of what is required to limit warming to 1.5°C. Attention will now turn to negotiating an outcome to further increase climate ambition this decade: climate rulebook, carbon credit trading systems, questions of loss and damage, and most of all climate finance – whether the rich nations largely responsible for the climate crisis will provide sufficient funds for poor, vulnerable and developing nations to switch to renewable energy."

in New Zealand engagement still feels it needs to be reshaped; everyone involved needs to be recognised for the input they make.

The challenge posed by Vignette 3 was to narrate and reflect on something NEW that I have done in relation to any of the SDGs. Last week I emailed 9-10 people on the global Research and Academic Partner Constituent Group list which was put together for 2016 and Habitat III to see if ‘there is anyone out there.’ I am not surprised that I haven’t got a reply and may not get one. I haven’t had any bounce backs so my email is either in the SPAM folder, or in some ones to do list or has already been marked read even if unopened. But it did reinforce again the learning from many years ago that ‘your communication is only as effective as the response you get’. Funny I was struggling to remember the exact words then. So clearly, I hadn’t communicated in the most effective way. And yet what I have is an excel sheet of 300 emails that people had freely given, admittedly a few years ago. This is one list of people who had committed to advocating for the SDGs and working towards sustainable urbanisation. The assumption is that some or many may be planning to go or to virtually participate in WUF11 in Poland in 2022. It’s possibly a reflection of the way in which communication preferences and styles change quite rapidly. I am assuming that to keep up with the changes, means continuous and sustained communication of useful and relevant information which people will feel compelled to engage with.

To conclude, week 3, it has been helpful to set aside time on a Sunday evening to reflect on the past week and to think ahead about what I want to aim to achieve in the coming week. So, thank you for the opportunity. It’s 49-50 days to Christmas.

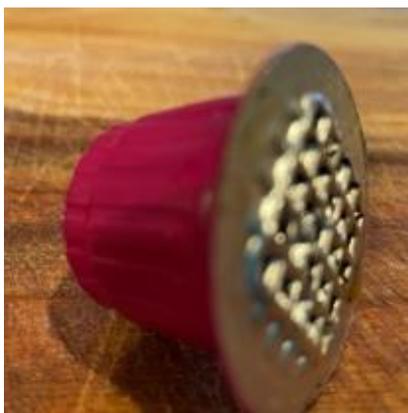


Britomart



Wynyard Quarter, Public toilets in a repurposed silo.

A couple of photos taken this afternoon at Wynyard Wharf in Auckland. It’s the start of Auckland Art week and the first weekend when christmas decorations are evident.



Prelude: I love the smell of coffee being made. I love the taste of it. I love the frothiness of it when made with my coffee pod machine. You might've guessed already. I just love coffee – and I drink a lot (perhaps too much) of it. But here's the thing. I feel guilty about the disposable pods. I did try recycling them once, but only the Nespresso brand of pods (made with virgin aluminium) are easily recyclable. You just need to save them up and return them to the store. The thing is though, I don't buy that brand. I also tried recycling the pods that I do buy – that lasted two days. But a coffee pod is only small... right?

Think again - here's some calculations.

- One coffee = 2 pods
- Four cups of coffee a day = 8 pods
- A week of drinking coffee = 56 pods.
- A year of drinking coffee = 2,912 pods.
- Five years of having a coffee pod machine and drinking coffee = 14,560 pods.
- If I go on drinking coffee like this for another 10 years = 145,000 pods.
- If my partner decides they want to drink coffee too for those 10 years = 291,200 pods.



I don't think I generally thought past the 2nd calculation. It is horrifying to see it here in black and white. Considering the environmental impact of the supply, production, distribution, and packaging of coffee pods compounds the horror exponentially. A quick Google search can help you brush up on this: <https://www.ecoandbeyond.co/articles/coffee-pods-bad-for-the-environment/>

My experiment: I purchased some stainless-steel pods and some ground coffee. I knew this was going to be tough for me, so I tried to do as many things as I could to set myself up for success.

- ☹ It is fiddly to fill pods first thing in the morning - 😊 *I bought enough stainless-steel pods so that I could pre-make a day's worth the night before.*
- ☹ It is messy – 😊 *I found some containers to keep ground coffee, stainless-steel pods and the pod-making paraphernalia in and keep these on the kitchen bench*



- ☹️ I don't like the coffee –
☺️ I tried a few brands to experiment and am slowly finding some that are more to my liking
- ☹️ I can't get the strength right – ☺️ I read blogs (yes they exist) about how to do this and played with the tamper thingo till it was strong enough
- ☹️ I'll miss the froth - ☺️ The blogs (above) assure me this is possible, so am continuing to work on it.



Some added advantages are:

- I now save up the used coffee grinds and put them in my balcony garden. I read online that this deters mosquitoes. Summer (AKA mozzie season) isn't here yet, but I'll let you know if it worked.
- I bypass a lot of packaging – although there is still the issue of supply and production to think about – however, at least I found a tasty-enough Fairtrade brand

I would love to say that this has been a resounding success, but this isn't entirely true.



☹️ I still miss my deliciously tasty old coffee made from unsustainable pods. ☺️ However, while I have not fully replicated their deliciousness, the 'taste' of more-sustainable coffee drinking is itself satisfying - and I've recently been 'cheating' on coffee with a ginger tea (that I'm growing increasingly fond of).

What have I learned? Again, this experiment illustrates the complexities of the SDGs and how interdependent they are. Something as simple as a cup of coffee implicates more than a few of SDGs, and while we might not always get it completely right, we can chip away at reducing our footprint. Perhaps the most important resonance is that I must make some sacrifice if I am serious about reducing my footprint on the world my grandchildren inherit.



Context

On Sunday, we shall be commemorating Armistice Day, remembering how, in 1918, at 11 minutes after 11, on the 11th day of the 11th month, the 'Great' War was officially ended. Each year, I am touched by the parades of increasingly elderly service men and women, proudly wearing the medals they have earned. Having been brought up in a military family, with a grandfather who served, was wounded three times, yet survived the 1st World War, perhaps I am particularly sensitive to this event. I was used to seeing my father in uniform on a daily basis, so it is inevitable that I developed a passionate interest in our nation's history and my family's genealogy.

Reflection

As I pondered on what to write about in this fourth week of the project, I hesitated to choose remembrance: where did remembering the dead fit in the SDG scheme? It may seem obvious in retrospect, but I did not immediately associate it with SDG16. Why not? Surely, there can be no greater attempt to establish peace and justice than to fight for one's country? Why should my overwhelming associations of Remembrance Day be negative? Is it because the emphasis is on remembering the dead, rather than the peace and justice for which they died? Maybe I need to reframe my associations, think of the beauty of the poppy, the wonderful poetry that was born of the atrocities.

Going beyond this annual event, I began to reflect on the role of remembrance in general. Where would we place the significance of this in the 17 SDGs? There is no explicit reference, but does remembering and learning from the past not infuse our very sense of wellbeing (SDG 3), which is arguably the objective of all 17?

Jenny Willis

09.11.21

Vignette 3

Good Life Goals

1 Help End Poverty

- Learn the causes of poverty at home and abroad

4. Learn and Teach

- Keep learning throughout life
- Teach kids kindness
- Defend everyone's right to an education

5. Treat Everyone Equal

- Respect the men and women who care for families

9. Make Smart Choices

- Welcome innovations that make the world a better place
- Demand the benefits from progress are shared

10. Be Fair

- Stay open-minded, listen and learn from others
- Protect and welcome the vulnerable
- Stand up for your rights, and the rights of others

12. Live Better

- Learn about sustainable development
- Demand that businesses respect people and planet

16. Make Peace

- Be kind and tolerant

17. Come Together

- Support those who bring us together
- Celebrate the progress we've already made
- Help make tomorrow better than today

As we approach the end of week 4, I reviewed the details for SDG's, and consider (probably ambitious..., bitb I see so many interconnections!!), that the following reflection touches all of them:

I received a phone call from the son of a person that use to work as gardener, carpenter, and so many other trades he did! He is a senior citizen already, very capable, responsible, creative, committed, and overall devoted to his family. He never finished school and did get to learn to write and read basics. We keep in touch although he no longer works for the nursery, where I was the head, but he did so for nearly 20 years. With his hard work, he managed to pay the university of each one of his two sons and two daughters, as well as build his own house and second home by a lake where he was born, in the south of the country. You could describe him as an "entrepreneur". Despite all those abilities and hard work, he does not understand many of the paperwork and bureaucracy hard work brings, in a "developed" society.

So his son rang me asking me for help on understanding certain paper work he had received from the municipality. They wanted to charge his dad for the work he had done as freelance, for the past years, a tax that they had registered as "unpaid". I helped the son to understand where he had to go and what he had top present, in order to justify why his father was not entitled to pay such tax: Apparently the governmental help that covid has forced the state to deliver, has also forced the state to seek for any income they can recover or discover. Fact is, this man did not qualify for paying such tax, but anyway he got the letter from the municipality, claiming for it. If it was not for his son and a little guidance on my side, he may have had been "tricked", and pay a tax that, because of his income, was not supposed to pay.

This situation, that ended well, although time consuming on their end, made me think on how we must protect the people who built the society we have today. Most of them did as good as they knew and could. Many of them sacrificed or spent their lives working for the future of their children and as a result, those children became adults that got further in the ladder of education, than many of their previous generations. They deserve also to be “taught” back. Just as they taught their children values as they were seen in their generation, and helped them achieve higher education degrees, preparing them to “take charge” of the future; those children can teach back their parents on new ways to live ecological better lives. They can teach back their parents with the same loving care they received as children, all the fast changes and inventions (technology) that may help them. They must give back to their parents, who may not be highly literate, all that they received.

That should be central to: live better lives, to respect each person in society despite their education and age, model a way of coexist and grow sharing the knowledge between generations. Children can see the role they have on teaching adults and be proud of what these adults have done in their lives. Intergenerational interactions should be promoted to gain balanced communities.

In my example, the son took time to help his father solve a problem; the state should also have helped those that are vulnerable and may not have the strength or understanding to solve problems, as the one I just explained.

In a micro and macro way we all are responsible for organising better and caring communities.



Vignette #3 SDG #4 as Lifework

SDG #4 Ensure inclusive and equitable quality education and lifelong learning opportunities for all & SDG#17 Partnerships for Goals

Education has been my lifework

I didn't know it at the time but for most of my adult life I have been working with and for SDG#4 in some way. Education is therefore the strand of my life that is most deeply entangled in the Sustainable Development Goals although I have never viewed it this way before.

Growing up in the 1960's and early 1970s I was the beneficiary of an inclusive and equitable quality education provided by the state. I had the opportunity to attend a grammar school and I was supported by the state to attend a good university. By 21 I had a good foundation to pursue a career as a geologist and I chose to continue studying for a doctorate. Studying the Earth was my passion and I was attracted to academia so I could continue my research and teach others. For 13 years I taught geology in universities and polytechnics and supervised postgrad students before moving into education as my primary disciplinary field of study. For the next 20 odd years I did not teach, but my work as system researcher, policy maker, broker and educational developer was related to trying to understand and enhance the quality of education. As a broker working for several national agencies and more recently through Lifewide Education and Creative Academic I have tried to connect and collaborate with people (#SDG17) across the higher education system and facilitate sharing of experiences and knowledge for practice believing that this is an important means of improving the system. I have shared my learning through reports, articles and books.

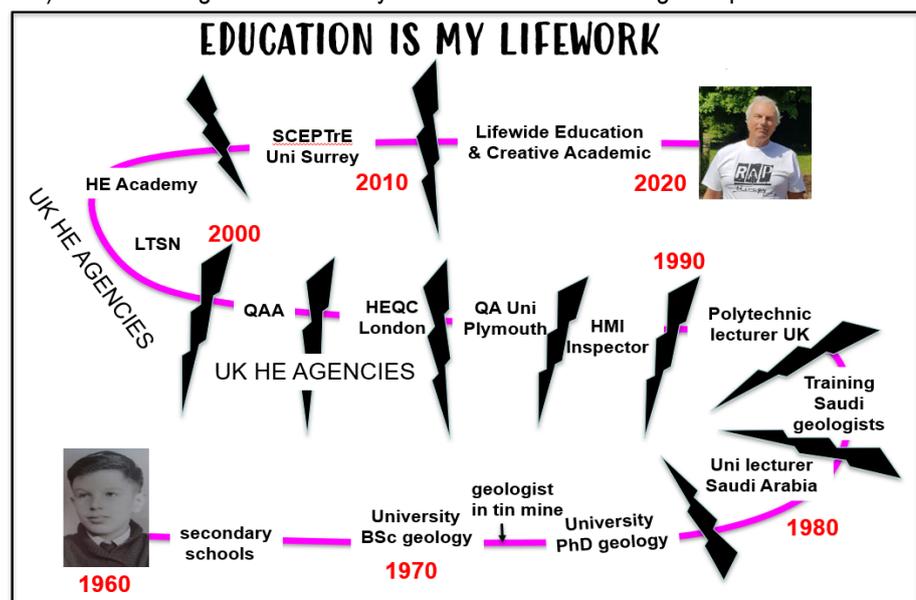
Figure 1 My lifelong involvement with education

For the past 14 years I have been developing and applying the idea of lifewide learning in higher education. I felt higher education held too narrow

a view of learning and did not value the learning and development students' gained outside the academic curriculum. I believe that by recognising a learners' lifewide learning, universities are helping learners prepare themselves for a lifetime of learning in a messy, complex and turbulent world, and they are helping to develop a culture of lifelong-lifewide learning.

Recent past: A significant part of my work this year has been to engage UNESCO Institute for Lifelong Learning and draw attention to the important role of lifewide learning in achieving their vision for a culture of lifelong learning. I have participated in a number of actions aimed at developing thinking on how lifewide learning can contribute to an enriched concept of lifelong learning that values learning as a lifewide (every part of life at any point in time) lifelong (every point in time along the journey of life) enterprise.

Present: This history of unfolding involvement with SDG#4 provides a context and foundation for my current work - to bring people together in a collaborative inquiry to explore and learn how individuals relate to and implement UNESCO's Sustainable Development Goals. During the discussion I have been conscious that



education has been one of the consistent themes – not surprisingly given that quite a lot of participants are involved in education.

We benefit from the education we receive and we have a choice to do something useful and productive with what we learn and contribute in some way to the world. For example, with our specialist knowledge we can teach others – in higher education we can pass on our disciplinary knowledge and culture or we can engage in work that seeks to develop what is already known and create entirely new practice.

But we also need to carry on learning if we are to continue to develop and make a contribution. So in early October I put myself back into an educational environment to engage, with others, in a year long on-line programme offered by Gaia Education, an international NGO (<https://www.gaiiaeducation.org/>) aimed at learning how to design social, natural and economic environments that are sustainable.

Thoughts this week

It has been fascinating to be studying sustainability alongside our collaborative inquiry and I have particularly enjoyed having my horizons broadened as I have been introduced to new ideas and writers. This week the readings and discussion were around the theme of leadership. I was particularly attracted to the idea of servant leadership in the context of leadership for sustainable futures.

I found and read the essay by Robert Greenleaf (1) in which he outlined the concept. *“The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first.”* *“A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong.....”* Surely, I thought, this is the mission and work of a teacher!

Servant leaders are exemplary role models who, through their actions, inspire others to not only follow their lead, but lead themselves inventing their own pathways to the future. Every domain will have its servant leaders but we might all learn from and follow in the footsteps of two humble but passionate men who have trodden similar pathways devoting their lives to regenerating the Earth. The first is Hugh Wilson a New Zealand botanist who has spent most of his adult life (since the early 1980s) caring for the landscape around his home on the Banks Peninsula. He shows us by example what we can do if we have the will and resources to help nature regenerate. I have watched his life's work many times and I shared the film with participants in the inquiry.

<https://www.youtube.com/watch?v=3VZSJkbyMc&t=336s>

The second servant leader who is inspiring me is Jadev Payeng who lives in NE India and has since the 1970's been planting trees in order to save his island. He has, using his own hands and simple tools, transformed what was once a barren wasteland, into a lush oasis. This is what servant leadership in the service of the Earth looks like. <https://www.youtube.com/watch?v=HkZDSqyE1do> Hugh and Jadev are living their dreams and bringing a more sustainable world into existence.

In education we are inspired by people whose thoughts lead us to new places and practices. There are many people who inspire me in education but I will pick just two. Educational experimentalist Sugata Mitra whose TED Talk <https://www.youtube.com/watch?v=dk60sYrU2RU> opened new ways of thinking about education, “education is a self-organising system in which learning is an emergent phenomena”. His philosophy connects very much to Eduard Lindeman's ideas - another inspiring educationalist). His concept of education underpins our Lifewide Education project – “the whole of life is learning therefore education can have no ending”.

Week 3, vintage 2: Quality Education (SDG 4)

The reason this goal is important to me is that I engage directly with it. Regarding this goal, I sought to create better opportunities for educating students with poor financial condition. In the following, I will narrate a story that shows how I engaged in SDG 4.

About a few months after the Corona outbreak, my teacher asked me: Do you think that in your classroom today, technology has brought educational justice? In the pre-pandemic period, rural students did not have the opportunity to choose a school among other schools. They had to enroll in the only rural school. But in the city, students have dozens of choices. The situation was the same during the Corona period. Simultaneously with the spread of the Coronavirus in the country, Students with good financial condition continued their classes with the help of smart technological tools. They had a better chance of receiving training again. But due to the high cost of technological tools for rural students, technology failed to do justice. We still have students who have dropped out of school due to their lack of access to smartphones and are waiting to see their teachers and friends behind closed doors. The first year Corona broke out, I found one of my best students absent from virtual classes. I was truly sorry and thought I could not do anything. In the second year of the Corona outbreak, I had the same problems at the new school and with the new students. Until I asked my friends for help and one of them offered to collect second-hand smartphones. In the first step, we started with a friend of mine who had an old smartphone at home. We donated it to one of the students. Gradually, the number of people interested in donating phones increased around me. With the help of the school administrator, we were able to provide second-hand smartphones to the students. Some people also helped and allowed us to buy new tablets for some students. This year our program continues and I welcome donating tablets to students.

Reflecting on my own experience

My experience of increasing students access made me see and understand this problem very closely. The first time I encountered this problem, I thought I could do nothing, but now that I have been able to help students. I hope to take more steps to increase student access and create equal educational conditions for them. Addressing SDGs depends on our context and our circumstances, we encounter those goals closely and, it challenges us.

Vignette 4 Nov 8-15 2021 - Dory Reeves

Experiment, narrate and reflect on something new you have done in relation to any of the SDGs

Picking up on Norman Jackson's vignette from last week, I have decided to talk about the Te Whaihanga resource as it is a good example of a project which initially wasn't designed to address the SDGs; however, as it developed and as it has used used, the relevance to the SDGs has become clearer and clearer. Not only that, but each assessment of the project has shown the potential of the project.

Māori have a saying *Kāore te kumara e kōrero ana mo tōna ake reka*. The kumara does not brag about its own sweetness. It's a reminder to be humble. However, there are times when projects need to be recognised. I have had the privilege to be involved in a project over the last few years that was designed to build capacity amongst planners, architects, engineers and landscape architects, both Māori and non-Māori, so that they are better prepared to work with Māori values. I submitted the project for a Commonwealth Association of Planners (CAP) Award in August and we found out during the week that it won the equity category.



Last week the Te Whaihanga project [Te Whaihanga](#) won the equity category for the 2021 Commonwealth Association of Planners Awards. [2021 CAP winners](#)

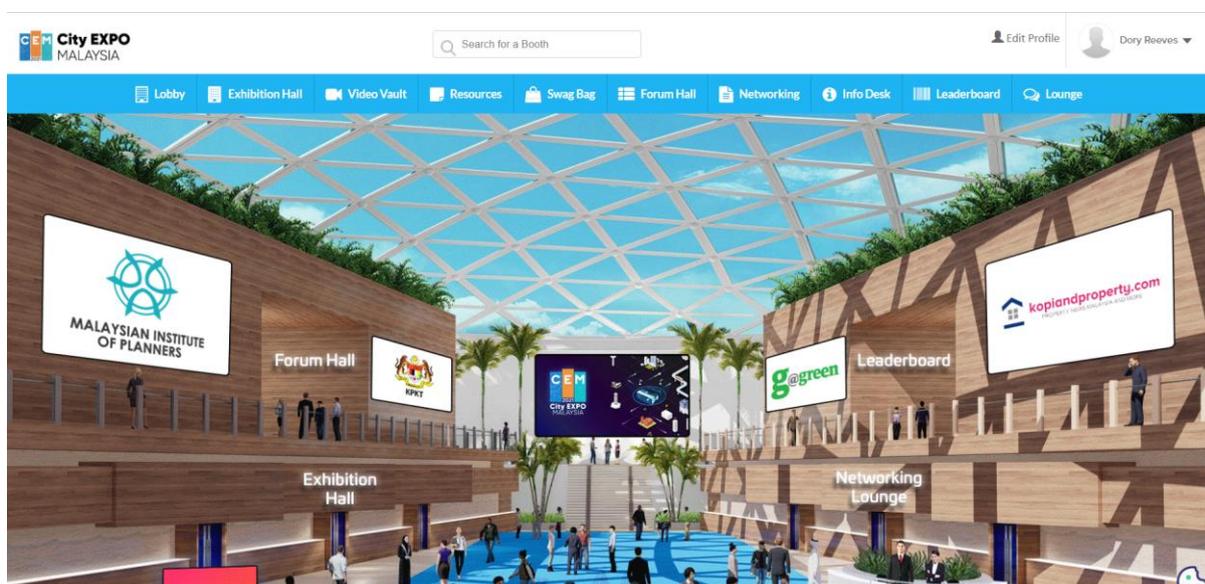
The vision for Te Whaihanga has been to ensure that future generations of planners, architects, engineers and landscape architects, both Māori and non-Māori, are better prepared to work with Māori professionals, iwi representatives and Community Economic Development and Papakāinga Developers in their day-to-day work, and assist professionals to build and sustain positive working relationships with Mana Whenua.

Key to this work has been understanding what knowledge Māori consider vital for built environment professionals to understand.

Through action research, a comprehensive range of evidence-based resources - online videos and supporting material – for teaching and learning in the planning, architecture, engineering and landscape architecture disciplines were developed. All the materials are open access and available on the Ako Aoteroa web site.

In the application for the award the following agencies in particular were named: Ako Aoteroa, one of the government funded bodies set up to support the tertiary sector, [AKO Aoteroa](#) Auckland Council, [Auckland Council Māori Outcomes](#) and Te Hana Te Ao Marama, a social enterprise located at Te Hana north of Auckland. [Te Hana Te Ao Marama](#)

The award was announced at the online City Expo Malaysia event [Expo](#) which ran from 9-12 November



The mission of the Commonwealth Association of Planners is “to focus and develop the skills of urban and regional planners across the Commonwealth to meet the challenges of urbanisation and the sustainable development of human settlements.” [CAP mission](#)

This year CAP celebrates its 50th anniversary and so it’s a particularly auspicious year to win an award.



The judges' citation read as follows:

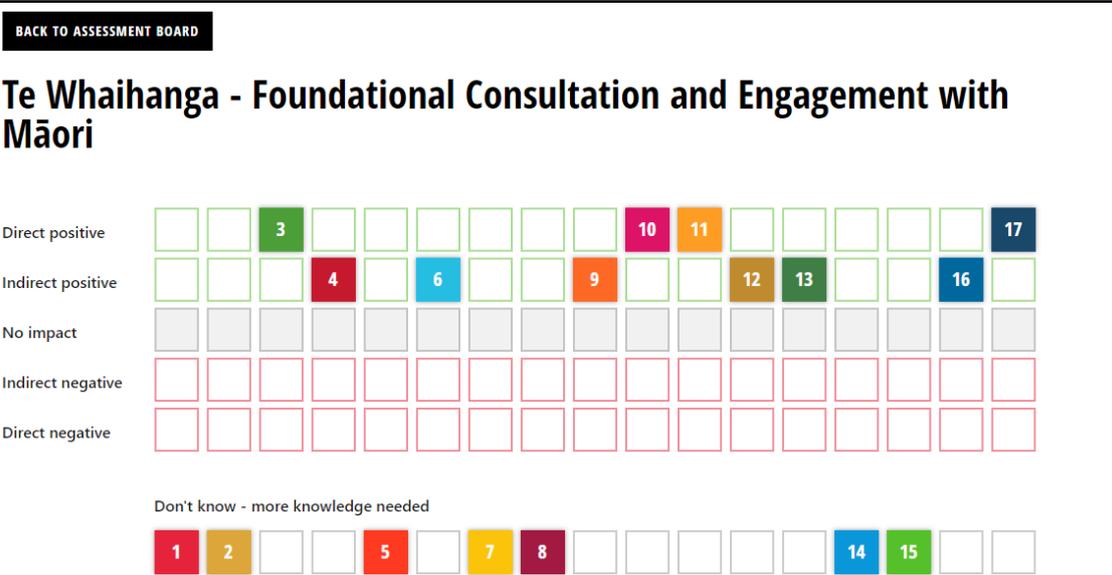
“Many planning systems across the Commonwealth are legacies of the colonial era. As such they paid scant regard to the values and culture of indigenous peoples. Training and practice rendered many planners blind to this inequity and to its discriminatory consequences. In New Zealand, Māori remain a disadvantaged group. The Te Whaihanga project is a multi-faceted training project that is building the capacity of planners and other built environment professionals to engage with Māori and build a long-term relationship. Workshops can be accessed face-to-face or online. The concept and content have been shaped and led by Māori. Te Whaihanga contributes to delivery of several SDGs. It embeds key Māori principles that define human responsibilities to the natural environment and landscapes. It is a model that could be adapted to many Commonwealth countries to make planning a more inclusive and equitable practice.”

When submitted for the Local Project Challenge for WUF10, 4 SDGs were highlighted as follows.

- **SDG 3** Good health and wellbeing: Te Whaihanga addresses the well-being of Māori by ensuring that Council employees and university students have the capability to ‘incorporate the values, culture and beliefs of the Māori people in all Auckland-related policies and Resource Management Act (RMA) advice and decisions by 2020.’

- **SDG10** Reduced inequalities: Te Whaihanga addresses target 10.2 - to empower and promote the social, economic and political inclusion of all by equipping built environment professionals to work inclusively.
- **SDG11** Sustainable cities and communities: Te Whaihanga addresses target 11.3 – to ensure inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning by building the capacity of built environment professionals to engage with Māori.
- **SDG17** Partnerships for the goals: Te Whaihanga addresses target 17. 17 by demonstrating effective partnership between Māori communities, tertiary institutions local authorities and professional bodies.

Since WUF10 in Abu Dhabi in 2020, the Te Whaihanga project has been assessed using the SDSN assessment tool and this has highlighted the benefits that can be achieved with further scrutiny of the goals where more knowledge is needed. The process is ongoing.



Source SDSN toolkit [SDG Impact Assessment Tool - Guide 1.0 \(multiscreensite.com\)](https://multiscreensite.com) [SDG Impact Assessment Tool](#)

As the project develops and as it continues to be implemented, the SDGs provide a critical check to see what additional benefits can be achieved.

Week 4

SDG 9 Industry, Innovation, and Infrastructure; Make Smart Choices.

“9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.”

Yes, the date is accurate, 2020.

I have been very fortunate in my life to have had the opportunities to work in a number of schools, universities, education-related ‘offices’ and national and international organisations and have experienced a wide array of talented, innovative and determined students and colleagues with phenomenal passion and commitment for their personal and professional points of interest and for humankind. Many (but not all) of them have come from challenging backgrounds. Their stories and their work I find both inspiring and exhilarating. Although I have mainly worked in the UK and parts of Europe, I have always believed that, anywhere in the world, such could be the experience of someone to be equally as lucky as me in being able to be so privileged to work with the young (and not so young). Being present with the future. What an honour!

You may legitimately ask, “What has the above paragraph to do with SDG 9? With what follows I hope that I shall answer the question.

In 2017, a Czech academic friend asked (so nicely that I could not refuse) if I would work with her on an issue of her education faculty’s prestigious journal. Anyone who has ever ventured on such a mission in seeking high quality articles from international academics and having them peer-reviewed by a given deadline knows that such a task is one that Hercules refused emphatically. The outcome was *Pedagogika* Vol. 68 No. 3 (2018): *Education Futures for the Digital Age: Theory and practice* <https://ojs.cuni.cz/pedagogika/issue/view/114> achieved through the valuable networks that she and I had gathered over our separate careers. My academic field is/was not in Information Technology. Hers was and is. In the early 1980s, I had been interested and was early adopter and had maintained an interest and an open mind. In one university department, I had also had some responsibility for colleagues who were leading edge information technologists. In another university, I had worked with yet others who applied their research for the benefit of pedagogy at home and abroad. Networks do have great value.

In 2014, I was invited by a former student (now an academic at a European institute) to give a talk to graduate economics students and faculty staff, on the subject of entrepreneurial philanthropy. As is the norm in such events after the presentation during which I was quite critical of the sincerity of many philanthropists, I was asked by one student about where in the world I would advise investing my career if I were to be as a graduate today. Without hesitation, my answer was to suggest working with people on the continent of Africa. There is still enormous untapped talent and creativity there. To work in such a rich and beautiful environment – rich in land, minerals and, importantly, able and innovative people and cultures – would be entirely rewarding. I did say that he should try a country at peace first. China has certainly recognised the value of developing relations, investment in, and infrastructure projects for a number of African states. Such activities are not cases of altruism.

During this last week, beginning 8th November 2021, two experiences drew my mind back to the birthplace of humankind. One was reading an article, “Rwanda goes electric with locally made motorbikes” by Gabriella Mulligan, a technology of business reporter <https://www.bbc.com/news/business-58820548> She reported the innovative ways in which the motorcycle taxi trade was making itself more green, sustainable and profitable by converting their petrol bikes to electric machines. The second was a Zoom meeting watching four young ‘entrepreneurs’ present their technology-based and locally-developed educational packages. Nothing surprising there. The presenters were from different African states. All were using core state requirements but with slightly different emphases, focussing on children and teachers’ learning and teaching needs. While it was clear that these young men saw their products had educational value and would like to make their fortune, a commonality (which appeared very sincere) was their desire to improve the lot of children and teachers in their different countries. They were aware of the problems many faced with limited supplies of electricity – and ways that this could be overcome. All of their solutions were low on cost but high on technology. They were all passionate and committed.

I was reminded of the pioneering work of John Traxler, who worked on a major, educational technology project in Kenya on mobile learning, which was based on the use of mobile and wireless devices to support, enhance and deliver learning. The students in Kenya did not go through the stage of learning how to use computers but worked directly on mobile ‘phones. His wise and prescient words in 2016 (see www.youtube.com/watch?v=K3VBnn61Gdk) might have enabled better preparation by educators for Covid times. Although, thanks to the internet and the amazing creativity and learning by teachers and lecturers, face-to-face learning was disrupted rather cancelled for those who could easily access the network; it is the case, however,

that not all children or families have direct access to the internet with either mobile or wireless technology. There exists still a digital divide.

In an article, 'Worldwide digital population as of January 2021', published on September 10th, 2021 by [Joseph Johnson](#) (<https://www.statista.com/statistics/617136/digital-population-worldwide/>) informs the online reader that:

"As of January 2021 there were 4.66 billion active internet users worldwide - 59.5 percent of the global population. Of this total, 92.6 percent (4.32 billion) accessed the internet via mobile devices."

He continues to comment on global internet usage, "By now, a world without the internet is unimaginable. Connecting billions of people worldwide, the internet is a core pillar of the modern information society. The [global internet penetration rate](#) is 59.5 percent, with Northern Europe ranking first with a 96 percent internet penetration rate among the population. The [countries with the highest internet penetration rate worldwide](#) are the UAE, Denmark, and Sweden. At the opposite end of the spectrum is [North Korea with virtually no online usage penetration among the general population](#), ranking last worldwide. As of 2020, Asia was the [region with the largest number of online users](#) – over 2.5 billion at the latest count. Europe was ranked second with almost 728 million internet users."

At least two remarks arise for me from the above. The first that approximately 40% of the global population are not active. The second that even within northern Europe four percent are without.

The goal of SDG9 was "universal and affordable access to the Internet in least developed countries by 2020." It is not yet achieved but improving annually. If development depends on knowledge denial of access is immoral. The young Africans creating opportunities for themselves and their states through local innovation is a triumph for human creativity. A theme on which a former colleague, then only Ken Robinson, spoke often. If it is the choices are paying the 'phone charges to access the internet or purchasing food for a hungry family, the poorest will remain part of those without.

The status of free internet access as a human right is outlined in a 2019 study by the University of Birmingham <https://phys.org/news/2019-11-free-internet-access-basic-human.html>. Through philanthropic donations, the richest billionaires could at a stroke eliminate both hunger and internet access and thus release even greater potential for human creativity, which also brought about the internet, and conversion to electric motorcycles. "Mobiles for all" could be the mantra reinforced by the work of and the paper by Traxler (who worked in a different department in my last university post) appeared in the edition of Pedagogika which my Czech friend and I coordinated.

Both the internet and human networks are important, but life first and then web-life. Stay alive and connected.



Motorcycle photo from AMPERSAND

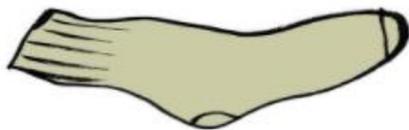


Credit: CC0 Public domain

New Uses for Old Socks

Many of you have commented on the role of reusing and repurposing materials or objects as one approach to sustainability. A few weeks ago I decided to do something with my sock problem. The root of my sock problem is twofold, I rarely throw things away and I tend to overbuy things that are cheap. This is particularly the case with socks and is compounded by the fact that I often get socks as gifts at Christmas and birthdays. Consequently, my sock drawer was (until this morning) full of socks that I have never worn, that are either too tight around my legs or too long (I prefer short socks), that are the wrong colour or pattern, (I prefer plain coloured socks) that don't stay put on my ankle or have lost their partner sometime in the past.

Finding the right pair of socks to wear had become an issue, so this morning I emptied my drawer and sorted my socks into three piles.. to keep.. to give to my son who is always short of socks and doesn't mind if they don't match! and to 'dispose'. This pile looked very big so I googled 'uses for old socks' and was amazed at the multitude of potential



15 NEW USES FOR OLD SOCKS

<p>*PROTECT SMALL BREAKABLE OBJECTS DURING A MOVE.</p>	<p>*ELIMINATE ODORS BY PLACING BAKING SODA IN THE SOCK AND PERCING SOCK INSIDE DRAWER OR SMELLY SHOES.</p>	<p>CLEAN MARKS ON DRY ERASE/CHALKBOARD SURFACE.</p> <p>780 ATTAINMENT</p>
<p>*PLACE SOCKS ON BOTTOM OF TABLES TO AVOID MARKING FLOOR WHILE MOVING</p>	<p>*CLEANING RAG</p>	<p>*TUCK IN HARD AND USE AS PISTON</p>
<p>*BIG SOCKS? TINY PUP? CUT OFF THE ENDS OF A BIG TUBE SOCK AND USE TO COVER YOUR PUP PUKING COLD WEATHER</p>	<p>*ICE PACK COVER TO AVOID PESTICIDE ON SKIN</p>	<p>*FILL AN OLD SOCK WITH DRY BEANS/RICE AND MICROWAVE FOR 30 SEC. APPLY DIRECTLY TO TIRE MUSCLES FOR PAIN RELIEF.</p>
<p>*PLACE TENNIS BALL IN SOCK AND TIE LOOSE END ROLL UNDER FEET OR BACK WHILE LYING DOWN FOR SELF-MASSAGE</p>	<p>*GOLF CLUB PROTECTOR</p>	<p>*PLACE OVER SHOES TO PROTECT THEM DURING A PAINTING JOB</p>
<p>*PLACE SOAP SLIVERE IN THE SOCK AND TIE OPEN END USE AS A BODY SCRUBBER DURING A BATH/SHOWER</p>	<p>*FILL AN OLD LONG SOCK WITH BEANS/RICE/GRAND AND PLACE AT BOTTOM OF DOORWAY TO PREVENT PEAKS!</p>	<p>*MAKE A SIMPLE CAT/DOG TOY BY PLACING CATNIP OR A TENNIS BALL INSIDE AND TYING UP THE END.</p>

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uses for old socks. Many of these uses involved transforming them into something else and required a degree of creativity and craft skill that I didn't have but there were plenty of other uses that were relevant to me. In particular, we have wooden floors throughout the house and any furniture with legs does tend to scratch the floor. I loved the idea of using socks to buffer the impact of the chair legs so have been busy adapting the chairs. I know I need to be more responsible when buying socks, but the lesson for me is - if I cannot imagine an alternative use for something I no longer need, I should take the trouble to find out what other uses people have found for it.



What new uses have you found for things you no longer need?

Image credit 15 New uses for old socks <https://thesecretyumiverse.wonderhowto.com/how-to/15-reasons-why-you-shouldnt-throw-out-your-old-socks-0149015/>

30 Brilliantly Frugal Ways To Use Old Mismatched Socks

<https://www.diyncrafts.com/22985/repurpose/30-brilliantly-frugal-ways-use-old-mismatched-socks>



30 Brilliantly Frugal Ways To Use Old Mismatched Socks

DIYNCRAFTS.COM



Vignette #3 SDG 11 and 4. Sustainable Cities and Communities and Quality Education

I intentionally chose to live in the outskirts of the large city. I did not want to wait until someone made the decision to put me in an old age home in the outskirts of town. The decision to focus on mindfulness and possibilities of living a healthy lifestyle, with greenspace, forested areas, walking paths I could still enjoy walking those paths was the lure. When I first moved here I scanned all the activities I could get involved in. Besides the fun things to do the Chamber of Commerce was my first stop. Services on it for one term and then decided to try other avenues of contribution and learning. Have volunteered to do workshops at the local school and also developed a short program for teenagers titled “Lifemapping” - turning our negative experiences into positives. I am hoping to roll this out in the new year.

There is so much to enjoy here, one can never be bored. Bird watching scores high on the priority list as you cannot block out the sounds and sights that awaken you daily. Then there are several beaches and many hiking trails. I have noticed that people are very respectful of nature and preserving the areas of use. That I think is admirable.

What I learned about myself?

I enjoy the simple things in life. I have also gone back to eating simple foods – food that I grew up with – all being grown locally. However, occasionally I do enjoy meals at some of the best healthy eateries in the area. I found out also when I am doing work, even unpaid work that I truly am passionate about it makes me very happy and fulfilled. Time then becomes just a space for me for enjoyment. Hours spent on research and learning new ways of classifying and arranging information for effective learning seems very worthwhile. I am learning to unpack the things that are hindrances to my sense of well-being, ordering them, and reasoning how might I deal with them accordingly. I think I have truly embraced the notion of “lifewide learning”. I am teaching through the motivational anecdotes, the positive verses, the good morning greetings I intentionally send out to those in my sphere of influence.

What I learned about my educational practice?

That teaching can be done in such a variety of ways and modalities. If the window of the imagination is opened up – there is no end to the possibilities. Seems like a new water valve has opened and I am sprouting in many different directions. The challenge is keeping the delicate balance among all the other many activities I enjoy. Some strategic planning is taking care of that and activities are co-habitating and blending to create that wonderful sense of wellbeing.

Now to pass this possibility on to others.

Vignette # 4 - SDG 1, 5 & 17 November 2021



Eradicating poverty may seem like a monumental task that becomes overwhelming. However, I recall reading a poem in a devotional that made me pause for thought. The main message was be content to do what you can do and do not aim for the pie in the sky that you are unable to accomplish or else you will only be setting yourself up for failure. Now, when I get some grandiose idea, I put it

thought my viability screen and check whether or not it is within my scope of practice and how feasibly might the activities be at this stage in my life.

Contrary to what might be the popular beliefs, giving at the offering plate on Sunday and writing a cheque for overseas missions are not the only ways of helping poverty. There are also many other ways of helping those less fortunate, giving to those in need at the moment of need, and priming those I assist to become self-sufficient. It's about educating others to add to their life value by highlighting options for success. A few years ago, I watched a young relative get married in a situation she did not really chose to be in, had 3 children in quick succession, and then realized she needed help to be able to raise her children, maintain a well-balanced lifestyle, and take care of her family and self. I encouraged her to go to apply and go to teacher's college and I will assist her in whatever way I can to get through successfully. Fast forward 4 years later, she is a kindergarten teacher, is bringing up her children well and have a well-balanced lifestyle.

Another grassroots project that I was a part of starting in San Salvador has blossomed quite well into an ongoing ESL assistance program thought a lively active group of individuals in Ontario. I still remain an advisor at arm's length and do mentor teachers and students in the mentorship program.

I am passionate about pointing young people towards educational pathways, that may not have been on their radar at all. Some did not even realize that was an avenue of pursuit or they could go down that path. I also continue to create spaces for past students' communication through social media, communities of learning, and chats to get involved in social and societal changes. A group of us meet once a month to share ideas, theory and practice, and strategies for success.

What I learned for my practice:



Through, educational blogs, guided conversations, teaching, and committee work I have set up goals and objectives as well as strategies for accomplishment of a few projects. One is to make educational theory understandable in bite size pieces for Apprenticeship and Engineering programs. I spend hours creating presentations, with this in mind, but the end results is so rewarding. With my gardening activities parked for the winter months, this activity has filled that void.

As for the gender and equity aspects of my work. More recently, I have given 2 workshops on *Equity, diversity, and inclusivity*. Both workshops were well received and I am expecting to do some further research and work in this area. There is a whole new focus on the micro level activities of – how might we implement these elements into the curriculum. That’s right up my alley so much more work to be done in that direction.

These writing have allowed me to peel away some of the reservations I had about addressing some of the SDG’s in my chart. It is, at the same time, giving me a sharper lens and what was a bit hazy at first has become more comprehensible and doable. Being in the company of like-minded people is quite a motivator and a strong source of encouragement. Thank you all.

Vignette 5 (6, 7, 13, 14 & 15) November 2021

SDG 6,7 and 13 has to deal with clean water and sanitation, affordable clean energy, and climate action. I have clustered those together since they are new initiatives I have been researching and reading about. I think I have always been careful of water conservation coming from an island where water scarcity was always a topic of conversation and scarcity when I was growing up.



This summer I connected an extra spout to my garage and mounted 2 barrels on a stand to collect rain water. I am finding many uses for this water and it's a source of joy and accomplishment that gives me a good feeling. My plants were a lot happier this year as well.

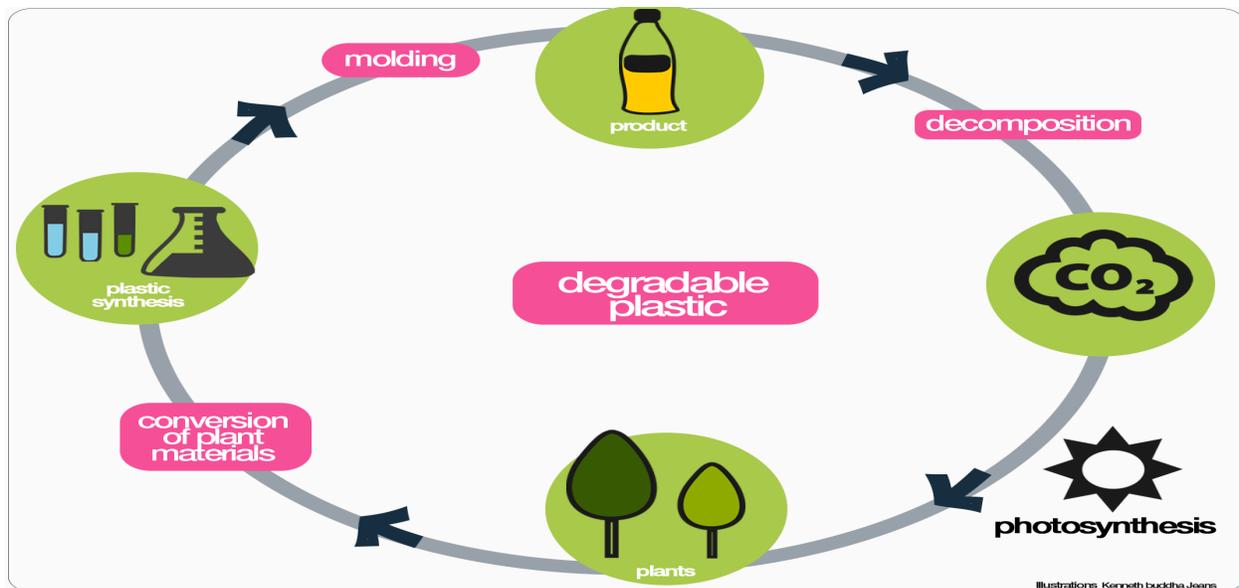
Solar lights are now a topic of conversation and to make it very interesting I got new neighbors who are all into solar garden lights. Like-mindedness is quite enjoyable. We found that the best advantages to solar outdoor lights is that they are very cost-efficient and provide powerful lighting. Eliminates the need for several types of fixtures.



Climate action is an area I am learning about and find myself listening to documentaries and doing some occasional research. Similarly, life below water has always held some intrigue for me. Over the past decade I have watched the many efforts being done to keep our oceans clean. I now use biodegradable straws, paper products. I avoid using plastic products that cause havoc to life underwater. This is now being communicated to the grandchildren. They now remind me of my choices.

I am taking the responsibility of not flushing outdated medications, or using high chemical household cleaning products. The awareness raised and the combination of frequent use during the pandemic of hand sanitizers got me making my own hand sanitizers. A lot of experimentation and research has brought me to a favorite - An essential oil from the peel of the bitter bergamot orange (*Citrus bergamia*). Research suggest that this has long been used in herbal medicine as an antimicrobial, its light citrus scent and floral notes are said to have healing properties. This oil is also commonly used to elevate mood and alleviate stress. Many benefits in one spray bottle. I am also fortunate to have a lavender factory in my neck of the woods so often visit for essential oils.

More recently in my household we only use biodegradable straws, paper products and avoid using anything containing plastics that may trap birds and destroy the environment. Always take own garbage containers to parks and beaches. Earlier this year I had a conversation with the manager at the local grocery to get paper bags for groceries. He explained its not his decision but has to come from corporate but was willing to discuss with them.



Started to build a retirement home on my father's land left to the family. A couple of my brothers and two nephews already built their homes on a private family street. We are bent on keeping family and memories together to promote a healthier mental and emotional lifestyle. Some research suggests this closeness allows for ease of family gatherings, getting together with friends and participating in special religious, community activities. These occasions are an opportunity to check in with each other, exchange ideas, and give support to each other. Social connections like these not only give us pleasure, they also influence our long-term health in ways every bit as powerful as adequate sleep, a good diet, suggest Harvard Business magazine.

Dozens of studies have shown that people who have social support from family, friends, and their community are happier, have fewer health problems, and live longer. Scientists are investigating the biological and behavioral factors that account for the health benefits of connecting with others. For example, they've found that it helps relieve harmful levels of stress, which can adversely affect coronary arteries, gut function, insulin regulation, and the immune system. Another line of research suggests that caring behaviors trigger the release of stress-reducing hormones (Harvard Health Publishing).



Reflections: Learning about self and the SDGs.

During these writings I have learned that my wacky ideas about the ways I structure my life may not be so wacky. They are underpinned by the structural approaches to lifewide activities that are all part of who I am. Some of the SDGs, I have been aware of but not really pondered on how might this translate into tangible activities in my daily routines. Now I see some applicability. However, what this activity had unearthed for me is the lack of research and knowledge on my part and a desire to explore more deeply. I will continue to work on the ones I am unfamiliar with to bring into focus how to operationalize activities in those areas.

The sustainability themes that run through my stories are ones of being able to pass on my ways of knowing and experiencing the SDGs to my children and those around me. I have always been the silent activist, as one of my students mentioned, but now that silence has been broken. In my life, I think the ways I would be able to live to maintain more sustainable future for my family is the project of family togetherness and living in close proximity in our twilight years. Even though my siblings live in different parts of the world, having a home in our birth country all in the same family community is a project that will consume most of my time and energy in the next while. Passing on that notion to others, the value it has, and the benefits according to research is something I take seriously.

Of course, the threads of each of the SDGs will conscious and unconsciously be imbrued in my curriculum as I continue to work with faculty and trainers. One of the Masters students after a discussion about the whole notion of lifewide learning has written a paper on it and started a conversation with her professor in Alberta about the value and importance of curricular integration. I am excited for the future of this.

Future goals are to share ideas, include in conversations, use as a frame of reference for discussions, both academically and in personal and family dialogue. Thank you for this opportunity to ponder on these SDGs and explore my ideas in each area.

Engaging with an SDG can be complicated

SDG#7 Affordable and Clean Energy

The challenging nature of SDG#7

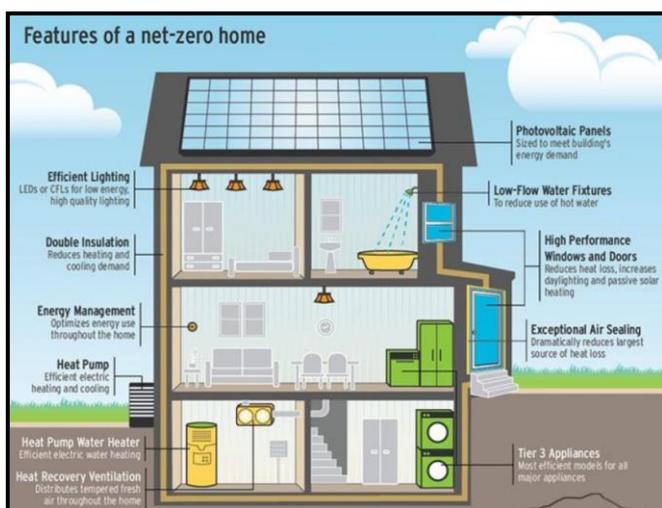
I saw from Jenny's summary that there were no stories about SDG#7 which encourages us to reduce our energy consumption and use energy sources that do not rely on fossil fuels. This is one of the SDGs that affects us everyday: I am sipping my tea and writing this using my computer – I could not do it without the electricity to boil the water and drive my computer and internet.

I know that the intention underlying this SDG is a good thing to try to do but it is one of the SDGs that is, for many people, difficult and expensive to achieve. A friend recently told me that he had switched to an energy provider in the UK called 'Bulb' that mainly used renewable sources for its energy. I thought this was a good idea and read widely on the subject of green energy suppliers. But the price comparison/switching sites advised me not to switch at this time due to the record high costs of energy at the moment.

In the run up to COP26, the UK Government announced it was going to introduce grants to help people replace existing gas boilers with heat pumps. I did some online research and was put off by the costs of installing heat pumps and a number of reviews by people who were quite disparaging about the technology. I spent time looking at solar panels, storage batteries, wind turbines and biomass boilers. All are expensive to install and living in a green belt area we are unlikely to get permission to install some of them.

In my googling I discovered that a village near where I live has established a Low Carbon Network and held 4 meetings in 2021 to discuss technological options for reducing household carbon emissions. I joined the network and I am looking forwards to talking to people who have already installed some of these technologies.

I feel I am slowly making progress in informing myself about my options but I have to consider these options alongside two circumstantial factors. Firstly, we live in what is known in the UK as 'the greenbelt'. It's an area that has many planning restrictions and erecting new structures like solar panels and wind turbines is unlikely to be permitted. Secondly, we are planning to downsize in the not too distant future and we will not see any return on a significant investment. House prices at the moment do not seem to benefit from the addition of alternative technologies to a gas boiler.



There is a lot of talk about net zero in the scientific and political rhetoric relating to carbon emissions. In my searches I discovered the concept of a net zero (*energy*) home which produces all the energy that it consumes and does not actively borrow any energy from its environment (1). The first priority of a net zero home is to save energy and seek energy efficiency this provides the foundation for the use of renewable energy technologies.

in my internet searches this morning I discovered the Domestic Renewable Heat Incentive (Domestic RHI) - a UK Government financial incentive to promote the use of

renewable heat (2). The webpage says "Switching to heating systems that use naturally replenished energy can help the UK reduce its carbon emissions. If you join and comply with the scheme rules, you'll receive quarterly payments for seven years for the amount of clean, green renewable heat the system produces." I need to find out more about this scheme and I sent an email to the convenor of our Low Carbon Network suggesting it would be a good topic for our forum!

The purpose of this vignette is to show how making decisions about what to do to engage with an SDG that has a significant practical and financial impacts on our lives is complicated with many factors to way up including the particular circumstances of our lives. At the moment I am thinking that our best way of engaging with SDG#7 is to try to reduce energy consumption and to try to make our home more energy efficient by adding more insulation (we replaced our windows two years ago). We should also, when the energy market has settled switch an energy supplier that is explicitly greener than our current supplier, even though it might be more expensive. It does not make sense to replace our existing gas boiler technology with energy generating technologies that are greener. And that is a conclusion being drawn by many people. I wonder how you have tried to engage with this SDG?

How does my story relate to lifewide learning in action?

I am interested in the idea that the whole of our life provides affordance – opportunity for action – in the ways in which we engage with the SDGs. During the inquiry I have been developing a simple tool to provide evidence for the veracity of this proposition. The latest version of this tool is shown in Figure 1. It shows the potential environments and sites for thinking and action across the whole of my life. Using the story above to illustrate how it might be used, I show the particular parts of my life in which this story was enacted.

Figure 1 Tool to map activity across the lifewide dimensions of life. The coloured cells show the sites that were active in my story of engaging with SDG#7.

Potential Environments & Sites for SDG-related Activity	MICRO	MESO	MACRO
Work/professional life & practice community/networks			
Formal study /CPD			
Self-education/informal learning			
Research – finding out about things (academic & non-academic)			
Virtual world – email, internet searches and sites, forums			
Family & friends – conversations and other social interactions, doing things together, parenting, eating, playing,			
Home & garden, allotment – doing things like maintaining, fixing, making, growing, experimenting			
Local environs – doing things like shopping, walking and exercising, interactions with community or natural environment, meetings with a purpose, socialising			
Hobbies & interests - leisure activities and pursuits, entertainment			
Travel - experiencing other cultures, supporting indigenous people			
Donations, gifts and other forms of support - for local, national or international organisations who help people (or non-human life) in need			
Working in partnership with others to achieve something relevant to an SDG			
Exercising democratic voting right and/or political activism			

Engagements with an SDG can be at different 'levels' for example, Micro - what you do in your personal/work life that impacts only on you and those immediately around you, Meso - what you do in your personal/work life that impacts on your neighbourhood or your local environment Macro - what you do in your personal/work life that impacts regionally, nationally or internationally. In the story above I have so far, only engaged at the micro level, although some of my interactions are likely to result in future activity at the meso (local community level) revealing that a map of SDG interactions is a snapshot and it will evolve over time.

Sources

- 1) What is Net Zero Home <https://heartlandhomesinc.com/what-is-a-net-zero-home>
- 2) <https://renewable-heat-calculator.service.gov.uk/Home>

Vinigette 3 – UN SDGs 3 (Good Health & Well-being – Stay Well) & 15 (Life on Land – Love Nature)

I lived for one year in Spain through an exchange student program called Erasmus. The reason why I chose to study temporary abroad was that I was and still am very curious about different cultures and people from different countries with different lifestyle, traditions and food. The reason why I chose Spain was that I listened regularly to Spanish music and enjoyed this language so much that I decided to study it. During my year in Spain, I made several friends. Some of them were international like me and some were from Zaragoza, the city where I studied. Since my studies I have been regularly visiting my friends Spain.

This year, I was invited to a wedding in Zaragoza on the 30 October 2021. As I don't see them often and because I am currently flexible, I took advantage of the situation and stayed for almost one month. I offered my friends to take care of their dog while them being on honeymoon for 2 weeks. Like this I supported them and gave myself the opportunity to have my own space. Unfortunately, during that time, I got sick and was not able to do much. Going out with the dog 3 times per day felt like a torture because I would have liked to stay only in bed. Looking back, I think the dog helped me recover quicker as I noticed feeling better outside with the "fresh" air than inside in the apartment. It is curious to notice that we sometimes do not feel like doing things that help us feel better when we feel unwell or even well.

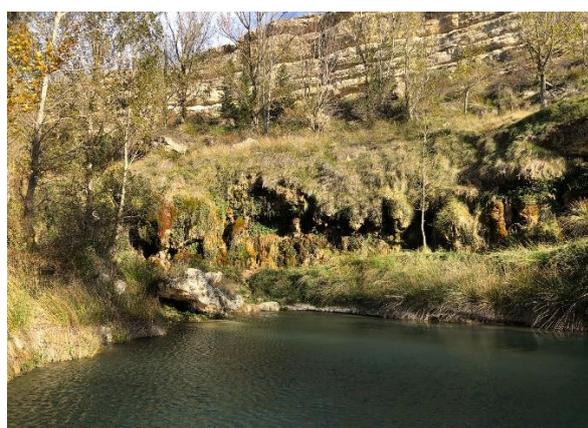
The following picture was made when one of my other friends came to visit me and went for a walk with me and the dog Nora.



I do not mind being in a city but I do notice that I need regularly connection to nature. After spending two weeks in Zaragoza, in apartments without a backyard and with big building views out of the window, I felt a bit like being in a cage. I had less energy and felt more stressed and anxious. My friends know that I love nature, so when I asked them to get out of the city for a few hours, they immediately agreed. With one of them I went to a beautiful park with collected rocks from the Spanish state "Aragon" and with the other friend I went to visit two villages that are surrounded by a little forest with waterfalls. The difference of feelings I have while being in a city and while being in nature is enormous. Seeing many trees, bushes, rocks and flowers, listening to birds, breathing fresh air and having a wide view, I feel free and more connected. I have more energy and feel emotionally more relaxed.

I also enjoy visiting old villages. They have their old spirit and their own characteristic charm. Unfortunately, in Spain many villages are now used mostly as summer residencies in order to escape the heat in the cities. I wish the village communities would become a bit more creative in order to attract people to live there all year round. I am aware that there is a need for creating more job opportunities, which is the biggest challenge but I think with creativity and support it is possible. If they also create more events in order to make the village more attractive for people living in the village and outside the village, more opportunities would arise. We just need more people wanting to make a change.

Here are some pictures from the day trip.



Vinigette 2 - UN SDGs 2 (Zero Hunger – Eat Better) & 3 (Good Health & Well-being – Stay Well)

In September 2018 I quit the stable life I had with my well-paid job and apartment and made my dream come true, travel around the world. I already had visited many places in Europe but no other continents. This big adventurous trip by myself was supposed to last between one and two years. I had made a list of countries I was interested in visiting with a rough time schedule. Looking back, I can say that a lot went very differently from what I had planned. I explored a lot less countries than I wanted to (also due to Covid) and I travelled for more than 2.5 years and would have continued if there would have not been an important family reason. The countries I have not managed to visit so far are still on my list. This trip did not only teach me to be more flexible and relaxed but also brought so much more connection to different people, cultures, wildlife and nature. Especially the time in Australia influenced my life very much as there is a lot of nature and a lot of wildlife on earth and under sea.

Australia is also the country where I stopped eating meat. I was on a working holiday visa in Australia, which means that I was allowed to work. One of the easiest way to find a job and extend your visa for another year was working for a farm. Therefore, I worked on several fruit and vegetable farms. One of the farms was a blackberry farm, which was my favorite, not only because blackberries are my favorite fruit but also because I made several friends from different cultures and enjoyed some of the most beautiful sunrises I had ever seen. Right next to the blackberry farm, there was a dairy farm. When I saw some cows next to fence and had a few spare minutes, I walked towards them, talked to them and played with them. I do not think the cows interpreted my interaction with them as playing, but I did. It started when I noticed them following me with their heads while I was walking to the right or left side. Their interest about me might have been just an imagination but I felt like I wanted to give them also more attention. The following times I moved on purpose to the left and right and enjoyed myself with them. After talking and playing with them several times, I felt so connected to them, that I told them: I will not eat you anymore. For another one or two more months I still ate a bit of pork and poultry and decided afterwards to stop eating any kind of meat as they are all the same and that I could connect to any of them if I wanted to.

It is interesting to realize how much can change because of connection. Would somebody have told me five years ago that I would stop eating meat, I would have made fun of that person. At the beginning I had moments where I had to control myself, especially when friends made bbq with sausages etc. and I smelled the meat. The guilt of eating these sweet animals and breaking my word hold me always back. After a while I got used it. I only recently had again some weaker moments while being in Spain, where I used to live for one year. In the past I loved eating “jamon serrano” and the Spanish sausages chorizo, longaniza and chistorra, which I had not really seen in 3 years.

About six months ago, I also stopped eating fish and other seafood after watching the “Seaspiracy” documentary on Netflix. Would I have not watched that documentary I think I would have stopped anyway one month later. I volunteered for two months in a buddhism mediation center, which is based in an old castle in France. Around this castle there is a pond with many carps. My room was in a building in front of the castle. Each time I went to the castle or to my room, I had to cross a small, beautiful stone bridge. When I bended over that bridge, I noticed that the carps saw me, swam towards me and opened their mouth in order to get some food. The way they looked like when they opened their mouth was so funny to me that I need to laugh. They unexpectedly brought me so much joy, that I made it my morning ritual to greet them in German “Guten Morgen” while on the way to the castle. Until that moment, I did not think that I could even connect to fish, especially to carps as I

had seen so many beautiful fish while snorkeling and diving Australia. I guess the interaction and the awareness of this led to the connection and therefore to my choices. I still it sometimes eggs if they are organic and free-range and I also make sometimes exceptions with some other dairy products like cheese and butter as it is very difficult to eat 100% plant-based when you eat out, even just in a bakery.

Being aware that animal products have good and necessary nutrients, I did ask myself several times if the way I eat is healthy enough for my body. I try to eat diversified with different fruit, vegetable and proteins (mostly chickpeas, beans and lentils) but I was never sure if it is good enough. I have not noticed any changes so far, but I still want to make sure I take everything my body needs in order to be healthy. One of my friends is studying naturopathy and for her thesis she needs to prepare an individual counselling protocol (for body and soul) for five people and accompany them for 1.5 months. When we talked about this, I told her that I would be interested in participating as a client. It has been only 3 weeks since I started it and I was sick in the meantime, so I do not notice any difference yet, but I am curious to know if I will notice myself healthier after several weeks.

I would like to share some of the advices with you as I think they might be interesting for more people. Even though they are individually prepared for me and my background, there is many general advice.



GENERAL CHANGES RECOMMENDED	
DAIRY PRODUCTS / SUBSTITUTES	Replace dairy products, which are acidifying for the body, with products of plant origin with calcium (often added with lithomamne), without sugar and sweeteners
PROTEINS	Eat eggs min. 1 time per week (8 essential amino acids) Consume tofu, seitan, tempeh, etc ... Consume complete vegetable proteins, by assembling: - 3/4 of cereals + 1/4 of legumes - or 3/4 of legumes + 1/4 of oilseeds (soak the legumes the day before consumption and rinse well afterwards or germinate the cereals and legumes) -> favor a single source of complete protein per meal
LEGUMES	Consommer régulièrement des légumineuses (ex: haricots, lentilles, pois chiches, fèves...), sources de glucides, vitamines, minéraux, fibres et antioxydants -> en combinaison avec des céréales ou des oléagineux
CEREALS PRODUCTS	Partially replace cereals containing gluten (can be inflammatory and hinder the assimilation of nutrients) with other gluten-free and rich in minerals -> if this is difficult for you, then choose whole or semi-complete cereals (dough, bread ...) Ex:rice, buckwheat, quinoa, millet, rice noodles, gluten-free pasta/breads...
NUTS AND SEEDS	Regularly consume oilseeds (almonds, walnuts, cashews, olives, etc.), sources of protein, omega and minerals
FAT	Choose organic oils from first cold pressing; vary them -> by heating plant polyunsaturated lipids, they denature and can generate toxins (rather consume unheated oil, apart from olive and rapeseed oil)

SUGARS	Remove refined sugars, maintaining acidic fermentation in the intestines, and replace with fruit / honey (otherwise, complete sugar)
FRUITS AND VEGETABLES	Essential in a balanced diet (50% of the plate) they are sources of protein, fatty acids, magnesium, calcium, vitamins ... To consume diversified, raw or steamed, for better conservation of nutrients
DRINKS	Mineral water, herbal teas -> good hydration is very important -> eliminate alcohol, coffee, industrial fruit juices, intoxicants
SUPPLÉMENTS	Magnésium, Vitamine D

NUTRIENT INTAKE TO WATCH OUT FOR	
B12	Eggs (min. 1x per week), supplements
MAGNÉSIUM	<ul style="list-style-type: none"> - Whole grains - raw oilseeds: walnuts, cashews, almonds, etc. - raw seeds: flax, squash, sunflower ... - raw vegetables / fruits: spinach, avocado, banana ... - steamed legumes: chickpeas, beans, lentils, etc. - various: dark chocolate, mint, chives, coriander ...
CALCIUM	Plant-based drinks, plant-based yogurt enriched with calcium, eggs, tofu, soy, broccoli, cabbage, etc.
VITAMINE D	Eggs (few), sun exposure, supplements (important in winter-> lichen)
OMÉGAS	<ul style="list-style-type: none"> -> 2-3 tablespoons per day of olive oil + rapeseed oil or 1-2 tablespoons of linseed oil -> also in nut oils, camelina, hemp, oleaginous (walnuts, almonds, seeds), mackerel, sardines, herring ...
IODE	Iodized salt, eggs, seaweed, supplements
FER	Green leafy vegetables, whole grains, lentils, peas, dried fruits
ZINC	Legumes, whole grains, sprouted seeds, tofu, almonds, chia seeds, cashews, walnuts, peanuts, etc.
PROBIOTIQUES ET PRÉBIOTIQUES	<ul style="list-style-type: none"> -> yoghurts and fermented drinks, vegetable cheeses, olives, sourdough bread, soy sauce, kombucha, miso, lacto-fermented products ... -> bulbs, such as onions, tubers (Jerusalem artichokes, yams, sweet potatoes)

	TO PREFER	TO AVOID
DAIRY PRODUCTS / SUBSTITUTES	Drinks and yogurts with soya, almonds, hazelnuts, rice, chestnuts, oats, spelled, coconut ...	Products containing sugar, sweeteners, hydrogenated oils, palm oil
PROTEINS	Eggs Tofu, seitan, tempeh, dehydrated soya ... Proteins with legumes	Breaded and fried products Products containing sugar, sweeteners, hydrogenated oils, palm oil
CEREALS PRODUCTS	Oatmeal Quinoa, buckwheat, rice, millet "Gluten-free" bread / pasta, rice noodles, rice / buckwheat cakes	Wheat, rye, barley (reduce) Non-complete cereals
FRUITS AND VEGETABLES	All, to be diversified ex: Broccoli, green beans, onion, sweet potato, eggplant, zucchini, carrots, beets, leek, cucumber, spinach, fennel, potatoes ...	
LEGUMES	Peas, lentils, beans, chickpeas, beans, soybeans	
	All, to be diversified, and especially in season; to eat outside meals	Canned fruits, in syrup, in compote with sugars / sweeteners
NUTS AND SEEDS	Olives, avocado, walnuts, cashews, almonds, chia seeds, squash, flax, sunflower, sprouted seeds	
FAT	Olive oils, rapeseed, flax, walnuts -> organic, virgin, cold pressed	Margarine in excess, palm oil, hydrogenated oils
DRINKS	Water, herbal teas, fresh fruit juices, smoothies, kombucha	Coffee, sodas, alcohol Sweetened or sweetened drinks
OTHERS	Dark chocolate, honey, fruit coulis, lacto-fermented products, miso	Refined sugars / sweeteners (confectionery, pastries, cookies ...)

Unfortunately, this advice does not support SDG 6.

THE FOOTBATH

Practice the footbath - hot foot bath, daily, before going to bed, for 15-20 minutes, and if necessary, during the day, if you feel cold (up to 3 times / day). It will provide warmth, relieve any pain, relax the body and soothe the mind, promoting longer and restorative sleep.

THE HANDS BATH

In addition, in case of strong feeling of cold, or specifically on the upper body, at the level of the hands / arms, practice the hands bath - hand bath - hot, for 10 minutes, as often as desired.

THE HYPERTHERMIC BATH

Take a hyperthermic bath (38 to 41 ° C) at least 3-4 times a week, in order to relax the nervous system, provide heat, decongest internal organs, stimulate circulation and tissue irrigation, and activate the detoxification

Practice in the evening, for 30-45 minutes, in a relaxing environment (silence or soft music, low light). Then, rest for at least 30 minutes.

When under stress or negative emotions, the heartbeat becomes irregular and disordered, having a negative impact on the body and the psycho-emotional system.

Cardiac coherence allows, in just 5 minutes, to control his heartbeats, by synchronizing them with breathing, allowing better nerve regulation and improved health and well-being.

BENEFITS

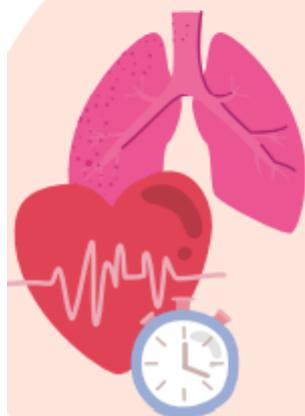
- **immediate reduction in stress and anxiety**
- **a decrease in pulse and blood pressure**
- **better management of emotions**
- **a drop in blood and salivary cortisol levels
(main stress hormone)**



IN PRACTICE

SITTING OR STANDING, IN A COMFORTABLE POSITION:

- **INHALE DEEPLY THROUGH YOUR NOSE FOR 5 SEC**
- **BREATHE DEEPLY THROUGH YOUR MOUTH FOR 5 SEC**
- **REPEAT THIS ALTERNATION FOR 5 MINUTES, 3 TIMES A DAY**



Vinigette 4 – UN SDG 4 (Quality Education – Learn and Teach)

As mentioned in vinigette 2, I deeply connected to nature and wildlife during my trip around some parts of this planet. I then knew that I wanted to support conserving and protecting both and make it my profession. I wanted to give a voice to those who don't have one. After having this figured out, my question was "how"? I had several ideas but with none of them I had a profound connection, not because of the organizations but more because of the roles I might have had. My ideas were working for: animal/wildlife welfare organizations, international volunteer organizations or private/governmental organizations helping undeveloped countries. I was wondering which role I would enjoy most and how I would get the best achievement for my goals and noticed that I always ended up thinking "Humans are the answer for everything". I had to find a role where I educate and inspire people in order keep what this planet still has and revitalize what has been lost. I still didn't know how exactly to achieve it though.

Last summer I met a new friend, who had just finished a rebirthing course and offered me to try it out with her. As a very curious and open person I agreed and ended up having 10 sessions breathing work with her. During one of the sessions, which was related to my profession, I suddenly had a vision. I could see myself educating children and adults about a harmonic way of life with nature, using natural resources sustainable and respecting and valuing all living organisms. The words "community developer" popped up in my head at the same time. I finally found my profession and started working on it.



It was and still is not easy as this is a completely new sector to me. I studied business law and worked for an investment company before. With little financial resources I needed to find a way to gain knowledge, experience and money at the same time. Less than 3 months ago I joined the online course "Design for Sustainability and Regeneration" which teaches me some of the knowledge. I am also

doing a course in non-violent communication. Then I thought of volunteering in an eco-village or similar in order to gain knowledge and experience. I had been looking first in Germany but didn't find any community which was looking for a volunteer + giving me the opportunity to carry out tasks I was interested in learning and + a community which had interesting projects for me. Then, I was looking in Spain and didn't find anything neither.

During the UN SDG project of Lifewide Learning Research & Development Group, I started looking for eco-villages in South Africa and found quite a few interesting projects. I am now in the process of contacting several of them and soon booking the tickets. I feel very excited thinking about this opportunity and new experiences I will make. I didn't want to stay in Germany and even Spain was more like a second option to me. Both countries I chose out of comfort and for my family but not out of love for what I really want. When I came back from Australia last March, I somehow got this idea in my head to go to South Africa this winter and I never really let it go of it since then, even though I always was open also for other opportunities, especially because of the pandemic. Therefore, I see it as a sign me finding several interesting projects in South Africa. This country is very interesting to me because of the different culture and the big amount of wildlife. I am very looking forward to see a lot of wildlife again. Unfortunately, in Europe there is not much.

With the course and the volunteering, I have resolved the knowledge and experience section but not the financial. I had been looking for an online job for several months. It was important to me to have an online job, so I can stay flexible. Unfortunately, I didn't find anything I would enjoy doing and that would fit with my lifestyle. Then I came to the idea to teach German online, mostly through conversations. I enjoy talking to other people and I also like teaching others something new. Beside that, the online teaching would allow me to plan the working hours myself. I still hesitated at the beginning because I was worried that the market is already crowded with language online teachers. Four weeks ago, I still gave it a go and applied. Last week I got accepted on one of the platforms and went through the whole process in order to get started. This week is my first week and I already received three teaching requests. I hope I will have more students soon and feel optimistic.

Reading many of the vignettes inspired me to use my teaching opportunity as tool for making others aware of the UN SDG goals. I will try to implement the topics as much as possible into my lessons and hopefully inspire others to make small changes in their lives.

Week 4, VIGNETTE 3: Reducing Inequality (SDG 10)

After reading some vignettes in the group, the idea of writing this story crossed my mind. In this story, you will learn about the events of my life in the last few years and how I got involved in the SDG 10 goal.

I grew up in a culture where women should stay at home. But men have the opportunity to study at higher educational levels, travel alone, and be independent. So after finishing undergraduate in 2011, I had financial problems and my family stated that if I am going to continue my education they would not support me. They also oppose the idea of finding a job. However, in 2013 I decided to enter a master's degree. They have no idea of my plans. So after three years away from university, I started studying again. In Iran, to enter any degree, you must pass the entrance exam. I studied 9 hours a day for 5 months regularly. Finally, in 2014 I was accepted with a high rank in one of the good universities in Iran. After getting accepted to university, I left home with a backpack and a laptop. I had no financial support and from the first day of entering the university, I also worked alongside my studies. During my university years, I lived in a university dormitory. I also took the teacher recruitment test at the same time as writing my thesis (In Iran, there is no fund or scholarship for students in any degree). My efforts were not in vain and I successfully defended my dissertation and graduated from the university with a high-grade point average. After graduation, I passed the teacher recruitment test and interview and I got the job.

A few months later, I started a new, independent life in a new city, alone. It is very difficult to describe how I feel. However, I can say that I felt better than ever. I tried to show all the girls around me that they should fight for their independence and not give up on their dreams. From 2018 until today, I have always tried to help all the girls who are in my situation and who need help and guidance to start their independence, studying master's degree, improvement of conditions, teacher employment test, and thesis counseling. I fully understand them because I have come all this way and faced similar obstacles. There are many girls with big dreams and I always felt I could not let them down. Because many people supported me, motivated me, and guided me. I'm glad that some girl calls me after a year and announce their acceptance to university or finding a job. They point out that I have been involved in their continued efforts to not give up on their dreams.

Reflecting on my own experience

My story is related to SDG 10 (Reducing Inequality). This story has created a lens for me to understand this SDG well. During these last years, I tried to make the girls around me aware of the many opportunities they have to grow. I tried to study, become independent and find a job despite the opposition. So I think if I study and become independent but remain silent in my patriarchal culture and do not make women aware of their rights, what will be the result of all this effort? I remind the girls who meet me how strong they are, and their power to make the world a better place to live.

Gender Equality (SDG 5)

Which SD goal?

How can I continue to support and contribute to gender equality as we face the enormous and complex problems of climate change? Having moved from full time paid work to a portfolio of some paid and some voluntary work, alongside family responsibilities, I wonder if my interest in contributing to achieving gender equality is probably now met more indirectly, through personal interactions and connection with others.

Why?

In my lifetime I have witnessed major changes in society affecting women in the UK. I have personally experienced and learned about some of the challenges affecting girls and women's lives. I have worked in roles focused on driving initiatives and developing and implementing policies and strategies to secure gender equality, in employment and educational contexts. I realise that working to achieve gender equality (and equality, diversity, and inclusion more broadly) is a relay race, where the "baton" of working and pressuring for changes in law, policy and practice is passed from generation to generation. I recognise that progression towards equality is not assured, as gains can be reversed.

What happened next?

A few days ago, I met an elderly woman at a bus stop. She was a stranger, but we began to speak, at first about bus routes, bus frequency and general traffic congestion, but then more widely about her life now and in the past. Quite soon she told me that her car had been impounded by the police and it was in a compound many miles away from her home. She explained that she had been driving back home on a motorway, after visiting her sister, when she stalled her car, panicked and had not known how to re-start the car. The police came to her aid, and she was taken to hospital by ambulance where she had been told that she was unfit to drive. She said that she was now waiting for her son to reclaim her car, on her behalf. In the meantime, she was resorting to using local buses for the first time. It seemed that in the over 30 years she had lived in her house, she had only ever driven everywhere she needed to go and not used public transport. I privately wondered if her medical diagnosis might mean that she would no longer be allowed to drive a car, and I imagined the impact this could have on her day to day living. When the bus arrived at the bus stop, we both boarded it and continue to chat until I reached my destination. I wished her luck as I left.

If, to address global warming, we urgently need to drive our cars much less, use clean/green public transport more, and generally curb our environmentally damaging travel: what does this mean for women of all ages, in particular? I thought how having access to and being able to drive cars has enabled women. I reflected on how I, personally, have benefitted from being able to drive a car, and the many things that became possible for me, because I had learned to drive. I thought about the way my employment, childcare, leisure, and participation in life in general, was possible because I could drive. I considered how useful my current car is to me to help my 90-year-old mother, now that she is frail, and finds it difficult to walk any distance. I read about the [gap in data](#) so that transport is planned across the globe, omitting the views and particular needs of women for their lives. I wonder how these views and needs might be amplified to influence the redesign of modes and systems of transport to meet the needs of women as well as to shift travel habits to benefit the planet?

Now and in future

Over the past weeks, I have had the opportunity to mention the UN SDGs in my conversations with family members and friends. People do seem interested but have not yet considered what changes they might soon need to make in their lives, in the light of the SDGs; they have looked for changes to be initiated or mandated through government intervention. My conversations reveal that current campaigns of some car manufacturers, supermarkets, clothing retailers etc. seem to be impacting my family and friends' awareness, and perhaps even affecting their choices. However, the complexity (as we have mentioned in our vignettes and discussions) of making appropriate decisions to help to address climate change, does seem to be daunting and leaves individuals feeling thwarted or frustrated in their hope to do the right thing. Most relevant to my chosen focus for this vignette, I found that others have not seen a clear link between gender equality and sustainable living. I hope that, through my professional network, I can discuss how these agendas are aligned and so magnify the positive impact of the gender equity and environmental work my friends and colleagues are undertaking.

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