



Starting Out

STARTING OUT



The Queen's Young Leaders programme discovered, celebrated and supported inspiring young people from across the Commonwealth between 2014 and 2018. It was created by The Queen Elizabeth Diamond Jubilee Trust, and delivered in partnership with Comic Relief, The Royal Commonwealth Society and The Institute of Continuing Education at The University of Cambridge.

Leading Change was created by Frances Brown at The Institute of Continuing Education, The University of Cambridge for The Queen's Young Leaders Programme.

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HELLO!

THIS MODULE WILL DISCUSS:

- How you got here, and where you hope to go
 - Factors that make us who we are: nature, nurture, culture, and politics
 - The history and future of the Commonwealth
 - What you want your future self to be

YOU WILL:

- Reflect on the Commonwealth and the role you can play in shaping its future
- Make a timeline of the events that got you here
- Identify the Sustainable Development Goals that you are working within and what support you need to further your work.

STARTING ASSIGNMENT

The following five tasks make up your starting assignment for the course.

NATURE OR NURTURE

THE COMMONWEALTH AND ME

WHO ARE YOU?

THINKING AHEAD

THE SUSTAINABLE DEVELOPMENT GOALS AND ME



RELATED LEADING
CHANGE CONTENT

Module 5: Values & Conflict
>>>

**Watch this space for more
coming soon!**

STARTING OUT TESTIMONIAL

ELISHA BANO, FIJI (2015)

“

The content [sic] on Commonwealth values asked us to think about what the Commonwealth meant to us, why it was important and what we saw as gaps in it. It also asked us to list possible themes that could be used in future years when celebrating the Commonwealth.

I feel that the Commonwealth is a family and an important network that unites us.



It gives scholarships, establishes trade ties and provides sporting opportunities (e.g. Commonwealth Games).

”

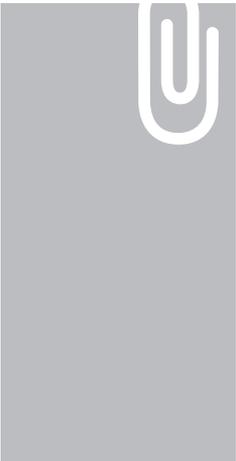
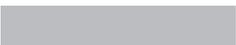
“I feel that the Commonwealth is a family and an important network that unites us.”

COURSE ALUMNI SHARE WHAT THEY'VE ACHIEVED AS A RESULT OF THIS MODULE:

“As a Commonwealth citizen, previously I, maybe many young people, knew very little of the organization, structures and values. Now the case is, at least, a bit different and so credits go to Leading Change program for successfully letting us know how the Commonwealth works, what are its values and as QYLs how we can act in the process.

QYL program has introduced myself to the pool of key young leaders from all Commonwealth nations so far and helped me learn their projects and the roles they play in their communities for many years. Thus, it embodied the abstract sense, the idea of One Commonwealth into a believable reality.”

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NATURE OR NURTURE



The video or the text (whichever you choose) that accompanies this section sets a context by putting forward a theory about how we become the people we are.

WHAT MAKES US?

Are you the person you are because of things you inherited from your parents, or because of the place you grew up?

Are you shaped by your genes, or by your environment?

In this section we'll take a look at the people and places that helped you become the person you are today.

WHY
am I the person
that I am?



Remember we started this module with the question ***"Why Am I Here?"*** This week we are asking ***"Why Am I the Person I Am?"***

Now, I understand that questions like these delve into all sorts of philosophical and religious territories, but I think the explanation presented here sits very comfortably with all beliefs.

Are Our Abilities Inherited?

We tend to share features with our parents or siblings, like a nose or ears, eyes or hair. These are a result of genetics.

Many people believe the things we are good at are like the way we look – that they too are inherited.

Many professional musicians, actors or artists have relatives who were also similarly talented. Beethoven and Mozart both came from musical families, for example. But is this evidence of talent and skill being passed on through our genes?



MEDIA AVAILABLE

If you prefer to watch or listen you can find the video on **YouTube**.

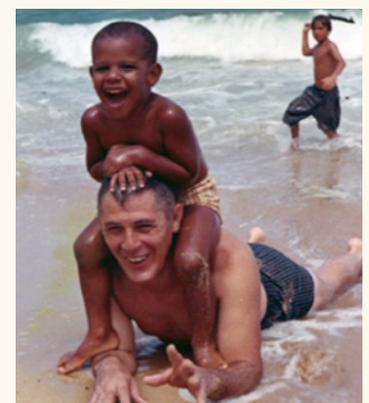
The online video lasts about 10 minutes but it is not essential for you to watch it before you carry out the activities. The following pages contain the transcript of the video as an alternative.



REFLECTION

Spot the famous person

Look at this picture of a famous person as a child with his grandfather.



Can you tell who the child is based on his grandfather's features?

There is a long history of children going in to their mother's or father's line of work: doctors, teachers, miners, police, soldiers.

That seems to suggest a genetic link – doesn't it?

AN ALTERNATIVE EXPLANATION

So how do you explain **Michelangelo** or **Leonardo Da Vinci**? Michelangelo's father was a banker and then a civil servant, and Da Vinci's was a legal notary. Both these children were apprenticed to artists so were trained, rather than born, as artists.

Usain Bolt's parents ran a grocery store, but Bolt grew up playing cricket and football, and (like many young boys) was obsessed with sports.

Hilary Clinton is the daughter of a textile merchant who, while quite conservative in his views, supported his daughter's ambition to pursue an independent career. Her life story indicates she was strongly influenced by her Methodist upbringing and her mother's belief in social justice.

Emma Watson is the daughter of lawyers but developed an early interest in acting and was supported by her parents in attending a part-time drama school. Her success in acting has opened up lots of other opportunities but it is interesting that she took a break from acting to take a degree in the USA, and is now a UN ambassador for women's rights.

What about **Isaac Newton** or **Stephen Hawking**? Newton came from a family of farmers but had an uncle who was able to recommend him for study at the University of Cambridge. Hawking's parents were Oxford graduates and his father was a medical researcher.

In that list, only **Stephen Hawking** seems to have ended up doing something similar to his parents – he's a scientist. But Hawking is also an example of something we know well: if your parents went to university, you are more likely to go to university too. You're also more likely to grow up with lots of books around you, and hearing conversations about things like politics or science.

The Importance of Practice

Michelangelo and Da Vinci were trained to be artists – they may have brought something special to the job that made them "better" than the many other apprentices they trained with, but they weren't artists because of any inheritance, and they wouldn't have been the artists they became without the practice they put in. No one knows, but it's quite likely that Leonardo Da Vinci's first painting was as good as yours, and Mozart's first attempts at playing the piano would have been less than harmonious.

But talent, according to some, is nothing without training or, more specifically, practice.

The author Richard Sennett says in his book, *The Craftsman*, that successful writers, composers, artists and even basketball players become successful because they devote 10,000 hours (at least three hours a day for ten years) to practice. No amount of talent will overcome a lack of practice, but practice can overcome a lack of talent.

Although there is still a lot of debate about whether skills and talents are passed down from generation to generation, it's generally

ANSWER

Well done if you said the image was of a young Barack Obama.



Beethoven and Mozart



Usain Bolt



Emma Watson

accepted that we are both the product of our environment, or the way we were brought up, AND the product of our genes.

So, it's nature AND nurture.

Why is this important?

This assignment is about you... and if you agree that you're the product of your environment, then to understand yourself you need to take a look at your environment.

By that, I don't mean your physical surroundings so much as the people in it.

For many of you, you might have a project that is the result of you trying to fix something that's wrong with where you live. But what about the positive elements?

In particular, the crowd of people that make up your community – your town or village, your school or neighbourhood, or your circle of friends. Those people and their attitudes towards you, towards everything, affect you.

We learnt that Newton got in to Cambridge because of his uncle; that Mozart and Beethoven were encouraged in their music by family tradition. Interestingly, that encouragement wasn't all good – they both ended up having a difficult relationship with their fathers. Sometimes "encouragement" might be more pushy than supportive!

Barack Obama praises his upbringing for nurturing a desire to help others, which led him to study law, then teach, then enter politics. Hilary Clinton grew up fairly conservative but was influenced by her mother's belief in social justice.

So who encouraged you?

A particular teacher?

A friend?

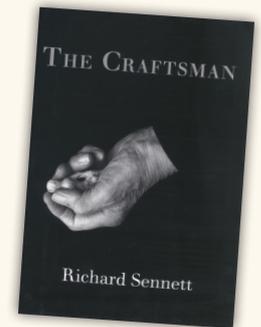
A neighbour?

That encouragement could be explicit, or it could be more subtle. For example, perhaps they inspired you by their approach to life, or their quiet faith in you.



FURTHER READING

There's an article by Sennett included in **Appendix 1**.



REFLECTION



Try to identify someone who hasn't necessarily given you *practical* help, but who has in some way *nurtured* you, whether they know it or not.



ACTIVITY

NATURE OR NURTURE

The following are some suggested exercises, pick **one**.

The aim of the activities is to make you think about what or who helped shape you to be the person you are.

Interviews

Interview some key people from your life. Record the interview(s) using video or audio, or just write them up as text. Don't use a questionnaire, instead write down some topics and have a conversation. Make it about them, but get around to asking them how they think they may have influenced you – or you tell them how you think they have, and see what their reaction is.

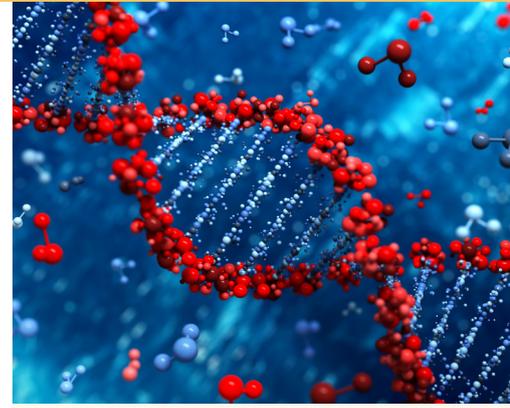
A Tour of Your Community

Create a visual or audio tour of your community. Show us the people and places that make your community the place it is, and that have shaped you. It might include your school, or the place where everybody meets. It might be a place you yourself don't go to, but others do. And of course, it might be a negative influence!

Use still images, or video, or do it using sound only – try to paint a picture with sound, like a radio programme or podcast. You could go on a tour with a friend or relative and have a conversation rather than just going round on your own. Tell them about your community.

A Family Tree

Create a family tree. Talk to people in your family about other members of the family. Get your parents to talk about their parents and grandparents. Try to add interesting details about people – what were they like? What did they do? Did their approach to life influence the next generation? Are you like your grandfather or grandmother, for example? You don't have to do this like a traditional family tree – it could be a series of short video interviews, or audio.



MAKE THIS
ACTIVITY YOUR OWN!

Please feel free to adapt these ideas to suit your needs.

The aim is for you to reflect on how other people, often beyond your immediate circle of friends, have had an effect on you.

We hope you enjoy the activities – they're meant to be fun to do, rewarding, and stimulating. But sometimes asking questions like this can be difficult if the events that shaped you are not happy ones.

So please don't do anything you'd rather not do.

We also suggest doing this activity with a friend or family member if you can, as they may help you interpret what you find out, or ask useful questions that you hadn't thought about.

THE COMMONWEALTH



"The Commonwealth is also a family of dynamic countries at the forefront of innovation, growth and contributing global value. As a diverse and increasingly connected global network, we bring fresh perspectives and new ideas." – thecommonwealth.org

This section will look at the values that members of The Commonwealth must hold to and explore how young leaders make these values real.

We will explore both the positive and negative connotations of The Commonwealth, looking to the future and reflecting on the past.

Read [The Commonwealth at 70](#), and then spend some time conducting your own search for articles using the following search terms... Or create your own!

- What is the history of The Commonwealth?
- What makes The Commonwealth relevant?
- Why are young people important for the future of The Commonwealth?

Make a note of what you discover and have these ready for Activity 1.



ACTIVITY 1

COMMONWEALTH QUESTIONS

Read the Commonwealth Charter in [Appendix 2](#).

Once you have done this go on to answer two or more of the following questions:

1. What does The Commonwealth mean to you?
2. Do you think being part of The Commonwealth is a good thing for your country – have you experienced the benefits of being on #teamcommonwealth?
3. How does the history of your country's connection to the Commonwealth affect your feelings towards The Commonwealth now?
4. Make a list of positive and negative things you feel about the Commonwealth and make suggestions for how those that are negative could be improved.
5. The Commonwealth Charter includes 16 core values and principles of The Commonwealth. Which of the Commonwealth values and principles do you hold as most important to you as a leader and why?
6. Is there anything you would add to the Commonwealth Charter?

Be honest with your opinions.



WHAT IF I DON'T LIVE IN THE COMMONWEALTH?!

As Leading Change was created for a group of Commonwealth Leaders, we started the programme with some insight into what The Commonwealth is.

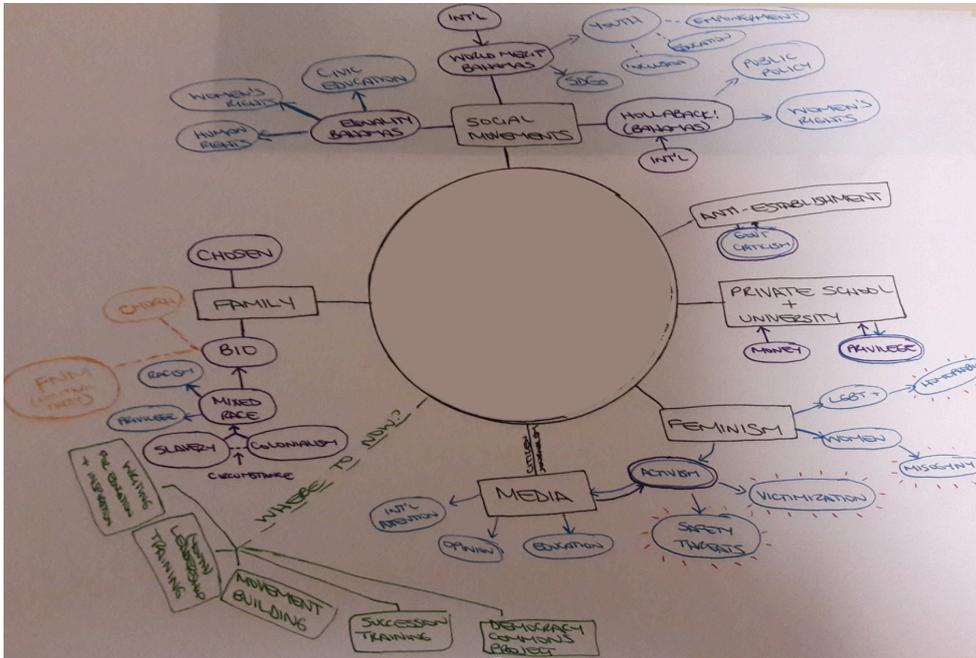
If you do not live within the Commonwealth, it's worth taking a look through and then perhaps finding out the guiding principles of a group that your country does belong to, for example The European Union or United Nations.

You can find information on these online and you can swap in the relevant information when it comes to your country.

E.g. Activity 1 opposite may read: European Union Questions (instead of Commonwealth Questions)

Read the goals and principles of The European Union here >>>

GEOGRAPHY - BUT NOT AS YOU KNOW IT!



ACTIVITY 2

MAPPING YOUR PERSONAL GEOGRAPHIES

Given the significant fears, tensions, uncertainties and changes that have erupted across the globe – and those, such as environmental crises – that continue to challenge the possibility of ‘a future’, much less one of greater equality and inclusion, we want you to map the challenges and change of a world you can envision.

Part 1: Map the Geographies of Challenge

Far too often, we develop action plans, lists of goals and organisational models that do not take into account the very real challenges that we face – either as people, citizens or leaders. Rather than just jump to another exercise in planning, we want you to think carefully about the challenges that you face – at all levels of your work and practice – and to see those challenges as if they surround you. We don’t want you to feel panicked by them, but we do want you to name them and see them as actual things.

“

Far too often, we develop action plans, lists of goals and organisational models that do not take into account the very real challenges that we face—either as people, citizens or leaders.

”

Try to resist placing 'resources' or 'lack of space' as a challenge in this exercise. Those are challenges, yes, but you will deal with those types of challenges in other activities.

What this exercise is interested in doing is helping you flag up things like:

- a) challenges from traditional leadership models
- b) challenges giving voice to a sensitive or politically charged topic in your region or community
- c) challenges to dismantling systems of oppression

It is okay if you don't know why or how these challenges have come about or even who is the actual entity who is making the challenge. What is important is that you acknowledge that it feels like a challenge to you, your project or your organisation.

While it may be tempting to list the challenges, we'd like to encourage you to draw out or map your challenges.

To do this you will need a piece of paper (or a drawing program on your computer) and something to write or link your challenges. Start by placing you or your organisation or you as a team leader or solo worker at the centre of a blank page or screen and then write – without too much editing – the challenges that you encounter. The next bit is a bit harder to do:

LINK THE CHALLENGES

Some challenges feed off each other or are enabled by other systems. Political changes may make some challenges more difficult. And some cultural traditions may prove challenging to navigate as you work on or address difficult or sensitive topics.

As you draw lines around and between the challenges, we want you to pay attention to where you may experience the challenge – in public gatherings? In response to funding requests? And also, how you respond to them.

Part 2: Map the Geographies of Change

You could probably sense that this was coming. You want to CHANGE the world, right? So, to what? Yes, you could write an action plan, but what we want you to consider is what change do you want to see given the very real challenges that you face.

You've already noted the challenges that you face. Now, let's imagine a changed world. What needs to be linked to what in your new world?

For this exercise, begin with a new page or blank space and place yourself or your organisation at the centre.

Place change(s) around this centre. Do you see a new political system? Do you see a society that is built less on capitalism or the exploitation of workers?

Be creative with this world of change. Eventually, you will need to put your two maps side-by-side.

Does your imagined 'changed world' impact or respond to the challenges that you put in your first map? Why or why not?



KEY INFO

Look out for the release of new modules on The Commonwealth and more coming soon!

WHO ARE YOU? MAPPING YOUR CULTURAL GEOGRAPHY



PURPOSE:

Now that you've thought about *The Commonwealth*, we want you to re-position yourself within a cultural and political geography that takes into account the immediate world that surrounds you.

WHAT YOU WILL NEED FOR THE ACTIVITY:

A large piece of paper or sketchpad.

PROCESS:

Before you start: Read through the below. Once, in full. Give yourself the creative space to think about what you will need and where you will need to go—especially if you will physically go to these locations.

STEP 1

Place your name at the centre of the physical object that you will use to orient your map. You can either draw your name and place a circle around it or turn the camera on yourself and state your name. If you have chosen to video yourself, you will need to make sure that you orient the beginning of your cultural map to a location or space that best represents who you are—this can be a physical space, someplace with meaning or someplace that revives you or makes you feel alive. There are no rules to what makes up your cultural geography. If you plan to share this with a peer or interested person, do think about what may be appropriate material to share or disclose—or what you may feel comfortable disclosing.

STEP 2

Move from this first space. Now, think of the next level of cultural connections that are important to you. Are there particular sites, locations, places, people or identities that are reflected back to you or sustain you in these locations? Are these ones that are not yours—per se—but cultural connectors that tie you to family, friends, lovers or colleagues? Resist the temptation to be random here. You need to consider these links and why they are strong. How many of them are there? 7? 12? Two? Are these habits? Cultural traditions? Expectations that others have of what or who you are? Would you still claim them if you were far away in another site? If you are far away from your country of origin, how do you connect to these spaces? Online? Via phone/Skype calls? How stable are these links? If you are walking or touring your geography and filming it in real time, take us to these locations. You do not have to interview or talk with others. Don't intrude in these spaces, but think about how you feel with these others around you. Galvanised? Somehow responsible for keeping these connections alive?



STEP 3

Add new connectors to your map. Are there connectors and links outside of your immediate community and friends that you still claim? How far removed are these connectors? Are they links that you sometimes want to shrug off or put away, but know that you must sustain or acknowledge in order to work, exist, breathe or advance in your community, activism, etc.? How does living with these cultural connections make you feel?

STEP 4

One last step: Think about your community. Who are you within it? How are you culturally connected to it, to others within it, to the various folks that you encounter? What ties you to these people, places, histories and/or things? What terms should you add to your map to make sense of these tangled cultural connections that have drawn you onto a map with others? If you could re-draw this map on your terms, how would it look?

Save this as you will develop it further in the next module, All About Me!

THINKING AHEAD

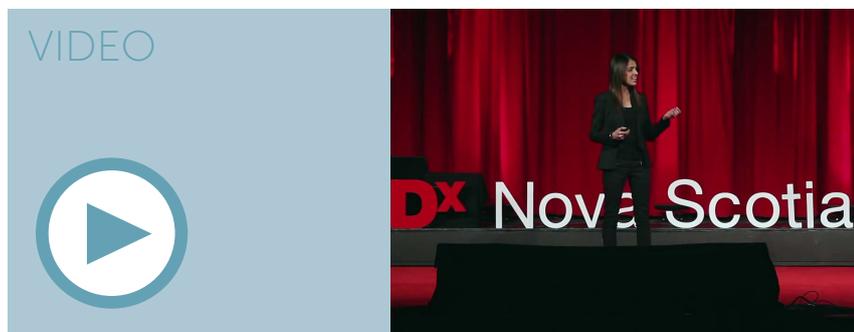


What you do helps you to be the person you want to be.

Before we start the course we want you to think about your future.

It's one of those things many people get asked when they're young is: "what do you want to be when you grow up?" It's not unusual to hear answers like "teacher", "doctor", "artist" or "vet". Ask someone who is older what they wanted to be when they were children, you might hear similar things.

As Rumeet Billan says in the video below, we keep being asked variations on the question "what do you want to be when you grow up?" as we do in fact grow up ... what's your career plan? what's your five-year plan?



You can watch *Rumeet's TEDx Talk online*. If you have trouble accessing it, read the transcript of her TEDx Talk in **Appendix 4**.

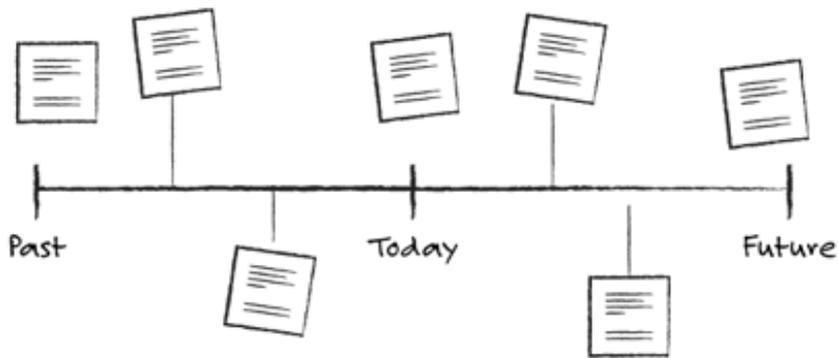
In her talk, Rumeet makes an interesting point – it's not what you want to be, but who you want to be.

MAKING A DIFFERENCE

Our ambitions and plans change as we grow up – we may become more realistic, or our priorities might change. But some people do end up doing the things they wanted to do – and others might always harbour a regret.

One of the reasons you're doing this course is because you have an idea. At some point this started off as something in the back of your mind, or a niggling problem that kept irritating you ("why doesn't someone do something about that?") You may have had the proverbial "light bulb" moment where suddenly everything became clear, or it may have been a "slow burn" as an idea grew in your mind. Maybe you experimented, or created a prototype? Perhaps you've built several versions of your idea, improving on it each time? Maybe you've given your idea a go and failed – but want to try again. We'd like you to take some time to think, and plot the timeline for your work or specific project.





TASK

Take a large sheet of paper (as big as you can – you might want to put this on a wall) and draw a line across the bottom. At the right hand end write the word “future”, in the middle write “today” and at the left hand end write “past”. Some of you may like to work in pixels rather than paper. If you want to map this digitally, that’s fine too.

Now try to plot the key moments in the development of your idea starting with the thing that began it all. This might be an event that first made you think “someone should fix that”, or “I wonder what would happen if I...” Maybe you ended up in hospital and thought “how could I have avoided this?”

That’s what we might call the “trigger”, so put that down as the first event on your timeline. Add in other key events and try to remember important conversations or meetings. If you have photos, add those to your timeline, or draw pictures to symbolise events like thought bubbles, light bulbs, and people talking. Make it as interesting to look at as possible.

It should be relatively easy to plot the events that led you to “now”. But what about the next events? What do you know is going to happen? What do you hope will happen?

Don’t draw or write anything about the future yet.

One problem everyone faces when developing an idea is getting over the “it will never work” stage. Everyone has moments like this – it’s normal. The trick is to get over it, and stay positive. But that’s easier said than done!

THE SUSTAINABLE DEVELOPMENT GOALS (SDGs) AND ME



The Sustainable Development Goals (SDGs) are a global agenda for “transforming our world.”

In order to achieve this is vital that youth are included in this process. In previous decades youth involvement has been through of as ‘light touch’ or seen as organisations paying lip service to the idea without truly committing to it.

Now however there are significant moves towards valuing the youth voice and working towards inclusive conversations with the understanding that governments and organisations who collaborate with young people will be more successful in meeting targets set out as part of the 17 SDGs.

YOUTH ENGAGEMENT

Plan International believe that “...the overall success of the SDGs depends on youth engagement because young people are:

1. CRITICAL THINKERS:

Part of being young involves making sense of personal experiences and asking questions about the world around you. Youth have the capacity to identify and challenge existing power structures and barriers to change, and to expose contradictions and biases

2. CHANGE-MAKERS:

Young people also have the power to act and mobilise others. Youth activism is on the rise the world over, bolstered by broader connectivity and access to social media.

3. INNOVATORS:

In addition to bringing fresh perspectives, young people often have direct knowledge of and insights into issues that are not accessible to adults. Youth best understand the problems they face and can offer new ideas and alternative solutions. In Uganda, Plan International worked with student councils to monitor education services at their schools using mobile phone reporting.

4. COMMUNICATORS:

Outside the international development sector, too few people are aware that world leaders have come to a historic, far-reaching agreement to eradicate poverty by 2030. Young people can be partners in communicating the agenda to their peers and communities at the local level, as well as across countries and regions. For instance, based on their own experience living through Typhoon Haiyan, participants in Plan International’s “Youth Reporters Project” in the Philippines created a video message* with advice and encouragement to children who survived the earthquake in Nepal.

5. LEADERS:

When young people are empowered with the knowledge of their rights



and supported to develop leadership skills, they can drive change in their communities and countries. Youth-led organisations and networks in particular should be supported and strengthened, because they contribute to the development of civic and leadership skills among young people, especially marginalised youth.”

On International Youth Day, 12th August 2016 the now-former Secretary General of the United Nations, Ban Ki-moon shared the following statement:

“ The world’s young people – who make up the largest generation of youth in history – can lead a global drive to break the patterns of the past and set the world on course to a more sustainable future. Young people are directly affected by the tragic contradictions that prevail today: between abject poverty and ostentatious wealth, gnawing hunger and shameful food waste, rich natural resources and polluting industries. Youth can deliver solutions on these issues, which lie at the heart of the 2030 Agenda for Sustainable Development.

In this first year of that 15-year plan for a healthier, safer and more just future, we count on the active engagement of the world’s young people to transform the production and consumption of goods and services so they meet the basic needs and aspirations of the world’s poorest people without overburdening already strained ecosystems.

Young people are traditionally at the cutting edge, and today’s youth have more information than any previous generation. Their dynamism, creativity and idealism can combine to shape attitudes toward demand and help create more sustainable industries.

Youth are already influencing how the world produces, distributes and consumes while driving green entrepreneurship by designing sustainable products and services. As conscious consumers, young people are at the forefront of a shift toward more fair, equitable and sustainable buying patterns. Youth are strong and effective advocates of recycling, reusing and limiting waste, and they are leading technological innovations to foster a resource-efficient economy.

When we invest in youth, they can contribute to new markets, decent jobs, fair trade, sustainable housing, sustainable transport and tourism, and more opportunities that benefit the planet and people.

I am proud that the United Nations is actively engaged in supporting young leaders who can carry out the Sustainable Development Goals (SDGs), including Goal 12 on sustainable consumption and production patterns. I encourage all young people to become involved in advancing the SDGs and demanding action by their Governments. My Youth Envoy is eager to connect you to our campaigns, which are being carried out across the entire United Nations system.

On International Youth Day, I urge others to join this global push for progress. Let us empower young people with the resources, backing and space they need to create lasting change in our world.

”



“

On International Youth Day, I urge others to join this global push for progress. Let us empower young people with the resources, backing and space they need to create lasting change in our world.

”

– Ban Ki-moon

WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?

You may already be involved in and fully informed on the SDG's but if not I recommend that you watch the following videos:

First watch: WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)?



This short (1m45s) video gives a quick overview and lists the 17 goals. A transcript of the video is available in **Appendix 5**.



Second watch:

HOW WE CAN MAKE THE WORLD A BETTER PLACE BY 2030

Michael Green (Recorded In 2015).



This longer video (14m49s) goes into more detail and describes some of the complexity of the SDG framework. A good watch to understand more about the ways progress is measured and some of the challenges faced.

A transcript of the video is available in **Appendix 6**.



TASK: YOUR SUSTAINABLE DEVELOPMENT GOALS

Each of the 17 SDGs is broken down into specific targets.

Look at the *United Nations SDG website*, click on one of the 17 goals and find the list of targets.

For Example: SDG 1 is 'End poverty in all its forms everywhere' and it's a few of its 7 targets are:

- By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
- By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
- By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

Answer the following questions:

1. What are the SDGs you are working towards?
2. What are the specific targets that you hope to contribute towards?
3. What would help you;
 - a. Understand the SDG Framework and targets better?
 - b. Work towards the SDGs more effectively?



JUST FOR FUN!

If you have some time and want to test your knowledge – try **this SGD quiz** that is full of useful information.



Appendices



APPENDIX 1

LABOURS OF LOVE *by Richard Sennett*

It takes 10,000 hours of practice to become a skilled carpenter or musician – but what makes a true master?



Richard Sennett on the craftsman in us all:

The word “craftsman” summons an immediate image. Peering through a window into a carpenter’s shop, you see an elderly man surrounded by his apprentices and his tools. Order reigns within: parts of chairs are clamped neatly together, the smell of wood shavings fills the room, the carpenter bends over his bench to make a fine incision for marquetry. The shop is menaced by a furniture factory down the road.

The craftsman might also be glimpsed at a nearby laboratory. There, a young lab technician is frowning at a table on which six dead rabbits are splayed on their backs, their bellies slit open. She is frowning because something has gone wrong with the injection she has given them; she is trying to figure out if she did the procedure wrong, or if there is something wrong with the procedure.

A third craftsman might be heard in the town’s concert hall. There, an orchestra is rehearsing with a visiting conductor; he works obsessively with the string section, going over and over a passage to make the musicians draw their bows at exactly the same speed across the strings. The string players are tired, but also exhilarated because their sound is becoming coherent. The orchestra’s manager is worried: if the visiting conductor keeps on, the rehearsal will move into overtime, costing management extra wages. The conductor is oblivious.

The carpenter, lab technician, and conductor are all craftsmen because they are dedicated to good work for its own sake. Theirs is practical activity, but their labour is not simply a means to another end. The carpenter might sell more furniture if he worked faster; the technician might make do by passing the problem back to her boss; the visiting conductor might be more likely to be rehired if he watched the clock. It’s certainly possible to get by in life without dedication, but the craftsman exemplifies the special human condition of being engaged.

In today’s labour market, doing good work is no guarantee of good fortune. In work, as in politics, sharks and incompetents have no trouble succeeding. Most men and women today spend the largest chunk of their waking hours in getting to work, working, and socialising with people they know at work. The desire to do a good job is one way to make these hours matter. Competence and engagement – the craftsman’s ethos – appear to be the most solid source of adult self-respect, according to many studies conducted in Britain and the US.

All craftsmanship is founded on skill developed to a high degree. By one commonly used measure, about 10,000 hours of experience are

required to produce a master carpenter or musician. As skill progresses, it becomes more problem-attuned, such as the lab technician worrying about procedure – whereas people with primitive levels of skill struggle just to get things to work. At its higher reaches, technique is no longer a mechanical activity; people can feel fully and think deeply about what they are doing, once they do it well.

Two centuries ago, Immanuel Kant casually remarked: “The hand is the window into the mind.” Modern science has sought to make good on this observation. Of all our limbs, the hands make the most varied movements, movements that can be controlled at will. Science has sought to show how these motions, plus the hand’s different ways of gripping and the sense of touch, affect the ways we think.

When learning to play a string instrument, for instance, young children do not know at first where to place their fingers on the fingerboard to produce an accurate pitch. The Suzuki method, named after the Japanese music educator Suzuki Shin’ichi, solves this problem instantly by taping thin plastic strips on to the fingerboard. The child violinist places a finger on a strip to sound a note perfectly in tune. This method emphasises beauty of tone – what Suzuki called “tonalisation” – from the start, without focusing on the complexities of producing a beautiful tone. The hand motion is determined by a fixed destination for the fingertip.

This user-friendly method inspires instant confidence. By the fourth lesson, a child can master the nursery tune “Twinkle, Twinkle, Little Star”. And the Suzuki method breeds a sociable confidence; an entire orchestra of seven-year-olds can belt out “Twinkle, Twinkle, Little Star” because the hand of each knows exactly what to do. These happy certainties are eroded, however, the moment the strips are removed.

Habit of this mechanical sort fails for a physical reason. The Suzuki method stretches small hands laterally at the knuckle ridge, but does not sensitise the fingertip that presses down on the string. Because the fingertip doesn’t know the fingerboard, sour notes appear as soon as the tapes come off. An adult analogy to taping would be the “grammar-check” functions of word-processing programs: these give the button-pusher no insight into why one grammatical construction is preferable to others. As in love, so in technique; innocent confidence is weak.

In music, the ear must instead work in concert with the fingertip to probe. The musician must touch the string in different ways, hear a variety of effects, then search for the means to repeat and reproduce the tone he or she wants. It can be an agonising struggle to answer the questions: “What exactly did I do? How can I do it again?” Instead of the fingertip acting as a mere servant, this kind of touching moves backwards from sensation to procedure. The principle here is reasoning backwards from consequence to cause.

In training young children to play, I’ve observed how much is required to put this principle of skill into practice. Imagine a boy struggling to play in tune without the Suzuki tapes. He seems to get one note exactly right, but then his ear tells him that the next note he plays in that position sounds sour; feedback from the ear sends the signal that lateral adjustment is needed between the fingers. Through trial and error, he may learn how to squeeze them closer, yet still no solution will be in sight. He may have held his hand at a right angle to the fingerboard. Perhaps now he should try sloping the palm to one side, up towards the pegs; this helps. But this new position makes a hash of the lateral problem he thought he had solved. And on it goes. Every new issue of playing in tune causes him to rethink solutions arrived at before.

Learning from touch is one way in which musical skill develops – and the principle of reasoning backwards, from effects to causes, underlies all good craftsmanship. The method may seem idiosyncratic, subjective. But the musician has an objective standard to meet: playing in tune. As a performer, at my fingertips I often experience error – but error I have learned to recognise. Sometimes, in discussions of education, this recognition is reduced to the cliché of “learning from one’s mistakes”. Musical technique shows that the matter is not so simple. I have to be willing to make errors, to play wrong notes, in order to get them right eventually. This is the commitment to truthfulness that the young musician makes by removing the Suzuki tapes.

This musical quest addresses one of the shibboleths in craftsmanship: the ideal of “fit-for-purpose”. In tools, as in technique, the good craftsman is supposed to eliminate all procedures that do not serve a predetermined end. The ideal of fit-for-purpose has dominated thinking in the industrial era. Diderot’s Encyclopedia in the 18th century celebrated an ideal paper-making factory at L’Anglée, in which there was no mess or wasted paper. Today, programmers similarly dream of systems without “dead ends”. But the ideal of fit-for-purpose can work against experiment in developing a tool or a skill; it should properly be seen as an achievement, a result. To arrive at that goal, the craftsman at work has instead to dwell in waste, following up dead ends. In technology, as in art, the probing craftsman does more than encounter problems; he or she creates them in order to know them. Improving one’s technique is never a routine, mechanical process.

It’s easy to imagine that you have to be a genius in order to become highly skilled, or at least that exceptional talent rules in the craftsman’s roost. But I don’t believe this. While not everyone can become a master musician, it seems to me that skill in any craftwork can be improved; there is no fixed line between the gifted few and the incompetent mass. This is because skill is a capacity that we develop, and all of us can draw on basic human talents to do so.

Three abilities are the foundation of craftsmanship: to localise, to question and to open up. The first involves making a matter concrete; the second, reflecting on its qualities; the third, expanding its sense. The carpenter establishes the peculiar grain of a single piece of wood, looking for detail; turns the wood over and over, pondering how the pattern on the surface might reflect the structure hidden underneath; decides that the grain can be brought out if he or she uses a metal solvent rather than standard wood varnish. To deploy these capabilities the brain needs to process visual, aural, tactile and language-symbol information simultaneously.

The self-respect that people can earn by being good craftsmen does not come easily. To develop skill requires a good measure of experiment and questioning; mechanical practice seldom enables people to improve their skills. Too often we imagine good work itself as success built, economically and efficiently, upon success. Developing skill is more arduous and erratic than this.

But most people have it in them to become good craftsmen. They have the capacities to become better at, and more involved in, what they do – the abilities to localise, question and open up problems that can result, eventually, in good work. Even if society does not reward people who have made this effort as much as it should, in the end, they can achieve a sense of self-worth – which is reward enough.

This article was taken from **The Guardian Books Review** Saturday 2nd February 2008

APPENDIX 2

The Commonwealth Character



The Commonwealth Character

Signed by Her Majesty Queen Elizabeth II, Head of the Commonwealth,
Commonwealth Day 2013

WE THE PEOPLE OF THE COMMONWEALTH:

Recognising that in an era of changing economic circumstances and uncertainty, new trade and economic patterns, unprecedented threats to peace and security, and a surge in popular demands for democracy, human rights and broadened economic opportunities, the potential of and need

for the Commonwealth – as a compelling force for good and as an effective network for co-operation and for promoting development – has never been greater,

Recalling that the Commonwealth is a voluntary association of independent and equal sovereign states, each responsible for its own policies, consulting and co-operating in the common interests of our peoples and in the promotion of international understanding and world peace, and influencing international society to the benefit of all through the pursuit of common principles and values,

Affirming that the special strength of the Commonwealth lies in the combination of our diversity and our shared inheritance in language, culture and the rule of law; and bound together by shared history and tradition;

by respect for all states and peoples; by shared values and principles and by concern for the vulnerable,

Affirming that the Commonwealth way is to seek consensus through consultation and the sharing of experience, especially through practical co-operation, and further affirming that the Commonwealth is uniquely placed to serve as a model and as a catalyst for new forms of friendship and co-operation in the spirit of the Charter of the United Nations,

Affirming the role of the Commonwealth as a recognised intergovernmental champion of small states, advocating for their special needs; providing policy advice on political, economic and social development issues; and delivering technical assistance, Welcoming the valuable contribution of the network of the many intergovernmental, parliamentary, professional and civil society bodies which support the

Commonwealth and which subscribe and adhere to its values and principles.

Affirming the validity of and our commitment to the values and principles of the Commonwealth as defined and strengthened over the years including: the Singapore Declaration of Commonwealth Principles, the Harare Commonwealth Declaration, the Langkawi Declaration on the Environment, the Millbrook Action Programme, the Latimer House Principles, the Aberdeen Agenda, the Trinidad and Tobago Affirmation of Commonwealth Values and Principles, the Munyonyo Statement on Respect and Understanding, the Lake Victoria Commonwealth Climate Change Action Plan, the Perth Declaration on Food Security Principles, and the Commonwealth Declaration on Investing in Young People,

Affirming our core Commonwealth principles of consensus and common action, mutual respect, inclusiveness, transparency, accountability, legitimacy, and responsiveness,

Reaffirming the core values and principles of the Commonwealth as declared by this Charter:

I.

DEMOCRACY

We recognise the inalienable right of individuals to participate in democratic processes, in particular through free and fair elections in shaping the society in which they live. Governments, political parties and civil society are responsible for upholding and promoting democratic culture and practices and are accountable to the public in this regard. Parliaments and representative local governments and other forms of local governance are essential elements in the exercise of democratic governance.

We support the role of the Commonwealth Ministerial Action Group to address promptly and effectively all instances of serious or persistent violations of Commonwealth values without any fear or favour.

II.

HUMAN RIGHTS

We are committed to the Universal Declaration of Human Rights and other relevant human rights covenants and international instruments. We are committed to equality and respect for the protection and promotion of civil, political, economic, social and cultural rights, including the right to development, for all without discrimination on any grounds as the foundations of peaceful, just and stable societies. We note that these rights are universal, indivisible, interdependent and interrelated and cannot be implemented selectively.

We are implacably opposed to all forms of discrimination, whether rooted in gender, race, colour, creed, political belief or other grounds.

III.

INTERNATIONAL PEACE AND SECURITY

We firmly believe that international peace and security, sustainable economic growth and development and the rule of law are essential to the progress and prosperity of all. We are committed to an effective multilateral system based on inclusiveness, equity, justice and international law as the best foundation for achieving consensus and progress on major global challenges including piracy and terrorism.

We support international efforts for peace and disarmament at the United Nations and other multilateral institutions. We will contribute to the promotion of international consensus on major global political, economic and social issues. We will be guided by our commitment to the security, development and prosperity of every member state.

We reiterate our absolute condemnation of all acts of terrorism in whatever form or wherever they occur or by whomsoever perpetrated, with the consequent tragic loss of human life and severe damage to political, economic and social stability. We reaffirm our commitment to work together as a diverse community of nations, individually, and collectively under the auspices and authority of the United Nations, to take concerted and resolute action to eradicate terrorism

IV.

TOLERANCE, RESPECT AND UNDERSTANDING

We emphasise the need to promote tolerance, respect, understanding, moderation and religious freedom which are essential to the development of free and democratic societies, and recall that respect for the dignity of all human beings is critical to promoting peace and prosperity.

We accept that diversity and understanding the richness of our multiple identities are fundamental to the Commonwealth's principles and approach.

V.

FREEDOM OF EXPRESSION

We are committed to peaceful, open dialogue and the free flow of information, including through a free and responsible media, and to enhancing democratic traditions and strengthening democratic processes.

VI.

SEPARATION OF POWERS

We recognise the importance of maintaining the integrity of the roles of the Legislature, Executive and Judiciary. These are the guarantors in their respective spheres of the rule of law, the promotion and protection of fundamental human rights and adherence to good governance.

VII.

RULE OF LAW

We believe in the rule of law as an essential protection for the people of the Commonwealth and as an assurance of limited and accountable

government. In particular we support an independent, impartial, honest and competent judiciary and recognise that an independent, effective and competent legal system is integral to upholding the rule of law, engendering public confidence and dispensing justice.

VIII.

GOOD GOVERNANCE

We reiterate our commitment to promote good governance through the rule of law, to ensure transparency and accountability and to root out, both at national and international levels, systemic and systematic corruption.

IX.

SUSTAINABLE DEVELOPMENT

We recognise that sustainable development can help to eradicate poverty by pursuing inclusive growth whilst preserving and conserving natural ecosystems and promoting social equity.

We stress the importance of sustainable economic and social transformation to eliminate poverty and meet the basic needs of the vast majority of the people of the world and reiterate that economic and social progress enhances the sustainability of democracy.

We are committed to removing wide disparities and unequal living standards as guided by internationally agreed development goals. We are also committed to building economic resilience and promoting social equity, and we reiterate the value in technical assistance, capacity building and practical cooperation in promoting development.

We are committed to an effective, equitable, rules-based multilateral trading system, the freest possible flow of multilateral trade on terms fair and equitable to all, while taking into account the special requirements of small states and developing countries.

We also recognise the importance of information and communication technologies as powerful instruments of development; delivering savings, efficiencies and growth in our economies, as well as promoting education, learning and the sharing of culture. We are committed to strengthening its use while enhancing its security, for the purpose of advancing our societies.

X.

PROTECTING THE ENVIRONMENT

We recognise the importance of the protection and conservation of our natural ecosystems and affirm that sustainable management of the natural environment is the key to sustained human development. We recognise the importance of multilateral cooperation, sustained commitment

and collective action, in particular by addressing the adaptation and mitigation challenges of climate change and facilitating the development, diffusion and deployment of affordable environmentally friendly technologies and renewable energy, and the prevention of illicit dumping of toxic and hazardous waste as well as the prevention and mitigation of erosion and desertification.

XI.

ACCESS TO HEALTH, EDUCATION, FOOD AND SHELTER

We recognise the necessity of access to affordable health care, education, clean drinking water, sanitation and housing for all citizens and emphasise the importance of promoting health and well-being in combating communicable and non-communicable diseases.

We recognise the right of everyone to have access to safe, sufficient and nutritious food, consistent with the progressive realisation of the right to adequate food in the context of national food security.

XII.

GENDER EQUALITY

We recognise that gender equality and women's empowerment are essential components of human development and basic human rights. The advancement of women's rights and the education of girls are critical preconditions for effective and sustainable development.

XIII.

IMPORTANCE OF YOUNG PEOPLE IN THE COMMONWEALTH

We recognise the positive and active role and contributions of young people in promoting development, peace, democracy and in protecting and promoting other Commonwealth values, such as tolerance and understanding, including respect for other cultures. The future success of the Commonwealth rests with the continued commitment and contributions of young people in promoting and sustaining the Commonwealth and its values and principles, and we commit to investing in and promoting their development, particularly through the creation of opportunities for youth employment and entrepreneurship.

XIV.

RECOGNITION OF THE NEEDS OF SMALL STATES

We are committed to assisting small and developing states in the Commonwealth, including the particular needs of small island developing states, in tackling their particular economic, energy, climate change and security challenges, and in building their resilience for the future.

XV.

RECOGNITION OF THE NEEDS OF VULNERABLE STATES

We are committed to collaborating to find ways to provide immediate help to the poorest and most vulnerable including least developed countries, and to develop responses to protect the people most at risk.

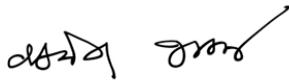
XVI.

THE ROLE OF CIVIL SOCIETY

We recognise the important role that civil society plays in our communities and countries as partners in promoting and supporting Commonwealth values and principles, including the freedom of association and peaceful assembly, and in achieving development goals.

We are committed to ensuring that the Commonwealth is an effective association, responsive to members' needs, and capable of addressing the significant global challenges of the future.

We aspire to a Commonwealth that is a strong and respected voice in the world, speaking out on major issues; that strengthens and enlarges its networks; that has a global relevance and profile; and that is devoted to improving the lives of all peoples of the Commonwealth.



Signed by His Excellency Kamalesh Sharma, Commonwealth Secretary-General, 14 December 2012, on which day Commonwealth Heads of Government adopted the Charter of the Commonwealth.

APPENDIX 3

Ted Talk – Who do you want to be when you grow up

Rumeet Billan

The following is a transcript of the talk given by Rumeet Billan on TEDx

Thank you so much for having me here today. We're often asked, what do you want to be when you grow up, what's your five-year plan, what's your three-year plan, where do you see yourself one year from now, what are you going to do after you graduate? We go on to college and university in hopes of becoming what it is that we set out to be. It's what our business cards will say and it's what our parents will tell their friends what it is that we do. It's how others will define us and likely how we'll define ourselves. It's what we want to be when we grow up.

A few years ago I had the opportunity to ask Arnold, Mongrella and Anastasia what they wanted to be when they grew up. Arnold in grade five, Arnold told me how he wanted to become a pilot. What he said was, "When I'm a pilot I want to have a children center in a different country, somewhere like China." When I asked Arnold why it is that he wanted to build the children center he explained to me that he had lost his mother the year before and he understood that there were children in different parts of our world that were also in a similar circumstance. He wanted to help, and he felt that by becoming a pilot he could help.

Mongrella, Mongrella told me how he wanted to become a professor. What Mongrella said was, "Children have many stresses and I want to help them." Mongrella shared with me how he had lost his parents when he was five years old. He believes that by becoming a professor he can help the children that are in similar circumstances and help them with these stresses.

Anastasia, Anastasia who at that time was in grade seven, one of the most articulate young women I've ever met. When I asked Anastasia what do you want to be when you grow up she told me, "I want to improve the standard of education in Africa. I want to mostly help the orphans read and write. I want to give them a place to live so that they can go to school. I want to help them become a distinguished person in their life." Anastasia said, "I want to change their lives."

You see Anastasia didn't tell me what she wanted to be when she grew up. Instead she shared with me who she wanted to be when she grew up. Unlike all of us here today these children will likely not receive a secondary education. 29% of secondary school aged children in the least developed parts of our world participate in secondary school. The greatest challenges appear in Sub-Saharan Africa. This is their circumstance. Arnold, Mongrella, and Anastasia represent what it is that I'd like to share with you in terms of our role and the future of education.

You see I was on this trip where I spent a lot of time at the different



orphanages. That's where they gave me my Swahili name and they called me [Swahili 03:22]. And [Swahili 03:23] meant happy face. I really enjoyed my time with them. But it was the lessons that I learned from them that I would carry on with me, and it was the lessons that I learned that would change my perspective in such a meaningful way.

You see these children, they didn't choose not to have access to electricity, they didn't choose not to have access to running water, and they didn't choose not to have access to quality education. This wasn't their choice. They were born into that circumstance. Actually that's when it clicked. It clicked that it could've been me. Actually if you think about it could've been any single one of us sitting here today.

Any one of us could've been born into a circumstance where we had to wait for the next rainfall so that there was water in the tank in order to bathe with. Any single one of us could've been born into a circumstance where we didn't have access to a laptop, or the internet, there was no electricity line that was running through our community. It could've been any single one of us that didn't go on to college or university because it would take half a day to walk there by foot on unpaved roads. It could've been me and it could've been you.

But we had the opportunity. We had the opportunity to complete a secondary education. We actually had the opportunity to go on and further education and go on to college or university, essentially to become what it is that we want to be. When I think about the future of education I envision a space where it's not about what you want to be when you grow up. Instead, it's about who you want to be. When we think about who you want to be when you grow up, that first starts with understanding yourself.

Mongrella, Mongrella said children have many stresses. It was because of his circumstance that motivates him to become a professor. Let's take that and consider that for ourselves. What motivates you to do what it is that you want to do? What motivates you to choose what it is that you choose? What values drive your behavior? What's impacted or who's impacted your perception and how you view the world? We see the world not as it is but as we are. More importantly, what false assumptions do you have about yourselves that limit you from doing what it is that you want to do, or becoming who it is that you want to be? What false assumptions do we have about others when we decide that we want to label them based on their position title?

When I was in these rural communities I was labeled a white man. In those communities there was absolutely no other word in that context that they had to describe me. The way I looked was different. My body language was different. My mannerisms were different. I was a foreigner and in that context I was the other. I was stared at and sometimes laughed at because I was different.

You see we play this language game where we want to label and describe, we want to use these common words to describe a multitude of experiences or people, we label people based on what they look like, what they're wearing, their ethnicity, their gender, maybe their position title. We want to put everyone into these neat little boxes so that we can categorize them and essentially try to understand them. We talk about people's positions, so and so is a doctor, so and so is a lawyer. It's when we tell people what we want to be or what we do that we allow them to define us based on the label.

You see that's the difference. The difference is when you share what you want to do you allow yourself to be labeled and defined. But if we want to talk about impact and identity that's when we need to consider who do you want to be when you grow up. It's one thing to say I want to be a humanitarian. As noble as that concept is it's a completely different thing to say I want to save the lives of those who have been impacted by disasters, whether natural or man-made, I want to save the lives of those who have been impacted by disaster, and that's why I want to become a humanitarian.

Again, it's one thing to say what you want to be and it's something completely different to express who it is that you want to be. When we go back to Arnold's story, Arnold doesn't want to become a pilot for the status. Arnold wants to build children centers. Arnold doesn't have a passport, but he knows, he knows that he needs to get to these different countries where he wants to build these children centers, and that's why he wants to become a pilot. What you do serves as a vehicle for who it is that you want to be. For him it's becoming a pilot that's a vehicle for what it is that he essentially wants to do.

I learned the greatest lesson from Arnold. Arnold showed me that we cannot predict our future circumstance. We can lose everything tomorrow, and more importantly, we can lose those that are most important to us at any given moment. When we talk about the language game there's no common word to describe that loss and that feeling of that loss. But Arnold, Arnold wants to help. Arnold wants to help. He wants to build his children center. That's what he wants to do.

Treat people as if they were what they ought to be and help them become what they are capable of being. Treat people as if they were what they ought to be and help them become what they are capable of being. The traits that we admire in leaders, I saw those traits in the orphanages. Anastasia wants to improve the standard of education in Africa. Forget Kenya, she wants to improve the standard of education in Africa. She wants to help the orphans to become what she perceives as distinguished people in their lives. She wants to help them become what they are capable of being.

We read books about leadership. We watch biographies of those who have impacted our world. We take our Sundays to attend events, to hear various people speak. We are the small percentage of our world population that gets to decide what it is that we want to do with our time and how we want to spend it. When I think about my time back in Kenya I'm reminded of that lesson. We cannot predict our future circumstance, but what we can do is we can find purpose in the circumstance that we're in.

You see these young children all under the age of 13 have experienced their life through a lens that many of us would find very difficult to understand. Although the stats suggest that they may have little to no impact in our world that's absolutely not what they see in themselves. They see possibility. They are no different in terms of their hearts, their minds, and their innate abilities. They are no different from the children that are born in Toronto, London, New York, Yellowknife, Paris, Halifax. They are absolutely no different, but their circumstances.

When we consider what our purpose is and finding purpose in our circumstance I believe that a piece of that is to safeguard our potential and not to limit ourselves by putting a label on what we

want to be. A part of it is to safeguard the potential in our children who want to change the world, because I believe they can live not in poverty but in possibility. A part of that is also to safeguard the potential in each other, to help each other become what we're capable of being.

The next time someone asks you what do you want to be when you grow up, I encourage you, don't give them a title and don't be labeled. Instead, tell them who you want to be and the impact that you want to have. I'm Rumeet and I was given the privilege and the gift of education. I want to continue to give that gift through the work that I do. That's the impact that I want to have.

Thank you.

This is a transcript of a talk given by Rumeet Billan on TEDx in 2013.

APPENDIX 4

What are the Sustainable Development Goals (SDGs) ?

ACCIONA



The following is a transcript of the video What are the Sustainable Development Goals (SDGs) ? by ACCIONA

Humankind faces many challenges to ensure that all people have the same development and wellbeing opportunities. In the year 2000, the United Nations adopted 8 objectives to meet the main needs of the poorest. 15 years later, 193 countries adopted the 2030 agenda that sets out the sustainable development goals. A new horizon with the most pressing challenges for human beings in the common years. These are 17 ambitious goals that require the collaboration of civil society, and the public and private sectors whose success means a more egalitarian and livable world.

The eradication of poverty and hunger, so as to ensure a healthy life. Achieve universal access to basic services such as water, sanitation, and sustainable energy. Support the generation of development opportunities for inclusive education and decent work. Foster innovation and resilient infrastructures by creating communities and cities capable of producing and consuming in a sustainable way. Reduce inequalities in the world, especially gender inequalities. Caring for the environment by combating climate change and protecting oceans, and terrestrial ecosystems. Promote collaboration between different social actors to create an environment of peace and sustainable development. If we achieve these sustainable development goals among people, governments, and companies, we will make the world a more prosperous place for all.

APPENDIX 5

How Can We Make the World a Better Place by 2030?

By Michael Green



The following is a transcript of the video How Can We Make the World a Better Place by 2030? by Michael Green

Michael Green:

Do you think the world is going to be a better place next year? In the next decade? Can we end hunger, achieve gender equality, halt climate change, all in the next 15 years? Well, according to the governments of the world, yes, we can. In the last few days, the leaders of the world, meeting at the UN in New York, agreed a new set of Global Goals for the development of the world to 2030 and here they are. These goals are the product of a massive consultation exercise. The Global Goals are who we, humanity, want to be. Now that's the plan, but can we get there? Can this vision for a better world really be achieved?

Well, I'm here today because we've run the numbers, and the answer, shockingly, is that maybe we actually can but not with business as usual. Now, the idea that the world is going to get a better place may seem a little fanciful. Watch the news every day and the world seems to be going backwards, not forwards and let's be frank. It's pretty easy to be sceptical about grand announcements coming out of the UN, but please, I invite you to suspend your disbelief for just a moment because back in 2001, the UN agreed another set of goals, the Millennium Development Goals. The flagship target there was to halve the proportion of people living in poverty by 2015. The target was to take from a baseline of 1990, when 36% of the world's population lived in poverty, to get to 18% poverty this year.

Did we hit this target? Well, no, we didn't. We exceeded it. This year, global poverty is going to fall to 12%. Now, that's still not good enough, and the world does still have plenty of problems but the pessimists and doomsayers who say that the world can't get better are simply wrong. How did we achieve this success?

Well, a lot of it was because of economic growth. Some of the biggest reductions in poverty were in countries such as China and India, which have seen rapid economic growth in recent years, so can we pull off the same trick again? Can economic growth get us to the Global Goals? Well, to answer that question, we need to benchmark where the world is today against the Global Goals and figure out how far we have to travel, but that ain't easy because the Global Goals aren't just ambitious. They're also pretty complicated. Over 17 goals, there are then 169 targets and literally, hundreds of indicators. Also, while some of the goals are pretty specific, end hunger, others are a lot vaguer, promote peaceful and tolerant societies.

To help us with this benchmarking, I'm going to use a tool called the Social Progress Index. What this does is measures all the stuff the Global Goals are trying to achieve, but sums it up into a single number that we can use as our benchmark and track progress over time. The Social Progress Index basically asks three fundamental questions about a society. First of all, does everyone have the basic needs of survival: food, water, shelter, safety? Secondly, does everyone have the building blocks of a better life: education, information, health and a sustainable environment? Does everyone have the opportunity to improve their lives, through rights, freedom of choice, freedom from discrimination, and access to the world's most advanced knowledge?

The Social Progress Index sums all this together using 52 indicators to create an aggregate score on a scale of zero to 100. What we find is that there's a wide diversity of performance in the world today. The highest performing country, Norway, scores 88. The lowest performing country, Central African Republic, scores 31. We can add up all the countries together, weighting for the different population sizes and that global score is 61. In concrete terms, that means that the average human being is living on a level of social progress about the same of Cuba or Kazakhstan today.

That's where we are today, 61 out of 100. What do we have to get to to achieve the Global Goals? Now, the Global Goals are certainly ambitious, but they're not about turning the world into Norway in just 15 years, so having looked at the numbers, my estimate is that a score of 75 would not only be a giant leap forward in human well-being, it would also count as hitting the Global Goals target. There's our target, 75 out of 100. Can we get there?

Well, the Social Progress Index can help us calculate this, because as you might have noticed, there are no economic indicators in there. There's no GDP or economic growth in the Social Progress Index model. What that lets us do is understand the relationship between economic growth and social progress. Let me show you on this chart. Here on the vertical axis, I've put social progress, the stuff the Global Goals are trying to achieve. Higher is better. Then, on the horizontal axis, is GDP per capita. Further to the right means richer. In there, I'm now going to put all the countries of the world, each one represented by a dot, and on top of that, I'm going to put the regression line that shows the average relationship.

What this tells us is that as we get richer, social progress does tend to improve. However, as we get richer, each extra dollar of GDP is buying us less and less social progress. Now, we can use this information to start building our forecast. Here is the world in 2015. We have a social progress score of 61 and a GDP per capita of \$14,000. The place we're trying to get to, remember, is 75 is our Global Goals target. Here we are today, \$14,000 per capita GDP. How rich are we going to be in 2030? That's what we need to know next.

Well, the best forecast we can find comes from the U.S. Department of Agriculture, which forecasts 3.1% average global economic growth over the next 15 years, which means that in 2030, if they're right, per capita GDP will be about \$23,000. Now, the question is, if we get that much richer, how much social progress are we going to get? Well, we asked a team of economists at Deloitte who checked and crunched the numbers and they came back and they said, "Well, look. If the world's average wealth goes from \$14,000 a year to \$23,000 a year, social progress is going to increase from 61 to 62.4." Just 62.4. Just a tiny increase. Now, this seems a bit strange. Economic growth seems to have really helped in

the fight against poverty, but it doesn't seem to be having much impact on trying to get to the Global Goals. What's going on?

Well, I think there are two things. The first is that in a way, we're the victims of our own success. We've used up the easy wins from economic growth and now, we're moving on to harder problems, and also, we know that economic growth comes with costs as well as benefits. There are costs to the environment, costs from new health problems like obesity. That's the bad news. We're not going to get to the Global Goals just by getting richer.

Are the pessimists right? Well, maybe not because the Social Progress Index also has some very good news. Let me take you back to that regression line. This is the average relationship between GDP and social progress and this is what our last forecast was based on. As you saw already, there is actually lots of noise around this trend line. What that tells us, quite simply, is that GDP is not destiny. We have countries that are underperforming on social progress, relative to their wealth. Russia has lots of natural resource wealth, but lots of social problems. China has boomed economically, but hasn't made much headway on human rights or environmental issues. India has a space programme and millions of people without toilets.

Now, on the other hand, we have countries that are over-performing on social progress relative to their GDP. Costa Rica has prioritised education and health and environmental sustainability, and as a result, it's achieving a very high level of social progress despite only having a rather modest GDP. Costa Rica's not alone. From poor countries like Rwanda to richer countries like New Zealand, we see that it's possible to get lots of social progress even if your GDP is not so great.

That's really important because it tells us two things. First of all, it tells us that we already in the world have the solutions to many of the problems that the Global Goals are trying to solve. It also tells us that we're not slaves to GDP. Our choices matter. If we prioritise the well-being of people, then we can make a lot more progress than our GDP might expect. How much? Enough to get us to the Global Goals? Well, let's look at some numbers.

What we know already, the world today is scoring 61 on social progress, and the place we want to get to is 75. If we rely on economic growth alone, we're going to get to 62.4. Let's assume now that we can get the countries that are currently underperforming on social progress, the Russia, China, Indias, just up to the average. How much social progress does that get us? Well, that takes us to 65. It's a bit better, but still quite a long way to go.

Let's get a little bit more optimistic and say, what if every country gets a little bit better at turning its wealth into well-being? Well then, we get to 67. Now, let's be even bolder still. What if every country in the world chose to be like Costa Rica in prioritising human well-being, using its wealth for the well-being of its citizens? Well then, we get to nearly 73, very close to the Global Goals.

Can we achieve the Global Goals? Certainly not with business as usual. Even a flood tide of economic growth is not going to get us there, if it just raises the mega-yachts and the super-wealthy and leaves the rest behind. If we're going to achieve the Global Goals, we have to do things differently. We have to prioritise social progress, and really scale solutions around the world. I believe the Global Goals are a historic opportunity because the world's leaders have promised to deliver them. Let's not dismiss the goals or slide into pessimism. Let's hold them to

that promise. We need to hold them to that promise by holding them accountable, tracking their progress all the way through the next 15 years.

I want to finish by showing you a way to do that called the People's Report Card. The People's Report Card brings together all this data into a simple framework that we'll all be familiar with from our school days, to hold them to account. It grades our performance on the Global Goals on a scale from F to A, where F is humanity at its worst, and A is humanity at its best.

Our world today is scoring a C-. The Global Goals are all about getting to an A, and that's why we're going to be updating the People's Report Card annually, for the world and for all the countries of the world, so that we can hold our leaders to account to achieve this target and fulfil this promise because getting to the Global Goals will only happen if we do things differently, if our leaders do things differently, and for that to happen, that needs us to demand it, so let's reject business as usual. Let's demand a different path. Let's choose the world that we want. Thank you.

Bruno Giussani: Thank you, Michael. Michael, just one question, the Millennium Development Goals established 15 years ago, they were kind of applying to every country but it turned out to be really a scorecard for emerging countries.

Michael Green: Yeah.

Bruno Giussani: Now, the new Global Goals are explicitly universal. They ask for every country to show action and to show progress. How can I, as a private citizen, use the report card to create pressure for action?

Michael Green: This is a really important point. This is a big shift in priorities. It's no longer about poor countries and just poverty. It's about every country and every country is going to have challenges in getting to the Global Goals. Even, I'm sorry to say, Bruno, Switzerland ...

Bruno Giussani: I'm sure.

Michael Green: ... has got to work to do. That's why we're going to produce these report cards, 2016, for every country in the world and then we can really see, how are we doing? It's not going to be rich countries scoring straight A's. That, then, I think is to provide a point of focus for people to start demanding action and start demanding progress.

WHO'S WHO

AUTHOR

For the duration of the Queen's Young Leaders Programme (QYLP), Frances Brown was Director of Education and Mentoring based at The Institute of Continuing Education where she created the Leading Change course and developed the Leading Change Website and QYL Mentoring Programme.

With a background in education, design and startups Frances loves driving forward new ideas and supporting others through voluntary mentoring and trusteeship. Highlights of external projects she led over the four years at The University of Cambridge include developing a training course for CHOGM, The Commonwealth Heads of Government Meeting in London 2018 with the Commonwealth Secretariat and British Cabinet Office and launching IT'S GOING TO BE GOOD with a team of Queen's Young Leaders.

At the end of the programme she moved to a new role with The Queen's Commonwealth Trust and was very excited to be able to continue supporting other young changemakers like The Queen's Young Leaders!

Say hello @fbrownwork or check out www.fbrownwork.com



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