

Social and Environmental Justice for a Sustainable Future



Conference
Programme

'The climate crisis is not just about the environment. It is a crisis of human rights, of justice, and of political will.'

Greta Thunberg, Luisa Neubauer and Angela Valenzuela 2019

Introduction

Revolutions take many forms, and do not always involve ground-shaking change, but rather can exist even in our quietest and humblest of creative acts. We aim to bring together people and acts, in all their creative forms, to celebrate thinking, activism and hope.

To mark our Diamond Jubilee celebrations, we have created an interdisciplinary day that explores, analyses, and celebrates social and environmental justice and its application to providing a sustainable future. Through presentations, workshops and interactive activities featuring academics, environmentalists, and individuals with lived experience, we have sought voices, images, words, and sounds that reflect what social and environmental justice means to us individually and collectively

The Academy for Sustainable Futures together with BH365, Closing our Gap, EDI, The Interdisciplinary Research Network, The Global Majority Network, the International Office and Student Union collaborated on this unique conference that took place on the 18th of October 2022 at CCCU.

We invited colleagues, academics and students to help us explore areas of alignment between environmental and social justice, highlighting research and teaching strategies that work at the intersection of these themes and sustainability, promoting the development of inclusive learning environments. Throughout the day's events we celebrated the contributions that a diverse society makes to a sustainable future, aiming to promote representation of diverse voices in education that strives for social and environmental justice and to build a sense of belonging. We hope that collaborations fostered here will contribute to decolonising the curriculum and to enriching it with diverse narratives and discourses.

Outcomes of the Conference:

- Strengthening diverse networks
- Showcasing work developed by CCCU colleagues and colleagues from other universities
- Representation that inspires our diverse community of students and staff and promotes a sense of belonging
- A document resulting from the conference plenary stating 'Our vision for a just and sustainable future'

Social and Environmental Justice for a Sustainable Future Conference

Programme of Events

Date: 18 October 2022

Location: Augustine Hall (morning), Verena Holmes Building (afternoon)

Venue and time	Activity	Details	
AH27 9.00-9.15	Housekeeping, opening, VC Address	Professor Rama Thirunamachandran Vice-Chancellor and Principal	
AH27 9.15-10.00	Keynote and Q&A	"Confronting Injustice: Race and the Environmental Emergency" Simon Hood Research Analyst Runnymede Trust	
AH27 10.00-10.20	Poetry reading and discussion	"My clothes are stitched together with injustice" Dr John Kirkman	
AH27 10.20	Break	Beverages will be available	
AH27 10.20-12.00	Carousel Activities	<ul style="list-style-type: none"> ▪ Stalls from campaigning and activist organisations, student societies, community groups ▪ Opportunities to sign petitions, join campaigns etc. ▪ The Banana game (SU) Ellie Martin ▪ Craftivism display and 'environmental handprints' (Academy for Sustainable Futures, Adriana Consorte-McCrea) 	<ol style="list-style-type: none"> 1. Clothes swap 'Let's work with what we have' Anti fast fashion awareness, Kat Porter https://recyclerevampurpose.square.site/the-event 2. Video: Representation and inclusivity in sustainability messages: 'Introducing Sustainability Shorts', Adriana Consorte-McCrea and Miroslava Karaskova Consorte-McCrea and Karaskova 2022

		<ul style="list-style-type: none"> ▪ 'I care for the environment, but...' (Academy for Sustainable Futures, John Hills) ▪ I care about the environment but list v2.pdf ▪ Emily's Pop Up Veggie stall Two Small Opportunities to Live a More Sustainable Lifestyle.pdf ▪ Flip charts graffiti for comments and views ▪ Video corner 	3. Video: 'Celebrating difference: using performance practices to give voice to lived experiences', Rosie Garton Video Celebrating difference RG.mp4
AH27 11:00-11:30	Table discussions	Attendees will have access to tables where they may sit in groups, with papers and pens to note down key points	Zulfi Ali mediator
11.00-12.00	Workshop:	11.00-12.00 AH27 Pop up room	
		Living with intention Dr Priyali Ghosh	
VH 3rd floor 12:00 – 13:00	Lunch	<ul style="list-style-type: none"> • All go to Verena Holmes for international buffet lunch and afternoon programme <ul style="list-style-type: none"> ○ 15 minutes' walk ○ a minibus will be available for the ones who need it at 11.35 and at 12.05. • Posters • Flip charts graffiti for comments and views • Visit to dragon Becket lawn • Three Choughs, Kent Green Hop Ale 	
12.30-13.30	Workshops:		
	12.30-13.30 VH.2.64	12.30-13.00 VH.1.07	
	Our vulnerability to Ecofascism Heather Luna	Re-purposing HE through Enabling Student Knowledge Exchange for Sustainability Paul Warwick, Rachel Manning, Chris Woodfield	

13.00-14.20	Talks and discussions	Session 1 VH.1.07 Chair Adriana Consorte-McCrea Knowing, believing and learning	Session 2 Af.01 Chair Stephen Scoffham Place and space
13:00		Indigenous peoples and climate change Alex Ntung	Dragon Wrangling: Public Art Activism Visits, exhibition, talks and workshops Dr Diane Heath and Dr Pip Gregory
13:20		Sustainable human development – voices ‘from below’ – the Igwebuikwe African philosophy Adaeze Okoye	Topsy-turvy: maps for social and environmental justice Professor Peter Vujakovic
13:40		Religion, Sustainability and the Common Good Maria Diemling, Ivan Khovacs, Ralph Norman, Simon Wilson	‘Mapping our Future’ – inclusive learning about place Paula Owens and Peter Vujakovic
14.00		Science, religion and sustainability in schools: outlining a teacher learning community approach Joshua Heyes, Agnieszka Gordon, Caroline Thomas Finley Lawson, Sherralyn Simpson	Sustainable media production practices and content creation Ken Fox
VH 3rd floor 14:20-14:40	Break	<ul style="list-style-type: none"> ▪ Posters ▪ Flip charts graffiti for comments and views ▪ Visit to dragon Becket lawn ▪ Refreshments 	
14:40- 16:00	Talks and discussions	Session 3 VH.1.07 Chair David Bates Learning journeys	Session 4 VH.0.04 Chair Melanie King Creating spaces
14:40		Could Concern for Social Justice slow Physical Sustainability? Stephen Peake and Peter Harper	The cycleborg : the female on wheels as contemporary vehicle for environmental change’ Rosie Garton

15:00		In favour of clumsy solutions Stephen Scoffham	Make it Happen : Developing cultural ecologies in areas low arts participation Megan Bailey, Professor Samantha Broadhead – online
15:20		Sustainability, Transformative Education, and Overcoming Alienation. Dr Ian Jasper	SUITCASE STORIES: young people as storytellers of climate adaptation Prof Matthew Reason and Dr Cath Heinemeyer – online
15:40		Sociology and Sustainability – a journey from periphery to central pillar Dr Jenni Cauvain and Dr Claire Markham – online	
16:00-16:15	Break	Refreshments and cookies	
16:15-16.45 VH.1.07	Plenary session	<p style="text-align: center;">‘The future we want’</p> <p style="text-align: center;">Chairs will convene key ideas from sessions Chaired by Mary Makinde, Amanda Maclean</p>	



Talks and Abstracts

Opening

1. Opening address by Professor Rama Thirunamachandran, Canterbury Christ Church University's Vice-Chancellor and Principal
2. "Confronting Injustice: Race and the Environmental Emergency". Keynote by Simon Hood, Research Analyst, Runnymede Trust.

Simon is co-author of the recent report [Confronting Injustice: Racism and the Environmental Emergency](#), (Kapoor, Youssef and Hood, 2022) published by the Runnymede Trust in collaboration with Greenpeace UK. As stated in the report's page:

'People of colour across the globe bear the brunt of an environmental emergency that, for the most part, they did not create. Yet their struggles have repeatedly been ignored by those in positions of power. Global governance systems, including international climate negotiations, have for decades failed to act to protect the lives of people of colour.

To truly tackle the huge, converging crises and injustices we face, it has never been more important to understand the links between the environmental emergency and systemic racism.'

Slides: [Confronting Injustice: Race and the Environmental Emergency](#)

3. "My clothes are stitched together with injustice"

I've come to realise I am complicit in environmental degradation and the exploitation of others around the world. I buy a budget mobile phone with little idea of where the rare metals contained within are mined or the conditions under which labourers work. The carbon particulates emitted from my car exhaust and from my car tyres spread into the air, entering and lodging in the lungs of the most vulnerable in society. The shirt I wear has been stitched together in Cambodia where workers rights are weak, with cotton grown using damaging pesticides. My possessions and even my life are 'stitched together with injustice', threatening my integrity and identity, and resulting in a 'divided life' (Palmer, 2013) - where there are contradictions between my inner life and the way I live. How can I move beyond feeling powerless and ashamed? A simple framing which starts with acceptance and seeks to move beyond anxiety and anger seems to offer some help here. In this session I will read a short poem, offer some context and invite participants to explore their thoughts on being complicit, blaming villains and living 'undivided', accepting our part yet somehow moving beyond it.

Palmer, P. J. (2013) *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, Wiley

Slides: [Kirkman-John-Canterbury-2022.pdf](#)

Dr John Kirkman SFHEA WIHEA Fellow, Assistant Professor (Academic Development),
John.Kirkman@warwick.ac.uk [Staff Profile](#), Academic Development Centre, University of Warwick.



Carousel of activities

1. Video: Representation and inclusivity in sustainability messages: 'Introducing Sustainability Shorts' as a case study

Interest about social and environmental justice and the future of our planet are on the rise and an understanding of sustainability is vital to students and to staff at higher education. In 2021 we collected the Top 10 questions about sustainability from the point of view of students and staff at CCCU. These questions are answered by various members of our sustainability team and CCCU colleagues, using diverse formats to suit different needs and occasions, to introduce the meaning of sustainability, why it is important to us, what we can do about it and to motivate people to find out more [Case Study Sustainability Q&As 2021 \(canterbury.ac.uk\)](https://www.canterbury.ac.uk/case-study-sustainability-q&as-2021)

Questions 4 (Does social justice matter for a sustainable future?) and 8 (Is everyone equally responsible for and affected by the climate crisis?) make clear the intersections between social and environmental justice in sustainability. The messages contained in such questions also require self-reflection and practical action in the context of education for sustainability. As part of the proposal, we made a choice to consider diversity and inclusion when inviting students and colleagues to take part, aiming to promote representation of diverse voices in age, gender, ethnicities. During this presentation we propose to show the short films and use this project as a case study in the development of learning resources, to discuss the role of inclusivity and representation when promoting sustainability messages at CCCU. The videos were directed by Dr Adriana Consorte-McCrea, filmed by Miroslava Karaskova, and edited by a then-student Esther Smith.(ACM)

As a student at CCCU, as well as a member of staff, I have had many opportunities to take part in activities revolving around and promoting sustainability. My life-long interest in ecology and sustainability, coupled with my skills in videography led me to a role in the Student Green Office in the academic year 2020/2021. As part of this role, I had the pleasure to work with Dr Consorte-McCrea on the video series, a portion of which you can watch at this conference. It was a real exercise in collaboration, as there were many limitations posed by the COVID pandemic. I also learned how to use new filming equipment, and I formed new friendly connections within the institution. Based on the work I did, I was later commissioned to produce other video materials for CCCU, helping me to build my professional portfolio and my CV. And as an international student, I am very proud that something I helped to create has such a lasting impact at the university! (MK)

Watch the video here: [Consorte-McCrea and Karaskova 2022](#)

Adriana Consorte-McCrea¹ and Mirka Karaskova²

1. Education for Sustainability Lead, adriana.consorte-mccrea@canterbury.ac.uk
[Academy for Sustainable Futures](#), Canterbury Christ Church University; 2. MA Visual Communication graduate, past Student Green Office Officer, Canterbury Christ Church University, miroslava.karaskova@canterbury.ac.uk

2. Video: 'Celebrating difference: using performance practices to give voice to lived experiences'

Performance extracts from Joy Frimpong-Donkor's 'Blackspace' and Eli Green's 'No struggle, No progress'.

This is an 18-minute video that includes some insights into working collaboratively with students to explore themes of lived experiences in order to discuss inequalities of race and ethnicity. It includes two extracts from the work of recent graduates (cited above) from the De Montfort University, Performing Arts programme.

A recent resource developed by UAL on creating inclusive briefs reminds us that ‘Through placing diversity and inclusivity at the core of our teaching approaches, we enable equality of access to a transformative education for all students’ (UAL, 2019). In creating and thinking critically about performance, I ask how we can employ performance practices to engage with contemporary debates around political themes such as social class, gender identities, sexualities, cultural understandings, race, ethnicity, and physical/learning (dis) abilities. Through encouraging students to think creatively from personal perspectives and engage in autobiographical writing, I suggest we can find a starting point to be at some level of understanding each other’s lived experiences.

In creating the performance films shared in this presentation, the student’s voices were heard, and their artistic value was celebrated. As Audre Lorde’s wrote, unity does not require us to be identical to each other, therefore inclusivity ‘must not mean a shedding of our differences, not the pathetic pretense that these differences do not exist’ (Lorde, 1984: 112). Through placing the student voice at the forefront, I ask how we can ensure we are employing inclusive teaching practices that celebrate experiential difference and understandings of the world as opposed to marking it.

Watch the video here: [Video Celebrating difference RG.mp4](#)

Bibliography

Kubal, T.; Meyler, D.; Torres Stone, R.; Mauney, T.T. (2003) ‘Teaching Diversity and Learning Outcomes: Bringing Lived Experiences into the classroom’, *Teaching Sociology*, Vol. 31, Iss. 4. Pp. 441-455

Lorde, A. (1984) ‘The Master’s Tools Will Never Dismantle the Mater’s House’, *Sister Outside: Essays and Speeches*. Canada: Crossing Press

UAL (2019) *Creating inclusive briefs* UAL [Online] Available from: https://www.arts.ac.uk/_data/assets/pdf_file/0023/190148/AEM-Creating-Inclusive-Briefs-PDF-304KB.pdf (Accessed 10/7/20)

Recent pedagogic films: Garton, Rosie (2020) ‘Disruptive/ed Pedagogies’ *DMU Learning and Teaching Conference, 2020*. <https://vimeo.com/505556457>

Rosie Garton SFHEA, rosie.garton@dmu.ac.uk, Programme Leader of Performing Arts, Senior Lecturer in Performing Arts, Faculty of Art, Design and Humanities, De Montfort University.

3. Clothes Swap: Let’s work with what we have. Project: Anti fast fashion awareness workshop

From completing the sustainability module, I investigated fast fashion, not only the environmental and social issues surrounding the throw away culture but the consumer driven capitalism that drives the want to buy more. One of the issues I had found from the sustainable fashion movement was that a lot of the time it was not financially viable to buy from local sustainable brands and therefore we turn to fast fashion as it is cheaply made and therefore cheaper to buy.

I have created an anti-fast fashion campaign which involves not only understanding the social and environmental impacts of fast fashion it also introduces a new way of thinking around buying clothing. The event I have created with the catch line 'Let's work with what we have' has three made areas, a sewing table to fix existing clothes, a printing table to print new designs to make old clothes restyled and finally the swap area where you swap an item of your clothing with someone else. These three areas show that we can make more sustainable choices that don't break the bank, ongoing to this there would be posters, short videos playing and petitions to sign to raise awareness and fight against fast fashion. Please see website below with all details, the website if of my own creation and work.

<https://recyclerevampurpose.square.site/>

Kat Porter, CCM Year 1, k.porter527@canterbury.ac.uk, Canterbury Christ Church University



Workshops

1. 'Living with Intention'

Many of us have experienced trauma resulting from the sense of being powerless in the face of social injustice and exclusion, and feelings of uncertainty and dread associated with the Climate crisis. During the past 2 years, globally, we have also been affected by the covid 19 virus, and by the social distancing, border closures and flight bans that have separated us from each other. I propose a writing workshop in which participants are invited to bring to the surface and start to heal and release the pain of exposure to the injustices, loneliness, fear and grief that have affected many.

The workshop offers participants the chance to connect with the power of their own imagination and hearts. And to rebuild ties of community and friendship that are our strongest resource in creating a future in which all life is honoured and upheld. To create and manifest a vision of justice that rests on our capacity to relate to and empathise with each other. and with the rest of the natural world.

Dr Priyali Ghosh londoncalttan@gmail.com

2. Our Vulnerability to Ecofascism

The UK catching on fire in July has increased the level of fear in ordinary people. As climate and ecological breakdown become more obvious, responses become more fraught with danger. How do single-issue campaigns about climate change ignore the root causes thus enabling, not only fascist and authoritarian responses, but also not effectively dealing with this “wicked problem”? How do we pull together to think strategically about how to face our vulnerability to ecofascism? And what, exactly, is meant by ecofascism? We explore these topics based on two recent books: *The Rise of Ecofascism* by Moore & Roberts and *The Solutions Are Already Here* by Peter Gelderloos. Heather Luna is the former Education for Sustainable Development Project Coordinator for the Higher Education Academy and is now a consultant/facilitator on issues around racism and decolonisation for charities. She runs workshops on eco-fascism, cult dynamics, and white supremacy culture patterns for activists and concerned members of society. She lives just outside Bogotá, Colombia.

Watch presentation here: [Our vulnerability to Ecofascism](#)

Presentation slides: [Canterbury Ecofascism Oct 2022 Luna.pdf](#)

Heather Luna, heatherluna@protonmail.com, Facilitator, Decolonisation / EDI, Keduza, Tenjo, Cundinamarca, Colombia.

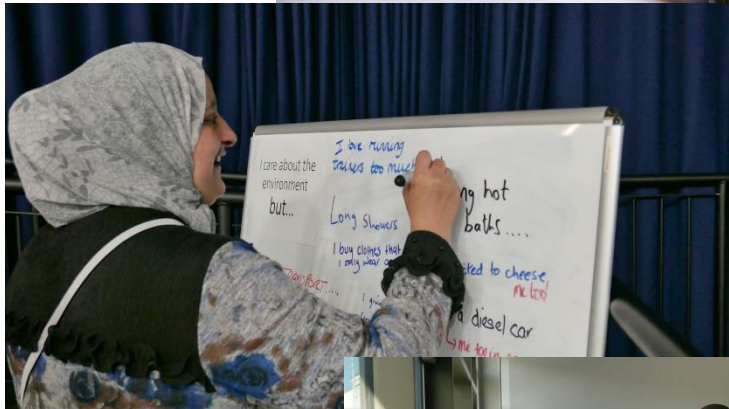
3. Re-purposing HE through Enabling Student Knowledge Exchange for Sustainability

This paper/workshop explores a revitalised vision of higher education (HE) that realises more fully the potential of Education for Sustainability to contribute to the common good through civic engagement. It draws from a series of community-engaged internship initiatives at the University of Plymouth and discusses the positives, as well as challenges in the provision of applied, interdisciplinary and place-based approaches to HE.

It highlights key findings from the perspectives of staff, students, alumni, and community partners collaborating on innovative student knowledge exchange practices. These sought to enable students to learn by being change leaders engaging with local social and environmental justice issues such as the climate emergency. This capturing of participant ‘stories’ of community-engaged approaches to

addressing the UN Sustainable Development Goals, points towards the need for a step-change in experiential learning opportunities within HE. It also supports the need for a partnered and dialogic approach to civically engaged learning opportunities that are carefully curated and that offer a competency-based framework for reflective and reflexive engagement. Drawing from the insights of this work this paper/workshop concludes by advocating for the potential of students learning as 'collaborative, compassionate, critical creatives'. With this approach comes the need for significant reform but also the potential to enhance the student experience through a localised engagement with the UN SDGs, thereby nurturing their personal development and well-being and sense of hope through the agency of sustainable leadership.

Paul Warwick, paul.warwick@plymouth.ac.uk, University of Plymouth; Rachel Manning University of Plymouth; Chris Woodfield University of Plymouth.



Presentations

Session 1. Knowing, believing and learning

1. Indigenous peoples and climate change

"Indigenous peoples in the Africa are among the most strongly affected by the effects of global climate change. Their location is within a high-risk environment. Their lives are often dependent upon nature and symbiotic relationships with a bio-diverse ecosystem which is under massive threat and already has suffered major depletion. The global response to environmental issues has had unintended consequences on their livelihood. International corporate businesses have exacerbated the difficulties already faced by vulnerable aboriginal groups, through deforestation, intensive farming methods, interference in traditional human and animal migrations and much more. Aboriginal groups face exclusion and marginalisation today: their cattle are looted, and lands are grabbed.

It is well-known that one of the building blocks of social sustainability is ensuring inclusive, just, and resilient communities. My presentation will explore how these indigenous peoples have through history mobilised in-depth knowledge that until recently served as a resource and risk mitigation practices against environmental challenges and are still relevant today. I propose that understanding traditional African mechanisms could enhance existing coping strategies and adaptation to climate change. I will argue that top-down models fail to incorporate indigenous knowledge at their peril and that traditional knowledge can make an essential contribution to global policy to combat the effects of climate change".

Presentation slides: [Alex Ntung slides.pdf](#)

Biography

Alex Ntung: Alex was a cattle herder in the Democratic Republic of Congo. Growing up, he survived extreme ethnic violence, he encountered countless incidents of xenophobia and physical attacks in school and was displaced to Rwanda where he experienced the horrors of the 1994 genocide. Continuing threats led him to UK seeking asylum. He attended college and university gaining an MA in the Anthropology of Conflict and an MSc in International Conflict Analysis. He is author of, 'Not My Worst Day' about his experience of genocide. He works in education, community cohesion, international development; he is a consultant in political and security analysis and reading for a PhD.

Alex Ntung, caddeorg@hotmail.com, PhD researcher, School of Politics and International Relations, University of Kent.

1. Sustainable human development – voices 'from below' – the igwebuiké African philosophy

Within Africa, the blueprint for the future sustainable vision is found in the [African Union Agenda 2063](#). This calls for a prosperous Africa with inclusive growth, poverty reduction and sustainable development. For Africa, there is recognition that its human capital, is its most precious resource. Yet it is also blessed with abundant natural resources – including land, water and petroleum and minerals.

The figures vary but Africa is said to contribute approximately 5% to global emissions, while bearing the brunt of climate change and lacking significant infrastructure.

In addition, years of colonialism and marginalisation mean that African voices and philosophies rarely contribute to the lens through which social and environmental justice is viewed.

The Igwebuiké philosophy found in the southeastern region of Nigeria, among the Igbo people exemplifies a useful lens through which to view African indigenous approaches.

It is embedded in the socio-cultural context through proverbs, folktales, songs etc (Kanu, 2017). This philosophy examines the complementary nature of human existence in communities, and this could form the basis for approaches towards social justice. This philosophy values individual diversity and characteristics but recognises that strength emerges from a holistic analysis of joined up results towards a common goal.

This may involve adjustments according to capabilities of both present and future human populations considering sustainability and success for entire communities without disregarding individual aspirations.

Presentation slides: [SDG-Africa-Igwebuiké-CCCU Okoye.pdf](#)

Related resources: What is Agenda 2063 https://youtu.be/T_-YcUVdP7w

Dr Adaeze Okoye, A.Okoye@brighton.ac.uk, Principal Lecturer, Law, Society and Justice (LawSoJust) Research Group Lead, Equality, Diversity and Inclusion (EDI) Lead, School of Business and Law, Associate Academic Fellow, Inner temple, The University of Brighton.

2. Religion, Sustainability, and the Common Good

What can religious insights bring to contemporary questions of care and renewal of the natural world? How do spiritual and mystical perspectives shape how we see the natural environment and our pursuit of the common good?

Maria Diemling, Reader in Jewish-Christian Relations; Ivan Khovacs, Senior Lecturer; Ralph Norman, Principal Lecturer; Simon Wilson, simon.wilson@canterbury.ac.uk, Senior Lecturer, Faculty of Arts, Humanities and Education, Canterbury Christ Church University.

3. Science, religion and sustainability in schools: outlining a teacher learning community approach

Sustainability is a large and growing field in educational research. Existing research has explored conceptually how the science/religion dialogue might inform sustainability education. This has the potential to enrich sustainability education by acknowledging difference and better engaging students across different religions and worldviews. Fostering a multidisciplinary approach to sustainability education in schools can help create connections between science, RE, geography, economics, and history, as these all contribute to critical thinking and inform compassionate action that supports social justice. Epistemically insightful approaches to teaching and learning have the potential to support this vital dialogue and push back against compartmentalization.

In this presentation, we will discuss preliminary work and findings for our pilot study with ECTs, funded by the International Network for Science and Belief in Society. Our project will assess the potential of a cross-national (England and Pakistan) teacher research community model for co-creating resources and approaches that address the above issues of the conflict model, compartmentalization and lack of understanding/confidence in the delivery of sustainability education across different curriculum subjects.

Presentation slides: [Heyes et al LASAR.pdf](#)

Joshua Heyes, joshua.heyес@canterbury.ac.uk, LASAR Research Fellow, Canterbury Christ Church University, Caroline Thomas, Finley Lawson, Aga Gordon, Sherralyn Simpson.



Session 2. Place and space

1. 'Dragon, Dragon, Dragon!'

Dragon Wrangling: Public Art Activism

Visits, exhibition, talks and workshops

The new Climate Emergency Dragon in Becket Gardens has become a fantastic ambassador for Sustainable Futures.

As a naturally moulded work of art constructed from waste and renewable products, the Dragon demonstrates a sustainable future through artwork. Based on a medieval approach to visual sources, this dragon represents the hottest and angriest creature in the medieval bestiary and what better way to raise awareness of today's current environmental emergency? Built with help from CCCU students, CCCU staff, and Kent residents and visitors from scrap hard-core, and covered in hessian, clay and drought-resistant sedum on the wings, the dragon is about to be doused in moss spore soup. Moss is an excellent product of carbon capture that will allow the dragon to become naturally green and velvety in its current environment. Located here, it will serve as a teaching aid to improve the quality of our world and the need for a sustainable future.

The Dragon set out to be a vehicle of symbolic communication, embedding sustainability-related messages through an example of non-academic dissemination. As part of the 'Climate Sins and Climate Virtues' strand of the Deep Education and Community Action Project, the Dragon engages audiences beyond its production, including further educational purposes as demonstrated through visiting scout groups and participation in the Medieval Canterbury Pageant. It provides public and community visibility of green heritage and sustainability with so many diverse people helping to build it and thus it becomes a case study of multimodal education.



**Excited child at the Medieval Canterbury Pageant 2 July 2022*



We shall emphasise:

- Collaborative approaches that include our medieval heritage
- Reimagining emotive medieval animal tropes to inspire a deeper sense of wellbeing
- Emotionally-intelligent engagement to bring a fuller understanding of Climate Emergency
- Leading to Edenic, strategic, sustainable, green heritage feasibility plans for the future

We propose to provide a range of key activities including visits to the dragon itself, talks about its construction, development and sustainability, an exhibition of images and developmental details, and a workshop where delegates can discuss, engage and create their own sustainable sculptures of clay and moss soup to take home - plus opportunities to participate in naming the dragon.

Presentation slides: [Dragon Wrangling Heath and Gregory.pdf](#)

Dr Diane Heath diane.heath@canterbury.ac.uk and Dr Pip Gregory pip.gregory@canterbury.ac.uk

2. Topsy-turvy: maps for social and environmental justice

“As much as guns and warships, maps have been weapons of imperialism... a tool of pacification, civilization and exploitation.” Brian Harley (2001, p.57)

Maps can be instruments for liberation and justice, but also of domination and control. This paper explores the cultural violence inherent in much mapping and the ability to normalise oppression. It then explores ‘counter-mapping’, the ways in which mapping can be turned on its head, both literally and metaphorically, to challenge cartography’s implication in various forms of violence, including structural and ‘slow violence’.

The paper will explore map use in terms of education for social and environmental justice from a personal perspective, drawing on four decades of research and practical experience. It will highlight mapping strategies at the intersection of sustainability and social and environmental justice, from local to global scales, from disability rights to global development.

The paper draws on the concept of the (neo)baroque to understand how evolving technologies, including cartographic work as ‘tool-kits’ of control. This is closely linked to Debord’s concept of the ‘society of spectacle’ which creates compliant populations of consumers as well as generating anxiety – the spectator must never know too much but always enough to convince them that any means that those in authority evoke to control social, geopolitical, and environmental terrors are acceptable.

Counter-mapping and the ‘decentring of cartography’ provides powerful opportunities for alternative representations of the world views of diverse groups and can help to develop a sense of place and belonging, and contribute to decolonising the curriculum.

Related resources: [topsy-turvy FINAL.pdf](#)

Peter Vujakovic, peter.vujakovic@canterbury.ac.uk, Emeritus Professor of Geography, Canterbury Christ Church University.

3. ‘Mapping our Future’ – inclusive learning about place

You will not sustain what you do not value, you will not value what you do not understand.

This paper explores the use of maps as a key to children’s understanding of their locality and the importance of heritage in inspiring a deep ‘sense of place’ and the need to create a sustainable future. The paper outlines the work undertaken by Canterbury Christ Church University (funded by Research England) in partnership with the Historic Towns Trust, the British Cartographic Society and Canterbury Archaeological Trust. The project involved participatory (co-produced) research by involving the users of research – in this case children and teachers, to better recognising their experience, needs and preferences, and giving greater agency to teachers to implement innovative learning experiences.

Contemporary, historic, and historical maps provide a window onto place. Understanding the layers that make a place and issue of continuity or change are crucial to engendering sustainability. Maps provide an opportunity to explore settlement site and situation (the resource hinterland) as a prelude to fieldwork that is an important but challenging element of the curriculum.

The paper focuses on two themes. Canterbury (‘site’) as an international important site of heritage (UNESCO World Heritage Site) and the opportunities and constraints this creates for balancing social,

ecological and economic elements of sustainability. And second, Canterbury's 'situation', by exploring the importance of Kent's 'ancient woodlands' are a historic landscape with reference to their contemporary importance for biodiversity, health and wellbeing, and climate change.

Dr Paula Owens, paula.owens@canterbury.ac.uk, Visiting Research Fellow in Geography, CCCU; Peter Vujakovic, Emeritus Professor of Geography, CCC

4. Sustainable media production practices and content creation

This presentation will focus on the introduction of the Albert sustainability media skills certification as part of a Year 3 curriculum for two screen industry based courses at Canterbury Christ Church University. Evidence from student evaluations demonstrated the certification work raised awareness of personal responsibility and a call to action that resonated with the students. With great demand in the creative industries for graduates who are Albert certified the introduction of the certification is likely to have a beneficial effect on the students' employment prospects and highlight the interconnectedness of sustainability, employability and social and environmental justice. The four tasks included in the certification work focus on social and environmental justice and how they can be represented most effectively in media productions practices and media content. Specific attention will be given to Task 2, the commitment to sustainability and Task 4, editorial material for sustainability ideas and how does this work pass the Planet Test, to identify how social and environmental justice and education for sustainability can co-exist with and enhance employability skills.

Presentation slides: [We need to talk about Albert Fox.pdf](#)

Dr Ken Fox, kenneth.fox@canterbury.ac.uk, School of Creative Arts & Industries, Canterbury Christ Church University.



Session 3. Learning journeys

1. Could concern for social justice slow physical sustainability?

Social justice is largely about the here and now: fair outcomes for existing humanity. Who could possibly argue? There is one group who might demur: the thousands of generations yet to come. What they want is to inherit a stable climate and a well-functioning biosphere. Supposing the choice is between social justice and failure, or an apparent lack of social justice and success? Which would they back? In our contemporary world, we often take the view that if social justice is vigorously pursued, then we have done what we could, and if the climate and biosphere collapse, that is unfortunate. But future generations might take a dim view of this. They would prefer we deliver the correct physical outcomes come what may, and this might entail infractions of social justice in the short term. Whose side are we on?

The philosopher John Rawls suggested that present-day political theorists might gain greater objectivity if they did not know in which stratum of a future society they might find themselves. We suggest a temporal version of Rawls' 'veil of ignorance': that political theorists impose on themselves deliberate uncertainty regarding which future generation they might find themselves in. They might thereby acquire greater clarity regarding the difficult moral choices faced by the present generation.

This approach also implies a reconsideration of broad-spectrum humanistic ethics, such as the UN Sustainable Development Goals. These need to be carefully ranked and prioritised.

Peter Harper, peter@peterharper.org, University of Bath; Stephen Peake, Open University.

2. In favour of clumsy solutions

It is easy to be overwhelmed by the scale and scope of environmental problems. Small scale life style changes are one response but we know such actions are largely cosmetic because they are located in an economic system which is designed to maximise consumption and profit. The extraction of resources represents a colonial mindset to the environment which as Amitav Gosh (2021) argues underpinned European expansionism from the sixteenth century onwards and which Lynn White (1967) convincingly traces back to much older Judeo-Christian beliefs. Whilst recognising the need for a paradigm shift to match current circumstances, it is argued in this presentation that there is also scope for what David Hulme (2014) calls incremental gains and clumsy solutions. These provide individuals from diverse backgrounds with the scope to 'do something' positive in the short term and have the potential to develop into a critical mass for change in the longer term. They stand in contrast to grand projects which see the environment as a problem to be fixed by experts and represent a much more humble, tentative and inclusive approach. It follows that sustainability education, as well as engaging students with major world issues, is also about opening up ideas about how they might be able to live their lives differently even though they are compromised by current social norms.

Presentation slides: [Clumsy solutions Scoffham.pdf](#)

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Stephen Scoffham, s.scoffham848@canterbury.ac.uk, Academy for Sustainable Futures, Canterbury Christ Church University.

3. Sustainability, Transformative Education, and Overcoming Alienation.

For some 20 years the BA Education and Professional Training (BA EPT) has offered a route to a first degree for teachers working in Further Education, Adult Education, and Professional Training. Many of these teachers work in professional and vocational areas (e.g. in Construction or Hair and Beauty). One substantial module on the programme looks at the topic of sustainability. For their assessment students are invited to consider their professional teaching work in terms of sustainability and its impact on the environment. The module and the project for assessment has had a major impact on many of the students working towards their degree.

Most students have encountered notions of sustainability prior to studying on the BA EPT, but few have had the opportunity to directly investigate these issues in relation to their personal and professional worlds. The lecturers who have taught the module have also found their own relationship to questions of sustainability changes.

The presentation will look at how the experience of the BA EPT with regard to sustainability has been transformational (Mezirow 2000). The knowledge gained by students and staff has certainly not been comfortable and has led to a great deal of reflection and challenges. It will be argued that an 'authentic' and 'genuine' approach to sustainability has provided those working on the BA EPT with a chance to overcome 'alienation'.

Presentation slides: [Sustainability Transformative Education and Overcoming Alienation Jasper.pdf](#)

Dr. Ian Jasper, ian.jasper@canterbury.ac.uk, SOTED, Canterbury Christ Church University.

4. Sociology and Sustainability – a journey from periphery to central pillar

This presentation draws on recent experiences of a comprehensive curriculum review of the Sociology BA degree programme, and the creation of a new Sociology with Criminology BA degree programme at Nottingham Trent University. The purpose is to highlight how and why sustainability became a central pillar of the curriculum design, aligning with the Degree level learning outcomes of both degrees that centre on social justice, intersectionality, decolonising knowledge and engaging with contemporary sociological and criminological theory, including deep ecological approaches that apply feminist and posthuman ethics to knowledge creation. We suggest that the curriculum design of both degrees reflects broader developments in sustainability and environmental justice research that are increasingly critical of the extent to which mainstream approaches to sustainability have exclusionary impacts. The new curricula encourage a reflexive pedagogy through which students can identify socio-environmental injustices, and develop effective ways to address such concerns not only through scholarship during their time at university, but as members of society.

Presentation slides: [Sustainability in Sociology Cauvain Markham.pdf](#)

Watch the presentation here: [Sociology and Sustainability](#)

Dr Jenni Cauvain* jenni.cauvain@ntu.ac.uk, Department of Social and Political Sciences, Nottingham Trent University; Dr Claire Markham, Department of Social and Political Sciences and Criminology and Criminal Justice, Nottingham Trent University



Session 4. Creating spaces

1. The cycleborg: the female on wheels as contemporary vehicle for environmental change'

This proposal is to present an 18-minute paper in the form of a film. The paper will be delivered in collaboration with my 9 year old daughter – the footage follows the journey of our morning bicycle ride to school.

This paper examines a relationship between joy and risk in being a female cycling through the public realm of the urban space. Drawing from a historical narrative of female cycling as a political act of resistance, I examine how the spectacle of being on a bicycle is engrained on the female body, and as such a series of performative tactics are employed as she navigates her urban setting. Judith Butler proposes that the performativity of gender facilitates a female embodiment of precarity. I am concerned with the way in which the female body as a site of precarity negotiates the city, which itself is a shifting sphere of instability.

Drawing from Haraway's proposal of the feminist cyborg, I present the 'cycleborg' as a positive positioning that enables the female to work in partnership with a machine, to take up space, demonstrate physical ability, to be fast and mobile. In entanglement with her machine, the cycling female challenges her modes of feminine comportment (Young, 2005), her embodied engagement with her urban surroundings allow her to perform her lived experience and cyborg identities in a defiant act of agency. I suggest that bicycle technologies offer the opportunity to engage with a distinctive discourse around technology, mobility, agency, gender, sustainability and environmental awareness. The cycleborg proposes a position for the female to act as a contemporary vehicle for environmental change, as her speeding mobile body causes a progressive disruption to gendered power relations and governmental regulations of the city.

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Biography

Rosie is the Programme Leader of BA Performing Arts at De Montfort University, she is also co-artistic director for Anglo-German performance company Zoo Indigo. Her current PhD studies (DMU) interrogates the disruptive performance of gendered cycling in everyday travel. Other research interests include: performances of precarity, ecological travel, gendered urban negotiations, dramaturgies of migration and disruptive/ed pedagogic practices.

Rosie Garton SFHEA, rosie.garton@dmu.ac.uk, Programme Leader of Performing Arts, Senior Lecturer in Performing Arts, Faculty of Art, Design and Humanities, De Montfort University.

2. Make it Happen: Developing cultural ecologies in areas low arts participation

Community-based arts degree programmes can have significant impacts on developing just and sustainable societies as well as creating a sense of belonging, however they have as many arts provisions have suffered from significant cuts (LilliedAH27I 2021; Weale 2021). Louise (2013) also claims that university-run community projects are part of a dying tradition.

At Leeds Arts University, we are committed to collaborating and establishing new and existing partnerships with local, national, and global organisations and initiatives on sustainability.

Through funding awarded by Research England, Leeds Arts University Research team has been working with charity and Arts Council National Portfolio Organisation, Brigantia, on a knowledge exchange project taking place through the Creative Scene People and Places Consortium in Kirklees.

The Creative Scene project employs artists and producers to work with local communities to increase cultural participation and we have created opportunities for people from the area to develop as creative practitioners.

The project has developed emerging talent from the local area to become confident in planning, delivering, and evaluating creative projects which have people and places at their heart, including promoting social and environmentally just practices.

We will give an overview of the project, including a discussion of the links to social and environmental justice along with key lessons learned to support others who are interested in delivering similar projects. We will also encourage a discussion on ways to enhance the social and environmental sustainability of the project going forward.

This project aligns closely with a number of the UN Sustainable Development Goals, including SDG10 Reduced Inequalities, SDG11 Sustainable Cities and Communities and SDG12 Responsible Consumption and Production.

Presentation slides: [Brigantia and Leeds.pdf](#)

Watch the presentation here: [Make it Happen](#)

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Megan Bailey, Producer, Creative Scene and Professor Samantha Broadhead, Head of Research, Leeds Arts University.

3. SUITCASE STORIES: young people as storytellers of climate adaptation

When we talk about climate change and its impacts, we often focus – rightly – on how to prevent it. However just as important, given that the consequences of climate change are already affecting many communities (particularly in the Global South), is learning how to adapt to it. Young people can expect to see dramatic upheavals in their lifetime in terms of food and water supply, health, the economy, migration, and work.

Since the most vulnerable communities are experiencing disproportionate impacts of the climate crisis, mutual learning between Global North and South is essential to develop democratic and equitable solutions. 'Suitcase Stories', a project funded by NERC as part of the 'Creative Climate Connections' programme, aimed to discover whether learning about community-based adaptation directly from those on the climate frontlines may enable young people to transform their eco-anxiety into collaboration and empowerment.

In 2022, young people in Batley and Leeds worked with storytellers and researchers from York St John University, a climate journalist and (via remote technology) young people from Nigeria. The young people used what they learnt to create short stories that could pack into suitcases and communicated how people are already experiencing the effects of climate change and what we can learn from how they are adapting.

This presentation will share our 10-minute project film which takes you on the journey of our project, our key insights and our Suitcase Stories resources for teachers.

https://youtu.be/cC7CxY_CQpw

Prof Matthew Reason, Director of the Institute for Social Justice, York St John University

Dr Cath Heinemeyer, Senior Research Associate in Ecological Justice, York St John University

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Posters

1. Learning Returns: Experiences of mature students in art and design

Learning Returns is a practice-based project that aims to capture the experiences of mature students studying art and design in the north of England. It draws upon the work of Duckworth and Smith (2008) where people were filmed telling their stories about the impact education has on their quality of life. The project is also informed by the work of Mumtaz (2015) and Walsh, Rutherford and Crough (2013) where multimedia artforms combine storytelling with digital media, revealing personal stories that enhances our understanding of human experiences.

In the UK there have been declines in adult education generally (Fowle, 2018), in particular within the art and design disciplines. Mature students can be marginalised within cohorts of younger arts students (Broadhead and Gregson, 2018). The dominant educational policy narratives in the UK do not include many about older learners or those returning to education later in life. In some educational contexts mature learners and their contribution to society have become invisible. In response to this, *Learning Returns* is designed to share the breadth of their experience with audiences beyond the institution.

The project team felt it was important to design an appropriate audio-visual identity for *Learning Returns* based on its mission to be informative, inclusive and fun. The contributions of mature students could then be framed within a format which was familiar and engaging. Stories are uploaded to YouTube and publicised through social media. In the longer term it is hoped impact can be measured through audience feedback in addition to viewing metrics.

Poster: [Learning Returns Research Poster final compressed.pdf](#)

Professor Samantha Broadhead, Leeds Arts University; Sharon Hooper, sharon.hooper@leeds-art.ac.uk, Leeds Arts University

2. Inclusivity in Health and Social Care

In June 2022 I facilitated a Virtual Practice Learning (VPL) week for the second-year adult nursing cohort focusing on 'Inclusivity in Health & Social Care'. The event built on their recent Nursing and Social Justice module, introducing them to practitioners and organisations that work closely with socially excluded groups aiming to improve their health and social care experiences. This was also an opportunity to hear from members of these groups and communities directly hearing their stories and what they feel our students could do to improve access and experiences of care. During the week we had live virtual sessions from national organisations influential in government strategy and policy development such as the Race Health Observatory and Friends, Families and Travellers. We met with the Nursing Times Diversity and Inclusion Champion and heard from young people coming out of the care system. Practitioners running local services, including Catching Lives in Canterbury and Ashford Borough Council's planned resettlement team, spoke with us about what is happening in our own communities. Research teams from CCCU presented their current projects aimed at improving inclusion for people with disabilities and long-term conditions. The week concluded with reflection seminars, the students were provided with reflective templates and lecturers from adult nursing and other programmes facilitated the discussions with critical prompts to deepen the reflection. Evaluations have shown that the week had a significant impact on students' awareness of health inequalities, why they exist and what they can do in practice to reduce these.

Poster: [G.TonkinSmith poster.pdf](#)

Gemma TonkinSmith gemma.tonkinSmith@canterbury.ac.uk



Plenary Session

‘The future we want’

Chairs will convene key ideas from sessions about key social and environmental justice issues that must be addressed to achieve a sustainable future.

Manifesto: watch this space!

Feedback

We would appreciate to have your views and suggestions for improvement so we may consider these in future events. Please access the link or scan the QR code to answer a few feedback questions. The survey will take approximately 4 minutes to complete <https://forms.office.com/r/pqqDiABvVQ>



Canterbury, a World Heritage City

While much discussion has been focused on our own historic city, which includes a [UNESCO World Heritage Site](#) (WHS), the concept of Green Heritage is applicable to diverse locations varying in scale from intimate sites within cities to wider cultural landscapes.

[Green Heritage](#) is an approach to heritage sites that values nature (wild, semi-natural and cultivated environments) and seeks to provide a distinctive place for it that improves both human wellbeing and the health of the planet. It involves nurturing or restoring the living element within heritage spaces. It also involves interpretation of these sites via reference to the living world in the broadest sense, both in the past and the present.

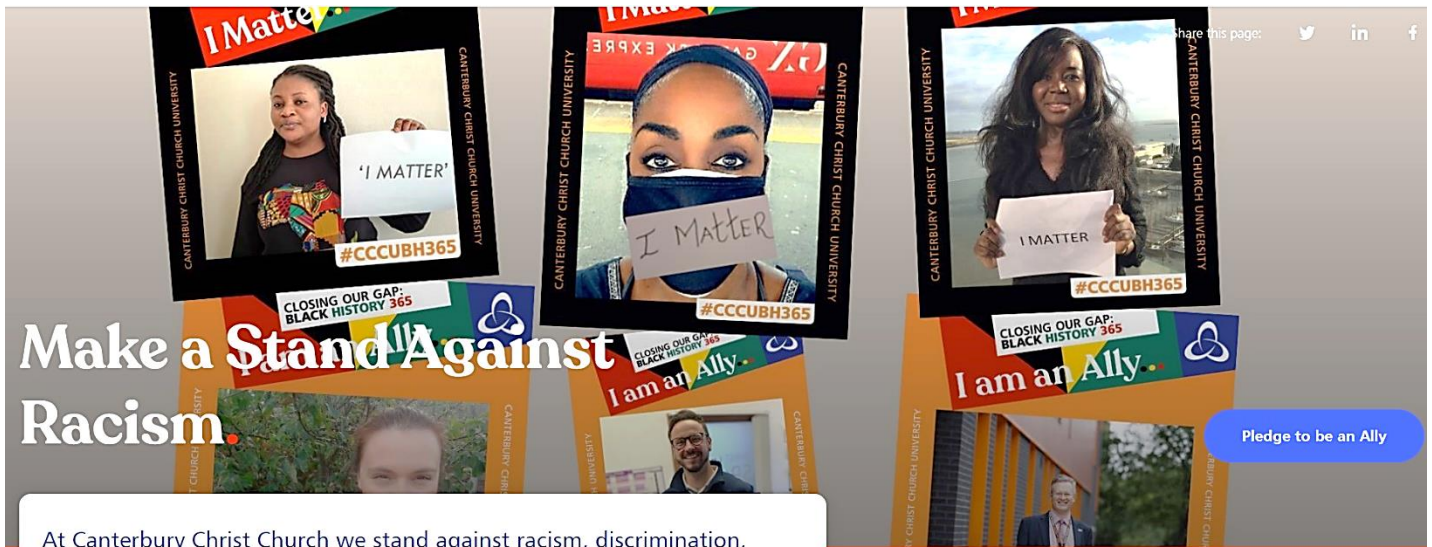
While some definitions of heritage include biodiversity (e.g. ICOMOS) we believe the Green Heritage concept embodies a more overt approach to linking the living world and cultural heritage. Green Heritage is a way of thinking; it recognises that we are bound by our responsibility for present and future generations, but also for the legacy and remains of past people, as well as for the living world.

The [Christ Church 'Heritage A to Z'](#) was originally designed as part of our university's celebration of the thirtieth anniversary of the inscription of the Canterbury UNESCO World Heritage Site (WHS). A large part of the University's main campus lies within St Augustine's Abbey, one of the three components of the WHS, which also includes Canterbury Cathedral and the ancient Church of St. Martin's. It remains a site dedicated to celebrating heritage. Each theme has been chosen to represent an aspect of heritage associated with the WHS, or the wider city and its landscape. Please [visit the site](#) which contains a broader introduction and the full set of entries.

See also the [Bioversity Initiative](#), [our Wilder Campus spaces](#) and the [Sustainability Heritage Working Group](#).



CCCU Networks and Initiatives



At Canterbury Christ Church we stand against racism, discrimination, harassment and bullying. We believe that everyone has a right to a good quality education, in which diversity is celebrated.

[Academy for Sustainable Futures](#)

[Black History 365](#)

[Make a Stand Against Racism - Canterbury Christ Church University](#)

[Equality, Diversity and Inclusion](#)

[Expect Respect](#)

Global Majority Staff Network: globalmajority.equality@canterbury.ac.uk

Interdisciplinary Research Network irn@canterbury.ac.uk

[Staff Networks webpage](#)

[Student Green Office](#)

[Students Union](#)

[Us in the World](#)

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Rama Thirunamachandran for opening the event and stating the commitment of CCCU to the Conference themes. Thanks to Stephen Scoffham, Melanie King, Soi Si who chaired the sessions (and David Bates!) all who set up activities, workshops and presented live and online for your patience, expertise and commitment to causes that are close to our hearts, minds, spirits... Thanks to the talented Mirka Karaskova for these beautiful photos (all photo credits to the photographer, please)! Not least, thank you all for attending and taking part in the conversations. May they ignite many more.

