



Will Scotland meet the UN Sustainable Development Goals for 2030?

A one-day conference at UWS, Paisley Campus on May 29, 2024

Hosted by the School of Education and Social Sciences

#scotsdgs

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Overview

On September 27, 2023, at Dynamic Earth in Edinburgh, the Deputy First Minister Shona Robison MSP spoke at a conference organised by SIDA (Scotland's International Development Alliance). Her keynote speech restated the need to commit to action required to achieve the United Nations (UN) Sustainable Development Goals (SDGs) by 2030 and the pivotal role Scotland must play in working towards a future of peace and prosperity. What progress has been made, to date, in Scotland regarding the UN SDGs and how does this progress match with tackling current social inequalities in Scotland?

Whilst the UN SDGs are integrated into the National Performance Framework (NPF) in Scotland, there are critical questions to be addressed regarding the nature, scale, and ambition of realising the SDGs by the target date of 2030. Scotland's role in areas such as trade, humanitarian work, and climate justice should be held to critical account, especially by those communities directly impacted by contemporary social inequalities in Scotland.

The changing landscape of Scotland in 2024 requires closer examination of issues such as how the NPF helps meet the challenges of the SDGs, as well as how AI and other new technologies can help develop the SDGs. National and international solidarity is in a weakened state, due to critical and challenging global events, and now is the time to be asking critical questions about how Scotland can respond to, and perhaps lead the way, on tackling social justice and contemporary social inequalities.

Overall, the call for this conference is a recognition that achieving social justice in Scotland, and tackling deeply ingrained social inequalities, will only be realised via a closer, and more critical adherence of, the key principles outlined via the UN SDGs. However, are the SDGs bold and radical enough, as 2030 quickly approaches? How are they being evaluated? Should they be reappraised and revised? How are the SDGs to be implemented both in Scotland, as well as in other parts of the world that Scotland engages with? Will the targets be met by the projected end date? These are some of the challenging key questions that the conference seeks to examine and discuss in the context of a changing Scotland.

Date and Venue

May 29: 9:30am-5pm, Paisley Campus, Chancellor's Hall) + online

Objectives

- To review, account for, and help develop critical thinking and progress on social justice initiatives in Scotland, in line with the UN SDG goals
- To scrutinise the relationship between progress on the SDGs and social inequalities in Scotland as we move towards 2030
- To further interrogate the connections between social justice, social inequalities, and climate change as one of the most urgent challenges being encountered

- To disseminate new research findings on the themes of social justice and social inequalities in Scotland
- To publish an edited collection and/or special issue of an academic journal on the topic of social justice and social inequalities in Scotland and their relationship with the UN SDGs

Conference Timetable

9:30am-10:00am: Registration and Tea/Coffee

10:00am-10:15am: Introduction and welcome to UWS (Dr Eric Baumgartner)

10:15am-11:15am: Opening Keynote Speaker and Q&A

Leaving No One Behind – Evaluations Contribution to the SDG Agenda -- Lori Bell Head of the Evaluation Office at the United Nations High Commissioner for Refugees (UNHCR) and Vice-Chair of the UN Evaluation Group (UNEG). Lori will also be joined, online, by Anthony Garnett, Inspector General at UNHCR, the UN Refugee Agency who will contribute to the Q&A.

11:15am-12:30pm: Panel Discussion on the theme of the UN SDGs and social inequalities in Scotland Representatives from civil society organisations, universities, and government, facilitated by Prof Margaret Arnott and Professor Laura Kilby. The panel will be: Wafa Shaheen (Scottish Refugee Council), Jamie Livingstone (Oxfam Scotland), Jim McCormick (The Robertson Trust), and Rosie Hampton (Glasgow University/Friends of the Earth).

12:30pm-1:30pm: LUNCH – upper atrium

1:30pm-3:30pm: UN SDG Workshops

The dedicated workshops will occur in themed breakout rooms and feature paper presentations by staff that are based on the 17 goals. Papers are allocated to panels based on the goals they address and speak to. Please see the attachment for further details.

3:30pm-4:00pm: Coffee Break – Chancellor’s Hall

4:00pm-5:00pm: Feedback from workshops, next steps, and closing remarks

5:00pm-6:30pm: Drinks reception - D128

UWS UN SDG conference May 29th, 2024

Afternoon Workshops (1.30pm – 3.30pm) – all panel rooms in the McLean Building (D126, D130, D133, D134, D135)

All presenters should ensure they keep to a strict 20 minutes for their papers. After all papers have been presented there is an open Q&A session of between 30-35 minutes. The session will finish at 3:30pm. Chairs are asked to ensure speakers keep to their allotted time to enable delegates to move between rooms for papers they are keen to attend.

PANEL A: Inequity, Poverty, and Inclusion	PANEL B: Education, Economy, and Work	PANEL C: Gender, Health, and Wellbeing	PANEL D: Inequalities, Justice, and Institutions	PANEL E: Sustainability, Climate, and Consumption
D126 McLean Building	D130 McLean Building	D133 McLean Building	D134 McLean Building	D135 McLean Building
Chair: Dr Vanesa Fuertes + Jan van Hesse	Chair: Dr Adrian Parke	Chair: Prof Colin Clark + Marjana Jahir	Chair: Prof Murray Leith + Blair Graham	Chair: Prof Arno van der Zwet + Dr Awais Mashkoor
Authors: Karen Dunleavy Title: Harm reduction among those people who use heroin.	Authors: Liisa-Ravna Finbog and Beth Cross Title: Questioning Sustainability Ontologies: A Dialogue with the Sàmi Philosophy of Kinship	Author: Chloe Maclean Title: Is menstrual justice achieved through the Period Product (Free Provision) (Scotland) Act? A case study of Scottish Karate	Authors: Hartwig Pautz, Chloe Maclean, Stephen Gibb, and Nicola Hay Title: Where is care in inter/national performance frameworks?	Author: Geraldine Graham and Iris Altenberger Title: The Social Work practitioner role and the multifaceted challenges posed by the environmental crisis.
Author: Greig Inglis Title: Poverty stigma and socioeconomic inequalities in mental health	Authors: Robert Crammond, Jayakumar Chinnasamy, and Nawreen Sobhan Title: Examining the role of Scotland's enterprising universities, towards achieving SDG focussed social equality and economic outcomes	Author: April Shaw Title: Reducing health inequalities and promoting well-being in Scotland for marginalised women in middle and later years.	Authors: Conny Gollek, Jana Chandler, Paula Gow, and Susan Henderson-Bone Title: Children's participation in research and society – an inter-disciplinary enquiry	Author: Andrew Hursthouse Title: Mobilising research, innovation, and enterprise in the Scottish waste sector and its capacity to improve SDG performance

<p>Author: Laura Kilby</p> <p>Title: ‘Money is a private matter’: What makes for effective communication between social housing landlords and tenants in financial difficulty?</p>	<p>Authors: Meriem Bennedjadi and Chris Holligan</p> <p>Title: Using Erving Goffman to Understand Stigma: Perceptions of stuttering about disabled students in Algerian school</p>	<p>Author: Aileen O’Gorman</p> <p>Title: Inequality and drug-related deaths: Integrating a social determinants analysis into policy development in Scotland and internationally.</p>	<p>Authors: Julie Clark and Jonathan Laurence</p> <p>Title: A Long Way to Travel? Transport, Net Zero and a Just Transition in Scotland</p>	<p>Authors: William Shepherd and Patrick Afchain</p> <p>Title: From Preston to Paisley: Building Community Wealth to Achieve UN SDG8</p>
<p>Author: Nick Jenkins</p> <p>Title: Cultivating ‘more-than-human’ responses to global social challenges: the Multi-Species Dementia International Research Network</p>	<p>Authors: Jayakumar Chinnasamy, Xiuli Guo, and Muzammal Ahmad Khan</p> <p>Title: SDG-Driven Internationalisation: Transforming Scottish Higher Education for Social Impact</p>	<p>Authors: Beata Ciesluk, Adrian Parke, Greig Inglis, and Lucy Troup</p> <p>Title: The ‘Hidden’ Problem with Drug Use in Scotland: A Mixed Method Investigation into the Increasing Rates of Drug Use in Older Women.</p>	<p>Author: Dina P. Sidhva</p> <p>Title: Living in Limbo: Reflecting on Scotland’s Role in UK’s Asylum Approaches in the Context of the UN Sustainable Development Goals</p>	<p>Author: Alan Cusack</p> <p>Title: The Village Project: Building Communities of Relational Creativity to improve education, awareness-raising and pro-environmental behaviours to mitigate climate change.</p>

PANEL A: Inequity, Poverty, and Inclusion

D126 McLean Building

Chair: Dr Vanesa Fuertes + Jan van Hesse



Authors: Dr Karen Dunleavy, Division of Social Sciences

Title: Harm reduction among those who people who use heroin.

Abstract:

Background and aim: Since 2014, legislation has allowed Injecting Equipment Provision (IEP) services to provide packs of foil for smoking drugs, such as heroin. This is based on the judgement that that foil provision would help with the engagement of drug users with services to deliver harm reduction messaging and to promote route transitioning away from injecting. In turn, this could, alongside other harm reduction, help reduce injecting-related harms including: blood borne viruses; systemic infections; skin and soft tissue infections; venal damage; and overdose. Heroin is smoked by inhaling the vapours produced from heating it over a piece of aluminium foil. Since foil was first provided by injecting equipment provision (IEP) services, the uptake has increased by over 100% in a few years. Yet, little is known about its use and uptake from services. This study explored the views of people attending IEP services about their experience of accessing foil and their use or not of foil. We were interested in their views on the potential of foil as a harm reduction intervention for reducing injecting related health harms to inform policy and practice. This feeds into the promotion of “healthy lives and promote well-being for all at all ages” (SDG 3).

Methods: 36 qualitative interviews were undertaken with people who use heroin attending IEP services between June 2022 and February 2023. These Interviews were fully transcribed, and a thematic analysis conducted. Ethics approval was granted by the NHS and the University of the West of Scotland, and the study was funded by the Chief Scientist Office.

Findings: some participants smoked heroin with foil to reduce or avoid injecting-related harms and to care for their veins. Although, many reasons were provided for smoking heroin instead of injecting – including social, economic, and personal reasons. Several participants described poor respiratory health (e.g. chronic obstructive pulmonary disease (COPD) or breathlessness) which were at times associated with heroin smoking. There were barriers to accessing foil from IEP services including: the design of the foil provided, lack of foil promotion by the services, and restrictive opening hours. Whilst facilitators to foil uptake included: proactive staff encouraging uptake, views that IEP foil is safer than using shop-bought household foil, and dislike of household foil.

Conclusion: Smoking heroin with foil has the potential in reducing injecting-related harms particularly when incorporated into the broader programme of harm reduction practice. Although, there is potential to improve IEP foil provision by, for example, offering more choice in foil types, improving the accessibility of IEP services for people who use heroin, and improving access to respiratory health checks.

SDG: 3

Authors: Dr Greig Inglis, Division of Psychology and Social Work

Title: Poverty stigma and socioeconomic inequalities in mental health

Abstract:

Mental health problems are one of the main contributors to the overall burden of disease in Scotland. This burden is not equally distributed equally across society however, and people living in poverty are disproportionately affected by mental ill-health.

In this presentation I will discuss a programme of research designed to test how experiences of poverty-based stigma contribute to socioeconomic inequalities in mental health outcomes. The findings from this work demonstrate that people living in poverty in Scotland and internationally are exposed to multiple forms of structural, interpersonal, and intrapersonal poverty stigma. This research further suggests that experiences of poverty stigma are predictive of mental ill-health over and above the effects of financial hardship and socioeconomic position.

This research highlights poverty stigma as an important social determinant of population health and suggests that tackling poverty stigma may help to narrow socioeconomic inequalities in mental health. The UN's Special Rapporteur on extreme poverty and human rights has recently called for action to reduce "povertyism" in all of its forms, and the findings of this research are relevant to several UN Sustainable Development Goals (SDGs) including SDG1 "No Poverty" and SDG3 "Good Health and Well-being".

SDGs: 1 and 3

Authors: Professor Laura Kilby, Division of Psychology and Social Work

Title: ‘Money is a private matter’: What makes for effective communication between social housing landlords and tenants in financial difficulty?

Abstract:

There is increasing awareness that effective communication between landlords and tenants is important for tenancy sustainment. Research highlights that the form and content of interpersonal communications around rent arrears impacts upon tenants’ sense of wellbeing and their continued interactions with landlords (e.g. Ambrose et al, 2015; Fitzhugh et. al., 2018; Johnson & O’Halloran, 2017). A large-scale project currently underway that evaluates tenancy sustainment in the English social housing sector further reveals that effective landlord-tenant communications influence tenants’ rent payment behaviour (Bimpson, Hickman & Reeve, 2022). Furthermore, quantitative analysis from the same project reveals that tenants who are already in rent arrears, and those struggling to afford their rent are significantly more likely experience difficulties communicating with their landlord than those who are not in arrears (Thomas, Hickman & Reeve 2024). Thus, tenants in the most financial need are the least likely to talk with landlords.

This paper will share emerging findings from a novel study which is part of the same large-scale project. The study uses ‘applied conversation analysis’, to analyse a large corpus of telephone conversations between social housing landlords and tenants who are in arrears or experiencing financial difficulties. The paper will begin by introducing conversation analysis, an empirically rigorous methodology that is increasingly used in applied communication research in sectors including health and emergency services, where effective communication between professionals and service users is critical for life and/or wellbeing. The paper will then present findings from the research. Analysis reveals three core communicative competencies: (i) Shouldering the burden; (ii) Sitting in the problem space; (iii) Constructing tenant owned solutions. When these competencies are engaged by landlords, calls tend to progress smoothly in the direction of desired outcomes. When they are absent, calls are more likely to derail or progress less smoothly. Exemplars of each competency will be presented before discussing the implications of the findings for developing effective landlord-tenant communications about rent arrears and financial worries. The paper will finish by discussing the wider potential of applied conversation analysis for developing evidence-based communication strategies across other areas of debt-related conversations, where moral concerns such as shame and stigma are implicitly coded into talk, and speakers are routinely experiencing significant levels of stress and anxiety, as well as navigating practical challenges associated with living in poverty.

SDGs: 10, 11

Authors: Dr Nick Jenkins, Division of Social Sciences

Title: Cultivating 'more-than-human' responses to global social challenges: the Multi-Species Dementia International Research Network

Abstract:

Dementia is one of the greatest challenges facing humanity in the 21st century. Responding to the global dementia challenge, however, affects more than humans alone. From the laboratory to the care home, other beings are 'on the scene' and our relations with them affect how we come to understand, experience, and respond to dementia. We live in a multi-species world yet tend to think about dementia in distinctly 'mono-species' ways. This presentation showcases the work of the Multi-Species Dementia Research Network (<https://multispeciesdementia.org/>). Established in October 2019, the network has developed an international presence with over 80 members working across academic disciplines, countries, continents, and career stages. With funding from Wellcome Trust, the Royal Society of Edinburgh and the British Society of Gerontology, the network exists to develop responses to the global dementia challenge that are inspired by multi-species and 'more-than-human' ways of thinking. What we are currently developing, is an interdisciplinary approach to dementia in which traditional distinctions between what is human and what is non-human, and between what is considered "social" and what is considered "natural" are questioned, challenged, and collapsed. Cultivating such an approach to dementia has implications for achieving a variety of UN Sustainable Development Goals, including Good Health & Well Being for All (SDG 3), Reducing Inequalities (SDG 10) and Making Cities Sustainable (SDG 11), amongst others. However, the "goal", ultimately, is to develop an approach to addressing global social challenges that reach beyond the current dementia challenge, and beyond anthropocentric policy agendas, to imagine new approaches (autre mondialisations) that are rooted in what Tsing et al (2017) refer to as the 'Arts of Living on a Damaged Planet'.

SDGs: 3

PANEL B: Education, Economy, and Work

D130 McLean Building

Chair: Dr Adrian Parke



Authors: Dr Liisa Ravna Finbog, Tampere University and Dr Beth Cross, Division of Education

Title: Questioning Sustainability Ontologies: A Dialogue with the Sàmi Philosophy of Kinship

Abstract:

If we pause to take into consideration the lands we live on and the rivers we live with, recognizing our place in community with all our relations, the rhythms with which we think extend and deepen (Kimmerer 2013). An awareness of this kinship is particularly important to consider in relation to SDG goals. Since the inception of the UNHRC there have been decades of international accords that have sought to build a common language and understanding of aspiration for the world's countries and peoples. Sustainable Development Goals, following on Millennial Goals, following on The Beijing Platform for Action on Gender Equality, following on Education for All, to name but a few, have all framed international development goals and create the appearance of agreement about these across contexts. Yet ambitions set within these frameworks are rarely met, and there is an industry around massaging figures to meet expectations (Attaran 2005). However, the effort that goes into negotiating and discussing goals is, in itself, a process of change, replete with power dynamics worthy of attention (Montessori 2020, Nevens and Shahnaz 2024). Drawing on Schön's crucial insight that it is through metaphor that problem setting must be examined before problem solving can hope to be effective (Montessori, Cross, Liung 2022) and bearing in mind the seminal work that Arctic communities have played in shifting Western imaginary to be alert to industrialisation's impact on climate and life support systems (Todd 2016), this discussion asks, with respect to interlinked SDG goals 4 and 11 (that of education and community wellbeing), what are the ontological premises, either being reinforced or challenged? is there change in language used within sustainability discourse from previous sets of goals to the current ones that mark changed relationships with indigenous communities?

Reaffirming that indigenous peoples, in the exercise of their rights, should be free from discrimination of any kind,

Concerned that indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests,

Recognizing the urgent need to respect and promote the inherent rights of indigenous peoples which derive from their political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources,

Recognizing also the urgent need to respect

Figure 1: Text from Preamble to UNDRIP, United Nations

As an example, the UN Declaration of the Rights of Indigenous Peoples (2007) is framed within wording that welcomes, affirms, and recommits to communities of care, all expressed as verb constructions. This is significant, as it draws on many indigenous languages that are verb centred instead of noun centred. This emphasis on verbs wells up from ontologies in which nothing is finished or complete, everything is a dialogue, a process, is a continuing community with those who have passed and those who have not yet come. To finalise or bind things within nouns fundamentally cuts across these considerations. Verbs instantiate these relationships whereas nouns serve a

different ontology. And yet, this seems not to have informed the frame of SDG documents, discourse and goals.

In this dialogue of resistance to sustainability's occlusion, we explore the tools and experiences we bring from different backgrounds, our readings of the current landscape, the concerns this gives rise to and our ponderings on steps we can take from here. The discussion explores paths which takes us beyond sustaining systems with dysfunctional ontologies. We propose, instead that sustainability is not the starting point, but a possible half-way point to a disassociation with systems of exploitation.

SDGs: 4 and 11

Authors: Dr Robert Crammond, School of School of Business and Creative Industries, Dr Jayakumar Chinnasamy, Division of Education and Dr Nawreen Sobhana, School of Business and Creative Industries.

Title: Examining the role of Scotland's enterprising universities, towards achieving SDG focussed social equality and economic outcomes

Abstract:

The United Nations' 2030 agenda for Sustainable Development Goals (SDGs) envisage a future of inclusivity, justice, opportunity, and prosperity, whilst maintaining environmental limitations. Universities play a central role in promoting these values, towards equitable, peaceful, and productive societies. In Scotland, the government's National Performance Framework's eleven outcomes evidence relevant rhetoric of resonance across education and industry sectors, allowing pragmatic partnerships and progress to be made.

Focussing on SDGs 4 (Quality Education) and 8 (Decent Work and Economic Growth), this paper examines the current landscape and activities of Scotland's enterprising universities in fostering social equality and positive economic outcomes. Furthermore, the paper investigates the multifaceted relationship between universities, enterprise ecosystems, and SDG-focused initiatives.

Given the significance of these goals to enterprise, educational institutions have a critical responsibility to foster a culture of learning supporting opportunity and creation. This necessitates a concerted effort to provide education that is accessible and inclusive to all individuals. By doing so, educational institutions create an environment that nurtures the growth and development of individuals, and values of equality, justice, and social responsibility. Additionally, access to decent work stands as a crucial priority within SDGs. This underscores the significance of enhancing social justice and proactive measures from both employers and policymakers.

In Scotland, decent work policy initiatives have been proposed yielding mixed results. In 2013, the Scottish Government introduced a fair work agenda to align with the 'Fair Work Convention', albeit lacking firm policy support. While both the local government and unions have acknowledged job quality issues, putting forth a series of policy ideas, concepts of decent work have not yet ascended to the apex of policy priority in the country. Acknowledging education and industry factors towards enterprising outcomes, notable strides have been witnessed in Scotland with the release of several publications including 2023's National Innovation Strategy and Entrepreneurial Campus reports. These emphasise the need for synergy across sectors and clusters for innovation, the engagement of ecosystems, and aligning regional resources and capabilities.

Assessing the journey of Scotland's enterprising universities in advancing SDG focused initiatives is essential to gauge their impact and identify areas for improvement. This

paper critically examines the progress made thus far, drawing insights from successful case studies while acknowledging challenges encountered. The analysis of such highlights instances where Scotland's enterprising universities have so far contributed to SDG-aligned objectives. These success stories display tangible impact of university-led initiatives on fostering social equality and driving economic growth within local communities, regions, and beyond.

Despite the progress achieved, Scotland's enterprising universities face a range of challenges in their pursuit of SDG-focused initiatives. These obstacles include limited resources, regulatory constraints, and barriers to collaboration with external stakeholders.

To maximise the social and economic impact of university-led initiatives aligned with the SDGs, this paper offers actionable recommendations for stakeholders. These recommendations include enhancing interdisciplinary collaboration, expanding community engagement efforts, and advocating for supportive policy frameworks. With progression in this regard, Scotland's enterprising universities can strengthen their contribution to sustainable development outcomes and create lasting positive change in society.

SDGs: 4 and 8

Authors: Meriem Bennedjadi and Professor Chris Holligan

Title: Using Ervine Goffman to Understand Stigma

Perceptions of stuttering about disabled students in Algerian schools

Abstract:

This doctoral research paper delivers knowledge relevant to social justice. Our paper connects with SDG 4 Quality Education and SDG 10 Reduced Inequalities within and among countries: discrimination serves to disadvantage individuals in different and invisible ways. Goffman's (1968) ideas on stigma found in *Stigma: Notes on the Management of a Spoiled Identity* dwells upon persons who are not "normal" and how a pressure to conform gives rise to feelings of alienation and exclusion. Stigmatisation establishes a negative other or undesirable tainted persona. It discredits the Individual. The phenomenon known as expressive speech stuttering excludes those experiencing it to a multiplicity of enduring exclusions. Algerian society and its education system is the focus of the doctoral research we report under the two SDGs. Stuttering coupled with the stigma it provokes are known to the diverse stakeholders associated with Algerian schools, speech-language therapists, parents of stutters and language teachers. The research described yields practical and conceptual insights with potential to create a more inclusive and tolerant social environment for an comparatively invisible category of students. Based on the qualitative paradigm the researcher deployed semi-structured interviews, face-to-face in Algeria and virtual to uncover the social worlds of a diverse sample, viz. speech-language therapists, parents of children who stutter, and middle school language teachers. The findings revealed striking differences in knowledge of stuttering held by members of the three groups and also misconceptions about the texture of stuttering. Speech therapists demonstrated a more comprehensive understanding of stuttering whereas parents and teachers were dependent upon them to annex treatment in classroom settings as well as how to conceive of stuttering. Limitations in policy were identified: there was a systemic absence of continuing professional development (CPD) and opportunities for gaining additional expertise in pedagogy. Educational policies gave insufficient recognition to the everyday lives of the stutterer in education settings. The main treatment method used in Algeria harnesses a medical model of disability which overlooks the role of environmental barriers in its definition and treatment. The François La Luche treatment emphasises abdominal breathing exercises to mitigate energy loss and anxiety that these students experience routinely. Each sample of stakeholders recognized the severely negative impact of stuttering on children's wellbeing noting emotional harms arising from adverse social experience of discrimination and bullying. Moreover, the stigma accompanying stuttering is associated with Algerian cultural norms regarding the performance of normality. Professional staff focused on building positive relationships with children who stutter designed to enhance their self-esteem and raising awareness about the nature of stuttering. Our paper foregrounds the need for targeted interventions to support students who stutter in Algerian schools addressing a stigmatising environment that to date offers limited access to professional learning. The findings also underscore

the importance of collaboration among stakeholders to co-create more inclusive environments that promote both academic success and psychological well-being amongst this stigmatised demography in the Algerian education milieu.

SDGs: 4 and 10

Authors: Dr Jayakumar Chinnasamy, Division of Education, Dr Xiuli Guo, School of Business and Creative Industries and Dr Muzammal Ahmad Khan, School of Business and Creative Industries

Title: SDG-Driven Internationalisation: Transforming Scottish Higher Education for Social Impact

Abstract: In the contemporary landscape of higher education (HE), the pursuit of the United Nations (UN) Sustainable Development Goals (SDGs) has emerged as a transformative force, driving higher education institutions (HEIs) to reevaluate their missions and practices (Chinnasamy and Daniels, 2019). Despite global crises have intensified doubts about achieving the SDGs by 2030 (Leal Filho et al., 2023), highlighting the crucial role of HE in addressing these challenges. Scottish universities are integral to this effort, addressing these challenges through enhanced service quality (Guo et. al., 2023) and a commitment to corporate social responsibility (Khan et. al., 2020), and contributing to Scotland's vision, and actively pursuing the achievement of the UN SDGs by 2030. Scotland's Economic Strategy prioritizes Internationalisation as one of four key areas to enhance Scotland's strength, fairness, and prosperity.

However, traditional top-down approaches in policy formulation often neglect the nuanced insights and expertise of educators, leading to a significant disconnect between policy ambitions and their execution, which can exacerbate social inequalities and hinder social justice. To address this, our study proposes a shift towards a bottom-up approach in policy development, focusing on empowering educators as pivotal agents in the successful implementation of SDG-driven internationalisation within Scottish HEIs. Our research aims to examine how prioritising educator involvement can enhance service quality and fulfill corporate social responsibility within Scottish HEIs. We identified a gap in the literature regarding the role of educators in policy development and their potential impact on SDG implementation within HEIs. To achieve this, our study will utilise a mixed-methods approach, including one to one in-depth interviews and questionnaire survey, to gain comprehensive insights into educator involvement in policy development. We will also identify effective mechanisms for ongoing dialogue and engagement between educators, policymakers, and other stakeholders.

The purpose of this study is to contribute to the literature by addressing the gap in understanding the role of educators in SDG-driven internationalisation within HEIs. By positioning educators as central stakeholders and decision-makers, we aim to foster a culture of ownership, innovation, and collective action towards SDG attainment by 2030. This research presents a strategic investment in the long-term sustainability and resilience of Scottish HE. The anticipated outcomes include enhanced educational practices aligned with global sustainability goals, a robust platform for educators to influence policies that reflect their experiences and expertise, and a significant contribution towards societal transformation and the global sustainability agenda.

SDG: 4

PANEL C: Gender, Health, and Wellbeing

D133 McLean Building

Chair: Prof Colin Clark + Marjana Jahir



Authors: Dr Chloe Maclean, Division of Social Sciences

Title: Is menstrual justice achieved through the Period Product (Free Provision) (Scotland) Act? A case study of Scottish Karate

Abstract:

This presentation examines Scotland's progress towards the UN's Menstrual Health and Dignity Commitment through exploring menstrual experiences in Scottish sport contexts. The Commitment was devised in 2023 and sits across SDGs 5 (gender equality) and 6 (Clean Water and Sanitation). It seeks to ensure that all those who menstruate have access to hygienic, safe, affordable and dignified menstrual products and experiences. In January 2021, Scotland became the first country in the world to legally require the government to provide free period products to its citizens as a way of addressing period poverty via the Period Products (Free Provision) (Scotland) Act 2021. Whilst Scotland can be seen to be world-leading in legislating for period product provision, this presentation will argue, through a case study of Scottish Karate practitioners' menstrual experiences, that much work is still to be done to enable dignified menstrual experiences and menstrual justice for all.

The data discussed in this paper is drawn from 178 survey responses and 10 qualitative interviews with female karate practitioners in Scotland. The findings suggest that whilst the Scottish government is committed to free period product provision, 50% of karate practitioners lack access to period products at their training settings. Furthermore, feelings of shame and embarrassment still frame women and girls' experiences of menstruation at karate, whereby they often feel unable to ask for help when they have a menstrual. A combination of these factors mean that the vast majority of participants felt anxious attending karate classes when menstruating and often missed karate classes when menstruating. These findings suggest that the implementation of the Period Products (Free Provision) (Scotland) Act 2021 has not yet achieved its aim, nor the UN Menstrual Health and Dignity Commitment. I end with evidence-informed suggestions (and questions) to enable Scotland to become world-leading in providing dignified menstrual experiences and menstrual justice for all.

SDGs: 5, and 6

Authors: Dr April Shaw, Division of Social Sciences

Title: Reducing health inequalities and promoting well-being in Scotland for marginalised women in middle and later years.

Abstract:

Aim

In 2021 the Scottish Government's 'Women's Health Plan' acknowledged the increasingly complex health needs of women in middle years (aged 25-50) and later years (aged 51+). The Plan recognises that many women and girls in Scotland will face multiple inequalities and barriers to accessing good healthcare and aims to contribute to the United Nation's Sustainable Development Goals (SDG), namely to: ensure healthy lives and promote well-being for all at all ages (SDG 3), achieve gender equality for all women and girls (SDG 5) and reduce inequality within countries (SDG 10). The aim of this study was to promote menopausal health and well-being for all women (SDG 3) and reduce inequalities in health care for women experiencing homelessness and/or substance use (SDG 10).

Method

The study was conducted between September 2022 and September 2023. It comprised a rapid review of literature related to health communications for marginalised women in later years, a survey of practitioners working with women experiencing homelessness, and the development and delivery of menopause workshops for women attending homelessness or substance use support groups. Ethical approval was granted by the University of Stirling and The Salvation Army. The study was funded by the Economic and Social Research Council.

Findings

The rapid review reveals limited research available on healthcare communication interventions for marginalised women. The findings of 110 practitioners indicate staff training and information is required on a range of health issues including reproductive health. These findings in conjunction with consultations with women with lived experience fed into the development of menopause workshops. The workshops are currently being delivered to women's support groups in the West of Scotland in collaboration with the Salvation Army.

Discussion and Implications for SDGs:

Health inequalities persist with women in the most affluent areas of Scotland experiencing 25 more years of good health compared to women in the most deprived areas. Furthermore, there is little data on the reproductive health of women who use substances and/or are homeless over the life course. To help develop critical thinking and progress on social inequalities in Scotland that correspond to the United Nation's SDGs 3, 5 and 10, it is vital that the reproductive health of women who are economically

and socially marginalised are better understood to increase their opportunities for good health and improve life chances over their life course.

SDGs: 3, 5, and 10

Authors: Professor Aileen O’Gorman, Division of Social Sciences

Title: Inequality and drug-related deaths: Integrating a social determinants analysis into policy development in Scotland and internationally.

Abstract:

Background/Aim: Drug overdoses are one of the main causes of avoidable deaths internationally: Scotland has one of the highest rates of these deaths globally. Drug-related deaths (DRDs) worldwide are contextualised by high levels of social and health inequalities. However, drug policy responses have focussed on modes of technocratic and clinical governance to modify behaviours and the use of drugs implicated in DRDs – echoing the neo-liberal tropes of individualisation and responsabilisation in social policy discourses. Broader social contexts and risk environments remain unaddressed. Based on a case study of young drug-related deaths in a Scottish region, this research study explored the broader social, structural, and systemic influences on DRDs to inform policy and practice locally and globally.

Methods: A new ‘social autopsy’ methodology was developed for the study which built on the method used to explore the social context of excess child and maternal deaths in low- and middle-income countries. The study collected all available health, social work, police and post-mortem records, in paper and electronic form, of the young people who had died from a drug-overdose in a Scottish region (n=22). The records were imported into NVivo and coded to trace the lived experience of young people and their interactions with systems of care and state institutions prior to their death. A Social Determinants of Health framework (Dahlgren and Whitehead, 1991) informed the thematic analysis. The SDH approach highlights how the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems that shape the conditions of daily life, influence health outcomes (WHO, 2010).

Results: Overall, the study found a high level of ill health, particularly poor mental and physical health, among the cohort of young people. Under each of the categories of the social determinants’ framework (Socioeconomic environment; Healthcare; Networks; and Lifestyle) a pattern of adversities, systemic barriers, and policy harms were found to underpin and exacerbate their drug use and its outcomes. Drug use was one of many problems the young people experienced yet this was the primary focus of health, social, criminal justice, and welfare agencies.

Discussion and Implications for SDGs: Using a Social Determinants of Health framework provides an in-depth understanding of the complex interconnected factors and unmet needs that underpin drug-related deaths. This analysis attends to the need for intersectional and intersectoral policy at a local and global level to address the inter-relationship between the SDHs and drug-related harms and deaths.

This research study has informed the establishment of a new European Task Force on the ‘Socioeconomic Determinants of Drug-related Harms’ by the European Drugs Agency and a new EU Network on ‘Drug-related deaths and Inequalities’ co-led by the

author. The policy development work by these agencies contributes to SDGs by improving the health and well-being of people who use drugs and reducing the inequalities that underpin drug-related harms and deaths.

SDG: 3 and 10

Authors: Beata Ciesluk, Dr Adrian Parke, Dr Greig Inglis, Dr Lucy J Troup

Division of Psychology and Social Work, School of Education and Social Sciences,
University of the West of Scotland

Title: The 'Hidden' Problem with Drug Use in Scotland: A Mixed Method Investigation into the Increasing Rates of Drug Use in Older Women.

Abstract:

There is a significant lack of research in Scotland into individuals who use drugs who are not obvious to or seeking supporting services (e.g, women, older individuals). Researching this population will allow the voices of these individuals to be heard and to inform the development of interventions that will have a positive impact on lives through harm reduction, and access to treatment for those who may go otherwise unnoticed.

My PhD project aims to establish overall drug use trends in Scotland with a focus on prescription drug use amongst the "hidden" population. Surveys, ecological momentary assessments, interviews and focus groups will be conducted to measure drug use trends and existing barriers to treatment to find the best solutions for current issues.

The final aim of my project is to take a collaborative approach with third sector organisations to develop a common language allowing for the translation of the research findings to reach a wider audience and to design and conduct a pilot intervention with the intention to publish the results in a transparent way to support policy and outreach. To give a voice with meaning to those who are currently unheard.

SDGs: 3, 5, and 10

PANEL D: Inequalities, Justice, and Institutions

D134 McLean Building

Chair: Professor Murray Leith + Blair Graham



Authors: Dr Hartwig Pautz, Dr Chloe Maclean, Professor Stephen Gibb and Dr Nicola Hay

Title: Where is care in inter/national performance frameworks?

Abstract:

The SDGs provide useful ways of outlining what ‘progress’ looks like and how it can be measured. They have made their way into national governance frameworks – Scotland’s National Performance Framework (NPF) with its twelve ‘National Outcomes’ is one example. What SDGs and the NPF have in common is the absence of a Goal or a National Outcome dedicated to care, whether it is unpaid care or paid social care. This is a curious lacuna, and one that is deeply worrying for many reasons.

The UWS-Oxfam Partnership has, in 2021, provided a full ‘blueprint’ for a new National Outcome on Care for Scotland’s NPF. The ‘A Scotland That Cares’ Campaign, led by Oxfam Scotland, has used this blueprint to campaign for the inclusion of an outcome on care in a revised NPF. In April 2024, the Scottish Government sent its recommendations for a revised NPF to the Scottish Parliament, including a new Outcome on Care.

The paper will address how, across the globe, care is a much-neglected aspect when it comes to the measurement of the ‘performance’ of societies and will outline how the ‘A Scotland that Cares’ campaign has managed to influence the Scottish Government’s agenda. Also, the paper will highlight the potentials and limits of performance frameworks and argue that Scotland, with the inclusion of care in its NPF, is an exemplary case that should influence the shape of revised SDGs once they expire in 2030.

SDG: 10

Authors: Dr Conny Gollek, Division of Education, Jana Chandler, PhD Student, Paula Gow, Division of Psychology and Social Work & Dr Susan Henderson-Bone, Division of Education.

Title: Children's participation in research and society – an inter-disciplinary enquiry

Abstract:

Children have the right to be heard “in all matters affecting the child” (UNICEF, 1989; Article 12). But especially young children are underrepresented in decision-making across all political and institutional levels. Under the well-meaning intention of protecting the vulnerable, children's rights are often strongly restricted, for example the right to play and an education during the Covid-19 pandemic (Tisdall and Morrison, 2022). Covid-19 affected children's lives disproportionately, considering their lifespan, their decision-making power, and their lack of influence on the political landscape. Older children were consulted by the Children and Young People's Commissioner Scotland about their Covid-19 experiences (Wood and Hmlton, 2021). But parents spoke in place of younger children, to comment on missed learning activities (Stites et al., 2021), increase of screen time (Susilowati et al., 2021) and to scribe children's experiences (Chamberlain et al., 2021). There is still a distinct lack of direct participatory opportunities for younger children on matters that matter to them.

Participatory research with children has seen an increase in the last years, with methods like the Mosaic approach and other age-appropriate participatory research methods being implemented with increasing popularity (Clark and Moss, 2001, 2005; Bolshaw and Josephidou, 2018), but not without critique. Waller and Bitou (2011) question if participatory methods genuinely empower children, debating how far the adult's interest might change the child's experience and response and asking researchers to critique methods further (see also Lundy, 2007; Facca et al., 2020). Moreover, the focus on participatory methods in research has been criticised as neglecting the social context knowledge is created in (Clark and Richards, 2017). Encouraging children into the adult world of research can impose the neoliberalist demand to develop future responsible citizen skills, and favour more able and social children in the process. While realising children's rights in practice presents many complexities (Scottish Government, 2024; Coppock and Gillett-Swan, 2016), research with or by children is essential for a better alignment of children's human rights implementation and SDGs (Croke et al., 2021), building inclusive societies and institutions, which represent the voices of all ages.

Acknowledging tensions between protection and participation of young children, we explore how methodological approaches applied when working with children in education and social work may be developed at the same time as novel participatory research methods for the work with children. This aims to ensure the recognition of young children's voices throughout society and at all institutional levels (UNSDG 16). Drawing on professional perspectives from early years education, social work, children's geographies and developmental psychology, we present how an inter-

disciplinary inquiry may offer new insights into this area of research. The voices of young children in society are critical for not only reaching UNSDG 16, but also upholding the The United Nations Convention on the Rights of the Child (UNCRC) in a meaningful way for children's lives.

SDGs: 10 and 16

Authors: Dr Julie Clark, School of Education and Social Sciences and Professor Jonathan Laurence, School of Computing, Engineering and Physical Sciences

Title: A Long Way to Travel? Transport, Net Zero and a Just Transition in Scotland

Abstract:

Taking urgent action to combat climate change is the core requirement of UN SDG 13. Advances in technology notwithstanding, the transport sector remains deeply dependent upon fossil fuels and, globally, it is responsible for around a quarter of greenhouse gas emissions (EEA, 2024). Transport accounts for 29% of total emissions in Scotland, with the car contributing to 38% of that figure (Scottish Transport, 2022). In pursuit of 'net zero', the integration of climate change measures into national policies, strategies and planning has been stipulated as a target for the management of climate change (UN SDG 13.1). Policy instruments, often characterised as carrots, sticks, sermons and, more recently, nudge, have a long history in political quests for public behaviour change (Andersson and Almqvist, 2022). Within the context of governance in Scotland, local authorities have a leadership role in policy development, as well as a duty to act, in order to attain net zero emissions by 2045 (Audit Scotland, 2022).

This paper engages with the tensions between transport decarbonisation and a just transition (Winkler, 2020), in order to generate a transferable protocol for community engagement in transport interventions. Transport is often conceptualised as a modal mix, comprising a portfolio of choices, with growing policy attention being given to 'active' travel options, including walking, cycling and shared transport. However, the SDGs cannot be viewed in isolation. Being mindful of the imperative towards reduced inequalities, SDG 10.1 calls on us to empower and promote the social, economic and political inclusion of all. In order to avoid perverse incentives and unintended consequences, achieving change in transport behaviour necessitates more than a technocratic approach: insensitive policy implementation can generate hostility and conspiracy theories (Marquet et al, 2024); shared transport often fails to deliver the equity gains promised by policy (Clark et al., 2024); range anxiety and uncertainty over charging impede market share gain for electric vehicles (Whitmee et al, 2024); and forced car ownership can further disadvantage those in already disadvantaged communities (Clark and Curl, 2016). Working collaboratively with East Ayrshire Council Community Renewable Energy Project (CoRE), we contextualise policy planning and decarbonisation interventions within a justice framework. In designing a mechanism to support public engagement with decarbonisation, and grow support for local decarbonisation initiatives, we follow a just transition pathway, drawing together SDGs 13 and 10. The protocol plans for positive engagement, while recognising scepticism, potential misinformation, and economic concerns associated with change. Local networks, multi-channel communication and policy process planning are critical in the protocol development.

SDGs: 10 and 13

Authors: Dr Dina P. Sidhva, Division of Psychology and Social Work (ONLINE)

Title: “Living in Limbo: Reflecting on Scotland’s Role in UK’s Asylum Approaches in the Context of the UN Sustainable Development Goals”

Abstract: As Scotland moves towards meeting the United Nations Sustainable Development Goals (SDGs) by 2030 it encounters obstacles in how it assists and includes refugees and asylum seekers. This presentation is largely based on reflections and research undertaken with refugees in Scotland over the past 15 years. It will specifically focus on Scotland's capacity to ensure human rights for refugees, that align with SDG 10 (Reduced Inequalities) SDG 16 (Peace, Justice and Strong Institutions) and SDG 17 (Partnerships for the Goals).

Despite Scotland's integration of the SDGs into its National Performance Framework (NPF) its lack of authority over immigration policies, which are overseen by the UK Government often leaves refugees and asylum seekers in a protracted state of limbo. This presentation will delve into actions and policy suggestions to shift from managing to empowering this vulnerable group of individuals.

The presentation aims to critically evaluate the UK government's Rwanda policy, which directly challenges the principles upheld by the SDGs through relocating asylum seekers, for processing outside of the UK. This policy brings up grave concerns, about rights and questions Scotland’s ability to support and defend those within its borders under such ‘inhumane’ national guidelines.

Moreover, the presentation will discuss how refugees can be empowered through initiatives by, community programs and participatory action research (such as the Photovoice research that I undertook with asylum seekers living with HIV in Scotland, in limbo, for years before their application for asylum were considered) and the use of technology in policymaking. It will stress the importance of allowing refugees to have a say in their communities and in shaping policies that affect their lives moving towards long-term inclusion and empowerment.

Additionally, the importance of education e.g. the role that UWS can play by becoming a University of Sanctuary, vocational training programs will be emphasized as crucial for reducing the time refugees spend in uncertainty and a pervasive limbo and enhancing their integration into communities while fostering a sense of belonging and home.

By reflecting on these areas, the presentation endeavours to encourage a discussion of Scotland's approach to refugee and asylum seeker policies. The objective is to advocate for a humane, palpable inclusion of this group of individuals in our society. Thus, supporting Scotland's commitment, to the Sustainable Development Goals (SDGs) and strengthening its dedication to social justice, equity and basic human rights—all of which can make Scotland a truly compassionate and humanitarian country on our little globe.

SDGs: 10, 16, 17

PANEL E: Sustainability, Climate, and
Consumption

D135 McLean Building

Chair: Prof Arno van der Zwet + Dr Awais
Mashkoor



Authors: Geraldine Graham and Iris Altenberger, Division of Psychology and Social Work

Title: The Social Work practitioner role and the multifaceted challenges posed by the environmental crisis.

Abstract:

This paper explores the intersection of the United Nations Sustainable Development Goals (SDGs) 13 and 17 - climate action and partnerships for the goals through an art-based qualitative research project.

Collaborating with Dr Iris Altenberger from Robert Gordon University, we conducted a series of interviews, 17 in total, with social workers in Aberdeen, delving into the role of social work in climate change. Partnering with distinguished scientists from the Queens anniversary prize-winning School of Biological Sciences at The University of Aberdeen, The Rowet Institute for Food and NESCAN we organised an evening workshop focused on climate change for the participating social workers.

The research participants co-created the content for this event by informing the topics covered through reflection on their interviews. The event contributed to enhancing practitioner knowledge and bridged the gap between scientists and frontline social work practitioners.

The discussions during the workshop brought a crucial realisation that social work must respond to the injustices exacerbated by climate change. It became apparent that social workers are uniquely positioned to address the multifaceted challenges posed by environmental crisis.

Our research project has now taken on a new dimension with social work academics at Joanneum, University of Applied Sciences in Austria now replicating our project. With this wider collaboration we aim to enhance knowledge and activism within the field of social work in response to climate change.

SDGs: 13 and 17

Authors: Professor Andrew Hursthouse, School of Computing, Engineering & Physical Sciences

Title: Mobilising research, innovation and enterprise in the Scottish waste sector and its capacity to improve SDG performance

Abstract:

Waste production in high income countries is 10 times that of low income countries . Despite the introduction of many hundreds of policies and strategies in the EU and globally, we on average waste 120 kg of food per person every year. The focus of SDG12 on sustainable consumption and production highlights waste generation and management as critical economic burdens on society with projections of costs to manage municipal solid waste to reach >USD 640 billion by 2050. Modelling suggests that by adopting circular models of waste avoidance, sustainable business activities and improving waste management practice could convert a net burden to a net gain of >USD 100 billion. A complex and often disconnected supply chain compromises potential to address this challenge. The message is getting through with a significant increase in the number of businesses adopting sustainability reporting.

The UK's globally leading program of industry-academia engagement, the Knowledge Transfer Partnership Scheme focuses on embedding research and innovation to grow business performance. Many decades of participation by UWS staff in these projects and institutional investment have led to UWS to be the leading HEI in Scotland for partnerships. A number of our most successful projects have focused on improving environmental performance of production processes and targeting specific waste streams across the Scottish industrial sector. These cover challenging issues in food and drink, waste electronic and electrical goods and more recently the sports and leisure industry, for both SMEs and large companies. Releasing potential through the "systems thinking" applied to waste management demands scientific and technology innovation, business operations and education. Linking climate change and the SDGs is clearly critical but has to deal with fear, scepticism and inertia. We demonstrate encouraging potential and clear progress through KTP projects and linked initiatives within the Scottish business sector. This has cascaded positive impacts on many other SDGs and internationally in low-income countries.

SDGs: 12 and 13

Authors: William Shepherd and Patrick Afchain

Title: From Preston to Paisley: Building Community Wealth to Achieve UN SDG8

Abstract:

In the current economic landscape, marked by escalating inflation and diminishing government subsidies post-pandemic, communities are grappling with the challenge of driving sustainable economic growth. The United Nations' Sustainable Development Goal 8 (UNSDG8) champions sustained, inclusive economic progress and quality employment for all, necessitating novel strategies.

The Preston Model, originating from Preston, England, presents a compelling solution to these challenges by emphasising the retention of locally generated wealth to boost sustainable economic development. This model advocates for local procurement policies among primary public institutions, including local governments, universities, and hospitals. It also promotes the growth of small businesses, cooperatives, and social enterprises, which are crucial for keeping wealth within the community.

Importantly, the concept of "sticky money" – money that stays within the local economy rather than leaking out – is central to the Preston Model's effectiveness. By ensuring that money spent by local institutions circulates within the community, it helps in building economic resilience and supports local employment. This approach not only fosters a robust local economy but also aligns with broader economic sustainability goals.

We suggest that the Preston Model could be a grassroots remedy for the economic difficulties faced by Paisley and similar locales, thereby cultivating a resilient and sustainable economic environment in alignment with UNSDG8. This session will delve into the Preston Model's theoretical foundations, detailing its key principles, practical implementations, and its continuous influence.

Moreover, the discussion will adapt these concepts to Paisley's context, with the University of the West of Scotland (UWS) acting as a pivotal anchor institution. Through leveraging our resources and organisational strengths, UWS can play a significant role in this model's success in Scotland, aiding national efforts to achieve UNSDG8 targets.

SDG: 8

Authors: Dr Alan Cusack

Title: The Village Project: Building Communities of Relational Creativity to improve education, awareness-raising and pro-environmental behaviours to mitigate climate change.

Abstract:

Aim: This research project aimed to create a sustainable participatory model to facilitate critical discussions around climate justice and eco-anxiety in young people.

Method: Every year, fifty 12-year-olds from King Alfred School in North London participate in The Village Project. The students spend a week in a screened-off wooded corner of the school grounds and are required to take responsibility for all aspects of day-to-day living. They build shelters, establish governance, make decisions as a collective, cook, clean, and learn to live cooperatively and sustainably with the natural environment. There is no electronic technology and no contact with their family. Creative practitioners are invited to take a residency but ultimately, the students lead their own learning.

This research project applies art-based methodologies and theories of relational and participatory practice to develop an innovative multidisciplinary approach that bring together art, education, and health disciplines.

Findings: The research project found that immersive learning experiences, less didactic pedagogies and a sustained encounter with nature can provide the conditions for developing capabilities that benefit young people's health and well-being and help tackle eco-anxiety. Furthermore, a relational understanding of creative practice suggests that much rich learning occurs through the dialogue it generates and directly implicates the natural environment within this discourse.

Discussion and Implications for SDGs: This research project explores the transformative potential of participatory art with nature. It challenges the idea of art as an individual enterprise by establishing 'communities of practice' (Lave and Wenger, 2008) that collaborate with nature to support the developing identities and wellbeing of the young people involved.

Despite being vulnerable to eco-anxiety young people have received less research focus than adults (Burke et al., 2018). Seven out of ten 16-24 year olds are worried about climate change and its effects, very few feel they can influence the decision making process (Yougov) and feel disempowered (Burke et al. 2018). Involvement in participatory creative practices can lead to pro-environmental behaviours and reduce eco-anxiety (Moula et al., 2022).

The project examines such practices as a form of 'relational creativity' (Adams and Owens, 2016) in which the dialogic conversation between art and nature offers rich opportunities for teaching and learning and facilitate critical discussions around

climate justice and the future. This Community of Practice and attending theories can be applied across settings, both nationally and globally, and contribute towards meeting the UN Sustainable Development Goals for 2030.

SDG: 13