



SDG 4.7: EDUCATION FOR SUSTAINABLE DEVELOPMENT AND SUSTAINABLE LIFESTYLES

A comprehensive self-financing educational approach to education in sustainable development with immediate impact on society and the global economy.

Summary

The Plan for a Supplementary Income for All People and a Sustainable Supplementary Global Economy for the Earth (SIFA Plan) enables our smooth individual development from newborn to global citizens. It empowers marginalised communities to build sustainable infrastructure and cottage industries, financed by their communities. This would enable them to be additionally supported inexpensively by the extensive expertise housed within the UN's programmes and agencies. It encourages those whose material needs are taken care of to seek well-being through non-material pursuits, such as culture, education and personal development. The SIFA Plan empowers business and industry to switch to sustainable production without conflict, as they are ready. It also empowers nations to accelerate the achievement of the implementation of the 2030 Agenda for Development and all 17 SDGs with the support of business and industry and all of their citizens. Beside focussing on the educational aspects of the Plan, this document looks at its structural elements, how it could be implemented; and its effects on each of the SDGs.

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INTRODUCTION

Article 26 of the Universal Declaration of Human Rights states: Everyone has the right to education[....]Education shall be directed to the full development of the human personality[...].

Such education is critical to sustainable development since where we get stuck in our personal development and lack the capacities to meet our personal needs, we are too often tempted to seek safety, love, esteem and personal fulfilment in an escalating use of surrogates involving overuse of natural resources. This has led to the present unsustainable consumption and production patterns and undermining our capacity to achieve the Sustainable Development Goals (SDGs).

Sustainable Development Goal (SDG) 4 seeks to remedy this situation. It calls for lifelong learning opportunities for all people and SDG 4.7 requires us to ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.

The Plan for a Supplementary Income for All People and a Sustainable Economy for the Earth (the SIFA Plan) addresses these points, as follows:

It focuses each individual’s attention on sustainable action worldwide by providing a supplementary income for every woman, man and child to be spent on sustainable goods and services. This is supported by global consultations in which all are invited to participate to determine which goods and services can be considered sustainable in a given year and can thus be considered for purchase from their supplementary income; and a supplementary sustainable global economy from where these goods and services can be purchased.

EDUCATIONAL SCOPE OF THE PLAN

1. The elements that must be included for a full development of the human personality.

As we develop from a newborn into adulthood, our inner nature focuses instinctively on meeting our own needs in relation to our external environment, which gradually expands as we grow into adulthood. Our individual development is determined in the interaction between our individual inner “nature” with our natural, social and economic environments.

When we observe a newborn baby, we notice at first it is fully focused on its own physiological needs: breathing, drinking, eating and sleeping. Then, as it grows, it becomes increasingly aware of other people and its search for safety begins to expand with its feelings of love and belonging to include family and community, where esteem becomes increasingly important. Our individual sense of community can then expand until we see ourselves as a part of global society, and even farther.

For each one of us this process is unique, depending on what brings us a sense of personal fulfilment within our communities. In today’s world, this embraces both the natural environment and can expand to encompass very much more, including participation in a global society. We are therefore constantly developing our individuality as a person.

If we are fortunate enough to be able to be fully guided by our sense of personal fulfilment as an integral part of the greater whole, this process can lead to a sense of universal belonging, accompanied by a sense of benevolence for all that we are a part of, together with a sense of global solidarity and citizenship.

While this process can be observed at least in part both within ourselves and in the world around us, it has been outlined by the developmental psychologist Abraham Maslow in what he describes as a “hierarchy of needs.”

2. How leaving out any of these phases of our development affects the economy and society, and leads to unsustainable development.

The pleasure and pain associated with the fulfilment of our needs is extremely strong since our survival and happiness ultimately depends on being able to function as fulfilled human beings able to develop our full potential.

Where we are unable to develop in an integrated way of functioning in harmony with our individual nature, problems arise in our personal, social and economic relationships as well as in our harmonious connection with Nature. Too often, we seek to meet our physiological needs and psychological needs for security, love, etc by accumulating more wealth (and thus power) at the expense of other people.

This increases the chasm between the rich and poor, leading to social iniquity. When these surrogates inevitably fail to bring the senses of security, love, esteem and personal fulfilment we so deeply yearn for, so many of us attempt to compensate by accumulating even more. In doing so, we undermine the Earth's capacity to sustain us.

3. The SIFA Plan as an educational tool for comprehensive sustainable development.

The role of the development workers

Kooistra, the developer of the Plan, suggested deploying two development workers per 1000 people. The development workers would have the following tasks:

1. To empower individuals, who freely ask for their help, to be in touch with their own innermost yearnings, so that they can develop freely through the stages of their own individual development.
2. To ensure that each of the group consultations from local to global levels enables all participants to speak freely and to be heard.

The educational role of the development workers is to help individuals, who freely ask for their assistance, to identify and fulfil their individual needs. These needs are frequently obscured by family and societal conventions, pressures around gender roles, the convenience of individual family members, etc.

In the late 1960s, there was a merging of holistic and analytical approaches to personal growth and development, from holistic Eastern cultures (e.g. yoga, acupuncture, the martial arts, etc.) and analytical Western approaches (Freudian and Jungian approaches, experimental sources, such as biofeedback, etc). A combination of such approaches would be part of the curriculum and applied to the personal growth of the counsellors themselves, so that they would understand the process from the inside out.

The process of making individual choices is thus likely for many people to become an integral part of the “full development of their human personality.”

Development workers would receive training in promoting inclusive group discussions. The penalty of cheating or abuse of the system is temporary or permanent exclusion, no matter the role of the perpetrator, be they a counsellor, participant or supplier of goods and services to the supplementary sustainable global marketplace.

Nearly all universities already educate large numbers of people simultaneously and remotely via the Internet. Thus, the technology already exists for the UN's Specialised Agencies and Programmes to provide an in-depth education in personal growth counselling and group facilitation.

Those educated at the global level can then educate others locally, in their home countries and/or regions, in national and local languages, in an ongoing dialogue on how global educational approaches translate into cultural diversity. This will increase the number of counsellors who can be trained.

How the group discussions would contribute to sustainable individual and community development.

The object of small group discussions, each composed of 20-25 persons, is to list sustainable products and services to be purchased via the Plan in any given year. These goods and services are, of course, subject to constant change as the groups' needs change.

Each person would participate in one group of their choice.

It is likely that an immediate incentive to join is to see that the products and services that the groups might wish to choose from are on the list.

It is likely that there would be a multiplicity of groups to choose from at the grassroots level: those organised by local communities, schools, professional and cultural groups, sports clubs, orchestras, etc. These groups would benefit from the Plan, since everyone is free to spend up to half of their individual income on other concerns. While participation is voluntary, the ideal is that all should eventually see fit to join.

Lists made at the local level are then passed along to groups at the village or town level, which then repeat the process with lists from the various groups in their geographical area.

Although each group chooses their own facilitators, the development workers are there to guard the process, so to speak. They ensure that all who wish to speak are fully heard, and that due consideration is given to which goods and services are sustainable at that time and which, on the other hand, actually harm people or any part of Nature.

Where anyone in a group disagrees with an item to be placed on the list or to be excluded, they must provide convincing reasons. If anyone with great personal influence locally attempts to intimidate members of the group, they can face exclusion from the system. If they do get away with dominating specific choices, unsustainable choices will be weeded out when the list of that grassroots group is discussed together with other lists at village, district, regional, national or global levels. Intimidation can lead to exclusion from the system both in terms of receiving a supplementary income and, more importantly for many, from being able to supply goods and/or services for this supplementary global economy.

At the end of the global consultation process, all members receive a final list of goods and services from which they can make their individual purchasing choices that year. In many cases, an item will be listed with a well-reasoned discussion of why it has been included that year.

This group discussion process educates participants at two levels: it instructs on reasons why some products and actions can be considered sustainable and how they impact other people and the planet and thus ultimately themselves. In other words, it can bring about more responsible consumption and production patterns.

The insights come about because of a deepening understanding of what is and is not sustainable, and how that actually affects our person and immediate surroundings. Because the insights are shown to have a direct bearing on our own personal well-being and health, they are likely to be more naturally adhered to.

This process also helps to align people's understanding of how their individual well-being and that of the world are aligned and thereby helps to overcome the infighting among people, businesses and countries that thwarts us as a global community to deal with our communal challenges. The small group discussions thus are a tool to facilitate local to global negotiations and the achievement of global agreements.

Finally, they teach educational processes in democratic decision-making to people of all ages and from all sectors of society. They lay bare the subtle and not-so-subtle ways we are manipulated to accept power structures that divide us. They provide us with the tools to discuss these and avoid the pressures whenever these are brought to fruition.

How our choice of goods and services helps us to more fully embrace each new phase of our personal development from new-borns to global citizens.

Where we might not be able to deal with our physiological well-being, we might decide to apply permacultural food production approaches in our yards, on our roofs or up the walls of our houses. We could use extra food production to barter for what we need.

If we do not feel secure in our relation to other people, we will benefit from the techniques learned during the group discussions both to be heard by others and to organise with others to counter individual and gang violence. We can learn to defend ourselves better by using our supplementary income to learn martial arts.

Learning to be in touch with the nuances of our inner nature will empower us to proceed, as we are ready, with our personal development, which brings with it fulfilment, self-sufficiency, and appreciation of ourselves. This in turn attracts appreciation, love and esteem from others for who we are as human beings.

In this process, we can use our supplementary income, even though this is likely to be modest at the outset. At the same time, we have the support of the development workers to help us with our annual personal choices and our group interactions.

The Plan fosters gender equality by integrating in both men and women those qualities that many cultures typically associate as feminine, such as direct or intuitive perception, with those that are considered masculine, such as the capacities to think logically, plan and act.

While we all naturally contain both feminine and masculine mental capacities, our cultures tend to encourage us to develop only one or the other. Kooistra believed that gender discrimination occurs when each gender is uncomfortable with those who think and act outside of perceived gender norms.

The Plan fosters a balanced inner development. The intuitive mental aspects come into play as we seek to choose those products that most fit our needs at a given time; they can also instantaneously come into play in group discussions when we have a sudden insight into what needs to be said in a given situation.

The 'masculine' mental capacities are further developed as we apply what we learn to purchase what we consider of best use in our lives, using rational planning and action.

4. How the Plan would affect poor communities, business and industry; those living in countries with social solidarity systems; and the sustainable development of UN Member States.

Before beginning any major undertaking, it is natural to look for guarantees of success, even as we contend with unprecedented challenges.

The only way forward is to begin where we are now, to recognize the problems that must be resolved, and to do so with all the tools at our disposal. The Plan described here is one such tool that will have to grow and evolve as we progress.

Here are some of its potential effects:

Effects on the very poor.

If every man, woman and child were given \$500 each year (compounded by approximately 7% per annum), to be spent exclusively on his or her sustainable development, poverty and pollution would fade away.

In poor areas, where a person earns \$500 annually, an extra \$500 for each member of the family is a relative fortune. It could be spent on food production, education, or setting up a cottage industry. Villagers could pool up to 50% of their supplementary income on community resources for clean water, sewage and energy infrastructure, etc., which would promote health, free up the community, especially women, to spend their time and energy on other forms of development.

Such development, financed by community members, could be supported inexpensively by the vast expertise housed within the UN System's Programmes and Specialised Agencies.

Soon, poverty and disease in the most marginalised areas could decrease with the development of wells for clean drinking water, sanitation facilities, solar energy sources (instead of wood-burning fires), healthy food sources, greater connectivity, flourishing cottage industries and other infrastructure that serves the well-being of communities that are currently poverty-stricken.

More globally-oriented markets then would gradually expand into poorer areas.

Effects on business and industry.

Businesses worldwide would have an opportunity to contribute to a new global market for sustainable goods and services. They could publicise their goods and services while increasingly catering their production to this new global market.

One result would be that their advertising would promote sustainable goods and services, available for purchase with people's supplementary income. This will educate people in sustainable consumption and production, and focus attention on possibilities to build personal fulfilment and well-being without harming Nature.

This, in turn, can help to offset present commercial advertising that tends to focus on making money and increasing prestige and status.

With the interest in sustainable development among people worldwide at every level of society, the private sector would find it increasingly beneficial to focus on sustainable goods and services in both the old and this new sustainable global economy. They would be able to change their focus without conflict, as they are ready. This process is likely to have a snowball effect on the production of sustainable goods and services.

Effects on the wealthy and on the capacity for the global economy to grow sustainably.

In wealthier areas, where the initial \$500 is a smaller percentage of one's overall expenditures, the advertising would increasingly draw attention to intangible services, such as creativity, education, personal growth and development sessions, which can help us lead more fulfilled lives. In other words, services that neither pollute nor deplete the environment.

Such items can be bought and sold sustainably while allowing the global economy to grow *ad infinitum*, build on all that Information Technology (IT) has to offer, while nurturing people's creativity.

Effects on the global economy.

Attitudes would change as individuals, industry and governments experienced the benefits of serving the well-being of people and Planet and saw poverty, unemployment, social disintegration, and pollution decrease.

As world markets for life-enhancing, environmentally-sound goods and services expanded, arms industries, drug, energy and electronic companies and others could gradually redirect research and development to producing more sustainable, life-enhancing products both within the old economies and the new global sustainable economy. Their advertising campaigns would support this focus, so as not to be seen as unsustainable in the context of the growing new consciousness.

Effects on UN Member States.

All UN Member States currently falling behind on their commitment to achieve the SDGs by 2030 will find that they are supported in their mission by all people at all levels of society.

The Plan aligns people, businesses and Member States in a snowballing global movement of global citizens focusing on more sustainable living practices.

Summary of the Educational Aspects of the Plan.

The Plan applies a number of diverse educational approaches, which target individual personal development to counter the ill effects people's unsustainable needs are having on our global economy and society. It involves people at the grassroots in global consultations to consider what is sustainable in every aspect of their living. It brings businesses on board as they are ready to promote sustainability through their advertising and business practices. It helps to align people's thinking in terms of what serves our combined interests most completely in such a way, that it provides a basis for a more cohesive and sustainable global society and economy to emerge.

Such a multi-faceted educational approach will align Member States more harmoniously as they seek to come to grips with the many threats to human livelihoods, well-being and sustainability.

The educational aspects of the SIFA Plan both impact the lives and behaviours of individual people and businesses in such a way as to have a direct effect on societies and economies globally.

STRUCTURAL ASPECTS OF THE PLAN

5. How decision-making works in the SIFA Plan

The UN has a huge reach, increased by the global networks of its diverse Programmes and Agencies. This, coupled with the reach of the civil society organisations accredited to the UN Economic and Social Council, can help to mobilise people at the grassroots level to participate in global consultations on what can safely be offered through the Plan.

All are encouraged to collaborate in small groups, to decide globally what that year can be offered sustainably for people to purchase from their yearly SIFA income. Here, those who have a better understanding of sustainability, especially Indigenous Peoples, will have an opportunity to instruct others in the deep attitudinal change that must take place if humanity is to live sustainably.

Although, of course, no one can be forced, many are likely to join initially to make sure those goods and services they wish to purchase or to sell in the SIFA marketplace are included.

Others will join consultations organised by schools and communities.

As grassroots groups, each year, make lists of goods and services they wish to see included, and these are reassessed by their representatives at regional and higher levels, well-reasoned new lists are created from all those made at the grassroots level with clear reasons why some products can be considered sustainable in a certain area and why others cannot.

This process would function as a global self-education programme that strengthens and inspires the advertising programmes that influence people's understanding of how to develop personal health, prosperity and well-being.

Attitudes would change each year as each person is asked to choose environmentally-friendly goods and services for personal development. All, rich and poor, would be encouraged to consider such questions as: "What is health?" "What adds depth and meaning to life?" and "How can an individual develop personally without harming others or the environment?"

Decision-making in the Plan should eventually involve all people.

This type of decision-making is already used by some world organisations. The advantage is that a sense of community is formed as such topics are discussed regarding what is wholesome and what is harmful to individual and/or planetary health. Decisions are made in the context of conditions at a specific time.

6. What is required?

This Plan potentially provides a supplementary income for all people. All technical means already exist.

The infrastructure would consist of:

1. a worldwide computer network; connected to
2. an Agency to administer all aspects of the Plan, with
3. accounts for every participant, potentially for every man, woman and child in the world within the globally linked electronic network managed by the SIFA Administrative Agency with banking facilities; and
4. two development workers, specially trained in the operation of the Plan per 1000 people. While it will take time to build the infrastructure for the Plan, the knowhow is available and so too is the means to educate thousands of people via the internet. Currently, Harvard professors give lectures to thousands of people simultaneously via the internet.

These development workers support individuals and safeguard their ability to make choices without pressure from the outside. They also safeguard the process of decision-making in small groups, to enable all to be heard.

Each of these development workers has access to this fully computerised administrative system, both for informational and data entry purposes. The system is monitored by people worldwide. Many already possess smartphones.

The implementation of the system is likely to go hand-in-hand with universal access to the Internet, supported by the International Telecommunications Union (ITU).

The Plan is similar to a mail-order barter system

Every year, people at the grassroots are asked to decide with the help of global consultations to establish which goods and/or services can be considered sustainable that year and can thus be offered for purchase by people's supplementary income that year.

Each person is then given a credit, starting with the equivalent of US\$500 per annum. This is an estimate by economists as to how many goods and services can be actually included in a global marketplace connecting those in need with those who have excess products to sell.

Once a year, each person is asked to order goods and services for up to the equivalent of US\$500 for their personal development. Nothing harmful to anyone or the Planet may be ordered, as determined by the lists created each year through the global consultations.

The credit of those not wishing to participate is cancelled for that year to prevent inflation.

These "orders" are then entered on a computer banking system, which links all people in all countries. People who can supply the life-enhancing goods and services requested advertise these and their products are matched with the demand.

Once supply and demand are exactly matched, marketable goods and services are produced, the electronic currency can be created and divided among all participants (all people), and the exchange can take place.

7. How is the Plan financed?

In the past, a country's currency was considered "hard" or "not subject to significant fluctuations" to the degree it was covered by gold reserves.

Today, a country's currency is considered "hard" to the degree it is covered by "marketable goods and services".

Each country's Central Bank faces the challenge of regulating the currency in circulation according to the goods and services actually being bought and sold.

If too much money is in circulation, inflation occurs, causing money to lose its value and prices to go up. If there is too little in circulation, prices go down and goods and services lose their value.

In essence, money is a point system, with those points allocated to each product and service to facilitate barter.

In today's world, both rich and poor limit currency production for opposing reasons. The rich can produce goods and services but lack the markets. The poor need goods and services, but cannot produce them.

Both are limited in terms of the currency that can be created, as long as the currency is created on a national or regional basis.

As soon as the world is seen as an economic whole, additional currency can be created to meet the world situation of supply and demand.

Once supply and demand have been matched, the exact amount of hard currency can be created to facilitate the exchange. Because the currency matches the actual sale of goods and services, the currency that is created is not subject to fluctuations. This hard currency can then be divided among the world's population as a supplementary income and the purchases can take place.

Any supplementary income not used is withdrawn from the system to make sure the currency remains stable for that year.

Every year new estimates take place, and hard currency is created.

If the whole world were combined in one market, economists estimated that the world economy would be able to grow by 5%-10%. We will use the conservative amount of 7%, if the

production capacity would be matched by people's needs. This amount would then be used for several aims, including the building of the infrastructure and the implementation of this Plan; and a fund to counter inflation and deflation and make up for any errors in calculation for that year.

Once these costs have been deducted and the rest is divided equally among the world's population, it was estimated for the purposes of illustrating the Plan that each person would receive the equivalent of about US\$500 in the first year.

Each year, more people will contribute to this supplementary economy, and so growth will continue, and each person's part of the new economy will increase. Because the whole world is in constant flux, these figures change constantly and these calculations would have to be made each year to meet the situation. The 7% is therefore just a means to illustrate how the financing would work.

Characteristics of the SIFA Digital Currency.

The SIFA digital currency is a point system of exchange and can only be used to order goods and services selected by the participants and made available in the electronic marketplace for sustainable goods and services through the SIFA Administrative Agency.

The SIFA digital currency would only be used in electronic transactions, exclusively for sustainable development purposes. People would determine their own most pressing needs, or pool up to 50% of their sustainable supplementary income for the development of their communities.

This facet of the Plan consists of grassroots development, enabling individuals to contribute to the achievement of the SDGs.

The SIFA currency will be free from inflation and issued by a coordinating Administrative Agency.

Banks that agree to participate in the Plan will be paid to convert the SIFA currency to national currencies, and to then make them available to producers interest-free. No fraud will be enabled in using the SIFA currency.

Because there is a direct link between producer and consumer, there can be no speculation, interest, or possibility of inflation. The whole system is open to monitoring by all participants. Those undermining the system will be excluded from participating.

The goods and services provided by the Plan are sent to all consumers under the combined supervision of all individuals and that of the two development workers responsible for the implementation of the Plan in their areas. Those goods and services can only be received after appropriate identification. In this way, everyone can protect their own interest.

8. How would the Plan be implemented?

We begin with a bottom-up combined with a top-down approach to build the global cooperation necessary to promote the three dimensions of sustainable development: the environment, society and the economy, which are needed to accelerate the achievement of all of the 2030 Agenda and the SDGs.

A bottom-up approach can include people and organisations who share the values promoted by the system proposed here: “the well-being of all people and Nature as a whole.”

There are, for instance, currently 5,451 NGOs in active consultative status with the UN’s Economic and Social Council (UNECOSOC), who are assessed according to the degree they share the UN’s objectives in the area of the economy and society. Many of these organisations focus on development and work with grassroots communities worldwide.

Most of us are connected via diverse UN modalities. We all share the goals of the UN while having our own approaches and expertise.

These modalities are a starting point to reach those who wish to work out the details of the Plan so that it maximally addresses the needs and well-being of the rich diversity of people worldwide.

A top-down approach would begin with a coalition of UN Member States willing to introduce such a global initiative via the UN General Assembly.

Such a step usually involves a combination of Member States from the various political groupings, which, if successful, would pass a resolution to which all Member States would agree by consensus.

Such a decision often is made in several stages: A Report by the Secretary General, who describes how such a system might work and impact the global community; and a series of meetings of an “Open Working Group”, consisting of a number of Member States from various geographic regions and political groupings looking at the proposal in more detail. Civil society is mostly invited to join these discussions to give input to “zero draft” declarations.

Both outcomes, if the proposal is deemed beneficial, are then once more put to the General Assembly in the form of a resolution.

If the Plan is adopted, the UN and/or its Programmes or associated Agencies would contain a wealth of expertise for implementing such a far-reaching global initiative.

9. How the Plan would be administered.

Kooistra saw clearly at the outset that, if the Plan were implemented partially, the growing chasm between haves and have-nots would grow even greater. He stressed the need for it to be

implemented *globally* and suggested the UN oversee it, as the most universal global agency we have.

The UN has huge experience in setting up and working with large global infrastructure. Some UN-associated Agencies include: the Universal Postal Union, the International Telecommunications Union, the International Civil Aviation and International Maritime Organisation.

There are also those who work with people at local levels such as the UN Development Programme, which has offices in 133 developing countries. Other Agencies include the Food and Agricultural Organisation, the International Labour Organisation, and UNESCO.

The administering agency would consist of the following sections:

1. Global economic experts determine each year by how much extra the global economy would grow through the Plan. These would decide how it would be apportioned between the fund to stabilise the currency and the Administration of the Plan and other activities, such as debt relief for developing countries.
2. Development workers to support people at local levels to implement the Plan; and to promote the group decision-making processes from local to global levels;
3. A Bank that would make sure all people have an account, into which their individual income is deposited, and is credited and debited accordingly, as their requests are matched with suppliers.

The Bank would facilitate exchange of SIFAs for local currencies so that those paid in SIFAs (i.e. the development workers for the Plan, producers, etc.) can exchange their income into national currency, to use for the purchase of daily necessities and materials to produce goods to be sold under the Plan.

National banks would be connected to the Administrative Agency as agents of Member Governments and would exchange national currency for “hard” SIFA currency, as it is in their best interest to do so.

The SIFA Agency would have a section that would match producers, as close as possible to the locale of the requestor, to supply the goods or services for their basic income. Thus, local markets and smaller producers are stimulated.

HOW THE PLAN AFFECTS THE IMPLEMENTATION OF THE SDGS

10. How the Plan promotes the achievement of each of the SDGs

SDG 1: End poverty in all its forms: a strong foundation for all of the SDGs.

Each person would receive a supplementary income, starting with the equivalent of US\$500. This will help lift the very poor and their communities out of extreme poverty. The increased focus on sustainable personal and social development, supported by advertising by businesses eager to profit from this global market, will help to alleviate both material and spiritual poverty.

SDG 2. End hunger, increase food security, and improve nutrition and promote sustainable agriculture.

People will be encouraged both by the Plan and advertising to learn new approaches to sustainable eating practices, food production and agriculture, including ecosystem-based agriculture, such as permaculture. The focus will be on nutrition, alternative protein sources, sustainable eating and farming practices, carbon footprint of foods, as well as integrating food production into communities and much more.

SDG 3. Ensure healthy lives and promote well-being for all.

While existing medical approaches will remain, advertising from every culture worldwide will encourage people to focus on health and well-being by strengthening their healing powers magnified by aligning with those active in Mother Nature. Such a powerful alignment between individuals and Nature will have a global ripple effect.

SDG 4. Ensure inclusive and equitable quality of education and promote lifelong learning opportunities for all

The dual aspect in education is underlined in Article 26 of the Universal Declaration of Human Rights: besides learning reading, writing and computing skills, education must also draw forth the unique capacities inherent in each individual and lead to respect for human rights.

The latter is fostered in Indigenous cultures that are aligned with Nature and through “student-centred education.” Here, the spark of interest in each student is allowed to grow into a passion and fill their lives with meaning, which often results in feelings of benevolence toward other people and the greater whole, as students develop their own unique potential. Thus, student-centred education and personal development are fostered by the Plan.

SDG 5. Achieve gender equality and empower all women and girls.

Kooistra saw the solution to gender discrimination in allowing both men and women to become

androgenous. The Plan aims at an inner development that fosters in all the more action-oriented “masculine” mental abilities (planning and action); and the more receptive “feminine” ones (sensing and intuition).

The receptive qualities are fostered as we each listen to our inner self to determine in which way we wish to develop, using our basic income. The more active aspects of our minds, planning and action, are nurtured as we act upon what is communicated to us by our inner self.

The integration of the two is further developed as we listen (receptive aspect) and give feedback (active aspect) during the small group discussions that determine which goods and services can be offered through the Plan.

Kooistra believed that discrimination against women came about because men and women tend to predominantly use different mental faculties in their daily lives, causing fear and alienation between them. He spent much time looking at ways in which these differences could be bridged by empowering men to use the intuitive/feeling/sensing parts of their minds and women their planning/acting capacities. This, he felt, was the only way to truly build gender balance.

In addition, Kooistra emphasised the need for gender parity in the choice of development workers in each region; and in the choice of those who in discussion groups move up to subsequent levels of the decision-making pyramid.

SDG 6. Ensure availability and sustainable management of water and sanitation for all.

All are permitted to use up to one half of their supplementary income for community development.

This will promote the development of clean water sources and sanitation facilities in poor rural communities that are “off-net”. Business and industry will be encouraged to focus on improving the relevant tools to serve this important new market, especially because such activities can be paid for by governments in SIFAs which will, similar to the US dollar and the Euro, be considered hard currency, and will, after the first year of the Plan, find their ways into national economies.

SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all.

The implementation of such an energy grid will be similar to that of water and sanitation above.

SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

The SIFA economy promotes inclusive, sustainable economic growth that aims at meeting basic physical needs first, and then, once these are reliably met, focuses on intangible growth, such as personal, psychological, cultural, spiritual development. These are rooted in human creativity, rather than use of natural resources, and can grow *ad infinitum*.

As physical needs are met more sustainably, the use of Earth's depletable resources will decrease.

Gradually, those who started as consumers will develop skills that lead to decent and (to them) meaningful and productive work that they enjoy, thus fostering full and productive employment.

SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.

The Plan fosters innovation and creativity. This will inevitably also lead to sustainable industrialization as people seek to maximise their productivity. Many in countries where governments do not focus on building infrastructure will elect to spend up to half of their income on developing sustainable infrastructure in their communities.

SDG 10. Reduce inequality within and among countries.

While the Plan is not likely to immediately close the financial gap between the 1% and the 99%, it will immediately begin to close the gaps between those who have the means to find self-fulfilment and those who are often unsuccessfully trying to eke out a living.

This will gradually change the dominant value system from one where status and economic power are believed to provide fulfilment to one which provides the deeper satisfaction of personal and social development; and thus to how people can be influenced.

The values that become the norm within nations will inevitably colour how they relate to one another.

SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable.

The Plan will connect communities worldwide electronically and via the Internet. SIFA community workers are well-informed on community development opportunities and costs, including those offered by the UN and its Specialised Agencies.

Such opportunities for community development and social cohesion will be nurtured by the yearly community discussions on which goods and services to make available that year through the Plan. All this will help to create solidarity within human settlements and self-sufficient communities within larger cities.

Individuals can choose to build roof gardens, develop vertical agriculture for nutritious foods, etc.

The Plan can include the building of infrastructure for the provision of clean water, sanitation, electricity infrastructure, libraries, local educational centres, shops within direct reach of all community members, as well as greenspaces for recreational, sporting and educational purposes,

which could also form green corridors to enhance biodiversity.

It would do this in two ways: (1) as individuals donate up to half of their supplementary income for the development of community infrastructure; and (2) with the use of the SIFAs that have ended up in national economies in exchange for national income to enable producers for the Plan to buy what they need for the production of goods for the Plan and so they can pay their living expenses from the income received from the SIFA Plan.

These SIFAs function within national economies as a form of hard currency and can be used by governments for building sustainable infrastructure.

SDG 12. Ensure sustainable consumption and production patterns.

This process will accelerate through the discussion groups that determine each year again which goods and services are sustainable. Every year, sustainability will take on an increasingly direct and personal meaning, as people begin to make their choices from the goods and services offered by the Plan.

Larger polluters, such as business and industry, will not only be confronted by the changing insights regarding sustainability, but rather, because the traditional economy and the sustainable supplementary economy will co-exist, they will be able to produce more sustainably as they are ready. The rate of change towards sustainability is likely to escalate, the longer the Plan is active.

SDG 13. As production and consumption patterns become more sustainable, this will affect the climate positively. Actions can be taken to mitigate the effects of climate change and protect against disasters, financed increasingly by the SIFAs in circulation in national economies.

SDG 14 and SDG 15. The theme “For all and against none, INCLUDING NATURE” permeates every aspect of the sustainable supplementary economy. It is central to deliberations as people decide what to order each year for their individual supplementary income.

Concern for the health and capacity to thrive of terrestrial systems, oceans and seas and indeed the health and resilience of Nature lie naturally at the heart of all of these activities, and the recognition of the need for environmental law is likely to grow. Nature is also an aspect of health and foods and will also become increasingly respected as these SDGs are better understood and implemented.

The increasing focus on sustainability will increase the understanding and the will to protect and restore inland freshwater systems, provide opportunities and increase motivations for individuals to enter the fields of environmental conservation, and the regeneration and combating of desertification.

The fact that people’s basic needs will increasingly be met via the Plan will decrease people’s desire to overstep the law by impinging and abusing Nature and trading endangered species, thus improving protection of wildlife, combating poaching and trafficking and the purchase of

protected species.

Nature will have an opportunity, where still possible, to recuperate. This will have a positive effect on both the oceans and seas, as well as terrestrial ecosystems.

SDG 16: Promote Peaceful and Inclusive Societies for Sustainable Development, Provide Justice for Effective, Accountable and Inclusive Institutions at all Levels.

The Plan as a whole is focused on building societies for sustainable development socially, economically and by providing all members with the necessary skills. It empowers people to develop an innate sense of what is right for them personally and what is sustainable for society through the focus on personal fulfilment and sustainability worldwide; and it provides each with the necessary tools to express their views in a group and to stand up for what they consider right. These skills are of fundamental importance if people are to work together to build societies and institutions that are accountable and inclusive and promote both justice and sustainable development locally and worldwide.

SDG 17: Strengthen the Means of Implementation and Revitalise the Global Partnerships for Sustainable Development

The sustainable, supplementary global economy builds a number of partnerships between people from local to global levels, specifically to accelerate the Means of Implementation for sustainable development and each of the SDGs (as described above.)

Partnerships are built in the following ways:

- From within the individual outwards to impact the family, the local community and other communities and globally as people's reach grows and they themselves grow and develop into more fulfilled and benevolent human beings;
- Small group discussions bring people together to decide which goods and services are sustainable in local, county, regional, national and global levels, directly or via explanations of why some goods and services are being considered sustainable for the SIFA Plan that year and why others are not.
- People are also brought together through the global network of development workers who support the Plan and through the SIFA Administrative Agency that link consumers with producers.

We have discussed the powerful effect the Plan will have on the sustainability of presently existing economies. It will promote technology exchange within and between regions as needed, since individuals and communities would be able to obtain technology both through the Plan, and also via the fast-growing sharing/partnership economy and the increasing number of open source and copyrighted products being offered there.

This will be further fostered through increased access to the Internet and increased IT proficiency, stimulated by the administration of SIFA economy and as Internet use becomes more ubiquitous.

Capacity-building will proceed, beginning with individuals and local areas, and expand as infrastructure and needs are developed through the Plan.

By setting similar standards of sustainability for all participants, global policy and institutional coherence will further develop.

In this way, partnerships for sustainable development are established at an increasing rate, along with people's capacity to implement all of the SDGs.

Conclusion: The Plan serves as a tool for the implementation of all of the SDGs.

To Summarise

The educational aspects of the SIFA Plan both impact the lives and behaviours of individual people and businesses in such a way as to have a direct effect on societies and economies globally.

The Plan promotes individual educational support and products to help us to develop our personality through each of the phases of our personal development, choosing which goods, services and modalities can help us in this process and helping us to develop the interpersonal skills to assert ourselves and communicate in an open democratic way with other people.

The form of education used to produce these personal developments takes place in the context of sustainable consumption, production and development. In fact, what we learn is immediately translated into action within our personal lives, applied to what we consume and produce and to our personal relationships with other people, society and the economy.

Since the processes of education fostered by the SIFA Plan aim as soon as possible to embrace all people worldwide, the Plan will, from the outset, have a significant impact on the sustainability of local to global societies and economies, starting with the most marginalised and encompassing business and industry, people in wealthier communities, and the sustainable practices of UN Member States, as well as the global community's capacity to reach international agreements, including on matters related to sustainable development. Through its immediate impact on the three dimensions of sustainable development, it will from the outset have a many-sided impact on our achievement of the Agenda 2030 and each of the Sustainable Development Goals

The Plan can be implemented using the know-how and structures available today.

More Information

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Some Videos and Documents

Pieter Kooistra:

Book: **The Ideal Self-Interest**, ISBN 907084101;

Videos in English and Dutch:

- “**The Ideal Self-Interest**”, 1996: https://www.youtube.com/watch?v=Z_VFI5Kpf8 ; “Het **“Ideale Eigenbelang”**”, 1996: <https://www.youtube.com/watch?v=Mri13x97N6Y>
- Video on the life and work of Pieter Kooistra, “**Think the Impossible**”, shown on Dutch television in 2020: <https://www.youtube.com/watch?v=HpAQCHBGh2Y&t=1s> (in Dutch with English subtitles)

Lisinka Ulatowska, MA, PhD:

Book **The Year 2000** (overview of the Plan and its implementation).

The website: www.supplementaryincomeforall.org

Our web site provides detailed insights into all aspects of the Plan.