

Name: Andrea Van der Velden**Learning goals****Learning goal 1****Learning goals 1:**

To develop a comprehensive understanding of the principles of Community Wealth Building, its role in challenging mainstream economic thinking, and its application on a local scale in addressing environmental and social challenges.

Motivation:

Mainstream economic thinking and its necessity for perpetual economic growth have led to extreme social inequalities and irreversible environmental impacts. My aim is to understand how Community Wealth Building as an alternative economic development model relates to principles of ecological economics and evaluate its potential in fostering inclusive, regenerative, and environmentally responsible economies at the local level and beyond.

Learning goal 2**Learning goal 2:**

To explore and examine inherent challenges, failures and possibilities in urban water governance, with a focus maintaining or restoring aquatic ecosystems and associated ecosystem services in an urban context.

Motivation:

Water bodies, such as rivers, lakes, canals, and seas, are vital lifelines for urban areas, providing essential services such as clean drinking water, sanitation, flood control, and pollution mitigation. They are often part of the backbone of urban infrastructure and economies, supporting livelihoods and recreational activities. Equally vital is their environmental role, serving as habitats for diverse aquatic species and regulating local climates. However, many cities grapple with the repercussions of poor water governance outcomes, such as severe contamination and increased flood risks, which often disproportionately impact marginalized communities.

My aim is to strengthen my understanding of how inadequate urban governance structures may lead to a gradual erosion of aquatic ecosystem services and to assess the effectiveness of stakeholder counter strategies and initiatives within a complex and challenging context.

Learning activities**Learning goal 1 - Learning activity 1****Learning activity 1:**

I participated in the Ecological Economics summer school (including a workshop and hiking summer school) organised by the university of Pisa over the summer.

Date/time/place (include link if possible):

- Workshop: Behavioural Ecological Economics
<https://ecologicaleconomicstuscany.ec.unipi.it/workshop/2023-2/> (10-11 July 2023)
- Summer School: Leveraging Ecological Economics to Advance the Sustainability Transition (3ECTS)

<p>https://www.unipi.it/index.php/society-economics-and-law/item/24449-ecological-economics-sustainability-transition https://ecologicaleconomicstuscany.ec.unipi.it/summer-schools/summer-2023/ (11-15 July 2023)</p> <ul style="list-style-type: none"> Hiking Summer School (16-19 July 2023)
<p>Nature of involvement: Participant</p> <p>During the summer school and workshop, I attended lectures by researchers in the field of environmental and ecological economics as well as guest speakers in the fields of behavioural and experimental economics, civil engineering and gamification. I actively contributed to group discussions and a closing presentation on the topic of circular economies and extending product lifetimes. In between classes and during the last three days of hiking I had the opportunity to talk to the other students and researchers about the topics that were presented as well as their own research.</p>
<p>Motivation (including link with learning objectives):</p> <p>I aim to use the concepts from the ecological economics framework (global inequality, polarisation of job markets, automation, donut model for sustainable development, environmental stewardship... and of course Community Wealth Building itself) that were introduced to me throughout my participation in the summer school and workshop as a lens to understand the Anglo-Saxon economic model of Community Wealth Building and its potential and application at a community level.</p>
<p>Collaboration with other students to organize the learning activity: /</p>
<p>Title product:</p> <p>The Sustainable Explainable Episode 01: Community Wealth Building</p> <p>This is the first (and only) episode of a podcast where I, based on my experiences as a sustainable development student, explore a concept or idea related to the field of sustainable development in each episode (if I were to do more than one episode, other episodes could cover topics related to for example: degrowth/green growth, environmental conservation practices, product life cycles, urban food practices...). Each episode would serve as a general introduction to the topic at hand, a medium to share some insights and critiques on the topic based on research I have done as well as my personal experiences and opinions related to the topic (this last one is intended to make it feel less formal). This type of amateur podcast could be published on a personal website, streaming platforms such as YouTube or podcast hosting sites such as Spotify's Podcasters (which I used), PodBean and Captivate. The aim is to make new or lesser known information available to the general public in an audio format. People may be motivated to listen if they are interested in a specific topic (in this case Community Wealth Building) or want to be informed about new ideas in the field of sustainable development.</p>
<p>Did you publish this product?</p> <p>https://open.spotify.com/episode/2vpOJKZB0qzREZ83WVZ8TX?si=7f-7oSsISoaO6LyLFWEOzQ</p>
<p>Collaboration with other students in the development of the product: /</p>

Learning goal 2 - Learning activity 1

Please expand on the learning activity that concerns the submitted process and product portfolio.

<p>Learning activity 1: River Cleanup Initiative</p> <p>Together with two classmates we organised a River Cleanup event. We contacted an organisation in Brussels, called "Canal It Up", who have the materials available to collect plastics and other trash on the Zenne river.</p>
<p>Date/time/place:</p>

<ul style="list-style-type: none"> • Interview with Nicolas, event manager River Clean-Up - 06/03/2024, online • River Cleanup in collaboration with Canal It Up - 07/03/2024, Brussels • Interview with Maïa, Canal It Up - 07/03/2024, Brussels
<p>Nature of involvement: Organiser and participant</p> <p>First we contacted a number of Cleanup organisations to schedule interviews to learn more about the concept and organisation of river cleanup events and how to organise one ourselves. We decided to work with a local organisation in Brussel called "Canal It Up", who would let us use their kayaks. We invited a number of our classmates and friends to join us.</p>
<p>Motivation (including link with learning objectives):</p> <p>The concept of river cleanups is a global one and there are a number of river cleanup initiatives active in Belgium. The interviews gave us an opportunity to learn more about the initiatives and the challenges they face. By organizing one ourselves we had the opportunity to gain an insiders perspective and also experience firsthand how limited the direct impact on the river itself is, or reversely how big the problem. But we also experienced how effective the initiative is as a tool to raise awareness, which we learned, was also how the other participants experienced it.</p>
<p>Collaboration with other students to organize the learning activity: Yes, Hanne Dernau and Marie Braam</p>
<p>Title product (add a small description of the product, including its intended audience): "Cleaning the Dijle? With a kayak and a net"</p> <p>A short news article for the local student newspaper on the concept of river cleanups. We share our own experiences and also some information we gathered during interviews with practitioners in the field of urban water management, on the concept of river cleanups itself and various organisations active in Belgium and beyond. The target audience are other local students who might be interested in the concept of river cleanups or want to organise or participate in one themselves.</p>
<p>Did you publish this product? Yes, in the student newspaper VETO: https://www.veto.be/sociaal/de-dijle-schoonmaken-met-een-kajak-en-een-netje/341890</p>
<p>Collaboration with other students in the development of the product (add their names): Yes, Hanne Dernau and Marie Braam</p>

Learning goal 2 - Learning activity 2

Please expand on the learning activity that concerns the submitted process and product portfolio.

<p>Learning activity 2:</p> <p>I watched Spike Lee's "When the Levees Broke: A Requiem in Four Acts". It is a four-hour documentary about the devastation caused by Hurricane Katrina in 2005, with a particular focus on the city of New Orleans. The title refers to the failure of the levee system, which led to widespread flooding and catastrophic damage. The documentary examines the human toll of the disaster, as well as the systemic failures in the government's response and recovery efforts. It features interviews with survivors, first responders, government officials and experts, providing a comprehensive look at the events surrounding Hurricane Katrina and its aftermath.</p>
<p>Date/time/place: 24/03/2024 at home https://www.hbo.com/when-the-levees-broke-a-requiem-in-four-acts</p>
<p>Nature of involvement: Observer</p>
<p>Motivation (including link with learning objectives):</p>

'When the Levees Broke' offers a vivid portrayal of the consequences of inadequate urban water governance. By examining the failure of the levee system and the subsequent devastation, the documentary provides a compelling case study for understanding the challenges and failures of maintaining and restoring aquatic ecosystems and associated ecosystem services in an urban environment. By exploring the systemic issues and human dimensions of the disaster, the film provides valuable insights into the complexities of urban water management and the urgent need for effective strategies to address them.

Collaboration with other students to organize the learning activity: /

Title product: "Atlantis"

The Sustainable Explainable Episode 02: Do you know how it feels to miss New Orleans?

This is the second (no longer only!) episode of a podcast where I, based on my experiences as a sustainable development student, explore a concept or idea related to the field of sustainable development. In this episode the overarching concept is the climate change induced disasters. The episode is based on the "When the levees broke" documentary and goes more in depth aquatic ecosystem services in relation to the 2005 Hurricane Katrina disaster in the City of New Orleans. In line with the first episode, this type of amateur podcast could be published on a personal website, streaming platforms such as YouTube or podcast hosting sites such as Spotify's Podcasters (which I used), PodBean and Captivate. The aim is to make new or lesser known information available to the general public in an engaging audio format. People may be motivated to listen if they are interested in a specific topic or want to be informed about ideas in the field of sustainable development.

Did you publish this product? Yes

https://open.spotify.com/episode/63mtXYeXKbCTYNOIQ1Jzz0?si=3TEBsr6ASHi_21NRvu8uxA

Collaboration with other students in the development of the product: /

Product Portfolio 1 - Learning activity 1

<https://open.spotify.com/episode/2vpOJKZB0qzREZ83WVZ8TX?si=7f-7oSsISoaO6LyLFWE0zQ>

Process Portfolio 1 - Learning activity 1

When I applied for the Ecological Economics Summer School in February last year, I did not initially intend to include this experience in the individual portfolio course, but I was very excited by the opportunity to revisit one of the concepts presented and discussed throughout the lectures. My participation during the Summer School was varied. I attended lectures on a wide range of topics related to both sustainable development and ecological economics, covering both the theoretical concepts and their application in practice. There were opportunities to contribute to group discussions and working with my peers on the final presentations improved my understanding of how to use, consider and communicate ecological economic concepts, such as extending product life-times and the circular economy.

I have to say that I'm generally more introverted and tend to be a shy person in formal social settings like this, so the first few days I missed opportunities to be more engaged and proactively initiate or contribute to discussions. However, on the last three days, after I had had some time to warm up socially, we went up into the mountains and the hiking sessions, although seemingly informal, allowed for in-depth conversations with fellow students as well as researchers and professionals in related fields, giving me both unique insights and different cultural perspectives. But not losing my confidence and being more present and open in social settings is definitely a work in progress for me. I think one factor that could help me 'open up' more easily is to be well prepared on the topic at hand, as this would give me prompts or opportunities to engage in conversations more easily. This is something I will keep in mind for future learning activities that involve social settings.

I decided to focus my first learning objective on the same motivation that led me to apply for this summer school in the first place. Sustainable development is based on the interconnectedness of the three pillars: social, environmental and economic. But within the framework of dominant growth-driven economic thinking, more often than not, the latter is 'developed' to the detriment of the first two. Therefore, to truly reconcile these three dimensions in sustainable development approaches, we need to develop and implement alternative economic approaches that help to strengthen, rather than undermine, social and environmental aspects. One of the approaches that really stuck with me after the Summer School was Community Wealth Building (CWB). Of course, the range of topics covered during the Summer School went far beyond this one approach alone. On the one hand, the comprehensive exploration of ecological economic concepts laid the foundation for a broader understanding of the concept of CWB. On the other hand, the learning activity did not provide enough in-depth material and insights to cover the learning goal I had set out to achieve, so I supplemented what I had learnt about CWB during the summer school with online research to ultimately achieve my learning goal and gather enough material and content to complete my product portfolio in the form of a podcast episode on CWB. I think this partial mismatch is related to the fact that I had already completed my learning activity before I set my learning goal. In the future, I will avoid this by following the more logical order of first deciding on a learning objective and then selecting learning activities that match the objective.

The reason I chose the podcast episode audio format for my process portfolio is that it provides an engaging way of making abstract information accessible to a wider audience. This is ultimately what is

needed to bridge the gap between scientific knowledge and practical implementation, enabling both informed decision-making and collective action in the wider population.

Product Portfolio 1 - Learning activity 2

The original Dutch version can be accessed on the website of VETO: <https://www.veto.be/sociaal/de-dijle-schoonmaken-met-een-kajak-en-een-netje/341890>

The English translation is provided below:

REPORT RIVER POLLUTION

Cleaning the Dijle? With a kayak and a net



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Not only do bicycles end up in the Dijle: it is one of the dirtiest rivers when it comes to waste dumping. In Leuven and other cities, several initiatives are trying to tackle the problem in creative ways.

Marie Braam

Hanne Dernau

Andrea Van der Velden

PUBLISHED Thursday May 9 2024 - 23:04

The annual spring cleaning of the Dijle never disappoints: shopping trolleys, countless bicycles and tons of rubbish are removed from the water in the center of Leuven. The Dyle is known as the dirtiest river in Belgium and this has serious consequences. Several initiatives therefore stepped into the breach.

Rubbish in rivers

The large amount of waste dumped in the Dijle River has a negative impact on water quality and disrupts the ecological balance of the river. There is also a risk of congestion, which increases the risk of flooding.

'By 2050, we hope to have cleaned up 100 rivers worldwide'

Nicolas de Gheldere, employee River Clean-Up

The overall experience of the water and water-based recreation suffers as well: walkers are confronted with the pollution, and those who want to go out on the water have to make their way through the litter.

Moreover, the Dijle is not the only Belgian river facing these problems. **Recent research** has analyzed up to 365 samples from Belgian canals and rivers and found plastic in every one of them. The results are sometimes disturbingly high: a 2015 **study** of the Leie River, for example, found up to 30,000 pieces of floating plastic waste per square kilometer. How do you solve a problem like that?

An afternoon at Canal It Up

Numerous initiatives in and around Leuven are trying to tackle the problem, but above all to prevent it. In the Maakleerplek - a sharing place near the Vaartkom - the Leuven River Upcycling project has been launched, where people can use kayaks to fish floating plastic out of the water, which is then recycled into new products.

As the kayaks in Leuven were still on winter break, we tried the initiative at sister organization 'Canal it Up' in Brussels. On a cold but sunny day in March, we find ourselves on the banks of the Zenne. Maïa, one of the two people behind the initiative, introduces us to the river and the problems it faces.

'I do think that by actively working on it, you realize that maybe some habits could be different after all'

Maïa, employee Canal It Up

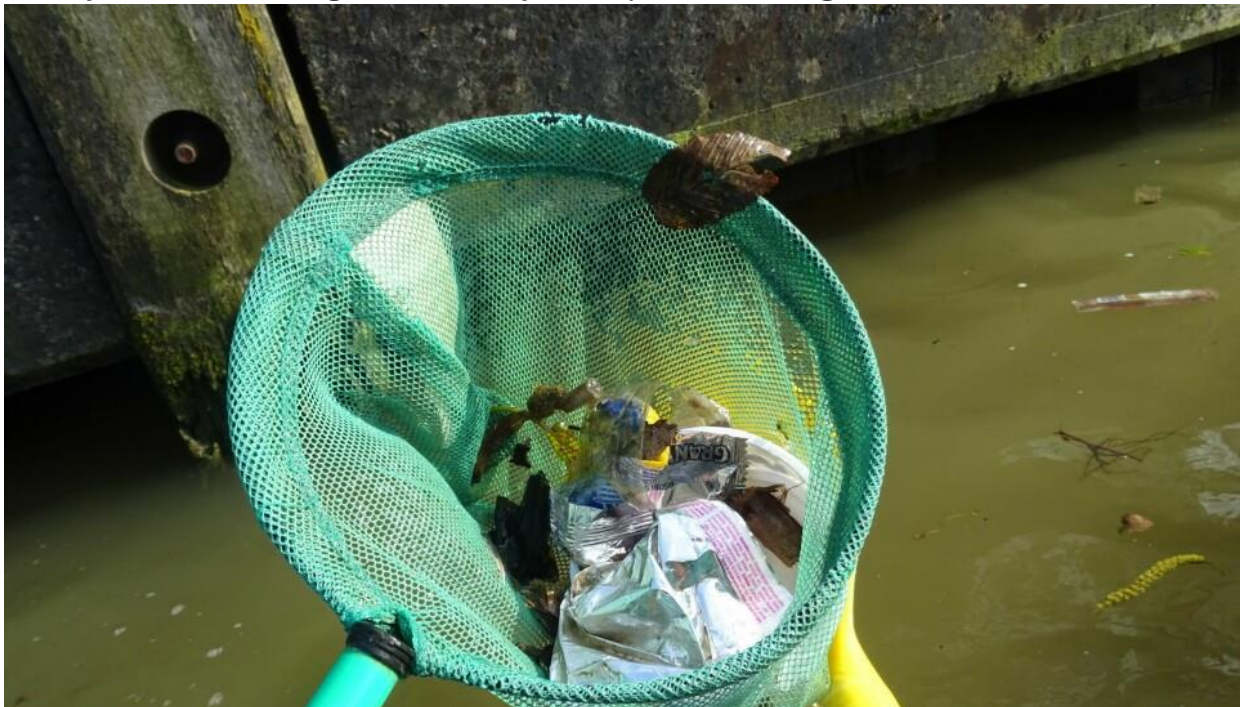
'In addition to the waste problem, the water quality of the Zenne also suffers from sewage overflows,' says Maïa. During heavy rains, the capacity of the sewers under the city is regularly exceeded and polluted sewage flows directly into the river. Sewer overflows are a result of increased paving. Where land is built on or paved over, rainwater can no longer soak into the ground, but is discharged through the sewerage system.

As well-equipped "plastic fishermen", we take to the water with a kayak, paddle and net. Once the catch - about ten kilos of plastic - is back on land, it is weighed and sorted.

River cleanup: various initiatives in action

It turns out that a river clean-up requires little more than a dose of enthusiasm, a garbage bag and possibly a garbage picker. You can experience the adventure from the water, in a kayak or a sup, but clean-ups are also organized along the banks - in places where trash can accumulate.

After natural disasters, when much waste can spread beyond a river's banks, additional volunteers are often mobilized to restore nature and the environment around rivers. The River Clean-Up organization, for example, is still organizing clean ups along the Ourthe three years after the region was hit by widespread flooding.



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Countless similar initiatives exist around the world, both on a small and larger scale. Canal It Up focuses almost exclusively on canals and rivers in Brussels, while the Belgian-international organization "River Clean-Up," for example, aims to "clean up 100 rivers worldwide by 2050," says Nicolas de Gheldere, event manager at River Clean-Up.

Although the actions of all these organizations take place throughout the year, there is one day when additional efforts are made: the international '**World Clean-Up' day**, which this year takes place on 20 September. Last year, more than 19 million people worldwide took part, collecting up to 219,000 tons of waste.

Our "plastic catch" of a few pounds pales next to those immense numbers, but it shows how many small bits it takes to make such an impact. Despite those surely impressive numbers, reducing waste through these clean-ups is not always the sole objective of these organizations.

Structural approaches

During the conversations, the activists argued that the key to the solution lies in a structural approach to the problem. Maïa, employee at Canal It Up, explains: 'It's a very nice activity, and it's a really fun way to get in touch with it, but it's not a permanent solution'.



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The sewer overflows that characterize Belgium emerge as the major cause of pollution: by 2023, there were **more than 100** of them in Brussels. Both intense rainfall due to climate change and the paving of urban areas create high pressure on the sewage system, regularly releasing untreated sewage into the river.

Supermarkets also play a major role in water pollution: remarkably, **Colruyt** seems to be the biggest culprit when it comes to plastic pollution in the Brussels Senne. The reason? The double packaging that the chain is so keen to use.

Beter to prevent than to cure: how to make good river policy work

Despite the sometimes daunting reality and outlook, these initiators are enthusiastically advocating some ideas. **Deposit money**, for example, would be an important piece of the puzzle for a cleaner river, as bottles and cans are the most common form of litter found in the canal.

Increasing the amount of **green space** along canals and rivers is another important step. Where this can't be done naturally, Canal It Up advocates the installation of plinths along the banks to prevent litter from blowing into the canal, as well as green islands to increase biodiversity in and around the canal. A number of such islands have already been created on the Senne.

A final important solution would be to **raise awareness**. One way to do this is to push political parties to take action, but also through a combination of activism and research. Translating hard data into understandable information for the general public is a prerequisite for telling a story that everyone can get behind. Maïa thinks aloud: I do think that by actively working on it, you realize that maybe some 'normals' could be different after all'.

Although effective measures and solutions are already known and proven, there is **little concrete action** on the horizon, according to Canal It Up: compared to other major cities, Brussels is lagging behind. By comparison, Paris currently discharges **five times less sewage** into the river than Brussels, and aims to reach zero in the near future.

The presence of a multitude of actors and the lack of a clear vision in the political arena have led to limited investment in the sector, according to the initiators. There is a need for an **overarching vision**.

Evaluation process Portfolio 1- Learning activity 2

The river clean-up activity, carried out in collaboration with two classmates, was an insightful learning experience in the context of urban water management and ecosystem restoration. It provided a practical opportunity to engage with the challenges of managing urban water bodies and offered valuable insights into the practical and organisational dimensions of environmental stewardship and community mobilisation. I experienced firsthand the sheer scale of water pollution and gained insight in the complex nature of its causes resulting from the intricate interplay between urban development, water management practices and ecosystem health. The learning activity was in line with my overarching learning objective to explore and examine the challenges, failures and opportunities in urban water management, particularly in relation to the maintenance and restoration of aquatic ecosystems and associated services in urban areas, and ongoing debates regarding urban environmental protection and resilience.

However, amidst the tangible impacts of the clean-up itself and the enriching dialogues with practitioners and activists in the field of urban water governance, it became clear that small-scale initiatives such as the river clean-up we organised lead to minimal, if any, direct improvements in water quality and ecosystem health. Indeed, addressing sustainability challenges of such complexity and scale requires broader societal change. While these initiatives can play a role in mitigating damage after the fact, especially on a larger scale and in the context of the Global South, as this recent example from [Guatemala](#) demonstrates, they remain a necessary response to the problem of water pollution, but cannot, in isolation, make progress in addressing its root causes. As such, their primary aim is to raise awareness of the causes and effects of aquatic pollution in urban areas through the engaging activities they facilitate.

The causes of water pollution extend beyond visible plastics. They also include less apparent factors such as the absence of greenery along riverbanks and sewage overflows, thereby emphasizing the multifaceted challenges inherent in urban water governance. Initiating societal change to address these challenges begins with cultivating widespread awareness and advocacy. That is why my classmates and I decided to publish an article in the VETO student newspaper to help bridge the gap between disseminating knowledge and encouraging community involvement. As the activity of kayaking may not be accessible and appealing to just anyone, we decided that Leuven students would be an appropriate target audience. We tailored our article to resonate with our audience, presenting the river clean-up as a fun outing with friends or an exciting team-building exercise, while simultaneously shedding light on the various challenges and opportunities within urban water management. Given our lack of experience in journalistic writing, with the help of the volunteer journalist from the student newspaper, our article moved from being too 'scientific' to being more understandable and accessible in both form and content to an audience of diverse backgrounds. In this way we were able to convey, alongside the practical and experiential details of the activity itself, that while the impact of such initiatives may not be immediately observable or tangible on the surface of the water, its true significance lies in the lasting impression they leave on the perspectives and behaviours of the participants.

Product Portfolio 2- Learning activity 2

https://open.spotify.com/episode/63mtXYeXKbCTYNOIQ1Jzz0?si=3TEBsr6ASHi_21NRvu8uxA

Evaluation process Portfolio 2- Learning activity 2

Spike Lee's documentary "When the Levees Broke" is an exploration of the aftermath of Hurricane Katrina's devastation of the city of New Orleans in 2005. While the primary focus is on the catastrophic failure of the urban flood protection -'levee'- system, its human toll, and the aspect of disaster response and recovery, it inadvertently touches on the underlying issues of urban water management and flood protection ecosystem services, primarily the disaster risk mitigation effect brought forth by wetland ecosystems and the natural process of erosion and compaction reduction service through new sediment deposition in a river delta complex. I gained insight in how urban development can, as in the case of New Orleans, lead to the gradual erosion of vital aquatic ecosystem services, leaving cities and their inhabitants exposed in a disaster-prone environment.

The learning activity doesn't directly align with the learning objective I had set out; the documentary covers a much wider range of issues, and there are some narrative limitations to a documentary format; it is aimed at a broad audience, so the evidence provided on the ecological aspects of urban water management and associated ecosystem services is rather simplistic and superficial. I aimed to fill this gap by gathering more comprehensive resources on ecosystem services and their conservation/restoration in urban environments. In addition I researched how the restoration of ecosystems has progressed over the past 20 years in the context of the case of New Orleans.

Despite its limitations, the documentary serves as a catalyst for deeper reflection and exploration. It encourages viewers to consider the systemic failures that exacerbate the vulnerability of marginalised communities in the face of environmental disasters. By depicting the devastating impact on lives and livelihoods, it highlights the urgency of addressing the underlying socio-political issues in urban water management. My intention for the product portfolio was to pick up on this spark of reflection with a follow-up episode of the 'Sustainable Explainable' podcast that I started as my first product portfolio. The angle for this episode has been Neil Smith's indictment that all disasters are only disasters in terms of human vulnerability, preparedness, mitigation and recovery. As such, 'natural' disasters do not exist, but are obfuscations of human induced causes and failures. This focus encompasses the learning objective itself, and in addition aims to link the conservation of aquatic ecosystems and associated ecosystem services to the overarching sustainability debate on climate change induced disaster risk reduction.

Furthermore, as I mentioned in the podcast episode itself, this documentary holds some personal meaning for me, particularly in relation to my academic career. I wanted to include this aspect in the episode in the hope of delivering an authentic result that makes use of the creative freedom that this assignment allows. However, I am aware that while this may make the format more accessible to some, as it is more informal and unpolished, it may also make it less accessible or appealing to others. What I have learnt is that it is quite easy to write something scientifically, to lay down the facts, to set aside all emotion and think about it in my own time when I feel the need to, but trying to balance being critical and neutral so as to maintain the integrity of the message you are trying to get across, with acknowledging for yourself and others how something makes you feel, has been a difficult but important exercise for me.

Concluding self-evaluation

At the outset, my learning objectives focused on two distinct, yet at some level interconnected, areas: community wealth building and urban water governance. While seemingly disparate, these issues converge in their shared emphasis on building equitable, sustainable and resilient communities. In writing this reflection, I have been struck by the complexities and challenges inherent in both domains, as well as the opportunities for meaningful intervention and systemic change. At the intersection of community wealth building and urban water governance lies a rich tapestry of interconnected challenges, from social and environmental justice to economic resilience and community empowerment.

My exploration of community wealth building provided a lens through which to interrogate the inherent tensions between economic prosperity, social equity and environmental sustainability created by dominant paradigms of economic development and growth. As I delved into the principles and practices of this alternative economic model, I encountered a diverse range of perspectives and approaches that sought to challenge mainstream economic thinking. However, I was also confronted with the limitations and pitfalls inherent in innovative ideas; there is no silver bullet, each initiative and attempt at change must be tailored to its specific context and undergo a process of translation to complement lived experiences, existing cultures and practices.

My engagement with urban water governance has revealed a complex web of challenges and opportunities in managing aquatic ecosystems in urban contexts. From grappling with the intricacies of a multifaceted problem to examining the socio-economic and environmental dimensions of water management. Through this process, I gained a nuanced understanding of the systemic barriers and institutional constraints that hinder effective water governance, particularly in the case of New Orleans and its marginalized communities. But I also discovered the potential of innovative solutions, such as ecosystem restoration and citizen engagement approaches, to address these challenges and build environmental and community resilience.

My independent study path was already underway prior to this assignment, I enjoy reading non-fiction books on sustainability topics, and I had already attended another summer school the summer before last. However, this assignment required more than just absorbing knowledge and moving on to the next source. It required reflection and reproduction of the knowledge acquired. One aspect I found particularly challenging, and what I see as the great commonality in the development of the three product portfolios, was the search for and discovery of narrative techniques and formats that would engage audiences, convey information effectively and elicit responses, while maintaining scientific accuracy and integrity. This was new to me. By framing scientific concepts within a narrative or journalistic structure and engaging format, we can make scientific findings more accessible, relatable and impactful, thereby bridging the gap between academic knowledge and practical implementation. It is this insight that I would like to take with me as an ambition for the future. And who knows, maybe in the future I can "welcome everyone back to the Sustainable Explainable".

In the process of moving from acquiring knowledge to reproducing it, I also discovered a number of additional benefits. First I had to structure my own findings and thoughts, then I had to arrive at a clear articulation of my ideas, and finally I had to fill in the gaps in my own understanding of the topic. This particularly strengthened my grasp of the relevant material and helped me to retain an overall view of what I had learnt. It was also particularly satisfying, for example, when friends listened to my first

podcast episode about my experiences and lectures during the Summer School, and where before I could only say what it was about in abstract terms, I could now see genuine interest and understanding of what I was doing and learning.

Another area of personal growth was the collaborative and organizational aspect. Again, as an introvert, organizing an activity for others to take part in by myself would have been quite a shudder-inducing task. But the key to success here was to do it in collaboration with friends. We ended up with more and also more diverse insights because we each came up with different ideas and approached our goals from different angles. And, admittedly, we had a lot of fun working together on our learning activity and product. In hindsight, I think it was a missed opportunity not to look for ways to collaborate in the development of my other products, for example by inviting some life speakers on one of the podcast episodes.

In conclusion, my journey of knowledge gathering and reproduction has not only deepened my understanding of community wealth building and urban water management, but has also given me valuable insights into how I can use different techniques, styles and formats to share insights and make a positive impact within my own circle of people I can reach. As I reflect on this journey, I'm excited about the possibilities that lie ahead and grateful for the opportunities to learn from, and work with others.