

**Stepping Stones for the
Sustainable Development Goals:
A workbook for community and adult
education practitioners**



Development Perspectives

Development Perspectives is an independent development education nongovernmental organisation (NGO) and registered charity (CHY18555).

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Saolta

This workbook has been created as part of Saolta, a development education programme launched in 2020. Further information: <https://www.developmentperspectives.ie/saolta>



*Empowerment for a better world through
Adult and Community Education.*

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Disclaimer

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(www.un.org/sustainabledevelopmentgoals)

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Content		Page
Saolto & Development Perspectives		5
Rationale		6
The Workbook		7
Introduction	Sustainable Development Goals	8
Goal 1	End Poverty Activity: Homeless Ireland	11
Goal 2	Zero Hunger Campaign: Food Security	14
Goal 3	Health and Well-Being Campaign: The Well-Being Charter	18
Goal 4	Quality Education Reflection: Global Citizenship Education and Development Education in Action	20
Goal 5	Gender Equality Activity: Stack the Deck	22
Goal 6	Clean Water & Sanitation Activity: Why Should We Care?	26
Goal 7	Affordable and Clean Energy Activity: Debate the Wind	29
Goal 8	Decent Work & Economic Growth Case Study: Renew Enterprises	31
Goal 9	Industry, Innovation and Infrastructure Activity: Building Circular Industries	33
Goal 10	Reduced Inequalities Activity: Why People Move	35
Goal 11	Sustainable Cities & Communities Activity: Taking Care of Our Communities	37
Goal 12	Responsible Consumption & Production Activity: Can Fashion Be Ethical?	39
Goal 13	Climate Action Event: Climate Coffee Klatch	41

Goal 14	Life Below Sea Case Study: Plastic Free Waterford	43
Goal 15	Life on Land Case Study: Carraig Dulra	45
Goal 16	Peace & Justice Event: Céad Mile Fáilte	47
Goal 17	Partnership for the Goals Case Study: Wicklow Public Participation Network	49
Resources for Group Leaders		51
	Taking Action Guide Campaign Planner Event Planner Measuring Impact	



About

In 2019, Development Perspectives, as part of a consortium, was awarded a new strategic partnership by Irish Aid, through the Department of Foreign Affairs and Trade (DFAT) to work with the adult and community education (ACE) sector in Ireland. The overall goal of Saolta is to 'Increase accessibility, quality and effectiveness of development education within the adult and community education sector'. Development Perspectives is the lead partner in the consortium, which also includes AONTAS, Concern Worldwide, Irish Rural Link and the Adult and Community Education Department of the National University of Ireland Maynooth.

Saolta, an Irish word that translates to 'Worldly Wise' is the perfect title as the programme will explore a variety of global issues with stakeholders from the Adult and Community Education sector along with encouraging action across Irish society. Issues such as poverty, inequality and climate change will feature strongly as areas of engagement.



*Empowerment for a better world through
Adult and Community Education.*

Development Perspectives is an independent development education nongovernmental organisation (NGO) and registered charity (CHY 18555). Development Perspectives is based in Drogheda, Co. Louth and works both nationally and internationally. Development Perspectives' mission is to contribute to lessening poverty, inequality and climate change through transformative education and active global citizenship. Development Perspectives recognises the importance of learning from different local and global perspectives. Acknowledging the value that emotional impact has on meaningful learning or movement of mind, experiential learning plays an important role in all our programmes.



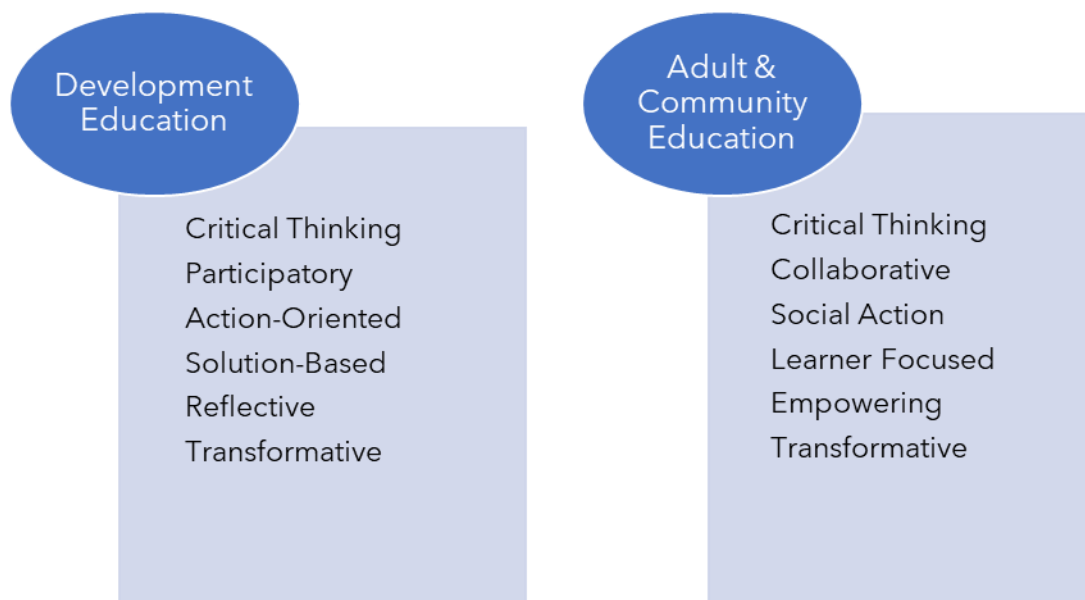
Rationale

The purpose of this Workbook is to provide a tool for Adult and Community Groups and their leaders to understand the Sustainable Development Goals (SDGs) and to take meaningful action on those Goals. It aims to support adult and community educators in integrating the SDGs into their work using the principles and methodologies embraced by Development Education (DE) and Global Citizenship Education (GCE).

The SDGs were adopted by the United Nations in 2015 to guide the world community from 2016 to 2030. The SDGs, sometimes referred to as Agenda 2030 or the Global Goals, are based on the three pillars of sustainable development: economic, environment and social, and all need to be supported in order to achieve a just and equitable future. The SDGs, like Adult and Community Education, are meant to be transformational.

DE and GCE increase our knowledge and understanding of the world in which we live with a focus on equality and justice at both the local and global level. This education takes place in a wide variety of settings throughout Ireland including community groups, adult education classes, schools, youth groups, and through public awareness raising events.

There is a natural synergy between DE/GCE and Adult and Community Education (ACE) with a shared emphasis on social analysis and political participation as well as key skills including critical thinking, active citizenship, social inclusion, learner focus and collaborative learning. This resource engages with learners on their own terms and explores issues that are important both at a local level and a global one.



IDEA 2019. Code of Good Practice for Development Education: 12 Core Principles. Available at: https://www.ideaonline.ie/uploads/files/15156_Code_of_Good_Practice_Poster_A2-1.pdf and Skinner, et al. 2013. Development Education and Education in International Development Policy. Available at: <https://journals.openedition.org/poldev/1654>.

AONTAS 2010. Community Education: More Than Just a Course. Available at: https://www.aontas.com/assets/resources/AONTAS-Research/community_education_more_than_just_a_course.pdf.

The Workbook

This Workbook is structured to provide educators and learners an introduction to the SDGs along with some background information for each of the Goals which are addressed in turn. For each Goal, we provide a learning activity, an action or an event, along with learning outcomes, local and global connections, and project ideas. Each Goal is associated with a number of targets and indicators that allow monitoring organisations to track the world's progress toward achieving the Goals. We have included one or two relevant indicators for the activities and actions included in this Workbook but these represent only a small part of the tracking story for the SDGs.

We have also included case studies for four of the SDGs in order to demonstrate what integration of the Goals looks like in local practice in Ireland. The Case Study organisations, whose existence predates the SDGs, have embraced them as an important part of their work and seeing how this integration is taking place in communities all over Ireland is truly inspiring.

This Workbook will demonstrate how DE can help facilitators and teachers integrate the SDGs into work being done in the Adult and Community Education Sector and will work toward achieving the following knowledge, skills, values and empowerment toward action:

Knowledge	<ul style="list-style-type: none">• Sustainable Development Goals• Connection between DE and ACE• Local Action can have Global Impacts
Skills	<ul style="list-style-type: none">• Critical Thinking• Communication Skills• Seeing Other Perspectives
Values	<ul style="list-style-type: none">• Empathy and Solidarity• Need to balance Economic, Environmental and Social• Commitment to Social Justice


This Workbook aligns with the Dochas Code of Conduct on Images and Messaging and the Irish Development Education Association (IDEA)'s Good Practice Guidelines for Development Education.

For a full list of the SDG indicators, go to: https://unstats.un.org/sdgs/indicators/Global%20Indicator%20Framework%20after%202019%20refinement_Eng.pdf.

The Dóchas Code on Images and Messaging available at: https://www.dochas.ie/sites/default/files/Images_and_Messages.pdf.

IDEA's Good Practice Guidelines available at: https://www.ideaonline.ie/uploads/files/Good_Practice_Guidelines_for_Development_Education_in_Adult_and_Community_Settings.pdf

SUSTAINABLE DEVELOPMENT GOALS

	<p style="text-align: center;">THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)</p> <p>Sustainability is defined as having enough resources for this generation while at the same time leaving enough for those who will follow and is based on the following 5 P's:</p> <p>People: Living in Dignity and Equality</p> <p>Planet: Protecting and Consuming Responsibly</p> <p>Prosper: Enjoying Prosperous Lives</p> <p>Peace: Peaceful and Inclusive Societies</p> <p>Partnership: Working Together</p>
<p><i>Activity: Getting to Know the SDGs</i></p>	
<p>Background</p>	<p>The SDGs follow on from the Millennium Development Goals and have a decidedly different focus which includes a greater emphasis on sustainability. The SDGs recognise that there is work to be done in all countries throughout the world in order to achieve a just and equitable society. The SDGs were approved by all countries currently sitting in the United Nations. The Goals are aspiration however, the UN would not have approved them if it was not possible to achieve them. The SDGs provide a path to a better world and a better future.</p>
<p>Materials</p>	<p>Sustainable Development Goals Cards (included in this Workbook). We recommend one copy per 3 or 4 person group.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Learners will understand the 17 SDGs in a national and international context • Learners will be able to critically analyse the SDGs and how they apply to Ireland

<p>Learning Activities</p>	<p>Start with the following warm-up questions:</p> <ul style="list-style-type: none"> • What do you think the world will look like in 2050? • What would you like the world to look like in 2050? • Do you think people in other parts of the world have different visions for their future? <p>Working either in small groups or in pairs, have learners prioritise (a pyramid shape works well or let them choose) the SDGs based on one of the following questions:</p> <ul style="list-style-type: none"> • Keeping in mind what you would like the world to look like in 2050, prioritise the SDGs according to which Goals are more important to realising this vision • Which is of the SDGs do you think are most relevant to your local issues? <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Is there a difference between which Goals are most important locally and those that may be most important globally? • Do you think the Goals are relevant to Ireland, i.e. is there work we should be doing at a national and local level to achieve the Goals? What would this work look like?
<p>Additional Info:</p>	<p>Ireland's Hub for the SDGs: Ireland's official site that tracks our progress toward achieving the SDGs by indicator. Available at: https://irelandsdg.geohive.ie/.</p>



**LEAVE
NO ONE
BEHIND**

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

END POVERTY IN ALL ITS FORMS EVERYWHERE

1 NO
POVERTY

1.4 Implement social programmes for citizens including social and affordable housing



1.5 Help communities be more resilient in the face of natural disasters or economic shocks

ACTIVITY: Homeless Ireland

Background

About 10% of the world's population lives in what is referred to as extreme poverty. This means living on less than about €2.00 per day. In Ireland our standard of living is different but that does not mean that there are not people living in poverty here as well. About 760,000 people are considered living in poverty in Ireland and over a third of those are children. Poverty in Ireland is defined as making less than €13,022.00 per year as this puts people at risk of not having adequate food, housing and health services.

Homelessness is an aspect of poverty that impacts countries around the world. Homelessness does not necessarily mean sleeping outside. People who are forced to live with relatives, hostels or in B&B's can also be classed as homeless. In November 2019, there were over 10,000 people living without a home in Ireland which is approximately .2% of the population. Irish people have identified homelessness and health care as the most important problems facing Irish society in 2019

This activity looks at the root causes of homelessness as well as allowing learners to add in their own perspectives on the causes of homelessness.

Social Justice Ireland 2019. More than 760,000 living in poverty. December 2018. <https://www.socialjustice.ie/content/policy-issues/more-760000-people-are-living-poverty-ireland-which-over-230000-are-children> Accessed 30 October 2019.

The Journal 2019. Homelessness figures reach over 10,000 for eighth consecutive month. <https://www.thejournal.ie/homelessness-figures-ireland-september-4873695-Oct2019//> Accessed on 13 December 2019.

RTE News 2019. 5 Challenges for Varadkar. <https://www.rte.ie/news/analysis-and-comment/2019/0105/1020193-politics-varadkar-challenges/>. Accessed on 31 October 2019.

Materials	Root Causes Cards (included here)
Time	30 Minutes
Learning Outcomes	<ul style="list-style-type: none"> • Learners will define and identify the root causes of homelessness in Ireland • Learners will understand the link/connection between homelessness in Ireland and homelessness around the world • Learners will use statistical data to examine the causes of homelessness (extended activity)
Learning Activities	<ul style="list-style-type: none"> • Ask learners to work in pairs or small groups looking at the causes of homelessness card • Divide the causes cards into four categories: Institutional (eg. people who have lived under some form of state care), Structural (eg. lack of adequate housing), Relationship (eg. family breakdown), Personal (eg. substance misuse)
Global Perspective	<p>There are 150 million homeless people around the world with 4.1 million living in Europe. 1.6 billion people live in inadequate housing around the world.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Are the causes of homelessness in Ireland the same causes around the world? • How do global events such as climate change and conflict impact homelessness?
Project Extension	Research the statistical data behind the root causes of homelessness both in Ireland and abroad and compare/contrast.
Additional Info.	Ireland's Homelessness Report, August 2019: https://www.housing.gov.ie/housing/homelessness/homeless-report-august-2019

CAUSES OF HOMELESSNESS CARDS

(4 are left blank for learner input)

Family Breakdown	Poverty
Mental Health Issues	Unemployment
Domestic Violence	Lack of Adequate Social Housing
Moving on from Institutions	Landlords
Alcohol/Drug Misuse	Government Inaction
Natural Disasters	Financial Crisis
Death of Spouse	Learning Difficulties
Rent Increases	Choice

END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE

2 ZERO HUNGER



2.1 End hunger and make sure that all people, especially the world's most vulnerable, have access to nutritious food

2.4 Put in place resilient and sustainable food production methods that can meet the challenges posed by natural disasters and climate change

CAMPAIGN: FOOD WASTE

Background	In Ireland, we throw away 100 million tonnes of food each year with each household being responsible for one tonne of food waste yearly with 80% of this waste preventable.
Materials	<ul style="list-style-type: none"> • Food Waste Audit Sheet (included here) • Access to phones to film video clip • Social Media Campaign Template (included here)
Time	<ul style="list-style-type: none"> • 1 Week for Food Audit • 2 Hours for Video • 1 Hour for Social Media Campaign
Learning Outcomes	<ul style="list-style-type: none"> • Learners will be able to collaborate with others to affect change, raise awareness and encourage dialogue and solutions regarding hunger in Ireland and throughout the world • Learners will be able to create a short social media campaign designed to raise awareness around the issues associated with food waste
Learning Activities	<ul style="list-style-type: none"> • Working in small groups, have learners create a short video highlighting the problem with food waste in Ireland. Encourage creativity and risk taking. Encourage field trips. • Use these videos to create a social media campaign encouraging people to improve their food habits in light of the economic and global reasons to not waste food • Post videos to personal or organisational Facebook or Instagram accounts or whatever other medium learners wish to use as part of a Social Media Campaign to raise awareness of the issue of hunger and food waste

Global Perspective	The global situation we find ourselves in is sadly ironic. Some of us have so much food that we throw it away while others go hungry. Globally there are over 821 million people that go to bed hungry each night. Put another way, the world wastes 1.3 billion tonnes of food each year while millions face chronic hunger. There is enough food produced each year to feed everyone on the planet. A number of factors including trade rules, storage and distribution regimes, and overconsumption prevent food from going to where it is needed while on-going and increasing impacts of climate change and over-production are decreasing viable growing land.
Additional Actions:	<ul style="list-style-type: none"> • Buy Fair Trade • Grow Your Own • Community Gardens/Allotments
Additional Info:	10 Myths About Global Hunger: https://developmenteducation.ie/app/uploads/2018/10/Global_Hunger-web.pdf

**Every 3.6 seconds a person
dies of hunger**

75%

of them are children

Source: End World Hunger, <https://endworld-hunger.weebly.com/facts.html>

FOOD WASTE AUDIT SHEET

(you can include your own home, restaurants, work etc.)

Type of Food	Why Did It Go To Waste*	Solution	Estimated Cost

* Possible reasons why food can go to waste include going off in the fridge, people not liking what was prepared, too much food, etc.

SOCIAL MEDIA CAMPAIGN

After completing the Food Waste Audit, have learners work in small groups to plan, film and distribute a short video (filmed on phones) that addresses some aspect of food waste using the following steps:

Activity	Description
Make a Message	Identify the message that you want to get across with your video
Direction	Decide your direction, for example, do you want to introduce the topic of food waste, provide testimonials from people impacted by food waste, highlight a solution, etc.
Tone	How do you want to talk to your audience? Serious, light-hearted, educational?
Plan	How are you going to get the message across? Write your script. Do you need any props? Where are you going to film?
Storyboard	Plot out what you are going to film step by step with accompanying needs and props. Figure out who does what. Who is going to act? To film? To interview?
Disseminate	Decide what social media platforms you are going to use and when you are going to post them.



ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

3 GOOD HEALTH AND WELL-BEING



3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

CAMPAIGN: THE WELL-BEING CHARTER

Background	Health and well-being are important concerns no matter where you live in the world. There are a number of different lists that rank countries based on different criteria (birth rates, access to health care, mental health support, alcohol and drug misuse, etc.). For this Campaign, we want to look at The Human Development Report as an indicator of the overall health and well-being of a society and use this as a framework for your group or organisation to develop your own Well-Being Charter. The Happiness Report measures: income, freedom, trust, healthy life expectancy, social support and generosity.
Materials	<ul style="list-style-type: none"> • Flip chart paper & markers • Goal 3 Indicator List • Info Sheet on Human Development Index
Time	60 Minutes
Learning Outcomes	<ul style="list-style-type: none"> • Learners will understand the links between health and well-being as well as the role that well-being plays within community health • Learners will understand that there is more than economic to happiness and well-being
Learning Activities	<ul style="list-style-type: none"> • Learners will create a well-being charter for your organisations or for their group or class • Familiarise learners with the Human Development Index and how it relates to Goal 3 stressing the importance of the multiple factors that impact our health and well-being • Ask learners to develop a list of 10-key steps to well-being for your class/group/organisation • Bring the well-being charter to the attention of all members of your organisation and encourage them to follow it

Global	Threats to global health do not recognise geo-political borders and health and well-being needs do not vary much either. The difference lies in the access.
Project Ideas	If there are multiple groups or classes within your organisation, have learners present the charter to other groups within a mini-lesson about the Sustainable Development Goals and the importance of Goal 3 on the lives of people in Ireland.
Additional Info:	Human Development Index: http://hdr.undp.org/en/2019-report

Charter of Well-being

1. **Stop smoking or vaping**
 2. **Smile at your neighbours**
- Etc.**

ENSURING INCLUSIVE AND QUALITY EDUCATION FOR ALL AND PROMOTING LIFELONG LEARNING

4 QUALITY EDUCATION



4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, 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.

DEVELOPMENT EDUCATION & GLOBAL CITIZENSHIP EDUCATION IN PRACTICE

<p>Background</p>	<p>Ireland has a very good educational system and we should be proud of the work of our teachers, tutors and facilitators. We have chosen to highlight some organisations that are doing work that contributes to Ireland's meetings its obligations to the SDGs in order to demonstrate that Development Education and Global Citizenship Education are not outside of our everyday practice. It is easy and intuitive to include these issues in our work.</p>
<p>Facilitator Reflection</p>	<p>Including the Sustainable Development Goals in your work is a fantastic step toward including a global perspective for your learners. Oftentimes, this work is being done without facilitators even realising that it is being done. The following questions for reflection on your teaching practice will help guide you toward embedding the SDGs into your work as well:</p> <ul style="list-style-type: none"> • Why is it important to include a global education component to my work? What am I trying to accomplish? • How did the learners react to this global component? Do they see it relevant to their lives? • What essential questions do I want my learners to explore with this work? • Are my facilitating methods helping to achieve these goals? Have I reached these goals? How will I know? • Am I including these principles in my own life as well as in our group practice?
<p>Time</p>	<p>Based on individual facilitator</p>

INDICATOR 4.7 IN ACTION



Change Makers Project: Located in Donegal, the project aims to raise awareness, understanding and action around local and global development issues. ChangeMakers aligns all of their work to the SDGs, and offers both informal and accredited learning opportunities on a range of educational initiatives including workshops, QQI modules at Levels 4,5 and 6, small Development Education grants to community groups, group and individual mentoring, arts based activities e.g. film screenings. ChangeMakers has three project partners: Inishowen Development Partnership, Donegal ETB and Self Help Africa and is funded by Irish Aid and the project partners. Contact: Kate Wilkinson, Project Coordinator, kate@inishowen.ie, for more information.



Age Action Ireland: Age Action supports and advocates for equality and human rights for older people. They are a values-led organisation with core values of dignity, participation, diversity, social justice and professionalism. Their Ageing & Development programme works to raise awareness, in Ireland, of issues facing older people in Ethiopia, Mozambique, Malawi and Tanzania. Working with HelpAge International, and funded by Irish Aid, the programme has a focus on income security, access to pensions and social protection, health care, age discrimination and the inclusion of older people in policy and programme development. For more information: <https://www.ageaction.ie/>



An Cosan: An Cosán's holistic, learner-centered model puts the learner at the heart of all we do and supports Sustainable Development Goal 4. An Cosán provides people of all ages with pathways to learning, leadership and social enterprise. They offer a variety of affordable short programmes, through to a range of options in community, further and higher education programmes including early years education and care, wellness, parenting, community development, leadership, addiction studies and social enterprise. For more information: <http://www.ancosan.ie/>

ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

5 GENDER EQUALITY



- 5.1 End all forms of discrimination against women and girls.
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life

ACTIVITY: STACK THE DECK

Background	We will achieve gender equality when men and women get paid the same, when men and women share the responsibility for unpaid work, when there is equal gender representation in the higher echelon of the political and business structures, etc. We have come a long way in Ireland, but there is still much to be done before we can say that we have achieved equality.
Materials	Gender Playing Cards (included)
Time	60 Minutes
Learning Outcomes	<ul style="list-style-type: none"> • Learners will understand the concepts of gender, gender equality and gender discrimination in Ireland • Learners will understand the opportunities and benefits of gender equality
Learning Activities	<p>Each Information Card contains information regarding gender equality in Ireland and are presented as true/false statements. These statements are meant to be used to generate discussion within your group about gender in Ireland and how it relates to gender equality around the world.</p> <p>Have someone draw one of the cards and read the statement to the group. Each card contains a statement, an answer and a discussion question. Whoever draws the card is the leader for that discussion.</p>

<p>Global Perspective</p>	<p>The world has made progress towards gender equality but there remains an enormous amount of work to be done globally before we have gender equality. There are still 59 million young people who will never have the opportunity to go to primary school and 2/3rds of them are girls. This percentage goes up when we look at second-level enrolment. Here in Ireland, this gap in education enrolment has long disappeared but we still have work to do in order to achieve gender equality.</p> <p>Globally 12 million girls are married each year before their 18th birthday. In sub-Saharan Africa, 38% of girls are married before their 18th birthday. In Ireland, the average age of marriage for women is 34.</p> <p>In Ireland and around the world, girls and women do a large percentage of unpaid domestic work such as childcare and maintenance of the house. This keeps girls out of school and women out of the workforce. Many countries around the world have introduced political quotas to ensure equal representation of women in the political system and although we have talked about introducing quotas in Ireland, they have not been adopted. Rwanda currently has a 61% female parliament while in Ireland the percentage is around 24%.</p>
<p>Further Ideas</p>	<p>Explore gender within your own community. Are there situations that demonstrated gender inequalities or sexism? Challenge language that reinforces gender stereotypes or that reflects gender bias. Help create a community where challenging sexist and racist language and ideas is not only accepted but encouraged.</p>
<p>Additional Info:</p>	<p>National Strategy for Women and Girls 2017-2020: http://www.genderequality.ie/en/GE/NationalStrategyWomenAndGirls2017-2020.pdf/Files/NationalStrategyWomenAndGirls2017-2020.pdf</p> <p>Education Data: https://www.irishtimes.com/opinion/gender-equality-in-third-level-remains-a-distant-hope-1.3584618; https://www.newstalk.com/news/ireland-still-has-more-female-teachers-than-male-571878</p> <p>Pension Data: https://www.independent.ie/business/personal-finance/gender-pension-gap-women-left-600-worse-off-each-month-38487387.html</p>

UNICEF 2019. Child Marriage Around the World. Available at: <https://www.unicef.org/stories/child-marriage-around-world>. Accessed on 15 December 2019.

Irish Examiner 2019. Average Age to get Married Reach Record High. Available at: <https://www.irishexaminer.com/breakingnews/ireland/average-age-to-get-married-reaches-record-high-916873.html>. Accessed on 15 December 2019.

World Bank 2018. Proportion of Seats Held by Women in National Parliaments. Available at: <https://www.irishexaminer.com/breakingnews/ireland/average-age-to-get-married-reaches-record-high-916873.html/> Accessed on 15 December 2019.

Statement: Men and Women in Ireland receive roughly the same pay.

False: Men make 30% more than women. The reason for this is that women end up in lower paying occupations like retail and hospitality. Women work 3x more than men in unpaid work in the home.

Discussion: Women end up in these occupations a lot of times because they want jobs with flexible schedules in order to raise families.

Does this match your own experiences or those of your family and friends?

Do you think there is a way to make the system value the work that a lot of women do caring for children and home?

Statement: More women graduate from third level education in Ireland than men.

True: 51% of women earn a third-level degree compared to 43% of men. But only 41% of senior lecturers and only 24% of professors are women.

Discussion: This contrasts with women making up 87% of the primary teacher force and 71% of second-level teachers.

Why do you think women choose to teach at the younger educational levels?

Is this a problem?

Statement: Women are equally represented in Irish politics at the National Level.

False: Only 22% of the Dail are women and 30% of the Senead.

Discussion: Ireland is ranked 81st in the world in terms of representation in parliament. Globally, the average is 24% female representation in parliaments around the world. (World Bank 2018)

Do you think there should be political quotas in order to ensure that women are equally represented in parliaments?

Should Ireland have a law that state that 50% of all elected representatives be female?

Statement: Men and women live off the same amount when they retire.

False: The pension gap is actually bigger than the wage gap with men living on an average of €433 per week and women living on €280 per week.

Discussion: Pension amounts are based on how long a person has worked as well as how much we have been able to contribute voluntarily. It does not give credit for time taken out of work to raise a family.

Should women be financially penalized for taking career breaks in order to raise a family?

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ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

6 CLEAN WATER AND SANITATION



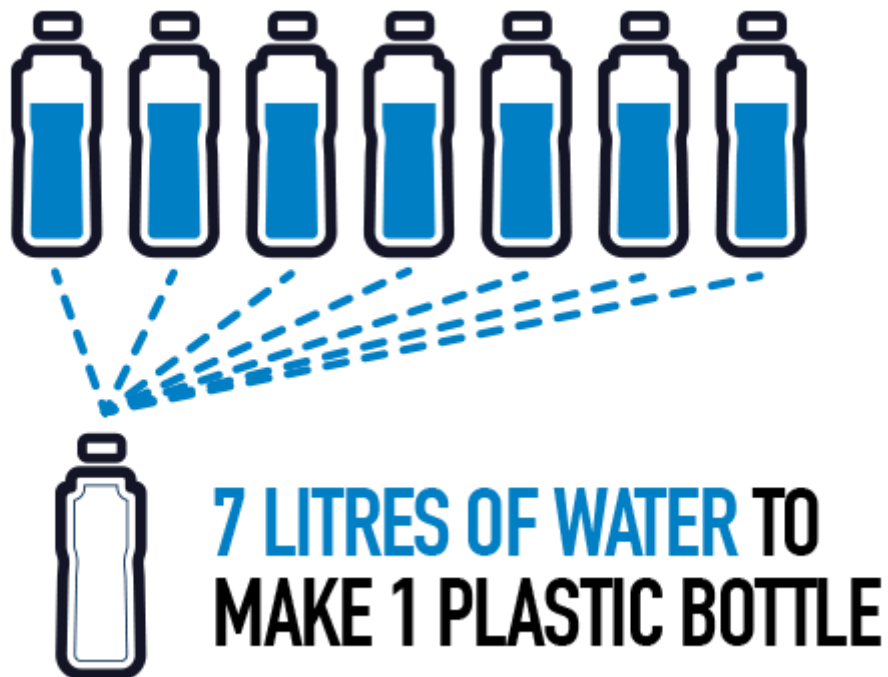
6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

ACTIVITY: WHY SHOULD WE CARE ABOUT WATER?

Background	We get a lot of rainfall in Ireland and it is hard to imagine a situation where access to fresh water would be in jeopardy. Most of the planet is covered in water but little of it is fresh water (only about 2.5%) and we need to protect it from pollution including sewage, chemicals and plastics. Even in Ireland, where water is plentiful, there are regular boil notices and places where people are forced to buy water bottled in plastic.
Materials	Water Use Tracker (included)
Time	<ul style="list-style-type: none"> 60 minutes in group 1 week to track water use
Learning Outcomes	<ul style="list-style-type: none"> Learners will be able to identify how much water they use and how this compares to the global average Learners will understand the importance of freshwater conservation and the role they can play in that
Learning Activities	<p>Start with a private brainstorm about how participants use water. Make sure to tell them it is for their own information and not to make anyone feel badly. Examine the amount of water learners use on a daily basis using the chart included here. Compare that water usage to the amount of water used in other parts of the world.</p> <p>Ask participants to try to live for one day on the amount of water that someone from a different part of the world uses.</p> <p>Come back together and discuss the changes that had to be made to their daily routine:</p> <ul style="list-style-type: none"> What actions can you make to help conserve water resources? Were you surprised by any of the findings from the conservation exercise? What should the Irish government be doing about water? Do we have a right to natural resources? Do we have a right to natural resources delivered in copper piping to our homes?

Global Perspective	Over 1.8 billion people do not currently have access to fresh water which means in most cases it is contaminated with fecal matter. Open defecation remains the norm for 673 million people and 2 billion people do not have access to improved sanitation facilities such as toilets and latrines.
Project Ideas	<p>World Water Day: In the 1980s, Ireland was home to 500 rivers and streams that were classified as “pristine”. Today we have 20.</p> <p>Spotlight Community Activism: Discuss the Irish public’s response to water charges as a demonstration of how community action can impact public policy.</p> <p>Spotlight We Are All In This Together: Dismantle the idea that there is an us-them when it comes to global problems by discussing the lack of clean water in Flint, Michigan as a demonstration that all countries have work to do in order to achieve the SDGs and to build solidarity with communities around the world.</p>
Additional Info:	Water Footprint Calculator: https://www.watercalculator.org/



Source: Greenhome Ireland

World Health Organisation 2019. Water Services for Health. Available at: <https://www.who.int/globalchange/ecosystems/water/en/>. Accessed on 23 November 2019.

Irish Times, 10 December 2019, <https://www.irishtimes.com/news/environment/just-20-of-ireland-s-rivers-are-pristine-down-from-500-in-1980s-1.4110018?>

WATER USAGE

Space left for individual items

Activity	Water Use
5 minute shower	72L
Brushing Teeth	1L
Flush Toilet	6L
Washing Machine	45L
Dishwasher	30L
Coffee (from bean to cup)	140L
1 Kg Beef (calf to plate)	16,000L
Egg	196L
Glass of Wine	128L

AVERAGE WATER USE TRACKER

Normal Daily Use		Restricted Daily Use	
Activity	Water Usage	Activity	Water Usage
Total		Total	

Development Perspectives 2018. SDG Water and Sanitation. Available at: <https://www.developmentperspectives.ie/SDGChallenge/InformationPacks/SDG%206%20Clean%20Water%20and%20Sanitation.pdf> and Concern 2017, Clean Water and Sanitation. Available at: <https://developmenteducation.ie/app/uploads/2018/12/Concern-10.-Clean-Water-and-Sanitation-Resource.pdf>

ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

7 AFFORDABLE AND
CLEAN ENERGY



7.1 By 2030, ensure universal access to affordable, reliable and modern energy services

7.2 By 2030, increase substantially the share of renewable energy in the global energy mix

ACTIVITY: DEBATING WIND IN IRELAND

Background	Fossil fuels are integral to modern life and include oil, gas and coal. Not only do these fuel sources contribute to greenhouse gas emissions, we are also running out of them. The switch to renewable energy sources is crucial for the health of the planet but also for our economic and social well-being. Although our renewable energy use has increased in recent years, it has not kept pace with the overall increase in demand for electricity.
Materials	Pros and Cons (included here)
Time	<ul style="list-style-type: none"> • 2 to 3 hours preparation • 60 Minutes for Debate
Learning Outcomes	<ul style="list-style-type: none"> • Learners will be able to communicate the importance and need for energy efficiency including facilitating the shift toward a more renewable energy base • Learners will be able to research and construct arguments both for and against the move toward wind energy in Ireland • Learners will be able to communicate publicly using debate as a medium
Learning Activities	<p>Divide your group in half, one side will be the pro-side and one the con-side. Provide them with sample arguments for both sides (provided here) but encourage them to develop these arguments with their own research. There is enough material on-line to support this research.</p> <p>Structure the debate so both sides get the same amount of time to present their arguments and so that all people who wish to speak are allowed to do so. Those that do not wish to stand up and debate can provide research support.</p>

Global Perspective	In sub-Saharan Africa, 153 million people remain without electricity although we are making steady progress on this front. But 3 billion still rely on traditional fuels like coal and dung for heating and cooking, causing indoor air pollution and 4 million premature deaths.
Extension Idea	Convert debate arguments into a she said she said editorial/blog style post for publication either on social media or sent to local papers, Community Centre newsletters, etc.
Additional Info:	If any of your group would like to pursue debate and public speaking, there are local Toastmasters chapters around Ireland: https://toastmasterclub.org/portal.php?page=-1&marknow=0# .

PROS & CONS OF WIND ENERGY

The Pros	The Cons
<ul style="list-style-type: none"> • Wind energy sector invests in local economies • Wind sector creates jobs • Decrease greenhouse gas emissions • Decreased reliance on imported electricity • Have to switch to renewables anyway • Ireland's cheapest form of electricity • Position Ireland to be leader in wind energy in order to have positive long-term impact on economy 	<ul style="list-style-type: none"> • Visual impacts • Health impacts of noise pollution • Amenity loss & impact on tourism • Wind not constant, some times generates no electricity, some times too much • Lack of proper storage for excess electricity so it goes to waste • Loss of property value • Shadow-flicker • Impact to thoroughbred industry

PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

8 DECENT WORK AND ECONOMIC GROWTH



8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

CASE STUDY: TREO & RENEW ENTERPRISE

Renew is a not for profit Social Enterprise operated by Treo Port Lairge CLG, set up to create full-time employment for people that have been distant from the labour market.

Renew's courses cater for those coming from disadvantaged groups such as individuals with physical and/or intellectual disabilities, those who are in drug/alcohol recovery, those who have a criminal history, older long-term unemployed and those with mental health issues.

Renew Enterprises is a business with a social mission. Social, environmental and economic issues are fundamental and drive the business's core philosophy. Renew provides saleable products with the purpose of benefiting the local community. Renew believes people have the right to participate fully in life and are committed to social inclusion and social justice. Renew also supports creating a sustainable future for every member of society and for societies as a whole.

The main aim of the work is to encourage and support each participant to make more positive choices, reduce their criminal activity, and move forward with their lives. This makes Waterford a safer and healthier community in which to live.

Treo provides an outreach service and the outreach worker also visits the prisons in Ireland that hold people aged 16 to 23 who will eventually return to Waterford on their release to agree an action plan with them.

There are a variety of supports on offer in both the city and county of Waterford. It is a QQI accredited centre and provides QQI accredited programmes at levels 3, 4 and 5. Treo uses restorative practises to create awareness of its applications with its target group and the wider community and Renew Enterprises offers a variety of products and services to the community including:

- Lawnmower and small engine repair and servicing
- Bicycle repair and servicing
- Wheelchair repair and servicing
- Bicycle sales (at community prices)
- Kindling production
- Pallet furniture (indoor and outdoor)
- Custom-made furniture and woodcraft items
- Delivering QQI and City & Guilds accredited bicycle mechanics programmes.
- Delivering QQI Level 3 four stroke engine repair programmes.

Nicola Tull, Manager of Renew Enterprises: *Our work here at Renew seems to be most closely related to SDG 8, Decent Work for All. Even in times of economic growth and low national unemployment rates, those with criminal convictions still have difficulty securing employment. Even when those in our target group find employment, often it is lower-skilled labour with few opportunities for progression. At Renew, we aim to develop career paths for the employees and see their employment with us as a stepping stone in their journey rather than the final destination.*



Photo Courtesy of Renew Enterprises and WLRFM.

BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE

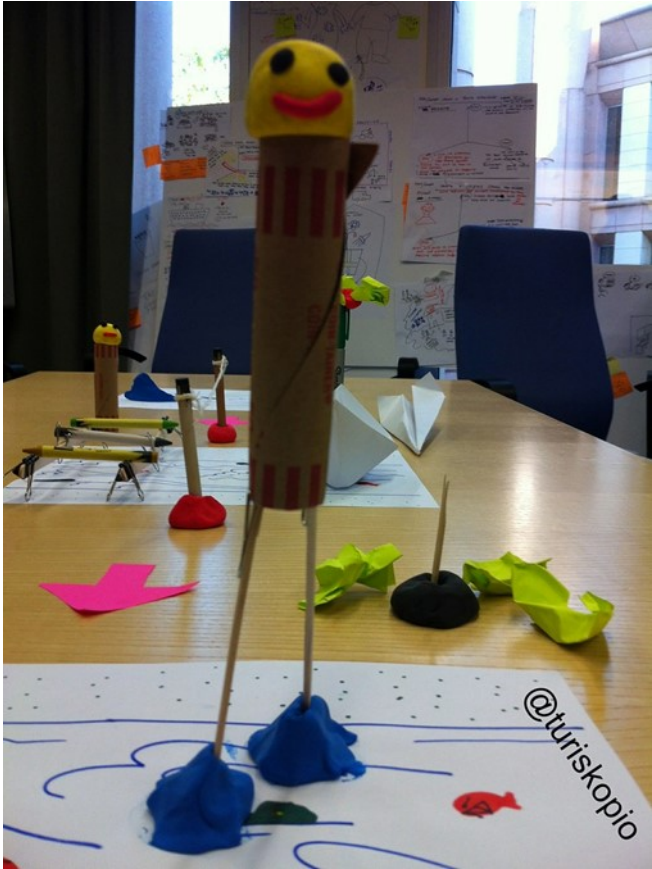


9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities

ACTIVITY: BUILDING CIRCULAR INDUSTRIES

Background	Goal 9 is designed to bring the good work from Goal 8 into the development sphere to include sustainable community development. There is a lot of work being done in Ireland’s community spaces all around the country that capture the spirit of Goal 9.
Materials	<ul style="list-style-type: none"> • Introduction sheet on the Circular Economy • Any and all art supplies that you can get your hands on.
Time	60 Minutes
Learning Outcomes	<ul style="list-style-type: none"> • Learners will be able to identify opportunities in their own communities for greener and resilient solutions • Learners will understand the long-term impacts of unsustainable development • Learners will be able to ideate a solution to a problem
Learning Activities	<p>Introduce learners to the Circular Economy based on the following principles:</p> <ul style="list-style-type: none"> • Design out waste and pollution • Keep materials in use as long as possible • Promote the well-being of our natural eco-systems <p>Working in small groups, ask learners to identify a problem within their own community that relates to waste or sustainability.</p> <p>Have learners brainstorm solutions to this problem area. Once they have decided on a solution, have them design a prototype of this solution using art supplies. Stress that this is a design thinking process and what the prototype looks like is less important than the ability to communicate their ideas to the rest of the group.</p> <p>Once the prototype is completed, have the groups ‘pitch’ or describe their solutions to the rest of the group.</p>

<p>Global Perspective</p>	<p>Communities around the world lack access to the basic infrastructure that Goal 9 aims to fix. But there are also examples of fantastic innovation, ingenuity and creativity going around the world that address problems of access and waste.</p>
<p>Project Extension</p>	<p>Go beyond the pitch to your group and take your solution public. Bring it to the newspapers, social media, or your local Council.</p>
<p>Additional Info:</p>	<p>For more information on using design thinking in educational settings: http://www.spencerauthor.com/dt-toolkit/</p> <p>The Circular Economy: A Simple Explanation: https://www.youtube.com/watch?v=cbm1MCTobVc</p>



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REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

10 REDUCED INEQUALITIES



10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

ACTIVITY: WHY PEOPLE MOVE

Background	In 2018, Ireland's population rose by nearly 70,000 to our current population of approximately 4,800,000. Sixty-two (62%) of adult immigrants (of all categories) hold a third-level degree and 12.2% of the Irish population are non-Irish nationals.
Materials	Why People Move List (this can be provided to learners or serve as the basis for discussion)
Time	60 Minutes
Learning Outcomes	<ul style="list-style-type: none"> Learners will be able to identify the reasons why people choose to emigrate from their home countries Learners will feel empathy will people who are forced to migrate
Learning Activities	<p>This activity examines why people move in order to build a sense of solidarity between ourselves and people who are forced to migrate. Ask your learners to work in pairs and create a list of reasons why they have moved or would move. Ask learners to revisit their list and add to it after watching the video(s). Compare the lists.</p> <p>During your meeting time, share one or more of the following videos with your learners:</p> <ul style="list-style-type: none"> Refuge, Caoimhe Butterly (9 minutes): https://vimeo.com/182161070 The Sea Between Us, Caoimhe Butterly (44 minutes): https://vimeo.com/158497181. Nothing About Us, Without Us. MASI (11 minutes): https://vimeo.com/214981501 <p>Discussion Questions:</p> <ul style="list-style-type: none"> Would you move if confronted with the same set of circumstances? Where do you think migrants and refugees should go when their own communities become unliveable?

Global Perspective	Globally, the number of migrants has reached 272 million with every region experiencing an increase. Work and education remain the most common reasons why people move but it is expected that climate change and water shortages will force more migration in the coming years.
Project Ideas	Link with Event for Goal 16

WHY PEOPLE MOVE

Four Cards Left Blank for Learner Input

CONFLICT & WAR	PERSECUTION
BETTER LIFE	CLIMATE CHANGE
FAMILY REUNIFICATION	EMPLOYMENT
EDUCATION	REMITTANCES

United Nations 2019. Available at: <https://www.un.org/development/desa/en/news/population/international-migrant-stock-2019.html>

Vickers, E. and C. Alexander, 2019. Why Migration is Bigger and More Contentious Than Ever. Bloomberg Business Week, 4 Oct. Available at: <https://www.bloomberg.com/graphics/2019-how-migration-is-changing-our-world/>.

MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

11 SUSTAINABLE CITIES AND COMMUNITIES



11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters

ACTION: TAKING CARE OF OUR COMMUNITIES

Background	In Ireland in 2019, 64% of the population lives in an urban area. This percentage is sent to grow. There are problems that are unique to living in urban environments that rural areas don't experience.
Materials	<ul style="list-style-type: none"> • Taking Action Worksheet (included in the Tools for Facilitators section) • SDG cards (included with first activity)
Time	60 Minutes
Learning Outcomes	<ul style="list-style-type: none"> • Learners will understand their role within the Local Authority • Learners will use their voice to advocate for a more sustainable future
Learning Activities	<p>Conduct a focused discussion with your group with the aim of taking action on a sustainability issue that is of importance to them and to their community.</p> <p>The discussion should loosely follow these questions and using the 'Taking Action' template included in the Tools for Facilitators Section of this Workbook.</p> <ul style="list-style-type: none"> • Identify the problems facing your community. • Do the SDGs address these problems? • Do you think your Local Authority takes sustainability into account when planning for your community? • What should a sustainable community look like?

Global	By 2050, more than 2/3rds of people will live in an urban area, that's 7 billion people. Over 1/3 rd of those will live in economically vulnerable communities (slums). Population concentrations of this magnitude put an enormous strain on infrastructure and make urban sustainability very difficult.
Project Ideas	Campaign for Our Communities social media campaign
Additional Info:	World Mapper provides visual data that demonstrate the rural to urban migration that is taking place around the world: https://worldmapper.org/mapping-rural-to-urban-migration/



This photo of Dharavi, Mumbai shows contrasting neighbourhoods in close proximity. From Tahir, Tariq. 2018. Tale of Two Cities, Irish Sun. Available at: <https://www.thesun.ie/news/3009195/incredible-aerial-images-reveal-the-stark-split-between-rich-and-poor-in-worlds-most-divided-cities/> . Accessed on: 12 January 2020.

Ritchie, H. and M. Roser. 2019. Urbanization. Our World in Data. Available at: <https://ourworldindata.org/urbanization>

ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

DEBATE FAST FASHION: CAN FASHION EVER BE ETHICAL?

Background	Goal 12 combines efforts from businesses and corporations (production) and individuals (consumption). The choices we make as consumers matter including what we buy, how much we buy, and how much we throw away. Making informed choices about our clothing purchases is one way that we can exercise this power as consumers. The textile industry is the 2 nd largest polluter of clean water around the world. The industry also has long-standing issues regarding labour rights and waste.
Materials	Video Learning: The Problem with Fast Fashion: https://www.youtube.com/watch?v=iq0--DfC2Xk
Time	30 Minutes
Learning Outcomes	<ul style="list-style-type: none"> • Learners will understand and be able to communicate how their lifestyle choices impact on environmental and social issues around the world • Learners will be able to publicly defend a controversial position
Learning Activities	<p>Place the following statements around the room (printed in large type on A4 paper and put up with blue tac):</p> <ul style="list-style-type: none"> • I am willing to stop buying my favourite brand of clothing to protect the rights of workers overseas. • Protecting the health and safety of workers is the job of the factory owners not individual consumers. • If we stop buying clothing made in unsafe or unfair working conditions, companies will improve their practices. • Even if the conditions in the factories aren't that great, the factories provide jobs where there are none and a possible path to economic advancement. <p>Ask learners to choose which statement best represents their views on fast fashion and to stand by the statement. Ask learners to explain why they feel that this best represents their views and try to encourage respectful debate among learners on each of the positions.</p>

<p>Global</p>	<p>The fashion industry, particularly fast fashion, has a lot to answer for including water, waste, pollution, labour rights violations, and plastic pollution.</p> <p>According to <i>The Business Insider</i>: ‘The fashion industry produces 10% of all humanity’s carbon emissions, is the second-largest consumer of the world’s water supply, and pollutes the oceans with microplastics.’</p>
<p>Project Ideas</p>	<p>Media exploration:</p> <ul style="list-style-type: none"> • What role does the media have in promoting fast fashion? • Is there a difference between traditional media and social media in terms of their role in promoting fashion news and trends?
<p>Additional Info:</p>	<p>Check out The Story of Stuff and their range of videos that explain overconsumption in easy to understand and entertaining ways. Topics include water, plastic, consumption, solutions, microfibers, etc. Available at: https://storyofstuff.org/movies/</p> <p>In late 2019, Ireland banned textiles (clothing, sheets, etc.) from being thrown into our general waste bins in an attempt to combat the impacts of fast fashion and to promote a circular economy.</p>

McFall-Johnsen, M. 2019. The Fashion Industry Emits More Carbon than International Flights and Maritime Shipping Combined. Business Insider. Available at: <https://www.businessinsider.com/fast-fashion-environmental-impact-pollution-emissions-waste-water-2019-10?r=US&IR=T> . Accessed on: 12 January 2020.

TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

13 CLIMATE ACTION



13.1 Strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

EVENT: CLIMATE COFFEE KLATCH

<p>Background</p>	<p>Of all the 17 SDGs, Goal 13 is the only one with the modifier URGENT. The United Nations, along with the signatory countries to the SDGs, recognise that we are at a critical moment in terms of being able to slow down or reverse the path of global warming that we are on. We are familiar with the following statements but they bear repeating: 98% of University accredited scientists around the world say that climate change is real and it is the result of human activity. This is the last generation that will be able to take action to stop runaway climate change and save the planet. Soon it will be too late.</p> <p>The Oceans and Forests, especially the Rainforests, are our best friends as they take in the CO2 releasing oxygen in the process. We need to take better care of them.</p> <p>The Glaciers are really melting. Sea levels are really rising. Low-lying lands are being taken over by the encroaching seas. Ireland is very susceptible to these impacts.</p> <p>This is serious stuff but we should not give up in the face of such issues. We need more than ever to acknowledge these problems and ban together to solve them. Even the smallest individual actions can make a difference. If every person decided to do 5 small actions to combat climate change, it would add up. The time of self-centeredness has to be over and that goes for the smallest consumer to the largest business owner.</p>
<p>Materials</p>	<p>See the Event Planning Template in the Tools for Facilitators Section of this Workbook</p>
<p>Time</p>	<p>2 Hours</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Learners will understand the human causes of climate change and the impacts of inaction • Learners will be empowered to increase awareness of the importance of climate change to those around them

Learning Activities	<p>Climate change is in the news quite a bit at the moment and people are starting to tire of hearing about it. So we need to reframe the conversation in order to inspire people to keep the environment at the top of their list of important issues. It is also important to help people translate their concerns about the environment into action to help the environment.</p> <p>Have your learners prepare to host a World Café on Climate Change. World Café is a tool that is used to host a conversation based around a series of questions designed to address big issues in a comfortable environment.</p> <p>The following guide provides you with the information you need to know to host your own World Café: http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf.</p> <p>Invite other groups from within your organisation or from the community to participate. The more voices involved the better it will be both for the Café and for your reach. The goal is to make positive climate action a reality and to combat the idea that these problems are beyond our reach.</p> <p>Sample statements for your Café:</p> <ul style="list-style-type: none"> • Isn't climate change just part of the natural environmental cycle? • Why does it seem that politicians and other state actors are doing very little to combat climate change? • Why has there been so much negativity aimed at Greta Thunberg? • How can we inspire people to take action to stop global warming? <p>Ask your learners to serve as hosts for the tables and to be prepared to lead a conversation based around these or other questions.</p>
Global Perspective	<p>The impacts of climate change are already being felt around the world, in some places more acutely than others. These impacts will vary depending on where you live in the world. Some places are already becoming too hot and dry to support the agriculture necessary to support human and animal life.</p>
Additional Info:	<p>Per Espen Stoknes Ted Talk, <i>How to Transform Apocalypse Fatigue Into Action on Global Warming</i>: https://www.ted.com/talks/per_espen_stoknes_how_to_transform_apocalypse_fatigue_into_action_on_global_warming?language=en</p> <p>The World Café Method: http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/</p> <p>Why Are We So Bad at Thinking About Climate Change: https://www.youtube.com/watch?v=DkZ7BJQupVA</p>

LIFE BELOW WATER

14 LIFE
BELOW WATER

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution



CASE STUDY: PLASTIC FREE WATERFORD

Plastic Free Waterford (PFW) is one of many community-based groups that have sprung up around the world to raise awareness and combat our over-reliance on single-use plastics. Plastic Free groups are in towns, schools, universities, workplaces, etc. and all operate with the similar vision of raising awareness about the alternatives to single-use plastic. In Waterford, the group came to being based on demand from a group of young people within the community who were looking for ways to take action.

PFW holds a range of awareness raising and educational programmes with a variety of groups within the City and County one of which is their partnership with Rehab Care Waterford, a day-centre for adults with intellectual disabilities. After a workshop based around environmental sustainability, the clients formed their own Environmental Committee within their Centre and implemented a number of actions to help make their space less reliant on single use plastic. One of the actions they embraced was a beach clean in Tramore, Co. Waterford.

PFW definitely views its work within the framework of the Sustainable Development Goals and even though people are most concerned with plastics impact on our oceans, PFW also sees connections to Goal 3 (plastic pollution impacts our well-being), Goal 4 (providing global citizenship education to various groups based around plastics), Goal 6 (keeping our fresh water ways clean as well), and Goal 12 (encouraging the responsible non-consumption of single-use plastic).

PFW says: People are interested in these issues. People care about these issues. All we have done is given people a platform through which they can take action. We talk about the Sustainable Development Goals with all of our learners and they all connect with them. They see them as a concrete pathway to improve our community. If we normalise sustainability, we can really make a difference. And the path to normalisation is engaging with our community with fun, effective, and impactful programmes. The SDGs are NOT an academic exercise or something for policy makers, they are for us. We really should be demanding that they be implemented at all levels of our society. If we can do that, then the following generations will only know sustainability and stewardship.



Rehab Care Waterford and Plastic Free Waterford join forces to clean up the beautiful Tramore beach while at the same time raising awareness of the importance of taking care of our oceans. Photo courtesy of Plastic Free Waterford.

LIFE ON LAND

15 LIFE ON LAND



15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

CASE STUDY: CARRAIG DULRA

Carraig Dulra is a Social Enterprise set up in 2007 with the aim of having a social and environmental impact through education and research in sustainable regenerative practices that could be applied at a local level to build up local resilience, skills and capacities to deal with climate change and biodiversity crisis that its founders were very aware of back in 2007.

Since its establishment its impact has been wide reaching. It has supported the establishment of school and community gardens, run courses in leadership in sustainable living across many local communities, and with partner organisations such as KWETB, throughout county Wicklow and beyond. Other courses have been run in partnership with Irish Seed Savers, The Organic Centre and GIY. Carraig Dulra collaborated with a team of tutors and course designers to develop a flagship permaculture course run every summer on site at the demonstration and research site owned by the founders in Glenealy.

Suzie Cahn, Director of Carraig Dulra: We have a particular pedagogical approach in permaculture that is very empowerment focused and within a strong ethical framework. It is closely related to development education in that it transforms people's worldview. I would say it restores our thinking to our indigenous, common (held in common) sense of how we can live in the world in a truly sustainable way. The ethics also relate to equality and justice and the use of the worlds resources by diverse people and diverse life on the planet so this connects to all living systems on earth.

Carraig Dulra works towards this vision by helping to support people maintain or develop their connection to the natural world, provide permaculture design based and hand on skills and education for adults, and forest school and other hands on practical experiences for children and youth. We are guided in all our work by the permaculture ethics of earth care, people care, and fair share.

Carraig Dulra acknowledges the obvious link from their work to Goal 15 but also points out that the Goals are interdependent and we can not have one without the others. As with the SDGs, ecology is the understanding of the interconnectedness of everything in the living world and even the non-living such as minerals that are key parts of nutrient exchanges or sunlight and climate with their complex effects on the living systems.

PROMOTE JUST, PEACEFUL AND INCLUSIVE SOCIETIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



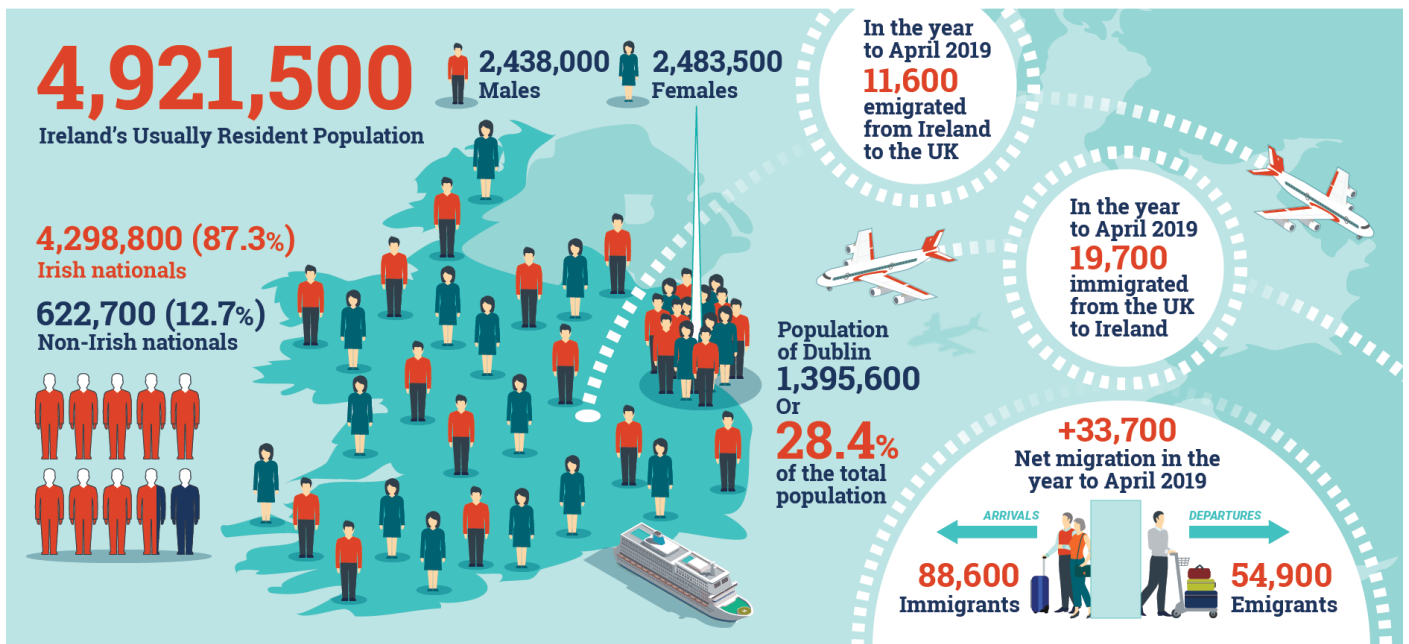
- 16.1 Significantly reduce all forms of violence and related death rates everywhere
- 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children
- 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

EVENT: Céad Mile Fáilte

Background	<p>Ireland is a nation well versed in migration with millions of Irish people living around the world. Some of this migration was born of desperation during famine and poverty and some was born out of promises of better lives and jobs. Either way, there are Irish people living and thriving in every corner of the world.</p> <p>Ireland is also “the land of a thousand welcomes” a phrase based in Brehon Law where every County had a designated person to welcome weary travellers and ensure that they had a roof and a hot meal.</p> <p>It is recommended that the Activity: Why People Move from Goal 10 be done prior to planning your event.</p>
Materials	<ul style="list-style-type: none"> • Event Planning Guide (available in Tools for Group Leaders section) • Additional materials will vary depending on the type of activity that your group plans
Time	<p>Planning: 6 Hours Event: 2 Hours</p>
Learning Outcomes	<ul style="list-style-type: none"> • Learners will understand the process of hosting a community-based event • Learners will empathise with migrants from other countries • Learners will connect earlier Irish migration to current global migration
Learning Activities	<p>The goal of this activity is to host a welcome activity for members of your community who have migrated to Ireland. The type of activity is less important than the message of the event.</p>

<p>Project Ideas</p>	<p>Suggestions for events:</p> <ul style="list-style-type: none"> • Go Roller Skating or Bowling • Open Mic Night • Art Exhibit • Food & Culture Festival or Sharing Event • Storytelling Event • Bingo • Outdoor Cinema <p>Don't forget your #socialmedia. You can use the Social Media Campaign Planner from Goal 2 to help with this aspect of your event.</p>
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Population & Migration Estimates April 2019



Source: Central Statistics Office Ireland, available at: <https://www.cso.ie/en/statistics/population/populationandmigrationestimates/>

REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

17 PARTNERSHIPS
FOR THE GOALS



17.17 Encourage and promote effective public, public, private and civil society partnerships, building on the experience and resourcing strategies of partnerships

CASE STUDY: WICKLOW PUBLIC PARTICIPATION NETWORK'S VISION FOR COMMUNITY WELL-BEING

The Irish Public Participation Network (PPN) represents the community sector within governmental structures including holding multiple seats with voting rights within Council sub-committees. The National Council of the PPN recognises the importance of the SDGs to the future of Ireland as well as their global impact and has directed its local charters to work with their members and within their communities to achieve the SDGs by 2030. Each County's PPN has hundreds of member organisations that work at local and grassroots level and come together alongside the Irish government, NGOs, educators and so many more reflects the true nature of partnership as envisaged by Goal 17. PPNs are designed to improve the well-being of our communities by opening up avenues for local participation, inclusion and community development.

Many of the PPNs are integrating the SDGs into their county-level Wellness Statement which are being integrated in to the Vision Statements for the local chapters of the Public Participation Network.

Wicklow County PPN has completed their Wellness Statement and it adheres closely to the aims of the SDGs. Wicklow PPN has worked to "heighten awareness of the SDGs and their global significance while identifying how the work of communities on the ground can lead towards achieving them. We do this by providing information, facilitating talks/workshops and visually showing how our work links to the SDGs."

Wicklow PPN demonstrates how the work of communities can help achieve the SDGs and the community response to these initiatives has been overwhelmingly positive. Wicklow PPN reports that this reaction has been particularly strong within their more vulnerable communities. Wicklow groups that interacted as part of the consultation have since banded together to form a network to address some concerns common to vulnerable populations within their communities.

Wicklow PPN notes that the entire process of designing the Wellness Statements has been one of net-working and partnership that included, in addition to the PPN, Local Authority, Irish NGOs and community representatives which resulted in an increased capacity to implement actions which have had a positive impact on Wicklow’s ability to reach their 2030 targets.

Helen Howes of the Wicklow PPN says this about the SDGs: *I think the SDGs are a good tool to give hope to people, this is because they clearly show that even the smallest thing done at local level can have a global impact. This is an important message because I think people hear about and see the effects of Climate Change, poverty, homelessness and violence and often feel helpless. The SDGs can put the power back in the people’s hands.*

Developing a Vision for Community Wellbeing within a Public Participation Network (PPN)



Source: Public Participation Network

RESOURCES FOR FACILITATORS

Taking Action
Campaign Planner
Event Planner
Measuring Impact

Additional Resources for Facilitators and Tutors:

AONTAS, *Adult and Community Education as a Tool to Implement the Sustainable Development Goals (SDGs)*, 13th June 2018, <https://www.aontas.com/IDEA%20CONFERENCE%20NOR%20Website%20Final.pdf>

Bailey. N. *Integrating Development Education into Adult and Community Education Settings*, <https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/integrating-development-education-into-adult-education.pdf>

Community Education Facilitators Association, *Community Education: Enhancing Learning, Fostering Empowerment and Contributing to Civic Society*, November 2011. Available at: http://www.cefa.ie/uploads/1/5/8/8/15883224/cefa_ce_position_paper.pdf.

Government of Ireland, 2018. *The Sustainable Development Goals National Implementation Plan, 2018-2020*. Accessed 31 October 2019. Available at: <https://www.dccae.gov.ie/documents/DCCAE-National-Implement-Plan.pdf>

TAKING ACTION

<p>The Big Picture</p>	<p>How to tackle problems within our communities?</p> <p>Many of the issues faced by the global community, and addressed within this Workbook, are daunting to most of us. It can seem overwhelming to try to take positive local action on issues with global importance and many people shut down in the face of these challenges. We want to demonstrate that by breaking down problems into manageable segments, working together, asking for help, building solidarity and enjoying seeing our communities respond and get better as the result of our actions, that we can have real, tangible impact.</p>
<p>Identify the problem area</p>	
<p>Identify the goal</p>	
<p>What steps need to be taken to reach the goal (these are examples, there will be more based on the particular action)</p>	<ul style="list-style-type: none"> • Organise, get people involved • Make a plan of action • Lobby your Council and other representatives • Petition (Change.org is a good one) • Publicise, blog, social media, newspapers, radio • Network, talk to EVERYONE • Reach out to your Public Participation Network (PPN) • Use Ireland's commitment to the SDGs
<p>Workplan and Time Frame</p>	<p>Use Gantt Chart to plot what needs to be done and when it needs to be done</p>

CAMPAIGN PLANNER

Activity	To Do
Identify the Goal of the Campaign	
What have others done in the area? What is public opinion on this topic?	
Lay out your milestones, time frame, numbers, etc.	
Who can help you (eg. local businesses, councillors, press etc.)	
Develop a campaign slogan	
Roll out your Campaign	

EVENT PLANNER

Activity	To Do:
Event Title & Event Description	
Goal of Event	
Size and Location of Event	
Target Audience/ Invitation List	
Budget	
Promotional Plan	
Risk Management	Risks: Risk Mitigation Strategies:
Catering	
Speakers/Performers	
Technical Specifications	
Task List & Responsible Person	

MONITORING & EVALUATION

Saolta has also developed a dedicated monitoring and evaluation resource and it is recommended that you also consult that document for a detailed template for carrying out monitoring and evaluation activities.

Steps		
Objectives of Project (make sure they are SMART)		
Time Frame/Mileposts		
Indicators (how do you know if you have met your objectives)	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> • Number of people attending/participating in your activity or event • Likelihood that participants will take action on a global issue after participating in your event. 	
Target Audience/ Invitation List	<ul style="list-style-type: none"> • Did your target group attend your event? • If not, why not? 	
Metrics (how do you know if your indicators were met, your measurement tools)	Baselines	Targets
Responsible Person		

Notes:



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*Empowerment for a better world through
Adult and Community Education.*