

ACT

ACTION FOR COMMUNITY TRANSFORMATION



GLOBAL GOALS FOR CHANGE



COMMUNITY TOOLKIT



INTRODUCTION

Global Action Plan (GAP) Ireland is an award winning not-for-profit organisation supporting schools, communities and businesses to take practical action to live as sustainably as possible. GAP is part of GAP International – a global network of organisations in over 27 countries, that facilitate behaviour change to promote environmental sustainability.

Our mission is to support people to live more sustainable lifestyles, by offering practical yet creative solutions that inspire people to act. Equally important, GAP programmes empower individuals to change their long-term consumption habits with sustainable living tools and programmes.

This resource - Action for Community Transformation, has been designed to help community groups to engage with the Sustainable Development Goals or Global Goals. They were set up in 2015 by the United Nations. 193 countries signed the 17 UN Sustainable Development Goals committing to drastically improve the conditions for people and planet by 2030. This toolkit aims to bring Development Education (DevEd) and Education for Sustainable Development (ESD), already established in the formal education sector, to the non-formal adult and community sector.

This toolkit is motivated by the idea that, through critical thinking and reflection, we can aim to work towards taking action for positive change. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and you! These are universal goals for all countries to be achieved. This resource pack will give you some fun and creative ideas on how to get a group informed about the Sustainable Development Goals, to create active global citizens and do your bit for the planet. **Through a multiplier effect we hope that this toolkit will continue to empower those within and beyond your community.**

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The activity on p.10 is reproduced and adapted with permission from Murphy, C (2020) *Let's Talk SDGs: Supporting Critical Perspectives on the Sustainable Development Goals*, October, Belfast: Centre for Global Education, p. 10. Copyright © Centre for Global Education. To access the full resource visit: <https://www.centreforglobaleducation.com/sites/default/files/Let%27s%20Talk%20SDGS.pdf>.

The activity on pages 20 & 85-87 is adapted with permission from Stuteville S., Stonehill A., Partnow, J. and Waitutu E. (2008), *Water Wars: Ethiopia and Kenya*. Washington D.C. Brown University & The Pulitzer Centre. This lesson plan is complementary to the Pulitzer Centre's reporting Project, *Water Wars*. For more information about the project, visit: <https://pulitzercenter.org/projects/water-wars-ethiopia-and-kenya>



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FOREWORD

At **Global Action Plan**, we believe that **empowered individuals** can make a **difference**!

With a population of 7 billion people and limited natural resources, individuals and society need to learn to live together sustainably. We need to take action responsibly and be conscious that what we do today can have implications on the lives of people and the planet today and into the future.

At Global Action Plan (GAP), we believe that each one of us can make a difference and be empowered to lead our communities to a sustainable future for the benefit of current and future generations.

Through a set of global agreed activities and targets, the United Nations Sustainable Development Goals (UN SDGs) provide a universal framework within which we can build a better and more equal society for all. This framework is based on the understanding that we all have a responsibility to become leaders and champions in our own communities and societies, so that together we can work towards ending poverty, protecting the planet and ensuring equality and prosperity for all. In order to support the achievement of these goals, GAP engages with different groups of Irish society and enables actors of change to participate and contribute to put the world onto a more sustainable path.

GAP's toolkit 'Action for Community Transformation' introduces a programme based on the United Nations Sustainable Development Goals, whereby together, through active, transformational learning, we explore the interconnected nature of poverty, inequality and climate change, and imagine new solutions. The core focus of this toolkit is to help communities to understand how the goals are interlinked and how the fight against climate change helps to address poverty eradication locally and globally. These are necessary steps in order to work towards a sustainable community, society and world.

We acknowledge and are thankful for the ongoing support provided by Irish Aid for the development of GAP's Action for Community Transformation and we are confident that this resource will empower educators, leaders and communities to grow into active global citizens and be the drivers of change to put Ireland and the world on a sustainable and greener path.

Eufemia Solinas
Chief Executive Officer

EDUCATION

WHAT IS DEVELOPMENT EDUCATION?

Development education has many dimensions, and different groups and people focus on different part of the idea. More confusingly, sometimes it is referred to as global citizenship education. Below are three definitions. What do they have in common?

“[Development education is] an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and others at personal, community, national and international levels.”

Irish Aid, 2003

“Development Education enables people to understand the world around them and to act to transform it. Development Education works to tackle the root causes of injustice and inequality, globally and locally. The world we live in is unequal, rapidly changing and often unjust. Our everyday lives are affected by global forces. Development Education is about understanding those forces and how to change them to create a more just and sustainable future for everyone.”

Irish Development Education Association (IDEA)

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Goal 4.7 of the UN Sustainable Development Goals, 2015

BROADLY SPEAKING, DEVELOPMENT EDUCATION (AND THIS TOOLKIT):

- Critically engages with issues of global justice and equality.
- Explores development and human rights.
- Links the things that happen at a local level to what happens at a global level.
- Uses critical thinking, experiential learning and participative learning methods.
- Challenges taken-for-granted assumptions about the way the world works.
- Engages with multiple and diverse voices.

TOOLKIT

USING THE TOOLKIT

In designing this book, we have taken inspiration from the Wedding Cake model of the SDGs. This model divides development, and the UN Sustainable Development Goals, into three tiers of a cake, each resting on the other for support. At the bottom is the biosphere, which supports healthy societies; if societies are healthy, then they can support healthy economies. This model is useful because it recognises the importance of treating our biosphere with respect. Many of the activities that engage with higher tiers will also explore the connections back to the biosphere.

There are a lot of activities in this book, and not all of them will be useful for your community group. There are a couple of ways to approach this material.

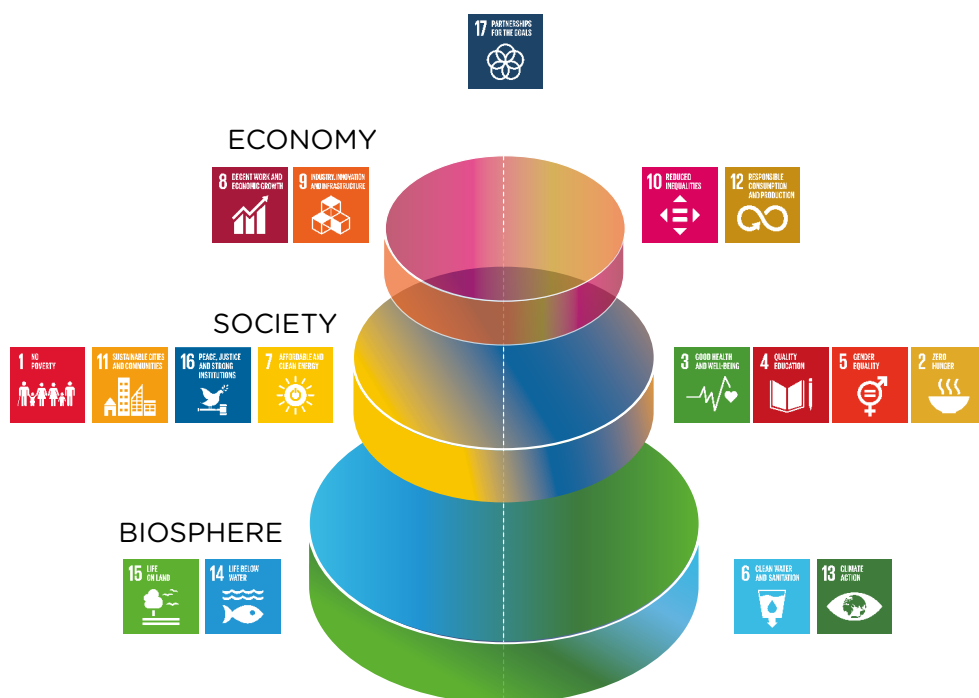
- Explore one tier of the wedding cake. For example, learn about how sustainable development relates to society.
- Choose the topics that are most interesting to your group.

Whatever route you take through the book, conclude with chapter 5. This way your group will take informed action to help us work toward the SDGs!

Each Goal has the same layout:

- The cover page gives some information about the goal, the problems it tries to tackle, and the targets set by the UN.
- An introductory activity raises awareness of the challenges
- A second activity connects the issues to the biosphere, and prompts participants towards an action project.

At the end of every chapter there are some suggestions for taking action. Taking action is central to development education, and we encourage all groups to take action on an issue that matters to them.



Adapted from Stockholm Resilience Centre, Stockholm University (2016)

THE SDGS

A recipe for a better world?



SDG Experts

🕒 30 minutes

📄 SDG Debate cards p. 75-83, or at <https://globalactionplan.ie/education/gcresources/>, blue-tack

1. Ask participants:

How would you like to see the world in 30 years time? What do you want to be different? Give an example from your own experience, e.g. "I would like the world to stop using fossil fuels". Allow participants to discuss in pairs or groups. Take feedback.

2. Explain that the United Nations also has goals for the future. Elicit/explain:

- These goals are the **Sustainable Development Goals** (or SDGs).
- There are **17 goals** for a fairer, more sustainable world by 2030.
- They follow on from the **Millennium Development Goals**, which set 7 targets to be met by 2015
- Each goal is divided into 169 smaller **targets**. Each target is measured using indicators - 232 different indicators are measured.
- The SDGs have been adopted by all United Nations countries.

3. Explain that each participant will become an expert on one of the SDGs. Project/dictate the questions:

- Why is this goal important?
- What are the targets that make up the goal?
- How is Ireland doing on this goal, in your opinion?

Give each participant an SDG card, and ask them to prepare responses to these questions. Allow time for participants to read about their goal. If they need extra information, tell them to explore sdgs.un.org or globalgoals.org.

4. Each participant will present their goal to the rest of the room for about one minute. When each participant has finished presenting their goal, give them some blue-tack and tell them to stick their card to the wall, about one metre away from any other cards.

5. When everyone has described their Goal, you should have up to 17 cards spaced around the room.

Tell participants to go and stand next to the Goal they think is the most important. Take feedback by asking a few people why that goal is so important.



closing questions

- Do you think we can achieve these targets by 2030?
- If they are impossible or unlikely, are they worth trying for anyway?
- Do you think they address the biggest problems in the world? Is there anything missing?



Connected Goals

🕒 25 minutes

📄 SDG Debate cards p. 75-83, or at <https://globalactionplan.ie/education/gceresources/>, ball of wool.

1. Tell participants to stand in a circle. Give each participant one SDG debate card, and ask them to put it on the floor in front of them where everyone can see it. Take one end of the wool in your hand and pass the ball to any participant.

2. Tell everyone to look at that person's card, and find a connection between that Goal card and the Goal card in front of themselves. When they do, that participant will hold on to the strand of wool, but pass the ball. For example:

- Sean has SDG 3 - Good health. Mary has SDG 6 - clean water and sanitation.
- Mary looks at Sean's card, and says, "If people can drink clean water, there will be fewer water-borne diseases that harm health".
- Sean holds the strand of wool, creating an anchor point. He hands the ball to Mary. The wool should now connect you to Sean, and Sean to Mary.

3. Repeat step 2 until everyone has found a connection between their Goal and at least one other.

If participants are finding it difficult to identify a connection, remind them to think about the targets and indicators in each Goal. Does one thing help another? Can two targets be measured by the same indicator?

4. When all participants have been connected into the web of wool, ask:

- Why is it important to treat development issues as interlinked?
- Whose responsibility is it to work towards these goals - governments, charitable organisations, communities, individuals?
- Many of the goals were impacted as a result of the Covid-19 pandemic,. What are the consequences for interlinked SDGs? e.g. Children weren't able to go to school, which meant they might have issues getting skills to compete in the labour market.
- You could also demonstrate the wedding cake model of the SDG on page 6. Describe the different tiers of the cake, and how Goal 17 links all of them together.

What's not there?

🕒 45 minutes

🖨️ Projector, internet access for each participant or group to Global Indicator Framework at <https://unstats.un.org/sdgs/indicators/database/>

1. PROJECT THE TABLE BELOW ON THE BOARD. ASK:

- Which of these issues are problems in Ireland?
- Which of these are problems all over the world?
- What are the three biggest problems on this list?

Allow about five minutes for discussion. Take feedback.

Mass consumption	Structural causes of poverty	White supremacy	Colonialism	Global supply chains
Tax havens/ off-shore tax	Resource extraction	Vulture funds	Corporate tax	Tax evasion
Wealth distribution	Land grabs	Military spending	Neoliberalism	Fake news
Nuclear weapons	Water rights	Global financial markets	Privatisation	Oppression of indigenous peoples

2. Divide participants into groups of 3. Each group should be able to access the internet. Share the Global Indicator Framework, or ask them to use their phones to scan the QR code on the right. Explain that this is a searchable version of the SDG targets (sub-goals) and indicators (things we can measure to understand progress).

3. Tell participants to search the global indicator framework for the terms in the box.

Are these terms included in the indicators? If so, what goals are they connected to? If not, why not? Ask them to search for other issues of importance to global justice.

4. Allow ten minutes for them to search. Take feedback on what they found.

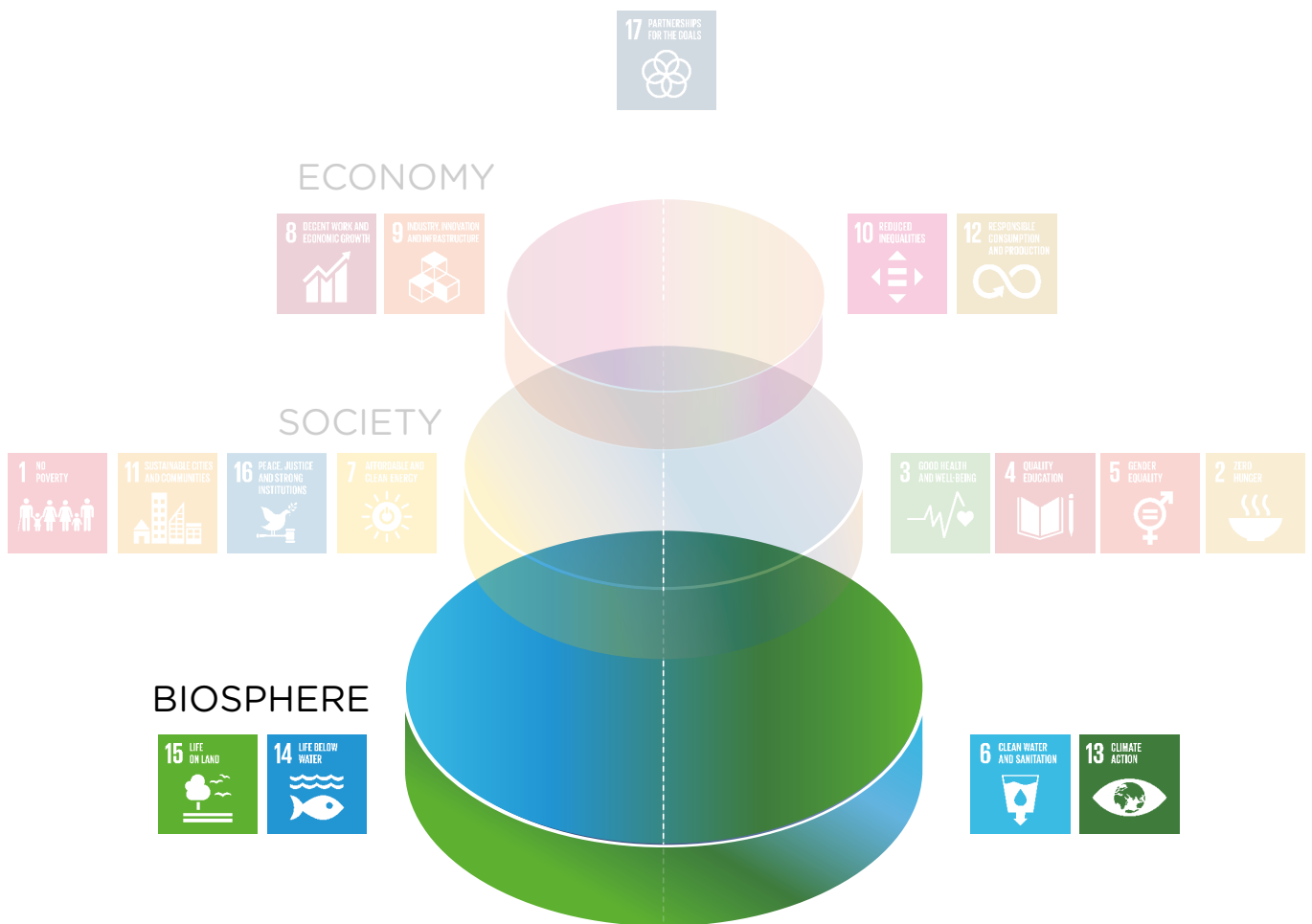


closing questions

1. Why are these major issues not addressed in the SDGs?
2. The SDGs aim to involve large corporations in creating positive change. Can companies really act in the public interest, or are they only motivated by profit?
3. One criticism of the SDGs is that they aim for a visionary change in the world, but attempt to meet it through business-as-usual methods. How true is this?
4. Is it possible to continue with our current economic systems and still achieve the SDGs? Or are they doomed to fail? Why?
5. How can we work toward some of the important issues that are left out of the SDGs at the same time as advancing the goals themselves?

This activity reproduced and adapted with permission from Murphy, C. (2020), *Let's Talk SDGs* (p. 10), Centre for Global Education, Belfast.

tier 1 biosphere



15 LIFE ON LAND



Life on Land



Learning Objectives

Participants should gain a deeper understanding of the importance of human induced climate change and the effect it has on our planet, its ecosystems, and biodiversity. The workshops shall empower participants to take meaningful action in their community.



info box

Community link to Goal 15

About 80% of human diet is provided directly by plants. Current dietary habits result in only 3 cereal crops (rice, maize and wheat) providing 60% of human energy intake. Reversing desertification by the regeneration of grasslands and forests, as well as greening the deserts could offer a galvanizing goal of large-scale ecosystem regeneration in response to climate change and resource depletion.



fact box

United Nation's Targets for this Goal



15.1 By 2020, ensure the conservation, restoration and sustainable use of freshwater ecosystems, in particular forests, wetlands, mountains and drylands.

15.2 By 2020, promote the sustainable management of all types of forests, halt deforestation, restore degraded forests and increase reforestation.

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by drought and floods.



15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to provide benefits for sustainable development.

15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species.

15.6 Promote fair and equitable sharing of the benefits arising from research into plants and animals



15.7 Take urgent action to end poaching and trafficking of protected species animals and plants.

15.8 By 2020, introduce measures to prevent the introduction and reduce the impact of invasive alien species on ecosystems

15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes.



Find out more about this goal:

<https://sdgs.un.org/goals/goal15>

SDG 15

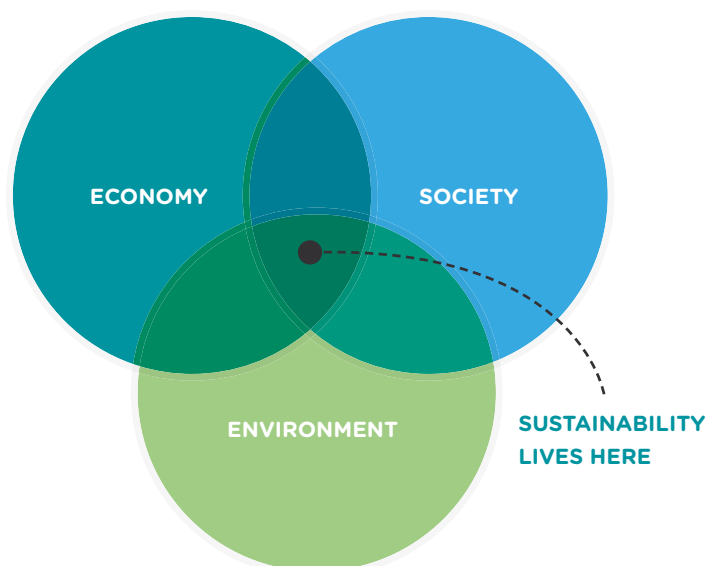
Activity 1: Unsustainable Breakfast

🕒 20 minutes

📄 Lifecycle of an Avocado, cut into cards (see page 84), flipchart paper, markers

INTRODUCTION: This activity will follow the journey of a Mexican avocado. Avocado toast has become one of the most popular breakfast dishes recently. But where does the fruit come from, and who has to pay the price for this new trend?

Overlapping-Circles Model



Information for facilitators

- Mexico is by far the world's largest avocado growing country, producing several times more than the second largest producer, The Dominican Republic.
- In 2013, the global total area dedicated to avocado production was 168,155 hectares (415,520 acres), and the harvest was 1.47 million tonnes.
- The states that produce the most avocados are México, Morelos, Nayarit, Puebla, and Michoacán, accounting for 86% of the total.
- In Michoacán, cultivation is complicated by the existence of **drug cartels** that extort protection fees from cultivators.
- They are reported to exact 2000 Mexican pesos per hectare from avocado farmers and 1 to 3 pesos/kg of harvested fruit.

Ask participants where does avocado come from? How often do they eat them?

Put participants into groups of 4. Give each group a set of Lifecycle cards, and ask them to put them in order.

Show participants the model of sustainability above. Explain that there are different dimensions of sustainability. An action is sustainable if we can continue doing it long-term without depriving opportunities to others.

Closing questions

- What are the **implications** of avocado production for:
 - People? • The environment? • The economy?
- Can you think of a **breakfast that is more sustainable**?
- **Compare the lifecycle of the avocado and the targets for the SDGs.** Does this goal address all the issues around unsustainable food?
- How can we **ethically consume food grown in other countries** (e.g. Coffee, chocolate, bananas)?

Find out more!

This video talks to Mexican avocado farmers about the social and environmental dangers they face (8 mins).

www.youtube.com/watch?v=k7uK850h5Xc

What would be a more ethical breakfast?

www.globalcitizen.org/en/content/breakfast-ethical-eating-fairtrade-organic/?template=next

NOTE: This video contains some strong language, a shot of an animal being butchered, and handling of guns. Review to ensure it's appropriate for your group first.

Activity 2: World Cafe

🕒 25 minutes

📺 Projector for Video, Flipchart Paper, Markers

Show participants the following video: www.youtube.com/watch?v=VrzbRZn5Ed4

The video gives a more global view on land destruction caused by humans, but is also a call for action.

Ask: What needs to happen to bring about change? Put ideas into the template below.

Individual Action	Collective Action

National Action	Global Action

**closing questions**

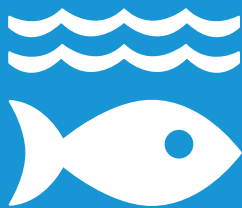
- Look at the targets on page 12. How do the actions you suggested connect with those targets?
- Why do we need to protect life on land? Is land only a resource for humans to use for our development, or is it something more?
- One criticism against the SDGs is that they don't rely enough on indigenous and local knowledge. How can local knowledge help maintain ecosystems and biodiversity? Watch the video on Ngarang-Wa land management below for some ideas.

**find out more!**

This video explores how the Ngarang-Wa in Australia use ancestral knowledge to manage their lands (4 min).

<https://www.youtube.com/watch?v=PiQCI329TBY>

14 LIFE BELOW WATER



Life below water

Learning Objectives

This workshop explores the relationship between plastic and our oceans.



Participants will learn of the importance of marine ecosystems to human and animal life. They will explore a polluted waterway in Ireland, consider the global consequences of plastic pollution, and explore innovative solutions from other countries.



info box

Community link to Goal 14

Our lifestyles are heavily affected by about 40% of the world's oceans through pollution; fisheries depletion and coastal habitat loss, while ocean acidification due to anthropogenic climate change and plastic pollution now affect all of the oceans. **Marine ecosystems provide a livelihood for many coastal communities around the world, which in 2017, represented 37% of humanity.**



fact box

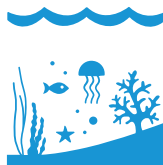
United Nation's Targets for this Goal



14.1 By **2025**, prevent and reduce marine pollution, in particular from land-based activities.

14.2 By **2020**, sustainably manage and protect marine and coastal ecosystems and restore them in order to achieve healthy and productive oceans

14.3 Minimize and address the impacts of ocean acidification.



14.3 By **2020**, effectively regulate harvesting and end overfishing, illegal and destructive fishing practices and restore fish stocks.

14.4 By **2020**, conserve at least 10% of coastal and marine areas.



14.5 By **2020**, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, recognizing that special treatment for developing and least developed countries should be part of the World Trade Organization subsidies.

14.6 By **2030**, increase the economic benefits to small island developing States and least developed countries from the sustainable use of marine resources.



Find out more about this goal:


<https://sdgs.un.org/goals/goal14>

SDG 14

Activity 1: Moving Debate – Oceans and Plastic

🕒 10 minutes

📝 None

 **Ask participants to stand in the centre of the room.** Explain that the left of the room is “True”, and the right of the room is “False”. You will read a statement – if they think it’s true, they should move to the left, and if false, move to the right. Test with an example sentence e.g. “The sky is blue today”. Participants move to the appropriate side of the room.

Read the below sentences. Participants move to the appropriate side of the room.

- 75% of the Earth is covered in water - that’s 3/4 of the entire earth’s surface. (T)
- The ocean contains nearly 200,000 species of animal. (F – there are 200,000 identified, but there are probably between 500,000 and 10 million)
- 40% of the ocean is affected by pollution, depleted fisheries, loss of coastal habitats and other human activities (T).
- The ocean absorbs 30% of carbon dioxide produced by humans (T)
- 1 billion people depend on coastal biodiversity and marine life for their livelihoods (F – it’s closer to 3 billion).
- The global market value of marine and coastal resources and industries is estimated at US \$3 trillion per year. (T)
- Coral reefs are bleaching because seas are warming (F – bleaching occurs as oceans become more acidic as they absorb carbon).
- More than 8 million tonnes of plastic leaks into the ocean each year – equal to dumping a garbage truck of plastic every minute (T) (UN 2019)
- There is a plastic garbage patch in the middle of the Pacific Ocean about the size of Ireland (F – Great Garbage patch is 8 times the size of Ireland - bigger than the State of Texas!)
- If we continue producing the same amount of plastic as we currently do, there will be more plastic in the oceans than fish by 2100 (F – we will get there by 2050) (UN 2017)
- Ireland produces 54 kilos of plastic waste every year – the highest in Europe. Only one-third of this is recycled. (T; EPA, 2020)



closing questions

- From the last activity, what would you say are the **biggest challenges for our seas and oceans?**
- Large parts of the ocean are international waters, and therefore don’t belong to any one country. **Whose responsibility is it to protect and clean these areas?**



find out more!

This article argues that new technology isn’t the answer - we need to change our behaviour

<https://theconversation.com/plastic-pollution-seaside-communities-coming-together-will-save-us-not-technology-100190>



Seaspiracy - How sustainable is fishing really? How do our diets impact the sea?



Chasing Coral - A team of divers explores why coral is bleaching all over the world.

SDG 14

Activity 2: Water and Pollution – Problems and Solutions

🕒 30 minutes

📌 None



1. Ask groups to discuss the following questions:

- What are the benefits of having healthy rivers and seas?
 - What causes pollution in rivers and what are the consequences? What types of pollution would you find?
- What can individuals do to prevent or repair damage to waterways from individuals? What about polluting companies?

Show this video about the river Dodder: www.youtube.com/watch?v=78hRMhoXw8M

2. Ask participants:

- What are the benefits of taking action on water pollution? For people? For nature? For the community?
- What water bodies are in your area? How polluted are they?
- What could a local organisation do to clean a local body of water?
- What can you do to reduce the amount of plastic you and the people around you consume?



Information for facilitators

The River Dodder is approximately 29 kilometres long and flows from the Wicklow Mountains through areas of South Dublin including Tallaght, Milltown, and Donnybrook, before entering the Irish Sea at Grand Canal Dock. It is known for being a popular river for fishing and has been prone to flooding in the past. Over the past number of years locals have volunteered to help reduce the level of litter in the river.

3. Participants will role-play a problem-solving discussion. They represent a political party who campaigned in an election on a green platform – and won! Now they need to solve the issue of ocean plastics in Ireland.

Provide groups with innovative examples from different countries.

- India uses plastic waste to build roads, rather than dump it in the sea/rivers/lakes and landfills.
- Mexico (EcoDom business) processes plastic waste and manufactures it to build houses
<https://unreasonable.is/ecodomum-story/>
- Vietnam is home to over 2,800 craft villages, many of which utilise plastic waste
<https://ourworld.unu.edu/en/a-look-at-vietnams-plastic-craft-villages>

HOW WILL THEY SOLVE IRELAND'S PLASTIC PROBLEM?

4. Each group presents their idea to the rest.

- Would anyone disagree with this plan? Why? (think about businesses, consumers, special interest groups, etc.)
- How does their plan interact with other SDGs? (e.g. Good health, quality education, etc.)

6 CLEAN WATER AND SANITATION



Clean Water and Sanitation

Learning Objectives



Participants will consider the water we use every day, especially water hidden in other products. They will also compare Ireland's water use with drier countries.



info box

Community link to Goal 6

Water scarcity affects more than 40 per cent of the global population and is projected to rise. Over 1.7 billion people are currently living in river basins where water use exceeds recharge. More than 80 per cent of wastewater resulting from human activities is discharged into rivers or sea without any pollution removal. Approximately 70 per cent of all water abstracted from rivers, lakes, and aquifers is used for irrigation (UN, 2019). 30% of the world's population don't have access to safe, clean water at home. (Source: UN, 2019)



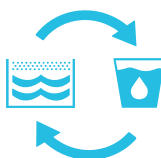
fact box

United Nation's Targets for this Goal



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

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all, paying special attention to the needs of women and girls and those in vulnerable situations



6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, and substantially increasing recycling and safe reuse globally

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



6.5 By 2030, implement integrated water resources management at all levels

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes



Find out more about this goal:

<https://sdgs.un.org/goals/goal6>

Introduction - How many litres of water?

🕒 10 minutes

📝 Pen & Paper



PART A

1. Ask participants to write a list of everything you can think of that you used today that contained water.

2. Ask participants to calculate their water footprint using the [Water Footprint Calculator](#) (Use the country settings for the United Kingdom, as Ireland is not there.. When they finish, invite them to compare. Who has the lowest water footprint? Why? Who has the highest? Why?)

Were you surprised by the water usage of items of food? Clothing?

How can we try and save water?



Information for facilitators

Some hidden water examples:

- 15,000 L/KG -- meat
- 925 L/KG -- packet of crisps
- 3,000 L/KG -- a cotton t-shirt
- 2 L/KG -- a plastic bottle
- 17,000 L/KG -- a bar of chocolate

PART B

1. Watch this short video: Confronting High Street Shoppers with A Shocking Truth: Stacey Dooley Investigates: https://www.youtube.com/watch?v=zOe_M3GutdY&t=44s

2. Ask the group to take down some notes of the most shocking facts they hear.

3. Discuss:

- How does this make you feel?
- Did you hear anything which shocked or surprised you?



Closing questions

- To grow enough cotton for one jacket, we need the same amount of water that one person can drink in 24 years. Where is the cotton for clothes grown? (Participants can check inside their clothes if unsure). What are the consequences of such big water use in those countries?
- Why is this water used for clothes and not drinking?
- The woman at the end of the video says "This will change how I shop". What changes could she make?



find out more!

Water as a weapon in Turkey and Syria

<https://newint.org/features/2020/06/02/water-weapon-war>



Water Wars: How water scarcity and access can lead to conflict in Kenya and Ethiopia

<https://www.youtube.com/watch?v=-1y-5KPquQ8>

SDG 03

Main Activity: Water conflict - stakeholder analysis

🕒 45 minutes

📄 Background to the conflict (page 85) - 5 copies, stakeholder description (pages 86-87), copied and cut, projector/flipchart.

This activity is adapted from the Pulitzer Centre and Brown University. It is complementary to the Pulitzer Centre reporting project, Water Wars. More information about the project and about water in Ethiopia and Kenya can be found at the project's web page. <https://pulitzercenter.org/stories/focus-water-wars>



1. Watch the Water Wars video (<https://www.youtube.com/watch?v=-1y-5KPquQ8>). Discuss:

- According to those in the video, how can water scarcity can lead to conflict?
- Who are the different groups involved in this discussion?
- What are their concerns? How do their perceptions differ?

2. Divide participants into five groups. Each group will explore the conflict from the perspectives of one of the stakeholders (interested groups) in the video. Distribute the background information to all groups, and give each group a different stakeholder.

3. Give participants some time to read. As they do, project/write on the board:

- From the perspective of your group, what is the problem? What is causing the problem?
- How has this problem affected your group?
- From the perspective of your group, how should this problem be solved? Who should be involved? Consider local actors as well as national or international groups that might play a role.
- What are the obstacles to your proposed solution? What will be the effect of your proposed solution on other stakeholders?
- What will happen to your group if this problem is not resolved?

When they have finished reading, give participants fifteen minutes to discuss the questions **from the perspective of their group**.

4. Invite each group to summarise their discussion to the rest of the group. Allow participants from each group to ask questions, if needed.

5. Ask:

- Is there a solution that would be acceptable for all stakeholders?
- What contributions does each stakeholder need to make to solve the problem?
- Is this a local problem or a global problem? How does the problem and the solution change when you look at it from different perspectives?



closing questions

- What are the effects of a lack of water? e.g. social changes, public health, conflict, culture
- What would happen if we started to run short of water in Ireland? How would our Wsystems change? How would your family and community cope?
- Goal 6.1 aims to achieve equitable access to water. Given that some countries have more water than others, should water be managed nationally or internationally?
- Average water consumption in Ireland is about 108 litres per day. What would you change if you could only use 50 litres per day? 25?

13 CLIMATE ACTION



Climate Action



Learning Objectives

This workshop will explore Climate Change, the impact it has on the planet and people, and the UN Sustainable Development Goals. It particularly focuses on the impact of climate change on local and global communities and ways to take action to combat it.



info box

Community link to Goal 13

Human activity has caused drastic changes in the Earth's climate. The impacts of our actions since the industrial revolution are now in danger of causing dangerous runaway climate change. We need to drastically and rapidly reduce the greenhouse gas emissions to keep global temperature rise below safe limits of 1.5 degrees C. This requires widespread collaboration at local, regional, and global scales. (Source: UN, 2019)

The EPA Ireland (Environmental Protection Agency, 2019) states that Climate Change in Ireland will lead to sea level rise, more intense storms and rainfall events, water shortages during the summer, adverse impacts on water quality, changes in distribution of plant and animal species and effects on fisheries sensitive to changes in temperature.



fact box

United Nation's Targets for this Goal



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

13.2 Include climate change measures into national policies, strategies, and planning.



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

13.4 Implement the commitment undertaken by developed countries to address the needs of developing countries for meaningful mitigation actions and transparency on implementation, and fully operationalize the Green Climate Fund as soon as possible



13.5 Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities



Find out more about this Global Goal here!

<https://sdgs.un.org/goals/goal13>

SDG 13

Introduction: Climate Feelings

🕒 10 minutes

✂️ Print and cut the statement cards below, or write on scrap paper.
For larger groups, make 2 copies.

1. Ask participants to sit in a circle. Spread the statement cards in the centre
2. Ask: How do you feel when you think about climate change? Allow participants to think to themselves for a moment
3. Invite participants to choose a statement card that reflects their feelings on climate change.
4. Ask participants to share why they chose that card.

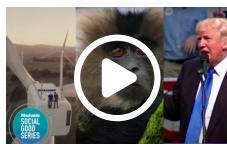
I think about future generations	The earth's climate has always changed over time
Boring, please change the topic...	The Big Freeze 2010
Makes me uncomfortable	Has something to do with the weather
Something about the planet....	Storm Ophelia
I don't care	Snowstorm in 2018
This is so important	Flash Floods 2008
I feel I know very little about it	I think this is one of the most important issues of our time
I am not informed	



find out more!

Extinction Rebellion take non-violent action to highlight how toxic systems are leading to climate breakdown.

<https://extinctionrebellionireland.com>



20 documentaries about climate change and climate action

<https://mashable.com/article/best-climate-change-documentaries/?europa=true>

SDG 13

Main Activity | Root Causes

🕒 40 minutes

📄 Problems and solutions tree (p. 88), photocopied or projected as a model. Flipchart paper.



note to facilitators

The Problems and Solutions Tree helps identify the root causes of problems, and suggest solutions. It can be used to explore many different global issues where the problem is complex and has multiple root causes.



1. Tell participants to draw the trunk of the tree. This is their problem. Label it “Climate Change”

2. Tell participants to draw the branches of the tree (not the leaves yet!). The branches are the consequences of the problem. Label the branches with different consequences of climate change. Tell participants to draw the roots of the tree. These are the root causes. Label the roots with the causes – try to connect these to the consequences.

3. Tell participants to draw the leaves of the tree. These are solutions to the problem. Label the leaves with solutions – try to connect these to the root causes.



Information for facilitators

Climate change impacts are projected to increase in the coming decades and during the rest of this century. Uncertainties remain in relation to the scale and extent of these impacts, particularly during the second half of the century. The greatest uncertainty lies in how effective global actions will be in reducing greenhouse gas emissions. Predicted adverse impacts for Ireland include:

- Sea level rise
- More intense storms and rainfall events
- Increased likelihood and magnitude of river and coastal flooding
- Water shortages in summer in the east
- Adverse impacts on water quality
- Changes in distribution of plant and animal species
- Effects on fisheries sensitive to changes in temperature

(Environmental Protection Agency, 2021)

In October 2018, the Intergovernmental Panel on Climate Change, which include the world's leading climate scientists have warned there is only a dozen years for global warming to be kept to a maximum of 1.5C, beyond which even half a degree will significantly worsen the risks of drought, floods, extreme heat and poverty for hundreds of millions of people.

(The Guardian, 2018)



Action Prompts

Make a green wall

Green Walls are a fantastic way to increase air quality, reduce ambient temperatures, use plants that encourage biodiversity and pollination, and can even be constructed out of recycled materials! Using old plastic bottles, vegetable trays from the supermarket, or anything you have lying around, you can create a living, breathing wall that will benefit life on land. You could even include herbs for your community to use! When you're finding plants to include in your wall, make sure you keep them pesticide free, as chemicals can seriously harm local pollinators!

13 Gallons a Day Challenge

The average person in Ireland uses 133 litres, or about 29 gallons, of water per day (FactFind: How much water do we actually use?) . Meanwhile, 1.42 billion people – including 450 million children – live in areas of high or extremely high water vulnerability (UNICEF, 2021). Why not challenge yourself and those in your community to cut down their daily water usage? You can use the '13 Gallons a Day Challenge' to raise awareness of how much water we use (and waste!), as well as how water poverty affects those around the world. You could also fundraise for an organisation that provides clean, safe water to those in need, or for water saving measures to be built in your community, or both!

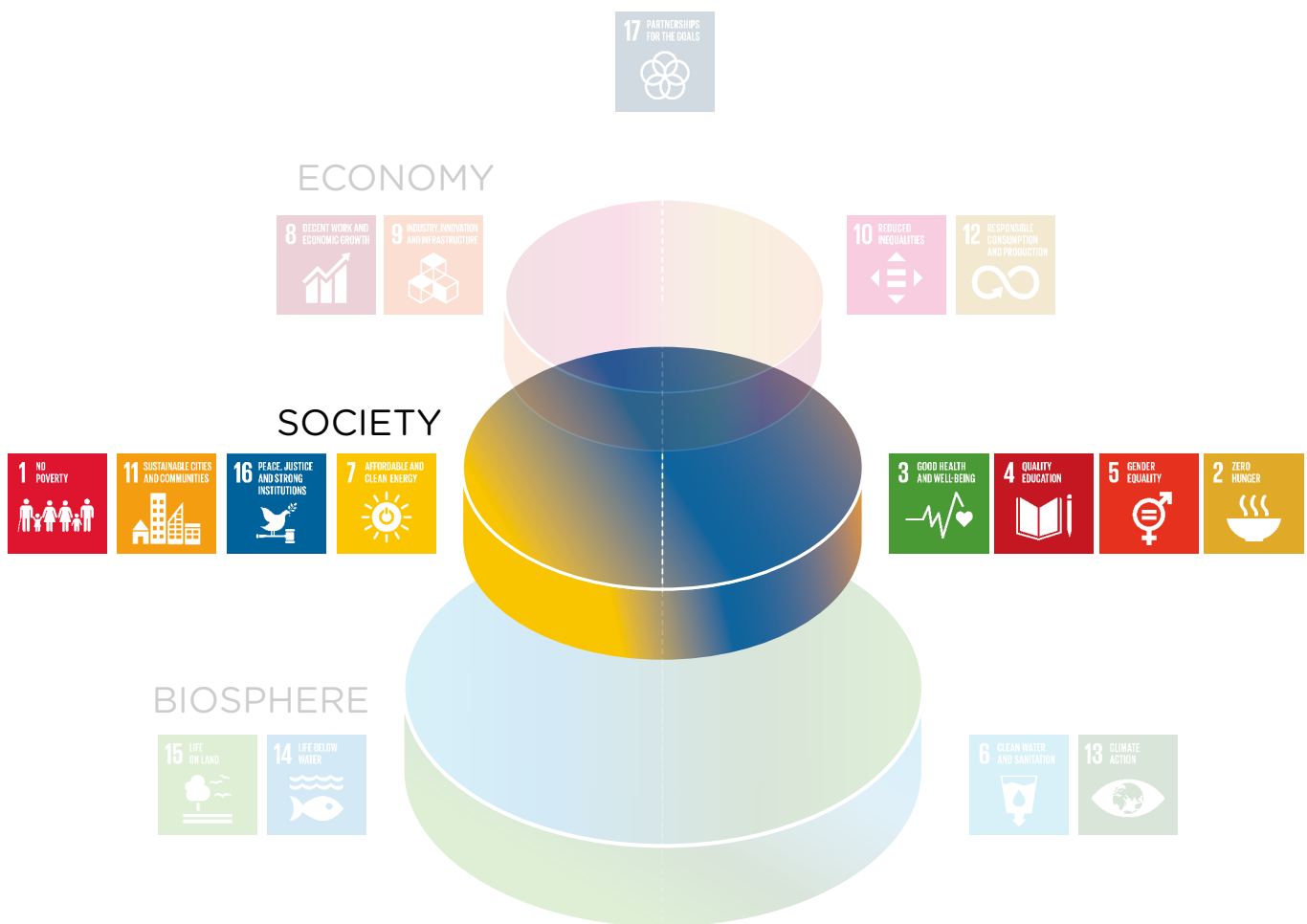
Meat-Free Mondays (MFM) and Fish-Free Fridays (FFF)

The high demand for meat and fish in the Global North has led to a surge in overfishing and an unsustainable meat industry. [Check out some statistics here about the effects of overfishing](#) Decreasing our consumption of meat and fish is a great way to reduce our carbon footprint, whilst sending a message to companies that we won't buy products that contribute to a lack of biodiversity. Challenge your school, job, family, and friends to take on MFM and FFF, whilst raising awareness about the importance of protecting land and sea creatures!

Support local food growers

The food we consume often travels very far to get to us, generating carbon dioxide in travelling and packaging. Supporting local growers can minimise this, while also boosting local businesses and economies. Can you lead a campaign to convert local businesses to use more local, seasonal produce? What about those in your neighbourhood?

tier 2 society



No Poverty

1 NO POVERTY



Learning Objectives



This workshop will explore what poverty means in a local and global context. Participants will consider how poverty exists locally as well as globally, and connect a lack of access to adequate health care, education, housing and employment opportunities to financial and food poverty. Participants will also explore how poverty influences and is influenced by climate change. What will the future of our societies look like? How can we work towards alleviating poverty so that no one is left behind?



info box

Community link to Goal 1

More than 700 million people, or 10% of the world population, still live in extreme poverty - surviving on less than US\$1.90 a day. Having a job does not guarantee a decent living. In fact, 8% of employed workers and their families worldwide lived in extreme poverty in 2018. Globally, there are 122 women aged 25 to 34 living in extreme poverty for every 100 men of the same age group. Poverty affects children disproportionately - one out of five children live in extreme poverty (UN, 2019).

In Ireland, 5.6% of the population experience consistent poverty, and 15% of the population experience deprivation (CSO, 2020). These rates are higher in rural areas and among older populations (Social Justice Ireland, 2020). (Source: UN, 2019)



fact box

United Nation's Targets for this Goal



1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.

1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.

1.3 Implement nationally appropriate social protection systems and measures for all.



1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to ownership and control over land, inheritance, natural resources, new technology and financial services, including microfinance



1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.



Find out more about this goal:

<https://sdgs.un.org/goals/goal1>

SDG 01

Introduction - Poverty Walk

🕒 20 minutes

📄 Personal stories - Pp. 89-90, printed and cut. Space to move.



1. Distribute personal story cards and give participants time to read it. For larger groups, give pairs of participants the same card. Encourage participants to step into the role by introducing themselves to others as that person.

2. Ask the group to stand in a line at one end of the room. Read the first statement.

Participants will:

- Take a LARGE step forward if the statement is completely true for the person on their card.
- Take a SMALL step forward if the statement is 50% true.
- REMAIN STILL if the statement is not true

3. Repeat step 2 for the statements 2-10.

Personal Statements:

1. You have access to safe drinking water.
2. You have enough food to eat.
3. You have a warm and secure home.
4. You are getting or have a formal education.
5. You have access to sufficient medical knowledge and care as needed.
6. You have equality of opportunity (e.g. gender, age, sexuality, disability, race, ethnicity/culture, religion/beliefs et).
7. Your community has the knowledge and resources to be resilient to the effects of climate change such as flooding and drought.
8. You are empowered and in control of your future.
9. Your life improves every day.
10. You can help people in your community to improve their lives.



closing questions

- Target 4.1 defines poverty as \$1.25 per day. How would this target be different if we set the definition of poverty at \$2 per day?
- Is poverty defined just by amount of income? What other factors are there?
- What are the causes of poverty in these people's lives – are they economic, social, political? Something else?
- What would alleviate poverty for these people? Would it be enough to have more money?
- How did it feel to watch other people move forward while you stayed still?



find out more!



This video develops a multidimensional understanding of poverty from first-hand descriptions of those who are experiencing it.

<https://ophi.org.uk/video-poverty-in-el-salvador-from-the-perspective-of-the-protagonists/>



Van Jones describes the connection between poverty and plastics

https://www.ted.com/talks/van_jones_the_economic_injustice_of_plastic

Main Activity: Climate Responses in Dublin & Kigali

🕒 45 minutes

📄 Case study from pp 91-95, printed. Flipchart paper, pens/markers.



Instructions:

1. Divide everyone into four separate groups. Give each group one of the four categories (air quality, water quality, energy efficiency, waste generation).
2. Use Chart A to explore these environmental factors in more depth. On the left is Dublin, Ireland: a city in the Global North, on the right is Kigali, Rwanda: a city in the Global South. Fill the centre circles with things in common between Dublin and Kigali. Fill the outside circles with issues unique to each place.
3. Use Chart B to brainstorm actions that each city can take to tackle their problems. When each group is ready ask them to present their proposed actions to the rest of the class.
4. Do any of the actions between Dublin and Kigali overlap? Do any of the problems share similar solutions?

CHART A

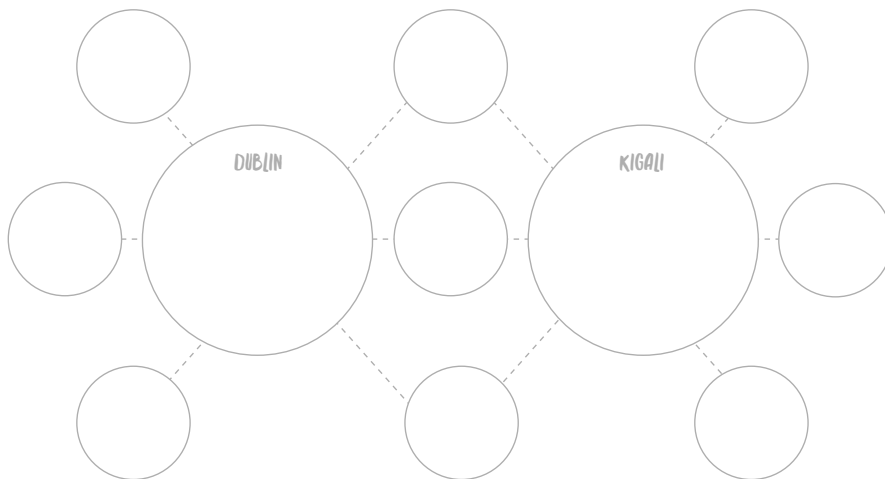
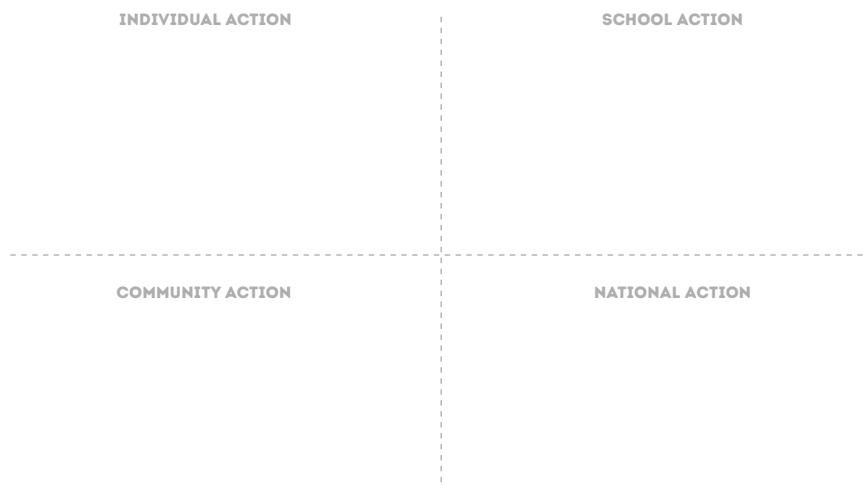


CHART B



Zero Hunger

2 ZERO HUNGER



Learning Objectives

This workshop encourages you to reconsider how we grow, share and consume food today. We will consider how food poverty exists locally and globally, as well as the impacts of overnutrition in the case of Ireland. Let's explore the issues around food production and waste in Ireland and the impacts this can have on communities across the globe.



info box

Community link to Goal 2

An estimated 821 million people were undernourished in 2017. Poor nutrition causes nearly half (45 per cent) of deaths in children under five – 3.1 million children each year. If women farmers had the same access to resources as men, the number of hungry in the world could be reduced by up to 150 million (UN, 2019)

Obesity rates in Ireland are above the EU average based on 2014 data. Childhood obesity rates are not included in the EU SDG indicator set. National data published in 2017 indicates that childhood overweight and obesity rates are stabilising in Ireland, but at a high level of approximately 20%. While less nationally prevalent than obesity, food poverty is also experienced in Ireland, with 9.2% of the population experiencing food poverty in 2016. For children under five years of age in 2016, some 10.2% experienced food poverty in 2016. This rate was higher in lone parent families with children at 23.5% (GeoHive, 2019).



fact box

United Nation's Targets for this Goal



By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.



By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment



By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.



Find out more about this Global Goal here!

<https://sdgs.un.org/goals/goal2>

SDG 02

Introduction: Who ate the cookies?

🕒 30 minutes

📋 1 biscuit (sweets etc) per participant, 7 plates, continent names for each table/space in the room

*Please check if your group have any allergens before doing this activity. Participants do not need to eat anything they are unsure of.



Table Number	Continent	Number of cookies	Number of people (group of 15)
1	Africa	1	3
2	Asia	2	5
3	Europe	3	2
4	Latin America	5	2
5	North America	2	1
6	Oceania	1	1
7	Antarctica	1	1

- 1. Set up 7 tables/spaces around the room. Each table represents 1 continent.** Set a plate on each table, and the number of cookies on each plate as in the chart above. The cookies represent the food supply in each continent.
- 2. Assign the correct number of participants to each table, as in the chart** (e.g. Table 1 - Africa will have 1 cookie and 3 participants). This represents the population size of the country.
- 3. Tell the participants to decide how to distribute the cookies on the table.** They may not share with any other group.
- 4. Ask participants to guess which continent their table is based on,** relative to food and population size.



closing questions

- What challenges did you have in distributing the cookies evenly?
- Did any table have more than they needed? What did they do with the extra?
- In this activity, cookies represented food. Can you think of any other resources that are distributed unevenly? (e.g. healthcare, access to education, etc.)
- Does everyone in a country have equal access to food?
- Why did Asia and Africa have less access to food than other continents? How is this influenced by a) education b) climate c) land usage?

SDG 02

Main Activity: Food wastage and climate change

🕒 45 minutes

📄 Problem & Solution Tree printed/projected (page 23), flipchart paper, markers



Instructions:

1. Tell participants to draw the trunk of the tree. Give each group different problems connected with food:

- Climate change
- Obesity
- Food waste
- Food poverty

2. Tell participants to draw the branches of the tree (not the leaves yet!). The branches are the consequences of the problem. Label the branches with different consequences of climate change. Tell participants to draw the roots of the tree. These are the root causes. Label the roots with the causes – try to connect these to the consequences.

3. Tell participants to draw the leaves of the tree. These are solutions to the problem. Label the leaves with solutions – try to connect these to the root causes.

Follow-up activity: Write a letter to your local government so that action can be taken on this issue.



find out more!



Prof. Johan Rockström and Pavan Sukhdev explore the connections of food to environment, and underline the importance of action

<https://www.youtube.com/watch?v=tah8QlhQLeQ>

This interactive map visualises food insecurity into the future in different climate change scenarios..

<https://www.carbonbrief.org/interactive-how-climate-change-shapes-food-insecurity-across-the-worldplastic>

3 GOOD HEALTH AND WELL-BEING



Good Health

Learning Objectives



We will explore the disparities in access to health- in Ireland and abroad. This workshop will explore structures which prevent equal access to healthcare and consider how pollution of our environment can lead to health complications for communities around the world.



info box

Community link to Goal 3

17,000 fewer children die each day than in 1990, but more than five million children still die before their fifth birthday each year. Children born into poverty are almost twice as likely to die before the age of five and children of educated mothers—even mothers with only primary schooling—are more likely to survive than children of mothers with no education. Tuberculosis remains the leading cause of death among people living with HIV, accounting for around one in three AIDS-related deaths, with over 1 million people dying from HIV/AIDS each year (UN, 2019).

In Ireland approximately 38% of people over 50 years have one chronic disease and 11% have more than one. Chronic disease accounts for 80% of all primary care physician visits, 40% of hospital admissions, and 75% of hospital bed days (GeoHive, 2019).



fact box

United Nation's Targets for this Goal



3.1 By **2030**, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.

3.2 By **2030**, end preventable deaths of new-borns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.

3.3 By **2030**, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.



3.4 By **2030**, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

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

3.6 By **2020**, halve the number of global deaths and injuries from road traffic accidents



3.7 By **2030**, ensure universal access to sexual and reproductive health-care services, including family planning, information and education, and the integration of reproductive health into national strategies and programmes.

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.

3.9 By **2030**, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.



Find out more about this goal:

<https://sdgs.un.org/goals/goal3>

SDG 03

Introduction – Speed debating

🕒 20 minutes

📋 Motions (see below) written/printed on cards. Tables (1 per 2 people), chairs (1 per person).

1. **Distribute the motions so there is one per table.** Arrange seats so participants are facing each other across the table.
2. **Invite participants to read the motion, and then discuss whether they think the motion is true or not.**
3. **After two minutes give a signal (e.g. ring a bell, clap hands).** Participants move to a different table, and discuss the motion there.
4. **Repeat step 3 until all participants have discussed all motions.**
5. **To make this more challenging for participants,** you can make participants agree or disagree with each motion before they see the card.

MOTIONS

Access to healthcare is the most important of the SDGs.	Mental health is not considered in the same way as physical health.	Everyone has the same kind of access to healthcare in Ireland.
Social media is harmful to mental health.	Climate change is linked to health and well-being.	
Poverty is a cause of poor health.	Poverty is a consequence of poor health.	Ireland is a healthy country.

🔒 closing questions

- Did you hear anything you agree with?
- Did you hear anything you disagreed with?
- What are some of the major health challenges in Ireland?
- How does health link with other SDGs?

👉 find out more!

https://www.euro.who.int/_data/assets/pdf_file/0009/419463/Country-Health-Profile-2019-Ireland.pdf

Statistics about health in Ireland before the Coronavirus crisis.

The global consequences of vaccine inequality

<https://www.youtube.com/watch?v=OztreTkbTzA>

SDG 03

Health inequality - 5 Whys?

🕒 40 minutes

📝 Problem statements (see step 3) written on separate pieces of paper, flipchart paper & markers



1. Explain that this activity helps focus on the root causes of problems. It does this by asking the question “Why...?” five different times.

2. Split participants into 5-6 groups.

Give each group paper and a marker and ask them to draw the missing table to the right.

WHAT IS THE PROBLEM?

WHY?

WHY?

WHY?

WHY?

WHY?

3. Give each group one of these problem statements

People who live in more equal countries tend to live for longer (World Health Organisation, 2016)

By April 2021, 56% of Covid-19 vaccines had been given in high-income countries, which have 16% of the population. 0.1% were issued in the 29 lowest income countries, which have 9% of the population (Agence France Presse, 2021)

Black women in the UK are four times more likely than white women to die in childbirth (The Guardian, 2021).

In Ireland, people in more deprived areas are less likely to rate their health as good, are more likely to have long-term health problems, and are more likely to smoke and binge-drink (Healthy Ireland, 2018).

Despite increases in contraceptive use in recent decades, an estimated 218 million women of reproductive age, mostly in low- and middle-income countries, have an unmet need for modern contraceptive methods (Ali, Tran, Kabra & Kiare, 2021).

People in developing countries are at higher risk to tuberculosis, and are less able to access treatment for this disease that is treatable and curable (World Health Organisation, 2020).

4. Each group reads their problem statement, and asks “why...” (e.g. “Why do people in more equal countries live longer?”). They discuss and come up with a one-sentence answer (“Because there are less physical and mental stresses in equal countries”.)

5. The answer becomes the new problem statement, and the group asks “Why...” (e.g. “Why are there less physical and mental stresses in equal countries?”). Once more, discuss and find an answer (“Because all people can access the same range of basic needs”)

6. Repeat step 5 until the groups have asked “Why...” five times.

Encourage participants to speculate and check facts.

7. Ask each group to feed back on their discussion. Did any similar themes emerge?

How is health an issue of justice?



closing questions

- What themes were similar in all of your conversations? What did you learn about health inequality? What connections did you discover between health, equality, and environment??
- What are some key issues with health in your community? Are they linked to other issues?
- Whose responsibility is it to address national health inequalities? What about global health inequalities?

4 QUALITY EDUCATION



Quality Education



Learning Objectives

Participants will recognise the importance of education in improving their lives, the lives of others, and the environment. They will be able and motivated to take action so opportunities for lifelong learning are realised equally for all genders, abilities, and socioeconomic backgrounds.



info box

Community link to Goal 4

In 2017, 162 million children worldwide were out of school. Without action, this number is set to rise to 200 million by 2030. Furthermore, half of all children in primary and lower secondary school worldwide are not achieving minimum proficiency in maths and reading, and many drop out. More than 770 million adults worldwide are illiterate, and two-thirds of these are women. How can we develop education systems to give everyone access to high-quality education? (Source: UN, 2019)

Nearly half of all 25-64 year-olds (47%) in Ireland have attained a tertiary education, one of the largest shares across the OECD. The tertiary attainment rate is even higher among women (51%, compared with 43% among men) and for the younger generation, reaching 60% among 25-34 year-old women and 52% among young men in the same age group. However, one in six adults in Ireland score below level one on a five-level literacy scale, which means they may struggle to read basic written information. (OECD, 2019)



fact box

United Nation's Targets for this Goal



4.1 By 2030, ensure that all girls and boys complete free, quality primary and secondary education.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and third-level education.



4.4 By 2030, substantially increase the number of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.



4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, and global citizenship.



Find out more about this Global Goal here!

<https://sdgs.un.org/goals/goal4>

SDG
04

Introduction - Education 3-Step Interview

🕒 25 minutes

📋 Flipchart paper, markers



1. Write these questions on flipchart paper or project them.

- Where did you go to school?
- What did you like about school? What didn't you like?
- What is the goal of education?
- Is some education “better” than others? How?
- Does everyone in Ireland have the chance for equal education? Why/why not?
- What stops people from completing formal education?
- What have you learned since leaving school?
- How should schools be different?
- How can education help us work towards the SDGs?

2. Divide participants into groups of 3. Each group has an A, B, and C.

3. A interviews B with these questions, while C takes notes on their answers.

4. After five minutes, change roles. Now B interviews C while A takes notes.

5. After five minutes, change again. Now C interviews A while B takes notes.

6. Feedback from the class by focusing on each question. Ask participants to refer to their notes. What themes emerge?



find out more!



Sir Ken Robinson - Changing Education Paradigms (10 mins)

https://www.ted.com/talks/sir_ken_robinson_changing_education_paradigms



Schooling the World (64 mins)

<https://www.youtube.com/watch?v=oDxYWspiN-8>

SDG 04

Activity 2: Education responses to climate change

🕒 30 minutes

🖨️ Pictures/cards from pages 97-98, blue tack



Information for facilitators

Mitigation describes efforts to reduce the levels of greenhouse gases in the atmosphere. This involves reducing the amount of gases that are released, or increasing the amount of carbon that is recaptured in sinks in the earth.

Adaptation describes efforts to adapt to existing climate change. This could involve efforts to reduce the dangers of rising sea levels (e.g. sea-wall flood defenses), to compensate for extreme weather events (cyclone shelters) or to make the most of longer growing seasons, etc.

Sustainable development refers to efforts to meet the needs of the present, without compromising the ability of future generations to meet their own needs. See 1.1 for a discussion of sustainable development.



1. Stick the cards on the wall around the room

2. Put participants in groups of two or three. Project or dictate these questions:

- How does this kind of education engage with climate change?
- What do children learn about climate change in this school? (e.g. mitigation, adaptation, sustainable development?)
- How can this influence the rest of the community?
- Can you think of any reason this approach might not work?

3. Participants walk around to each card and discuss the questions. After about 5 minutes or when conversation has died down, give a signal for each group to move clockwise to the next card.

4. When all groups have discussed all cards, take feedback on their discussions.



Closing questions

- How does climate change education differ in developed countries from developing countries?
- Which of these education responses would be useful in Ireland? Which ones wouldn't? Why?
- Which of these education responses has the most potential to prevent climate crisis?
- Which of these responses will best help people adapt to a changing world?



Find out more!

Other education responses to climate change.
<https://news.un.org/en/story/2020/03/1059151>

5 GENDER EQUALITY



Gender Equality

Learning Objectives



Participants critically reflect on gender identity and roles, will recognise the levels and impacts of gender inequality at home and abroad in a culturally sensitive way, and will empower and support those affected by gender discrimination.



info box

Community link to Goal 5

If women and minority genders cannot access equal rights to men, part of the world's population are denied the chance to live their fullest lives. For example, only 25% of representatives in national parliaments are women, and 28% of senior management roles are occupied by women. Similar statistics for trans and non-binary individuals are hard to find, with gender non-conformity being legally recognised in only 96 countries worldwide.

Parenting or caring is unpaid work, and women worldwide spend three times as many hours on this as men. Women and gender non-conforming individuals are also more vulnerable to exploitation, trafficking, forced marriages, genital mutilation, and physical violence. How can we ensure that all people, regardless of gender, are protected and can expect the same opportunities?



fact box

United Nation's Targets for this Goal



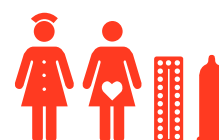
5.1 End all forms of discrimination against all women and girls everywhere.

5.2 Eliminate all forms of violence against all women and girls, including trafficking and sexual and other types of exploitation.



5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

5.4 Recognise and value unpaid care and domestic work, and ensure women's full and effective participation in political, economic and public life.



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.

5.6 Ensure universal access to sexual and reproductive health and reproductive rights



Find out more about this goal:

<https://sdgs.un.org/goals/goal5>

Activity 1: Gender and Sex

🕒 30 minutes

📄 Flipchart paper, A4 paper

**Information for facilitators**

Sex refers to a set of biological characteristics, and usually includes attributes such as hormone levels and functions, chromosomes, and reproductive anatomy. Traditionally, sex is categorised as male or female, though there are many variations in how these biological characteristics manifest.

Gender refers to socially constructed roles that are attributed to men, women, and gender-diverse individuals. Gender exists on a spectrum, and an individual's gender can change over time. Gender roles influence how people perceive themselves and others, how they present and interact, and the distribution of power and resources in any society.

This activity treats gender as binary at the beginning, but the discussion questions open space for a more nuanced view.

**PART 1**

1. Divide the flipchart paper into two columns. On one side write girl/woman and on the other man/boy.
2. Ask: What are the differences between men and women? Make notes under the correct column as participants say them.
3. When the chart is full, or the ideas slow down, read the information from the Note to Facilitator box above.
4. Go through each of the suggestions from 2 and ask the group if refers to sex or gender. Mark with an S or a G.

**closing questions**

- Why is important to distinguish between sex and gender?
- In what ways does gender differ from biological sex?
- This activity used two columns for gender – man/boy and woman/girl. What others should we add? Are there any stereotypes?
- Look at the indicators for SDG 5 on page 38, where gender is discussed in binary terms. Why is this a problem for non-binary or trans people? Could this minimise discrimination and violence against these groups, or increase it?



PART 2

1. Divide participants into groups of 3-4. Give each group two sheets. On one they write "A man's job", and on the other, write "A woman's job".
2. Read out the list of jobs below. For each job, participants decide whether it is stereotypically a job for a man or for a woman, and write onto the correct paper.

Hairdresser	Bus Driver	Play-school Teacher	Child-minder	Journalist
Nurse	Security Guard	Lawyer	Doctor	Fashion Designer
Chef	DJ	Teacher	Bin Collector	Builder
Social Worker	Jewellery Maker	Mechanic	Vet	Gardener



closing questions

- Which jobs were difficult to assign? Why were they difficult?
- What kinds of jobs were in the "Man's Job" space? What made them men's jobs?
- What jobs were in the "Women's job" space? Why were they women's jobs?
- How does someone's gender influence the job they choose in life?
- What problems could someone face if they wanted to do a job that was not stereotypical for their gender?



find out more!



Amber Fletcher is a social scientist who explores the often-invisible connections between gender inequality and climate change.

<https://www.youtube.com/watch?v=iPgdDzBDOE>

This article connects gender equality to all other development goals, in particular those connected to climate.

<https://www.weforum.org/agenda/2019/09/why-women-cannot-be-spectators-in-the-climate-change-battle/>

This report explores the impact of national laws on trans people across the world

<https://ilga.org/trans-legal-mapping-report>

Main Activity - Pyramid Discussion

🕒 30 minutes

📄 Photocopy the table on the opposite page



1. Assign participants in pairs. Give each pair a copy of the photocopied sheet. Ask pairs to discuss why the suggested action would help work towards gender equality, and what might be some of the problems with this action. They can make notes in columns a) and b).
2. Join pairs together, so participants are now in groups of 4. Tell each group to use column c) to rank the suggestions 1-8, where 1 is the most useful for working towards gender equality, and 8 is the least useful.
3. Join groups together, so participants are now in groups of 8. Each person will choose their one action and discuss how they can implement it in their life, e.g. "I will divide unpaid work at home by drawing up a rota for cleaning, so we take turns. I'll also make sure we take turns cooking."
4. Take feedback by asking participants to share their ideas.

Suggested Action	This helps work towards gender equality because...	This might not help work toward gender equality because...	Rank
Call attention to sexist behaviour and language that you see or hear			
Divide unpaid work (e.g. cooking, cleaning, caring for children/relatives etc.) in your household.			
Use gender-neutral language (e.g. "folks") instead of gendered language (e.g. "ladies and gentlemen")			
Campaign and vote for a female politician in the next election			
Support movies, TV shows, books and art created by women, through engaging and sharing on social media			
Demand equality at work - representation in top jobs, breastfeeding rooms			
Listen to women's experiences of discrimination and violence, and ask how you can support			
Be careful about how you talk to children about gender - e.g. avoid phrases like "boys don't cry" and "little princess"			

7 AFFORDABLE AND CLEAN ENERGY



Affordable and Clean Energy

Learning Objectives



We will look into how energy impacts people and the planet. We will cover different types of energy sources, and what their advantages and disadvantages are. How can energy be used in a more efficient and environmentally considerate way?



info box

Community link to Goal 7

Energy is the dominant contributor to climate change, accounting for around 60 per cent of total global greenhouse gas emissions. Individuals, businesses, and governments all contribute to these emissions; Amazon self-published their 2019 emissions as 51.17 million metric tons of carbon dioxide, whilst China contributes 10.06 billion metric tons of CO₂ per annum (28% of global emissions), though the production of many goods and services for other countries is outsourced to China. The consequences of energy use are distributed unevenly though; indoor air pollution from using combustible fuels for household energy caused 4.3 million deaths in 2012, with women and girls accounting for 6 out of every 10 of these (UN, 2019).

Ireland had the fourth highest rate of energy import dependency (85.3%) among the EU Member States in 2014, mainly in fossil energy. This dependency is both expensive (€5.7 billion in 2014) and environmentally unsustainable. As Ireland returns to prosperity, decoupling of economic growth from increasing energy use needs to be accelerated. Ireland's principal energy requirements arise from transport, accounting for 35% of the total, and residential heating and electricity, accounting for 25%. Fossil energy makes up about 90% of Ireland's energy use profile, of which oil (at 47%) remains the dominant fossil energy used, primarily for heating and transport.



fact box

United Nation's Targets for this Goal



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



7.2 By 2030, double the global rate of improvement in energy efficiency



7.3 By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency, and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology



Find out more about this goal:

<https://sdgs.un.org/goals/goal7>

SDG
07

Introduction : Imagine living without electricity

🕒 10 minutes

📎 Projector (phones/laptop), paper, markers



1. Show an image of the world at night-time on a projector:

https://www.nasa.gov/sites/default/files/thumbnails/image/blackmarble2016-1500px_0.jpg

2. Read out this quote:

Imagine the world at night as seen from space. I am sure many of you have seen this picture, but every time I see it I am reminded of one of the most important issues of our day - energy poverty. The United States and Europe is brightly lit. Africa is dark. So is much of the developing world. Cities show on the map, but the rural poor live - quite literally - in the dark.

- Ban Ki Moon, former UN Secretary-General.

3. Ask the group to imagine living without electricity.

- Make a list of all the things you couldn't do without electricity.
- Make a list of the things you would do instead.
- Which activities did you prefer - the ones with electricity or without?

4. Ask the group to imagine living in Rural Ireland before electrification

- How did children do their homework?
- What games did children play?
- How was food stored?



closing questions

- How does limited access to electricity make meeting the other SDGs more difficult? (e.g. SDG4 - children can't do homework in the dark at night).
- Countries that can meet the energy needs of their people also produce the most greenhouse gases. How can countries meet energy needs and not create too much pollution?
- Have you heard any interesting solutions for tackling energy poverty?



find out more!



A collection of talks from experts about clean energy.

https://www.youtube.com/watch?v=JfILmgAP16A&ab_channel=Let%27sChange

Exploring the energy impact of online shopping services

<https://www.cbsnews.com/news/amazon-prime-day-one-day-shipping-has-a-huge-carbon-footprint/>

SDG 07

Main Activity : Ireland's energy

🕒 25 minutes

📄 Flipchart paper (1 per group). Projection/photocopy
Development Compass (see page 98)



Instructions:

The Development Compass can be used to explore the sustainability of any development. Here, we will use it to explore the implications of energy generation in Ireland.

1. Divide participants in groups of 4.
2. Give each group an example of energy generation in Ireland. Use the examples in the table below, or find something more relevant to your local community. If your participants are unfamiliar with the project, you can also give them a copy of the article with more details.
3. Project or hand out the Development Compass. Participants use the questions at North, South, East, and West to discuss their project.
4. Ask each group to present the results of their discussion. Which projects had the best impact on the environment?

Energy generation project	Context
The Poolbeg Incinerator	<p>A waste-to-energy facility that provides electricity and district heating to the surrounding areas. This consumes much of Dublin's waste, and provides energy to 80,000 homes.</p> <p>Irish Times: There may not be enough waste to feed Poolbeg plant</p>
Electric Cars	<p>Hydrogen can be used as a renewable source of fuel for electric cars. It doesn't produce greenhouse gases, and can be produced and stored cheaply. In 2018 it was trialled on the Aran islands.</p> <p>The Journal: Aran Islands to be used as testing ground for research into using hydrogen as fuel</p>
Wind Farms	<p>Amazon, the digital media multinational, invests in wind farms to produce renewable energy for its data centres in Ireland. By 2022, they will have invested in three wind farms in Ireland.</p> <p>RTE: Amazon invests in new Co Galway wind farm</p>
Peat cutting	<p>Burning peat produces high amounts of greenhouse gases. Cutting turf damages biodiversity and hinders peatlands ability to act as a carbon sink. For this reason, bog-burning power stations are being phased out.</p> <p>BBC: How Ireland is abandoning its dirty fuel</p>



Closing questions

- Were all of these projects as sustainable as they seemed? What was unsustainable about each of these?
- Why is it important to consider economic and social sustainability alongside environmental sustainability?
- Do you know of any other energy generation projects in Ireland?

11 SUSTAINABLE CITIES AND COMMUNITIES



Sustainable Cities and Communities



Learning Objectives

This workshop will explore what sustainability means in a local and global context and how we can take action to create more sustainable communities here in Ireland.



info box

Community link to Goal 11

Half of humanity, more than 3.5 billion people, lives in cities. By 2030 more than 60% of humanity will be urban, and 95% of this increase will be in the developing world. Rural to urban migration can have disruptive effects on community cohesion, as well as cultural and natural heritage at either end. What will our future look like and how can we build sustainable communities and cities? (Source: UN, 2019)



fact box

United Nation's Targets for this Goal



11.1 By **2030**, ensure access for all to adequate, safe and affordable housing, basic services, and upgrade slums.

11.2 By **2030**, provide access to safe, affordable, and sustainable transport systems for all, improving road safety, by expanding public transport, with special attention to the needs of those in vulnerable situations.

11.3 By **2030**, enhance inclusive and sustainable urbanisation and capacity for sustainable human settlement planning and management everywhere.



11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

11.5 By **2030**, significantly reduce the number of deaths, the number of people affected, and the losses to global gross domestic product caused by disasters, with a focus on protecting the poor and people in vulnerable situations.



11.6 By **2030**, reduce the adverse environmental impact of cities, including paying special attention to air quality and waste management

11.7 By **2030**, provide universal access to safe, inclusive and accessible green and public spaces, in particular for women and children, older persons and persons with disabilities



Find out more about this goal:

<https://sdgs.un.org/goals/goal11>

SDG 11

Introduction | Our Community

🕒 20 minutes

📋 Flipchart Paper, Markers, Post-its, Pens



WHAT TO DO:

1. Ask the participants to discuss in pairs or small groups what a 'good' and inspiring community looks like.

2. Invite them to use markers and pens to draw or write what that would look like. Ask them to consider the following

- Who lives in the community? Where do they live?
- What outdoor spaces are available?
- What kind of shops are there? What do they sell?
- How do they generate their electricity?
- How do they dispose of waste?
- How does the community make decisions about the local area?
- What else makes the community 'good'?

3. Allow 10 minutes for discussion and drawing/note-taking.

4. Ask each group to share their ideas with everyone.

5. Read to the group the below definition of sustainable development. Was their imaginary community sustainable? How? What would they need to change?



closing questions

- Look at the targets for SDG 13. Do you think the government is doing enough to reach this goal by 2030?
- How well do you think Ireland is doing in comparison to other countries? Visit this Website for further information <https://sdg-tracker.org/cities#targets>
- What is the most urgent issue that needs to be tackled in your own community?
 - Take a post it and write it down.
 - Collect them from all members to see if there is a common theme.
 - Once you have collected all post-its, ask the group to collectively rank them. The one that makes it to the top could be their new action project!



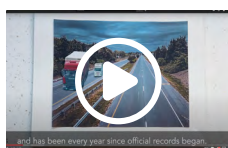
SUSTAINABLE DEVELOPMENT

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Gro Harlem Brundtland. ”



find out more!



Manitoba province in Canada envisions how planning cities differently can lessen their environmental impact. https://www.youtube.com/watch?v=W_fgL_n_dIB4&ab_channel=Manitoba%27sClimate-ActionTeam



Some visions of what a greener, more sustainable city might look like. <https://www.youtube.com/watch?v=oYRtCznZi7k>

How the World Bank can support sustainable cities and communities. <https://www.worldbank.org/en/news/immersive-story/2018/01/31/3-big-ideas-to-achieve-sustainable-cities-and-communities>

Main Activity: Sustainable communities - case studies

🕒 25 minutes

🖨️ Printouts of case studies



1. Split participants into four groups. Give each group one of the videos below. As they watch, they should discuss the following questions:

- What is different about this community?
- What do I like/dislike?
- Would it be possible to create something similar in our community?
- What can we learn?

2. Give participants 15 minutes to watch their video and discuss the questions.

3. Ask each group to feed back to the room. What do these communities have in common? What is unique about each one?

Case 1: Cloughjordan EcoVillage

<https://www.youtube.com/watch?v=sn-ZVZY4SHs&t=209s>

- In Cloughjordan, Tipperary, a group of people moved out to lead more sustainable lives
- All decision-making in the community is made together
- The community members volunteer their time to keep the village running
- Approaches to local economy in this rural village are centered on investing in local enterprises, ecotourism, social entrepreneurs, and strategic partners

**Case 2: The Wintles, Bishops Castle, Shropshire**

<https://www.youtube.com/watch?v=m3lV-7Ze4Yk>

- 12 houses of various shapes and sizes are clustered in a circle around a small communal green
- Built using the latest low-carbon technologies but must also engender a sense of place, to be a town that will work from one generation to the next and be able to feed and clothe itself from local products
- Contains about 12 acres of shared woodland, orchards, and allotments



Case 3: Amsterdam Smart City

<https://www.youtube.com/watch?v=FinLi65Xtik>

- Amsterdam Smart City embraces the circular economy; when producing new goods, they prefer to use resources that already exist
- The city is known for its use of wind-turbines and solar panels
- Older houses waste a significant amount of energy. With this in mind, plans are in place to invest in a project that will see corporations make improvements to 1,000 older homes in order to eliminate energy bills at these properties
- Amsterdam is dedicated to remaining a frontrunner in electric transport and strives to ensure that as much traffic in the city as possible is emission free by 2025



Case 4: Dancing Rabbit Village, Missouri

<https://www.youtube.com/watch?v=iobyEjIV9AM>

- This community was set up in 1997 in Missouri
- 280 acres of land was bought and developed by a group committed to respecting the environment
- They grow vegetables and other crops and usually cook big meals together, saving resources and energy
- Everything in the development process is considered here, including house design, building materials, and techniques used to maximise sustainability
- The cars used in the community run on biodiesel which eliminates harmful fossil fuel emissions being released into the atmosphere

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Affordable and Clean Energy

Learning Objectives



Participants will understand the importance of individuals and groups in upholding justice and peace in their country, and become agents of change in local decision-making, speaking up against injustice.



info box

Community link to Goal 16

This goal focuses on building independent institutions that protect people's rights and safety. Courts, police forces, and governments should be fair and accountable, and should protect everyone equally. People should be consulted about decisions that are made about their lives, as this will lead to fairer outcomes.



fact box

United Nation's Targets for this Goal



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



16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5 Substantially reduce corruption and bribery in all their forms

16.6 Develop effective, accountable and transparent institutions at all levels.

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.



16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9 By 2030, provide legal identity for all, including birth registration

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements



Find out more about this goal:

<https://www.globalgoals.org/16-peace-justice-and-strong-institutions>

SDG 16

Activity 1: Introduction

🕒 40 minutes

📝 Post-it notes, Flipchart paper, each with one of the following bodies written on it: An Garda Síochána, Global Action Plan (or another NGO), European Court of Human Rights, Tusla.



WHAT TO DO:

1. Give each participant four post-its. On top of each they should write the beginning of different sentences:

- Peace is...
- Conflict is...
- Justice is...
- Injustice is...

Each participant finishes the sentence by writing a definition on their post-it. Stick the definitions on different walls, grouped (e.g. so all the peace definitions are together)

2. Divide participants into four groups and send each group to one set of definitions. Ask them to read all the definitions and create a single definition. After five minutes, share with the group.

3. Raise the topic of positive and negative definitions. A positive definition defines something by what it is, and a negative definition says what it is not. An example of a positive definition of health is “a state of complete physical, mental, and social wellbeing”. A negative definition is “an absence of disease or infirmity”. Are their definitions positive or negative? Can they change their definitions to make both? Why is it important to have positive and negative definitions of peace and justice?

4. Give each group a flipchart paper with one of the organisations on it. Dictate or project the following questions:

- How does this organisation contribute to peace? To justice?
- Who is in charge of this organisation?
- How do we know if this organisation is doing their job?
- What would happen if this organisation didn't do their job?

Take feedback. Discuss how organisations/institutions need to be transparent, accountable and strong to allow for positive peace.

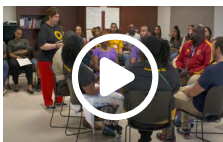


closing questions

- Other possible questions:
- Who designs our justice systems?
- How do we measure the efficacy of these systems?
- Think about our national justice system. Who benefits from this? Who suffers?
- What other kinds of institutions are connected to peace and justice? Schools, hospital etc.

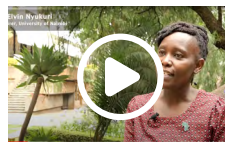


find out more!



Circle processes are methods of restorative justice used traditionally in many American indigenous communities. It can also be applied to schools and conflict resolution (11 minutes)

https://www.youtube.com/watch?v=wDAc6Qkqhj0&ab_channel=SchoolTalkDC



Dr Elvin Nyukuri, lecturer at the University of Nairobi, speaks about climate-related security risks in the Horn of Africa (6 minutes)

<https://youtu.be/GyAOhaLkqa4>

Activity 2: Ranking threats to peace

🕒 45 minutes

✂️ Statements at the bottom of the page, photocopied and cut.

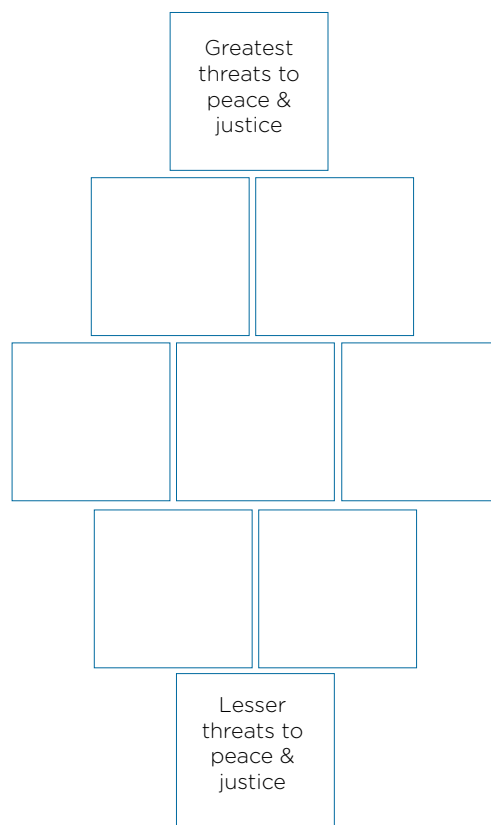


WHAT TO DO:

1. Each of these cards represents a threat to peace posed by climate change. Distribute one set of cards to each group.

2. They should arrange the statements in a diamond shape (see image), with the greatest threats to peace and justice at the top, and the lesser threats at the bottom.

3. When participants have finished ranking, they can check their diamond against another group's. What was different? Why?



closing questions

- Which of these scenarios are more likely in developed countries? Which in developing countries?
- Who is most vulnerable to changes in climate?
- In your own words, how does climate change threaten peace?

Droughts and heat waves can lower the amount of food produced on farms, threatening countries' food supplies.	Severe climate events, such as floods, droughts and storms can lead to an increase in migration, meaning communities become empty or deserted.	Severe climate events such as floods, droughts, and storms can lead to migration, meaning host countries and cities need to accommodate new residents.
Days with higher levels of air pollution have higher crime rates.	Heat increases the amount of time drivers honk their horns in frustration and swearing on social media.	Food and water insecurities, created by drought, can make population groups vulnerable to extreme radicalisation.
Factories and busy roads are often built in or near poorer communities, creating health problems for residents.	States may slow economic development as a result of climate change, challenging their ability to meet basic needs.	



Action Prompts

Community Garden - GAP, Dublin Global Action Plan GLÁS Community Garden

Find a space in your local area that you can dedicate to becoming a community garden! Spaces like these can improve the sustainability of your local community by increasing biodiversity and growing food for local distribution. You could also include educational aspects to your space, teaching members of your community about the benefits of sustainable living, and how they can help advance the SDGs!

Promoting Healthy Communities

Promoting good physical and mental health in the community can take many forms - encouraging a balanced diet, coordinating community exercise groups, and facilitating support groups that bring people together are all effective ways of promoting the importance of a healthy lifestyle. Remember, mental and physical wellbeing are often closely linked, and different people have different health needs. Being as inclusive as possible is an important part of ensuring that your whole community feels the benefits of a healthy lifestyle!

Menstrual Product Access - Scotland

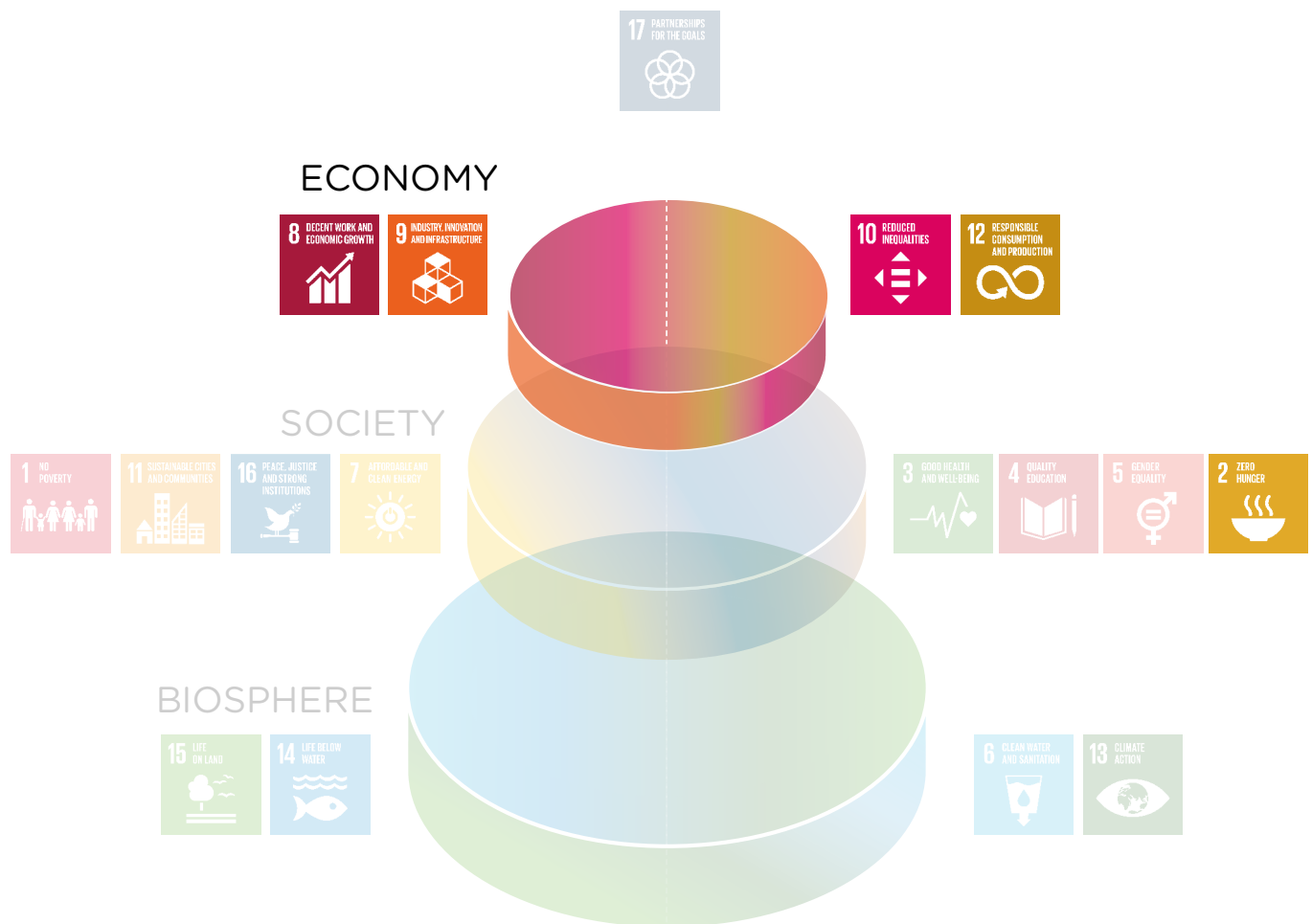
Restricted access to menstrual products ('Period Poverty') and global stigmas around menstruation have a knock-on effect on many aspects of an individual's life - especially when individuals need to choose between adequate period products and other daily necessities. Period poverty is estimated to affect between 53,000-85,000 individuals in Ireland, with the estimated cost of menstruating to be at least €121 per annum (Department of Health and Department of Children, Equality, Disability, Integration and Youth, 2021). How would improving access to menstrual products and reducing stigmas around periods help to challenge negative gender norms and improve the lives of those who menstruate? Remember to be inclusive in the language you use in your campaign, as not everyone who identifies as a woman menstruates, and many trans and non-binary people do!

Understanding Poverty - Live Below the Line

The Hunger Project's 'Live Below the Line' campaign challenges people to survive on just £1 a day for 5 days, showing you a little of what life is like when you live under the poverty line. Why not run an equivalent campaign to raise awareness of some of the challenges of living in poverty whilst raising money for a local food bank or shelter for those experiencing homelessness? Challenge yourself and everyone you know to Live Below the Line! However, this campaign only takes into account money spent on food - what other expenditures do you have in your day-to-day life? What would you not be able to do without money?

tier 3

economy



8 DECENT WORK AND ECONOMIC GROWTH



Decent Work and Economic Growth



Learning Objectives

Participants will identify the challenges in current models of economic growth, and engage with alternative visions and models of a sustainable economy. They will be better able to recognise the connection between economic production and environmental impact.



info box

Community link to Goal 8

If economies are performing well, people are able to work and governments have money to invest in public services. However, many jobs do not offer security, safety, or appropriate compensation; moreover, inequality in pay (between genders, between high- and low-paid jobs) has hugely negative consequences for societies. We also need to make sure that economic growth isn't achieved at the cost of environmental sustainability, and that its benefits are shared across society. Decent work isn't just about the economy, it's about human dignity.



fact box

United Nation's Targets for this Goal



Sustain economic growth in accordance with national circumstances and at least 7 per cent gross domestic product growth per annum in the least developed countries

Achieve higher levels of economic productivity through diversification, technological upgrading and innovation

Promote development-oriented policies that support decent job creation, entrepreneurship, creativity and innovation, and encourage people to start and grow micro-, small- and medium-sized enterprises



Improve global resource efficiency in consumption and production, and endeavour to decouple economic growth from environmental degradation

By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

By 2020, substantially reduce the proportion of youth not in employment, education or training

Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and **by 2025** end child labour in all its forms



Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all



Find out more about this goal:

<https://sdgs.un.org/goals/goal8>

Activity 1: The Things™ Game

🕒 45 minutes

📄 **Scoresheet (see page 102), Order slips (see page 103+1), three bars of chocolate (or other prize)****WHAT TO DO:**

1. Divide participants into groups of 3-4. In this game, each group represents the board of directors of a company that manufactures and sells Things™. Tell groups to decide on their company name. Project the scoresheet below, and write in each company's name.

2. Read these rules to participants:

- There will be five rounds. Each round represents a year. Each company decides how many Things™ to make in a “year”.
- Each company starts with €1000. Things™ cost €1 to make, and sell for €2. All the Things™ the company makes each year will be sold. As an example, if the company decides to make 100 Things™, this will cost €100, and give them €200 - so the next year they will start with €1,100.
- However, producing Things™ creates carbon dioxide, through mining, transportation, and factory processes. For every total 1000 Things™ produced (by all companies collectively), 2ppm of CO₂ are released. For example, if company A produces 1200 Things™ and company B produces 900 Things™, there are a total of 2100 Things™ made that year, and there will be 4 ppm more CO₂ at the end of that year.
- At the beginning of round 1, there are 380 parts per million (ppm) of carbon in the atmosphere. Scientists have warned that there is a carbon ceiling, somewhere between 420 and 460 ppm, beyond which the earth will be uninhabitable (FACILITATOR NOTE - this number is 450 ppm, but keep it secret from the group).
- The company that produces the most Things™ will be the winner, and receive two bars of chocolate to share. The second most productive company will receive one bar to share. However, if the companies pass the carbon ceiling, the world becomes uninhabitable, and nobody receives the chocolate.

3. Distribute order slips for the first year. Each group (secretly!) decides how many Things™ to make, writes it on an order slip, and gives it to you. When you have got all the slips, summarise the year:

- Record the number of Things™ produced by each company that year.
- Multiply that by 2, and record the available capital for next year.
- At the bottom, record the total number of Things™ produced that year.
- Record the ppm of CO₂ produced that year, and add that to the CO₂ running total.

4. Repeat step 3 for each subsequent year. Praise teams that are making large profits (i.e. making many Things™), and remind them how good that chocolate will taste. Point out the loser companies who are not creating large profits, and tell them that their shareholders are getting upset.

5. At the end of round 5, reveal the companies who created the most profit. Reveal the carbon ceiling. If participants did not go over it, award chocolate to the winners. If they did, they have made the earth uninhabitable, and nobody gets anything.

**closing questions**

- What pressures did you feel in this game?
- How does the game resemble real life? What is unrealistic about the game?
- How could we change the game so that it wouldn't lead to environmental destruction? For example, a different way to win, a different rule, a strong government figure, etc.
- Target 8.4 aims to “decouple economic growth from environmental degradation”. Is this possible? Or does economic growth always destroy the environment?
- Who benefits from the profits of making Things™? Who suffers from climate destruction?

**find out more!**

Ha-Joon Chang argues that everyone can and should understand basic economics, and demystifies some economics terms. <https://www.thersa.org/video/animates/2016/economics-is-for-everyone>

Activity 2: Alternative economics webquest

🕒 1 hour

📎 Projector/paper, internet access for each group.

WHAT TO DO:

1. Each group will research one of the economic models below. Project/dictate the following questions below:

- How is this way of arranging the economy different to our current system?
- According to this theory, what is a “successful” economy?
- How does the model balance economic growth, human needs, and the limits of the climate?

At the end, they will present their economic approach to the rest of the group.

2. Give participants 20-30 minutes to research their economic approach. They can start at the links below. At the end of the time, each group should present their findings.

DOUGHNUT ECONOMICS

<https://www.kateraworth.com/doughnut/>

[https://en.wikipedia.org/wiki/Doughnut_\(economic_model\)](https://en.wikipedia.org/wiki/Doughnut_(economic_model))

DEGROWTH

<https://en.wikipedia.org/wiki/Degrowth>

<https://www.degrowth.info/en/what-is-degrowth/>

THE CIRCULAR ECONOMY

https://en.wikipedia.org/wiki/Circular_economy

<https://www.ellenmacarthurfoundation.org/circular-economy/concept>

PARTICIPATORY ECONOMICS

https://en.wikipedia.org/wiki/Participatory_economics

<https://participatoryeconomy.org/the-model/overview/>



closing questions

- Do these economic models sound practical? Why/why not?
- What would need to change in the world for us to live in this way?
- How would life be different in these different economies?
- Is capitalism the ultimate cause of climate change? Can the current capitalist system prevent environmental destruction, or do we need something else?

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Industry, Innovation & Infrastructure

Learning Objectives



Participants will be able to argue the benefits of sustainable industry and infrastructure in their community and country, identifying current shortcomings and opportunities to shift towards greener and more resilient approaches.



info box

Community link to Goal 9

'Infrastructure' describes the basic structures and facilities a country needs to operate efficiently - for example, roads, power, and internet. These need to equally support people and industries to behave more sustainably. However, not everyone has equal access to the internet, and industries are often inefficient and environmentally unsound. As we develop our economies, how can we also create greener and fairer industry and infrastructure?



fact box

United Nation's Targets for this Goal



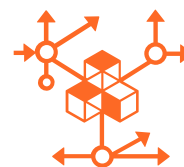
9.1 Develop reliable, sustainable infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all

9.2 Promote inclusive and sustainable industrialization and, by **2030**, significantly raise industry's share of employment and gross domestic product



9.3 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.

9.4 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services.



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

Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries



Find out more:

<https://sdgs.un.org/goals/goal9>

SDG 09

Activity 1: Infrastructure Roleplay

🕒 45 minutes

📄 Photocopy of role cards pp.100 - 101, 1 card per participant.
Pens and paper for note-taking.

1. Ask participants what some of the challenges can be when developing infrastructure in cities.

2. Distribute one role card to each participant. Give them some time to read, and to consider these questions from their characters' perspective:

- What are the potential benefits of this proposal?
- What are the issues with it?
- What other groups/individuals may share your point of view? At the end, they will present their economic approach to the rest of the group.

If you have more than 5 participants, allow those with the same role to plan together

3. Put the participants in groups of 5, so each role is represented. This will simulate a public consultation. Facilitate and moderate the discussion, but do not take a side.



find out more!



A look at some ways that new buildings can be more green and more sustainable.

https://www.youtube.com/watch?v=-dvFb2vC7_Y&ab_channel=GoingGreen



Green infrastructure emphasises multifunctional, connected spaces with living ecosystems.

https://www.youtube.com/watch?v=5v53Dxmc5Q0&t=71s&ab_channel=Room60



*The European Union defines a **Smart City** as a city that invests in technologically advanced infrastructure, transforming itself into an economically sustainable reality, while also driving a higher quality of life, and a more rational use of its resources; it is capable of renewing itself, starting from existing urban structures, by using technologies to obtain a smart economy, population, government, environment and mobility*

(We Build, 2020)



**Information for facilitators**

A social enterprise is a business that aims to provide an essential service in their community. With the profits they generate from trading, social enterprises reinvest in the community or in the business, providing jobs and other benefits to communities.

Examples of this are community playgroups, charity shops, or meals-on-wheels services.

The difference between a social enterprise and a charity is that it aims to provide its services without fundraising. All the money it generates should come from its activities.

1. Discuss social entrepreneurship with participants. What does “social entrepreneurship” mean? (read the note in the above box if needed). Can you think of any local or national business that work in this area?

2. If participants need extra information, ask them to visit socialentrepreneurs.ie and compare some of the current awardees. How do they connect with the SDGs?

3. Divide participants into groups. Each group will brainstorm and develop an idea for a social enterprise. The best will receive (imaginary!) funding for the first year of their operation. NOTE: This activity works best when participants have a clear idea of the issues they are tackling. If they are unclear, you can use the Problems and Solutions Tree on p. 23 for previous work on local issues. Participants can use the following questions to help them plan:

- What social problem does your organisation tackle?
- How does this problem affect the lives of those experiencing it?
- What is your solution?
- Who is the typical beneficiary/client/user, and how do they engage with your project?
- How is your solution different to or better than other solutions to this problem?
- How will you fund this project? What are your key expenses?

4. Give participants 30 minutes to develop their ideas. At the end of that time, they will present to the group.

5. After all groups have presented, decide which idea is the best social enterprise. Grade each project on the following:

- Social value
- Financial sustainability
- Environmental impact
- Originality

10 REDUCED INEQUALITIES



Reduced Inequalities



Learning Objectives

Participants will understand different dimensions of inequality, their interrelations, causes, and consequences, and will feel empathy for and solidarity with those suffering from discrimination. They will plan, implement and evaluate strategies and policies to reduce inequalities.



info box

Community link to Goal 10

10% of people in the world collectively hold 85% of the world's wealth, while the poorest 50% of people own barely 1%. This has been made worse by the COVID-19 pandemic, in which the rich in our countries have become richer and the poor have become poorer. In such unequal societies, a small number of wealthy people have much more power than those who have less money, which is just unfair. Moreover, if everyone has money to spend on the things they want, this further stimulates the economy. How can we reverse this trend and build a world that is fairer and more equal?



fact box

United Nation's Targets for this Goal



10.1 By 2030, achieve and sustain income growth of the bottom 40 percent of the population at a rate higher than the national average.

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.



10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies, and practices, and promoting appropriate legislation, policies, and action in this regard.

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations



10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

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



Find out more about this goal:

<https://sdgs.un.org/goals/goal10>

SDG 10

Introduction: Power Flower

🕒 30 minutes

✂️ Power flower template (page 104), paper (1 per participant), colouring materials



Information for facilitators

This activity explores the connections between identity, power, and equality. However, this may also deal with some sensitive issues, depending on the group. Participants may not be ready to share personal stories with the group, so don't force anyone to share who's not ready. Accept what people say, without challenging. Especially whilst exploring inequality, it is important not to marginalise vulnerable participants further. Find out more about creating safe spaces for sharing here: <https://www.learntochange.eu/2017/09/15/establishing-a-safe-learning-space/>

1. To lead in to the activity, ask participants to discuss in pairs or to reflect individually on the following questions:

- Where did you grow up?
- What toys did you have?
- What food did you eat?
- Where did you go on holiday?
- What did your parents do?
- Did you have access to technology?
- Did you feel safe?

2. Display or project the Power Flower. Distribute paper and pens. Ask inhabitants to copy the flower, noticing the double petals.

3. Explain that the inner petal represents the participant, and the outer petal represents the society they live in. With the full group, establish where the power is in an Irish context (e.g. race - white European; age - 50+). Write this on the outer part of the larger petal.

4. Ask participants to colour their flower. Participants should colour both petals if their identity matches that of the dominant group, and only the smaller petal if it doesn't. When finished, participants can share their flower with each other if they are comfortable.

5. Ask participants to imagine some of their petals were different - e.g. if their race previously matched the majority, challenge them to imagine if it didn't. Would the questions from 1 be any different? Allow some time for reflection, and then share.



find out more!

Explore global inequalities with the Gapminder tool:
[https://www.gapminder.org/tools/?from=world#\\$chart-type=bubbles](https://www.gapminder.org/tools/?from=world#$chart-type=bubbles)



Extracts from different TED talks on inequality: 2030- SDG 10- Reduced Inequalities- Ted talks

https://www.youtube.com/watch?v=WLGGLINPUM8&ab_channel=Let%27sChange

Main Activity: Climate Justice – 5 Whys

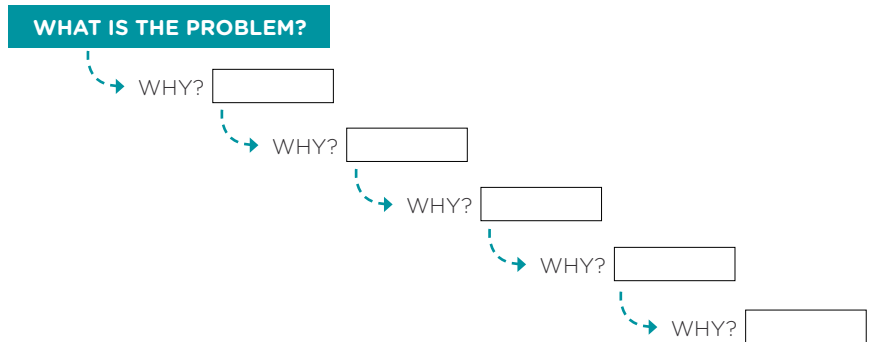
🕒 40 minutes

✍️ Problem statement (see step 3) written on separate pieces of paper, flipchart paper & markers

1. Explain that this activity helps focus on the root causes of problems. It does this by asking the question “Why...?” five different times.

2. Split participants into 5-6 groups.

Give each group paper and a marker and ask them to draw the table to the right.



3. Give each group one of these problem statements:

- The poorest nations contribute the least to global emissions, but suffer the worst consequences of climate change (Christian Aid, 2019).
- The richest 10% of people are responsible for over 50% of global emissions in the last 25 years, whilst the poorest 50% are responsible for just 7% (Oxfam, 2020).
- Low-income households are disproportionately affected by climate change, causing greater inequality (Islam and Winkel, 2017)
- People with lower incomes have fewer resources to adapt to climate change (Action Aid, 2021)
- Food insecurity is being made worse by climate change, and 60% of those already categorised as chronically hungry are women and girls (Care, 2020)
- Children are the group most affected by climate change, and each generation will suffer more than the one before it (UNICEF, 2010)

4. Each group reads their problem statement, and asks “why...” (e.g. “Why are the richest 10% responsible for over 50% of greenhouse gases?”). They discuss and come up with a one-sentence answer (“Because they are wealthier, and people with greater wealth consume more fossil fuels”).

5. The answer becomes the new problem statement, and the group asks “Why...” (e.g. “Why do people with greater wealth consume more fossil fuels?”). Once more, discuss and find an answer (“Because our idea of wealth is measured by the amount of goods consumed”)

6. Repeat step 5 until the groups have asked “Why...” five times.

7. Ask each group to feed back on their discussion. Did any similar themes emerge? How is climate change an issue of justice?



closing questions

- Why does inequality between people exist? Is it a natural consequence of human greed? Of capitalism? Of something else?
- How unequal is Ireland? How can we address inequality at home?
- Look at the targets on page 60. Do you think these deal with the root causes of inequality, or its consequences? What other targets would you add to make the world less unequal?

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Industry, Innovation & Infrastructure

Learning Objectives



Participants will be able to argue the benefits of sustainable industry and infrastructure in their community and country, identifying current shortcomings and opportunities to shift towards greener and more resilient approaches.



info box

Community link to Goal 12

Every year, one third of the world's food production, about 1.3 billion tonnes, rots and goes to waste. Should the human population reach 9.6 billion by 2050 as predicted, we would need more than 3 planets to provide the natural resources to sustain current lifestyles! How can we reduce our waste to make sure our communities are as green, healthy, and clean as possible?



fact box

United Nation's Targets for this Goal



12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns.

12.2 By 2030, achieve the sustainable management and efficient use of natural resources.

12.3 By 2030, halve per capita global food waste at the retail and consumer levels, and reduce food losses along production and supply chains.



12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

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



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

12.6 Promote public procurement practices that are sustainable, in accordance with national policies and priorities

12.7 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature



Find out more:

<https://sdgs.un.org/goals/goal12>

SDG 12

Activity 1: What is consumption?

🕒 15 minutes

✂️ Advertising campaigns (page 104, Picture cards 1 & 2) - cut, flipchart paper & blue tack, post its, pens and markers.



PART 1:

1. At the top of one piece of flipchart paper write NEEDS. On the top of another one, write WANTS. Stick them to opposite walls.

2. Project/dictate the list of items below. In pairs/groups, participants write each item onto a post-it and stick it to the appropriate flipchart paper. If it is something they need to live, they should stick on the NEEDS paper. If it's something they want (but don't need), they should stick it on to the WANTS paper.

Nourishing food	A safe place to sleep	Clean water	New clothes
A new car	Energy drinks	Fast food delivery	Friends & family
Smartphone	Tablet	Playstation 5	Foreign holiday
Designer sunglasses	TV streaming services	Holiday home	Cosmetics



closing questions

- What are the differences between wants and needs?
- Was it easy to decide between wants and needs? Which items were difficult to place?
- Often, advertising tries to persuade us that our wants are the same as our needs. Can you think of an example?
- Can you think of some situations where people cannot fulfill their basic needs?

PART 2:

1. Place Picture Cards 1 around the room. Project the questions:

- What product is this ad selling?
- What lifestyle or values does the ad promote?
- Who is the ad aimed at?
- Do you feel drawn to this product? Why?
- How does this ad make a 'want' into a 'need'?

Participants walk to each card and discuss the questions

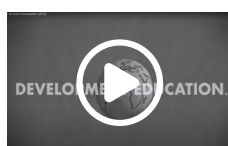
2. When they have discussed, take feedback. Note themes that emerge. Ask participants to come to a definition of "consumption".

3. Project Picture Cards 2. Ask:

- How are these pictures linked to the advertisements?
- SDG 12 focuses on responsible consumption. Are these examples of consumption responsible? Why/why not?
- Can you think of other impacts that consumption has on our planet?



find out more!



A video on (over) consumption from an Irish perspective
<https://developmenteducation.ie/blog/video/action-on-over-consumption/>



TED talks on how we can work towards the goal of responsible consumption.

https://www.youtube.com/watch?v=dROdzsFxiXc&ab_channel=Let%27sChange

Activity 2: Power Mapping

🕒 15 minutes

✍️ Flipchart paper with power mapping grid (below), markers

**Information for facilitators**

In 2019, Friends of the Earth launched the Sick of Plastic campaign. They were concerned about how much single-use plastic we used in Ireland, and how long it takes to break down. Through social media, their website, and other platforms, they encouraged shoppers to 'shop and drop' - leave their plastic at the supermarket. This would send a message to supermarkets and manufacturers to come up with better packaging alternatives. One suggestion is a deposit and refund scheme, where consumers pay a deposit for packaging and then return the empty container to the manufacturer.

<https://www.foe.ie/sickofplastic/learnmore.html>

1. Tell participants about the Friends of the Earth Sick of Plastic campaign. Read the information in the box above, or show participants the website.

2. Elicit why Sick of Plastic focused on supermarkets. Possible answers - they create a lot of waste, many people use them, they can make a large impact, they can be influenced by customers.

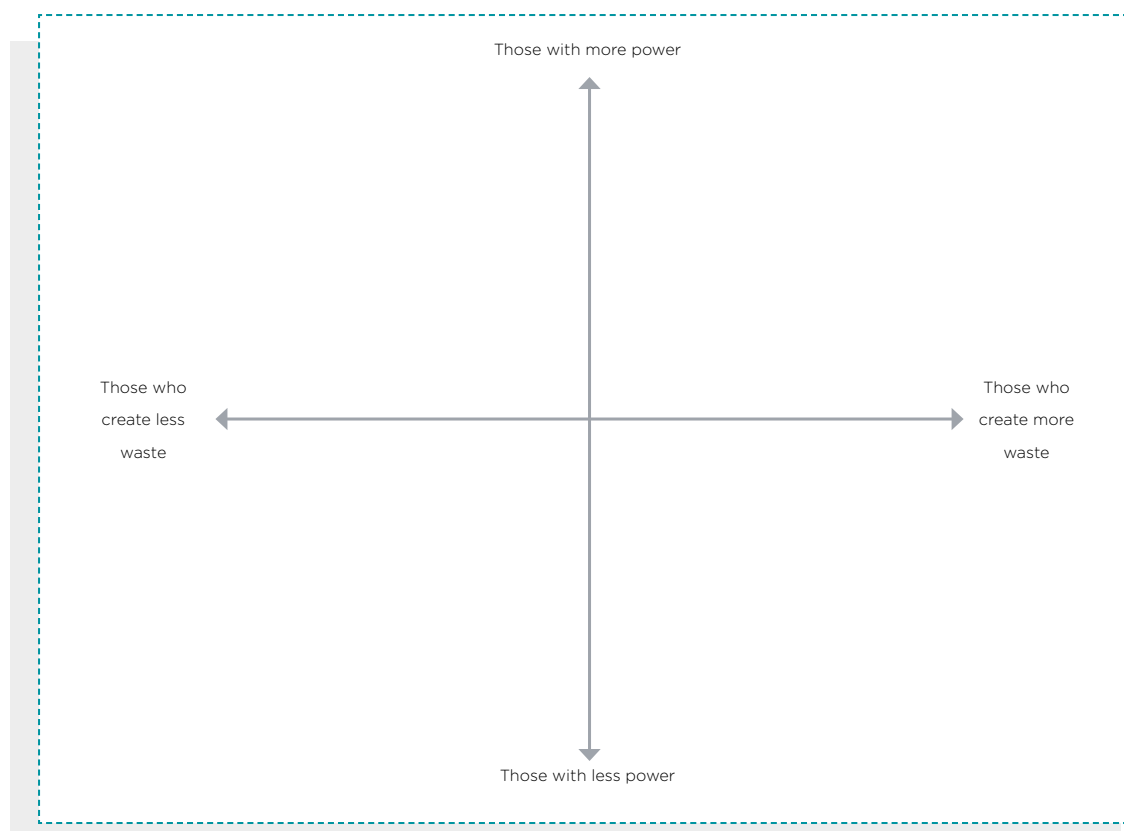
3. Ask participants:

- Which group in your community is creating the most waste? (industrial waste, company/retail waste, etc)?
- Who has the most power and resources in the community?

As participants mention names of businesses/individuals, put them onto the power mapping matrix.

- How can they be targeted?

Use the power mapping matrix below to create an analysis to get started.





Action Prompts

Waste audit - [Waste audit campaign](#)

Part of responsible consumption includes understanding what we waste, how we waste it, and how much of it we waste, so we change our habits! A personal waste audit can be an invaluable way to understand our consumption habits, and areas where we can make improvements. Remember to look at every aspect of your life - energy, food, clothing, transport, household items... the list goes on! By spreading awareness of the power of a waste audit, this can also be scaled up to your business, school, or community, increasing your impact and making your consumption habits even more responsible!

Work with a social enterprise - [22 Awesome Social Enterprise Ideas and Examples](#)

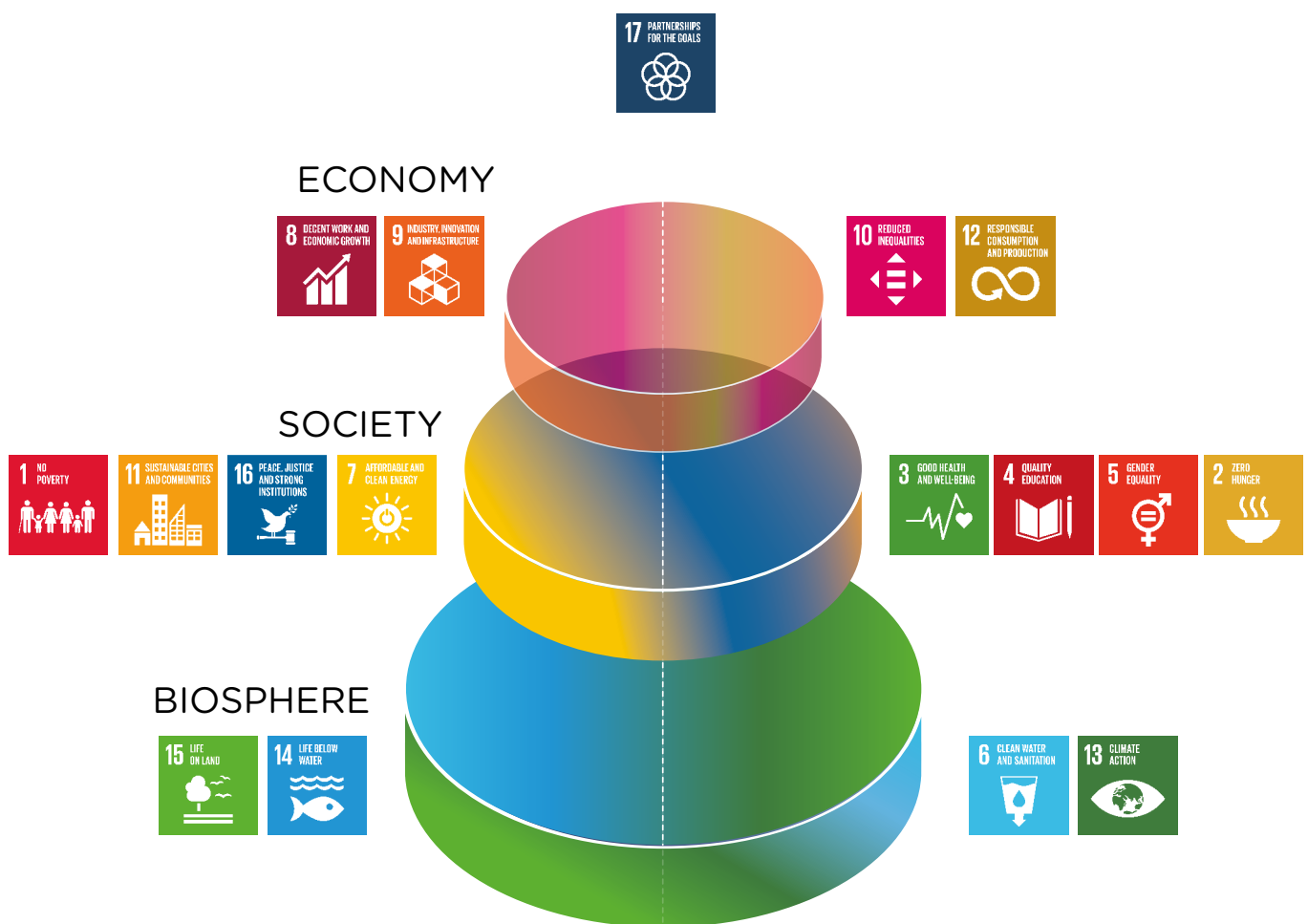
Identifying the social, economic, and political barriers that are faced by members of our society is the first step in identifying potential solutions. A social enterprise can help alleviate some of the problems faced by those most vulnerable in our society. Once you have identified these issues, why not start a social enterprise to benefit those affected? If starting your own social enterprise feels a little daunting, find a local organisation that you can partner with!

Mobilise your friends - [Young Friends of the Earth | Home Page](#)

One person is powerful, but a group of you could be unstoppable! Young Friends of the Earth are a volunteer activist group working to advance global climate justice by mobilising and inspiring people to join the movement in Ireland. Their work brings together many of the themes of the SDGs, including the power of lobbying for divestment from fossil fuels and other environmentally unsustainable practices. Raising awareness about the climate crisis is an amazing way to help create long-term, community-wide change!

reflection

action and reflection



Partnerships for the Goals

17 PARTNERSHIPS FOR THE GOALS



Learning Objectives

Participants will identify what makes a good partner and partnership, both for their own action project and for international development, while being aware of the dangers of exploitation and marginalisation. They will also explore opportunities for collaboration with local, national, and international groups to contribute to and implement the SDGs.



info box

Community link to Goal 17

The SDGs will take a huge effort and can only be met if we all work together - this includes businesses, political groups, NGOs, community organisations, and governments. Collaboration, creativity and empathy will be needed locally, nationally, and internationally to reach these ambitious targets.

The Global Goals were developed with inputs from national governments, corporations, and civil society organisations - all of whom have separate aims and interests. Partnership for the Goals will need to involve finding common ground between all these different interests all across the world. But how can we make this work?



fact box

United Nation's Targets for this Goal



Strengthen domestic resource mobilization

Developed countries to implement fully their official development assistance commitments

Mobilize additional financial resources for developing countries

Assist developing countries in attaining long-term debt sustainability

Adopt and implement investment promotion regimes for least developed countries

Enhance North-South, South-South, and triangular cooperation and access to science, technology and innovation, and enhance knowledge-sharing



Promote the development and transfer of environmentally sound technologies to developing countries on favourable terms

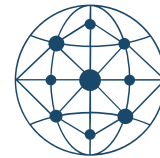
Fully operationalize the technology bank and capacity-building mechanism for least developed countries by 2017

Enhance international support for capacity-building in developing countries to support national plans for the Sustainable Development Goals

Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization

Increase the exports of developing countries

Implement duty-free and quota-free market access on a lasting basis for all least developed countries



Enhance global macroeconomic stability

Enhance policy coherence for sustainable development

Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Enhance the Global Partnership for Sustainable Development

Encourage and promote effective public, public-private and civil society partnerships

By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase the availability of high-quality data



Find out more about this goal:

<https://sdgs.un.org/goals/goal17>

Activity 1: Developing partnerships

🕒 25 minutes

📄 **Materials:** Copies of the characteristics of good partnerships below, copied and cut (1 per group).

1. Break participants into groups. Tell them to write/develop a definition of the word “partnership”. After five minutes, take feedback on the different definitions. Compare them to the definitions below. How were they different to participants’ definitions? How are they different to each other?

Partnership, noun an agreement between organizations, people, etc. to work together (Cambridge English Dictionary)

Partnership involves a shared vision and a commitment to work together to bring real and sustainable benefits to the poor and marginalized. It requires a long term commitment, clearly defined expectations and shared responsibility for achievements. It values the unique contribution and strengths of all partners and is based on partners working in an open, accountable and transparent manner. (Aidlink, 2010)

Partnership is a term which evokes much sensitivity with its implicit connotations of sharing and trust. While aid and charity may refer to a more unequal aid relationship, the term ‘partnership’ suggests equality, respect, reciprocity and ownership. Yet, some partnerships can be abusive and unequal in practice, and the term continues to mean different things to different people, sectors and institutions. (Bailey & Nolan, 2011)

2. Discuss as a group:

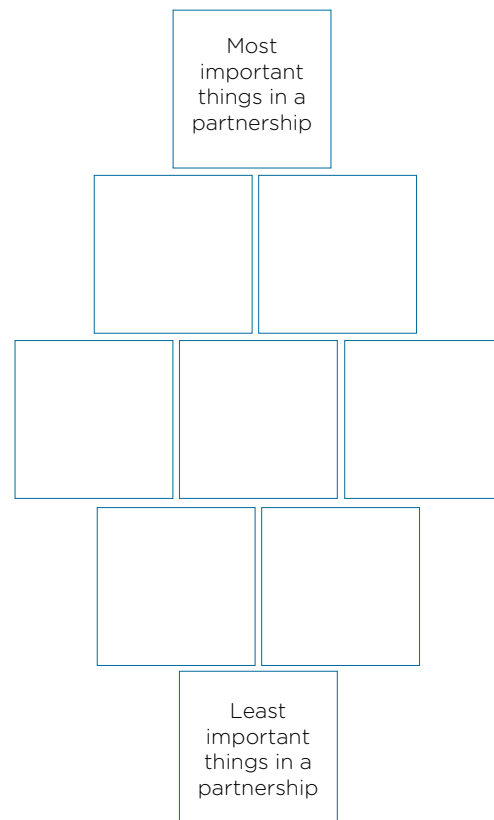
- What do you look for in a partner?
- How do you know if you are working well with another person? Can you give an example?
- How do you know if two groups work well together? Can you give an example?
- How do you know if two countries work well together? Can you give an example?

3. Hand out the cut-up characteristics of good partnerships in development work. What are the opposites of these?

- e.g. Joint ownership -> Partners feel helpless or restricted

4. Tell participants to arrange them in a diamond shape (as in the picture), from the things that are most important in local partnerships to least important. Give participants ten minutes to complete this, then tell them to compare. Were their arrangements different? Why/not?

5. Now tell them to rearrange the diamond so it shows what is important for good partnerships between countries. If groups are stuck, refer to the examples mentioned in 2.



Partnerships should have mutual benefits that are clear, identifiable, and sustainable.	Partnerships should engage people in the development and management of their own communities.	Partners should have joint ownership over projects, sharing responsibility successes and failures.	Partner should trust each other to develop innovative solutions, ensuring that best practice is followed.
Partners should be sensitive to the challenges faced by others in the partnership.	Partners should be flexible and responsive to changing circumstances.	Partners should be open and honest about all aspects of working together.	Partners should each work hard to bring good quality work to the partnership.



closing questions

- What are the dangers of entering into partnerships when there is an imbalance in power between the two groups? For example:
 - Between big companies and small organisations?
 - Between countries in the global north and the global south?
- Look at the targets in SDG 17 (page 68). How do they contribute to making good partnerships? Could these lead to partnerships that are abusive and unequal in practice (Bailey & Nolan, 2011)?



find out more!



A selection of TED talks on SDG 17

<https://www.youtube.com/watch?v=eUhc2S5FIL8>

Activity 2: Partnership scoping

🕒 45 minutes

💻 Access to the internet

1. By now, your participants should have a rough idea of the kind of project they would like to get involved in. This may be connected to your organisation's mission, or issues that have been raised as you've facilitated sessions from this toolkit. If needed, review the key issues that motivate or interest the group.

2. Divide participants into five small groups. Assign each group one of the following topics to research:

- Government policies and bodies
- Other groups in Ireland - voluntary groups, non-profit organisations, companies
- Groups in other countries - voluntary groups, non-profit organisations, companies
- Successful past projects - in Ireland and abroad
- Funding opportunities - local and national.

Each group should find examples connected to the issue you are focusing on. For example, if your group wants to increase biodiversity, the first group might research the **national biodiversity plan**, the second group might research **Global Action Plan**, the third group might research **Naturfreunde**, and so on. Encourage each group to find two to three good examples.

3. Ask each group to present their findings to the rest. Could they connect with any of these groups? How would they reach out? What do they need, and what can they offer?



ACTION

ACTION CAMPAIGN



Information for facilitators

A key aspect of global citizenship is taking action on issues you are concerned about. The following activities will help you and your students structure an action campaign. Remember that these actions should be student-led as much as possible, with adults supporting and facilitating where necessary. A suggested structure for a campaign is:

A key aspect of global citizenship is taking action on issues you are concerned about. The following activities will help your group structure their action campaign. A suggested structure for a campaign is:

1. **Brainstorm** ideas with the mind map on page 105
2. Put solutions into the action planning matrix on page 72 to **decide what's worthwhile**
3. **Develop** your project with the development compass
4. **Assign tasks** and deadlines using the action project tracker

1. BRAINSTORM

Use a mind map to create your own on the board. Discuss:

- Are there any topics that you would like to focus on?
- Can you think of any unsustainable practices in school, at home or in the wider community?
- What can you do about it?
- What actions can people take to become more sustainable?
- How can you influence people's behaviour?
- How can you get attention for your action?

Remember, in brainstorming there are no bad ideas!

2. DECIDE

Now that you have thought of lots of ideas, it's time to identify what is worthwhile and possible in your time limit. Put your ideas into the action planning matrix below to identify what is. Remember, a good project is not difficult, but has a large impact. Choose an idea that hits the sweet spot!



3. DEVELOP

1. Use the Development Compass on page 98, and discuss the proposed campaign. Explore how this campaign affects the natural environment, the economy, society, and vulnerable people.
2. Ask participants: What can we do to make this campaign better? More effective? Reach more people?

4. ASSIGN TASKS

1. With participants, break down the campaign into smaller tasks. Some common roles in a campaign are listed below.

Activity What are we going to do?	Aim What are we trying to achieve?	Resources What do we need for this?	People Who will be involved?	Deadline When will we be finished?	Measurability How will we know this has succeeded?



find out more!

Useful Links:

www.surveymonkey.com

Create and share free online surveys

www.canva.com

Create professional-looking communications

www.slack.com

Online working space for teams

www.trello.com

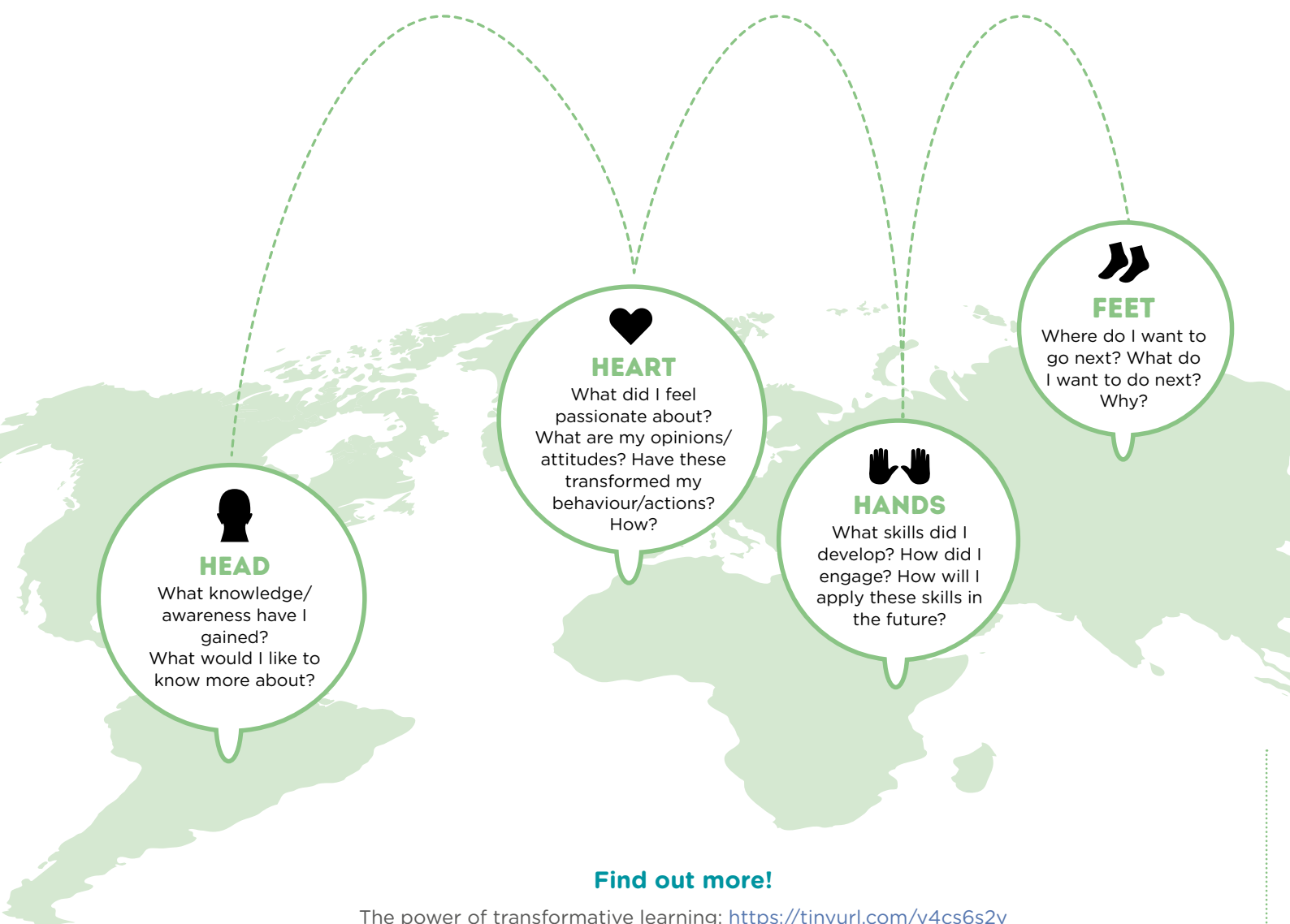
Online productivity tracking tool

REFLECTIO

REFLECTION

Transformative learning can change individuals and societies. This kind of learning doesn't just impact people's heads (knowledge and understanding), but also their hands (skills and abilities), and hearts (feelings and attitudes).

Ask participants to discuss the following questions in pairs to reflect on their learning. For larger groups, participants can reflect in threes or fours, and then share with the group.



APPENDIX 1

EXTRA RESOURCES

SDG CARDS FOR PP. 8-9

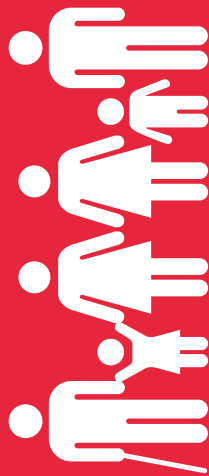
2 NO HUNGER



- By 2030, end hunger and ensure access for everyone to safe and nutritious food all year round
- By 2030, double the agricultural productivity and income of small-scale food producers, in particular women, indigenous people, family farmers and fishers
- By 2030, ensure sustainable food production systems that increase productivity, help maintain ecosystems, strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality



1 NO POVERTY



- By 2030, have no extreme poverty anywhere, this is measured as people living on less than €1.15 a day
- By 2030, reduce at least 50% of the proportion of people living in poverty
- By 2030, ensure everyone has equal rights to economic resources, basic services, ownership and control over land and property, inheritance, natural resources, new technology and financial services



3 GOOD HEALTH



- By 2030, reduce the global maternal mortality ratio to less than 1:1429 live births
- By 2030, end preventable deaths of newborns and children under 5 years of age
- By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis and water-borne diseases



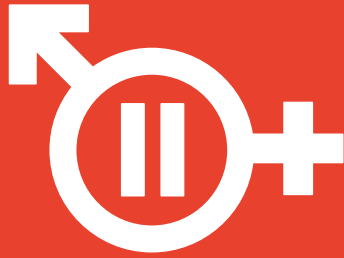
4 QUALITY EDUCATION



- By 2030, ensure that all girls and boys complete free and quality primary and secondary education leading to relevant and effective learning outcomes
- By 2030, ensure equal access for all women and men to affordable and quality education, including university
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy



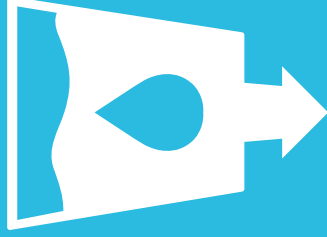
5 GENDER EQUALITY



- End all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls, including trafficking and sexual exploitation
- Stop all harmful practices, such as child, early and forced marriage and female genital mutilation



6 CLEAN WATER AND SANITATION



- By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- By 2030, achieve access to sanitation and hygiene for all and end open defecation, paying special attention to those in vulnerable situations
- By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally



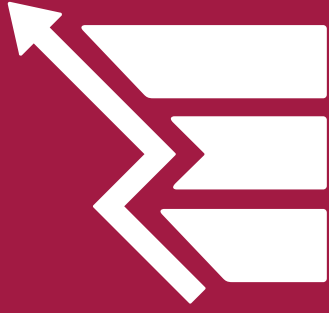
7 RENEWABLE ENERGY



- By 2030, ensure universal access to affordable, reliable and modern energy
- By 2030, increase substantially the share of renewable energy in the global mix
- By 2030, double the global rate of improvement in energy efficiency



8 GOOD JOBS AND ECONOMIC GROWTH



- Maintain per capita economic growth in accordance with national figures and, at least 7% gross domestic product growth per year in the least developed countries
- Achieve higher levels of economic productivity through diversification and technological innovation
- Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the growth of small and medium-sized enterprises, including through access to financial services



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



- Develop quality, reliable, sustainable and resilient infrastructure, to support economic development and human well-being, with a focus on affordable access for all
- Promote inclusive and sustainable industrialization and significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries
- Increase the access of small-scale enterprises, particularly in developing countries, to financial services, including affordable credit, and their integration into markets



10 REDUCED INEQUALITIES



- By 2030, progressively achieve and sustain income growth of the bottom 40% of the population at a rate higher than the national average
- 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
- Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action



11 SUSTAINABLE CITIES AND COMMUNITIES



- By 2030, ensure access for all to adequate, safe and affordable housing, basic services and upgrade slums
- By 2030, provide access to safe, affordable, and sustainable transport systems for all, improving road safety, by expanding public transport, with special attention to the needs of those in vulnerable situations
- By 2030, enhance inclusive and sustainable urbanisation and capacity for sustainable human settlement planning and management everywhere



12 RESPONSIBLE CONSUMPTION



- By 2030, achieve the sustainable management and efficient use of natural resources
- By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains
- By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse



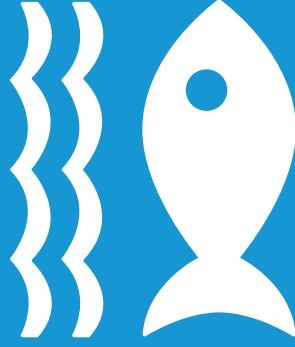
13 CLIMATE ACTION



- Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- Include climate change measures into national policies, strategies and planning
- Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning



14 LIFE BELOW WATER



- By 2025, prevent and reduce marine pollution, in particular from land-based activities, including marine debris and nutrient pollution
- By 2020, sustainably manage and protect marine and coastal ecosystems to avoid negative impacts, and restore them in order to achieve healthy and productive oceans
- By 2020, effectively regulate harvesting and end overfishing, illegal and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics



15

LIFE ON LAND

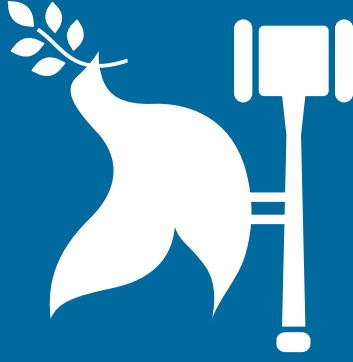


- By 2030, combat desertification, restore degraded land and soil, including land affected by drought and floods, and strive to achieve a neutral world
- By 2030, ensure the conservation of mountain ecosystems, including biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development
- Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species



16

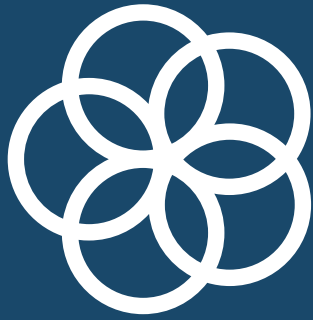
JUSTICE



- Significantly reduce all forms of violence and related death rates everywhere
- End abuse, exploitation, trafficking and all forms of violence against and torture of children
- By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organised crime



17 PARTNERSHIPS FOR THE GOALS



- Mobilise additional financial resources for developing countries from multiple sources
- Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms
- Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020



**SUSTAINABLE
DEVELOPMENT** GOALS



P. 13 - UNSUSTAINABLE BREAKFAST LIFECYCLE CARDS

Commercial avocados begin producing fruit after 4-5 years. When left to grow naturally they begin producing fruit after 10-15 years.

In Michoacan, Mexico, avocados grow all year round. 92% of avocado production in Mexico comes from Michoacan. In 2015 and 2016, Mexico exported 1 million tonnes of avocados.



Picking the avocado fruit is not easy. Harvesters use a pole to pick the fruit. In Mexico there is a very high standard for this process. If an avocado touches the ground, it cannot be exported



The demand for avocado is contributing to deforestation in Michoacan, Mexico. Growing avocado at the current rate in Mexico causes a loss of 700 hectares of forest every year. Avocado trees also need a lot of water. To grow 2 or 3 fruits, approximately 272 litres of water is required. Every acre of avocado trees require 1 million litres of water yearly. This is causing water depletion from rivers, which has consequences for local populations, plants and wildlife.



Avocados bring in a huge amount of money in Mexico. It is common that where money is made, drug cartels follow. Over 815 million dollars a year is generated from this industry in Mexico.

In 2012, alongside the lemon and timber industries in Michoacan extortion, kidnapping and murders were common at the hands of cartels. Local groups are reclaiming their land as local Government fails to ban cartel presence in the industry



Avocado has become increasingly popular in Western and Eastern countries. The selected avocados are packed into boxes and shipped across the globe. It takes a lot of fossil fuels to transport and distribute the product.



In 2015 British shoppers spent £142 million on avocado, while 4 billion were consumed in America. In China, 33 shipping containers of avocado are delivered weekly, even though the country didn't import a single one three years ago.



P. 20 WATER WARS

Background to the conflict

Your group will represent one of a number of stakeholders in the water conflict in southern Ethiopia. Stakeholders are groups or individuals who have an interest in an event or situation. There are many stakeholders in southern Ethiopia with different perspectives about the water crisis and conflict. This activity will help you consider water scarcity in southern Ethiopia from the perspectives of the different stakeholders.

Background Information: Historically, groups in this region have competed for scarce resources such as water and land. Conflict over these resources is not a new development. But the current economic and political situation in Ethiopia has fueled the conflict over water.

- Ethiopia is one of the world's poorest countries. In 2007 the UN's Human Development Index (which measures things like life expectancy, literacy, and economic growth) ranked Ethiopia 169 out of 177 countries. With the second largest population in sub-Saharan Africa, Ethiopia has an economy that is approximately one-fifth the size of the average in sub-Saharan Africa. Although the current government has put resources towards poverty alleviation, the country has only seen gradual improvement in living conditions in the last two decades.
- Part of the reason that water scarcity has such a strong impact is that agriculture, which depends on water, is the largest sector of the Ethiopian economy. Approximately 80 percent of the labor force is involved in agriculture. Nevertheless, drought, flooding, population pressure, decreased soil fertility, and reduced land productivity leave the majority of households without access to enough food. Over 52 percent of the population lives with hunger and fear of starvation.
- Political change has heightened tensions between groups. Ethiopia is considered by some scholars never to have been colonised, although it was under Italian occupation between 1935 to 1941. Since the end of the military dictatorship in the early 1990s, Ethiopia has struggled to become a more democratic society. Many groups within Ethiopia remain under-represented in the national government. The government has changed Ethiopia's system of government and redrawn Ethiopia's the boundaries of its states along ethnic lines. Some of the changes have caused tensions between new local government representatives and traditional leaders. Civil unrest and the government's lack of respect for human rights continue to be issues.
- The water crisis is further complicated by development issues. Ethiopia is not a water scarce country. According to the World Bank and the United Nations, the country has a substantial amount of water resources, including twelve major river basins. Nevertheless, Ethiopia depends largely on unreliable rainfall for the bulk of its water needs. There are two major reasons for this. One is that much of the country's surface water supply is located on its borders. This means that Ethiopia must negotiate with its neighbors over water rights and usage. The other problem is that the country's water collection, management, sanitation, and irrigation systems are poorly developed. Although there is water, there are not enough good systems in place to manage it.

P. 20 WATER WARS

Stakeholder Cards

THE BORENA

The Borena people live in a region of southern Ethiopia and northern Kenya. The Borena are pastoralists, which means that they raise livestock. While traditionally they are semi-nomadic, moving across the region with their animals, some Borena now raise agricultural crops and move less frequently. With few substantial water sources in the region, the Borena depend on deep, hand-dug wells for their water supply. These “tula wells” are often close to 100 feet deep and have been used by people in the region for more than 500 years. They are the Borena’s most reliable water source, providing water even during periods of prolonged drought. Without these wells, the Borena would not be able to keep their cattle alive during the dry season. The Borena depend on these wells for all of their other water needs as well. But in recent years, extended drought and a drop in the water table have forced the Borena to dig the tula wells even deeper to reach the water. Most families face difficulty accessing adequate water for their herds and personal consumption. Some have begun raising camels rather than cattle because the camels require less water. The tula wells are managed by different clans who control access, usage, and maintenance. If someone wants to use a well that is owned by a different clan, they must ask permission, and the amount of access granted will depend on the water level of the well. A change in administrative boundaries by the federal government has provoked disputes over who has authority over wells. The Borena have been involved in armed conflict with the Guji and other neighboring groups over diminishing resources and fertile land.

THE GUJI

The Guji people live in southern Ethiopia. They are both pastoralists (meaning that they raise livestock) and farmers. Some are semi-nomadic, moving across the region with their animals. The Guji are neighbors of the Borena, and the climate and landscape in which they live, herd their cattle and grow crops is very similar. The ancient, deep hand-dug wells upon which they rely for water during the dry season are drying up, and families face increasing difficulty in finding water for themselves, their herds, and their crops. Population growth of both people and livestock, along with deforestation, may have contributed to the recent drought. But there are other changes that are less easy to explain, such as diminished rainfall and increasing temperatures, that also are affecting the water supply significantly. A change in administrative boundaries by the federal government has provoked disputes over who has authority over wells. The Guji have been involved in armed conflict with the Borana and other neighboring tribes over diminishing resources and fertile land.

THE ETHIOPIAN RED CROSS SOCIETY

The Ethiopian Red Cross Society (ERCS) was established in 1935 and works to improve food security and health, fight HIV/AIDS, promote disaster preparedness, and provide assistance during disasters. One of Ethiopia’s most common natural disasters is drought. Poverty, as well as reliance on and close contact to the natural environment, makes many Ethiopians susceptible to hardship during droughts. In recent years, increased environmental degradation due to growing human and livestock populations have made many people increasingly vulnerable. During a drought in 2006, 13.5 million people in Ethiopia were dependent upon emergency relief. Over that period, the ERCS and its partners provided relief to over one million people. By acting quickly and distributing water by truck, the ERCS and partners were able to deliver water to households once every four days, allowing people to remain at their homes, rather than move away and search for water elsewhere, and preventing the widespread death of livestock. The ERCS continues to work with local communities, fighting the effects of drought, implementing programs to decrease vulnerability to shortages of water and food among Ethiopians, minimizing the effects of disasters, and promoting peace and prosperity.

P. 20 WATER WARS

Stakeholder Cards

THE UNITED NATIONS

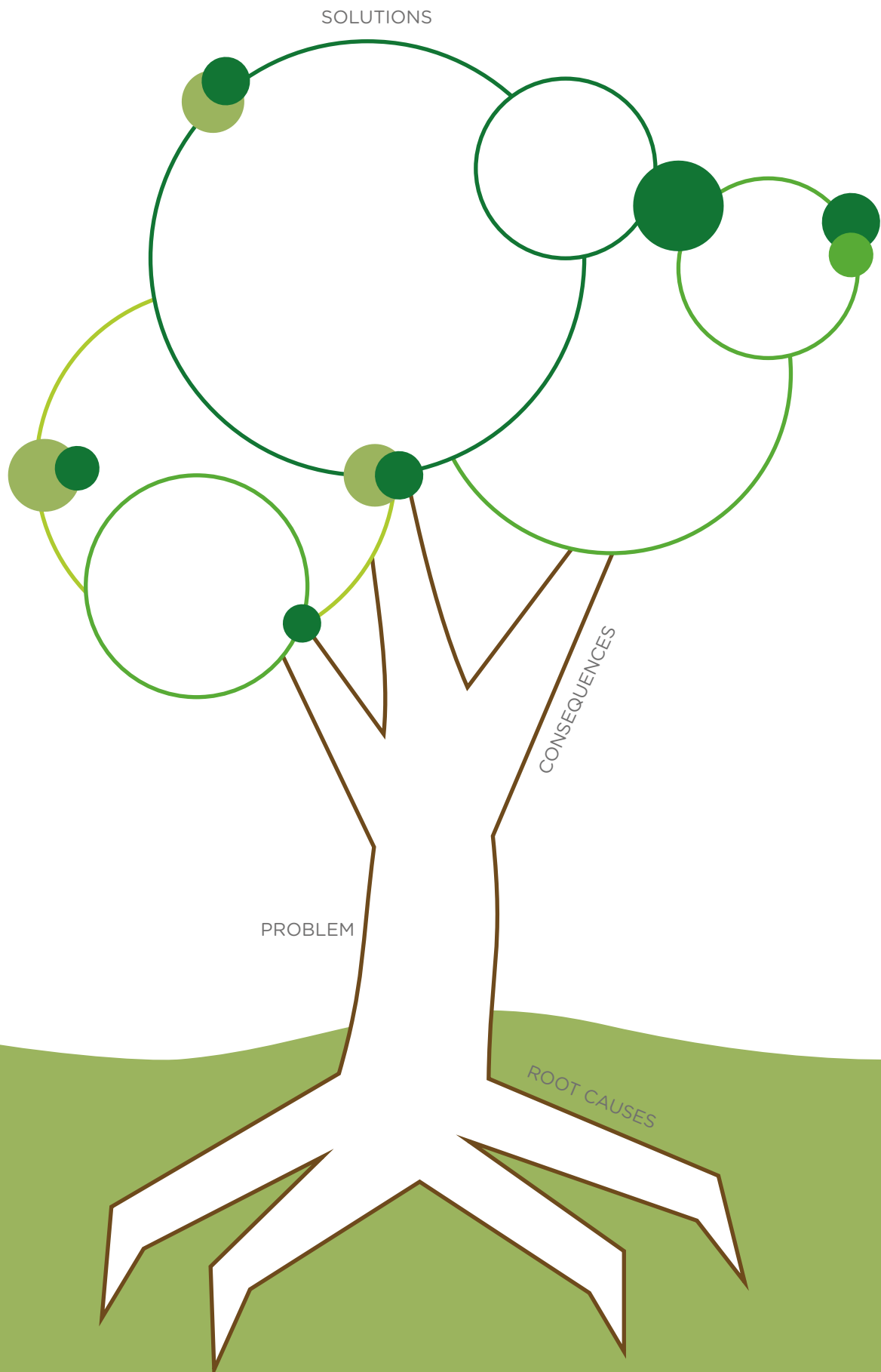
The United Nations supports a large number of ongoing aid efforts in Ethiopia. Several are focused on improving access to clean water. The UN's 2007 Millennium Development Goals (MDGs) for Africa included reducing the proportion of people without access to safe drinking water and basic sanitation by half, and these goals are continued within the SDG framework. Other goals include reducing health risks from water, developing sustainable water resources and modern water management systems and infrastructure, and promoting peaceful negotiations of disputes over water and other resources. In July 2008, the UN Office for the Coordination of Human Affairs published, "Situation Report: Drought/Food Crisis in Ethiopia," detailing the extraordinary risks of famine due to water shortage in the near and long-term future in Ethiopia. In 2007, the UN's Intergovernmental Panel on Climate Change issued a report that forecast that Africa would be the continent placed at greatest risk by climate change, despite the fact that Africa has caused the least greenhouse gas emissions. Additionally, the UN provides peacekeeping forces in Ethiopia to monitor compliance with the 2000 peace agreement between Ethiopia and Eritrea. Ongoing aid efforts supported by the UN can be put at risk by the violence that flares up over scarce land and water. While the success of these programs can help alleviate the conflict over resources, violence can undermine the progress and capabilities of the programs.

ETHIOPIA'S NATIONAL GOVERNMENT

Ethiopia is a federal republic, led by Prime Minister Abiy Ahmed and the Prosperity Party. The government of his predecessor, Meles Zenawi was accused of human rights abuses, including the violent suppression and detention of members of opposition groups. Conflicts between ethnic groups and political groups persist, displacing hundreds of thousands from their homes.

Economic growth in the country has varied widely from year to year. This is largely because agriculture, which is a major contributor to the country's economic health, depends heavily on rainfall and has suffered greatly during droughts. Although Ethiopia has access to a large amount of water, much of that water is in river basins that are located on Ethiopia's borders with its neighbors. In order to make full use of this water, the government must negotiate with its neighbors. In some cases, this has been somewhat successful. For example, Ethiopia has been working with Sudan and Egypt to implement cooperative development projects that will benefit all three nations which share the Eastern Nile's waters.

Other borders are more problematic, as Ethiopia has been involved in recent conflicts with both Eritrea and Somalia that displaced large portions of the local population. Displaced populations, including those displaced from conflicts over water and other resources, are of particular concern for the government because they are even more vulnerable to food and water shortages and can increase pressure on local resources. Some have argued that Ethiopia has enough water but that water management, collection, and irrigation techniques are not sufficient to provide water security for the country's population and industries. Others point out that there is great potential for Ethiopia to develop hydro-electric plants and export energy resources to its neighbors.



P. 27 - POVERTY WALK

Personal Stories

JACKLINE, KENYA

I am in Form Two at secondary school. Three of my elder siblings dropped out of school due to lack of school fees. One month ago, my father and elder brothers took the cows to a neighbouring county in search of water and grass. The water at the community borehole is no longer enough for using at home and for the animals because there is drought in our sub county. It only rained in December for one week and the grass has since dried up. When I started secondary school I enrolled in agriculture club where I learned about farming. I encourage my brothers and sisters to help me in planting maize, beans and vegetables in the kitchen garden. My parents are so happy. They share the food with our neighbours. We have also taught our friends how to farm. There are no rivers to help us irrigate our crops, but we get the water from the community tank in our village. My mother now sells vegetables in the market and uses the money to buy us books and pens. She also bought me a watch as a present because I helped her get money from the sale of the vegetables.

Source: Aidlink 2015

TRACEY, IRELAND

I am an Irish Traveller and growing up I lived in a trailer on a halting site with no facilities- for example, I had no water, toilet or shower. When I started school I was looking forward to making new friends but before I knew it I had no friends at all and I felt isolated. When break time came I had no friends to play with in the playground. Everyone stared at me as if I was an alien. Only when I got older I realised I was getting discriminated against because I am a member of the travelling community. When I was in the middle of my Junior Cert, a young member of my family passed away to suicide. When I returned, one of my teachers passed me in the hallway in school, and asked me why I hadn't been in. She walked away but then turned back and said to me it's ok because its not as if you're going to get anywhere in life anyway. I left school, didn't finish my Junior Cert because I was disheartened. I'm 28 years old today and trying to build up credits equivalent to a Leaving Cert. I am way back in education. Which is very upsetting really, I can do a lot and I know quite a lot too. But at the end of it I need that piece of paper. I am going to try get employment but again being a member of the travelling community it's very difficult in today's society

Source: Pavée Point 2016

DANIJEL, MONTENEGRO

I was born in Podgorica, Montenegro. When I started understanding my sexuality, the first thing I noticed was that all the boys around me liked girls, while I liked a boy. That was not a problem itself, but the fact that I must hide it was a huge burden. After I had come out to my friends as gay, I told my mother as well. That sparked the first serious issue in our relationship when she started attacking me physically. One day I decided to leave our home and start a new life. I was meeting more and more people who were like me. My friends' support for my activism has been growing each day and we are thinking of starting an organisation that would directly advocate for our human rights. Everyone needs a place where they belong. Now I have a new family which I chose, family made of all of my friends and the man that I love who's with me in every moment and ready to support me and to comfort me for the anxiety generated by my work.

Source: OWPSEE 2013

INGRID, SOUTH AFRICA

When I was 19, I was attending college while my 9-month-old son was being taken care of by my mother. My son and I bonded in many ways, especially at breast-feeding times. One day I started coughing a lot, and then I lost my appetite. I lost concentration. I went to the clinic where I was tested for HIV and TB. Tuberculosis is a lung disease. I was nervous and scared waiting for 2 days to get those results, until I found out I had TB. I knew that TB could be cured, because my sister had TB, she took her medication and she was cured. This made it easier to accept. The bad thing about this was that I had to stop breast-feeding my son. If I hadn't stopped he may have got TB, maybe even died. I started to buy him formula milk with the government grant money. We coped, but we couldn't bond the same way. This broke my heart. At this time I felt like a bad mother because of denying my son what I know he needed. Three years later I am cured of TB and learning more about the disease. I also pass my knowledge to my family and the community, so that things can start to change for the better.

Source: SLF 2013b

P. 27 - POVERTY WALK

Personal Stories

SIPHOKAZI, SOUTH AFRICA

I was living with my mother who was a domestic worker. We used the train to get to work and school. I was 14 years old when my mother started getting sick. She didn't tell me what was wrong. Then one of her friends came and told me that they were attending the clinic together. She was sleeping in bed and for four days she only drank Lucozade. The neighbours and relatives came to see my mother. They didn't know the cause of her sickness. They were telling my mother to 'go to the clinic', but she refused to go again. In the night I heard my mother in pain, gasping for air, and crying. I woke up in the morning and my mother was quiet. I got up at the usual time. I saw her face and I lost hope. I placed her head back onto the pillow and went to school. It was dark when I got home from school. The neighbour told me that my mother had passed away. I didn't have anyone. My mother taught me many things in life, but she never told me anything about this HIV AIDS disease. Thirteen years later I've seen no change for children like me. I wish someone could show them the way and comfort them. Show them not to give up and sleep around because they don't have their own places.

Source: SLF 2013b

ANON, BANGLADESH

In school my classmates used to mock my disability and my teachers did nothing. My family stopped my study when I was in grade 8 as they were poor. I tried to work with my father as a labourer but I did not get payment. I used to feel ashamed of myself and hopeless as nobody thought of me as capable of doing any job. Then I met one of the development organisations officers who saw my situation and talked to the principal of the school and enabled me to study again. I passed the secondary school certificate course and I am continuing my study, I have received training as a tailor and got a sewing machine to set up a tailoring shop and started a small business in my village. At the beginning people were not interested to give me any order and they had doubt of my work but when I proved my capability and with the advocacy of people I became successful. With assistance, I formed an organisation for the welfare of the marginalised people. I am now the secretary of the Disabled People's Organisation. Our organisation not only works for the disabled people, we also try to help older people and widows. The support gave me a new identity in my family as well as in my society and I feel like a complete human being now.

Source: We Can Also Make a Change 2013

NANCY, KENYA

Every day I woke up at 5am and walked nine kilometers to primary school with no breakfast. I remember the first day I got my period. I remember thinking I had eaten something poisonous and my stomach was bleeding. I removed my school jumper and tied it around my waist and decided to go to the class teacher to seek permission to go home. When my sister, Margret arrived home, I told her about what had happened. She advised me to use pieces of old clothes. In the following months, I remained home every time I experienced my period. When I sat my end of term exams, I dropped from position 3 to position 21 in class. One day, a visitor from the Girl Child Network supported by Aidlink came to our school. They gave us three packets of sanitary pads and three pairs of underwear. I had never seen a sanitary pad before. I was so happy and felt like someone had answered my prayers. We continued to receive sanitary towels every term. As a result of this, I did not miss my lessons and could concentrate on my class work. I later sat my Kenya Certificate of Primary Education course exam where I attained 302 marks out of 500. I was the first in a class of 19 pupils! Using my experience, I help girls in my village during the holidays. They come to me to seek information on the use of sanitary towels. I also explain to them about sexual maturation process and that monthly period is normal.

Source: Aidlink 2015

AIR QUALITY

DUBLIN

The issue:

During the 1980's, increase in car ownership and the burning of coal was common in Dublin. Consequently, the air quality quickly began to degrade. From daytime traffic congestion during commuting hours, an increase of the burning of fossil fuels in the development of suburbs and the use of peat and wood (solid fuels) as household fuel for heating, air pollution in the area increased. The EPA (2017) notes solid fuels, such as peat, coal and wood, as the biggest threat to public health and is linked to 1,500 premature deaths in Ireland annually. This concentrated air pollution resulted in an increase of respiratory illness across Dublin. Despite this, various places around Ireland still burn wood, coal and peat, breaching WHO standards.

The approach:

Since the late 1980s, public bodies have put measures in place to improve air quality in Dublin. Under the Air Pollution Act 1987, the ban on 'smoky coal' was first introduced in Dublin in 1990 in response to severe episodes of winter smog. Research shows that the ban in Dublin resulted in over 350 fewer annual deaths. It is estimated that the monetary benefits of the ban brought about savings worth €20m. Additional benefits of the regulation include householders switching from solid fuels, which generally are less efficient and more polluting, to more efficient and less polluting gas or oil.

The government has increased tram lanes through Dublin City Centre, which stretch out to the suburbs. These efforts are to decrease the amount of cars in the city and to encourage the use of public transport. The government also encourages cycling as an alternative to public transport via Bike to Work schemes across many companies.

The EPA will also introduce 38 air quality monitors to inform the public about the air and to inform future policies.

KIGALI

The issue:

Like Ireland, emissions from road traffic have been a contributing factor to poor air quality in Kigali, alongside the use of fossil fuels in the running of transport and businesses. More than 80% of Kigali city residents use solid fuels such as biomass and charcoal for household cooking. Policy measures recently put in place in Kigali are beginning to improve air quality. In 2012, more than 2000 deaths were found to be directly linked to air pollution in Kigali. Furthermore, between 2013 and 2015, there was an increase in hospital admissions for respiratory infections by almost double, to more than 3.3 million.

The approach:

Rwanda has begun to implement new vehicular emission regulations and air quality standards, and urban areas such as Kigali have installed modern vehicle testing centers. As a result, high concentrations of pollutants from traffic are reduced during holidays and car-free days. Private investors have begun to look into electric vehicle alternatives also for Kigali. Improving the quality of roads with the inclusion of bus lanes seeks to encourage more city dwellers to use public transport in order to reduce toxic emissions from vehicles.

There have been many initiatives and campaigns to promote clean cooking alternatives (e.g. gas and electricity) through the Minister for Infrastructure. Educational campaigns have been designed to support farmers and work toward more sustainable methods (e.g. planting trees instead of burning trees) which will further help to clean the air and promote health and safety for the population. In 2016, the law governing preservation of air quality and prevention of air pollution was passed.

“ Pollution in the air is now the fourth-highest cause of death worldwide. [...] Sadly, the majority of these deaths are recorded in poorer nations. **”**

The New Times

“ The World Health Organisation reported that “in addition to outdoor air pollution, indoor smoke is a serious health risk for some 3 billion people who cook and heat their homes with biomass fuels and coal.” **”**

The New Times

WATER QUALITY

“ Although water quality is at the core of sustainable development, 80% of global wastewater flows back into ecosystems without being treated or reused and 3.1 billion people across the globe lack access to safely managed drinking water ”
The New Times

DUBLIN

The issue:

As an ever-growing city, having enough water is vitally important for life and business. On a typical day 540 million litres of water is collected from the rivers around Dublin. While Dublin's water quality is mainly good, there have been negative elements. The EPA's 2017 Bathing Water report found that water in five of Dublin's 15 beaches failed the minimum EU mandatory standard. Poor water quality is caused by periodic sewage discharges, pollution from contaminated surface streams especially after heavy rainfall amongst other factors. In 2017, waste water from 28 of Ireland's 179 large towns and cities did not meet the treatment standards set in the Urban Waste Water Treatment Directive, according to the EPA (2018). At a national level, Ireland is behind most other EU countries. Ireland's drinking water is due to comply with EU standards by 2020, 16 years after the deadline for compliance. Poor quality of water can impact people's well-being.

The approach:

For this reason, it is important that policy measures are put in place to reduce the level of water contaminated, as well as reducing the level of water lost as a result of infrastructure failures. According to the EPA (2018), there are a number of things being done to improve and monitor water quality. These include local level action on catchment areas via three regional Local Authority Water & Community Offices. There has been greater investigation into diffuse pollution, whereby substances leach into surface waters and groundwater as a result of rainfall, soil infiltration and surface runoff. Schemes in place to assist with this are associated with the agricultural industry; Glas, LEADER and Locally Led Agri-Environment Schemes. The EPA (2018) said that in 2017, untreated sewage from coastal and estuary areas were discharged into the environment every day. These discharges came from 38 different areas across the country. Irish Water (the national utility for the treatment of water) will provide treatment at 4 of these affected areas by the end of 2019. However, there are still long delays in building many of the treatment plants needed to eliminate discharges of untreated sewage. These delays mean that the remaining 32 areas are likely to continue discharging raw sewage into 2021.

KIGALI

The issue:

As a growing city, Kigali is experiencing challenges of both water pollution and inadequate levels of water. As a result, sewage and wastewater from informal settlements often flow in open drains and can seep into groundwater and run into wetlands. Due to new housing developments in the city, storm-waters often flow into open drains. When accumulated floodwater stagnates, it can pose health hazards, and floodwaters can carry toxic substances used in factories and industrial garages into the surrounding wetlands. On the other hand, even though Rwanda generally receives abundant rainfall, water can become increasingly scarce in Kigali during severe dry periods.

The approach:

Efforts are being made to increase the use of recycled water through the use of rainwater harvesting. This would substantially cut down on water consumption for activities such as toilet flushing and watering public areas. Policy measures are also seeking to improve water resources management so it is integrated, sustainable and satisfies demand to support economic development through water collection, water conservation and improved water use. Kigali recognises the negative impact industries based beside wetlands can have on human healthy and ecosystems. As a result they have began relocating these factories around the Nyabugogo wetland to reduce potential impacts and threats. According to State of Environment and Outlook Report 2013, "about 83 per cent of citizens have access to improved water sources. Some households, businesses and industries have private septic tanks to receive wastewater".

“ Globally, at least 1.8 billion people use a drinking-water source contaminated with faeces [...] that can transmit diseases such as diarrhoea, cholera, dysentery, typhoid and polio. Contaminated drinking water is estimated to cause 502,000 diarrhoeal deaths a year.” ”
WHO (2019)

ENERGY EFFICIENCY

“As the global population grows, so too will the demand for cheap energy, thereby increasing greenhouse gas emissions and creating more dangers to our environment.”
UNDP (2019)

DUBLIN

The issue:

In the SEAL's report 'Energy in Ireland 1990-2016', it was found that Ireland is not doing enough to reduce its dependency on fossil fuel as its primary energy source. It also stated that individuals, businesses and communities are key to addressing this problem. Although energy import dependency was reduced from 88%-69% from 2016-2015, reducing the annual energy import bill from 4.6 billion euro to 3.4 billion, there is still a heavy reliance on Corrib gas, a finite fossil fuel.

The approach:

The redevelopment of York Street, off St Stephen's Green, includes 66 new Council apartments arranged in five blocks. This development is constructed with highly insulated building fabric and optimises solar energy through south facing glazed balconies. Each block has a group heating system with individual apartments fitted with heat exchangers and heat meters to accurately measure and bill individual energy users.

Over the long-term there are a number of options Dublin City Council and its citizens can take to improve their energy performance and reduce their dependence on fossil fuels. The introduction of carbon neutral and low-energy buildings and the development of a low-carbon transport system will help Dublin to reduce its carbon emissions. In order to reduce wasted energy, employees working for Dublin City Council are being encouraged to 'Switch-Off' as part of the Minus 3% campaign. By switching off everyday office appliances when they are not needed, employees could save thousands of euros on their annual energy bill. Money saved from this initiative can then be spent on staff resources. Recently Ireland has become the first country in the world to divest from fossil fuels in order to achieve climate goals.

KIGALI

The issue:

Rwanda has made comparatively higher strides towards energy efficiency in comparison to Ireland. Similarly to Dublin, reducing dependency on oil imports and developing alternative renewable energy resources will help the economy by reducing energy costs and promoting economic development. There is huge public interest in Kigali to promote better health, economic growth, and development, mitigate climate change and create sustainable futures for its people. Although generationally ingrained practices of wood and charcoal burning are present in Kigali, there are many clean alternatives abundant to help Kigali become a more energy efficient city, such as hydropower, solar and geothermal; however, wood and charcoal are still a major source for energy and demand is growing.

The approach:

Within Kigali, citizens are assisted in saving energy through the distribution of energy saving light bulbs. A new Special Economic Zone in the city features energy efficient lighting, energy and water metering, and wastewater and other waste recycling methods. In order to assist the number of individuals benefitting from financial savings from improving energy efficiency, the City of Kigali should offer financial and fiscal incentives to companies to comply with voluntary energy efficiency and building standards. For example, residential solar heaters create an opportunity for more people to have access to affordable solar energy.

In 2013, the "Kigali Declaration on Mainstreaming Energy Efficiency in Building Codes: Building Policies and Building Regulation" was set out. It was agreed that the Governments of East African Countries must create awareness and educate all relevant stakeholders about energy efficiency to normalize the idea. Additionally, the regulations show the importance of urgent climate change mitigation through building infrastructure and individual action.

In 2017, K-CEP was introduced into Kigali, an organization that aids developing countries to integrate energy efficiency into their cities and to reduce polluting fluorinated gases used in many cooling objects (e.g. refrigerators).

WASTE GENERATION

DUBLIN

The issue:

The level of waste being generated has been an issue for Dublin and Ireland. Ireland produces the most plastic waste in the EU. Until recently, the most common approach to managing waste was the use of landfills. This involves burying rubbish. Using landfill creates a number of negative environmental impacts including wind-blown litter and the attraction of vermin. Methane gas is also a common by-product of landfills. Government policy has seen a reduction in the number of landfills being used. There were 87 local authority landfills in 1995 compared to just 6 in 2016. According to the Dublin City Council, Annual Progress Report (2011), household recycling increased from 2%-44% and over 36,000 tones of separated organic waste was collected through the brown bin collection system in 2010.

The approach:

Incineration has become an important part of Dublin's waste management. The Poolbeg incinerator processes approximately 1800 tones of solid waste per day. Although incinerators can act as a solution to Dublin's waste problem, they often attract opposition from locals because of health and safety fears. Dublin City Council has organised local clean ups which promotes responsibility and assists residents in cleaning up the area they live in and work in. Unfortunately, fly-tipping or illegal dumping has also increased throughout the country over the last number of years.

KIGALI

The issue:

Kigali's ability to manage the waste it produces has been weakened by a number of factors. While there is a central landfill system in place, people continue to illegally dump waste and wastewaters in rivers, wetlands, ditches, roadsides and other public spaces. Poorer households and rural residents often have limited access to the city landfill and cannot afford the cost of waste collection services. Between 2007 and 2012, the amount of solid waste in Kigali quadrupled. Although there are waste collection services in place, these services do not adequately meet the needs of the areas, leaving out 13 areas from refuse collection.

The approach:

In 2007, Kigali generated approximately 500 metric tonnes of solid waste per day. By 2012, this figure was between 1,800 to 2,000 metric tonnes of waste. As many industries lack on-site waste treatment, this sometimes results in illegally sending untreated discharge into rivers and wetlands. This impacts both human health and ecosystems. The lack of waste separation systems and limited capacity to expand landfills has also hampered waste recycling efforts in Rwanda. Around 25% of solid waste in Kigali is estimated to end up in landfill. There are many initiatives to recycle waste (e.g. making briquettes for cooking fuel and sorting/selling plastics).

Positive measures taken in Kigali and Rwanda includes the introduction of a ban on polythene plastic bags in 2008. Plans have also been announced to convert waste material at dumpsites into energy to be added to the national grid. Between the ages of 18-35, people are required by law to engage in a communal litter-picking morning for three hours on the last Saturday of each month during the morning. The idea behind this initiative is to encourage people not to drop their litter on the street in the first place. This act is can also be adopted by communities with poor economic structures and less money, once written into law.

“99% of purchased items are discarded within six months, and the world produces 2 billion tonnes of waste annually.”

UN Human Settlements Programme (UN-Habitat, 2018),

“Due to a lack of proper waste facility and treatment skills, waste is discarded to landfill [...] and as a result there are issues such as bad odour, methane, risks of garbage landslides and groundwater pollution.”

The UNDP (2019)

TEACHER'S BACKGROUND INFORMATION FOR POINTS OF ACTION

WATER QUALITY

Local action

Make sure that no taps in your home are left running when you are not using them.

Community action

Increase the number of water harvesting systems present in your community to reduce the level of water used from the tap.

National action

Invest in the water system to fix pipes and ensure there are no leaks, which reduces the level of water available for consumption.

AIR QUALITY

Local action

Walk, cycle or use public transport rather than taking your own car.

Community action

Lobby national government to increase investment in public transport in the locality.

National action

Help people reduce their dependency on energy which creates emissions e.g. oil and gas.
Ensure companies do not cause air pollution by placing penalties on those who do not abide by relevant laws.

ENERGY EFFICIENCY

Local action

Turn off any lights or devices that you are not using (e.g. televisions)

Community action

Establish energy efficiency groups so people learn how to reduce energy use together.

National action

Remove barriers to renewable energy utilization in order to reduce dependency on imported fossil fuels.

WASTE GENERATION

Local action

Be cautious when thinking about what waste goes into which of your bins (Green or Brown).

Community action

Set up community recycling centres so more people in your community can understand how to best dispose of waste.

National action

Increase the level of waste being converted into energy. This will also help reduce dependency on fossil fuels.

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P. 37 - Education responses to climate change



NATIONAL SOLAR SCHOOLS, AUSTRALIA

Through the National Solar Schools Initiative, schools can apply for grants of to make them more energy- and water- efficient. Schools can use this money to install solar panels, energy efficient lighting, sky lights, shade awnings, and water collection systems.

This project aims to reduce the amount of greenhouse gases generated by schools, but also to have educational benefits for students, who learn about green energy and saving water.

Green schools cost two percent more to build, but it has been claimed the long-term financial benefits were greater than the cost.



ECO-SCHOOLS IN JAPAN

The Japanese government has been designing new schools using sustainable materials, and equipping old schools with new features. Shinanodai Elementary is an example of one of these.

Consultations were held with teachers, parents, and members of the community before building. In the final design, natural light makes the school bright, and air flows cool the school in hot summers. The water in the swimming pool can be drunk, and there is a store of food in the gymnasium in case of typhoons or earthquakes. and the water for flushing toilets comes from the rain. Leftover lunches can be used as fertiliser in the school garden.

The buildings are also used to teach students about sustainable building, energy creation and water efficiency. The Japanese government has made grants and subsidies available to build and renovate schools to be more like Shinanodai Elementary.

(Ministry of Foreign Affairs, Japan)



SCHOOL STORM SHELTERS IN BANGLADESH AND INDIA

In India and Bangladesh, tropical cyclones frequently endanger life in coastal areas. During these serious storms, people need to shelter in buildings for protection. These buildings are raised off the ground to allow water to flow underneath. However, between storms the shelters remain empty, and can fall into disrepair as a result of not being maintained. This means, when the next storm arrived, they could not provide shelter.

A solution has been to build multi-purpose storm sheets that are also usable as schools. A well built road leading up to the school/shelter means that students can access school even in monsoon season, while solar panels on the roof and a deep well provide power and water when the building is in either use. A large indoor area is a gymnasium for children, and during storms can shelter livestock. Separate toilets for men and women to use during storm

(World Bank, 2014)



STUDENTS AND TEACHERS RESTORING A WATERSHED (STRAW) IN CALIFORNIA, USA

In San Francisco, water levels have lowered as a result of multiple years of drought. The STRAW programme focuses on the restoration of water systems as a tool for environmental education. Through the programme, ranchers, rangers, and scientists give talks to schools. Students then work to restore and protect local wetland habitat, a critical ecosystem. They remove invasive species of plant, replant native species, and build biological structures, such as willow walls, that help creeks recover from erosion.

On the programme, students develop academic subjects, such as science, maths, and history, as well as critical thinking and teamwork, and a greater understanding of climate change. Teachers learn to integrate watershed studies into their teaching. Crucially, the restored wetlands sequester more carbon and increase the amount of water available to local communities.

(Global Environmental Education Partnership)



SANDWATCH SCIENCE EDUCATION AND COASTAL MONITORING

Sandwatch is a network of schools and community groups in many different countries and island states, working together to monitor and conserve beaches. Sandwatch seeks to develop awareness of the fragile nature of marine and coastal environments, helping students to evaluate threats to the local area and develop sustainable solutions. They do this through live science and interdisciplinary studying.

Each group takes a series of measurements and tests of the beach, measuring beach width, currents, waves, water quality. This means they can tell how healthy the beach is. When they identify a problem, they take action, alerting the media, cleaning the beach, replanting mangroves or dune stabilisers, protecting turtle nests, or monitoring coral bleaching.

The groups share their data through the Sandwatcher website, and also meet at annual conferences and workshops.

(Sandwatch Foundation)

North = Natural Environment

What effect could this development have on the local environment?
Will it contribute to, or combat, climate change? How?



NATURAL

N

West = Who

Who holds the decision-making power?
Who influences how or when it happens?
Who benefits?
Who is adversely affected?
Was the local community consulted?



WHO DECIDES

W

East = Economic

Will the development project create a profit or loss?
Are the regravts/aid to support it?
How will it affect businesses and jobs in the area?
Can it survive long-term?



ECONOMIC

E

S



SOCIAL

South = Social

Does this development project address diverse needs within the local community?
e.g. different cultures, age or gender.

Is anyone left out?

Does this hurt anyone?



P. 58 - INFRASTRUCTURE ROLEPLAY

ROLE CARDS



YOU ARE A CITY COUNCILLOR WITH RESPONSIBILITY FOR URBAN TRANSPORTATION.

The national government, eager to invest in sustainable transportation projects, has allocated a significant amount of money for a new transport infrastructure plan named CityRoutes. This project will, over the next five years, create 230km of priority bus lanes and segregated cycle paths. This will result in a faster, better bus service, and will also make cycling around the city much easier and safer. There will be a direct positive effect on the local economy by creating more jobs in construction and in the transportation sector, and fewer cars on the roads will make the city a more attractive place for locals and for direct investors.

However, significant challenges exist. The most recent plans indicate that up to 3,000 trees may need to be cut down to widen the road for the extra cycle lanes. Additionally, the council will need to purchase portions of the front gardens of 750 houses - this will undoubtedly upset people. However, the alternative involves rerouting busses through much smaller streets.



YOU ARE A RESIDENT OF MELVILLE ROAD.

When you moved to this area twenty years ago, you instantly fell in love with the tall oak trees that line the road. In summer they are filled with birds and provide shade, and in the autumn the leaves turn a beautiful colour. However, CityRoutes, a new proposal from the city council plans to chop these trees down to widen the road for new bus routes and cycle paths. The proposal would also eat into a small part of your front garden.

You are deeply concerned about this for a few reasons. First, it would take away a feature that makes this area so beautiful, and the sense of community would be destroyed by having such a big road. You are also concerned that there would be more traffic on Melville Road, as it would now be a major corridor. This street is difficult for pedestrians as it is, with very narrow pedestrian lanes - more traffic could make it very dangerous if it is not handled correctly.

Between the loss of the trees and the increased traffic, you are concerned that the air quality would worsen, affecting the health of vulnerable neighbours in the area. Additionally, you enjoy making your front garden look nice. This plan may also lower the value of your house, and in these difficult economic times, that is a scary idea.



YOU MANAGE AND OPERATE THE CITY'S FLEET OF BUSES

CityRoutes is a bold new investment that aims to add 230 km of dedicated bus lanes in the city. There are many strong points about this plan. More bus lanes means you will be able to make bus routes faster and more cost-efficient. You will be able to serve customers in more areas of the city, and have a higher frequency of services on major lines. It will also simplify the network, making it easier to understand and travel. In addition, you are also excited that the expansion of the fleet will result in more well-paid, decent jobs at the bus company.

There will of course be issues with the plan. For one thing, the construction means that there will be disruption in the short-term while the roads are widened. Additionally, some of the areas along the new routes are known by your drivers for being problem spots, and there have been incidents of anti-social behaviour. You feel a strong sense of duty to your employees and to your shareholders, and want to ensure that they get the best out of this plan.

P. 58 - INFRASTRUCTURE ROLEPLAY

ROLE CARDS



YOU ARE THE CEO OF A CHARITY THAT ADVOCATES FOR THE PROTECTION OF TREES.

CityRoutes, the new development proposed for the city, has a lot of strong points. For one thing, it will reduce the number of cars on the road, which will decrease the amount of air pollution emitted in the city. Encouraging people to cycle will also be better for public health.

However, one huge issue is that the development will need to cut down many trees along Mohbi street. This seems like a terrible idea, for many reasons. Trees are the lungs of a city - they clean the air, making it breathable and rinsing fumes. We already have cut down too many trees, and trees this size can recycle up to five tonnes of carbon dioxide per year. Trees also provide habitats for birds, squirrels and insects. By cutting these down, we are also endangering an ecosystem that is already highly at risk.

The city council promises they will make up for cutting down the trees by introducing more tree-planting schemes and decarbonised zones. However, you have noticed that past promises in this regard are often not fulfilled, and remain sceptical about these ones too.



YOU LIVE IN A FLAT ON THE OUTSKIRTS OF THE CITY, AND TAKE A BUS TO WORK EVERY DAY.

You don't really have strong feelings about the commute, although it is quite expensive. The journey takes about forty minutes each way, although often the roads can be quite congested - on those days the journey can be longer. Listening to the radio on your commute the other day, you heard the presenters discussing CityRoutes, a new transportation plan for the city. They said it might reduce traffic, especially along Melville Road, where you have noticed the bus often gets stuck in traffic. In the next 3 or 4 years though, it's probably going to make your journey longer because of the roadworks - that will mean getting out of bed earlier.

Another issue raised by the presenter was the value for money. You can see why they raised this point - development projects often go on for a long time, and the cost to the taxpayer often ends up much higher than predicted. At the end of the day, you'll probably end up paying for it - through your taxes or through an increase on fares. And they're already so expensive!



YOU CYCLE TO AND FROM UNIVERSITY EVERYDAY.

It's about a 2km journey that brings you down the lovely, tree-lined Melville Road. You don't really have much of a chance to admire the tall oaks, because you're so focused on the traffic around you. You have to be careful, as a couple of your friends have been injured along this stretch of road. It's easy to see why - the existing cycle path sometimes is on the footpath, and sometimes in the road. Cars travel fast, and often don't see cyclists. There are also many places where cars take left turns, and you feel very vulnerable travelling along the road.

When you heard about CityRoutes, a new transportation development, you weren't very optimistic. Sure, it has a lot of potential to make cycling safer around the city, but many of the investments until now have had lots of problems. Still, you'd like to make your voice heard to ensure the route is safe, convenient, and used correctly.

P. 55 THE THINGS™ GAME

Scoresheet

	Year 01		Year 02		Year 03		Year 04		Year 05	
	Capital	Things™	Capital	Things™ produced	Capital	Things™ produced	Capital	Things™ produced	Capital	Things™ produced
	€1000									
1.	€1000									
2.	€1000									
3.	€1000									
4.	€1000									
5.	€1000									
6.	€1000									
7.	€1000									
Total Things™ produced this year										
Atmospheric CO ² in ppm Year 0 = 380 ppm										

P. 55 THE THINGS™ GAME

Order slips



Company name: _____ Year: _____

Capital at beginning of year: € _____

Number of Things™ produced this year: _____

Capital at end of year _____



Company name: _____ Year: _____

Capital at beginning of year: € _____

Number of Things™ produced this year: _____

Capital at end of year _____



Company name: _____ Year: _____

Capital at beginning of year: € _____

Number of Things™ produced this year: _____

Capital at end of year _____



Company name: _____ Year: _____

Capital at beginning of year: € _____

Number of Things™ produced this year: _____

Capital at end of year _____

P. 64 - WHAT IS CONSUMPTION?

Picture cards

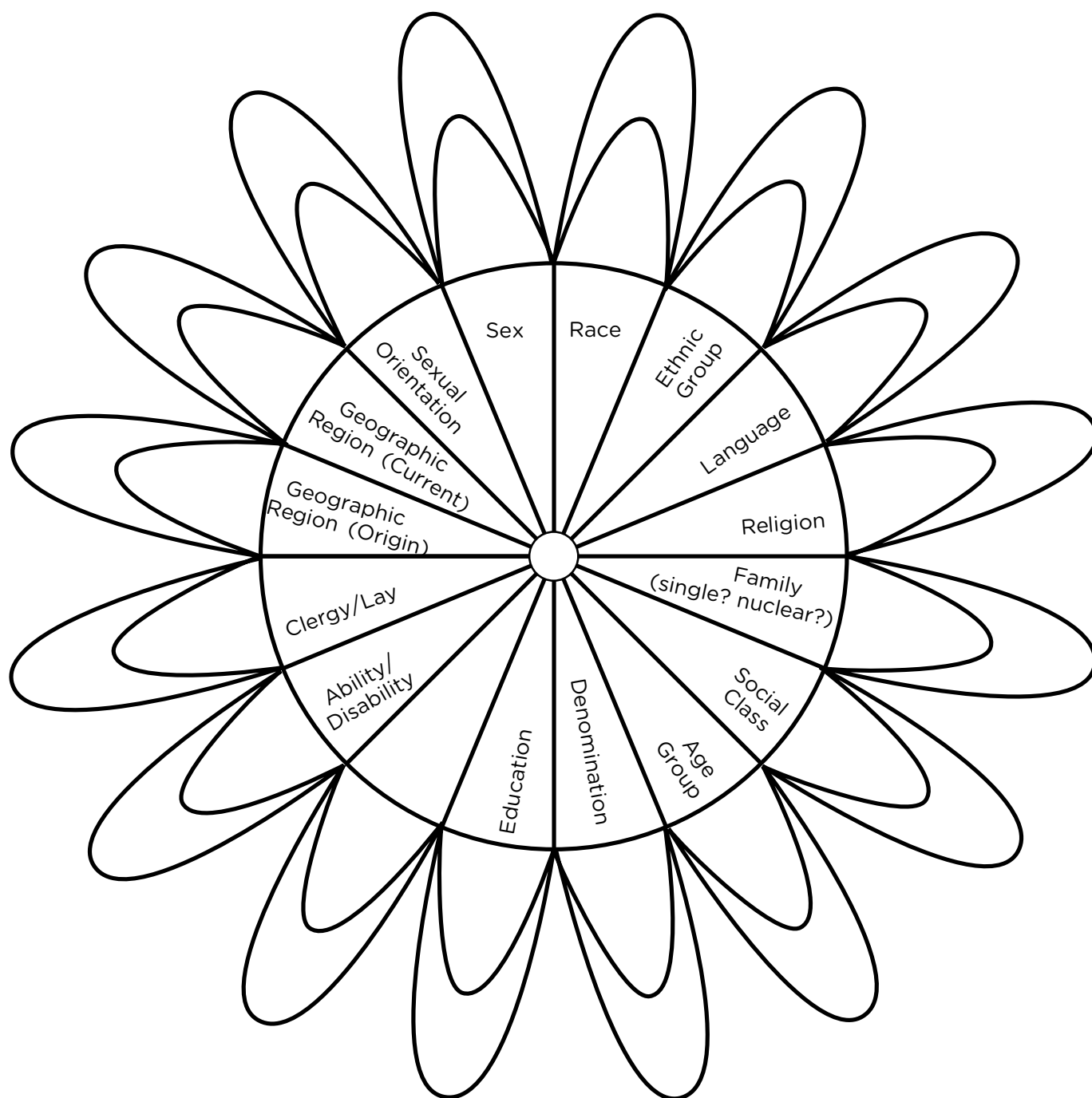
CARD 02

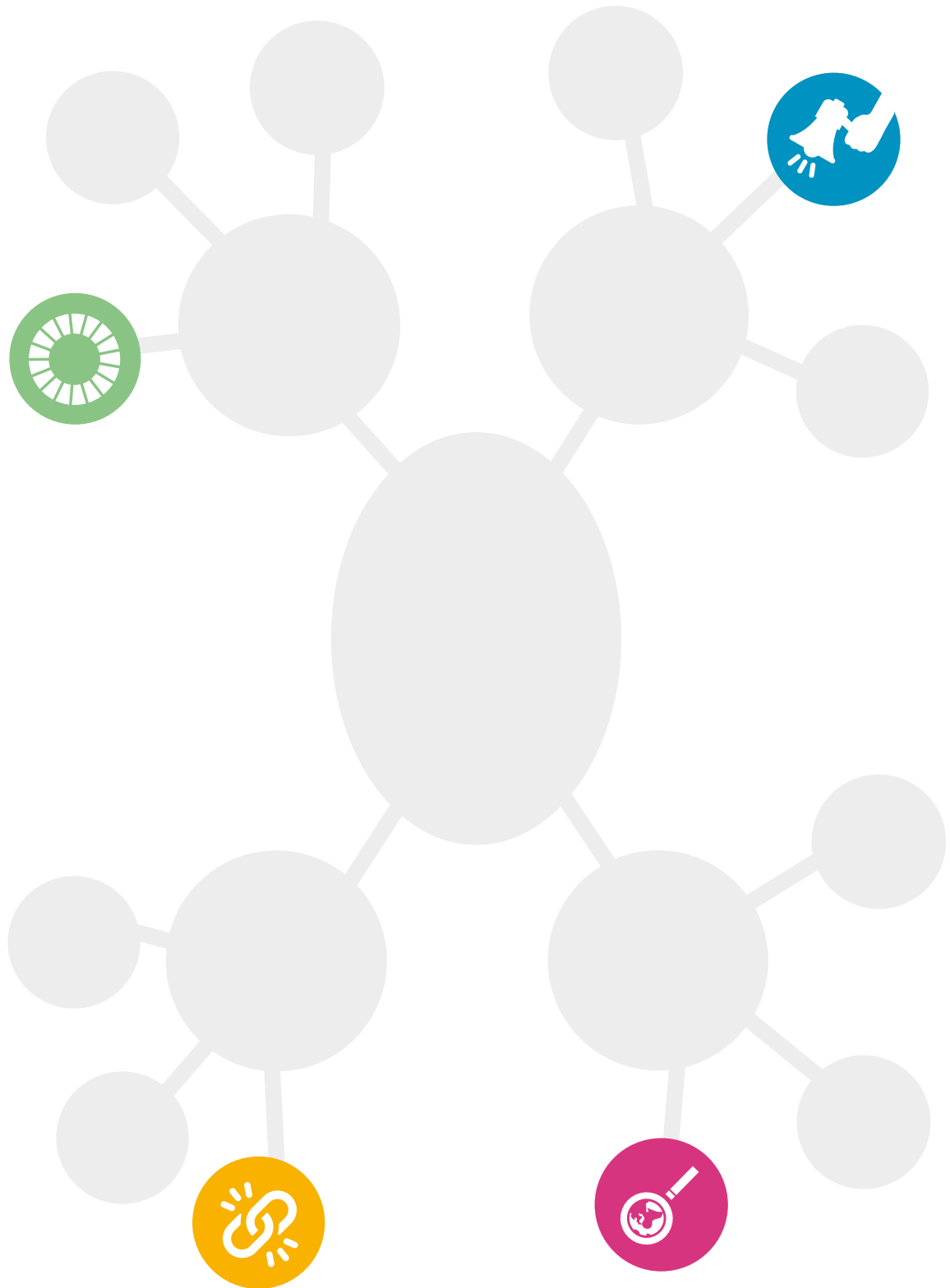


CARD 01



P. 61 - POWER FLOWER TEMPLATE







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