

# SUSTAINABLE DEVELOPMENT GOALS



## Understanding the Sustainable Development Goals

A workbook for Further Education Institutions.

## Development Perspectives

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

Development Perspectives

10 North Quay

Drogheda

County Louth

[www.developmentperspectives.ie](http://www.developmentperspectives.ie)

[info@developmentperspectives.ie](mailto:info@developmentperspectives.ie)

353 41 9801005

## SDG Challenge

This workbook has been created as part of the SDG Challenge, a development education programme launched in 2017. Further information:

<https://www.developmentperspectives.ie/SDGChallenge/index.html>

---

**Written by:** Peggy Flanagan and Stephanie Kirwan

**Edited by:** Nick Doran and Hanna Oberdorfer

**Designed by:** Graham Kirwan

**First published by:** © Development Perspectives 2020. All rights reserved.

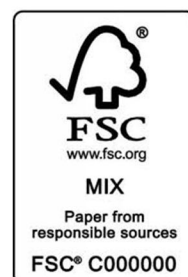
Special thanks to: To all organisations who have partnered with and supported the SDG Challenge to date.

## Disclaimer

This work is funded by Irish Aid however the content herein is the sole responsibility of Development Perspectives and does not necessarily represent the views of Irish Aid or other partners of the SDG Challenge.

All Sustainable Development Goals images used courtesy of the United Nations  
( [www.un.org/sustainabledevelopmentgoals](http://www.un.org/sustainabledevelopmentgoals) )

Printed on FSC Certified MIX – paper from responsible sources.





Content	Page
Forward	4
Development Perspectives	4
Development Education Approach	5
Sustainable Development Goals: History, Scope, Principles and Values	6
Using the Workbook	9
Sections in the Workbook	10
SDG Introductory Session	11
Individual SDG Session Outlines	
SDG1	15
SDG2	22
SDG3	29
SDG4	38
SDG5	45
SDG6	52
SDG7	59
SDG8	67
SDG9	75
SDG10	80
SDG11	86
SDG12	91
SDG13	100
SDG14	109
SDG15	116
SDG16	122
SDG17	130
SDG Quiz Answers	135
SDG Partners	137

## Forward

### Why DP has Developed this Workbook

Our experience to date, our passion and commitment to support action in addressing the issues outlined in the SDGs, has informed the development of this workbook. Throughout our involvement with the SDGs, we have focused on developing as many ways as possible to raise awareness of the SDGs within an Irish context and promote actions to address the issues raised whether at an individual or group level and at either a local, community, national or global level.

The SDG Workbook has been developed specifically for use by FE tutors. Through our partnerships, practitioners have requested DP to develop a workbook with sessions on the SDGs specifically for adults in formal and non-formal learning contexts including groups in the community work sector. They highlighted that it should be accessible and easy to use with sessions for each of the 17 SDGs that could be delivered individually based on the interest of the adults and communities with whom they work.

The 17 SDGs with their 169 targets and 2030 agenda can initially be overwhelming to people. This workbook is our response to support tutors in building their capacity and knowledge in order to incorporate the SDGs into their existing work content and context. Making the SDGs relevant to people's lives and building knowledge of them, drawing from people's own lived experience and not just 'things' that are 'out there' and 'nothing to do with me or my community' is vital in terms of this work. This workbook seeks to make SDGs accessible and facilitate deep and critical engagement with complex issues by focusing on one goal at a time.

### Development Perspectives

Development Perspectives (DP) is a Development Education NGO set up in 2006 and is a registered charity. DP is based in Drogheda, Co. Louth and works with partners in Ireland and internationally. DP is a Development Education organisation with a host of ongoing, exciting and insightful projects. These projects focus on all aspects of Development Education including the Sustainable Development Goals (SDGs).

The **SDG Advocate Programme** offers people the opportunity to become an advocate for the SDGs in Ireland. This innovative programme allows participants to deepen their understanding of the United Nations (UN) Sustainable Development Goals, represent the project internationally and lead transformative change in Ireland.

The **SDGchallenge** is a development education (DE) project created by DP which aims to equip individuals with the knowledge, skills and motivation to take informed action to contribute on an individual level towards the achievement of the Sustainable Development Goals. This is done through a set of monthly challenges online tailored towards each goal, workshops, training and developing relevant partnerships for collaborative work. The information, resources and suggested actions online through the SDGchallenge will support you in delivering the sessions outlined in this workbook.

## Development Education (DE) Approach

SDG #4 highlights Quality Education and target 4.7 emphasises the importance to ensure all learners acquire the knowledge and skills needed to promote sustainable development...(UN). Irish Aid outlines development education as ‘a lifelong education process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, development education helps people to critically explore how global justice issues interlink with their everyday lives’ (Irish Aid Strategic Plan for DE 2017 – 2023).

A Development Education approach is at the centre of DPs work with the SDGs. This interactive and creative educational process aims to increase awareness and understanding of the interconnected world in which we live.

DE entails **learning** through a global justice lens.

Allows tutors to explore the **knowledge, skills, attitudes and values** necessary to become global citizens.

Facilitates individuals/groups to **take action** for a more just and sustainable world.



Acknowledging the value that emotional impact has on meaningful learning or movement of mind, experiential learning plays an important role in all our programmes. This workbook is designed for people not only to learn more about poverty, inequality and climate change but to act or challenge some of the complex development issues that face local and global communities.

**Four areas of Development Education** which DP feel are key pillars to the approach are Critical thinking, Systems Thinking (Interdependence), Problem solving and Active Citizenship.

### Critical Thinking

Thinking informed by openness, knowledge and analysis as a way to assess issues such as power and privilege.

### Systems Thinking

Understanding the interdependence and connectedness of the economic, social, cultural and political systems within which we live. Acknowledging that each of these systems inform each other and the impact on our everyday lives.

### Problem Solving

Acquiring the knowledge and skills needed to be creative in developing inclusive and positive solutions to problems affecting our lives. Working collectively to develop viable and sustainable solutions through discussion, debate and analysis considering past experience.



## Active Citizenship

There are different levels of active citizenship. At a local level, for example it can refer to people who become actively involved in the life of their communities; tackling problems, bringing about change or resisting unwanted change. At regional and national level, it can move from voting in democratic processes, to being involved in campaigning groups, to becoming a member of a political party. At international level the global active citizen may be involved in movements to promote environmental sustainability or fair trade, to reduce poverty or to eliminate people trafficking and slavery.

## Sustainable Development Goals: History, Scope, Principles and Values



### The Millennium Development Goals

The Millennium Development Goals (MDGs) 2000-2015 were a precursor to the SDGs. The MDGs were revolutionary when they were developed by the UN in 2000 as they provided a common language to reach global agreement. The 8 goals were realistic and easy to communicate, with a clear measurement/monitoring mechanism. The MDGs were described as an expression of solidarity with the world's poorest and most vulnerable. The goals mobilized the world to tackle poverty's many dimensions, forming a framework for a global partnership that ushered in a new era of development cooperation. Yet for all the achievements, the international community faced many challenges during this 15-year journey. Many countries mainstreamed the MDGs into their national and sub-national development plans and strategies, and implemented specific measures intended to achieve the associated targets. However, progress was uneven and, in spite of best efforts, many countries missed one or more of the MDG targets.

### The Sustainable Development Goals

In September 2015, world leaders from 193 countries came together to adopt the 17 Sustainable Development Goals (SDGs), also referred to as the Global Goals.

## SUSTAINABLE DEVELOPMENT GOALS





## The Sustainable Development Goals

Ireland and Kenya's UN Ambassadors, facilitated negotiations in making the SDGs a reality. A consultation process was put in place to ensure input from not only UN Member States but also local authorities, civil society, the private sector and other stakeholders. At the end of this process, 193 member states of the United Nations made the commitment to end poverty and inequality and to tackle climate change head on. The SDGs became the document for these countries to guide their social, economic and environmental actions to achieve a sustainable future by 2030.

The 17 SDGs can be grouped or clustered together based on areas of interest and dimensions. The advantage of approaching the SDGs in this way as a tutor is that you can identify the thematic area or dimension you want to focus on or that fits into your curriculum and deliver a number of workshops within that cluster.



The 17 Goals and 169 Targets of the SDGs cover **5 thematic areas**:

- People.
- Planet.
- Prosperity.
- Peace.
- Partnership.

## Facts & Figures

Please take note that, as with all statistics, they change on a regular basis so please check online to ensure accuracy of statistics quoted in this document. Further where and how research and data was gathered can affect comparisons.



The **3 Dimensions** covered by the goals are:  
Economy.  
Society.  
Biosphere.

## Globally

Official Development Assistance (ODA) is a term coined by the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD) to measure aid. The DAC first used the term in 1969. It is widely used as an indicator of international aid flow.

The ODA agreed by OECD members (including Ireland) is 0.7% of gross national income, previously known as gross national product. All OECD members have contributed this amount to implementation of the SDGs.

*Sustainable Development Report Dashboards 2019* highlights the progress for each country in relation to each of the 17 SDGs.

### Ireland : Some key facts 2017

- Total Official Development Assistance: €743.42 million.
- Ireland contributed 0.32% of GNP (Gross National Product) to ODA.
- Over 80 countries benefitted from Irish Bilateral ODA.
- Of the OECD donors, Ireland provides the 12th highest per cent of its GNP to ODA, coming in ahead of countries such as Australia, Canada and Japan.
- 56% of Ireland's total ODA is channelled through carefully selected multilateral partners; 22% through Non-Governmental Organisations (NGOs) and 7% through national systems of our partner countries.

## Principles and Beliefs

The **UN member states** outline their **commitment** to the SDGs based on the following:

- Wishing to create a just, equitable and inclusive model of sustainable development for everyone with the main focus on children and youth, regardless of their gender, race, ethnicity, disability, religion, culture and situation.
- Affirming their commitment to the principles of the UN charter- freedom, security and peace and to international law and human rights declarations.
- Considering poverty and hunger the most critical world challenges and prioritising ending them.
- Commitment to international conventions regarding climate change and global warming, considering climate change as a challenge on the universal level.
- Paying special attention to least developed countries, and those facing conflicts and threats.
- To utilise cooperation and partnership among states to provide support for each other in order to assure sustainable development.
- Work on collecting data on gender, income, age, race, ethnicity, migratory status, disability, and geographic location in order to better implement the SDGs and improve the accessibility to this data to monitor the implementation of the SDGs.

## Using the Workbook

### Familiarity with the SDGs

It is important that you as a practitioner feel confident about how to use the SDG sessions, have full knowledge of them and believe that they are worth incorporating into your work and relating to your curriculum. Information in this section and information available when you sign up online to the SDGchallenge on DP website, will support you.

### Linking SDGs to the Learning Context

For FE tutors making a link between your curriculum area, a strand/topic and particular SDGs would be a vital first step in using the workbook.

### Level of Engagement with the SDGs

Level of engagement with the SDGs will depend on incorporating them as outlined above and assessing how far you are willing to engage with the SDGs in any one academic year or over a period of time. As expressed previously, a Development Education Approach on which this workbook is based, supports informed action as a result of reflection on the SDGs. Individual SDGs entail complex issues and developing actions to address the SDGs need to be related to people's lives at individual and community levels.

Action can be affective at different levels but it would be important to be informed on the issues when deciding to take action. There are already many campaigns and groups that people can connect with and we give details of potential organisations/groups on page X.

Within each SDG session outline there are suggestions for actions that participants and tutors can choose to engage in. These actions are at three different levels ranging from being more informed on the SDG issue to challenging practices within participants community or college.

## Challenges to Exploring SDGs

*'We need to create processes that generate engagement with the SDGs at the level of communities and bioregions everywhere. Only if local people will take responsibility for implementing the SDGs in their community and their region do we have a realistic chance of accomplishing the audacious task set by Agenda 2030.'*

In our experience, it is clear that unless the SDGs are **relevant** to issues affecting their lives, people will not engage with them. Using discussion, videos, **tools to enable these connections** to emerge is vital when working with the SDGs. Any **actions** that people choose to take in response to new information gained or reflective discussion, does not need be at a global or national level. For example it may mean choosing to use a 'take away' coffee cup that is reusable or joining a local issue group.

Using TedTalks and signing up to DP's SDGchallenge can be effective **mechanisms/tools to energise people** to be motivated and creative in realistically engaging with the issues at a level comfortable to them.

Amy McAuley (a 2017 SDG Advocate Programme participant) suggests the following: "It's about spreading the message on something you know about, something relevant to your own life. Don't be overambitious, even small changes can encourage others and have a snowball effect."



## Section in the Workbook

### SDG Introductory Session

The SDG introductory session supports learners to explore the SDGs generally i.e. what they are, where they came from and what relation they have to our lives. This core session lays the groundwork and basis to support learners to understand and reflect on the purpose, principles and beliefs underlying individual SDGs. In which case it would be important to begin any exploration of the SDGs with this core session.

### Individual SDG Sessions

There is a specific **session** in the workbook **for each of the 17 SDGs** with relevant activities, reflection questions, examples of challenges/action and further information references. You can choose one SDG and deliver a one-off session or look at a number of SDGs over a period of time depending on your work context. In order to ensure relevance, interest 'buy in', the SDGs identified must be those prioritised by the group and reflect issues of concern within their lives/community or relate to the subject matter of a specific topic/issue.



## SDG Introductory Session

### AIM OF SESSION

- 1.To introduce the SDGs.
- 2.To increase knowledge of history, purpose and principles of SDGs.
- 3.To raise awareness of connection between SDGs and local/ community/national issues.
- 4.To clarify the importance of contributing to action on SDG issues.
- 5.Provide information on resources available for further learning.

### RESOURCES

- ✓ Set of SDG cards
- ✓ SDG Summary Sheet page
- ✓ SDG Quiz and Answers page 13
- ✓ Information on relevant websites/tedtalks to support understanding of the SDGs

## SDG INTRODUCTORY SESSION

### ACTIVITY 1

#### **Connecting the SDGs to Local / National issues**

30 mins

1. In small groups (not less than 3 people) to discuss and agree the following:

- What are the key/main challenges facing your community/town/area?
- Discuss and put all key/main challenges on cards/post its
- Agree and identify which are the main 4 priority issues.

*If group is large, keep small groups; otherwise do a round discussion.*

1. Lay out SDG cards on table/floor and ask people to match the goals to their identified 4 challenges from Activity 1. (5 mins)

2. Reflection: (5 mins)

- Could issues highlighted fit under other SDGs?
- Cluster the SDGs together.
- Highlight interconnections between the SDGs, emphasising that issues can't be neatly put into 'boxes'.

### ACTIVITY 2

#### **Matching challenges to individual SDGs.**

10 mins

Highlight the interconnectedness of SDGs.

### ACTIVITY

3

#### **Increasing knowledge and understanding of the SDGs.**

5 mins

*Tutor Note: Use information in Introduction Section of the workbook for this activity.*

1. Highlight the history and principles to emphasise the purpose of the SDGs.

2. Discuss the importance to not only understand and be informed but to engage with issues at some level.

### ACTIVITY 4

### What are the Sustainable Development Goals? QUIZ

- 1) How many SDG targets are there?
- ☐ 69      ☐ 169      ☐ 178
- 2) What year were the SDGs adopted?
- ☐ 2000      ☐ 2010      ☐ 2015
- 3) How many countries signed up to the SDGs?
- 4) Which two countries were lead negotiators for the SDGs?
- 5) What department is responsible for the implementation of the SDGs in Ireland?
- ☐ Department of Education and Skills      ☐ Department of Social Protection
- ☐ Department of Communications, Climate Action and Environment
- 6) What are the three pillars outlined within the SDGs?
- ☐ Social, Water, Inequality      ☐ Environment, Poverty, Health
- ☐ Economy, Social, Biosphere/Environment
- 7) The SDGs are legally binding:
- ☐ True      ☐ False
- 8) How many SDGS are there? \_\_\_\_\_

## Resources - Videos & Websites



A 5-minute animation video introducing the SDGs, offering a critical perspective on what needs to get priority now

<https://cafod.org.uk/Education/Secondary-and-youth-resources/SDGsGlobal-goals>



A powerful introduction outlining the issues at stake with striking images and a very different, non-westernised approach. Using scenes from Yann Arthus-Bertrand's 'Human', this powerful film tells an emotional story around the world's most disadvantaged, giving voice to some of the most marginalised people and inspiring action for a

better world. : <https://action4sd.org/leavenoonebehind/>



A hip-hop music video that highlights the importance of the Sustainable Development Goals and how they can help build peace.

<https://www.youtube.com/watch?v=kGcrYkHwE80>



A promotional video presenting a summary in an accessible way from a highly 'internationalised' perspective (you might even recognise some of the people featured). A very good place to start. <https://www.youtube.com/watch?v=RpqVmvMComp0&t>

### TedTalks:

*Can we end hunger and poverty, halt climate change and achieve gender equality in the next 15 years?* Social progress expert Michael Green invites us to imagine how these goals and their vision for a better world can be achieved.

<https://www.youtube.com/watch?v=o08ykAqLOxk>

### Websites:



An online resource that offers resources to stimulate debate and discussion. It is a place for primary and post primary teachers, youth workers, students, adult and community workers and those with an interest in development, sustainability and human rights. <https://developmenteducation.ie/resources/>



This is the United Nations Development programme website with SDG resources.

<https://www.undp.org/content/undp/en/home/sustainable-development-goals/resources.html>



Here you can find media content and graphical assets for communicating the Goals. <https://www.globalgoals.org/resources>



The Irish Association of Non-Governmental Development Organisations

<https://dochas.ie/sustainable-development-global-goals>





### What is the goal of “No Poverty”?

End poverty in all forms everywhere.

### Why?

While global poverty rates have been cut by more than half since 2000, one in ten people in developing regions are still living with their families below the international poverty line of US\$1.90 a day, and there are millions more who make little more than this daily amount. Significant progress has been made in many countries within Eastern and South-eastern Asia, but up to 42% of the population in Sub-Saharan Africa continues to live below the poverty line. Poverty is more than the lack of income and resources to ensure a sustainable livelihood. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making.

### Facts and Figures

- 783 million people live below the international poverty line of US\$1.90 a day.
- In 2016, almost 10 per cent of the world’s workers live with their families on less than US\$1.90 per person per day.
- Globally, there are 122 women aged 25 to 34 living in extreme poverty for every 100 men of the same age group.
- Most people living below the poverty line belong to two regions, Southern Asia and sub-Saharan Africa.
- High poverty rates are often found in small, fragile and conflict-affected countries.
- One in four children under age five in the world has inadequate height for his or her age.
- As of 2016, only 45% of the world’s population were effectively covered by at least one social protection cash benefit.
- In 2017, economic losses due to disasters, including three major hurricanes in the USA and the Caribbean, were estimated at over \$300 billion.

## SDG 1 in Ireland

Ireland's approach to poverty reduction is set out in the National Action Plan for Social Inclusion. In 2017, Ireland was ranked 7th richest country in the world yet 1 in 6 people in the country are at risk of poverty (CSO, 2017). In 2016, 245000 children in Ireland lived in households that were living below the poverty line (CSO, 2016). Asylum seekers, the travelling community, lone parent households and people unable to work due to illness or disability are highest at risk of experiencing poverty in Ireland.

## What can we do?

- Your active engagement in policymaking can make a difference in addressing poverty
- Actively taking part in a Global Citizenship Education programme to ensure informed action on poverty reduction.
- Governments can help create an enabling environment to generate productive employment and job opportunities for the poor and the marginalised.
- Engage with social movements which address poverty reduction in your community.
- Lobby the government about policies which impact poverty reduction.
- Raise awareness about poverty and its root causes.
- Read the SDG Challenge information pack number 1.



## SDG 1 'NO Poverty' Session

### AIM OF SESSION

1. To introduce SDG #1.
2. To increase knowledge of issues related to poverty.
3. Provide references for further information and/or activities.

### RESOURCES

- ✓ Flip chart and different coloured markers.
- ✓ SDG#1 Summary Sheet page 15.
- ✓ Copies of SDG#1 Quiz page 20.
- ✓ ATD **Poverty is**.. sheet page x for each group member / participant.
- ✓ SDGchallenge online information pack.

## SDG 1: NO POVERTY

### ACTIVITY 1

#### Problem and Consequences

20 mins

Experiential learning activity to understand and explore the root causes of poverty

*The 'Problem and Consequences Tree' activity can be used to identify Problems as well as explore Solutions in relation to a range of SDGs*

1. Divide participants into small groups and give each group flipchart sheet and post-its.
2. Ask each group to draw a tree with a trunk, branches and roots.
3. Advise groups that the task is to look at the problems and causes of Poverty
4. Encourage groups to brainstorm and in their tree's.....

**Trunk:** List the problems associated with poverty in our world.

**Roots:** What are the root causes of these problems? List each one as a root in the tree.

**Branches:** For each 'problem root', what is the corresponding 'consequence or effect'? List each effect as a branch in the tree.

5. Display each 'tree' around the room for participants to view.

6. In large groups discuss what needs to happen to get from a root problem to a solution? How could this be achieved? Who needs to be influenced? Explain the value of the trees in increasing understanding and that each tree, including possible solutions, represents a vital action plan to challenge poverty.

---

1. Share statistics and information from **SDG #1 Summary Sheet** page 15.

- What information was new to you?
- Did anything surprise you?

### ACTIVITY 2

#### SDG Summary-Sheet

10 mins

To increase participants knowledge on the issues



### ACTIVITY 3

#### Poverty is...

15 mins

To increase understanding of the complexity of an issue such as poverty

1. Hand out **ATD 'Poverty is..'** sheet to participants.
2. Ask participants to individually read the statements with the following questions in mind
  - What affects me; what do I relate to; what do I recognise (in my community/Ireland)?
  - Ask people to pick out 1 or 2 statements to share.
3. Reflection.

---

### 3 Options for future action:

- Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding of hunger at a global and national level
- Option 2:** Take the Poverty Box Challenge in the SDGchallenge information pack online.
- Option 3:** Engage in an activity or action that challenges issues at an institutional / national level. Check out the targets for SDG1 Summary Sheet to help you design an action.

#### Next Steps...

Using knowledge and understanding gained to engage in potential action for change

### ACTIVITY 4

### SDG 1 'No Poverty' QUIZ

- 1) Percentage of all people under 18 living in poverty globally?  
10% ☐      50% ☐      60% ☐
- 2) According to economist Jeffery Sachs (development economist), how much per year for 20 years would it cost to end poverty?  
\$900 million ☐      \$5 billion ☐      \$175 billion ☐
- 3) How many people in Ireland are currently (May 2019) known to be living in homelessness?  
9326 ☐      7941 ☐      10,253 ☐
- 4) In 2019, where was Ireland in the list of richest countries in the world?  
12th richest ☐      7th richest ☐      9th richest ☐
- 5) In 2016, of all children under 17 years, how many were living in poverty?  
1/5 ☐      1/10 ☐      1/15 ☐

According to adult family members who live in persistent and often intergenerational poverty

**POVERTY IS.....<sup>1</sup>**

*Having people think I was in care because I was a bad kid, or had a bad mouth.*  
*Living with someone else's choice of wallpaper, for three years.*  
*Seeing foster-parents get so much money to buy my children the thinks I could never afford to buy them.*  
*Having all the same dreams for the future that everyone else has, but no way on earth to make them come true.*  
*Wanting to be normal but not knowing how.*  
*Having to be better with my kids than everyone else, because someone is watching me.*  
*Saying NO to my kids every day of their lives.*  
*Walking everywhere all the time, in all weathers, all the time.*  
*Dreading every Christmas and birthday because of the disappointment in the children's eyes.*  
*Never feeling good enough.*  
*Keeping secrets, telling lies, and putting on a front.*  
*Wondering what I ever did to deserve this life.*  
*Making one big mistake and then paying for it forever by losing every baby before I can prove that I have changed.*  
*Knowing that it is never going to get any better, this is it.*  
*Sleeping in a be that used to be someone else's, wearing cast-off clothes, and being expected to be grateful.*  
*Having no choice of where we live, what school the kids go to or what kind of jobs we get.*  
*Wanting to die but being too scared to get on with it.*  
*Having social workers think that taking me to McDonalds is a treat because I don't know any better. I know crap when I eat it.*  
*Needing help, but being too scared of being judged an unfit mother to ask for it.*  
*Living where no one wants to know you.*  
*Praying, "No more God, please, no more"*  
*Being just one crisis away from collapsing – every day.*  
*Being treated like nothing, less than nothing, and accepting it.*  
*Telling my whole life story over and over again, just to get what I am entitled to*  
*Knowing that nobody cares what happens to me, because I have nobody.*  
*Having no one person to talk to who isn't paid to listen.*  
*Trying to go home but not fitting in there anymore.*  
*Dying alone and lying there for weeks, I'm scared of that.*  
*Having no education, no skills, no job, and no value.*  
*Wanting to be able to do better, but never being able to.*  
*Seeing the way it should be, on the television and so on, and thinking it must be something wrong with me that my life's not like that.*  
*Waiting for the day the children are old enough to leave care and find me.*  
*Not being able to help the kids with their homework because I never had any education.*  
*Being told that I have nothing to offer my own child, and believing it – then.*  
*Everyone thinking that they have the right to have an opinion about me, just because I ask for a bit of help.*  
*Having no hope left in me at all.*



### What is the goal of “Zero Hunger”?

End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

### Why?

The number of undernourished people has dropped by almost half in the past two decades because of rapid economic growth and increased agricultural productivity. Many countries that used to suffer from famine and hunger can now meet their nutritional needs. Central and East Asia, Latin America and the Caribbean have all made huge progress in eradicating extreme hunger. But extreme hunger and malnutrition remain a huge barrier to development in many countries. Over 90 million children under five are dangerously underweight. Undernourishment and severe food insecurity appear to be increasing in almost all regions of Africa, as well as in South America.

### Facts and Figures

- Globally roughly 1.9 billion adults worldwide are overweight, while 462 million people are underweight.
- The number of undernourished people globally, reached 821 million in 2017.
- In 2017 Asia accounted for nearly two thirds, 63 percent, of the world’s hungry.
- Nearly 151 million children under five, 22 percent, were still stunted in 2017.
- 1 in 3 women of reproductive age is anaemic.
- 26 percent of workers are employed in agriculture.

### SDG 2 in Ireland

Ireland’s approach to reducing hunger is set out in the National Action Plan for Social Inclusion. The fight against hunger has been core to Ireland’s international development programme for decades, reflecting the country’s famine history and commitment to the very poorest of the world. Ireland has surpassed the commitment to spend 20 percent of ODA (Overseas Development Aid) on the fight against hunger (Target 2.2).



### What the UN has planned to do by 2030? SDG 2 targets:

- 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.
- 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.
- By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.
- Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round.

### What can we do?

- Read the SDG Challenge information pack number 2 to increase your understanding.
- Host a conversation with our friends/family/colleagues to share learning and understanding of this issue
- Become self-sustainable - try growing our own fruit/veg or herbs.
- Engage with social movements which address this issue.
- Lobby the government about policies which impact SDG 2



## SDG 2 'Zero Hunger' Session

### AIM OF SESSION

1. To introduce SDG #2.
2. To increase knowledge of issues related to hunger.
3. Provide references for further information and/or activities.

### RESOURCES

- ✓ SDG#2 Summary Sheet page 22.
- ✓ Copies of SDG#2 Quiz page 28.
- ✓ One copy each of worksheets 'Global Hunger and 'Hunger in Ireland' page 26
- ✓ SDGchallenge online information pack.

## SDG 2: ZERO HUNGER

### ACTIVITY 1

#### The Connecting Dots

20 mins

Experimental learning activity to understand hunger and food waste.

1. Spilt the group into groups of 4 or 5
  - Distribute Global Hunger worksheet (page 26) to each group.
2. On completion of the task ask each group to find another group and share their findings.
3. Reflection.
  - Why do we have such high levels of hunger in the world and such high levels of food waste simultaneously?

- 
1. Share statistics and information from **Summary Sheet** page 22.
  2. Reflection.
    - What information was new to you?
    - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

- Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding of hunger at a global and national level
- Option 2:** Take the **#NotAWaster** Challenge in the SDGchallenge information pack online.
- Option 3:** Engage in an activity or action that challenges issues at an institutional / national level. Check out the targets for SDG2 Summary Sheet to help you design an action.

### Global Hunger Worksheet

1. What country in the world has the highest levels of hunger?

---

2. What region of the world has the highest levels of overall hunger? Tick the answer:

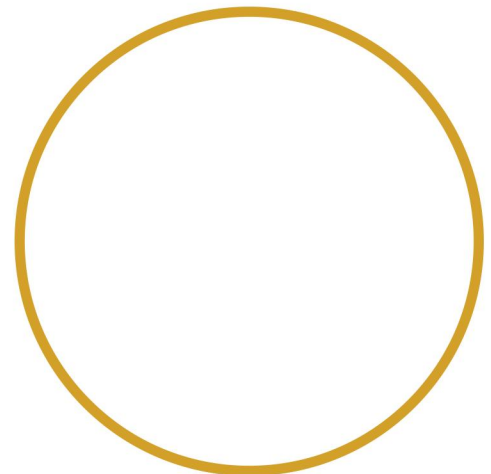
- South Asia
- Africa South of the Sahara
- Near East & North Africa
- Near East & South East Asia
- Latin America & Caribbean
- East Europe & Commonwealth International States

3. Out of the EU 15, where does Ireland rank in terms of achieving SDG 2 – Zero Hunger?

---

4. Divide the following circle into sections with relation to hunger levels amongst the following four societal groups:

- Smallholder farmers
- Urban poor
- Rural landless
- Pastoralists, fishers & forest dependents



5. What are three contributors to global hunger?

---

---

---



### Global Hunger Worksheet Answers

1. Central African Republic (53.6%) – source Global Hunger Index (GHI), 2019
2. South Asia (29.3) followed by Africa South of the Sahara – source GHI, 2019
3. 10<sup>th</sup> – Social Justice Ireland
4. Smallholder farmers (50%), Urban Poor (20%), Rural Landless (20%), Pastoralists etc. (10%).
5. Violence, extreme weather events and income inequality.
6. **5.1** = 1/3 of all food produced for human consumption is wasted (1.3 billion tons).  
**6.2** = \$990 billion US Dollars  
**6.3** = 40-50% for root crops, fruits and vegetables.  
(source – FAO 2019)

### ACTIVITY 4

### SDG 2 'Zero Hunger' QUIZ

1) How many people in Ireland suffer from food poverty?

1 in 10 ☐ 1 in 20 ☐ 1 in 50 ☐

2) How many children in Ireland go to school hungry each day?

1/10 ☐ 1/5 ☐ 1/3 ☐

3) In 2017, what continent accounted for 63% of the world's hunger?

Africa ☐ South America ☐ Asia ☐

4) How many of the 13 most severe food crises of recent years have been conflict related?

5 ☐ 10 ☐ 8 ☐

5) The number of undernourished people worldwide reached in 2017?

345 million ☐ 545 million ☐ 821 million ☐

6) How many tonnes of the food produced in the world for human consumption gets lost or wasted every year?

1 billion tonnes ☐ 1.3 billion tonnes ☐ 2 billion tonnes ☐

7) How much approximately do Irish households spend on wasted food every year?

500 euro ☐ 700 euro ☐ 800 euro ☐

8) How much food is thrown out by Irish consumers and businesses every year?

1 million tonnes ☐ 1.5 million tonnes ☐ 2 million tonnes ☐



### What is the goal of “Good Health and Well-Being”?

Ensure healthy lives and promote well-being for all ages.

### Why?

Good health is essential to sustainable development and the 2030 Agenda reflects the complexity and interconnectedness of the two. Progress globally on this issue has been uneven, both between and within countries. There’s a 31-year gap between the countries with the shortest and longest life expectancies. And while some countries have made impressive gains, national averages hide that many are being left behind. Multisectoral, rights-based and gender-sensitive approaches are essential to address inequalities and to build good health for all.

### Facts and Figures

- At least 400 million people have no basic healthcare, and 40 percent lack social protection.
- More than 1.6 billion people live in fragile settings where protracted crises, combined with weak national capacity to deliver basic health services, present a significant challenge to global health.
- By the end of 2017, 21.7 million people living with HIV were receiving antiretroviral therapy. Yet more than 15 million people are still waiting for treatment.
- Every 2 seconds someone aged 30 to 70 years dies prematurely from noncommunicable diseases - cardiovascular disease, chronic respiratory disease, diabetes or cancer.
- 7 million people die every year from exposure to fine particles in polluted air.
- More than one of every three women have experienced either physical or sexual violence at some point in their life resulting in both short- and long-term consequences for their physical, mental, and sexual and reproductive health.

### SDG 3 in Ireland

In contrast to most other OECD (Organisation for Economic Co-operation and Development) countries, Ireland does not provide universal primary healthcare (Target 3.8). The country has an atypically complex health system, in which access to basic services is predicated on a variety of factors, including whether individuals have a medical card, a GP visit card, private health insurance and/or personal resources to pay for services. Marked inequalities are manifest in health outcomes among marginalised sectors of Irish society. Members of the Traveller community live on average 15 years less than their counterparts in the wider population. The proportion of people experiencing poor health increases among lower social strata, with 2.6 percent of unskilled workers reporting bad or very bad health, as compared to 0.5 percent of professionals. People in disadvantaged areas are three times more likely to experience depression compared to those in affluent areas.

### What the UN has planned to do by 2030? SDG 3 targets:

- End preventable deaths of newborns 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
- Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
- By 2020, halve the number of global deaths and injuries from road traffic accidents
- Ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
- Substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination
- Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate
- Support the research and development of vaccines and medicines for the communicable and noncommunicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all
- Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States
- Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks



### What can we do?

- Read the SDG Challenge information pack number 3 to increase your understanding.
- Host a conversation with your friends/family/colleagues to share learning and understanding of global health issues
- Engage with social movements which address this issue.
- Lobby the government about policies which have a positive effect on improving health and well-being.



## | SDG 3 'Good Health and Well-Being' Session

### AIM OF SESSION

1. To introduce SDG #3.
2. To increase knowledge of issues related to good health and well-being.
3. Provide references for further information and/or activities.

### RESOURCES

- ✓ SDG#3 Summary Sheet.
- ✓ Copies of SDG#3 Quiz page 34.
- ✓ Two sets of headings page 35 and statistics page 36 cut into individual pieces of paper.
- ✓ SDGchallenge online information pack.
- ✓ Copy of statistics table page 37.

## SDG 3: GOOD HEALTH AND WELL-BEING

### ACTIVITY 1

#### Health Statistics

20 mins

Experimental learning activity to understand the issue.

1. Divide group into 2 small groups and give each group a set of headings and statistics (pages 35) cut into individual pieces of paper for each group.
2. Ask group to discuss and decide which statistic should go under each heading and for which country.
3. After 10 minutes bring groups back together and share the results (page 37).
3. Reflection.
  - What do you find surprising or unexpected when you compare Irish/Nigerian statistics?
  - Consider why you think there might be these differences between the two countries.
  - How do you think health and poverty are related?

- 
1. Share statistics and information from **Summary Sheet** page 29.
  2. Reflection.
    - What information was new to you?
    - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

- Option 1:** Sign up to DP SDGchallenge and watch a Ted Talk or read an article to increase your understanding of hunger at a global and national level.
- Option 2:** Print the **Health Olympics list** of challenges in the SDGchallenge information pack online. Tick the box as you fulfil each challenge. Share online your achievements and experiences.
- Option 3:** Engage in an activity or action that challenges issues at an institutional / national level. Check out the targets for SDG3 Summary Sheet to help you design an action.

### ACTIVITY 4

### SDG 3 'Good Health and Well-Being' QUIZ

- 1) Globally, how many people have no access to basic healthcare?  
400 million ☐      200 million ☐      250 million ☐
  
- 2) In contrast to most other OECD (Organisation for Economic Co-operation and Development) countries, Ireland does not provide universal primary healthcare.  
true ☐      false ☐
  
- 3) By the end of 2017, how many people worldwide were still waiting for HIV treatment?  
3 million ☐      15 million ☐      5 million ☐
  
- 4) How many deaths every month in Ireland are directly attributable to alcohol?  
88 deaths ☐      56 deaths ☐      27 deaths ☐
  
- 5) In Ireland, suicide in teenagers is the fourth highest in EU/OECD region.  
true ☐      false ☐



## SDG 3: GOOD HEALTH AND WELL-BEING

WHO Headings and Statistics for Activity 1 <sup>33</sup>

*Cut out headings into individual statements for each group.*

Life expectancy at birth m/f (years, 2016)	
IRELAND	NIGERIA
Probability of dying under five (per 1 000 live births, 2017)	
IRELAND	NIGERIA
Total population (2016)	
IRELAND	NIGERIA
Probability of dying between 15- and 60-years m/f (per 1 000 population, 2016)	
IRELAND	NIGERIA
Total expenditure on health per capita (Intl \$, 2014)	
IRELAND	NIGERIA
Total expenditure on health as % of GDP (2014)	
IRELAND	NIGERIA
Doctors per 1.000 (2004) <sup>34</sup>	
IRELAND	NIGERIA
Gross national income per capita (PPP international \$, 2012)	
IRELAND	NIGERIA

## SDG 3: GOOD HEALTH AND WELL-BEING

*Cut out statistics into individual statements for each group.*

55/56	4,726,000
100	80/83
372/333	78/47
5,360	7.8
217	4
3.7	3,801
0.28	2.79
185,990,000	35,090

## SDG 3: GOOD HEALTH AND WELL-BEING

### Statistics for Tutors

<b>World Health Organisation Statistics</b>	<b>Ireland</b>	<b>Nigeria</b>
Total population (2016)	<b>4,726,000</b>	<b>185,990,000</b>
Gross national income per capita (PPP international \$, 2013)	<b>35,090</b>	<b>5,360</b>
Life expectancy at birth m/f (years, 2016)	<b>80/83</b>	<b>55/56</b>
Probability of dying under five (per 1 000 live births, 2017)	<b>4</b>	<b>100</b>
Probability of dying between 15- and 60-years m/f (per 1 000 population, 2016)	<b>78/47</b>	<b>372/333</b>
Total expenditure on health per capita (Intl \$, 2014)	<b>3,801</b>	<b>217</b>
Total expenditure on health as % of GDP (2014)	<b>7.8</b>	<b>3.7</b>
Doctors per 1,000 people	<b>2.79</b>	<b>0.28</b>



### What is the goal of 'Quality Education'?

Ensure inclusive and quality education for all and promote lifelong learning.

### Why?

The SDGs will not be achieved without support for Development Education and Global Citizenship Education. **Target 4.7** calls on countries to ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

Since 2000, there has been enormous progress in achieving the target of universal primary education and there has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes. But progress has been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school. While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain. Children from the poorest households are up to four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.

### Facts and Figures

- 57 million primary-aged children remain out of school, more than half of them in sub-Saharan Africa.
- In lower income countries, one in four girls is not in school.
- About half of all out-of-school children of primary school age live in conflict-affected areas.
- 103 million youth worldwide lack basic literacy skills, and more than 60 percent of them are women.
- 6 out of 10 children and adolescents are not achieving a minimum level of proficiency in reading and math.



### SDG 4 in Ireland

Serious problems of discrimination exist in the education system and it has not recovered from eight successive austerity budgets that caused a huge increase in child poverty and exacerbated inequalities in education. Ireland's spending on education - at 4.8 percent of GDP - remains lower than the OECD (Organisation for Economic Co-operation and Development) average of 5.2 percent. Ireland devotes just 0.5 percent to early childhood education and care compared to an OECD average of 0.7 percent. There are also concerns as to whether current commitments to mainstreaming sustainable development education are sufficient to deliver meaningful awareness and ownership of Agenda 2030.

Further, Ireland has one of the youngest populations in Europe with one-third aged under 25 years. In 2017, investment in youth work services was €59.50 per young person.

### What the UN has planned to do by 2030? SDG 4 targets:

- Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- 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.
- Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- 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.
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.
- Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

### What can we do?

- Read the SDG Challenge information pack number 4 to increase your understanding.
- Host a conversation with your friends/family/colleagues to share understanding of what is 'quality' education and 'Is education a positive force for change?'
- Engage with social movements which address issue of access for all to education.
- Lobby the government about policies which have a positive impact on access to and delivery of development education.



## **| SDG 4 'Quality Education' Session**

### **AIM OF SESSION**

1. To introduce SDG #4.
2. To increase knowledge of issues related to quality education.
3. Provide references for further information and/or activities.

### **RESOURCES**

- ✓ SDG#4 Summary Sheet page 38.
- ✓ Copies of SDG#4 Quiz page 44.
- ✓ Copies of statement (see Activity 1) on pieces of paper.
- ✓ SDGchallenge online information pack.

## SDG 4: QUALITY EDUCATION

### ACTIVITY 1

#### The Fcard

20 mins

Experiential learning activity to focus on critical thinking which is one of the pillars of development education.

1. Print out the statement below on small pieces of different size paper.  
“Finished files are the result of years of scientific study combined with the experience of years.”
2. Each person gets one folded up piece of paper.  
Note: the group at this stage are unaware as to what is on each piece of paper – be playful to encourage group to think each piece of paper is different).
  - The group is asked to count the number of F's that are on their piece of paper and not share with anyone else.
3. When everyone has completed the task, ask how many people got 1 F, 2 F's, 3 F's, 4 F's, 5 F's or 6 F's.
4. After the group all gives a different number of F's which they will, the facilitator reveals that all pieces of paper were the same with all containing 6 F's.
5. Reflection:
  - We all look at statements/issues differently.
  - We need to be critical and aware of different perspectives as well as our own blind spots.
  - Highlight how this is essential in education.

---

1. Share statistics and information from **SDG #4 Summary Sheet** page 38.

2. Reflection:
- What information was new to you?
  - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary-Sheet

10 mins

To increase participants knowledge on the issues



## SDG 4: QUALITY EDUCATION

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read up about the efforts being made around the world to achieve 'Quality Education'

#### **Option 2:**

**Option 3:** Engage in an activity or action that challenges issues at an institutional / national level. Check out the targets for SDG4 Summary Sheet to help you design an action.

### ACTIVITY 4

### SDG 3 'Good Health and Well-Being' QUIZ

- 1) How many young people (15-24) worldwide lack basic literacy skills?  
55 million ☐      80 million ☐      103 million ☐
  
- 2) In 2012, how many Irish adults (aged 16-64) find reading and understanding everyday tests, such as reading a leaflet, bus timetable or medicine instructions difficult?  
358,647 ☐      521,550 ☐      493,700 ☐
  
- 3) In Global South, how many girls are not in school?  
1 in 5 ☐      1 in 10 ☐      1 in 4 ☐
  
- 4) In Ireland, children from affluent areas are twice as likely to attend university as those from poorer areas.  
true ☐      false ☐
  
- 5) Leading educationalist Paulo Freire referred to this method of learning as 'Banking Education'.  
Why is that do you think?

---



### What is the goal of 'Gender Equality'?

Achieve gender equality and empower all girls and women

### Why?

Ending all discrimination against women and girls is not only a basic human right, it's crucial for sustainable future. There are more girls in school now compared to 15 years ago, and most regions have reached gender parity in primary education. But although there are more women than ever in the labour market, there are still large inequalities in some regions, with women systematically denied the same work rights as men. Sexual violence and exploitation, the unequal division of unpaid care and domestic work, and discrimination in public office all remain huge barriers. Climate change and disasters continue to have a disproportionate effect on women and children, as do conflict and migration.

### Facts and Figures

- Women earn only 77 cents for every dollar that men get for the same work.
- 1 in 3 women have experienced physical and/or sexual violence.
- Women represent just 13 percent of agricultural landholders.
- Almost 750 million women and girls alive today were married before their 18th birthday.
- Only 24 percent of national parliamentarians were women as of November 2018, a small increase from 11.3 percent in 1995.

### SDG5 in Ireland

Last year, the World Economic Forum's global gender gap index showed that Ireland has fallen from fifth place in 2015 to eighth in 2017. Research by the Low Pay Commission shows that while 2.7 percent of men were earning minimum wage, the corresponding figure for women was more than double, at 7.1 percent. One of the longest-standing impediments to women's equality in both the workplace and in economic standing continues to be affordable childcare.

A lack of quality data on gender-based violence in Ireland makes it difficult to assess trends over time. It is estimated that since 2011, 3,780 women and girls in Ireland have suffered FGM (female genital mutilation) and the figures continue to rise. The Taoiseach has called on the Minister for Health to produce a report on the matter.

Irish women are pronouncedly underrepresented in the upper echelons of both political and economic life (Target 5.4). Women continue to face a disproportionate burden of responsibility for unpaid care work, which in turn limits their ability to participate in all areas of life on an equal footing with men.

### What the UN has planned to do by 2030? SDG 5 targets:

- End all forms of discrimination against all women and girls everywhere.
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

### What can we do?

- Read the SDG Challenge information pack number 5 to increase your understanding.
- Host a conversation with your friends/family/colleagues to share learning and understanding Gender Equality.
- Engage with social movements which address this issue.
- Lobby the government about policies which impact SDG 5
- Raise awareness about gender equality and root causes of gender inequality.
- Your active engagement in policymaking can make a difference in addressing gender equality.





## **SDG 5 'Gender Equality' Session**

### **AIM OF SESSION**

1. To introduce SDG #5.
2. To increase knowledge of issues related to gender Equality.
3. Provide references for further information and/or activities.

### **RESOURCES**

- ✓ SDG#5 Summary Sheet page 45.
- ✓ Copies of SDG#5 Quiz page 50.
- ✓ Copy of worksheet page 51.
- ✓ SDGchallenge online information pack.

## SDG 5: GENDER EQUALITY

### ACTIVITY 1

#### Gender Based Violence (GBV)

20 mins

Experiential learning activity to increase understanding of a gender based violence.

Note: \*\* Ensuring a safe space has been created for delivering this session is essential \*\*

1. Brainstorm on what people think of when they hear the words 'Gender Based Violence'.
2. Divide the group into smaller groups of 5-6 people
  - Distribute the work sheet (cut up) (page 51) to each group.
  - Ask the groups to look through the cards and place them in order of urgency for action in a pyramid shape on the floor – most urgent at the pinnacle

Note: Be sure to tell the group that there is no right or wrong answer.

3. When groups have completed the task, ask them to go around the room and view each other's 'pyramids'.
4. Reflection:
  - Note: Be sure that the group feel that they have expressed only what they feel comfortable with.

- 
1. Share statistics and information from **Summary Sheet** page 45.

2. Reflection:
  - What information was new to you?
  - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary-Sheet

10 mins

To increase participants knowledge and understanding on the issue.

## SDG 5: GENDER EQUALITY

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

- Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read up about the efforts being made around the world to achieve 'Gender Equality'
- Option 2:** What role do men and women play in your local club/gym e.g. staff, volunteers, committee, management?  
Is there an environment of respect for all people -big, small, male, female, abled-bodied, disabled, LGBT, people from different culture than Irish?  
How are men and women portrayed in your club's advertising materials?
- Option 3:** Engage in an activity or action that challenges issues at an institutional / national level. Check out the targets for SDG5 Summary Sheet to help you design an action.

### ACTIVITY 4

### SDG 5 'Gender Equality' QUIZ

1) Number of women who have experienced physical and/or sexual violence?

1 in 3 ☐

1 in 5 ☐

1 in 10 ☐

2) Ireland has ratified the Istanbul Convention on preventing and combating violence against women and domestic violence.

true ☐

false ☐

3) What are the average hours for men and women that are dedicated to unpaid care work?

Women \_\_\_\_ hours

Men \_\_\_\_ hours

4) In Politics, what is the percentage of women who are members of Dáil Éireann (Irish Parliament)?

37% ☐

22% ☐

28% ☐

5) In 2011 the number of FGMs (female genital mutilation) reported in Ireland?

3780 ☐

549 ☐

1855 ☐



## SDG 5: GENDER EQUALITY



### Activity 1 Worksheet

<b>Child Marriage</b>	<b>Female Genital Mutilation (FGM)</b>
<b>Honour Killings</b>	<b>Trafficking</b>
<b>Cat Calling / Group</b>	<b>Rape</b>
<b>Domestic Abuse</b> Physical, Emotional, Psychological	<b>Femicide</b>

## SDG 6: CLEAN WATER AND SANITATION



### What is the goal of 'Clean Water & Sanitation'?

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

### Why?

Water scarcity affects more than 40 percent of people, an alarming figure that is projected to rise as temperatures do. Although 2.1 billion people have improved water sanitation since 1990, dwindling drinking water supplies are affecting every continent.

More and more countries are experiencing water stress, and increasing drought and desertification is already worsening these trends. By 2050, it is projected that at least one in four people will suffer recurring water shortages.

In 2015, 4.5 billion people lacked safely managed sanitation services (with adequately disposed or treated excreta) and 2.3 billion lacked even basic sanitation.

### Facts and Figures

- 71 percent of the global population, 5.2 billion people, had safely-managed drinking water in 2015, but 844 million people still lacked even basic drinking water.
- 39 percent of the global population, 2.9 billion people, had safe sanitation in 2015, but 2.3 billion people still lacked basic sanitation. 892 million people practiced open defecation.
- Water stress affects more than 2 billion people.
- 80 percent of countries have laid the foundations for integrated water resources management.
- The world has lost 70 percent of its natural wetlands over the last century.
- Every day, women and girls spend 200 million hours walking to collect water for their families – water that is often contaminated with life threatening diseases.. That's 8.3 million days. More than 22,800 years.

### SDG6 in Ireland

The key legal instrument for the protection of the aquatic environment in Ireland is the EU Water Framework Directive.

Key pressure on Ireland's water quality is the discharge of untreated sewage (Target 6.3). Principle issues affecting the status of Ireland's waters, as set out in the RBMP (River Basin Management Plan 2018-2021), are in order of impact:

## SDG 6: CLEAN WATER AND SANITATION

- pollution from agriculture - 53 percent;
- hydromorphological (physical) alterations - 24 percent;
- urban wastewater discharges - 20 percent;
- forestry impacts - 16 percent;
- pollution from unsewered domestic wastewater - 11 percent; and
- peat extraction - 8 percent.

### What the UN has planned to do by 2030? SDG 6 targets:

- Achieve universal and equitable access to safe and affordable drinking water for all.
- 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.
- Implement integrated water resources management at all levels, including through transboundary cooperation as appropriate.
- By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes.
- Support and strengthen the participation of local communities in improving water and sanitation management

### What can we do?

- Read the SDG Challenge information pack number 6 to increase your understanding.
- Host a conversation with your friends/family/colleagues to share learning and understanding of this issue
- Engage with social movements which address this issue.
- Lobby the government about policies which impact SDG 6
- Raise awareness about gender equality and root causes of gender inequality.



## SDG 6 'Clean Water and Sanitation' Session

### AIM OF SESSION

1. To introduce SDG #6.
2. To increase knowledge of issues related to Clean Water and Sanitation.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#6 Summary Sheet page 52.
- ✓ Copies of SDG#6 Quiz 57.
- ✓ Various litre amounts (e.g. 4 litre, 10 litres, 1,000 litres etc) on coloured paper.
- ✓ SDGchallenge online information pack.



## SDG 6: CLEAN WATER AND SANITATION

### ACTIVITY 1

#### #MyWaterFootprint

20 mins

Experiential learning activity to understand the issue of water sustainability.

*Note: you will need to bring 5/6 objects into the classroom for this activity and place around the room. There are suggestions on page 58. Use the link below to gather information on other items that maybe easier for you to use*

1. Place the articles around the room.
2. Divide the group into smaller groups of 5-6 people
  - Distribute coloured paper bundles of water volume to each group.
  - Give groups 15 minutes to discuss and decide on how much water they feel it takes to produce each particular object.
3. Reveal the information about the articles on page 58.
4. Reflection:
  - Where you surprised at how much water is in each object?
  - Why does it take so much water to produce these objects?
  - What could you do to lower your water footprint?

- 
1. Share statistics and information from **Summary Sheet** page 52.

2. Reflection:
  - What information was new to you?
  - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary-Sheet

10 mins

To increase participants knowledge and understanding on the issue.

## SDG 6: CLEAN WATER AND SANITATION

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read up about the efforts being made around the world to achieve clean water and sanitation.

**Option 2:** Are you surprised that it takes 660 gallons of water to make one hamburger or 34 gallons of water for your morning coffee? We know we are! Time to become conscious of your dietary water footprint. Check **#MyWaterFootprint** challenge in the SDGchallenge information pack online.

#### *Challenge yourself to:*

- Choose your top 6 most commonly consumed foods or drinks and investigate how many gallons of water it takes to produce each.
- Share one way you plan to become more sustainable regarding your water usage.

**Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG6 Summary Sheet to help you design an action.

## SDG 6: CLEAN WATER AND SANITATION

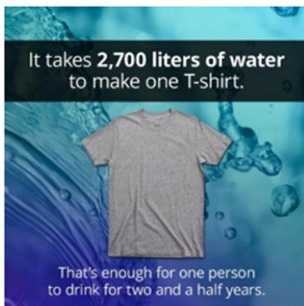
### ACTIVITY 4

### SDG 6 'Clean Water & Sanitation' QUIZ

- 1) In 2017, what was the global proportion of wastewater resulting from human activities discharged into rivers or sea without any pollution removal?  
  
40% ☐      80% ☐      60% ☐
  
- 2) On average, how many children die each day due to preventable water and sanitation related diseases?  
  
2000 ☐      3000 ☐      5000 ☐
  
- 3) What is the weight of the average filled container (called a jerry can) for water collection in Africa?  
  
\_\_\_\_\_
  
- 4) In Ireland, how much water does one person use per.....?  
  
One shower \_\_\_\_\_      One flush \_\_\_\_\_
  
- 5) What is the principle issue affecting the quality of Irish waters?  
  
\_\_\_\_\_

## SDG 6: CLEAN WATER AND SANITATION

### Activity 1 Information



development  
**dp**  
perspectives

Cotton needs a lot of water requiring up to 2,700 litres (713 gallons) to grow enough for just one T-shirt.



On average, **one large banana** (200 gram) costs 160 litres of water. In India, the largest banana producing country in the world, the average water footprint of bananas is 500 litre/kg. The global average is 790 litre/kg.



The global average water footprint of wheat is 1827 litre/kg. About 80% of this amount is allocated to the flour that is derived from the wheat; the rest is attributed to wheat pellets, the by-product. One kilogram of wheat gives about 790 gram of pasta, so that the water footprint of pasta is about 1850 litre/kg. This is a global average; the precise water footprint of pasta depends on the origin of the wheat. A pasta made from Italian wheat has a water footprint of 1410 litre/kg and pasta made from French wheat has a water footprint of 590 litre/kg.



Coca-Cola has been accused of dehydrating communities in its pursuit of water resources to feed its own plants, drying up farmers' wells and destroying local agriculture. The company has also violated workers' rights in countries such as Colombia, Turkey, Guatemala and Russia. Only through its multi-million-dollar marketing campaigns can Coca-Cola sustain the clean image it craves.

The company admits that without water it would have no business at all. Coca-Cola's operations rely on access to vast supplies of water, as **it takes almost three litres of water to make one litre of Coca-Cola**. In order to satisfy this need, Coca-Cola is increasingly taking over control of aquifers in communities around the world. These vast subterranean chambers hold water resources collected over many hundreds of years. As such they represent the heritage of entire communities.



A bovine animal at the end of its life time has an average water footprint of 1,890,000 litre. The major fraction (83%) of the water footprint of the animal is attributed to the derived beef, while, on average, 5.5% is attributed to the bovine leather (and the remaining fractions to other products). A fully grown beef cow weighing 250 kg will produce 6 kg of leather so that the water footprint of bovine leather is 17,000 litre/kg (Mekonnen and Hoekstra, 2010).



## SDG 7: AFFORDABLE AND CLEAN ENERGY



### What is the goal of 'Affordable & Clean Energy'?

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

### Why?

Between 1990 and 2010, the number of people with access to electricity increased by 1.7 billion. And yet as the world's population continues to rise, still more people will need cheap energy to light their homes and streets, use phones and computers, and do their everyday business. How we get that energy is at issue; fossil fuels and greenhouse gas emissions are making drastic changes in the climate, leading to big problems on every continent. The big challenge is to become more energy-efficient and invest in clean energy sources such as solar and wind. In that way, electricity needs can be met while protecting the environment.

### Facts and Figures

- One in 7 people still lacks electricity, and most of them live in rural areas of the global south world.
- Energy is the main contributor to climate change, it produces around 60 percent of greenhouse gases.
- More efficient energy standards could reduce building and industry electricity consumption by 14 percent.
- More than 40 percent of the world's population—3 billion—rely on polluting and unhealthy fuels for cooking.
- As of 2015, more than 20 percent of power was generated through renewable sources.
- The renewable energy sector employed a record 10.3 million people in 2017.

### SDG7 in Ireland

Under the National Renewable Energy Action Plan (NREAP), and in accordance with the Euro 2020 renewable energy goals, Ireland is committed to achieving 16 percent of its energy from wind, solar, biomass and other renewable sources by 2020. Presently, Ireland's energy is derived from 92 percent of fossil fuel sources, of which oil dominates the mix (48 percent) followed by gas (29 percent), coal and peat. The European Commission has highlighted that Ireland ranks 23 out of 28 countries in its progress towards renewable energy targets.

### What the UN has planned to do by 2030? SDG 7 targets:

- Ensure universal access to affordable, reliable and modern energy services.
- Increase substantially the share of renewable energy in the global energy mix.
- Double the global rate of improvement in energy efficiency.
- 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.
- Expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support.

### What can we do?

- Read the SDG Challenge information pack number 7 to increase your understanding on the issue and to learn about the efforts being made around the world to achieve 'Affordable and Clean Energy'.
- Host a conversation with your friends/family/colleagues to share learning and understanding of this issue.
- Engage with social movements which address this issue.
- Lobby the government about policies which impact SDG 7.



## **| SDG 7 'Affordable and Clean Energy' Session**

### **AIM OF SESSION**

1. To introduce SDG #7.
2. To increase knowledge of issues related to Affordable and Clean Energy.
3. Provide references for further information and activities.

### **RESOURCES**

- ✓ SDG#7 Summary Sheet page 59.
- ✓ Copies of SDG#7 Quiz page 64.
- ✓ Images of Wind Turbines page 65.
- ✓ SDGchallenge online information pack.

## SDG 7: AFFORDABLE AND CLEAN ENERGY

### ACTIVITY 1

#### Wind Turbines

20 mins

Experiential learning activity to explore Energy Efficiency and Use.

1. Divide the group into two smaller groups
  - Distribute the photographs of the wind turbines to each group.
2. Each group has to decide
  - In simple terms how do wind turbines work?
  - How many households can your wind turbine power?
4. Reflection:
  - Effectiveness of wind energy
  - Should Ireland be using more wind energy?

- 
1. Share statistics and information from **Summary Sheet** page 59.
  2. Reflection:
    - What information was new to you?
    - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary-Sheet

10 mins

To increase participants knowledge and understanding on the issue.



## SDG 7: AFFORDABLE AND CLEAN ENERGY

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

- Option 1:** Sign up to DP SDGchallenge and read up about Goal #7 to learn about the efforts being made around the world to achieve 'Affordable and Clean Energy'. You can read the articles or watch the videos in the 'Understand' section of this info pack.
- Option 2:** Write to the Minister Richard Bruton, Minister for Communications, Climate Action and Environment or Minister of State, Seán Kyne, Minister for Gaeltacht Affairs and Natural Resource. Express the need for divestment of government funds from fossil fuel stocks to fossil free stocks. Contact them at [minister.bruton@dccae.gov.ie](mailto:minister.bruton@dccae.gov.ie) or [minister.kyne@dccae.gov.ie](mailto:minister.kyne@dccae.gov.ie). Letters can be sent to: Ministers Office / Office of the Minister of State, Department of Communications, Climate Action and Environment 29-31 Adelaide Road Dublin DO2 X285.  
Further information: [www.stopclimatechaos.ie](http://www.stopclimatechaos.ie)
- Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG7 Summary Sheet to help you design an action.

## SDG 7: AFFORDABLE AND CLEAN ENERGY

### ACTIVITY 4

### SDG 7 'Affordable and Clean Energy' QUIZ

- 1) Number of people globally who still lack access to electricity, most of whom live in rural areas in the Global South?  
  
1 in 7 ☐      1 in 5 ☐      1 in 4 ☐
  
- 2) Energy is the dominant contributor to climate change, accounting for what % of total global greenhouse gas emissions.  
  
40% ☐      50% ☐      60% ☐
  
- 3) What is Irelands largest source of renewable energy?  
  
\_\_\_\_\_
  
- 4) Percentage of Ireland's energy from renewable energy sources in 2016?  
  
6.5% ☐      5.5% ☐      9.5% ☐
  
- 5) As highlighted by the EC, where does Ireland rank out of the 28 EC countries in its progress towards renewable energy targets?  
  
21 ☐      22 ☐      23 ☐

## SDG 7: AFFORDABLE AND CLEAN ENERGY

### Wind Turbines Activity



*1.5-MW wind turbine*



*3.6 MW offshore wind turbine*

## SDG 7: AFFORDABLE AND CLEAN ENERGY

### Wind Turbines Activity Information for tutors

#### How do wind turbines work?

Wind turbines operate on a simple principle. The energy in the wind turns two or three propeller-like blades around a rotor. The rotor is connected to the main shaft, which spins a generator to create electricity.

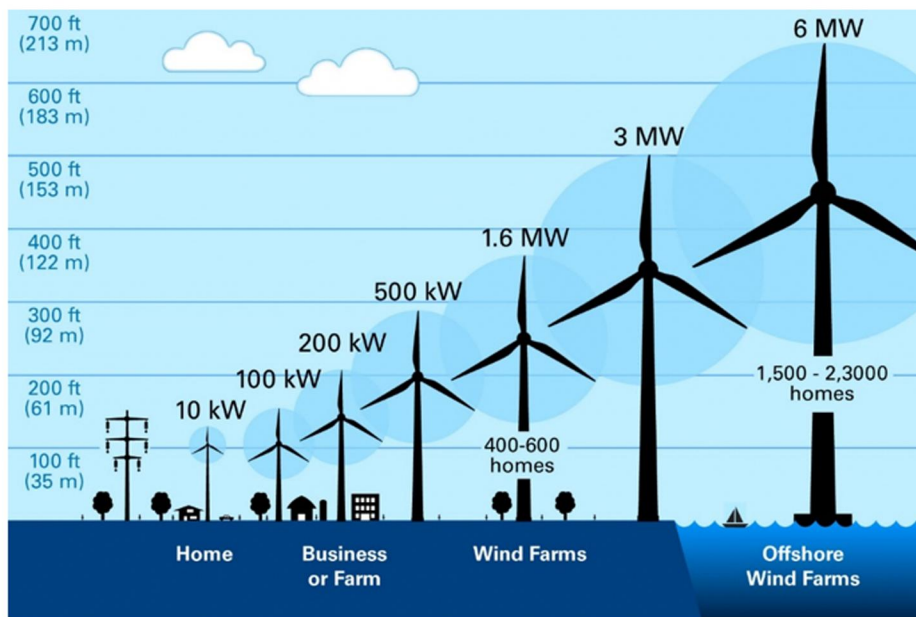


#### How many households can wind turbines power?

The output of a wind turbine depends on the turbine's size and the wind's speed through the rotor.

- An average **1.5-MW turbine** (26.9% capacity factor) would produce the same amount of electric energy as that used by almost 332 households over a year.
- An average onshore wind turbine with a capacity of 2.5–3 MW can produce more than 6 million kWh in a year – enough to supply 1,500 average EU households with electricity.
- An average offshore wind turbine of **3.6 MW** can power more than 3,312 average EU households.

*It must be remembered, though, that wind power is intermittent and variable, so a wind turbine produces power at or above its annual average rate only 40% of the time.*



[www.energyclassroom.com/](http://www.energyclassroom.com/)



## SDG 8: DECENT WORK AND ECONOMIC GROWTH



### What is the goal of 'Decent Work and Economic Growth'?

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

### Why?

An important part of economic growth is that people have jobs that pay enough to support themselves and their families. But today, job growth is not keeping pace with the growing labour force.

Over the past 25 years the number of workers living in extreme poverty has declined dramatically, despite the lasting impact of the 2008 economic crisis and global recession. In the global south, the middle class now makes up more than 34 percent of total employment – a number that has almost tripled between 1991 and 2015. However, as the global economy continues to recover, slower growth, widening inequalities, and not enough jobs to keep up with a growing labour force is evident. According to the International Labour Organization, more than 204 million people were unemployed in 2015.

### Facts and Figures

- An estimated 172 million people worldwide were without work in 2018 - an unemployment rate of 5 percent.
- As a result of an expanding labour force, the number of unemployed is projected to increase by 1 million every year and reach 174 million by 2020.
- Some 700 million workers lived in extreme or moderate poverty in 2018, with less than US\$3.20 per day.
- Women's participation in the labour force stood at 48 per cent in 2018, compared with 75 per cent for men. Around 3 in 5 of the 3.5 billion people in the labour force in 2018 were men.
- Overall, 2 billion workers were in informal employment in 2016, accounting for 61 per cent of the world's workforce.
- Many more women than men are underutilised in the labour force—85 million compared to 55 million.

## SDG 8: DECENT WORK AND ECONOMIC GROWTH

### SDG 8 in Ireland

In 2016, one in six people – 15.9%- between the ages of 18 and 24 were neither in employment nor in education and training. Ireland also has one of the highest rates of low-pay in the developed world, and the level of ‘working poor’ – 5.2 percent in 2016 – has barely changed in recent years.

While the rate of unemployment is lower among women than men, limited progress has been made on the gender pay gap. Lone parents are particularly exposed to precarious employment and working conditions because of the nature of their caring responsibilities. People with disabilities meanwhile face severe inequities in Ireland’s employment market (Target 8.5) and 82 percent of Ireland’s Traveller community is unemployed. Migrants in Ireland are likewise met with pronounced impediments to equal participation in the workforce.

The continuing discrimination visited on asylum seekers in this area is particularly urgent (Target 8.8). In January this year, Ireland’s Supreme Court ruled that the blanket ban on asylum seekers taking employment was unconstitutional. Following this ruling, and the government’s decision to opt into the EU Reception Conditions Directive, which ostensibly allows asylum seekers to find employment, highly-restrictive criteria on their access were implemented.

### What the UN has planned to do by 2030? SDG 8 targets:

- Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors.
- Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services.
- 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.
- 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.
- 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.
- Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries.
- Develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization.

## SDG 8: DECENT WORK AND ECONOMIC GROWTH

### What can we do?

- Read the SDG Challenge information pack number 8 to increase your understanding and reflect on both growth and degrowth.
- Host a conversation with your friends/family/colleagues to share learning and understanding of productive employment and decent work which are key elements to achieve a just, fair and equal world.
- Engage with social movements which address this issue.
- Lobby the government about policies which have a positive effect on improving issues related to decent work and economic growth.





## SDG 8: DECENT WORK AND ECONOMIC GROWTH

# | SDG 8 'Decent Work and Economic Growth' Session

### AIM OF SESSION

1. To introduce SDG #8.
2. To increase knowledge of issues related to Decent Work and Economic Growth.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#8 Summary Sheet page 67.
- ✓ Copies of SDG#8 Quiz page 73.
- ✓ SDGchallenge online information pack.
- ✓ Rights cards for each team.
- ✓ Flipchart and marker.
- ✓ A copy of the scenario.
- ✓ A copy of the TNC factsheet.



## SDG 8: DECENT WORK AND ECONOMIC GROWTH

### ACTIVITY 1

### SDG8 Scenario

45 mins

To explore the effect of corporate-led globalisation on countries' and workers' rights.

**Scenario :** *A Transnational Corporation (TNC) is considering setting up a factory in a country in the Global South. It is looking for the best deal to maximise profits. A meeting has been arranged with the heads of state of a number of potential sites. In return for favourable conditions, the corporation will bring jobs and investment into the economy.*

**1.** Split the group into 4 – 6 teams, depending on numbers (minimum 2 on each team). Explain that one team represents a corporation, and the other teams each represent a country. Give each country a set of the rights cards and explain that these represent the rights that all the people of the country are entitled to. Read out the scenario and begin playing. Teams can name their country and decide which of the rights they would be prepared to do without in order to get the corporation to locate its factory there. They also choose which rights they are not prepared to give up. Each team then makes a bid for the factory by silently offering up one of their rights cards to the corporation.

**2.** The 'corporation' decides which bid is the most attractive — In the event of a tie, the leader of the corporation chooses and informs the facilitator who removes that right card from ALL the groups. The winning bid is noted by the facilitator and the corporation is said to favour that country. In subsequent rounds, it is up to the other teams to convince the corporation to change its mind. Between each bidding round, give the teams a couple of minutes to discuss strategy. After three or four rounds, announce which country has been awarded the factory.

**3.** Debrief:

- What happened during the game?
- How did you feel when you won or lost the round?
- Was the outcome satisfactory?
- How did the winning team feel they did in protecting their rights?
- Was it worth it?
- In real life, where is this scenario being played out? In Ireland? In the Global South?

Explain that the game is now over. Mix the teams. In plenary, read out the Transnational Corporations' fact sheet (or parts of) and discuss what is positive / negative about TNCs for people in developed and developing countries?

## SDG 8: DECENT WORK AND ECONOMIC GROWTH

### ACTIVITY 2

#### SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

1. Share statistics and information from **Summary Sheet** page 67.

2. Reflection:

- What information was new to you?
- Did anything surprise you?

---

### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding of the issues related to Decent Work and Economic Growth at global and national level.

**Option 2: #PurchaseWithPurpose**

It's time to shop with purpose. Why not shop local (Yes, keep the money in our economies), shop in second hand stores (you'd be surprised) or get creative and upcycle items you already have.

**Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG8 Summary Sheet to help you design an action.

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change

## SDG 8: DECENT WORK AND ECONOMIC GROWTH

### ACTIVITY 4

### SDG 8 'Decent Work and Economic Growth' QUIZ

- 1) In 2018, how many people worldwide were without work?  
150 million ☐      143 million ☐      172 million ☐
- 2) How many jobs are needed globally for new entrants to the labour market between 2016 and 2030 ?  
170 million ☐      470 million ☐      870 million ☐
- 3) Percentage of people with disabilities employed in Ireland?  
22% ☐      31% ☐      15% ☐
- 4) Ireland has the highest rate of low-pay in the Global North.  
true ☐      false ☐
- 5) In January 2018, Ireland's supreme court ruled that the blanket ban on asylum seekers taking up employment was unconstitutional.  
true ☐      false ☐

## SDG 8: DECENT WORK AND ECONOMIC GROWTH

### RIGHTS CARDS

<b>Form Unions</b>	<b>Childcare Facilities</b>
<b>Minimum Wage</b>	<b>Safe Working Conditions</b>
<b>Sick Pay</b>	<b>Paid Holidays</b>
<b>Free Transport to work</b>	<b>Contract to prevent unfair dismissal</b>
<b>Normal working hours</b>	<b>Toilet Breaks</b>
<b>Paid overtime</b>	<b>Has to follow strict environmental regulations</b>

### Fact Box: Transnational Corporations (TNCs)

- Transnational Corporations (TNCs) are enterprises which own or control production or service facilities outside the country in which they are based
- TNCs can influence what we eat, buy and wear through huge advertising campaigns
- Almost 1,000 companies – including some of the world’s best known brands – have chosen Ireland as their European headquarters, such as the TNCs Facebook, Yahoo, eBay, Kellogg’s, and Google
- Many TNCs locate in Ireland because of the low tax rate for corporations. Because TNCs have many branches, they can locate in different countries to pay less tax
- Protestors at the Glastonbury music festival in 2011 inflated a 20 foot balloon that read “U Pay Your Tax 2” during U2’s performance. U2 as a business is registered in Holland, and pay taxes there. Some people feel they should pay all their taxes in Ireland



## SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE



### What is the goal of 'Industry, Innovation & Infrastructure'?

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

### Why?

Investment in infrastructure and innovation are crucial drivers of economic growth and development. With over half the world population now living in cities, mass transport and renewable energy are becoming ever more important, as are the growth of new industries and information and communication technologies.

Technological progress is also key to finding lasting solutions to both economic and environmental challenges, such as providing new jobs and promoting energy efficiency. Promoting sustainable industries, and investing in scientific research and innovation, are all important ways to facilitate sustainable development.

More than 4 billion people still do not have access to the Internet, and 90 percent are from the developing world. Bridging this digital divide is crucial to ensure equal access to information and knowledge, as well as foster innovation and entrepreneurship.

### Facts and Figures

- Worldwide, 2.3 billion people lack access to basic sanitation.
- In some low-income African countries, infrastructure constraints cut businesses' productivity by around 40 percent.
- 2.6 billion people in low income countries do not have access to constant electricity.
- More than 4 billion people still do not have access to the Internet; 90 percent of them are in the global south.
- The renewable energy sectors currently employ more than 2.3 million people; the number could reach 20 million by 2030.
- In low income countries, barely 30 percent of agricultural products undergo industrial processing, compared to 98 percent high-income countries.

# SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

## SDG 9 in Ireland

Water infrastructure needs massive levels of investment if Ireland is to both meet its commitments under the EU Water Framework Directive and at the same time provide good quality drinking water to all its citizens.

Transport infrastructure is also a particularly pressing issue (Target 9.1) and Ireland's waste infrastructure has fallen victim to years of underinvestment and the pressure of a burgeoning economy and population.

Ireland's Energy infrastructure is outdated and in poor repair, a factor which contributes to Ireland's poor performance on clean energy targets. With regard to communications infrastructure, a marked divide in broadband coverage has emerged between rural and urban areas (Target 9.C).

## What the UN has planned to do by 2030? SDG 9 targets:

- Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.
- Promote inclusive and sustainable industrialization and, by 2030, 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 industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets.
- By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.
- Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending.

## What can we do?

- Read the SDG Challenge information pack number 9 to increase your understanding.
- Host a conversation with your friends/family/colleagues to share learning and understanding of the need for investment in sustainable innovation in Ireland.
- Engage with social movements which address some aspect of this issue.
- Lobby the government about policies which have a positive effect on the need for investment in sustainable innovation in Ireland.

## SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

# | SDG 9 'Industry, Innovation and Infrastructure' Session

### AIM OF SESSION

1. To introduce SDG #9.
2. To increase knowledge of issues related to Industry, Innovation and Infrastructure.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#9 Summary Sheet page 75.
- ✓ Copies of SDG#9 Quiz page 79.
- ✓ Lollipop sticks, paper clips, A4 pages, paper weights.
- ✓ SDGchallenge online information pack.



## SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

### ACTIVITY 1

#### Infrastructure Activity

20 mins

Experimental learning activity to understand and explore innovation and infrastructure.

1. Place A4 page, lollipop sticks, paper clips and a paper weight on the floor
2. Task the full group with building a bridge that will go over the A4 page and pointing out it has to withstand the weight of the paper weight after they have finished.
3. Reflection.
  - Use this task as a way of exploring innovative ways to building infrastructure.

1. Share statistics and information from **Summary Sheet** page 75.
2. Reflection.
  - What information was new to you?
  - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

- Option 1:** Sign up to DP SDGchallenge and watch a Ted Talk or read an article to increase your understanding of the need for investment in sustainable innovation in Ireland.
- Option 2:** What can we do in our own homes to increase our resource efficiency? Consider all aspects of your home life, energy, water, transport etc and share your innovative ideas for becoming smarter in our resource usage. Use the hashtag **#SmartSolutions** SDGchallenge to become part of the conversation!
- Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG9 Summary Sheet to help you design an action.



## SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

### ACTIVITY 4

### SDG 9 'Industry, Innovation and Infrastructure' QUIZ

- 1) According to the UN estimations, the total employment for renewable energy sectors by 2030 will reach:
- 5 million ☐      20 million ☐      50 million ☐
- 2) More than 4 billion people still do not have access to the internet, what percentage of them are in the Global South:
- 70% ☐      80% ☐      90% ☐
- 3) In 2015 and 2016, 60,000 tons of electronic waste was shipped to Nigeria. How many tons approx. was non-functioning and potentially toxic illegal waste?
- 14,000 ☐      15,000 ☐      10,000 ☐
- 4) Where is Dublin rated in the list of the most congested cities in the world?
- 5th ☐      10th ☐      8th ☐
- 5) Is Ireland a linear or circular economy?

Linear Economy ☐



Circular Economy ☐





### What is the goal of 'Reduced Inequalities'?

Reduce inequality within and among countries.

### Why?

Income inequality is on the rise—the richest 10 percent have up to 40 percent of global income whereas the poorest 10 percent earn only between 2 to 7 percent of total global income. Taking into account population growth inequality in global south countries, inequality has increased by 11 percent. Income inequality has increased in nearly everywhere in recent decades, but at different speeds. It's lowest in Europe and highest in the Middle East.

These widening disparities require sound policies to empower lower income earners, and promote economic inclusion of all regardless of sex, race or ethnicity. Income inequality requires global solutions. Facilitating the safe migration and mobility of people is also key to bridging the widening divide.

### Facts and Figures

- In 2016, 22 percent of global income was received by the top 1 percent compared with 10 percent of income for the bottom 50 percent.
- Economic inequality is largely driven by the unequal ownership of capital. Since 1980, very large transfers of public to private wealth occurred in nearly all countries. The global wealth share of the top 1 percent was 33 percent in 2016.
- Women spend, on average, twice as much time on unpaid housework as men.
- Women have as much access to financial services as men in just 60 percent of the countries assessed and to land ownership in just 42 percent of the countries assessed.

### SDG 10 in Ireland

Key legal provisions to combat discrimination in Ireland are set out in the Employment Equality Acts 2000-2015 and the Equal Status Acts 2000-2004.

Gross income inequality – before taxes and social transfers are taken into consideration – is higher in Ireland than in any other EU country. The bottom 50 percent of people in Ireland saw their share of gross income fall by 2 percent between 2015 and 2017, while the top 1 percent saw their share increase by 27 percent.

## SDG 10: REDUCED INEQUALITIES

Members of the Traveller community are ten times more likely to suffer discrimination while seeking work, and 22 times more likely to face such injustice when trying to access private services, than people who identify as 'white Irish'. According to a recent ESRI study, women are twice as likely as men to face discrimination at work. Similarly, persons with disabilities are twice as likely as those without to experience discrimination at work or when accessing private or public services. People who identified as Black face widespread discrimination. They are three times more likely than 'white Irish' people to experience it at work and in accessing private services, and four times more likely in public services.

### What the UN has planned to do by 2030? SDG 10 targets:

- 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 in this regard.
- Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies.
- Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes.

### What can we do?

- Read the SDG Challenge information pack number 10 to increase your understanding.
- Host a conversation with your friends/family/colleagues to share learning and understanding of inequality and the barriers experienced by the various groups and individuals that make up Irish society.
- Engage with social movements which address this issue.
- Lobby the government about policies which have a positive effect on reducing inequality in present day Ireland.



## SDG 10 'Reduced Inequalities' Session

### AIM OF SESSION

1. To introduce SDG #10.
2. To increase knowledge of issues related to Reduced Inequalities
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#10 Summary Sheet page 80.
- ✓ Copies of SDG#10 Quiz page 85.
- ✓ 5 or 10 chairs.
- ✓ SDGchallenge online information pack.



## SDG 10: REDUCED INEQUALITIES

### ACTIVITY 1

### Ten Chairs of Inequality

20 mins

To understand and explore Inequality. Define the concepts of wealth and assets. Compare wealth and income.

**Note :** If the group is small you can adapt for 5 chairs.

1. Ask for 10 volunteers and ask them to line up at the front of the room, seated in 10 chairs facing the rest of the group, if there are more persons present.
2. Explain that each chair represents 10% of the wealth in the world and each person represents 10% of the people in the world. So, when one person is in each chair the wealth is shared equally.
  - Explain that wealth is what you own i.e. TV, iPod, computer, food in your house, family home, money in bank accounts etc
  - Explain that wealth like this helps us get other things in life such as education, health care, holidays etc.
3. Ask for volunteers. Who wants to be from the richest continents in the world? Choose two persons. Tell them they represent North America, Europe, and Japan.
  - Ask the class to guess how many chairs belong to the richest continents of the world.
  - After they have guessed, apologize to the other 8 persons and tell them they will have to move over because these two persons need more space—in fact, they get eight chairs! Encourage the 2 two wealthiest persons to stretch out or even lie down on their chairs and make themselves comfortable.
4. Then tell the remaining eight persons that they represent the rest of the world—the poorer economies of Central and South America, Africa, the Middle East, Asia (except for Japan), and Oceania (Australia, New Zealand, etc.). Invite them all to get comfortable on the two chairs that are left for them.
5. Once they are settled (some on laps, some hanging over the back, some on the floor at others' feet) ask the “poor” members of the class crowded around their two chairs what life is like at their end of the line.
  - How do you think daily life is like for those people squashed onto the 2 chairs?
  - Facilitator should take several responses from participants in the wider group.
  - Possible answers might include: they work all day, they are tired, worn out, etc
6. Ask the “wealthy” persons what it feels like to be where they are looking over at those who are all jammed together on just two chairs.
7. Facilitator -Ask the volunteers left on the three chairs:
  - Why did you let this happen?
  - Why did you allow things to be distributed so unevenly?
  - Facilitator should take several answers. Possible answers include I'm too busy to fight back, I come home from work too tired all the time, and I have to fight with these other people which keeps me from realizing that there are other people to blame.

## SDG 10: REDUCED INEQUALITIES

### 8. Reflection

- What do those in power tell us about how to justify this huge inequality in the distribution of the world's wealth? (e.g., if you worked harder you could be rich too, if you owned a business that gives others jobs you would deserve to make more for yourself, if your government weren't so corrupt there would be more money for you, etc.)
- In this exercise we direct our anger at 2 people – the top 10%, but in reality, what often happens in our communities is that the top 10% are invisible to us and we fight with each other. We all blame and battle each other for more space on the few remaining chairs.

### ACTIVITY 2

#### SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

1. Share statistics and information from **Summary Sheet** page 80.

2. Reflection:

- What information was new to you?
- Did anything surprise you?

### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding of inequality at a global and national level.

#### **Option 2: #TaxingTimes**

How would you spend tax avoidance within your country? Time to research which companies are getting away without paying their share of tax in your country.

**Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG10 Summary Sheet to help you design an action.

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change

## SDG 10: REDUCED INEQUALITIES

### ACTIVITY 4

### SDG 10 'Reduced Inequalities' QUIZ

- 1) How many men own the same wealth as the 3.6 billion people who make up the poorest half of humanity?
- 8000 ☐      800 ☐      8 ☐
- 2) According to authors of 'The Spirit Level', what has a deep impact on health, wellbeing, longevity, trust and murder rates?
- Economic Growth ☐      Income Inequality ☐      Levels of Education ☐
- 3) Name 4 groups of people most likely to experience discrimination at work in Ireland?
- \_\_\_\_\_
- 4) Of the 300 wealthiest people in Ireland, how many pay income tax at a lower rate than the average taxpayer?
- 20 ☐      60 ☐      90 ☐
- 5) How many children in Ireland are living in families with incomes below the poverty line?
- 200,000 ☐      220,000 ☐      230,000 ☐
- 6) Gross income inequality is lower in Ireland than in any other EU country.
- True ☐      False ☐



# SDG 11: SUSTAINABLE CITIES AND COMMUNITIES



## What is the goal of Sustainable Cities and Communities?

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

## Why?

More than half of us live in cities. It is estimated by 2050, two-thirds of all humanity—6.5 billion people—will be urban. Sustainable development cannot be achieved without significantly transforming the way we build and manage our urban spaces. The rapid growth of cities—a result of rising populations and increasing migration—has led to a boom in mega-cities, especially in the global south, and the number of heavily populated urban areas characterised by substandard housing are becoming a more significant feature of urban life.

## Facts and Figures

- Cities occupy just 3 percent of the Earth's land but account for 60 to 80 percent of energy consumption and at least 70 percent of carbon emissions.
- 828 million people are estimated to live in heavily populated urban areas characterised by substandard housing and squalor, and the number is rising.
- In 1990, there were 10 cities with 10 million people or more; by 2014, the number of mega-cities rose to 28, and was expected to reach 33 by 2018. In the future, 9 out of 10 mega-cities will be in the global south.
- In the coming decades, 90 percent of urban expansion will be in the global south.
- The economic role of cities is significant. They generate about 80 percent of the global GDP.

## SDG 11 in Ireland

Rebuilding Ireland is the government's strategy for addressing the housing crisis and it highlights that there is a pressing need for the Irish government to deliver affordable public housing. Just 9 percent of Ireland's housing stock is public social housing, as compared to 32 percent in the Netherlands, 24 percent in Austria and 19 percent in Denmark.

The latest data from the Department of Housing Planning, Community and Local Government show that there are now (2018) 10,000 homeless people in Ireland. This is more than three times the figure recorded in July 2014. The vast majority of households accessing emergency accommodation are lone-parent families – overwhelmingly headed by women with the result that women and children are being disproportionately impacted.



## SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

The official statistics on homelessness exclude the 4,700 refugees and asylum seekers including approximately 1,600 children – who are forced to live in Direct Provision centres where they are denied a variety of basic human rights. Ireland's Traveller community – long subject to severe discrimination in all areas of Irish society and life – are likewise excluded from homelessness figures.

Inadequate investment in public transport and green transport options is severely undermining the liveability of major cities, whilst also contributing to greenhouse gas emissions.

### What the UN has planned to do by 2030? SDG 11 targets:

- Ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.
- Provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.
- Enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries.
- Strengthen efforts to protect and safeguard the world's cultural and natural heritage.
- Reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management.
- Provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.
- Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning.

### What can we do?

- Read the SDG Challenge information pack number 11 to increase your understanding.
- Host a conversation with your friends/family/colleagues to share learning and discuss understanding of what would sustainable communities and cities look like?
- Engage with social movements which address this issue.
- Lobby the government about policies which have a positive effect on making our cities and communities sustainable



## SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

### SDG 11 'Sustainable Cities and Communities Session

#### AIM OF SESSION

1. To introduce SDG #11.
2. To increase knowledge of issues related to Sustainable Cities and Communities.
3. Provide references for further information and activities.

#### RESOURCES

- ✓ SDG#11 Summary Sheet page 86.
- ✓ Copies of SDG#11 Quiz page 90.
- ✓ Participants will need internet access for this activity.
- ✓ SDGchallenge online information pack.

## SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

### ACTIVITY 1

#### Transport Activity

20 mins

Experimental learning activity to understand and explore issues with transport.

#### 1. Divide group into 3 groups

- Group 1 task: Get from their present location to Athlone Castle using as little amount of carbon as possible.
- Group 2 task: Get from their present location to Castle Saunderson in Cavan using as little amount of carbon as possible.
- Group 3 task: Get from their present location to Glencree Peace and Reconciliation Center using as little amount of carbon as possible.

#### 2. Reflection.

- Share and discuss findings in large a group.

---

#### 1. Share statistics and information from **Summary Sheet** page x.

#### 2. Reflection.

- What information was new to you?
- Did anything surprise you?

### ACTIVITY 2

#### SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

---

#### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a Ted Talk or read an article to increase your understanding of sustainable cities and communities.

#### **Option 2: #SmallThingsMatter**

Are you looking to dispose of any electronic waste or electronic equipment? Get in touch today with WEEE (<https://www.weeeireland.ie>) and find out how you can become more sustainable in your disposal.

**Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Are you working in a school? Why not take WEEE Ireland's pledge schools recycling challenge.

## SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

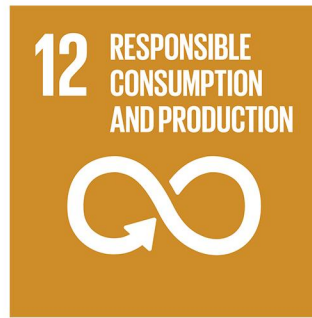
### ACTIVITY 4

### SDG 11 'Sustainable Cities and Communities' QUIZ

- 1) Cities account for 60%-80% of energy consumption and at least 70% of carbon emissions. What percentage of the Earth's land do they occupy?  
10% ☐      5% ☐      3% ☐
- 2) In 2017, how many people lived in heavily populated urban areas characterised by substandard housing and squalor?  
128 million ☐      828 million ☐      628 million ☐
- 3) Percentage of Ireland's housing stock that is allocated for public social housing?  
5% ☐      9% ☐      7% ☐
- 4) Where does Ireland rank in the EU for dependency on car usage?  
3rd highest ☐      4th highest ☐      2nd highest ☐
- 5) How many properties have vulture funds taken over in Ireland?  
20,000 ☐      50,000 ☐      90,000 ☐



## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION



### What is the goal of 'Responsible Consumption and Production'?

Ensure sustainable consumption and production patterns.

### Why?

Achieving economic growth and sustainable development requires that reducing our ecological footprint by changing the way we produce and consume goods and resources.

Agriculture is the biggest user of water worldwide, and irrigation now claims close to 70 percent of all freshwater for human use.

The efficient management of our shared natural resources, and the way we dispose of toxic waste and pollutants, are important targets to achieve this goal. Encouraging industries, businesses and consumers to recycle and reduce waste is equally important, as is supporting lower income countries to move towards more sustainable patterns of consumption by 2030.

### Facts and Figures

- 1.3 billion tonnes of food is wasted every year, while almost 2 billion people go hungry or undernourished.
- The food sector accounts for around 22 percent of total greenhouse gas emissions, largely from the conversion of forests into farmland.
- Globally, 2 billion people are overweight or obese.
- Only 3 percent of the world's water is fresh (drinkable), and humans are using it faster than nature can replenish it.
- If people everywhere switched to energy efficient lightbulbs, the world would save US\$120 billion annually.

### SDG 12 in Ireland

The current government waste policy – detailed in A Resource Opportunity: Waste Management Policy in Ireland -aims to achieve a recycling rate of 50 percent of managed municipal waste by 2020. The government has established Public Participation Networks in every local authority area to develop closer links between local decision-making and groups/organisations in the community, voluntary and environmental sectors. This has provided a useful forum to share experiences and activities promoting sustainable production and consumption.

## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

Food waste continues to be a major concern in Ireland. The Stop Food Waste campaign has sought to change citizen behaviour in this arena through promotion and peer example, but there is a clear need for stronger incentivisation. In 2014, household waste per capita grew from 315 kilos in 2013 to 331 kilos. Household recycling rates have remained static since 2012 (Indicator 12.5.1). If this trend doesn't change, recycling targets for 2020 set out in the EU Waste Framework Directive may not be met.

Hazardous waste, most of which is exported for treatment, is also rising significantly in Ireland. According to EPA statistics, the amount of hazardous waste produced in Ireland went up by 18 percent in 2016, due to a significant increase in contaminated soils.

### What the UN has planned to do by 2030? SDG 12 targets:

- 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, including post-harvest losses.
- By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.
- Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle.
- Promote public procurement practices that are sustainable, in accordance with national policies and priorities.
- By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
- Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production.
- Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products.

### What can we do?

- Read the SDG Challenge information pack number 12 to increase your understanding.
- Host a conversation with your friends/family/colleagues to share learning and understanding of something that interests you in responsible consumption and production.
- Engage with social movements which address this issue.
- Write/email The Department of Communications, Climate Action and Environment and their ministers, expressing the need to reduce consumption levels in Ireland and to consider the environmental impacts of Irish over-consumption.



## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

# |SDG 12 'Responsible Consumption and Production' Session

### AIM OF SESSION

1. To introduce SDG #12.
2. To increase knowledge of issues related to Responsible Consumption and Production.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#12 Summary Sheet page 91.
- ✓ Copies of SDG#12 Quiz page 96.
- ✓ Copy of banana chain roles page 97.
- ✓ SDGchallenge online information pack.



## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

### ACTIVITY 1

#### Banana Supply Chain

20 mins

Experimental learning activity to understand and explore responsible consumption and production.

1. Divide into five groups to represent each of the different roles in the banana chain - banana worker, plantation owner, shipper, importer and ripener, shop or supermarket (See page 97).
2. Space out the groups.
  - Give them their role cards and ask them to read their role information. Give them a few moments to work out what their roles might involve.
  - Tell them that they are about to do an activity that traces the path of the banana as it is exported from its plantation in Latin America (or the Caribbean Islands) to your fruit bowl.
3. Tell them that each banana costs 30p.
4. Ask them to decide how much of the 30p they should get for the jobs/work they do in the banana chain.
5. Ask them to spend a couple of minutes discussing this and preparing arguments why they deserve the amount they have chosen for themselves. *Inevitably the total from all the groups will be more than 30p. The groups will need to renegotiate.*  
**Draw a banana with 5 sections on a flipchart and capture amounts.**
6. Then choose a spokesperson from each group to negotiate a price until the amount comes to 30p.
7. When they have agreed amounts, reveal the true breakdown of who gets what from the final price of a Latin American banana page 99.
8. Reflection:
  - Do you think this is a fair situation?
  - Why is the 30p shared out as it is?
  - Who has power and why?
  - What could be done to improve the situation?
  - What role can we play as the people who buy the bananas?
  - Would you be prepared to pay more for your bananas if you knew workers and farmers got a price that would enable them to meet their basic needs?
  - Print and distribute page 8-9 of <https://www.fairtrade.ie/wp-content/uploads/2019/01/CPSE-Create-Fairtrade-Guide.pdf> or print 1 copy and display. Alternatively, give out reference for people to follow up.

#### **Note for tutor - Key ideas**

We are connected with people around the world through the things we buy and eat.

- Many products in our shops are made from raw materials imported from poor countries in Africa, Asia, Latin America and the Caribbean Islands.
- Many workers do not earn enough to meet their basic needs: food, shelter, clothes, medicine and schooling. This is unfair.



## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

### ACTIVITY 2

#### SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

1. Share statistics and information from **Summary Sheet** page 91.

2. Reflection:

- What information was new to you?
- Did anything surprise you?

---

### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding of Responsible Consumption and Production.

**Option 2:** Have a look at the Castleisland Community School Transition Year work to raise awareness and to achieve their goal of making Castleisland a Fairtrade Town. [www.fairtrade.ie/get-involved/fairtrade-towns/](http://www.fairtrade.ie/get-involved/fairtrade-towns/)

**Option 3:** Check out pp12-13 at this website on suggestions for action at a college, community and national levels.

[www.fairtrade.ie/wp-content/uploads/2019/01/CPSE-Create-Fairtrade-Guide.pdf](http://www.fairtrade.ie/wp-content/uploads/2019/01/CPSE-Create-Fairtrade-Guide.pdf)

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change

## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

### ACTIVITY 4

### SDG 12 'Responsible Consumption and Production' QUIZ

- 1) Should the global population reach 9.6 billion by 2050 as predicted, how many planets could be required to provide natural resources needed to sustain current lifestyles?  
1 ☐      2 ☐      3 ☐
- 2) How many people still do not have access to an improved water source?  
350 million ☐      480 million ☐      780 million ☐
- 3) Only 3% of the world's water is drinkable, and humans are using it faster than nature can replenish.  
True ☐      False ☐
- 4) Ireland generates over half a million tonnes of food waste each year  
True ☐      False ☐
- 5) In 2015, what percentage of renewable energy accounted for of Ireland's total final energy consumption?  
1% ☐      2% ☐      3% ☐

## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

### Banana Supply Chain roles

*There are five main roles in the banana chain (This is a slightly simplified version of the real world, but is appropriate for the purpose of this game). These role cards can be used by the facilitator to tell each group about the work they have to do.*



#### BANANA WORKER

12-14 hours per day of hard physical labour in hot conditions.

**Selecting** the best bananas.

**Washing** bananas – you will have your hands in water all day.

**Cutting bananas** – you will have to carry heavy loads of bananas on your back.

**Pesticides** are also sprayed from planes – they are likely to fall on your home or the local school.

Applying fertilisers and pesticides – can lead to health risks such as cancer and other diseases.

**Worry:** Will you have enough money to buy food, pay medical bills or to send your children to school? You may not be allowed to meet together with other workers to complain about your pay, the way you are treated at work or where you live. You will be discouraged from joining a trade union.



#### PLANTATION OWNER

**Plantation running costs:** You will have to pay for expensive pesticides, fuel for pesticide-spraying aeroplanes, tools and machinery. Cost of lawyers: In case workers sue you for work accidents.

**Waste:** Regulations in most countries in Europe and most shoppers want “perfect fruit” – no mark on the skin, nice shape etc. This takes a lot of skill and money to achieve. If any of your bananas don’t meet these high standards they have to be scrapped – so you lose money.

**Risk factor:** You bear the cost if the harvest is bad, or a hurricane or pest destroys your crop.  
**Modernisation investments:** You need money to keep paying for the latest machines and ideas, so your plantation stays up to date and you stay in business.

**Cost of land:** The longer your land is used to grow bananas, the more the goodness in the soil will be used up and you will need to pay for expensive fertilisers, or buy new land!





## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

### SHIPPER

You face the following costs:

**Ships:** Big cargo ships are very expensive to buy and keep in working order.



**Fuel:** You need to pay for fuel for the ships – one load between Latin America and Europe may be at sea for up to five weeks.

**Insurance:** If a cargo is lost or damaged, it may be your fault and you may have to pay for it.

**Refrigeration:** On board, the bananas are kept in big fridges to prevent them from ripening during the time at sea. If they ripen too soon they will be spoilt by the time they arrive at the shops.

**Port fees:** You will have to pay for your ships to be in port at both ends of the sea journey

### IMPORTER/RIPENER

**Transportation:** by truck from the European port to big ripening centres, and from there to the retailers.



**Contracts:** The importer is liable for contracts both to the producers he buys from (promising to buy x amount per week) and to the retailers (promising to provide them x amount of bananas per week). They must honour these, even if they are let down by one end of the chain.

**License Fee.** Importers pay licenses for the importation of their bananas into the EU and or UK.

**Big Offices/Admin.** Importers “need” big, fancy office buildings for the administration and bureaucracy that their role involves.

**Ripening gas:** Ethylene is used to ripen bananas.

**Repackaging:** After ripening the bananas must be repackaged so you will have to pay for the materials and for the workers to do this.



## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

### SUPERMARKETS

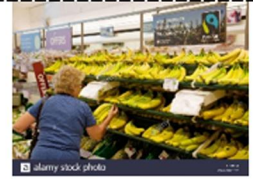
**Staff:** You have to pay the people who work in your store.

**Running costs:** Lighting, transport, designing of staff uniforms, carrier bags etc.

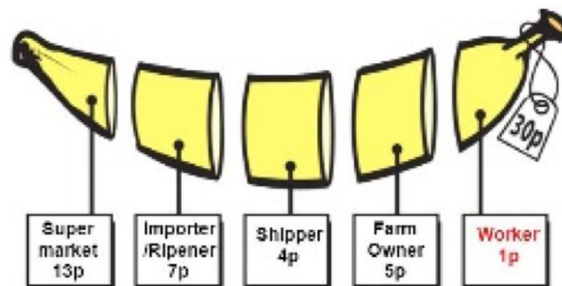
**Competition:** You need to take on new ideas, maybe build a bigger shop, buy new machinery – all to make sure you make more money than other shops and stay in business.

**Risk:** If the bananas are handled badly or arrive on the shelves over-ripe, your customers will not be happy – they may decide not to shop at your store any more.

**Advertising:** You will need to advertise what you sell and to show how good your shop is so that shoppers come to buy their shopping at your store rather than going anywhere else.



### An Example: The Banana Trade





### What is the goal of 'Climate Action'?

Take urgent to combat climate change and its impacts.

### Why?

There is no country that is not experiencing the drastic effects of climate change. Greenhouse gas emissions are more than 50 percent higher than in 1990. Global warming is causing long-lasting changes to our climate system, which threatens irreversible consequences if we do not act.

The annual average economic losses from climate-related disasters are in the hundreds of billions of dollars. This is not to mention the human impact of geo-physical disasters, which are 91 percent climate-related, and which between 1998 and 2017 killed 1.3 million people, and left 4.4 billion injured.

### Facts and Figures

- As of 2017 humans are estimated to have caused approximately 1.0°C of global warming above pre-industrial levels.
- Sea levels have risen by about 20 cm (8 inches) since 1880 and are projected to rise another 30–122 cm (1 to 4 feet) by 2100.
- To limit warming to 1.5°C, global net CO<sub>2</sub> emissions must drop by 45% between 2010 and 2030, and reach net zero around 2050.
- Climate pledges under The Paris Agreement cover only one third of the emissions reductions needed to keep the world below 2°C.
- Bold climate action could trigger at least US\$26 trillion in economic benefits by 2030.
- The energy sector alone will create around 18 million more jobs by 2030, focused specifically on sustainable energy.

### SDG 13 in Ireland

Ireland's approach to combatting human induced climate change is set out in the 2015 National Policy Position on Climate Change and the Climate Action and Low Carbon Development Act (CALCD) 2015.

## SDG 13: CLIMATE ACTION

Ireland is judged to be the worst performing country in Europe on the Climate Change Performance Index. Ireland is also lagging behind many other European countries, such as the UK, Denmark, Italy, Spain and France in terms of per capita GHG (GreenHouse Gas) emissions. Ireland is one of only four EU member states not expected to meet its 2020 targets.

The management of peatlands in Ireland is also a major concern with regard to carbon emissions, as peat extraction and the change of peatlands to grasslands and forestry is fuelling significant rates of carbon loss. There is a need to change the structure of the Irish agricultural sector away from its dependence on beef and dairy, which are distinguished among food types as having the highest GHG intensity relative to nutritional value.

The Citizens' Assembly addressed the topic of how to make Ireland a leader in tackling climate change. This government sponsored Assembly, comprising 100 randomly selected citizens, delivered a list of well-formulated recommendations for mitigation, adaptation and fiscal measures to tackle climate change in the short and long term. The extent to which these recommendations - currently being considered by parliament - are implemented will provide a measure of national political will to tackle climate change.

### What the UN has planned to do by 2030? SDG 13 targets:

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

### What can we do?

- Actively taking part in a Global Citizenship Education programme to ensure informed
- Read the SDG Challenge information pack number 13 to increase your understanding of climate change and climate actions.
- Host a conversation with your friends/family/colleagues to share understanding of climate change and effective climate change actions.
- Engage with social movements which address this issue.
- Lobby the government about policies which address climate change.
- Your active engagement in policymaking can make a difference in addressing poverty.



## | SDG 13 'Climate Action' Session

### AIM OF SESSION

1. To introduce SDG #13.
2. To increase knowledge of issues related to Climate Change.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#13 Summary Sheet page 100.
- ✓ Copies of SDG#13 Quiz page 105.
- ✓ Statements page 106.
- ✓ SDGchallenge online information pack.



### ACTIVITY 1

## What Do You Really Think?

20 mins

Experimental learning activity to understand and explore climate change.

**Note :** Individual behaviour drives societal change and unless we examine how climate change will affect all of us, we will be unable to respond effectively as a society. Therefore, it is important to open up discussions around what climate change really means and how we can make the issue accessible for all. The following activity should break the ice and should make everyone feel comfortable to talk about climate change and their thoughts on it.

1. Ask participants to sit in a circle. Cut out statements page 106 and place the ground on the ground.
2. Ask participants the following questions:
  - What do you think when you hear climate change?
3. Invite participants to walk around the room and pick a statement that speaks to them mostly.  
*Make sure to print a few statements twice.*
4. Ask some of the participants to share what they picked and why? This should start a conversation around our perceptions of climate change.
5. Ask participants to think about what implications climate change has had on Ireland and the world? Collect these statements on a Flipchart paper.

### **Optional:**

For a more in-depth discussion around climate change and how it developed over the last decades, watch this video and discuss the following questions: <https://www.youtube.com/watch?v=qHE0n5c6-6g>

### Reflection:

- What happened over the last decade?
- How did it happen?
- What was our human impact?
- How does the change in climate affect Ireland?

### ACTIVITY 2

## SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

1. Share statistics and information from **Summary Sheet** page 100.

2. Reflection:

- What information was new to you?
- Did anything surprise you?

---

### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding of Climate Action at a global ad national level.

**Option 2:** How green are you? Do the quiz to find out how 'green' you are. Check the answers with your tutor at a later time. Take action to change your behaviour and remember to share information with friends and family.

**Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG13 Summary Sheet to help you design an action.

## Next Steps...

Using knowledge and understanding gained to engage in potential action for change

### ACTIVITY 4

### SDG 13 'Climate Action' QUIZ

- 1) Approximately how many million tons of plastic enter the oceans each year?  
7 million tons ☐      4 million tons ☐      8 million tons ☐
  
- 2) What is the main UN framework on Climate Change signed in 2016 dealing with greenhouse gas emissions?  

---
  
- 3) Which country is the worst performing country in Europe on the Climate Change Performance Index?  
Poland ☐      Portugal ☐      Ireland ☐
  
- 4) What is the name of the national policy in Ireland dealing with greenhouse gasses?  

---
  
- 5) In 2017, what are the highest source of greenhouse gasses in Ireland at 33%?  
Transport ☐      Agriculture ☐      Manufacturing Combustion ☐

## SDG 13: CLIMATE ACTION

Statements for Activity1



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	



## SDG 13: CLIMATE ACTION

### How Green are You? <sup>110</sup>

Do the following quiz to find out how 'green' you are. Check the answers with your tutor afterwards. One point for every correct answer.



1) You are busy in your house tidying up going from room to room spending 5 to 10 minutes in each. Which is the best way to save energy? a) Switch the lights on and off every time you move from room to room b) Keep the lights on as you move about the house		
2) You are hungry and want to bake a potato. Which method is 'greener'? a) Put it in an electric oven for an hour b) Quickly zap it in the microwave		
3) You are thirsty so you go to a café to buy a drink. What do you choose? a) A bottle of mineral water b) A cup of coffee in a polystyrene cup		
4) You need a new shirt / blouse and there are two that you like in the shop. You look at the label and see that one is made of 100% pure natural cotton and the other is 50% polyester. You want to be as environmentally friendly as you can. Which one do you choose? a) The 100% cotton shirt b) The 50% polyester shirt		
5) Do you leave the tap on when you brush your teeth? a) Yes b) No		
6) As well as putting their health and the health of those around them in danger smokers also put the environment in danger. a) True b) False		
7) Which is the 'greenest' way to wash your clothes? a) Machine wash in cold water b) Hand wash in hot water		
8) Which form of transport is better for the environment? a) Driving by car b) Flying by plane		
9) When you go to the supermarket how do you take your shopping home? a) In plastic carrier bags from the supermarket b) In your own bag or basket		
10) If you have the choice how do you prefer to buy a cold drink in a café? a) In a can b) In a glass bottle		
<b>How many did you get right?</b>		
<b>1-3</b>	<b>4-6</b>	<b>7-10</b>
You have a lot of changes to make if you want to be greener. Not bad!	You know about how you can help the planet. You are quite green	Well done! You have a very green head on your shoulders!

## SDG 13: CLIMATE ACTION

### How Green are You? – Answers



1) You are busy in your house tidying up going from room to room spending 5 to 10 minutes in each. Which is the best way to save energy? a) is the greener option. Just having the lights off for 3 seconds saves the energy it takes to switch them on again.
2) You are hungry and want to bake a potato. Which method is 'greener'? b) a microwave consumes a third of the energy of an electric oven.
3) You are thirsty so you go to a café to buy a drink. What do you choose? b) depending on where you are, most bottled mineral water has to be transported a long way to reach the consumer. All transportation emits CO <sub>2</sub> . Polystyrene no longer contains CFCs that damaged the ozone layer.
4) You need a new shirt / blouse and there are two that you like in the shop. You look at the label and see that one is made of 100% pure natural cotton and the other is 50% polyester. You want to be as environmentally friendly as you can. Which one do you choose? b) Intensively grown cotton is one of the world's most polluting crops. It needs lots of chemicals to grow and maybe even 10 pesticide treatments every season. It also needs large amounts of water
5) Do you leave the tap on when you brush your teeth? If you leave the tap on when you brush your teeth you waste between 25 and 45 litres of water every time, enough for a 100 litre bath every other day.
6) As well as putting their health and the health of those around them in danger smokers also put the environment in danger. a) Tobacco needs really rich soil for it to grow and developing countries often replace food crops with tobacco crops as it is more profitable. Most tobacco is dried by burning wood. Every 300 cigarettes use the equivalent of one tree to cure them.
7) Which is the 'greenest' way to wash your clothes? a) When washing clothes it's the heating of the water that uses up most of the energy. It is best to wash in cool or cold water and always fill up the machine.
8) Which form of transport is better for the environment? a) Although cars are massive polluters. planes give out 0.5 kilograms of CO <sub>2</sub> for every 1.6kilometres. To give an idea, the CO <sub>2</sub> omitted on one trip from the UK to India would take 2 trees 99 years to absorb! Extra quote for students to discuss, "One person flying in an airplane for one hour is responsible for the same greenhouse gas emissions as a typical Bangladeshi in a whole year," – Beatrice Schell, European federation for Transport and Environment, November 2001
9) When you go to the supermarket how do you take your shopping home? b) It is much better not to take plastic carrier bags from the supermarket. If you do use them, try to re-use them.
10) If you have the choice how do you prefer to buy a cold drink in a café? b) It is more likely that glass bottles are returned and re-used by the manufacturers. If they are recycled, glass uses less energy than metal to recycle.





### What is the goal of 'Life Below Water'?

To conserve and sustainably use the world's oceans, seas and marine resources.

### Why?

Oceans provide key natural resources including food, medicines, biofuels and other products since they cover three quarters of the Earth's surface, contain 97% of the Earth water and represent 99% of the living space on the planet by volume. They help with the breakdown and removal of waste and pollution, and their coastal ecosystems act as buffers to reduce damage from storms. Maintaining healthy oceans supports climate change mitigation and adaptation efforts. Even more, Marine Protected Areas contribute to poverty reduction by increasing fish catches and income, and improving health. They also help improve gender equality, as women do much of the work at small-scale fisheries.

### Facts and Figures

- Over 3,000,000,000 people depend on marine and coastal biodiversity for their livelihoods.
- Globally, the market value of marine and coastal resources and industries is estimated at \$3 trillion per year or about 5% of global GDP.
- Oceans contain nearly 200,000 identified species, but actual numbers may lie in the millions.
- Oceans absorb about 30% of carbon dioxide produced by humans, buffering the impacts of global warming.
- Oceans serve as the world's largest source of protein, with more than 3 billion people depending on the oceans as their primary source of protein.
- Marine fisheries directly or indirectly employ over 200 million people
- As much as 40% of the world oceans are heavily affected by human activities, including pollution, depleted fisheries, and loss of coastal habitats.

### What would it cost to correct this?

The costs of taking action largely are offset by the long-term gains. In economic terms, the Convention on Biological Diversity suggests that scaled up actions to sustain the global ocean require a US\$32 billion one-time public cost and US\$21 billion dollars a year for recurring costs.

### What the UN has planned to do by 2030? SDG 14 targets:

- Prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.
- Manage and protect marine and coastal ecosystems to avoid significant adverse impacts.
- Prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing
- Increase scientific knowledge, develop research capacity and transfer marine technology in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries. Provide access for small-scale artisanal fishers to marine resources and markets.
- Enhance the conservation and sustainable use of oceans and their resources.

### What can we do?

On a local level, we should make ocean-friendly choices when buying products or eating food derived from oceans and consume only what we need. Selecting certified products is a good place to start. Making small changes in our daily lives, like taking public transport and unplugging electronics saves energy. These actions reduce our carbon footprint, a factor that contributes to rising sea levels. We should eliminate plastic usage as much as possible and organise beach clean-ups. Most importantly, we can spread the message about how important marine life is and why we need to protect it.

With the devastating impact micro-plastics have on life below water our government are going to have to push for the banning of micro-plastics from our cleaning and cosmetic products.





## SDG 14 'Life Below Water' Session

### AIM OF SESSION

1. To introduce SDG #14.
2. To increase knowledge of issues related to Life Below Water.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#14 Summary Sheet page 109.
- ✓ Copies of SDG#14 Quiz page 114.
- ✓ SDGchallenge online information pack.
- ✓ Cut out two sets of 20 fish page 115.
- ✓ A blanket to replicate the sea.
- ✓ Something for each team to hold their 'fish'.
- ✓ A chart for each team to record their 'catch'.

### ACTIVITY 1

## Overfishing

20 mins

Experimental learning activity to understand and explore the issue of Overfishing in global waters.

1. Divide group into 2 teams, explain the context and then ask them to pick their family name.

*You are fishermen and your sole source of income is fishing in the local lake. You sell the fish and buy all you need from your earnings. From your earnings, you pay school fees for your children, medical care, etc. Two other families of fishermen live by the lake.*

2. The task is to end the game with as many fish as possible.
3. Explain the rules, including those of rounding off. It is good to write the basic rules on the board or to post them in a visible spot.

- The game lasts ten rounds which is equivalent to 10 years
- There are a maximum of 20 fish in the lake
- Each family can catch 0-3 fish daily.
- After each round, every family writes the number of fish caught in the chart and they put the fish in their bowl
- Each night the fish that remain in the lake reproduce and increase their numbers by 25% but they cannot exceed a maximum of 20
- Each round lasts until everybody has as many fish as they have decided to catch
- The rules for rounding off (see below) need be defined clearly before the game starts.

#### Facilitator Notes :

- If the number of fish is not divisible by four, the number of their increase after each round is “rounded off” to the nearest multiple of four. If for example 10 fish are left, add  $8/4$ , i.e. 2 fish, to the next round. If 11 is left, add  $12/4$ , i.e. 3 fish to the next round). But if 10, 14 and 18 fish are left, disputes can arise as to which multiple of four to use.
- Play as long as there are fish to catch.
- Do not interfere if somebody makes an effort at limiting the fishing seasons to several rounds only or potentially blame another group for systematically fishing out a maximum, etc.
- If the fish run out, ask the families: How will you make a living in the coming years?

#### 4. Reflection:

- What can this exercise tell us about the concept of sustainability.
- If any group did not completely deplete their fish discuss why this happened.
- Why sustainability might be an important goal for a community?
- Why it might be difficult to achieve that goal?
- Have each group of students brainstorm ways that they might have made the fisheries more sustainable. Some possible ways are catch limits, marine reserves (some areas where fishing is not allowed), bans against trawling.

### ACTIVITY 2

## SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

1. Share statistics and information from **Summary Sheet** page 109.

2. Reflection:

- What information was new to you?
- Did anything surprise you?

---

### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding of issues affecting us globally and nationally about Life Below Water

**Option 2:**

<https://cleancoasts.org/>

Check out the website and possibly join one of their 100 beach clean up group that they organise each year.

<https://www.catchments.ie/>

Check out this website to learn about protecting lakes and rivers.

**Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG14 Summary Sheet to help you design an action.

## Next Steps...

Using knowledge and understanding gained to engage in potential action for change

### ACTIVITY 4

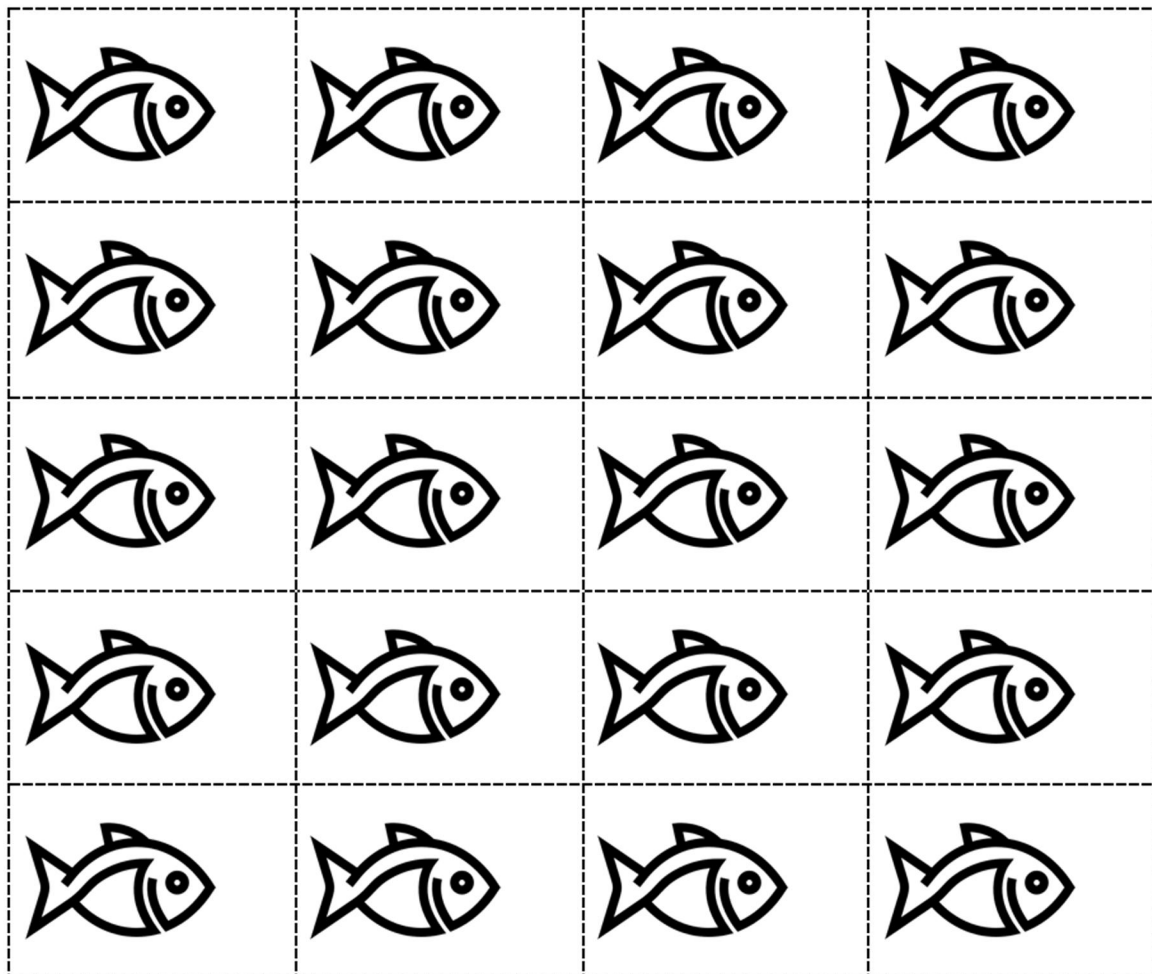
### SDG 14 'Life Below Water' QUIZ

- 1) In 2017, how many people worldwide depend on marine and coastal biodiversity for their livelihoods?  
  
1 billion ☐      2 billion ☐      3 billion ☐
- 2) What is the proportion of carbon dioxide produced by humans that oceans absorb?  
  
10% ☐      30% ☐      20% ☐
- 3) In 2018, which country had the worst over fishing record in Europe?  
  
Denmark ☐      Sweden ☐      Ireland ☐
- 4) Of the 74 fish populations studied in Ireland in 2017, how many species were judged to be fished at sustainable levels.  
  
35 ☐      29 ☐      43 ☐
- 5) In 2017, the GDP of the Irish seafood sector was estimated at 1.15 billion.  
  
True ☐      False ☐



## SDG 14: LIFE BELOW WATER

### Overfishing Activity





### What is the goal of 'Life On Land'?

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

### Why?

Human life depends on the earth as much as the ocean for our sustenance and livelihoods. Plant life provides 80 percent of the human diet, and we rely on agriculture as an important economic resource. Forests cover 30 percent of the earth's surface, provide vital habitats for millions of species, and important sources for clean air and water, as well as being crucial for combating climate change. Every year, 13 million hectares of forests are lost, while the persistent degradation of drylands has led to the desertification of 3.6 billion hectares, disproportionately affecting poor communities.

While 15 percent of land is protected, biodiversity is still at risk. Nearly 7,000 species of animals and plants have been illegally traded. Wildlife trafficking not only erodes biodiversity, but creates insecurity, fuels conflict, and feeds corruption.

### Facts and Figures

- Around 1.6 billion people depend on forests for their livelihoods.
- Forests are home to more than 80 percent of all terrestrial species of animals, plants and insects.
- 2.6 billion people depend directly on agriculture for a living.
- Nature-based climate solutions can contribute about a third (33%) of CO2 reductions by 2030.
- The value of ecosystems to human livelihoods and well-being is \$US125 trillion per year.
- Mountain regions provide 60-80 percent of the earth's fresh water.

### SDG 15 in Ireland

Ireland's principal provisions for the protection of ecosystems and biodiversity are set out in the Wildlife Act 1976 (Amended 2000) and the EU Habitats Directive. The former provides statutory protection for designated areas of high biodiversity, while the latter provides for the establishment of a network of Special Areas of Conservation (SACs) and the protection of specific species. The country's 3rd National Biodiversity Action Plan was launched in 2017 for the period 2017-2021.

Recent data from the National Parks and Wildlife Service shows that one third of species listed on the International Union for Conservation of Nature ‘red lists’ are either ‘threatened’ or ‘near threatened’. The overall picture, according to the National Parks and Wildlife Service, is that “a significant proportion of Ireland’s biodiversity is in a vulnerable state”

The main pressures driving this loss of biodiversity come from pollution and habitat loss due to agricultural expansion, forestry and fishing, mining, urban sprawl, climate change and invasive foreign species. Of great concern to environmental groups is the fact that some 70 percent of the habitats and species recognised in the aforementioned EU provisions have been seriously impacted by agriculture. Pollution from agriculture and forestry-related activities is the largest threat to protected habitats and species. There is also a pressing need to move away from mass plantation of non-native commercial conifers such as Sitka spruce, which are generally intended for clear fell, and towards continuous cover practices using native broadleaf species.

Another area of major concern in Ireland is the continued destruction of environmentally important peatlands. This essential environmental resource, which covers 15 percent of the country, underpins unique wetland ecosystems and stores up to 30 percent of total soil carbon.

### What the UN has planned to do by 2030? SDG 15 targets:

- Ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements.
- Promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally.
- Ensure the conservation of mountain ecosystems, including their 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.
- Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed.
- Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products.
- Integrate ecosystem and biodiversity values into national and local planning, development

### What can we do?

- Read up about Goal #15 and to learn about the efforts being made around the world to help 'Life on Land'.
- Discuss how you can help 'Life on Land' with your friends, family and colleagues. It can be an informal chat with a cuppa.
- Engage with social movements which address this issue.
- Lobby the government about relevant policies such as Ireland's need to review their current forestry policy and transition to form a greater focus on nature woodlands and continuous tree cover.





## | SDG 15 'Life on Land' Session

### AIM OF SESSION

1. To introduce SDG #15.
2. To increase knowledge of issues related to Life on Land.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#15 Summary Sheet page 116.
- ✓ Copies of SDG#15 Quiz page 121.
- ✓ Copies of the worksheet page.
- ✓ SDGchallenge online information pack.

### ACTIVITY 1

## Deforestation Activity

20 mins

Experimental learning activity to understand and explore the issue of Deforestation.

1. Divide the group into pairs and distribute the worksheet to each pair.
  - Instruct them that there is a disease in the forest, which means it doubles each day.
  - Ask them to consider 'What day does disease cover the entire forest?'
  - Share answers.
2. Reflection.
  - What day should we get worried?
  - How does this replicate natural systems?

1. Share statistics and information from **Summary Sheet** page 116.
2. Reflection.
  - What information was new to you?
  - Did anything surprise you?

### ACTIVITY 2

## SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

## Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a Ted Talk or read an article to increase your understanding of issues related to Life on Land.

#### **Option 2: #WrapPack&Craic**

Every year it is estimated that we use 6 million rolls of wrapping paper globally and throw away 227000 miles of wrapping paper. 1 kg of wrapping paper emits 2.5 kg of CO<sub>2</sub>. Whether you are wrapping for birthdays or for Christmas, we are asking you to think more sustainably about how you will choose to wrap. Use recyable wrapping paper and twine instead of selloptape.

**Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG15 Summary Sheet to help you design an action.

### ACTIVITY 4

### SDG 15 'Life on Land' QUIZ

- 1) What does biodiversity mean?
- \_\_\_\_\_
- 2) Percentage of Irish national forest cover that is broadleaf trees (native species)?

25% ☐      35% ☐      45% ☐

- 3) How many hectares of forests are being lost every year?

9 million ☐      12 million ☐      13 million ☐

- 4) What essential environmental resource covers 15% of Ireland?

Forest ☐      Peatlands/bog ☐      Wild meadow ☐

- 5) In Ireland, which activities are the largest threat to protected habitats and species:

Industrial processes & Household waste ☐  
Agriculture & Forestry ☐  
Industrial processes & Forestry ☐

- 6) How many people worldwide depend on forests for their livelihood?

1.4 billion ☐      1 billion ☐      1.6 billion ☐

- 7) How many people worldwide depend directly on agriculture for a living?

2.4 billion ☐      2.6 billion ☐      1 billion ☐

# SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS



## What is the goal of 'Peace, Justice and Strong Institutions'?

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

## Why?

The threats of international homicide, violence against children, human trafficking and sexual violence are important to address to promote peaceful and inclusive societies for sustainable development. They pave the way for the provision of access to justice for all and for building effective, accountable institutions at all levels.

While homicide and trafficking cases have seen significant progress over the past decade, there are still thousands of people at greater risk of intentional murder within Latin America, Sub-Saharan Africa and around Asia. Children's rights violations through aggression and sexual violence continue to plague many countries around the world, especially as under-reporting and lack of data aggravate the problem.

To tackle these challenges and build a more peaceful, inclusive societies, there needs to be more efficient and transparent regulations put in place and comprehensive, realistic government budgets.

## Facts and Figures

- By the end of 2017, 68.5 million people had been forcibly displaced as a result of persecution, conflict, violence or human rights violence.
- Approximately 28.5 million primary school age who are out of school live in conflict-affected areas.
- 49 countries lack laws protecting women from domestic violence.
- Every 5 minutes, somewhere in the world, a child is killed by violence.
- There are at least 10 million stateless people who have been denied nationality and its related rights.
- In 46 countries, women now hold more than 30% of seats in at least one chamber of national parliaments



# SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

## SDG 16 in Ireland

In Ireland, Direct Provision is one of the biggest challenges relating to SDG 16. Direct Provision is a system of asylum seeker accommodation used in the Republic of Ireland. Roughly 6000 people are living in DP centres (currently 40 centres). One in three of all asylum seekers living in DP centres are children. Two years is the average length of time people live in DP centres and €21.60 is the adult weekly allowance for people living in DP centres. The system has been criticized by human rights organisations as illegal, inhuman and degrading, while proponents argue that it ensures asylum seekers are housed and cared for, in accordance with international law.

The annual **2019 Trafficking in Persons Report**, published by the US Department of State, reiterated Ireland's downgraded tier 2 position for the second year running. This means while making efforts, the Irish Government is deemed not to meet the minimum standards required in the fight against human trafficking.

## What the UN has planned to do by 2030? SDG 16 targets:

- 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.
- Substantially reduce corruption and bribery in all their forms.
- Develop effective, accountable and transparent institutions at all levels.
- Ensure responsive, inclusive, participatory and representative decision-making at all levels.
- By 2030, provide legal identity for all, including birth registration.
- Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

## What can we do?

- Engage with social movements which address SDG 16 in your community.
- Lobby the government about policies which impact SDG 16 in particular regarding Direct Provision.
- Raise awareness about Peace, Justice and Strong Institutions and its root causes.
- Read the SDG Challenge information pack number 16 to increase your understanding.



## SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

# | SDG 16 'Peace, Justice and Strong Institutions' Session

### AIM OF SESSION

1. To introduce SDG #16.
2. To increase knowledge of issues related to Peace, Justice and Strong Institutions.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#16 Summary Sheet page 122.
- ✓ Copies of SDG#16 Quiz page 127.
- ✓ Copy of information sheet page 128.
- ✓ SDGchallenge online information pack.
- ✓ Flipchart sheets.

## SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

### ACTIVITY 1

#### Circle of Influence

20 mins

Experiential learning activity to explore Peace, Justice and Strong Institutions

1. Explain the concept of the circles (page 128)
2. In small groups, ask participants to draw circles and identify who has influence globally, nationally, locally and discuss
3. Share in large group and discuss similarities and differences
4. Individually ask participants to 'fill in' their circle of concern/interest and circle of influence for themselves. Say to them that they will not be sharing and that this is for themselves.
5. **Reflection:**
  - How can individuals increase their circle of influence?
  - Think of your involvement – where can you act to have an effect
  - Do your actions have an impact either locally, globally, both?
  - What has this got to do with SDG 16 and SDGs generally?
6. Read and/or distribute information sheet.

- 
1. Share statistics and information from **Summary Sheet** page 122.

2. **Reflection:**
  - What information was new to you?
  - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary-Sheet

10 mins

Using knowledge, and understanding gained to engage in potential action for change.

## SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

- Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding.
- Option 2:** Will you host your own **#DiversityDinner** by inviting your neighbours, friends or colleagues for an evening to share food, conversation and laughter? You could ask each of your friends to make a dish from a different culture to their own. Why not discuss the importance of cultural diversity in societies and the possible challenges facing your communities
- Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG16 Summary Sheet to help you design an action.



## SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

### ACTIVITY 4

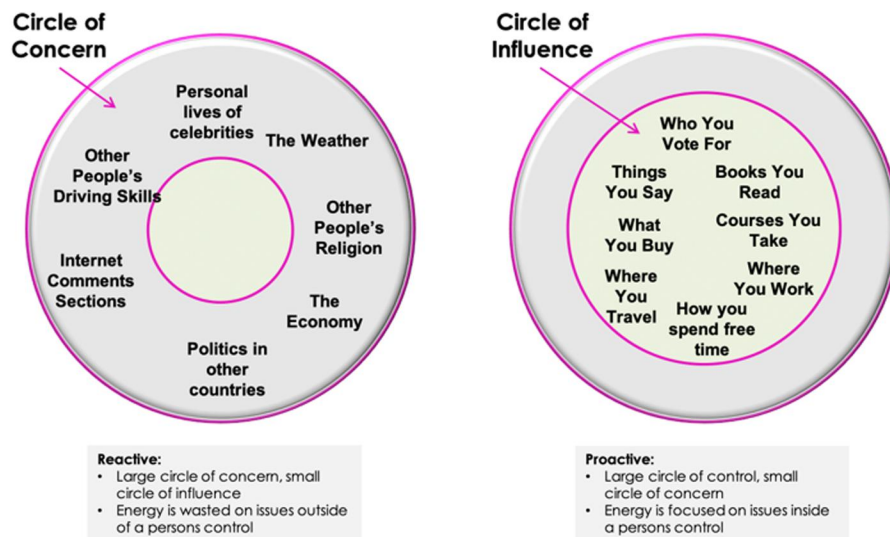
### SDG 16 'Peace, Justice and Strong Institutions' QUIZ

- 1) By the end of 2017, how many million people were forcibly displaced by persecution, conflict, violence or human rights violations?  
55.5 million ☐      68.5 million ☐      48.5 million ☐
- 2) How many million people are stateless, people who have been denied nationality and its related rights?  
8 million ☐      9 million ☐      10 million ☐
- 3) The number of countries which lack laws protecting women from domestic violence is 49?  
True ☐      False ☐
- 4) How many reported cases of human trafficking were reported to Garda in 2016?  
25 cases ☐      55 cases ☐      95 cases ☐
- 5) Out of 180 countries worldwide, where is Ireland ranked on the Corruption Perceptions Index 2018?  
10 ☐      8 ☐      18 ☐
- 6) Ireland has a seat on the UN Security Council?  
True ☐      False ☐

# SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

## Stephen Covey's Circle of Concern and Circle of Influence 131

In Stephen Covey's Seven Habits of Highly Effective People he writes about two circles which contain our lives, the Circle of Concern and the Circle of Influence.



Source: <https://www.chrisbergen.blog/circle-of-influence-exercise/>

**Circle of Concern** — encompassing all the things we care about; ranges from our personal concerns (health, career, relationships, etc.) to our global concerns (global warming, war, recession, etc.)

**Circle of Influence** — includes the things we have the power to affect; this circle is smaller than the Circle of Concern

The book goes on to show its readers how to be proactive and affect change by focusing their energies in their Circle of Influence.

The problems with Covey's Circles of Concern and Influence

We undercut our power and mistakenly place things outside our Circle of Influence

"The problems all of us face fall in one of three areas: direct control (problems involving our own behaviour); indirect control (problems involving other people's behaviour); or no control (problems we can do nothing about, such as our past, or situational realities)."

Stephen R. Covey

We have the tendency to underestimate our capacity to influence life, effectively placing things in our Circle of Concern rather than in our Circle of Influence.

## SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

For instance, because we can't (most likely) solve global warming individually, we may abdicate the power we do have saying, "That's too big of a problem. I'm just one person. I can't change it."

The truth, however, is that we can take action that does affect global warming, even if it doesn't eliminate it. Notice where you're unconsciously giving up your power to affect change by lumping issues into that place "out there" where you think you have no control. Then choose to take whatever actions you can to use your power as effectively as possible. We fail to focus more intentionally even within our Circle of Influence "

The proactive approach is to change from the inside-out; to be different, and by being different to effect positive change in what's out there — I can be more resourceful, I can be more diligent, I can be a more creative, I can be more cooperative." Stephen R. Covey

The challenge in the Circle of Influence is to focus our energies, efforts, and power for the greatest effect. Even when we admit that we have more potential to influence life, that potential can go unfulfilled when we don't concentrate sufficiently. Covey writes, "At the very heart of our Circle of Influence is our ability to make and keep commitments and promises."





### What is the goal of 'Partnerships For The Goals'?

Strengthen the means of implementation and revitalize the global partnership for sustainable development.

### Why?

The SDGs can only be realized with strong global partnerships and cooperation. Official Development Assistance remained steady but below target, at US\$147 billion in 2017. While humanitarian crises brought on by conflict or natural disasters continue to demand more financial resources and aid. Many countries also require Official Development Assistance to encourage growth and trade.

The world is more interconnected than ever. Improving access to technology and knowledge is an important way to share ideas and foster innovation. Coordinating policies to help low income countries manage their debt, as well as promoting investment for the least developed, is vital for sustainable growth and development.

The goals aim to enhance North-South and South-South cooperation by supporting national plans to achieve all the targets. Promoting international trade, and helping developing countries increase their exports is all part of achieving universal rules-based and equitable trading system that is fair and open and benefits all.

### Facts and Figures

- The UN Conference on Trade and Development (UNCTAD) says achieving SDGs will require US\$5 trillion to \$7 trillion in annual investment.
- Total official development assistance reached US\$147.2 billion in 2017.
- In 2017, international remittances totalled US\$613 billion; 76 percent of it went to global south countries.
- In 2016, 6 countries met the international target to keep official development assistance at or above 0.7 percent of gross national income.
- Sustainable and responsible investments represent high-potential sources of capital for SDGs. As of 2016, US\$18.2 trillion was invested in this asset class.
- The bond market for sustainable business is growing. In 2018 global green bonds reached US\$155.5 billion, up 78 percent from previous year.



### SDG 17 in Ireland

Despite the consistent high-quality programming and engagement in international fora facilitated by Irish Aid, Overseas Development Assistance (ODA) to global south countries stood at only 0.3 percent of GNI in 2017, which is less than half of the 0.7 percent commitment agreed to by OECD member states in 2000 (Target 17.2). This level of commitment is significantly below the EU average of 0.5 percent of GNI in 2017.

The Irish Aid programme needs to grow in quantity, but also maintain its quality and integrity. While ODA alone will not solve the complex set of issues outlined in Agenda 2030, it is a vital lever for reaching the poorest of the poor.

To achieve the SDGs, Irish Aid's programme needs to continue to strengthen its relationship with, and support to, civil society, including Irish development NGOs, and to ensure an enabling environment to allow civil society to flourish. Civil society is under attack in many of countries but continues to have an important advocacy role to hold duty bearers to account and to enable pro-poor sustainable policies that allow people and the planet to flourish. It also continues to play a vital role in ensuring good governance.

### What the UN has planned to do by 2030? SDG 17 targets:

Under this SDG, the UN have five main areas within which there are specific issues outlined to address and ensure effective and efficient partnerships to support the goals.

- Finance
- Technology
- Capacity building
- Trade
- Systemic issues
  - Policy and institutional coherence
  - Multi-stakeholder partnerships

### What can we do?

- Read the SDG Challenge information pack number 17 to increase your understanding
- Ireland has pledged to allocate 0.7% of gross national product (GNP) to overseas development aid as part of a United Nations target. In 2015 0.36% of GNP or 36 cents in every €100 that the country produces is what was given to ODA. Lobby politicians to tell them to ensure that Ireland keeps its promises.



## | SDG 17 'Partnerships For The Goals' Session

### AIM OF SESSION

1. To introduce SDG #17.
2. To increase knowledge of issues related to the Partnerships for the goals.
3. Provide references for further information and activities.

### RESOURCES

- ✓ SDG#17 Summary Sheet page 130.
- ✓ Copies of SDG#17 Quiz page 134.
- ✓ A bamboo stick (6 foot roughly)
- ✓ SDGchallenge online information pack.

## SDG 17: PARTNERSHIPS FOR THE GOALS

### ACTIVITY 1

#### Gravity Stick

20 mins

Experimental learning activity to understand and explore the importance and difficulty of partnership in social change.

1. Place 6 people into two lines and get them to face each other.
2. Ask each pair facing each other to join their fingertips together.
3. Place the bamboo stick on the top of the fingers and ensure all participants fingers are touching (under) the stick
  - Inform participants that their *task is to lower the stick to the ground*
4. Reflection.
  - How difficult/easy was the exercises?
  - Was everyone's voice heard?
  - Were there dominating voices?
  - How could this relate to the SDG17?

1. Share statistics and information from **Summary Sheet** page 130.
2. Reflection.
  - What information was new to you?
  - Did anything surprise you?

### ACTIVITY 2

#### SDG Summary Sheet

10 mins

To increase participants knowledge and understanding on the issue.

### Next Steps...

Using knowledge and understanding gained to engage in potential action for change.

#### 3 Options for future action:

**Option 1:** Sign up to DP SDGchallenge and watch a TedTalk or read an article to increase your understanding of this issue.

**Option 2:** Check out the SDG Planning Calendar 2019/2020 at the website below. Create an opportunity within your college/community to highlight the SDGs linked to a UN SDG global event.

<https://www.un.org/sustainabledevelopment/sdg-planning-calendar-2019/>

**Option 3:** Engage in activity or action that challenges an aspect of this issue at a community, institutional or national level. Check out the targets for SDG17 Summary Sheet to help you design an action.

### ACTIVITY 4

### SDG 17 'Partnerships for the goals' QUIZ

1) How many billion people do not have access to the Internet?

1 billion ☐

3 billion ☐

4 billion ☐

2) What is the importance of SDG 17?

---

---

3) How much did Ireland contribute to international aid (called Official Development Assistance), in 2017?

€873 thousand ☐

€743 million ☐

€573 million ☐

4) Number of countries who benefitted from Irish Aid (Internationally)?

Over 50 ☐

Over 80 ☐

Over 70 ☐

5) What is the Irish Government Department with responsibility for Irish Aid?

---



# SDG QUIZ ANSWERS



1. 17 Goals
2. 169 Targets
3. 193 Countries
4. 2015 to be achieved in 2030
5. Ireland & Kenya
6. Department of Communications, Climate Action and Environment
7. Economy; Social; Biosphere/Environment
8. FALSE – The SDGs are not legally binding



1. \$175 billion
2. 50%
3. 10,253 people
4. 7<sup>th</sup> richest country
5. 1 in 5 children



1. Asia
2. 10
3. 821 million people
4. 1.3 billion tonnes
5. 1 in 10
6. 1 million tonnes
7. approx. 700 euro
8. 1 in 5 children



1. 400 million people
2. 15 million
3. 88 deaths
4. True
5. True



1. 103 million people
2. 1 in 4
3. True
4. 521,550
5. *Paulo Freire was a Brazilian ideologist whose radical ideas have shaped the modern concept of and approaches to education. Banking model of education is a term used by Paulo Freire to describe and critique the traditional education system. The name refers to the metaphor of students as containers into which educators must put knowledge.*



1. 1 in 3 women
2. Men: 2.9 hours      Women: 5 hours
3. 22%
4. False
5. 3780 women and girls



1. 80%
2. 5000 children
3. Over 40 lbs when full.
4. One Shower uses 35 litres; One flush uses 9 litres
5. Pollution from Agriculture

## SDG QUIZ ANSWERS

<div data-bbox="92 255 212 376"> </div> <ol style="list-style-type: none"> <li>20 million</li> <li>90%</li> <li>15,000 tons</li> <li>5<sup>th</sup></li> <li>Linear economy</li> </ol>	<div data-bbox="873 255 1015 394"> </div> <ol style="list-style-type: none"> <li>8 men</li> <li>Income Inequality</li> <li>Women; people with disabilities; people who identify as black; Traveller Community</li> <li>False (it is higher)</li> <li>230,000 children</li> <li>90</li> </ol>
<div data-bbox="92 629 248 786"> </div> <ol style="list-style-type: none"> <li>3%</li> <li>828 million</li> <li>9%</li> <li>Second highest rate</li> <li>90,000</li> </ol>	<div data-bbox="873 629 1015 768"> </div> <ol style="list-style-type: none"> <li>3 planets</li> <li>780 million</li> <li>True</li> <li>False (1 million tonnes)</li> <li>3%</li> </ol>
<div data-bbox="92 954 225 1084"> </div> <ol style="list-style-type: none"> <li><b>8 million tons</b> (That's similar to emptying a garbage truck of plastic into an ocean every minute.)</li> <li>Paris Agreement</li> <li>Ireland</li> <li>National Mitigation Plan</li> <li>Agriculture</li> </ol>	<div data-bbox="873 954 1038 1117"> </div> <ol style="list-style-type: none"> <li>3 billion</li> <li>30%</li> <li>Ireland</li> <li>29</li> <li>True</li> </ol>
<div data-bbox="92 1285 233 1424"> </div> <ol style="list-style-type: none"> <li>Biodiversity is the shortened form of two words "biological" and "diversity." It refers to all the variety of life that can be found on Earth (plants, animals, fungi and micro-organisms) as well as to the communities that they form and the habitats in which they live.</li> <li>13 million</li> <li>Peatlands/bog</li> <li>25%</li> <li>Agriculture &amp; forestry</li> <li>1.6 billion</li> <li>2.6 billion</li> </ol>	<div data-bbox="873 1285 1003 1413"> </div> <ol style="list-style-type: none"> <li>68.5 million</li> <li>10 million</li> <li>True</li> <li>95 cases</li> <li>18th</li> <li>False</li> </ol>
<div data-bbox="92 1789 272 1964"> </div> <ol style="list-style-type: none"> <li>4 billion (90% of people in the Global South)</li> <li>To achieve the ambition of the 2030 Agenda, cooperative and strong partnerships are necessary at all levels and between different governments, the private sector, civil society and other parties.</li> <li>€743million</li> <li>Over 80 countries</li> <li>Department of Foreign Affairs and Trade</li> </ol>	

## PARTNERS

Partnership is key to achieving the SDGs. Check out the 17 Irish organisations we partner with each month online.

### 1. No Poverty



### 2. Zero Hunger



### 3. Good Health



### 4. Quality Education



### 5. Gender Equality



### 6. Clean Water

Center Fresh Water Studies



### 7. Affordable Energy



### 8. Economic Growth



### 9. Industry & Infrastructure



### 10. Reduced Inequalities



### 11. Sustainable Communities



### 12. Responsible Consumption



### 13. Climate Change



### 14. Life Below Water



### 15. Life on Land



### 16. Peace, Justice and Strong Institutions



### 17. Partnerships for the goals



Notes:



Notes:



Development Perspectives

10 North Quay

Drogheda

County Louth

[www.developmentperspectives.ie](http://www.developmentperspectives.ie)

[info@developmentperspectives.ie](mailto:info@developmentperspectives.ie)

353 41 9801005

