

Goal 2: Zero Hunger - Focus on Greenside Up.

How Greenside Up is helping to promote and implement some of the 17 Sustainable Development Goals



We haven't always been growing our own food. I grew herbs in containers for years, moving them from one rented house to another when I was younger having always been fascinated by their many uses and their history. Whilst I've carried a lifelong passion for protecting our environment, it wasn't until I was expecting our first child 18 years ago that I really began to take an interest in nutrition and became more aware of the additives in food, being keen to feed our baby naturally from the inside out.

I became even more aware of the importance of good food and clean water after he was born and I began to breastfeed. Everything I ate and drank would influence the quality of my milk and I was acutely aware that I wanted to protect this tiny child from man-made chemicals for as long as I possibly could. Within a few years we found ourselves with five mouths to feed and like many, without the knowledge to cook healthy meals on a budget. We certainly couldn't afford to buy organic food back then, so we began to grow our own fruit and vegetables in the garden.

Greenside Up - 7 Years Old This Week

I didn't know anyone else growing their own and broadband still hadn't reached us, so I read lots of gardening and recipe books and carried on regardless using trial and error, teaching myself. When our youngest started school I enrolled on a full-time, intensive horticulture course. I was like a sponge, soaking up the information provided by the various tutors and couldn't learn quickly enough. The end result was that seven years ago this week I started Greenside Up with the grand aim of wanting to help as many people grow their own food as I possibly could. I simply wanted to share my new knowledge and teach people the basics so that they could start growing and feel confident doing so too.

I began by working with individuals, quickly moved to group workshops where I could reach more people and for the past few years have been specialising in social community gardening; tutoring, consulting, talking about, designing or helping others to plan their gardens. I really enjoy this work as I can both see in others and feel for myself the many benefits. I also volunteer as a coordinator of the community garden network as well as on the committee of a new two-acre community garden in Carlow town.

Greenside Up is more than just growing our own food

One of the first things we discovered when we began growing our own was that it's immensely empowering. It opens our eyes to many of the issues that are covered in the UN's 17 Sustainable Development Goals that were published last November.

Ranging from the importance of water to climate change, health and wellbeing, responsible consumption, food waste, small scale food production or decent work, the simple act of sowing some carrot seeds began to open our minds to a whole world we might never have taken an interest in. We also learnt that the actions of one person can make a difference. If we choose not to spray with pesticides, thousands of beneficial life forms will survive and help to keep our gardens balanced and productive. Another unexpected bonus of growing our own was finding that we were much more likely to eat it or give it to friends or neighbours than waste it after all the hard work that went into growing it.

Food Waste

Along with several others in county Carlow, I recently became a Master Composter, learning about food waste and composting from the Stop Food Waste team. Shocking figures were shared on those winter evenings about food waste and we all went home and sorted through our cupboards and freezers, took inventories and became more mindful about our actions.

We grow enough food on this planet to feed everyone and yet every year 1.3 billion tonnes of food is wasted from production, manufacturing and consumption. A third of the world's entire food supply could be saved by reducing waste, that's enough to feed three billion people. Nobody needs to go hungry. We're all consumers in one form or another and for these figures to change, we need to take on our own share of the responsibility.

When I teach people how to compost or save water, either through writing my blog or working with groups, we talk about the changes we have or can make in our own lives and I actively encourage discussion. When people are informed they generally want to do things differently, but unless these conversations take place, or people are given access to education after they leave school, they often aren't aware.

I've never described myself as a political person, but being informed means that we ask our Public Representatives where they stand on certain issues when they knock on our door, we let them know that sustainable food and the environment are important to us, I might even write to them just to say that it's not okay that people are hungry or in poverty. We refuse to buy palm oil unless it's come from sustainable sources and we only ever buy organic apples now we know that apples are the most sprayed item on the shelves.

All of that happened because we started to grow our own fruit and vegetables.

One of my favourite quotes is by Helen Keller "Alone we can do so little, together so much".

Will you take the #SDGchallenge and make some changes in your homeplace?

Dee Sewell is owner of Greenside Up, a Carlow based social enterprise that teaches people how to grow their own and specialises in community and workplace gardens. For more information about Dee's work see www.greensideup.ie

The Sustainable Development Goals (2015-2030) provide one of the most exciting opportunities to ensure a better and sustainable world for people and planet, today and into the future.

Young people must be at the heart of the SDGs and take an active part in creating National Action Plans in their countries in partnership with government and civil society organisations. Young people must be involved in monitoring and evaluating achievements and challenges that the SDGs bring and young people must have a role educating, empowering and working with their peers at local, national, European and global levels.

In all of this, we need to remember that young people are not all the same. They are a diverse group of people with their own distinct challenges and life opportunities. We must ensure that no young person is left behind whether they are young girls, young LGBTQI, migrants, refugees, young people with disabilities, young people living in poverty or living with HIV or AIDS, whether they live in peaceful or conflict areas, whether they live in poor or wealthy societies. Programmes and possibilities must be in place through the SDGs to support and empower all young people in all of their diversity.

Why should young people and society care about the SDGs and the world in which they live?

- There are 7 billion people plus living on the planet today
- 1.8 billion are young people aged 10-24 years– the largest ever youth population
- 90% of adolescents live in developing countries
- More than 500 million young people aged 15-24 live on less than \$2 a day
- Some 74 million young people are unemployed and more than 600 million jobs need to be generated globally by 2030
- Countries, societies, economies and people are interconnected and linked through trade, aid, environment, food, health, education, migration, partnerships, etc- the problems/solutions/ issues in one country can affect another

For the National Youth Council of Ireland (NYCI), we see the SDGs as providing an overarching framework, bringing together what is happening at local, national, European and global levels. The SDGs link in with all of NYCI's work be it in areas of youth health and well-being, development education and global justice, interculturalism, child protection, arts, research, youth advocacy and youth policy, international, media and communications.

SDG3 focuses on good health. The National Youth Health Programme is a partnership between the National Youth Council of Ireland, the Health Service Executive and the Department of Children and Youth Affairs and the programme aims to provide a broad-based, flexible health promotion / education support and training service to youth organisations and to all those working with young people in youth settings. This work is achieved through the development of programmes and interventions specifically for and with youth organisations throughout the country and the provision of training and support for workers and volunteers who implement these programmes. The work includes:

- Building the capacity of youth organisations and youth-serving agencies to promote and inform healthy lifestyle behaviour.
- Developing specific issue based health promotion interventions supported by resource production and trainings.
- Advocating for the adoption and implementation of evidence-based policies and actions which would promote healthier lifestyle choices and behaviour amongst young people.
- Influencing national policy in the main arenas dealing with young people's health.
- Engaging in public debate on relevant health issues through the media and other channels.



Among the streams of work undertaken by the Youth Health Programme are:

- Specialist Certificate in Youth Health Promotion - Encourages, supports and facilitates youth organisations to become effective settings for health
- Health Quality Mark - encourages and supports organisations to promote, develop and deliver a whole organisational approach to health promotion practice
- Training – (MindOut; ASIST: Intervening with people at risk of suicide; Connecting with Young Men: Engaging young men in Mental Health and Wellbeing; B4U Decide: Delaying the onset of early sex; Understanding Pornography; Sexual Health Policy; Spirituality and Wellbeing; Moment to Moment; Experiential Based Facilitation Training for Health & Wellbeing; Teen Coaching P.A.U.S.E.: Dealing with Challenging Behaviour
- Mental Health Promotion
- National Quality Standards Framework (NQSFC) Task Group
- Connected Communities Project - Building Resilient Youth Communities
- Resource Development – resources including issues of healthy eating, bullying, substance misuse, mindfulness, relationships and sexuality education
- Research – health inequalities and young people; health quality mark
- Support, Signposting & Advice

What is the health situation for young people in Ireland?

- One third of Ireland’s population is under the age of 25 years, with young people aged between 10 and 24 years representing 18.3% of the total population of 4.59 million
- Participation in sport or physical exercise is high (71%). However, only 12% of post-primary school children engage in recommended levels of physical activity with girls less likely than boys to meet the physical activity recommendations outlined in The Children’s Sport Participation and Physical Activity Study (CSPPA, 2010)
- 6% of 13 year olds are obese, and a further 20% are overweight
- In 2011, around 44,000 young people aged 15-24 years reported having a disability
- It is estimated that 20% of 16 year olds are weekly drinkers
- The proportion of children living in consistent poverty in Ireland almost doubled from 6.3 per cent in 2008 to 11.2 per cent in 2014. This equates to 138,000 children, or one in eight

- In 2013, the suicide rate for young people in Ireland aged 15-19 years was the fourth highest in the EU. The majority of young people who die by suicide have not had any contact with a mental health professional
- Research indicates a high level of homophobic bullying in schools and this, together with family rejection, has been identified as leading to poor mental health outcomes in later life
- The cost of healthcare in Ireland is the fourth highest in the EU, and is seen as a barrier for 51% of young people
- In 2014, 23.9% of young people aged 15-24 years were unemployed (<http://www.dcy.gov.ie/documents/publications/20151008NatYouthStrat2015to2020.pdf>)

What do health issues look like from a global perspective?

- More than 2.6 million young people aged 10 to 24 die each year in the world, mostly due to preventable causes. [WHO, Fact Sheet on Adolescent health, 2015, <http://goo.gl/l6L4CM>]
- Globally, 81% of adolescents aged 11–17 years were insufficiently physically active in 2010. Adolescent girls were less active than adolescent boys, with 84% versus 78% not meeting the WHO recommendation of 60 minutes of physical activity per day. [WHO, 2014, <http://bit.ly/1EhxrAS>]
- Worldwide, 7% of all deaths of young people between the ages of 15 and 29 are attributable to alcohol use. [WHO, 2014, <http://bit.ly/1gv6Cwt>]
- One out of 2 young people who start and continue to smoke will be killed by tobacco-related illness. [WHO, 2014, <http://bit.ly/1qpV332>]
- In any given year, about 20% of adolescents will experience a mental health problem, most commonly depression or anxiety. [WHO, Fact Sheet on Adolescent health, 2015, <http://goo.gl/l6L4CM>]
- Inadequate facilities at schools force millions of girls around the world to miss class during menstruation. It's estimated that more than half of schools in low-income countries lack sufficient toilets for girls or are unsafe and unclean. [UNGEI, 2014, <http://bit.ly/1NbHn2H>]
- Pregnancy and childbirth are the leading cause of death amongst adolescent girls aged between 15 and 19 in low-income countries. [UNAIDS, All In, 2015, p.9, <http://goo.gl/xSCwD3>]
- Young people aged from 15 to 24 accounted for an estimated 40 per cent of all new HIV infections among adults worldwide in 2011. [WHO Fact sheet on adolescent health, 2015, <http://goo.gl/8EnGrf>]

(All stats and more available from: <http://www.un.org/youthenvoy/health/>)

Tackling health in Ireland through the National Youth Strategy (2015 – 2020)

In 2015, a new National Youth Strategy was launched in Ireland adopting a cross-departmental/ministry approach to tackling issues facing young people in Ireland. The aim of the National Youth Strategy 'is to enable all young people to realise their maximum potential, by respecting their rights and hearing their voices, while protecting and supporting them as they transition from childhood to adulthood'. There are 5 national outcomes associated with the strategy including:

- **Outcome 1: Active and Healthy, Physical and Mental Well-Being**
 - Young people enjoy a healthy lifestyle, in particular with regard to their physical, mental and sexual health and well-being
 - Young people benefit from involvement in recreational and cultural opportunities including youth work, arts, and sports
- **Outcome 5: Connected, Respected, and Contributing to their World**

- Young people are included in society, are environmentally aware, their equality and rights are upheld, their diversity celebrated, and they are empowered to be active global citizens
- Young people's autonomy is supported, their active citizenship fostered, and their voice strengthened through political, social and civic engagement

The National Youth Strategy outcomes and commitments should improve the health of young people in Ireland. Working together – Government, civil society, and young people, and linking policies and strategies that are already in place with the new SDGs Framework, Ireland could be a global leader in terms of achieving the Sustainable Development Goals. There is a lot of work to do but there is huge enthusiasm to do this work and together, it is possible.

What can you do about SDG 3: Good Health?

1. Know the Goals and make the connections between each of them and your own life/work. You can find more information on the SDGs and suggested activities here: http://www.oneworldweek.ie/sites/default/files/SDGs_Youth_Resource%20_Pack.pdf
2. Help implement the National Youth Strategy which has 5 priority areas including a focus on health and well-being (Outcome 1 and Outcome 5 in particular) <http://www.dcy.gov.ie/documents/publications/20151008NatYouthStrat2015to2020.pdf>
3. Tell Everyone! Hold workshops or chat in your youth group or at lunchtime about the goals. <http://www.un.org/sustainabledevelopment/health/>
4. Educate yourself about Goal 3 and use the targets and indicators attached to SDG3 to reach your own personal and work goals particularly in reporting to Government and funders. See here: <https://www.globalcitizen.org/en/content/global-goal-3-good-health-and-well-being/> AND <http://www.globalgoals.org/global-goals/good-health/>
5. Invest in activities that improve access to youth friendly health services and check out activities that will help reach Goal 3 such as through sport <http://www.un.org/wcm/content/site/sport/home/sport/sportandsdgs>
6. Learn about and take action to fight harmful practices such as child, early and forced marriages and female genital mutilation/cutting. For example, see: <http://www.developmenteducation.ie/blog/2016/04/parents-association-tackling-fgm-and-early-childhood-marriage/>
7. Check out more youth stats on health and young people via: <http://www.un.org/youthenvoy/health/>
8. Use this poster to question what is happening around a health issue and consider what positive action you might take



We're delighted to feature in Development Perspective's SDGs Challenge as part of Goal 3 which focuses on all aspects of health in the world. Without good health and well-being, everything else is a challenge and a concern.

Valerie Duffy has worked in development education for almost 20 years as Project Manager, facilitator, curriculum and resource developer, writer, and researcher on projects in Ireland, Northern Ireland, the UK, the Euro-Mediterranean region, and Zambia. She has worked in the formal and non-formal education sectors. Valerie facilitated study visits by young people, youth and community workers to Zambia and Cameroon and has experience as a social and community researcher with expertise in the areas of DE, gender, human rights, HIV and AIDS, youth, community, and education.

Valerie is currently working with the National Youth Council of Ireland as Development Education Co-ordinator (deved@nyci.ie @nycinews and <https://www.facebook.com/NationalYouthCouncil/>). NYCI is involved in Coalition 2030 which is an alliance of leading civil society groups in Ireland working for the achievement of the United Nations Sustainable Development Goals (SDGs). The coalition represents over 100 organisations, working both at home in Ireland and in over 50 countries around the globe. Coalition members include those focusing on children and youth rights, environmental sustainability, humanitarian relief, and education.

Kimmage Development Studies Centre.



The Sustainable Development Goals mark a significant milestone in the aspirations of governments and citizens globally. Their universal nature and applicability endeavours to engage the widest possible audience to ‘transform our world’.

There has been a significant shift from the Millennium Development Goals pertaining to education as Goal 2 of the MDGs was to ‘achieve universal primary education’ and as such this goal was purely quantitative. The emphasis of the SDG on Education is firmly placed within a quality framework with the full text of the goal reading ‘ensure inclusive and equitable quality education and promote, lifelong learning opportunities for all.’

Reading this goal and particularly one of the associated targets, it seems like the goal could have been written with Kimmage DSC in mind: “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, 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”.

Kimmage DSC has long provided academic modules and training courses at both undergraduate and postgraduate levels on development related areas including Sustainable Livelihoods, Human Rights, Gender, Human Development, Adult Learning, and Conflict and Security. Any visitor to Kimmage DSC can experience our commitment to and appreciation of cultural diversity. Kimmage DSC has always utilised and encouraged participatory learning methods which encourage and value the sharing of development practice and experience.

Our student body continues to be multi-cultural and diverse and 2016/17 will be no different as we are currently readying ourselves to welcome students representing 11 nationalities to our MA in International Development this coming September. For more than 40 years development practitioners from a variety of countries have come to and study with Kimmage DSC as we aim to equip our students with the practical skills together with a critical understanding of global development policies to enable them to work for positive change in the world today. In this way, the SDG fit nicely into our worldview!

In recent years we have also endeavoured to broaden access to our courses beyond the classroom in recent years through the development of robust, tutor-supported online education and training programmes. Since 2015 for example, it is possible to complete an MA in International Development completely on-line with Kimmage DSC. This has greatly expanded our reach, with over 100 students taking at least one MA module with us in the past academic year. More than half of these took these modules with us online. Since 2009, through our KODE Programme, we have also been able to offer shorter, practical, skills-based distance education courses to development workers which have attracted hundreds of course participants in 45+ countries. See www.kimmageonline.ie

MA in International Development <http://kimmagedsc.ie/full-time-study/ma/>

MA in International Development by distance learning <http://kimmagedsc.ie/studying-at-kimmagedsc/fdlma-2/>

KODE Programme <http://kimmagedsc.ie/training/kode-courses/> Evening Courses <http://kimmagedsc.ie/evening-courses/>

For more info please contact Deirdre Healy; info@kimmagedsc.ie

The Global Citizen Award



The Global Citizen Award is a personal development award that enables you to share your overseas volunteering experiences and help raise awareness of global issues in Ireland. The Award is free and open to all returned international volunteers. It offers you an opportunity to take what you have experienced overseas and continue to make a difference to Global Justice issues right here at home.

There are 3 achievable award options; Bronze, Silver or Gold with various actions tailored to suit you!

Bronze

Complete pre-departure training and debriefing workshop

Minimum 3 weeks volunteering overseas

Write x 2 global blogs or articles

Silver

Complete pre-departure training and debriefing workshop

Minimum 3 weeks volunteering overseas

Write x 4 global blogs or articles

1 action project

Gold

Complete pre-departure training and debriefing workshop

Minimum 3 weeks volunteering overseas

Write x 6 global blogs or articles

3 action projects

1 approved development education training class

1 volunteer commitment in Ireland (min 40 hours)

The Global Citizen Award is;

Completely individual! You won't be competing with other participants, so it is a personal achievement for you!

Open to all returned volunteers in Ireland with a minimum of 3 weeks overseas volunteer experience. The 3 weeks can be built up cumulatively, allowing your award to be reflective and without restriction on when you went volunteering!

While you are able to begin straight away with the Gold Award, you also have the option, to begin with, the Bronze Award and work up from there to the higher levels!

FREE! There is no fee to register for the [Bronze, Silver, Gold](#) Global Citizen Awards!

*So what's stopping you - start your Global Citizen Award journey today
at www.globalcitizenaward.ie!*



It is encouraging to see how education is central to the Sustainable Development Goals (SDGs) and what they are trying to achieve. If the SDGs are to be met, then education will play an important part in this, which is why it is contained in a number of goals, not just Goal 4.

Since the 1970s when Trócaire was created, it has been a firmly held belief that as well as striving to make a difference overseas, we must also work hard at home to raise awareness and ensure that the Irish public is fully informed and equipped to take action. Education has played a central role in this endeavour, and continues to do so today.

The SDGs bring a welcome transition away from the idea that development is something that some countries have already achieved, and that everyone else should aspire to.

The universality of the SDGs recognises that, in an ever changing world faced with new challenges and new opportunities, all countries and their citizens are constantly evolving, developing and adapting to the pressures of globalisation whilst maintaining their unique national identity.

As always, education is the key to ensuring that this process of constant change happens in a fair and equitable manner, and is embraced by the entire human family.

This is even more important as we live in an age where our idea of what is local is changing, and threats to our continued ability to flourish on planet Earth seem even more global, and even more frightening.

Climate change may affect poor, vulnerable and marginalised communities around the world the most, but no one will escape its worst effects if we do not act together to tackle this problem head on.

Millennium Development Goal (MDG) 2 attempted to achieve universal primary education by 2015. Whilst this goal was not fully met, excellent progress was made in many ways towards increasing the possibility of primary education for boys and girls in what was then called the Developing World.

For example, primary school enrolment worldwide increased from 83% in 2000, to 91% in 2015, though of course this figure does not allow for regional variations, and no doubt in some parts of the world the situation is not as good. Many countries, most notably in sub-Saharan Africa and the Horn of Africa, are a long way off achieving 91%.²



It is encouraging to see that in Goal 4 of the SDGs, to ‘Ensure inclusive and equitable quality education and promote life-long learning opportunities for all’, the focus has shifted away from narrow restrictive targets, to the idea of ‘quality education...for all’. It is certainly ambitious, hard to achieve and hard to quantify, but it is the only option if we are serious about trying to work towards a more just and sustainable future for all humanity.

In Trócaire, the SDGs are giving our work renewed energy and focus, but it is target 4.7 that really speaks to what we, and others in the wider Development Education (DE) sector in Ireland, are trying to achieve with our DE work:

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

Our efforts to deliver high quality DE to all formal education sectors (Early Years, Primary and Post Primary), as well as to the Youth sector, demonstrates our commitment to the Universality enshrined in the SDGs and in Goal 4. Trócaire’s work on climate justice education with all age groups directly contributes to Ireland’s efforts to achieve target 4.7.

Trócaire has been working in DE since the early 1970s, and even though the personnel and methods have changed over time, the goal has more or less remained the same, to enable children and young people to explore global justice issues, make connections between their own lives and those affected by these issues and be inspired and equipped to take action. Through the resources we produce, our work with student and practising educators and youth workers, our engagement with young people throughout the island of Ireland, and our work to ensure that the unique role that DE has to play is recognised and embraced, we hope that Trócaire is playing its part in working with the rest of the world to achieve the SDGs.

For more information on Trócaire’s Development Education work, please go to trocaire.org/education, or contact stephen.farley@trocaire.org.

1 <http://www.mdgmonitor.org/mdg-2-achieve-universal-primary-education/>

2 <http://data.worldbank.org/indicator/SE.PRM.NENR>



According to [UN figures](#), enrolment in primary education in developing countries has reached 91 percent but attendance in school does not correlate with learning and education quality remains a serious issue. Worldwide, more than 103 million young people are failing to attain basic literacy skills and more than 60 percent of this figure relates to girls and young women.

Recognising the need to find solutions to this serious and urgent issue, Suas has been implementing our [Fast Forward](#) programme in Zambia and Kenya since 2015, supporting primary girls and boys to achieve better learning outcomes and develop skills that will help them to thrive in their future lives.

The core of the programme is a holistic development framework, the 'A-B-C-D-E' approach:

Academic

Improving academic skills (particularly literacy and numeracy) is critical in order for girls and boys to transition successfully through their school lives. [Research](#) continues to show that learners in many Sub-Saharan African developing contexts are leaving primary education without a strong enough foundation in basic reading and writing.

Self-Belief

Young learners, particularly girls, need to internalise their own value and self-worth in order to succeed in education and their wider lives. The Fast Forward programme emphasises confidence and self-belief as a necessary element for success. The development of self-belief is multi-faceted requiring activities that involve the individual, schools and communities and as such, Suas engages at all of these levels to support learners.

Critical Thinking

Quality Education is now widely understood to involve both the acquisition of knowledge and the development of [key skills](#) required to succeed and advance in education and employment. Critical thinking is one of the most important of these '21st Century skills' and requires careful cultivation throughout learners' school lives in order to be acquired.

Digital and technological skills

Without exposure to technology learners in the developing world fall [behind their peers](#) in the global north and lose out on the advantages and opportunities connectivity can bring. By integrating technology into learning, young learners rapidly develop the skills they need to compete in a globalised, connected world.

Equality and rights awareness

At every step of the way, the Fast Forward programme emphasises equality and rights awareness as a central pillar of quality education. The true goal of education should be to empower all learners, both girls and boys to achieve their full potential. Girls, particularly from poor backgrounds, continue to lag behind in

terms of completion of [education](#) and transition to secondary level across much of Sub-Saharan Africa and as such are more vulnerable to risks such as [early marriage](#).

To achieve these goals, Suas' Fast Forward programme focuses on teachers as the agents of change. By training and ongoing professional development for those working in the most disadvantaged settings, the programme ensures teachers have the tools and confidence to support each aspect of their learners' development.

To learn more about the Fast Forward programme please go to www.suas.ie/fastforward