

TRAINING MANUAL

Political Leadership for Sustainable Development:

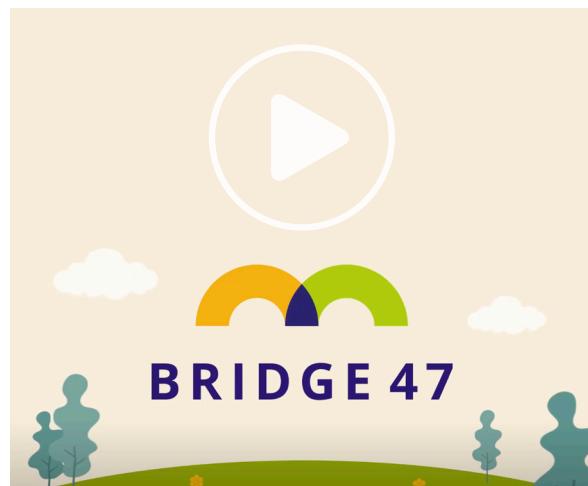
Why Do the Global Goals Matter to Local Councillors, and Why Do Local Councillors Matter for the Global Goals?

The Irish Development Education Association (IDEA)

IDEA is the national network for Development Education in Ireland and a leading voice for the sector. IDEA represents over 70 members involved in the practice, promotion and advancement of Development Education in formal, non-formal and informal settings. Together with its members, IDEA works to strengthen Development Education in Ireland and to raise awareness of the crucial role of Development Education in achieving an equal, just and sustainable future.

Bridge 47 – Building Global Citizenship

Bridge 47 is an EU-funded project, with IDEA as a key partner alongside 14 other European and global partner organisations. The project aims at mobilising and strengthening civil society worldwide to advance transformative Global Citizenship Education and advocate for the realisation of Target 4.7 of the UN Sustainable Development Goals.



This training manual is produced by IDEA as part of its work through the Bridge 47 project.

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BACKGROUND TO TRAINING

Sustainable Development Goals

In 2015, the UN launched its [Sustainable Development Goals \(SDGs\)](#) (also known as the Global Goals) to push world leaders into addressing problems such as poverty, inequality and climate change by 2030.



Making the SDGs relevant locally requires strong political leadership for sustainable development. We need more leaders who take responsibility for understanding and acting on the challenges related to sustainable development.

The SDGs cover issues that are relevant to citizens' daily lives, including vital challenges such as gender inequality, poverty, and climate change, as well as public goods like education, housing, health and energy. Given their knowledge about the interests, needs and priorities of their constituency, local Councillors have a major role to play in making the SDGs a reality.

Political Leadership for Sustainable Development Training

With this in mind, IDEA partnered with [Women for Election](#), a not-for-profit, non-partisan organisation which offers tailored training and support programmes to women seeking to enter public life. In 2019 and 2020 this partnership developed and delivered training programmes for women Councillors on 'Political Leadership for Sustainable Development: Why Do the Global Goals Matter to Local Councillors, and Why Do Local Councillors Matter for the Global Goals?'

The Political Leadership for Sustainable Development training programme aims to inspire, support and equip women Councillors as leaders for sustainable development who are ready to implement the SDGs at the local level.

Goals

Ultimately, participants will:

- Understand the importance of strong leadership for sustainable development;
- Take action that will contribute to achieving sustainable development;
- Act as a leader for sustainable development to bring about concrete change.

Learning Outcomes

Upon completion of the training, participants will be able to:

- Identify how the SDGs are relevant to their role as a Councillor, and where to find specific information on the SDGs;
- Evaluate problems in local communities using the SDGs as a framework;
- Apply what they have learned about the SDGs to find solutions to problems facing constituents;
- Explore ways to mainstream the SDGs into their local development plans and strategies contributing to policy change for sustainable development.

Quotes from the Councillors Who Attended the Training

“Overall excellent, not a wasted minute. The training is the right amount of ‘theory’ and practice.”

“I learned far more than expected. Mixing with other Local Authority elected members was of great benefit. Excellent, worthwhile training.”

“I learned so much about the 17 Goals and how I might implement them locally.”

“After attending the workshop on Political Leadership on Sustainable Development, I now link the Sustainable Development Goals (SDGs) to my motions to Louth County Council. My motions are usually based on a community need but by referencing the relevant SDGs to the proposal, I am showing how the Council needs to meet the 2030 targets at local level too. I also put forward a proposal that our County Development Plan be linked to the SDGs and while they are mentioned with a visual of all the SDGs, only the Climate Action icon was included in individual chapters. This I feel is misleading and portrays that Climate Action is what the SDGs are about when it’s so much more. There’s an impression that the SDGs are high level, lofty targets when they are crucial to every person living in Ireland. As they say, knowledge is power and the more informed our elected representatives are, the more we are working to fulfil the 2030 targets for improved lives for all on our planet.” – Councillor Michelle Hall

ABOUT THIS TRAINING MANUAL



Who Is the Manual for?

This manual is to provide guidelines for any civil society organisations that would like to engage with local politicians on how to inspire, support and equip them as leaders for sustainable development who are ready to participate in and implement the localisation of the SDGs.

The programme has been designed for face-to-face training but is easily adapted for online training.

Users need to adapt contents and messages according to assessments of their own specific context and needs.

Why Global Citizenship Education Is Important for Achieving the SDGs?



SDG Target 4.7 calls for equipping people of all ages with the knowledge and skills to foster sustainable development as well as human rights, gender equality and global citizenship, thus linking education to the wider sustainable development objectives.

Global Citizenship Education is fundamental to addressing key global challenges such as inequality, poverty and climate change because it encourages us to reflect upon our assumptions, make informed decisions and demand policies that create a fairer, more equal and more sustainable world.

Thus, Bridge 47 calls on governments and policy makers to invest in this lifelong and transformative Global Citizenship Education in both formal and non-formal education settings.



For more information, please take a look at Bridge 47's [Envision 4.7: Roadmap in Support of SDG Target 4.7](#) and Policy Coherence & the Importance of Transformative Education animation.

TRAINING PROGRAMME

REGISTRATION

 **Time:** 30 minutes

 **Materials:** Name badges, sign-in sheets and pens

 **Aim:**

- To allow participants time to arrive and orient themselves
- To provide a buffer to ensure that the day can start on time

TRAINING INTRODUCTION

 **Time:** 20 minutes

 **Materials:** Timetable (p. 11), two sets of the 17 SDG cards (download from <https://www.globalgoals.org/resources>), A4 paper and pens

 **Aim:**

- To share information about the content of the workshop and other practicalities
- To share learning outcomes and what participants will be able to do at the end of the day
- To help participants get to know each other and feel more comfortable

 **Steps:**

- Introduce yourself and make house-keeping announcements.
- Give handouts of the timetable (p. 11) or project it on a screen.
- Explain the overview of agenda and learning outcomes (p. 11).
- As an icebreaker, place all 17 SDG cards on the floor, and invite participants to stand in a circle around the SDG cards and to think about one of the most pressing problems facing the world today.
- Ask participants to choose one SDG card that matches the issue that most concerns them and hold it in their hand.
- After introducing themselves and their issue, participants hold the end of a ball of string and pass the rest of the ball to someone whose issue they feel connects to theirs most until a web is created showing how issues are interconnected.



TIMETABLE

09:30-10:00	10:00-10:20	10:20-10:50
Registration	Training Introduction	Walking Debate on Leadership & the SDGs
10:50-11:10	11:10-11:30	11:30-11:40
Introduction to the SDGs	Leadership for Achieving Sustainable Development	Break
11:40-12:20	12:20-13:00	13:00-14:00
Identifying the Relevance of the SDGs to Your Role as a Councillor	External Speaker Session	Networking Lunch
14:00-14:45	14:45-15:15	15:15-15:20
Spotlight on the SDGs: Taking Action	Spotlight on the SDGs: Achieving Change	Break
15:20-15:40	15:40-16:00	
Next Steps	Evaluation	

WALKING DEBATE ON LEADERSHIP & THE SDGS

 **Time:** 30 minutes

 **Materials:** A short [video](#) clip with background information on the SDGs, agree/disagree signs and walking debate statements (p. 13)

 **Aim:**

- To enable participants to engage with and challenge their own preconceptions about leadership and the SDGs.

 **Steps:**

- Play a short video about the SDGs.
- Post signs that say 'agree' and 'disagree' in opposite corners of the room.
- Then explain to participants that they will be shown a series of statements and be asked to position themselves in the room according to whether they agree or disagree, standing closer to the sign the more strongly they agree. If they are really unsure or undecided, they can stand in the middle but ideally, they should take a position. They will be asked why they are standing where they are, and are allowed to move to a new position if something they hear from someone else changes their mind.
- Explain that the SDGs provide a new framework for addressing important societal issues like homelessness, climate change and health at global level and that many people argue that addressing these issues requires a different type of leadership.
- Encourage participants to give their opinion, explain their view, challenge each other's views in a non-confrontational way, and tease out the nuances. Also, play devil's advocate but it should be clear that this isn't being done to steer them to a particular position, rather it is to make sure all angles have been considered.

Walking Debate Statements

Statement 1: Most leaders are male

If all respondents stand to suggest they strongly agree all leaders are male, try to provoke discussion about different forms of leadership, and ways to effect change. Use examples from Irish public life if possible, for example, [Vicky Whelan](#) as an advocate for Women's health. If all respondents stand to suggest they strongly disagree, try to start conversation about the number of women in the Dáil, what it might mean when elected roles are mostly filled by men, and whether this is the case globally. Likely people will talk about the recently introduced quotas, and whether their own decision to be involved in political leadership roles was affected by being female. Try to touch on stereotypes about leadership, where power lies, and the implication our perceptions have on people's ability to take action.

Statement 2: Effective leaders have positions of power

Hopefully some of the discussion on Statement 1 will have prepared participants for this debate. If some of it has already happened, move through it relatively quickly and use the conversation to delve into different kinds of power and different kinds of leadership – Referencing the concept of [leading beyond authority](#) might be useful. If not, try to steer the conversation to unpick the different role community leaders, volunteers, and individuals have. It is important that participants have started to consider all the different forms of power and leadership.

Statement 3: Sustainability is a luxury that ordinary people can't afford

This statement allows participants to discuss what they understand by sustainability, how it is perceived in public and how they think their constituents perceive it. Is sustainability experienced as an optional extra? Is it affordable? Examples to spark discussion, if needed, could include houses built without insulation, or single-use products that are more affordable than items that can be used again. If possible, use the conversation to bring up the policy decisions that influence how 'ordinary' constituents experience these issues.

Statement 4: The SDGs are more relevant to developing countries than to Ireland

This should offer a way to gauge people's pre-existing knowledge about the SDGs. See where people stand, and ask a few open questions about why people might agree with the statement. It may be possible to ask questions about what the SDGs are trying to address, if the same problems exist in developing countries and Ireland, how and why the approaches to address them might differ.

Statement 5: Councillors have limited powers to implement the SDGs

This will be useful to again see if people understand what the SDGs require, how they can be implemented, if participants believe their current roles have any part to play in implementing the SDGs, and to hear some of the ideas they already have.

INTRODUCTION TO THE SDGS

 **Time:** 20 minutes

 **Materials:** PowerPoint slides (pp. 15-18)

 **Aim:**

- To develop a deeper understanding of the SDGs

 **Steps:**

- Run a quiz on Slido to test participants' existing knowledge of the SDGs. When everybody submits their answers using Slido on their phone or laptop, show results of each question and reveal the correct answer. In order to make the quiz more fun, allow only 5-10 seconds for each question and display who got the most correct answers and fastest response time at the end of the quiz.

QUIZ QUESTIONS

1. How many Sustainable Development Goals are there? (5/**17**/100)
2. In what year were the SDGs agreed? (2000/2011/**2015**)
3. How many countries have signed up for the SDGs? (**193**/195/20)
4. By what year do we aim to achieve the SDGs? (2050/2040/**2030**)
5. How many SDG targets are there? (**169**/247/17)
6. The SDGs are interconnected. True or false? (**True**/False)
7. The SDGs are more relevant to developing countries than to Ireland. True or false? (**True**/**False**)
8. Ireland is placed 15th out of the EU 15 countries for our efforts to achieve the SDGs relevant to the environment. True or false? (**True**/False)
9. The SDGs are legally binding. True or false? (**True**/**False**)

- Outline the history of the SDGs, what they are, how they are measured, and some examples of how they have been used by local government in other countries. Below PowerPoint slides are suggestions for presentation content and facilitator script.

Slide 1: From MDGs to SDGs



The Millennium Development Goals (MDGs)

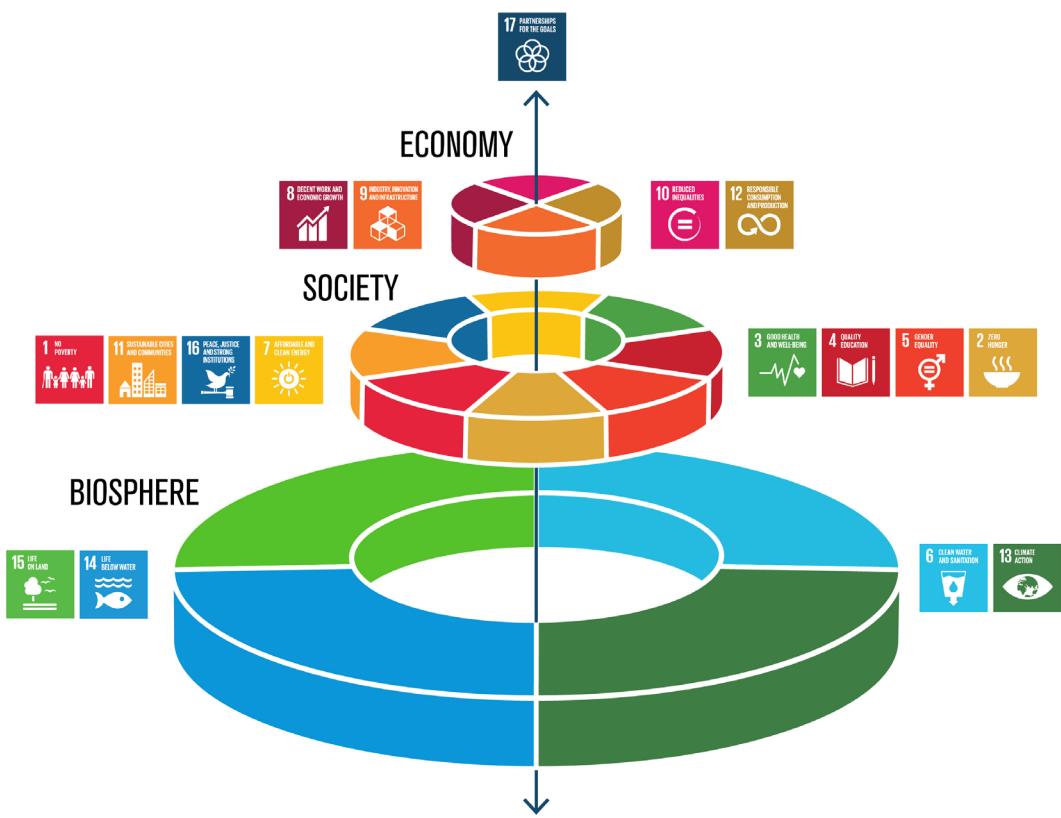
- From 2000-2015
- 8 Goals and 21 Targets
- Only applied to developing countries
- Primarily focused on poverty reduction



The Sustainable Development Goals (SDGs)

- Built on the MDGs
- From 2015-2030
- 17 Goals and 169 Targets
- Apply universally to all countries of the world
- Considerably more comprehensive and ambitious than the MDGs

Slide 2: What Are the SDGs?



(Image credit: Azote for Stockholm Resilience Centre, Stockholm University)

The SDGs (also known as the Global Goals) are the blueprint to achieve a better and more sustainable future for all. They are an urgent call for action by all countries to address the global challenges we face, including those related to poverty, inequality, climate change, peace and justice. The order of the 17 Goals does not signify any priority as all are critical and interdependent. In order to achieve the SDGs by 2030, it requires all players (i.e. governments, civil society, academia, and the private sector) to champion this agenda and work together in partnership.

Slide 3: How Are the SDGs Measured?

- [SDG Tracker](#): The 17 Goals are built on 169 Targets which are measured against 232 Indicators. These indicators are meant to guide standardised, collective measurement of global development progress.
- [High-level Political Forum \(HLPF\)](#): To track progress, the UN HLPF on Sustainable Development meets annually in July and features inputs from national governments, intergovernmental bodies, relevant UN agencies, civil society and other stakeholders.
- [Voluntary National Reviews \(VNRs\)](#): Countries are encouraged to review implementation of the SDGs regularly and present VNRs at the HLPF.
- [Ireland's SDGs Data Hub](#)
- [Sustainable Progress Index](#): The Index, commissioned by Social Justice Ireland, compares 15 EU countries across all SDGs, assesses their performance on each individual SDG, and creates a ranking table for performance overall.

Slide 4: SDGs in Ireland

In Ireland, the Minister for Communications, Climate Action and Environment has led responsibility for promoting and overseeing national implementation of the SDGs. [The SDGs National Implementation Plan 2018-2020](#), which is the Government's blueprint as to how it will meet the SDGs, was published early in 2018 and the first Voluntary National Review (VNR) was presented at the High-level Political Forum (HLPF) in July 2018.

[IDEA](#) and its members work with people of all ages and communities to address global issues directly linked to our local context and exploring how, as individuals and as a society, we can act to tackle broader issues and resolve complex problems. The quality and reach of Development Education and Global Citizenship Education across the island of Ireland makes it a key component in achieving the SDGs.

[Coalition 2030](#) is an alliance of over 70 civil society organisations working together to ensure Ireland keeps its promise to achieve the SDGs, both at home and abroad. They have produced their own [report](#) stating a concerning lack of progress in ensuring sustainable development is at the heart of Government policy. Members of Coalition 2030 continue to monitor progress in achieving the Goals.

Slide 5: Case Study



Bristol leads the way at a local level in terms of the adoption and practical use of the SDGs in the UK. From the appointment of an SDG Ambassador, to formation of the Bristol SDG Alliance and the implementation of a Voluntary Local Review, Bristol is proactively striving to use the SDGs to guide a sustainable and prosperous future.

Launched in January 2019, Bristol's [One City Plan](#) sets out the city's key challenges up to 2050, and brings together a wide range of public, private and third sector partners to make Bristol a fair, healthy and sustainable city. For example:



Health and Wellbeing

By 2050 everyone in Bristol will have the opportunity to live a life in which they are mentally and physically healthy

Year	Theme	Goal	SDG Target(s)
2019	Health & wellbeing	Promote and facilitate a city-wide commitment to ending period poverty for girls and women	3.7, 5.1, 5.6
2020	Economy	Enable people in work, particularly women, to progress their careers through adapting the Ways To Work network	5.5, 8.5
2022	Health & wellbeing	Ensure all unpaid carers are identified, assessed, supported and valued in their caring role, recognised and respected as 'expert partners in care'	5.4
2023	Health & wellbeing	Take steps to ensure people living and working in Bristol will know and understand that there is a zero tolerance approach to domestic and sexual violence and abuse	5.1, 5.2, 5.3, 16.1, 16.2,
2023	Learning & skills	Each child has the opportunity to receive age-appropriate information on gender identity and sexual orientation regardless of how they may identify, including examples of positive LGBTQ+ role models	4.b ,5.1
2026	Homes & communities	The incidence of forced marriage and FGM taking place in Bristol has reduced from the 2018 level	5.2, 5.3, 16.2,
2030	Homes & communities	Bristol is a city free of FGM and forced marriage	5.2 5.3, 16.2
2036	Health & wellbeing	All young carers will be identified, assessed and supported in their role as a carer, taking a 'whole family approach' to reduce the impact on their own health and wellbeing	
2040	Economy	There is no gender pay gap in Bristol, across all employment sectors	
2049	Health & wellbeing	Bristol will be a city free from domestic abuse and gender inequality	

Note for Facilitator

There are probably a lot of examples of local council action on climate, housing, poverty, etc. but which are not done under the framework of the SDGs. Do some research on councils' action/strategic plans and different parties' SDG related actions, motions and policies in advance.

LEADERSHIP FOR ACHIEVING SUSTAINABLE DEVELOPMENT

 **Time:** 20 minutes

 **Materials:** A4 paper, post-it notes and sharpies

 **Aim:**

- To enable participants to re-examine their concept of leadership in the context of sustainable development and to apply it to themselves

 **Steps:**

- Ask participants to think what makes an effective leader for sustainable development (i.e. qualities, traits, values, and characteristics) and write down as many ideas as possible within 5 minutes on the A4 paper provided.
- After 5 minutes have passed, participants are each given three post-it notes and asked to identify three key ideas from the above list that they think are most important to them in their role as leaders; whether as Councillors, in their communities, or in any other spheres where they see themselves as leaders. Use one post-it note per idea.
- Once participants stick up their post-it notes on a wall for all to see, ask them to organise and cluster post-it notes with similar ideas. Encourage participants to move post-it notes until the best clusters emerge. Unique ideas can stand alone. Then, develop a heading for each cluster.
- Ask participants to debrief about what patterns they see and what they have learned from other people's ideas.

BREAK

 **Time:** 10 minutes

 **Materials:** List of the SDGs (p. 21) and SDG posters taken from '[the Sustainable Development Goals – What Local Governments Need to Know](#)' by United Cities and Local Governments (LCLG)

 **Aims:**

- To help participants get energised
- To encourage networking among participants
- To prepare the next activity

 **Steps:**

- Leave a hard copy of the SDG list on each table for participants' reference.
- During the break (or prior to the workshop), put up the SDG posters around the room, one for each SDG. The posters contain a brief description of why each SDG matters to local governments and which Targets are relevant for local governments.
- Invite participants to have a look at the details of the SDG posters prior to the next activity on 'Identifying the Relevance of the SDGs to Your Role as a Councillor'.

Poster Example:



List of the SDGs



End poverty in all its forms everywhere.



Reduce inequality within and among countries.



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



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



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



Ensure sustainable consumption and production patterns.



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



Take urgent action to combat climate change and its impacts.



Achieve gender equality and empower all women and girls.



Conserve and sustainably use the oceans, seas and marine resources for sustainable development.



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



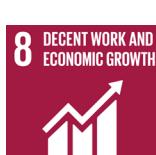
Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.



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



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



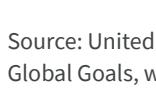
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.



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



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



IDENTIFYING THE RELEVANCE OF THE SDGS TO YOUR ROLE AS A COUNCILLOR

 **Time:** 40 minutes

 **Materials:** SDG posters (already up from the break), post-it notes, and sharpies

 **Aim:**

- Provide an opportunity for participants to apply their knowledge about the SDGs to their role as Councillors

 **Steps:**

- Divide the whole group into 3-5 smaller groups.
- Within each group, participants get into pairs and begin to identify some of the common issues they face as Councillors where they think the SDGs are relevant to their work, summarising them on post-it notes. Use one post-it note per idea.
- Each pair then join with their group and start to map which SDGs are relevant to the issues raised, creating multiple post-it notes for different SDGs if necessary.
- Ask each group to add their post-it notes to the relevant SDG posters around the room and spend some time looking at other people's examples.
- Each group reports back to the whole group about what they have discussed.

EXTERNAL SPEAKER SESSION

 **Time:** 40 minutes

 **Aim:**

- To inspire participants to engage with the SDGs

 **Steps:**

- Prior to the training, invite an external speaker who has been involved in politics (ideally a Councillor) and can bring insight to the role of the SDGs. The speaker should be briefed to make links with his/her experience in politics and the SDGs, using concrete examples where possible. For example, are the SDGs something that could be used when making motions or proposing policy alternatives? Could the SDGs be used to find examples where other councils have tackled a problem? Are there ways to use the SDGs to mobilise support? How can political decision makers better collaborate with other stakeholders to advance the mission of the SDGs?
- Introduce the speaker.
- The speaker talks for 15 minutes about why the SDGs are relevant to the participants, and ways they can engage with them. This should spark ideas for practical next steps that participants can take away from the training, having listened to someone who has an intimate understanding of the challenges and scope of their roles as elected representatives.
- Allow another 20 minutes for Q&A.



Podcast with Senator ALICE-MARY HIGGINS

Alice-Mary Higgins is a Senator in Ireland with a strong commitment to equality, human rights and the environment. She launched the Oireachtas All-Party Parliamentary Group on the Sustainable Development Goals (SDGs) in Ireland as part of the launch of Parliamentarians for the Global Goals (PfGG) at the United Nations General Assembly in 2020.

Senator Higgins was invited to the Political Leadership for Sustainable Development training to give a talk to local Councillors about her experience working on the SDGs. The Councillors who attended the training found her talk very informative and inspiring, which led to Bridge 47 creating a podcast with her. In this podcast, she talks about why the SDGs matter to local politicians and why local politicians matter to the SDGs; how politicians can implement the SDGs in their work; and how CSOs and political decision makers can better collaborate to advance the mission of the SDGs.

NETWORKING LUNCH

 **Time:** 1 hour

 **Note for Facilitator**

If possible, invite the external speaker to stay for lunch and continue the discussion informally with participants and encourage networking among participants and with the speaker. Our training was attended by a cross-party group of women Councillors. They appreciated the opportunity to work on the important agenda together and share their experience with other Councillors in spite of their political party.

SPOTLIGHT ON THE SDGS: TAKING ACTION

 **Time:** 45 minutes

 **Materials:** Constituent bios (pp. 25-26), action plan template (p. 27), flip chart paper and sharpies

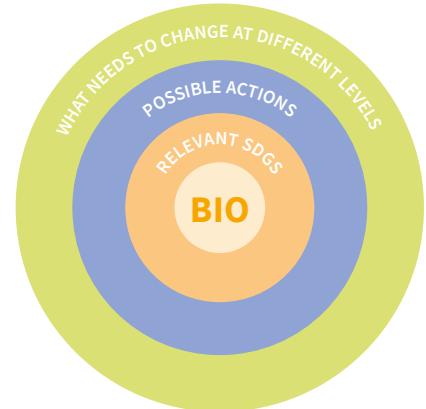
 **Aim:**

- To help participants identify specifics of how the SDGs can be integrated into their work, and make creative and concrete plans to take action

 **Steps:**

- Participants get into groups with no more than 5 members. They are given constituent bios, one bio per group. Four bios outline concerns relating broadly to inequality, health and wellbeing, gender equality and climate change.
- Ask each group to read the bio given, discuss the issues, and identify steps they could take to address them, drawing on some of the work done earlier on the SDG posters.
- Firstly, each group places their own bio in the middle of the flipchart and draws a circle around it where they write the relevant SDGs.
- Move from group to group and suggest the SDGs that may be relevant but which they haven't thought of, or answer specific queries participants may have. However, generally try to engage as minimally as possible.
- In the second circle, each group writes possible actions responding to their constituent's issues. Ask participants to consider actions they know of that are already being taken but also actions that could be taken that aren't already.
- Participants are then asked to move from the specific constituent query to the wider issue. In the third circle, they will brainstorm things that would need to happen at council, local and national levels to achieve meaningful change over their term as Councillors on the issues.
- Based on what's written on the flipchart, each group fills out the action plan template provided.

FLIPCHART EXAMPLE



Constituent Bios



1. Ahmed & Sara

Ahmed and Sara, who have one teenage son and two children aged seven and five, fled war in Syria and came to Ireland. After spending several years in a direct provision centre, they recently received their residency and found a place to live.

After a long job search, Ahmed has managed to find a job at a local filling station. However, he gets paid under minimum wage which is not enough to look after the whole family. Also, his boss yells at him with no reason and cursing is common.

Another problem is that their teenage son has been repeatedly intimidated, chased and assaulted by youths and some older men in the area. He was even chased with a knife by a gang who said 'go back to your own country'. He has missed months of school because of fears for his safety.

Sara and her two small children are also constantly frightened at home as people throw rocks, fireworks and rubbish at the house. Some have even tried to enter the house.

Ahmed and Sara can't cope with this situation but are not sure where to ask for help. You are their local Councillor and have just heard their story.

2. Daniel

Daniel is 46 and a single parent to one teenage boy. He is a council tenant and is relieved he does not have to privately rent in the current climate but has real concerns about the standard of his accommodation. He struggles to keep his home heated in winter because of terrible draughts. Also, there is nowhere to dry clothes except on radiators which he believes is contributing to mould in the house.

His son, Ruairi, is 13 and has bad asthma. Ruairi's GP has said it is important to keep him in a warm and dry atmosphere. Ruairi has also been recommended to take regular exercise to help his asthma. Ruairi is involved in GAA but there is no local pitch and no direct bus route to the nearest club.

Daniel was put in touch with you by a housing charity and is looking for advice on either getting the challenges with his current home addressed by the council or moving to one better suited for his son's condition.

3. Deirdre

Deirdre married Brian after going out for a few months and moved into new home. Brian suggested that they get a joint account for their wages. A while after her daughter, Rachel, was born, she went back to work part time. Brian didn't like it as he thought she should be a 'proper' wife who stays at home to look after him and the child. After long arguments and fights, Deirdre gave up and left her work.

All the money coming into house now is Brian's and he doesn't let Deirdre have access to any of it. He instead gives her an allowance to cover bills and food but it is never enough. Whenever she asks for extra money, he loses his temper and beats her. His violence has become more frequent, and worse over the years.

Deirdre has to have sex with him whenever he wants in order to keep him happy. She thinks she might be pregnant again. She feels hopeless and stressed but feels she has nowhere to turn.

You are one of Deirdre's local Councillors. Deirdre saw your tweet about how ignoring poor responses to domestic violence is no longer an option for local leaders, and sent you a direct message outlining her concerns.

4. Mary

Mary is 68 years old and has lived near the seafront for thirty years. In the last ten years, her house has flooded twice. She still has insurance but only if she stays with the same insurance company, and she worries it will seriously affect her in the future if she wants to downsize and move to a smaller property.

This summer her granddaughter Lily aged 8 came to stay but she couldn't take her swimming like she usually does because there was a warning issued about the water quality. More and more frequently illegal dumping is taking place on the beach. When she goes for walks with her husband, they often see rubbish washed up on the sand that they think may have originally come from the sea. There are no proper recycling facilities in the area, and the competing bin companies have all put their charges up at the same time.

Now she is retired, she has more time and is involved with the local residents' committee. She would be keen to initiate a campaign on these issues but isn't sure where to start. You are her local Councillor and you were canvassing Mary's road. She talked to you for ten minutes about her concerns which she believes to be caused by the council's mismanagement and neglect.

Action Plan Template

SPOTLIGHT ON THE SDGS: ACHIEVING CHANGE

 **Time:** 30 minutes

 **Aim:**

- To learn from each other's ideas about how to take action to achieve change within the framework of the SDGs

 **Steps:**

- Each group takes turn to summarise the challenges they were addressing and reports back to the whole group on their sample action plan. This will provide an opportunity to identify shared or distinctive features in the different groups' approaches.
- The other groups watching the presentation ask questions, share similar experiences, if any, and provide the group with further ideas.
- Support participants to make suggestions and build on contributions.

BREAK

 **Time:** 5 minutes



NEXT STEPS

 **Time:** 20 minutes

 **Aim:**

- To encourage participants to start to make concrete plans about ways they can bring about change

 **Steps:**

- Participants discuss different mechanisms through which they can affect change at local council level. For example: meeting individuals and groups, having experts/constituents present to the Councillors, different types of public consultations, council meetings, committees, development of council action plans, coffee mornings for constituents, attending events, and further training.
- Invite participants to anonymously submit their answers to the following, using Slido on their phone:
 1. Up to three areas they would like to find out more about as a result of the training
 2. Up to three steps they would see themselves taking in to become leaders for sustainable development in the next three months
 3. Up to three potential actions they could see themselves taking during their term in office to become leaders for sustainable development
- Display the Slido results live on screen.
- Ask to see if any of participants want to share what they have written with the whole group.

EVALUATION

 **Time:** 20 minutes

 **Materials:** Evaluation form (pp. 30-31) and pens

 **Aim:**

- To obtain concrete feedback from participants on effectiveness of training

 **Steps:**

- Invite participants stand in a circle and ask them to imagine that they are holding an invisible ball in their hands.
- Throw the invisible ball to someone and the person who receives needs to share one key thing learned from the training. Then throw it back to someone else and so on until everyone has caught the invisible ball and spoken.
- Hand out hard copies of the evaluation form to participants to complete. If there is no time for evaluation at the end of the day, send the SurveyMonkey link by email after the training.

Evaluation Form

1. Please rate the impact of the training on the following statements:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a better understanding of the SDGs.				
I see links between the SDGs and my work as a Councillor.				
I am likely to take action on the basis of what was covered in the training.				
My perspective on leadership has changed as a result of the training.				
I feel positively about the participative approaches and Global Citizenship Education methodologies used in the training.				

2. What were your expectations for the training?

3. Did the training meet your overall expectations?

- Did not meet expectations
- Met expectations
- Exceeded expectations

Please specify:

4. What are your 1-3 main takeaways from the training?

5. How likely are you to apply your learning from the training to your own work?

- Unlikely
- Would like to, but need additional support
- Would like to, but might not have the opportunity
- Likely

Please specify:

6. What further interventions would you like us to offer on this topic and/or related topics?

7. Do you have any further comments that you would like to add?

Thank you very much for your feedback.



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