



Co-funded by the
Erasmus+ Programme
of the European Union



Sustainable Attitude for Environment in Adult Education

2019-1-LT01-KA204-060634

01/09/2019 – 31/08/2021

Participatory photography: Toolkit for adult educators

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2021

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Introduction

During the course of the strategic partnership project, **S.A.F.E Sustainable Attitude for Environment in Adult Education**, consortium of partners have observed the lack of methodical material for adult educators, which would assist them in approaching **Education for Sustainable development targeting adult learners**. In order to react to the identified issue, the consortium elaborated the presented toolkit addressed to adult educators. Methodical material offers educators guidance on how to use Participatory photography as a tool to facilitate and enhance adult learners' reflection and provide space for sharing their experience and perspectives on sustainability issues. The set of practical examples located in the second part of the toolkit contributes to the offered theory and supports the learning success of other activities conducted in Education for Sustainable development.

There are **various techniques and forms** in participatory photography, from long-term courses, where learners use professional cameras and apply photojournalism techniques, to simple one-stop workshops using disposable cameras or cameras on smartphones. We believe that no toolkit can propose an exact formula for success. **Creative and empathetic responses combined with flexibility** will serve the needs of learners far better.

Section A: Methodological material



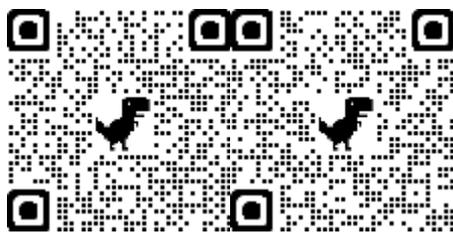
What is Participatory Photography?

Photovoice or Participatory photography (PP) is a methodology and a tool that **involve community members in creatively causing a change to improve their environments** by utilizing photography. PP **blends a grassroots approach and social action**. It is an example of **participatory action research** that involves engaging communities in actively examining current conditions that they experience as problematic to change them for the better.

PP **aims to transform the dynamics between photographer and subject while blurring the boundaries between the silenced and the narrator**, author, and protagonist.

PP **could work on different levels simultaneously:**

- On the individual level, it could be a space **for reflection on personal journey or identity**, own losses, or hopes. This experience can be profoundly empowering.
- On the second level, it could be used **for creating connection and collective reflection within the community**. The collective act of mutual witnessing and sharing experience could serve for identifying problems and concerns present in community surroundings.
- On the third level, participatory photography could have an **important advocacy role** that can reach others, the general public, and policymakers.



<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4933584/>

<https://photovoice.org/>

Benefits of Participatory Photography:

PP methods **encourage learners to express themselves through creative actions** by directly involving them in the production of photographs related to their reality. Methods **could function as experimental laboratories with artistic and social dimensions**,

encouraging openness and exchange with the community and also disseminating a pedagogical message.

The key advantages of employing the PP approach in education:

- The image has significant power to **attract attention, communicate the message, and leave a lasting impression.**
- Photography is **accessible to all**: to recipients of various ages, with different cultural, social, or educational backgrounds.
- Photography is relatively **low cost** compared to film-making and other forms of audio-visual expression.
- Photography has the **potential to incite a call for action** and drive change.

Participatory Photography Phases:

The phases of PP activities may occur concurrently, overlap, or be carried out in a different order depending on the target group involved and specific objectives of the PP action.

1. Preparation and the engagement

- Recognizing adult education problems
- Identifying goals and objectives of the action
- Identifying key stakeholders for the action: adult educators, community members, policy-makers, decision-makers, local authorities
- Engaging potential partners

The most important step in the PP process is to **determine the adult education and community issues and concerns** correlations.. It is crucial that the community has a **common understanding** of the depth of the issue and what their role is, how this issue affects their community and how policy-makers, decision-makers, other authorities, organizations, and residents are related to it.

2. Data gathering and analysis

- Recognizing preliminary topics connected with adult education and community issues
- Picture taking
- Facilitating discussions about topics
- Capturing stories
- Evaluation

Setting **clear, specific aims and objectives is crucial** to the success of a PP action. This can be a complex process and will involve discussions among all of the stakeholders involved and community members.

Dissemination and call to action

- Getting to policy-makers, decision-makers
- Performing assessment of policies and their implementation
- The continued community development

Adult educators as a change agent involve adult learners in dissemination activities as a form of non-formal learning. Adult learners express and present assigned activities from adult education to the community. Adult educators or adult learners could make an impact to the policy makers, decision-makers. **PP dissemination is a tool not only for adult educators yet for all adults to inspire and cause changes in their community.**



<https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=2240&context=tqr>

https://ophi.org/download/PDF/healthy_planning_pdfs/ophi%20photovoice%20guide_0916.pdf

<https://www.qualitative-research.net/index.php/fqs/article/view/1155/2564>



<https://core.ac.uk/download/pdf/77239778.pdf>

<http://www.adaptationnetwork.org.za/wp-content/uploads/2013/07/Adaptationandbeyond14small.pdf>

Activities examples:

1. Setting the group dynamic and goals

While starting PP activities, the adult educator's first task is to ensure that adult participants **understand and agree with the activities' overall concept and topic**. This can be achieved by an easy discussion about issues and concerns of participants' communities.

During the first sessions, it is essential to **re-evaluate activity objectives**.

The adult educator could ask participants what they would like to do with photography before discussing the objectives as written up. The group could be asked to draw up also new objectives. This gives participants a sense of ownership over the process and helps as a valuable reference for evaluation at the end of the activities. The adult educator should make

sure **participants are aware that they have control over the direction of the activities** and encourage them to bring their ideas to its development.

Using photography as a communication and advocacy tool can be an unfamiliar concept to participants who have not been involved in the development of similar initiatives before. The educator should enable participants to **realize the possibilities of photography as a tool** for communication.

In the beginning, it is also helpful for participants to **set ground rules** by common agreement. These provide also a basis for everyone's expectations throughout the project, and setting them can be a useful group-building exercise.

2. Encouraging participation and sharing

Establishing ground rules in the group will help to create an atmosphere where participants feel **free to speak openly**. The adult educator needs to **encourage the engagement of every person** and ensure that **everyone is comfortable about contributing** to discussions. **The adult educator should notice those who are less confident and encourage them** to speak about their work. Some participants work much better in **pairs or small groups** than in the whole group. The use of **active games involving lots of fun** can also help to encourage participants to express their opinions.

The adult educator **should lead by example and always show respect and tolerance**. Participants should be clarified that not abiding by the ground rules compromises what they themselves will get out of the workshops. The adult educator should ensure that the opinions and ideas of "trouble-makers" still get heard and are made available to the group more positively through deliberate mediation if necessary.

Trust is essential in any PP activity. As participants get to know each other and trust the adult educator, they can start to open up and trust the group with stories they might not have been willing to share earlier. Understanding **confidentiality within the group is critical**. Building trust can be a long-term process. Any violation of trust by the adult educator can set back the activity considerably. As addressing prevailing social perceptions can carry risks, **some participants may want to preserve their anonymity**. This right must be taken seriously and respected absolutely.

3. Introducing new knowledge and skills

During the first sessions dedicated to PP as a tool, it can be helpful to ask adult participants what is their **perception of photography** and guide them through reflection on how and where photographs are used in their community. The adult educator can ask participants to bring to the session some photos to discuss. Any photos can be used, also the ones from magazines or books, etc. Initial discussions can be held about the photographs and participants' likes and dislikes. Such activity is helpful in order to find out what participants'

previous experiences with photography are. Often there will be a variety of experiences in the group.

Depending on the objectives of the activity, equipment available, and participants' interests, the **educator can present some of the key technical aspects of photography**. To explain these characteristics and elements, examples of photos from books and magazines can be used. The following key aspects could be covered:

Composition. When introducing aspects of the composition, the adult educator can use guiding questions:

- What is the relation between foreground and background?
- Where should the main subject of the photo be placed?
- How to create space before the object?
- What will cause dividing the frame diagonally?
- What basic shapes do we recognize in the pictures?

Point of view. The adult educator can encourage participants to use their bodies to crouch or stand to **experience different camera angles**. Point of view affects both the composition and the emotional feel of a photograph. Participants can play around with looking down on people and looking up.

Sensation of movement. This aspect can often impact the picture. The adult educator can explain how various settings can be used to capture the movement and encourage the participants to experiment.

Light. It is recommended to discuss the light and its **characteristics**, particularly the differences in natural light during the day, from early morning to night. This will enable participants to decide when to go on outshoot.

4. Expression through photography

Succeeding sessions should be dedicated to **discussions around the issue the PP activity addresses**. Adult participants might brainstorm what they would like to change concerning the topic in their communities. They can think about how they can communicate their experience through photography and where they need to go to take the photographs they want. The adult educator can organize them into smaller groups according to the issues they are concerned about.

To stimulate participants creative thinking and ability to identify things they want to capture by photos, the educator could propose the following activity:

Adult learners are asked to capture:

- favorite free time activity
- favorite place
- favorite food
- favorite person

In order to boost participants creativity even more, educator can use broader terms: Safety, Transportation, Parl, Sustainability, Pattern, Detail, Something red, Gender equality.. etc. The educator should encourage participants to come up with their own ideas related to the topics. After that, the group can discuss different possibilities and decide where they want to go to take the photographs.

Once participants are more confident of their photographic skills and begin to realize the possibilities of photography as a tool, they can also start to work on Photojournalistic style reporting or a more artistic photo essay.

5. Strengthening and personalizing the message

Sharing, discussing and adjusting. The procedure of discussing and editing photos, sharing ideas of what the photographs communicate concerning the main topic, and adding different types of text to supplement the images is **what makes PP activity much more than a photography course**. This includes selecting and critiquing photos for their technical qualities and, more importantly, their potential to communicate a specific message to the audience.

The adult educator could present all the photographs or a just selection of them so all participants can examine them and create exercises to initiate a discussion with the whole group. For example, participants could be asked:

- to choose three favorite photographs and place them on the table.
- to select one of the photographs, find out whose it is, and discuss with the author why they like it.
- to choose a questionable photograph or one that didn't work for them and offer their thoughts on improving the image.
- to rank the pictures by emotional value, beginning with one they dislike and finishing with one they love.
- to choose a particular photograph and invite other participants to yell associations that come to their mind when looking at it.

Adding a text. PP can apply the text in combination with a photograph. **Text is a powerful tool to contextualize pictures and encourages observers to focus**. The application of text allows participants to bring audiences further into their worlds. Text fields might be essential in PP that have advocacy purposes, as they can assist the audience in understanding the photographer's message more clearly. The text can consist of captions for particular photographs, quotes, or complete stories which follow reportage photos.

6. Dissemination Strategy

The character, extent, venue, and the target audience of the dissemination will vary depending on the overall PP activity aim and objectives. When raising awareness, changing perception, or challenging stereotypes, it is appropriate to target the general public.

While creating the **dissemination strategy**, we recommend considering the following **factors**:

- The **form** - What will be the final format of the results? What will be their size and resolution? Will they be in black & white or in color? Will other media, like videos, photomontages, drawings, or digital stories, be included?
- The **audience** - Who is the direct target group of the outputs of the PP activity? How old are they? What is their social, cultural, and economic background? What would best catch their attention? How many people do we expect to reach?
- The **budget** - How ambitious can we afford to be with the PP activities?
- **Dates** - How long will the dissemination last? Do the dates correspond with any other events that are relevant to the main topic of the activity?
- The **evaluation** - How will the audience's reactions and perception of the results be measured? Will we use an audience questionnaire, a comment book, or personal interviews?

Participatory photography approach in SDG context:

No Poverty

In order to approach SDG No poverty a simple activity called Logbook could be proposed by the educator. It is a **creative tool for participatory photography that originates from the concept of a ship's logbook, a report of a journey, or a book of pictures. It is a creative tool meant to be both collective and individual.**

The adult participants might use a simple camera, a logbook, and a pen. Each participant receives the opportunity to give voice to their field of experiences, covering issues such as identity, territory, and how they imagine the future. The activity contains a sequence of instructions to which the participants respond using a unique blend of photography, words, drawings, and collage. Those responses adapt the logbook into a conductor of experiences. This tool could be particularly effective while addressing topics like No poverty or Zero hunger.

Participants might be encouraged to photograph, note down and sketch the aspects of their environment, led through a conscious experience of their lives. While producing their own

personal archives, which can later be shared for collective exhibitions, publications, on social media and so on, they offer an intimate and aware vision from inside to outside.

Zero Hunger

The activity "Maps and distances" can provide powerful dynamizing outputs. It can be particularly effective in approaching SDGs like Zero Hunger. **Adult learners can reflect on both geographical and internal territories**, the physical and the emotional journey. Maps offer creative opportunities to use online maps and photos to create a subjective group vision of the city with eradicated hunger.

The educator could guide the creative process of adults with supportive questions:

- What do you see out of the window in the city where hunger does not exist?
- Where is a place where no food is wasted?
- What does it look like to go to bed on an empty stomach?

Good Health and Well-being

Seeing good health and well-being in the context of sustainable development, participatory photography could be used to **enhance adults' skills to live "smarter" with a focus on eating habits, a balanced and healthy diet**, etc.

One of the tasks for adult learners could be the following:

- 1) The learners are divided into small groups - no more than four people each;
- 2) Each group is issued a set of photos (at least 10) with different photos of the food;
- 3) Each group discusses the following issues depicted in the photographs in the context of food:
 - a) Which food in the photos is low in the food chain?
 - b) Which food has the least impact on the environment?
 - c) How does the food in the photos fit into the circular economy?

The Economic dimension of good health and well-being includes **safe and healthy labour and working conditions**. Participatory photography could be used to analyse different situations and promote awareness about work conditions:

- 1) Each participant is given three photographs showing different situations in the workplace, including both the relationship between the employee and the employer, the relationship between employees, the layout of the workplace, work environment for people with disabilities, pregnant women or women who have recently given birth, etc.;
- 2) The participant comments on each of the situations shown in the photos and expresses his / her opinion;
- 3) If time allows, the rest of the group can be involved in the discussion, summarizing both positive and negative findings.

Quality Education

Participatory photography could **highlight the importance of education for employment and well-being, promote the role of education in lifelong learning, and stimulate the adult learning** process. The following activity could be proposed to adult learners:

- 1) Adult learners are divided into pairs;
- 2) Each pair is issued three photographs of representatives of different professions;
- 3) Participants are sequentially given the following tasks:
 - a) Rank these photos according to possible remuneration;
 - b) What education is needed for each profession; where it can be obtained;
 - c) Whether and how to retrain from the other two professions shown in the photographs to this one;
 - d) What are the most needed competencies/talents / for that profession.?

Gender Equality

In the topic of gender equality following activity could be proposed:

- 1) Adult participants take one photo and then try to find a person with a similar topic photo. They share their own reflection in pairs. After that, pairs come with one short presentation about two photos.
- 2) Group discusses what challenges women have in daily life (economical, politics, education, etc.) and how it is possible to empower women to be active and step up for their rights.
- 3) Educators and participants share success stories of how women were and are presented in history.

Clean Water and Sanitation

PP could be used in this topic the following way:

- 1) Educator gives adult participants the task to make calculations of the amount of water that one person in their family spends during the day/week/month for: drinking, cooking, washing, cleaning, hygiene, sanitation (toilet), flower watering, etc. Participants share their own lists.
- 2) Educator distributes photos to participants and asks them to reflect on images.
- 3) The group starts a discussion about the lack of clean water in developed and developing countries.
- 4) Educator gives information that it takes about 2,700 liters of water to make just one t-shirt. Today 1 in 3 people on our planet don't have safe drinking water. The United Nations has introduced a common goal: clean water and sanitation for everyone by

2030. That means safe water for about 8 billion people in less than ten years. The only way to make good on this commitment is to use water more responsibly. During the presentation, thematic photos should be exposed to participants in order to enhance their learning.

Affordable and Clean Energy

In order to approach the clean energy topic, a **TAF! photography workshop** could be proposed to adult learners. The workshop offers a **mixture of urban intervention and environmental activism**. It uses photography as a **tool for action in public and private spaces**. After critical reflection on the approached topic, participants are invited to take giant collaged pictures and paste them on walls in the pre-selected area in the city.

<https://rasterbator.net/> could be applied to fill up images to giant poster size. Participants can print them in special printers or use A4 and collage to stick the image on the wall. They can use more convenient, readymade wallpaper paste or wheatpaste (flour and water) to paste on a wall. Participants can also mount the pictures onto banners and hang them, utilize them on signs at protests. The limit of where they can use the photos is their imagination. Photos can be printed onto helium balloons or onto giant shields that people use to protect themselves against riot police.

Decent Work and Economic Growth

Participatory photography could be used **to promote sustained, inclusive, and sustainable economic growth, productive employment, and decent work for all**.

Each adult faced moments when he / she was **thinking about the career, existing skills, and future expectations**. Some adults analyze and think about which job suits their wishes, expectations, and competencies. Participatory photography could be used to **enhance such reflections**.

We recommend adjusting the activity for two groups of adults:

- young adults at the beginning of their work experience
- mature adults in their existing job choices.

The educator should give learners a possibility to improvise based on given instructions:

1. Please remember your childhood dreams and express them with a photo which could be analyzed with the statement: "How our wishes could be transferred into reality?"
2. Express with a photo: "What does a person look like when he / she is enjoying his / her work?"
3. Find a tree, leaf, stone, branch and make a photo that expresses economic growth.

Industry, Innovation and Infrastructure

Each day adults face fashion advertisements, fast food, and new cars promotions. In general, we want our world to be clean and safe to live in, but at the same time, we are buying the newest smartphone for ourselves or our children. We are happy if we are able to buy new clothes in big sales and we do not care that these clothes were produced by low-income countries.

Participatory photography could be used to react to these issues. Educators can offer adult learners the following tasks:

1. Find examples of sustainable infrastructure and capture them via photography.
2. Organize a hiking event to promote sustainable infrastructure and take photos of the environment. Enjoy a moment and share your experience.

Reducing Inequality

The following activity could be proposed by the educator:

- 1) Each adult learner receives a set of 3 photos.
- 2) Each participant is asked to create a **story about inequality and opportunities to reduce it in their communities** (up to 5 minutes story or real-life cases).
- 3) Participants share their stories with the rest of the group.

Some photos can be the same for different participants, so they can compare their stories during the discussion and reflection after the stories' presentations. Educators might lead the group to find a common conclusion about the list of inequalities and actions for reducing these inequalities. Photos could be used during this discussion.

Sustainable Cities and Communities

The given assignments will introduce adult participants to new knowledge and skills, **encourage active participation** and enable them to reach out through photography.

Photo reportage. educator asks adult learners to:

- 1) to learn about and join green events in their communities (urban gardening, seeds swapping, farming markets, fairs, etc.).
- 2) to create a photo reportage from the event using images, interviews, and short text.
- 3) to arrange a small physical or virtual photo series.

Photo exhibition. educator asks participants:

- 1) to think about examples suitable for SDG Sustainable Cities and Communities.
- 2) to do fieldwork/study visits to the sites in groups.
- 3) to take as many photos as possible from each location.
- 4) to discuss and select the best photos for a photo exhibition.

- 5) to arrange a small physical or virtual photo exhibition at school, library, or local municipality.
- 6) to promote their event: invite press, public, and inspirational guest speakers for the opening / vernissage to highlight SDGs and environmental issues.

Responsible Consumption and Production

The questions from the **S.A.F.E CARDS** would be of particular use during group discussions and the development of the thematic photography sessions. The questions from the cards give inspiration and enable the design of participatory photography workshops combining the theoretical sessions, group fieldwork, and individual assignments.

The workshop's participants can work both in groups (to stimulate discussions and brainstorm ideas) or individually (to encourage more focus and personal reflection).

Activity: PP 4x RE: Adult learners are asked to create a chain of images that reflects a principle of **Re-use, Re-cycle, Re-pair and Re-fill** either individually or as a group.

Statements for the possible images:

- 1) replace all plastic bags by silicon ones,
- 2) refill your soap, shampoo and cream bottles,
- 3) buy products from sustainable harvest.

Climate Action

In line with the current climate changes, **adult learners perceive an urgent call for action**. Climate action means step-up efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts, including: climate-related hazards in all countries; integrating climate change measures into national policies, strategies, and planning; improving education, awareness-raising, and human and institutional capacity for climate change mitigation, adaptation, impact reduction and early warning. <https://www.sdfinance.undp.org/content/sdfinance/en/home/sdg/goal-13--climate-action.html>

Thus, there is a need in adult education that promotes change by improving social, economic, and environmental opportunities as well as improving learners' sustainable attitude towards the environment.

PP method can help to engage the participants directly in the action instead of theoretical learning. The proposed session aims to help participants strengthen and personalize the climate action's message. The educator:

1. Introduces SDGs to participants.
2. Discusses the meaning of Climate Action using the **S.A.F.E manual for adult educators**.
3. Suggest to the participants to develop a list of hazardous effects causing climate change.

4. Asks participants to collect images that represent such hazardous effects.
5. Using the collected images, creates a few posters with strong messages. The posters could be used for a small exhibition or as printouts.

To achieve consistency and save resources, it is recommended to use the available material from the following outputs:

1. S.A.F.E (Sustainable Attitude For Environment) case study in adult education [here](#).
2. S.A.F.E manual for adult educators - Read the Manual [here](#).
3. S.A.F.E material for adults [here](#) and [CARDS](#) for printing.

Peace, Justice, and Strong Institutions

Adult educators with **participatory photography should bring a philosophy idea to adult learners**. A real involvement of adult learners to produce their own photography will allow them to develop their different competencies (artistical, critical thinking, philosophical attitude etc.)

Adult educators talking about peace, justice should focus on positive things and encourage adult learners to think: how they could be able to express their opinion using photography as a visual method to express attitude, opinion. To achieve this educator might propose following:

1. Please choose an angle to express, how could peace be expressed with resources which you have in your surroundings? How do you understand peace: Life without war, fights, discrimination, a travel without restriction, learn, move?
2. How could you make a photo expressing cyberbullying?
3. How could you express a feeling of parents trying to protect their child from virtual violence?

Partnerships for the Goals

Cooperation at all levels is vital for sustainable development. But it always starts with the individual, with one's immediate surroundings, and with community values and concrete actions. Participatory photos can be used to promote different partnerships for a sustainable attitude for the environment in the following ways.

Option 1.

1. Adult learners are asked to take photographs of public participation in various social and environmental issues or photographs showing a sustainable initiative.
2. A small exhibition can be created from the photos taken.
3. Adult learners are invited to comment on the situations in the photos and identify the parties involved.

Option 2.

1. Adult learners are divided into groups of three.

2. Each group is given one photo showing a problem that is important to a local community, such as the courtyards of apartment buildings, children's playgrounds, ramps / exits for the disabled, filthy rest areas, etc.
3. Group members are given the task of determining:
 - What can be done to improve the situation in the photo?
 - Who should do it?
 - How can different types of institutions / organizations be involved in solving the problem?
 - What exactly can each member of the group do to solve the problem?
4. Each group presents the results of the discussions.

Section B: Set of Participatory photos from adults, adults educators of partners countries

SDG related issues present in partners communities

Adult learners should use the method and capture issues related to SDG in their communities. They also can propose a solution to those issues using photography.



The 17 sustainable development goals (SDGs) to transform our world:

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

ESTONIA, Eesti People to People

[GOAL 1: No Poverty](#)



@Eesti People to People

[GOAL 2: Zero Hunger](#)



@Eesti People to People

[GOAL 3: Good Health and Well-being](#)



@Eesti People to People

GOAL 4: Quality Education



@Eesti People to People

GOAL 5: Gender Equality



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[GOAL 6: Clean Water and Sanitation](#)



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[GOAL 7: Affordable and Clean Energy](#)



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[GOAL 8: Decent Work and Economic Growth](#)



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[GOAL 9: Industry, Innovation and Infrastructure](#)



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[GOAL 10: Reduced Inequality](#)



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[GOAL 11: Sustainable Cities and Communities](#)



@Eesti People to People

[GOAL 12: Responsible Consumption and Production](#)



@Eesti People to People

[GOAL 13: Climate Action](#)



@Eesti People to People

[GOAL 14: Life Below Water](#)



@Eesti People to People

[GOAL 15: Life on Land](#)



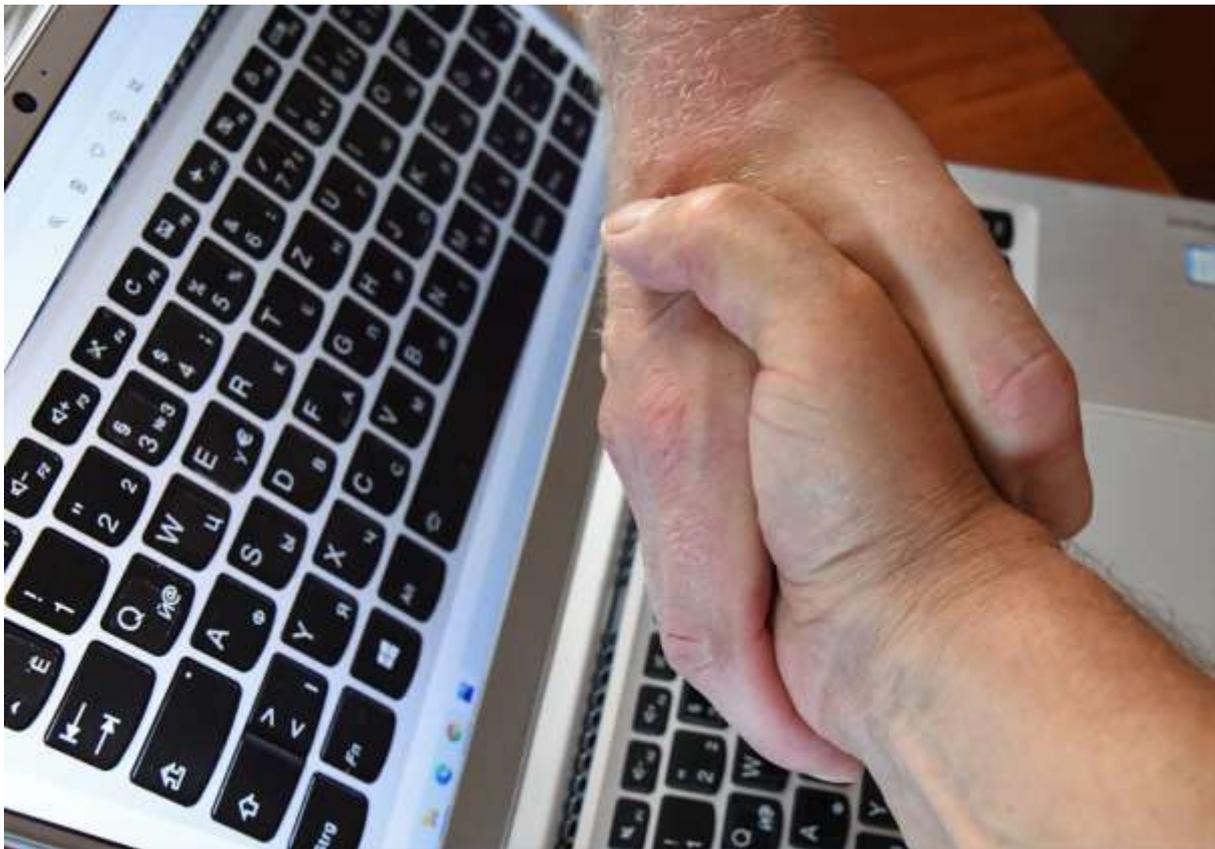
@Eesti People to People

[GOAL 16: Peace and Justice Strong Institutions](#)



@Eesti People to People

[GOAL 17: Partnerships to achieve the Goal](#)



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Latvia, IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 1: No Poverty



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 2: Zero Hunger



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 3: Good Health and Well-being



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 4: Quality Education



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GOAL 5: Gender Equality



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GOAL 6: Clean Water and Sanitation



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GOAL 7: Affordable and Clean Energy



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GOAL 8: Decent Work and Economic Growth



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GOAL 9: Industry, Innovation and Infrastructure



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 10: Reduced Inequality



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 11: Sustainable Cities and Communities



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 12: Responsible Consumption and Production



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 13: Climate Action





@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 14: Life Below Water



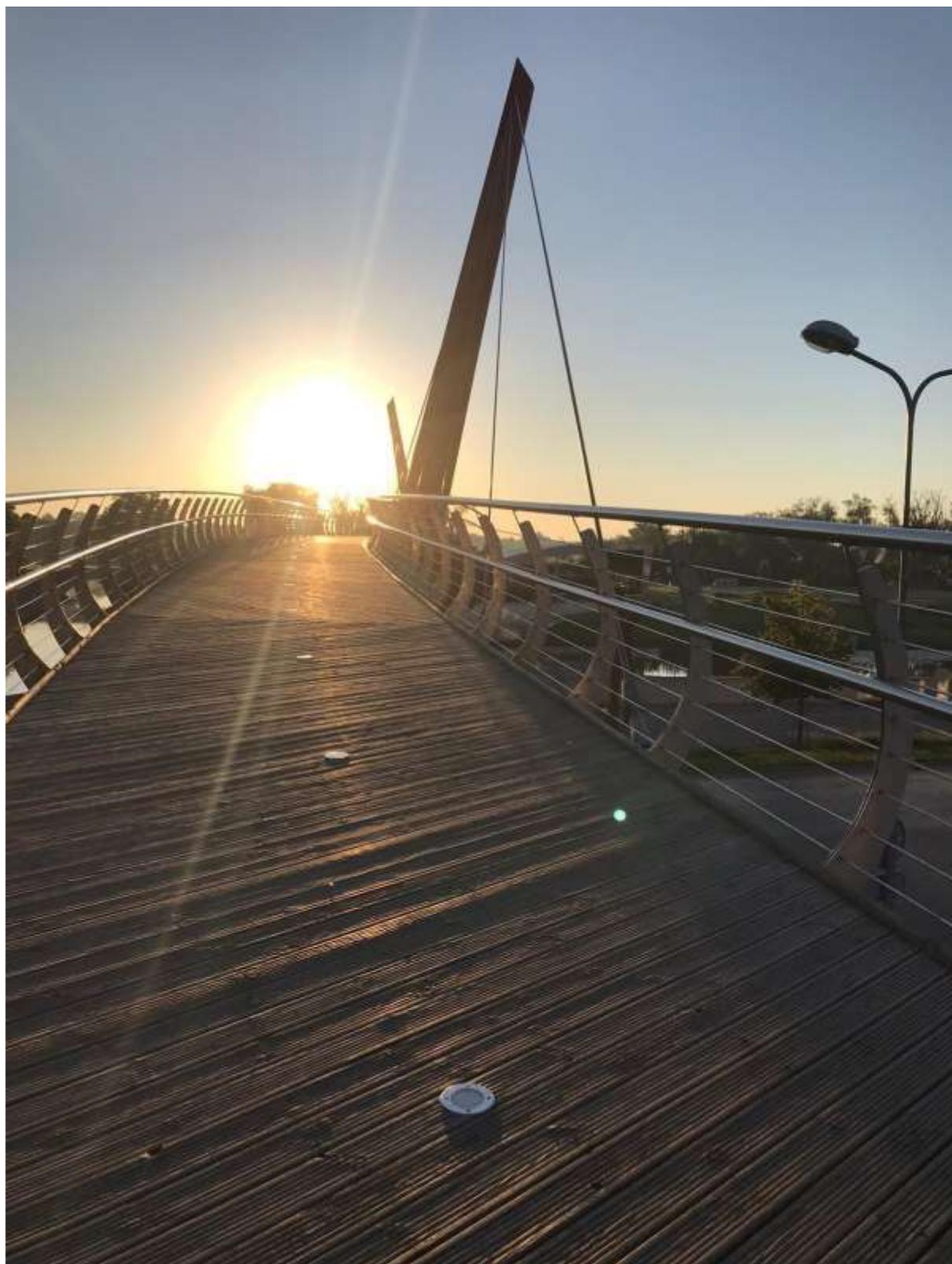
@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 15: Life on Land



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 16: Peace and Justice Strong Institutions



@IZGLITIBAS INOVACIJU PARNESES CENTRS

GOAL 17: Partnerships to achieve the Goal



@IZGLITIBAS INOVACIJU PARNESES CENTRS

Lithuania, Non-formal learning club „WE“

GOAL 1: No Poverty



@Non-formal learning club "WE"

GOAL 2: Zero Hunger



@Non-formal learning club "WE"

GOAL 3: Good Health and Well-being



@Non-formal learning club "WE"

GOAL 4: Quality Education



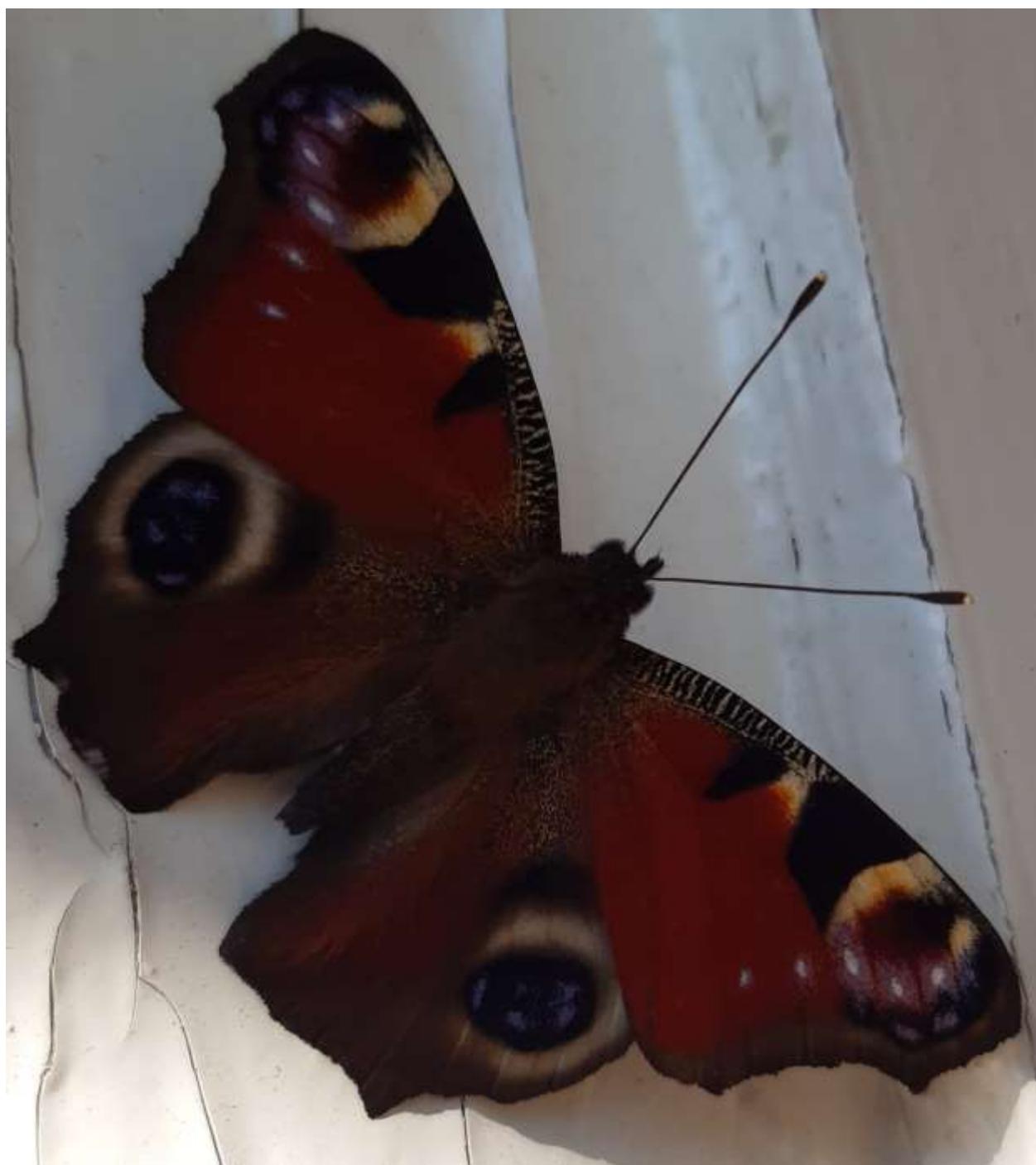
@Non-formal learning club "WE"

GOAL 5: Gender Equality



@Non-formal learning club "WE"

GOAL 6: Clean Water and Sanitation



@Non-formal learning club "WE"

GOAL 7: Affordable and Clean Energy



@Non-formal learning club "WE"

GOAL 8: Decent Work and Economic Growth



@Non-formal learning club "WE"

GOAL 9: Industry, Innovation and Infrastructure

@Non-formal learning club "WE"



GOAL 10: Reduced Inequality



@Non-formal learning club "WE"

GOAL 11: Sustainable Cities and Communities



@Non-formal learning club "WE"

GOAL 12: Responsible Consumption and Production



@Non-formal learning club "WE"

GOAL 13: Climate Action



@Non-formal learning club "WE"

GOAL 14: Life Below Water



@Non-formal learning club "WE"

GOAL 15: Life on Land



@Non-formal learning club "WE"

GOAL 16: Peace and Justice Strong Institutions



@Non-formal learning club "WE"

GOAL 17: Partnerships to achieve the Goal



@Non-formal learning club "WE"

Slovakia, Youthfully Yours SK

GOAL 1: No Poverty



@Youthfully Yours SK

GOAL 2: Zero Hunger



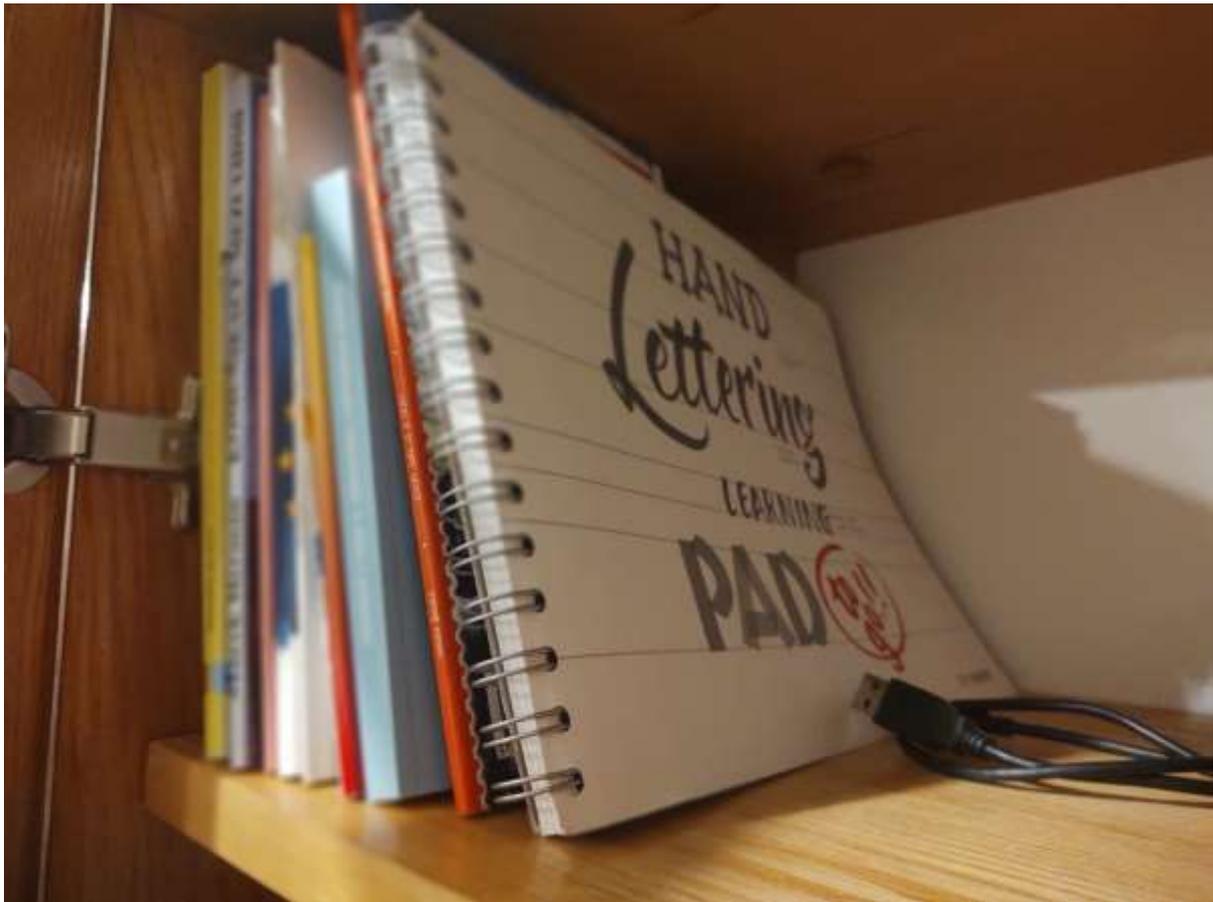
@Youthfully Yours SK

GOAL 3: Good Health and Well-being



@Youthfully Yours SK

GOAL 4: Quality Education



@Youthfully Yours SK

GOAL 5: Gender Equality



@Youthfully Yours SK

GOAL 6: Clean Water and Sanitation



@Youthfully Yours SK

GOAL 7: Affordable and Clean Energy



@Youthfully Yours SK

GOAL 8: Decent Work and Economic Growth



@Youthfully Yours SK

GOAL 9: Industry, Innovation and Infrastructure



@Youthfully Yours SK

GOAL 10: Reduced Inequality



@Youthfully Yours SK

GOAL 11: Sustainable Cities and Communities



@Youthfully Yours SK

GOAL 12: Responsible Consumption and Production



@Youthfully Yours SK

GOAL 13: Climate Action



@Youthfully Yours SK

GOAL 14: Life Below Water



@Youthfully Yours SK

GOAL 15: Life on Land



@Youthfully Yours SK

GOAL 16: Peace and Justice Strong Institutions



@Youthfully Yours SK

GOAL 17: Partnerships to achieve the Goal



@Youthfully Yours SK

Sweden, More Mosaic

GOAL 1: No Poverty



@ More Mosaic

GOAL 2: Zero Hunger



@ More Mosaic

GOAL 3: Good Health and Well-being



@ More Mosaic

GOAL 4: Quality Education



@ More Mosaic

GOAL 5: Gender Equality



@ More Mosaic

GOAL 6: Clean Water and Sanitation



@ More Mosaic

GOAL 7: Affordable and Clean Energy



@ More Mosaic

GOAL 8: Decent Work and Economic Growth



@ More Mosaic

GOAL 9: Industry, Innovation and Infrastructure



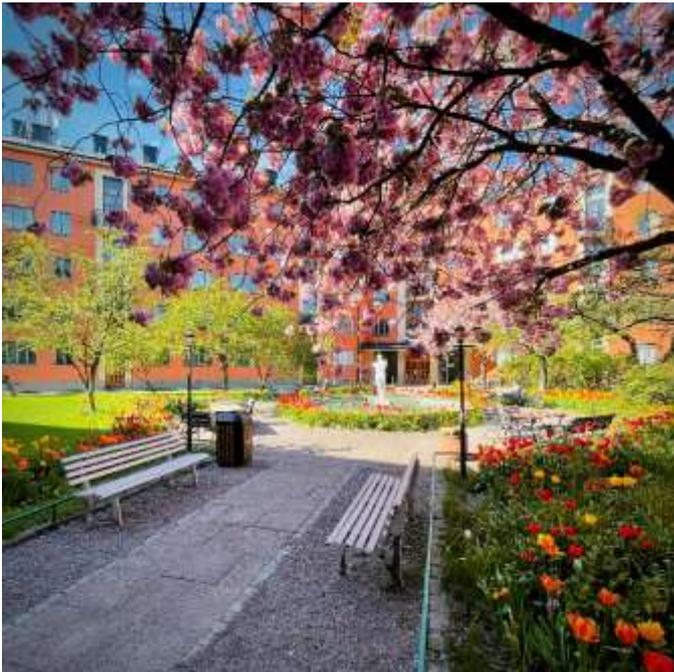
@ More Mosaic

GOAL 10: Reducing Inequality



@ More Mosaic

GOAL 11: Sustainable Cities and Communities



@ More Mosaic

GOAL 12: Responsible Consumption and Production



@ More Mosaic

GOAL 13: Climate Action



@ More Mosaic

GOAL 14: Life Below Water



@ More Mosaic

GOAL 15: Life On Land



@ More Mosaic

GOAL 16: Peace, Justice, and Strong Institutions



@ More Mosaic

GOAL 17: Partnerships for the Goals



@ More Mosaic

The Netherlands, S.A.F.E.Projects

GOAL 1: No Poverty



@ S.A.F.E.Projects

GOAL 2: Zero Hunger



@S.A.F.E.Projects

GOAL 3: Good Health and Well-being



@S.A.F.E.Projects

GOAL 4: Quality Education



@S.A.F.E.Projects

GOAL 5: Gender Equality



@S.A.F.E.Projects

GOAL 6: Clean Water and Sanitation



@S.A.F.E.Projects

GOAL 7: Affordable and Clean Energy



@S.A.F.E.Projects

GOAL 8: Decent Work and Economic Growth



@S.A.F.E.Projects



@S.A.F.E.Projects

GOAL 9: Industry, Innovation and Infrastructure



@S.A.F.E.Projects



@S.A.F.E.Projects



@S.A.F.E.Projects

GOAL 10: Reduced Inequality



@S.A.F.E.Projects

GOAL 11: Sustainable Cities and Communities



@S.A.F.E.Projects

GOAL 12: Responsible Consumption and Production



@S.A.F.E.Projects



@S.A.F.E.Projects

GOAL 13: Climate Action



@S.A.F.E.Projects

GOAL 14: Life Below Water



@S.A.F.E.Projects

GOAL 15: Life on Land



@S.A.F.E.Projects



@S.A.F.E.Projects

GOAL 16: Peace and Justice Strong Institutions



@S.A.F.E.Projects

GOAL 17: Partnerships to achieve the Goal



@S.A.F.E.Projects

AFTERWORD

Each country participants emphasized that this 2021 summer after pandemic were useful to think and collect photos based on SDG. Collected photos were by adults, adult educators from six countries with a goal to connect, empower and to show how similar and different we understand 17 SDG. Adult learners spend doing participatory photography individually and in the group. Adult educators and adult learners using participatory photography methodology and defined suggestions for inspirational photos have experienced connection between SDG, real life (reality) and personal development (understanding) of SDG philosophy. Participant organisations discussed with their adult learners and selected photos most related with SDG.

These photos also are placed online where you can free download them and use it:
http://www.projectsforyou.eu/bwg_gallery/participatory-photography/

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