SUSTAINABLE DEVELOPMENT
GOALS

Including
WORKSHOP TOOLKIT
and
RESOURCES

BACKGROUND FOR TEACHERS

- What does Sustainable Development mean?

- What are the Sustainable Development Goals?

- Why are the Sustainable Development Goals important?

WHAT DOES **SUSTAINABLE DEVELOPMENT** MEAN?

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs as well.

WHAT ARE THE **SUSTAINABLE DEVELOPMENT** GOALS?

In the year 2000, the UN devised the eight Millennium Development Goals (MDGs) as a global ambition to reduce extreme poverty and hunger by 2015. There were consequent improvements in poverty reduction, primary school enrolment, child mortality, and access to water. But progress was uneven. In 2015 a new plan to drive development for the next 15 years was agreed, with a focus on sustainable development - the Sustainable Development Goals (SDGs).

The SDGs, otherwise known as the Global Goals, are a call to action to end extreme poverty, tackle inequality, and protect the environment.

HOW ARE THE SDGS DIFFERENT FROM THE MDGS?

Although the MDGs provided a focal point for governments, they failed to address the root causes of poverty, and overlooked gender inequality as well as the interconnected nature of development. With lessons learned, the SDGs, instead of being 'top down', were agreed upon by an extensive participatory process involving representatives from global civil society as well as governments. The aims were to end extreme poverty and hunger, improve access to health and education, make cities more sustainable, combat climate change, and protect forests and oceans. Cross-cutting issues built into all of the SDGs include gender equality and education.

There are 17 SDGs. All the Goals are interlinked, and underpinning them are some basic principles:

- 'Universality' (they apply to all of us, not just the Global South)
- Environmental protection
- Economic growth that includes everyone

WHY ARE THE SDGS IMPORTANT?

Our world is more connected and fast-growing than ever before. We can only solve global challenges like poverty, inequality and climate change by working together – the SDGs provide the framework for that to happen.

By adopting the SDGs, the UN member states committed to an ambitious plan of action, using them to frame their agendas and political policies over the next 15 years. The intention is that the SDGs go beyond rhetoric and aspiration, devising a complex system of indicators - with 169 targets! - to measure progress towards the Goals. Crucially, with these, governments can be held accountable by their citizens.

Although unanimously agreed, the Goals are not legally binding. The Goals are a promise made by all countries to work together on a plan. No one can enforce their achievement, but only by working together and holding governments accountable can they be achieved.

I am... a daughter

15-year-old Munira Hairdein lives on a small farm in southern Ethiopia.

"I am very fortunate, because the income that my parents earn allows them to send me to school."

Munira's father has doubled his income since he received better quality seed and training from Gorta-Self Help Africa, and started growing wheat, beans and other crops alongside his traditional 'teff' cereal crop.

In Ethiopia, just 10% of girls attend second-level school.

TWO VILLAGES

In sub-Saharan Africa, agriculture is **11 times more effective at reducing poverty** than other approaches (Source: Self Help Africa). With experience in agriculture and the support of Ireland's principal farmers organisation, Self Help Africa focus on supporting small-scale farming in Africa as the most effective way to move communities away from poverty and hunger.

In an award-winning video of the **Two Villages** project, Self Help Africa have documented the impact of programmes on the lives of people living in two remote villages in northern Zambia, over a period of five years. These stories, shared on **www.twovillages.org**, illustrate how some of the Global Goals like poverty, hunger, education, and gender can be successfully engaged with. In the Resources below, please find links to brief stories of some of these people. **http://twovillages.org/wp-content/uploads/2017/09/IALDP-Story-Book_Zam_Oct16LR.pdf**

SUSTAINABLE DEVELOPMENT GOALS

WORKSHOP TOOLKIT

- Begin by asking students to move desks to the side and seats into a large semi-circle.
- Start with an ice-breaker (see Appendix for suggestions) such as the Geography quiz.
- Introduce the subject and what you intend doing with the class.

GLOBAL CITIZENSHIP

WORKSHOP

TOOL KIT

1

INTRODUCE THE CONCEPTS TO BE EXPLORED
"What is the UN?"

Ask students to give their idea. After World War II, fifty one countries founded the U.N. with the goal of developing healthy relationships among nations and ultimately maintaining peace. The UN is vital because the challenges facing the world today – from climate change to infectious diseases – are not localised. International action is required to address these global problems.

"What does the word 'Sustainable' mean?"

Most of us know what it means but how would you describe it?

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs as well." Not depleting resources.

Sustainable Development Video (below). Introduce by asking students to note the three areas of sustainable development.

After video ask for the three:
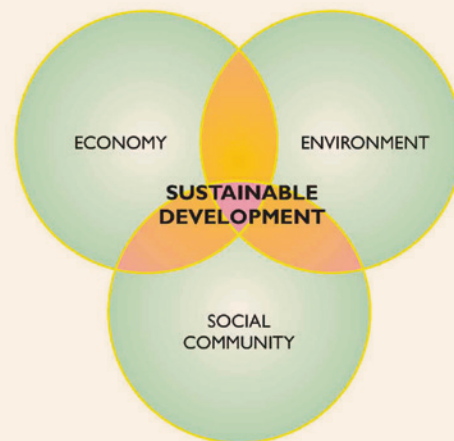
Environment
(air, water, land, plants, animals) – without a healthy environment there will be no development)

Economy
(money, trade, jobs, business) – must be fair otherwise growing inequality will make it unsustainable

Society
(people need access to education, health, safety, opportunity) otherwise development won't be sustainable.

An example: A farm that pays workers fairly (economy), and supports a local community school (society), but produces large amounts of greenhouse gases in its farming process would not be sustainable, because it would be contributing to climate change (environment), which will undermine the other two elements in the long term.

Goals

Group work: Ask each group to come up with an example of:

✓ **a** personal goal

✓ **g**oals a new business might have

✓ **g**oals for Dublin City Council

ZERO HUNGER

QUALITY EDUCATION

SUSTAINABLE DEVELOPMENT GOALS

2 SUSTAINABLE DEVELOPMENT GOALS (SDGs)

Ask the class if they have heard of the Sustainable Development Goals? Briefly explain and introduce idea of the **SDGs**.

They are 17 Global Goals to end extreme poverty, fight inequality and injustice, and tackle climate change.

The UN conducted the **biggest public consultation in history**, and the Goals were agreed upon by representatives of ordinary people (an opportunity to explain civil society as a concept) as well

as governments. Perhaps introduce the powerful concept of 'bottom-up' decision making contrasting with 'top-down'.

A major feature of the Goals is their significance both globally and locally, their **universality**. Not just those poor people 'over there', but what role do we here in Ireland and the richer countries play in inequality, unfair trade, climate change, etc?.

See the Malala video in the Resources section.

3 MOVING DEBATE

As a warm up (and an exercise in self-managing and negotiation), divide the class into lines - works best with 10+ in a line. Challenge each line to be the first to complete the task, asking them to line up:

1. Alphabetically by first names. Check winner by asking them their names quickly. If same name, reason for one in front of the other? (Maybe because of surname, or second name?)

2. Next, alphabetically by surnames.

3. Finally, alphabetically by mothers' first names.

Then they're ready! Stress that **listening to others** is important if the Moving Debate is going to work.

Example statements

"Western countries are wealthy due to hard work and the right values. Problems experienced by developing countries are a result of their own making"

(Colonisation a source of Europe's wealth. 'The Colonial Legacy' - Conflict, unstable governments, corruption, inequality for example connected to colonial history... Effects of climate change which is caused by industrialised countries... How our own lifestyles are contributing to global inequality... The international community should focus on debt-relief and opting for fair trade.)

"We should only give aid to countries with strong democracies." (Ask what does the word 'democracy' mean. "That people feel we have an influence over how decisions are made about our community.")

Or we should not give money to human rights abusers...

Those who have the misfortune to live in an autocratic state don't get our support?... Countries with weak democracies need our help most... We can use aid as an incentive to become more democratic... Aid can be used to support civil society e.g. an independent media, trade unions, representative groups, education...

"Fundraising and charity are the best ways that I can help people in developing countries."

(It may not be the best way to fight poverty, but... Look at how Ireland benefited from EU aid... Aid can really help a country to get on its feet... Aid can save lives, especially in emergency situations such as natural disasters...

or Aid doesn't change the existing inequalities and unfairness in the system... Creates dependency and maintains the unfair and one-sided trade arrangements in an unequal world... Aid often has unfair conditions attached that help the donor country... Wealthy countries only give aid to keep their consciences clean...)

"Aid doesn't work, it's a waste of resources."

Aid may not be the best way to fight poverty, but... Look at how Ireland benefited from EU aid... Aid can really help a country to get on its feet... Aid can save lives, especially in emergency situations such as natural disasters...

or Aid doesn't change anything, just creates dependency and maintains the unfair and one-sided trade arrangements in an unequal world... Aid often has unfair conditions attached that help the donor country... Wealthy countries only give aid to keep their consciences clean...

5 SUMMARISE
(encourage students to help)

RESOURCES

Debating Aid – 80:20

Debating Aid: A Development Education Resource. From the organisation 80:20.ie, this book provides a concise background for teachers to international development aid, and some of the major defences and criticisms today.

http://8020.ie/catalogue/debating-aid-a-development-education-resource/

Practical Actions on the Global Goals

https://practicalaction.org/global-goals

SDG Website

www.globalgoals.org

Global Goals Food Project

http://cdn.worldslargestlesson.globalgoals.org/2017/07/WLL-Lesson-Plan-July-Edit-20173.pdf

VIDEO RESOURCES

What are the SDGs? – Introduced by Malala Yousafzai

https://vimeo.com/138852758

What is Sustainable Development?

https://vimeo.com/144354623#at=41

Invent, Innovate, and Campaign in support of SDGs – Introduced by Emma Watson

https://vimeo.com/178464378

The Self Help Africa www.TwoVillages.org project. The following videos illustrate how the Global Goals of Poverty, Hunger, Education, and Gender can be engaged with:

Rain's Don't Dampen Chieftain's Spirits

Showthem Ikiombe (Global Goal 1 – Poverty)

https://www.youtube.com/watch?v=rArnAadszLM

Farming to Feed My Children – Rosemary's Story

Rosemary Chate, Sydney Kalota and Pascalena Mulenga (Global Goal 2 – Zero Hunger)
https://www.youtube.com/watch?v=izr0Xb09c9A

From Fields to School – Stephen's Story

Stephen Linga (Global Goal 4 – Quality Education)

https://www.youtube.com/watch?v=cxEMXfDhdpQ

A New Life on Her Own – Felister's Story

Felister Namfukwe (Global Goal 5 – Gender Equality)

https://www.youtube.com/watch?v=APZ5qvRFulY

There is also a downloadable storybook at:

http://twovillages.org/wp-content/uploads/2017/09/IALDP-Story-Book_Zam_Oct16LR.pdf

GLOBAL CITIZENSHIP

TEACHER
FACILITATION

TOOL
KIT