

THE 17 SUSTAINABLE DEVELOPMENT GOALS

On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development — adopted by world leaders in September 2015 at an historic UN Summit — officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

GLOBAL ISSUES IN THE CLASSROOM

How do you generally encourage your students to think about global issues?

WE THE PEOPLE

- <https://www.youtube.com/watch?v=RpqVmvMCmp0>

RATIONALE

- Why teach the UN's latest development goals?
- *The goals form a useful lens through which to look at the most pressing global issues. Hundreds of millions of people don't have enough food to eat; women still earn less than men and have fewer rights; plant and animal species are rapidly vanishing; and the gap between rich and poor is indeed getting wider.*
- *More than 40 per cent of the global population are between the ages of ten and 24 – the largest youth population ever. To solve the world's problems, the next generation needs to know what those problems are. A good way to ensure this is to teach them about the SDGs.*

(BRITISH COUNCIL 2016)

IMPACT OF ACTIVITIES ON GLOBAL THINKING

- *1. Exchanging ideas/reflecting/analysing issues*
- *2. Better insights into world problems*
- *3. Developing tolerance and empathy towards others*

GOAL 4 - QUALITY EDUCATION: TO ENSURE THAT EVERYONE HAS THE OPPORTUNITY TO GO TO SCHOOL

- <https://www.youtube.com/watch?v=A53NK6DJzVw>
- <https://www.youtube.com/watch?v=dFqiYM2l9w8>

SOLUTIONS TO THE CHALLENGES

- *Following the criteria of originality and effectiveness, suggest solutions to the challenges mentioned in the videos.*
- *(An idea needs to be unusual, novel and unique, as well as possessing value and usefulness.)*

GOAL 4 CLOZE EXERCISE

Put the corresponding word into each gap in the following text. The first letter of each word has been given.

Goal 4 aims to ensure inclusive and equitable quality education and promote lifelong (l.....) opportunities for all. This goal supports the (r.....) of disparities and inequities in education, both in terms of access and quality. It recognizes the need to provide quality education for all, and most especially (v.....) populations, including poor children, children living in rural areas, persons with disabilities, indigenous people and refugee children.

This goal is of critical importance because of its transformative effects on the other SDGs. Sustainable development hinges (o.....) every child receiving a quality education. When children are offered the (t.....) to develop to their full potential, they become productive adults ready to give (b.....) to their communities and break the cycle of poverty. Education enables upward socioeconomic mobility.

Significant progress was achieved during the last decade in increasing (a.....) to education and school enrolment (r.....) at all levels, particularly for girls. Despite these gains, about 260 million children were out of school in 2018, nearly one fifth of the global population in that age group. Furthermore, more than half of all children and adolescents worldwide are (f.....) to meet minimum proficiency standards in reading and mathematics.

UNICEF's contribution towards reaching this goal (c.....) on equity and inclusion to provide all children with quality learning opportunities and skills development programmes, from early childhood through adolescence. UNICEF works with governments (w.....) to raise the quality and inclusiveness of schools.

STORIES OF SUFFERING AND HOPE: AFGHANISTAN AND PAKISTAN

Stories of suffering and hope: Afghanistan and Pakistan

Taqwa Ahmad is from Punjab, Pakistan. She's only 14, and already a motivational speaker with several awards under her belt for her advocacy in support of children and adolescents with disabilities in Pakistan. She told me she wanted to be a Secretary-General of the United Nations when she grows up, and with a resume like that at such a young age, I have no doubt that she's destined for greatness.

Shahnaz is 14 and lives in an impoverished community of 110 families on the outskirts of Quetta, the provincial capital of Pakistan's Balochistan. When UNICEF helped open a centre for accelerated learning in her village, her father, Mira Khan, was hired there as the only teacher. At the time, only boys could enrol, but Shahnaz wanted to go to school so badly that, with her father's backing, she decided to pretend to be a boy. The centre opened a second class for girls and Shahnaz is now able to study freely. Her trip to meet me in Islamabad was her first time ever visiting a city.

Amiraan is 14 and from Quetta. He used to work as a labourer on a vegetable market to support his family and had never been to school until he heard about the centres for accelerated learning that UNICEF supports. At the centre, Amiraan learned basic math which gave him the confidence to set up his own vegetable stall in the market, along with a fellow student. He now works at his stall in the morning and goes to the centre to study in the afternoon.

TASK

- Imagine you are organizing a cultural awareness day in your school, and you have to select one of the 3 children mentioned above to give a talk on their experience of education in their own country. In small groups, discuss which one you would choose to give the talk and why.

-