

PARTNERSHIPS FOR THE GOALS

RESOURCE FOR TEACHERS AND FACILITATORS



PARTNERSHIPS FOR THE GOALS

EDUCATION RESOURCE



The 17 Sustainable Development Goals (also known as The Global Goals) are important, world-changing objectives that will require cooperation among governments, international organisations, civil society movements, academia, community groups and individuals. These inclusive partnerships built upon principles and values, a shared vision, and shared goals that place people and the planet at the centre, are needed at all levels. In this resource you will find ways in which to introduce students to the benefits of partnerships between multiple actors to achieve the 2030 Agenda, promoting international trade and Ireland's commitment to foreign aid.

PARTNERSHIPS: WHY THEY MATTER

WHAT'S THE GOAL HERE?

To revitalise the global partnership for sustainable development.

WHY IS THIS IMPORTANT?

A successful sustainable development agenda requires partnerships between governments, the private sector and civil society. These 17 SDGs and the complex challenges they seek to address fit neither neatly demarcated sectors, nor national borders. Climate change is global, and businesses are just as important to combatting it as governments. Innovation can't happen without universities and scientists, and certainly not without exchange of knowledge across continents. Gender equality is as much about communities as it is about legal instruments. The world today is more interconnected than ever before. If our epidemics are global, their solutions are too. Inclusive partnerships built upon a shared vision and shared goals that place people and the planet at the centre, are needed at the global, regional, national and local level.

"The best partnerships aren't dependent on a mere common goal but on a shared path of equality, desire, and no small amount of passion."

Sarah MacLean

WHY DOES THIS MATTER TO ME?

We are all in this together. The 2030 Agenda is universal and calls for action by all countries, both developed countries and developing countries, to ensure no one is left behind.

SDG 17 FACTS AND FIGURES



Financing to developing countries was €178 billion in 2015, up 40% since 2010



79 per cent of imports from developing countries enter developed countries duty-free



9,819 companies in 164 countries are members of the UN Global Compact to help achieve the SDGs



The number of Internet users in Africa almost doubled in the past four years



There are 19 targets that make up SDG 17 see them here: www.globalgoals.org



SDG 17 calls for increased investment in science, technology and innovation as drivers of development

www.un.org/sustainabledevelopment/globalpartnerships/

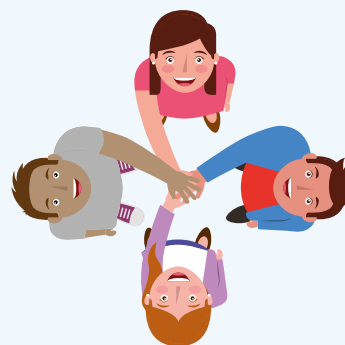
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TEACHER/ FACILITATOR ACTIVITY 1

Participation and Partnerships



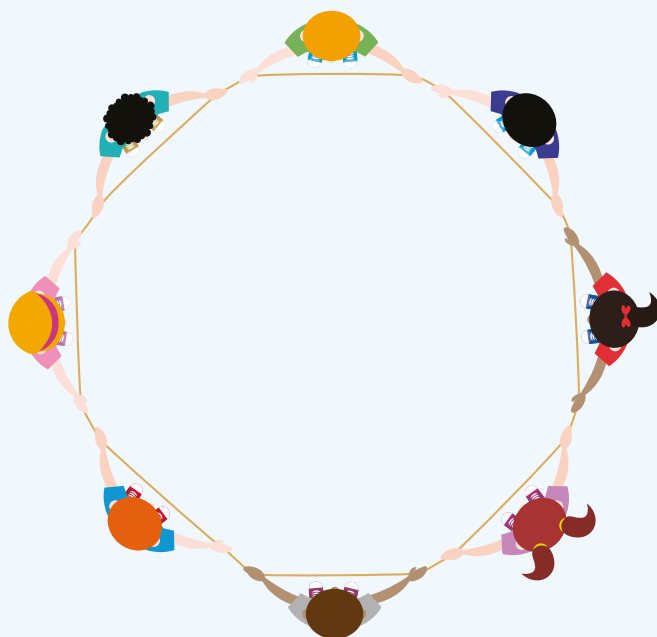
AIM: To explore effective partnerships and participation

SPACE: Large room **TIME:** 20 minutes

MATERIALS: Ball of wool, large space

INSTRUCTIONS:

- 1) Ask the group to stand in a circle. Pass the ball of string around the circle, and ask them to keep hold of it with one hand as they pass it on (see picture below)
- 2) Explain that no one can speak until the end of the game. The group are going to work together to form letters or shapes with their bodies, which the facilitator will call out. You might want to practice this before you start the activity.
- 3) Next, inform the group that one member will not be able to participate - they will just have to stand still silently. Explain that a tap on the shoulder means they are not to take part. The wider group will not be told who this person is, but they must work it out.
- 4) Ask everyone to close their eyes and tap one person on the shoulder. That person is the one who won't be participating. After, ask the group to open their eyes.
- 3) Call out letters or shapes for the group to form. Allow about two minutes for each one.
- 4) After two shapes or letters, stop the group and ask everyone to close their eyes again. This time tap two people on the shoulder (you can use the same person as before or two new people). Ask the group to form another letter. After a further two minutes, ask everyone to close their eyes for a final time.
- 5) Finally, stop the group again and tap three new people on the shoulder and ask the group to form a final letter.
- 6) Explain that the game is over and everyone sits or stands in a circle.



Debrief

Ask the group who they think were the non-participants. Following this ask the non-participants to reveal themselves.



- What happened in the game?
- What effect did the nonparticipants have on the completion of the tasks?
- How did the rest of the group feel about the people who weren't participating?
- SDG 17 is all about countries working together in partnership. What is the effect of countries not working together?

TEACHER/ FACILITATOR ACTIVITY 2



The Trading Game

HOW TRADE WORKS – Who wins, who loses? Our planet is divided: industrialised countries such as the US, the EU states and Japan have a much higher standard of living than countries in Latin America, Africa and the rest of Asia. One of the things that maintains and increases the gap between rich and poor is a global trading system that helps strong, well-organised countries more than poor ones. The Trading Game tries to show how trade actually works, who benefits and who loses.

OBJECTIVE

Objectives of the game: Each group tries to make as much money as possible using only the materials they are given. They can make money by manufacturing and selling goods. These are the shapes shown on the diagram, each of which has its own value. Players should take these to the banker in batches of five similar shapes. The banker will check them and credit their value to the group's bank account. The object is to manufacture as many shapes as possible – the more they make the wealthier they will be.


TIME: 90 minutes

SPACE: A room large, table and chairs for groups of 5-6

NUMBER OF PARTICIPANTS: 30

MATERIALS:

For 30 players you will require:

- 30 A4 sheets of paper – plain and all the same colour
- 30 **handmade** notes of 100 each 
- 2 post-it pads
- 4 pairs of scissors
- 4 rulers
- 2 compasses (for drawing circles)
- 2 set squares
- 2 protractors
- 14 lead pencils
- 2 charts

PREPARATION:

- All the players must be able to see the **diagram of shapes** during the game, so copy these onto a board or make them into posters for display. You may need several posters for a large room.
- Arrange the equipment in sets (in envelopes for each group) as listed under 'Resources' (see box across).
- You need two organisers per game – one banker and one leader (it is recommended that the leader is the teacher or facilitator). The leader should keep control of the game, taking note of how it develops and occasionally changing its direction by introducing new elements (see *creating new trading situations* on page 5). Leaders must be ready to direct the discussion at the end of the game. For this it is useful to jot down anything interesting or significant that the players have said or done during the game.
- The banker requires a copy of the diagram of shapes, a pen and a sheet of paper. Divide the paper into columns (one for each group) as a balance sheet to record credit, debit and balance for each country's income.

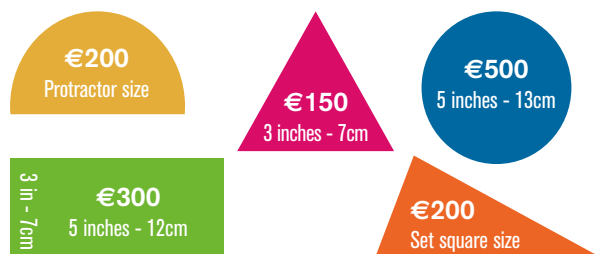
THE RULES (for the participants):

- All the shapes need to be cut with clean sharp edges using scissors and must be of the exact size shown – the shapes are taken to the banker for your account.

- You can only use the materials that have been given out.
- The leader represents the United Nations and will intervene in any disagreements.

GROUP	RESOURCES
Group 1	2 scissors, 2 rulers, 1 compass, 1 set square, 1 protractor, 1 sheets of paper, €600, 4 pencils Players per group: 6
Group 2	2 scissors, 2 rulers, 1 compass, 1 set square, 1 protractor, 1 sheets of paper, €600, 4 pencils Players per group: 6
Group 3	10 sheets of paper, €200, 1 post-it-pad Players: 5
Group 4	10 sheets of paper, €200, 1 post-it-pad Players: 5
Group 5	4 sheets of paper, €200, 2 lead pencils Players: 4
Group 6	4 sheets of paper, €200, 2 lead pencils Players: 4

The Diagram of Shapes



INSTRUCTIONS:

- 1) With the Diagram of Shapes in position, the equipment arranged in envelopes, the banker's sheet prepared and the furniture re-arranged you are now ready to play the game.
- 2) Split the players into six groups as above, allocate each group an area in the room or hall and then give each group a set of materials as indicated.
- 3) Explain to the groups that the object of this game is to make the most money. Groups can achieve this by using their materials to make the shapes above. They can also use their 'money' to trade with other groups for materials such as paper and scissors. There is no set price for materials- groups must negotiate with each other.
- 4) The manufacturing and trading should continue for about 30 minutes depending on the size and interest of the group. Ask students to give their finished shapes to the banker who will tally up the amount of money each group has made. The banker must measure all shapes to see if they meet the criteria of size. If they are not exact- the leader and banker must decide if the maximum price can be given.
- 5) Make sure as leader to make observations of how groups are trading with each other and any frustrations that arrive. The players will be engrossed in their own group so it is important for you to note the types of alliances and deals which develop and bring these into the discussion at the end.
- 6) Use one of the Trading Situation Cards on page 6 after 30minutes. This will either give groups more resources or halt production for others.
- 7) After 45 minutes bring the 'manufacturing' to a halt. Ask the banker for the final tally for each group. Initiate a feedback discussion for all the groups involved with the prompts on page 5.

Trading Situation Cards

1. Changing market values

After the 30 min mark, change the value of the circle shape from €500 to €250. Groups 1 and 2 will find that their compasses are no longer as useful as they were. Remember to inform the banker of price changes! **Parallels in the real world:** countries often find their own technology outdated by scientific developments; and prices fall when there is over-supply of a particular commodity – the global coffee market, for example, suffers from severe price fluctuations because of over-production:

- In Uganda, the price of coffee fell from US\$0.63 per lb in 1999 to US\$0.25 per lb in 2001.
- Coffee accounts for more than two-thirds of Uganda's exports, so government revenue from its sale dropped by 36 per cent.
- Global trade rules and pressure from the IMF make it hard for the Ugandan government to increase the support or protection that it gives to its coffee farmers, so many of them are going out of business.

2. Supply extra raw materials

Feed some of your own secret supply of extra paper to one of the groups and announce to the world (ie all the groups) that a new raw-material deposit has been discovered in this group. If this is done late in the game, when everyone is running short of paper, it will quickly change relationships between the groups. You could also add a few pieces of different-coloured paper; this could represent the discovery of a new low-grade/high-grade resource and the shapes from this paper should be valued accordingly.

Parallels in the real world: a new oil find or the discovery of mineral deposits. While these discoveries could and should be used to help development, in very poor regions the opportunity to create immense wealth can lead to conflict or financial exploitation. Despite the vast revenues generated by such finds, poor people rarely see any benefit.

- In the Democratic Republic of Congo, the mineral coltan – used in mobile phones – has become one of the country's most sought-after minerals and one of the main causes of conflict.
- In Kazakhstan, oil revenue has done little to help the third of the population that lives on less than US\$1 a day; many still have no access to safe water

3. Using the post-it notes

Two groups have a pad of post it notes. They are not told anything about it and may not even notice that they have it. Give it a value by secretly telling two other, richer groups (1 and 2) (by discreet written or whispered messages) that if they can get hold of and attach one post it to their products they will be worth four times their original value. Tell the banker. These groups will begin to search for the post its. As the holders don't know its potential value they may well sell it cheaply and the first group will make a profit. Or, they might hold on to their resource until the end of the game and never let it be used, in which case its potential is never realised. **Parallels in the real world:** a resource whose potential value is not known to the country in which it's found. Large companies, usually based in rich, industrialised countries, are patenting resources that people in poor countries have been using for generations. These patents give the companies the sole right to manufacture and sell that particular resource for up to 20 years:

- US-based company RiceTec Inc patented basmati rice, in what one Indian academic refers to as 'a direct appropriation of traditional knowledge of Indian farmers'.
- Such patents are causing Indian farmers and consumers to lose control of their most basic foods to transnational corporations.

4. Give aid

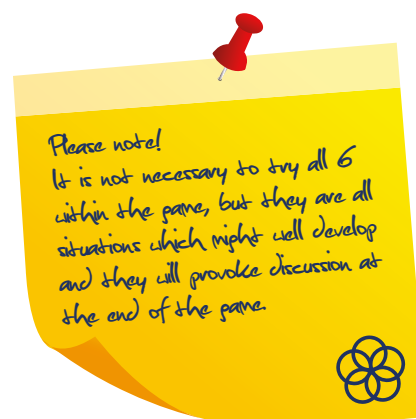
You could also encourage group 5 and 6 by granting them aid (such as extra scissors for a short time) on certain conditions such as demand that a third of the goods produced with the aid are given to the donor (leader). Your observations and actions on aid and the terms of the deal negotiated can lead to discussion on the motives for giving aid in the real world.

Parallels in the real world: aid plays an important role in supporting development and can be used to help countries benefit more from trade. However, aid is sometimes used to force poor countries to adopt certain policies:

- In return for loans, the IMF and World Bank require many countries to cut the support and protection that they give to poor farmers.
- This is despite the fact that many farmers in Europe and the US continue to receive help from their governments.
- Aid and trade are often linked: in 2001, the UK government used £10 million in aid to help persuade the government of Ghana to allow foreign companies to run parts of the country's urban water supply

After the game - discussion prompts

- Ask each group how they got on and how they felt during the task.
- Ask the groups with less resources how they felt during the task.
- Explain to students that this game reflects the inequality of trade structures.
- Ask groups if it is fair that 80 per cent of the world's resources are controlled by 20 per cent of the world's population – most of whom live in rich countries?



TRADE TARGETS UNDER SDG 17



TARGET 17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda



TARGET 17.11 Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020



TARGET 17.12 Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

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TEACHER/ FACILITATOR ACTIVITY 3

Working Together For A Just World

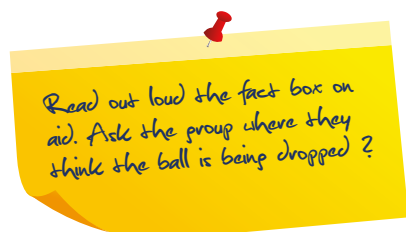
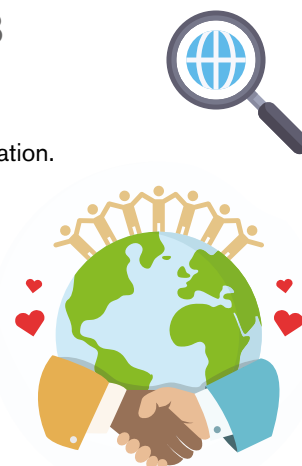
AIM: To explore the interconnectedness of the SDGs and the importance of participation.

TIME: 40 Minutes

MATERIALS: Two ping pong balls per team, cardboard tubes about 50 cm long, art materials, a box, and copies of the 17 SDGs (photocopy available on page 7)

INSTRUCTIONS:

- 1) Cut the tubes in half lengthways. The tubes can be made from postal tubes or kitchen roll inserts.
- 2) Split the group into teams of about four people. Ask who has heard of the SDGs? Do they know what they are about?
- 3) Give each group a copy of the SDGs and ask them to choose one of the goals.
- 4) Give a section of tube to each person. On the outside of the tube ask them to paint what their goal means to them. If someone is finished early, get them to write "Justice" on the ping pong balls and "A Just World" on the box. Place the box at the end of the room.
- 5) Each team must form a line and when you say GO, they roll the ball down the first tube to the second and so on until they roll it into the box. If the ball stops moving or is dropped at any time, they have to go back to the start.
- 6) If the group finds it too easy, introduce obstacles such as chairs, basins of water, blindfolds or use a tiny box. The winners are the team who get their ball into the box first.



Debrief: Ask what they liked about the activity? Did they find anything difficult? What do you think is difficult about achieving the SDGs? What could the obstacles represent in real life? Can you think why the 17 goals are important?



IRELAND AND FOREIGN AID

Aid is when one country gives resources like finance, food, emergency relief, services or technical assistance to another country to benefit the development of its people and economy or to help them recover after a natural or 'man made' disaster. Examples include setting up clinics or primary schools or empowering local women to set up their own businesses. Aid is not the only answer to poverty; we need to challenge unfair global systems too. But it does have a crucial role to play. In 2000, Ireland has promised to give 0.7% of its GNI (Ireland's income for a year) in aid by 2025, in order to contribute to achieving the SDGs. This would mean spending just 70 cent in every €100 to help the poorest people in the world. Spending on ODA peaked at 0.59% in 2008, but since then we have seen a downward trend – with Ireland spending just 0.33% on ODA in 2017.

The aid budget is known to improve the lives of the world's poorest and most marginalised people. At a time of unprecedented political, economic and social upheaval globally – with 128 million people in 33 countries currently in need of humanitarian assistance, and 65 million people displaced from their homes by war and conflict – it is more important than ever that countries like Ireland play their part.

What is Foreign Aid?



EDUCATION



FOOD



WATER



INFRASTRUCTURE



AGRICULTURE



ENVIRONMENT



PEACE BUILDING



HEALTH CARE



MARKETS & TRADE



EMERGENCY RELIEF



RESILIENCE



TRAINING



TARGET 17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries

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ACTIVITY 3: PHOTOCOPY THIS PAGE



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CONCERN WORLDWIDE AND SDG 17

Concern Worldwide cannot achieve its mission alone. We believe we can achieve greater impact working in collaboration. Our partners come from a range of different backgrounds, from small community-based groups to governments and globally based organisations. Partnerships may involve Concern staff in joint operations, supporting and monitoring work, or funding local partners to deliver services. In many cases, a large part of Concern's input has been and will continue to be capacity building of the partner. Partnerships are evident to different degrees in all our programmes with Livelihoods representing 30% of partners; Health 18%; Education 3%; Integrated 32% and Emergencies 17%. The country with the largest number of partners in 2017 was Pakistan with 26 partners.



As a founding member of Alliance2015, a partnership of seven European organisations, with a presence in 89 countries, we continue to work in collaboration with our fellow members at programme and policy levels. In 2017 we provided €4.6 million to 129 partners.

Concern Worldwide also collaborates with a number of leading Irish companies. These businesses support and help achieve real and lasting change.

Project Us is just one of the ways Concern is engaging members of the public in conversations about the SDGs. Project Us is hosting World Cafés around the country, generating debate and an exchange of ideas on how we can all work together to turn the Global Goals into actively shared objectives. Project Us is collaborating with a number of community initiatives, educational bodies, NGOs and individuals.

Concern Worldwide is a member of Coalition 2030 which is an alliance of civil society organisations committed to and working towards upholding Ireland's commitment to achieving the SDGs. Coalition 2030 has a shared vision "to transform our world through collaborative partnerships that will free the human race from the tyranny of poverty and want, and to heal and secure our planet".

How can you help achieve SDG 17?



Team up with Project Us. Come along to one of our World Cafés or join the conversation online. Find out more here: www.concern.net/get-involved/project-us



Send a postcard your government to remind them of the 0.7% foreign aid pledge



Support export by buying products from developing countries. Pay attention to the Fair Trade label on products which helps to indicate products from local producers in countries.



Stay informed. Follow your local news and stay in touch with the Global Goals online or on social media.

A template for a postcard. At the top, it says 'project us' in a stylized font. Below that, it says 'LEAVE A MESSAGE FOR THE IRISH GOVERNMENT HERE'. The postcard is framed by a border of the 17 Sustainable Development Goals icons. On the right side, there is a large empty box for a message and a smaller box for an address.

WANT TO LEARN MORE?

Concern Worldwide's Active Citizenship team run workshops for students during the academic year. If you are interested in exploring and critically examining global issues in the classroom please contact us on schools@concern.net

Follow us on twitter @concernactive. Follow us on Instagram @concernactive. Add us on Snapchat @concern.net