

TEACHERS' GUIDE to the SDGs

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WORKSHOP AIMS

- To find out how two Oxfam projects support young people's learning and active engagement with the SDGs.
- To collaborate in scoping Oxfam's Teaching SDGs guide.
- To explore the relationship between education and action through the SDG framework.



ABOUT OXFAM



OXFAM

OXFAM

A global movement of people working towards a world without poverty

Together with communities across the world, Oxfam is striving for a future free from poverty.



OXFAM EDUCATION



Education for global citizenship helps young people to develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place.



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GLOBAL CITIZENSHIP OUTCOMES

Young people who have...

Knowledge and understanding

- Social justice and equity
- Identity and diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict
- Human rights
- Power and governance

Skills

- Critical and creative thinking
- Empathy
- Self-awareness and reflection
- Communication
- Co-operation and conflict resolution
- Ability to manage complexity and uncertainty
- Informed and reflective action

Values and attitudes

- Sense of identity and self-esteem
- Commitment to social justice and equity
- Respect for people and human rights
- Value diversity
- Concern for the environment and commitment to sustainable development
- Commitment to participation and inclusion
- Belief that people can bring about change

Source: *Education for Global Citizenship: A Guide for Schools*, Oxfam, 2015



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

SUSTAINABLE DEVELOPMENT GOALS



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FYS FORUMS

www.fys-forums.eu



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University of
LODZ



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Aims

- Create an inclusive, sustainable, networked model of global citizenship youth forums delivered by schools, for schools across the EU.
- Provide teachers and young people with the tools to promote effective and inclusive youth leadership through the forums, both within and outside formal school activities.
- Influence local, national and European-wide stakeholders to promote inclusive and participatory youth-led policies and opportunities with EU education systems.



Key elements

- Strong focus on participatory approaches. Young people select themes, carry out preparations and run the forums themselves across all partner countries
- Young people choose and carry their own actions in response to their learning
- Broad range of partners including INGOs and academia
- Integrates existing approaches to informal globally-focussed youth forums into formal education
- First forums on ‘People forced to flee’, second forums on ‘Gender inequality’ (SDG5)



Examples of taking action

- Hosting an FYS Forum!
- Raising awareness in school through running assemblies/making a film/video, peer learning.
- Raising awareness in local community through inviting parents, governors and local businesses to a sharing event.
- Sharing learning and thinking with local newspaper/radio.
- Writing to or visiting local councillors and/or MPs.
- Devising joint projects with local businesses and sharing the results widely.
- Deciding to learn more about the issue before taking action.



Sample activities from Gender Equality forum

- Think critically about SDG5
- Gender equality quiz
- Opinion Continuum



Opinion statements

- SDG5 will be achieved by the year 2030.
- There has never been a better time to be a woman or girl.
- Gender equality will not be achieved unless there is an equal number of men and women in parliament.
- It doesn't matter that much if women earn less than men. There are other ways to be equal.
- Caring for children and the home should be equally shared by male and female family members.
- Changing the law can make a big difference in making men and women more equal.



WALK THE GLOBAL WALK

Mobilising European young people in
support of the Sustainable
Development Goals
2017-2020



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The problem:

- Lack effective engagement of local authorities with SDGs
- Lack of multi-stakeholder actions on SDGs
- Inadequate presence of SDGs in school curricula
- Potential weakness in next generation of leaders to share European active citizenship.



Aims

- Mobilise young people as catalysts for transformational change
- Localise SDGs at sub-national level
- Produce an innovative replicable educational model addressing complexities of the current global agenda and encouraging critical thinking on 21st century global issues.



Key elements

- Teacher training
- Focus on SDGs 11, 13 and 16 (one per year)
- Online interactive platform
- Development of youth leadership skills
- Educational courses
- Peer education activities
- EU SDG week
- Global walk
- SDG local-awareness raising
- Action-planning workshops and workshops in partner countries
- SDG international summer school



Oxfam Teaching SDGs guide - USP

- Comprehensive overview
- Critique of SDGs: pros/cons.
- SDGs as the frontier of where the world can agree on goals for the future.
- Promoting and supporting collaborative, co-creative approach between teachers/learners and enabling teachers to handle uncertainty etc.
- Supporting teachers with how to work with learners to engage with wider community on SDGs.



Teaching SDGs guide – draft outline

Pages 2-3

Introduction

What are the SDGs?

Pages 4-5

Why teach the SDGs? (inc links to3-nation curricula)

Pages 6-7

Governments and the SDGs

Why take a global citizenship education approach to teaching SDGs?

Pages 8-9

Approaches to teaching the SDGs

(include a critique...)

Measuring the SDGs

Pages 10-11

Learn-Think-Act on SDGs: relationship between education and action

Pages 12-13

Your school and the wider community

Local-global links (think global, act local etc.)

Pages 14-15

Case studies of schools taking action in school & wider community

Pages 16-17

Activities for staff training

Pages 18-19

Activities for learners (strong focus on link between education and action)

Pages 20-21

Activities for learners

Pages 22-23

Activities for learners

Find out more



Teaching SDGs guide - questions

- USP – anything to add/change?
- What have we missed?
- What should we emphasise most/more?
- Anything we should remove?
- Do we need detailed Curriculum mapping?
- How can we best include the voice of young people in the development of guide?
- Do you have good case studies/ activity ideas?
- Are you interested in providing feedback (Dec/Jan)?



EDUCATION AND ACTION

- Learn-Think-Act approach
- Discussion – what really matters?



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HART'S LADDER OF PARTICIPATION

“A nation is democratic to the extent that its citizens are involved, particularly at the community level.

The confidence and competence to be involved must be gradually acquired through practice. It is for this reason that there should be gradually increasing opportunities for children to participate in any aspiring democracy, and particularly in those nations already convinced that they are democratic”.

Roger Hart 1992: Children's Participation : from tokenism to citizenship. Essay for UNICEF (Innocenti Essay No.4)

