

The United Nations (UN) Convention on the Rights of the Child (UNCRC), 1989

The UNCRC and other UN Declarations, agreed by 193 member Nation States, declare that everyone is entitled to a decent standard of living and we all have a responsibility to work towards those aims for the benefit of all. The UNCRC applies, without discrimination, to all children. Their best interest must always be prioritised. Children have the right to life, survival and development and to be heard on all matters that affect them. Here are some of the articles in the convention:

“ Everyone under the age of 18 has all the rights in the Convention *Article 1*

“ The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from. *Article 2*

“ Governments must actively work to make sure children and adults know about the convention. *Article 45*

“ Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this. *Article 28*

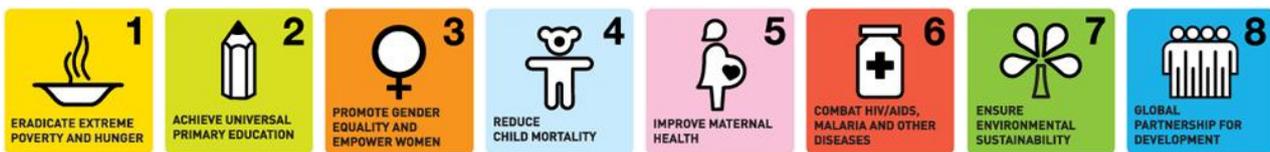
“ Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. *Article 29*

“ Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries to achieve this. *Article 24*

“ Every child has the right to relax, play and take part in a wide range of cultural and artistic activities *Article 31*

www.unicef.org/ Documents/Publication-pdfs/UNCRC_summary.pdf

2000 - 15: 8 Millennium Development Goals



In 2000, the UN set 8 global goals to halve extreme poverty by 2015. Progress has been made in many areas. Since 1990 extreme poverty has halved, 2.3 billion people gained access to clean drinking water and 17,000 fewer children now die each day. There has been a 45% reduction in maternal mortality, reduction in deaths from Malaria and HIV, and reduced debt and increase in trade for developing countries. Primary school enrolment of 90% has been achieved in developing regions.

In 2015, UN analysis shows that much remains to be done:

- One in nine people in the world are hungry
 - Six million children a year die before their 5th birthday
 - 58 million children are not in school
 - 2.5 billion people lack basic sanitation
 - Women still face discrimination: only half of women in developing regions have access to adequate levels of health care. Every hour, 50 young women contract HIV.
 - In 2012 526,000 people died of malaria.
 - Aid money reached a record high in 2013, but it shifted away from the poorest countries.
- (UN 2015 Infographics www.un.org/millenniumgoals/mdgmomentum.shtml)

Non-Governmental Organisations do invaluable work as advocates for the disadvantaged and poor, but governments and international bodies are mandated to eliminate poverty whilst ensuring sustainability.

Learning about The United Nations (UN) Sustainable Development Goals (SDGs)

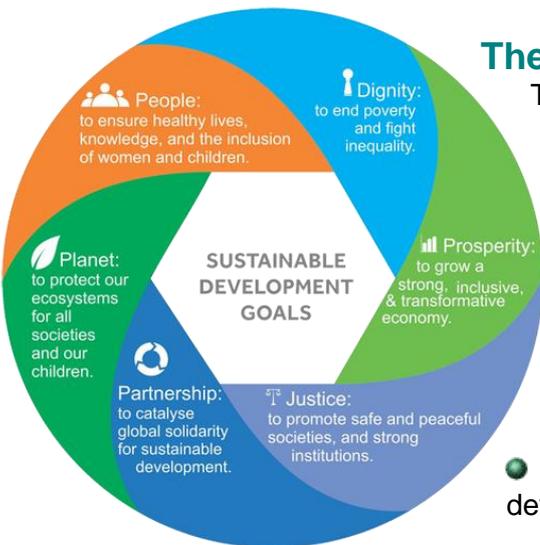
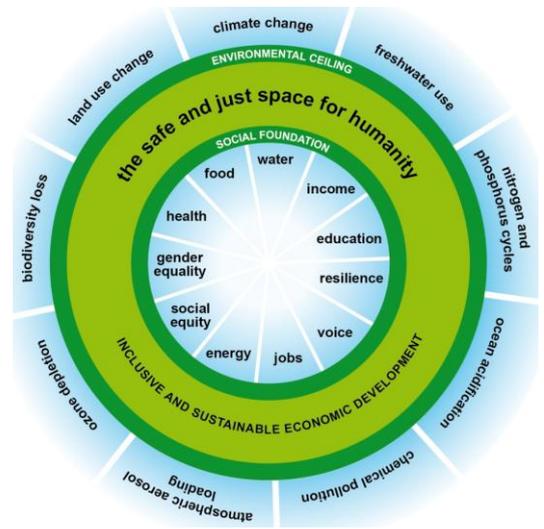
So what do they aim to do next?

Sustainable development aims to meet our present needs and ensure the future wellbeing of people and planet.

Earth, our only home, has limited resources and capacity. How can we live within its limits, protect diversity and conserve natural resources whilst human rights are enjoyed by all?

A safe and just space for humanity: Can we live within the doughnut?

Kate Raworth from Oxfam drew this diagram to show the safe and just space that exists for humanity on earth.



The UN Sustainable Development Goals (SDGs)

The SDGs combine sustainability with global justice. They integrate targets to reduced resource use with human development targets.

The UN SDG Principles:

- No one left behind, ensuring human rights are enjoyed by all
- Sustainable development at the core, transforming our use of natural resources
- Changed patterns of consumption and production, creating a more equitable world
- Peace and accountability for all states and Institutions, promoting the well being of all
- Partnerships for global social justice, merging environment and development agendas

2015-2030: 17 United Nations Sustainable Development Goals:

<https://sustainabledevelopment.un.org/content/documents/7891Transforming%20Our%20World.pdf>

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
3. Ensure healthy lives and promote wellbeing for all at all ages
4. Ensure inclusive and equitable quality education; promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen means of implementation and revitalise the global partnership for sustainable development

Find out more: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

<https://vimeo.com/137728737>

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

For Children: www.youtube.com/watch?v=HayxyUa5vZo

<http://www.un.org/sustainabledevelopment/wp-content/uploads/2015/03/SDGs-child-friendly.pdf>

For Teachers: <http://globaldimension.org.uk/worldslargestlesson> <https://www.tes.com/worldslargestlesson/the-goals/>



HEC Global Learning Centre, Tower Hamlets PDC 229 Bethnal Green Road London E2 6AB
Go to www.globallearninglondon.org.uk to download the complete series



Learning in a global context:

Children encounter differing world views from their families, cultures and communities. A school curriculum set in a global context will deepen their ability to understand, engage with and critique the complexities of that world.

UN Sustainable Development Goals (SDGs)

Teaching about SDGs requires teachers to be familiar with global issues that affect all our lives and to provide learning that helps pupils to develop knowledge, skills and values to live and be active in an interdependent, globalised world.

Real, relevant, current issues:

The MDG's 2000-2015 timeline spans pupils' past and SDGs will shape their futures to 2030. The SDG aims of sustainable living require us all to develop new ways of thinking and acting. SDGs provide unprecedented opportunities for countries and communities to work together for a sustainable and equitable world. They give purpose to work across the curriculum, with rich data and real-life scenarios around universal themes and current global issues. They open up debate around differing ways of tackling extreme poverty and inequality and alternative perspectives on poverty and wealth.

Broaden perceptions, counter stereotypes:

No country is uniformly rich or poor: inequality exists within, as well as between countries, including in the UK. There is much to be learnt from others, whatever their situation. Media coverage of people and places may reinforce common stereotypes. Adverts and images convey inaccurate impressions of widespread dependency and uniform poverty in Southern countries, especially in the diverse continent of Africa.

Matters of Social justice, rather than charity

Fundraising campaigns prioritise a particular perspective which aim to evoke sympathy and may instil feelings of guilt. Encouraging children to research and question global issues helps them to understand diverse perspectives and critique alternative ways governments and people can achieve a more sustainable and equitable world.

Thinking critically about the UN SDGs:

SDGs represent the UNs vision for a sustainable and just future where poverty is ended and human rights enjoyed by all. The real challenge is to achieve them. Students can think critically about the SDGs through: **Self reflection:** at a private and personal level or, or **Group dialogue:** sharing ideas to engaging critically with multiple perspectives of ourselves and others. **These questions help you think through issues and consider your choices.**



<http://un.dk/about-the-un/the-global-goals>

- **Self-reflective questions**

Focus: What do I think about this? Why do I think like that? To what extent am I open to changing my view?

- ~ Do you feel that you have enough in life?
- ~ Do all children at your school have enough?
- ~ What about your wider community? Do you live in an area that is that well-off, or struggling, or both?
- ~ Do you think change (in your country and others) is needed to make the world fairer?
- ~ If so, what change is needed and who needs to make the changes?
- ~ Do you think poverty, hunger, war and disease in other parts of the world have anything to do with your life and your choices?

- **Group Dialogue questions**

Focus: What do others think about this? How can I find different perspectives? Or analyse implications, assumptions and contradictions? How can I engage with complexity, conflict, uncertainty and difference?

Discuss these questions with others:

- ~ How do you define poverty and wealth?
- ~ Is global inequality getting better or worse?
- ~ Is there poverty in 'developed' countries?
- ~ Is it different from poverty in 'developing' countries?
- ~ What are the local consequences of poverty?
- ~ Does the existence of 'winners' depend on the existence of 'losers'? ...Locally? ...Globally?
- ~ What do children need in to understand in order to make sense of inequality in the world?
- ~ What are our responsibilities to people with less than us? What role does education play?

- **Responsible Choices:**

- ~ What does all this have to do with you?
- ~ What could you do to engage with change?
- ~ What have you learnt?
- ~ Will your decisions and actions differ as a result?



Curriculum Planning

Literacy, Language and Communication

- ~ Present, dramatise, debate and discuss aspects of the Global Goals (MDG/ SDGs):
- ~ Investigate media news stories from different points of view: comparing language content and style;
- ~ Critically evaluating the global goals- are there losers as well as winners?
- ~ Analyse advertisements/ images/ stories from multiple perspectives e.g. NGO adverts;
- ~ Recognise the importance of all languages and promoting language learning and diversity;
- ~ Investigate which regions speak the same languages and why.

Physical

- Explore concepts of fair play: '*Leave no one behind*'
- ~ Learn about rules, fairness and inequality in the context of sport: negotiate and play by rules so no one is left out or disadvantaged;
 - ~ Investigate what is fair and unfair at varying levels;
 - ~ Investigate what 'goals' mean in sport and in the MDGs or SDGs.

Personal, Social, Health, Citizenship and Economic Education

- Pupils learn:
- ~ about participation and decision making processes at school, local and national and levels including governments, democracy, justice/legal and political systems, and how access and participation varies across the world Empathy and capacity to think and act as global citizens
 - ~ about wants and needs, fairness, equality, rights and responsibilities on an increasing local, national and global level;
 - ~ about participation and decision making processes at school, local and national levels including governments, democracy and political systems;
 - ~ actively take part in activities involving representation, voting and campaigning on issues they have explored;
 - ~ about ways to keep ourselves and others safe and healthy
 - ~ Philosophy for Children
 - ~ Shared projects for partner schools

Knowledge and Understanding of the World

- Learning about other countries cultures and religions:
- Pupils learn about:
- ~ the geography and societies of other nations and regions including economic activity, such as trade links, the distribution of natural resources including energy, food, minerals and water; and our collective responsibilities to protect the planet and all humanity
 - ~ the lives of significant individuals past and present who have contributed to the Global Goals and their associated ideals, e.g. Nobel peace prize winning individuals and organisations;
 - ~ environmental change affecting people, animals and habitats;
 - ~ how people try to manage environments sustainably and suggest ways people can both improve and damage the environment

Creative

- ~ Create work individually, in groups or as a class e.g. to create visual representations of the goals.
- ~ Investigate creative output of a variety of nations and groups, including those often on the margins, e.g. women, minority groups such as indigenous or tribal peoples, the traditional and the modern.

Mathematical, Scientific and Technical

- Pupils can:
- ~ use mathematical vocabulary and data comparison to explore inequality and chart progress of MDGs/SDGs; e.g. use gapminder.org
 - ~ learn about biodiversity and its importance, recognising relationships in the natural world and identifying, grouping and classifying;
 - ~ learn about evolution: how animals and plants adapt to suit their environment in different ways;
 - ~ learn that our use of technology can present opportunities to overcome global challenges such as climate change and poverty but that industries involved in technology can themselves present problems
 - ~ learn about sustainable forms of energy and how to prevent further threat of climate change by taking appropriate action at a personal and higher levels

To download the complete **Learning about ...** series, our global learning **Guidance** Leaflets and complete the **How Global is my school audit** go to www.globallearninglondon.org.uk For more information on Global Issues go to www.globalfootprints.org/issues Classroom Activities go to www.globalfootprints.org/classroom Support and documentation go to www.globalfootprints.org/support

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