Ontario History and Social Science Teachers' Association
Association des enseignant·es des sciences humaines de l'Ontario

Unit 3 Lesson 6: The UN's Sustainable Development Goals

Lesson Overview: In this lesson, students will explore international issues relating to the United Nations' Sustainable Development Goals (SDGs). They will learn about the SDGs as a model of setting objectives and measuring the results of a civic action plan that is directed towards the common good. In order to tie their learning to their unit summative and course summative projects, students will also practice making connections between the international, Canadian, and local contexts in which the SDGs can be applied.

Note: This lesson is largely inspired by activities proposed in the educator's guide to the *Inspiring Global Citizens* module published by the Aga Khan Foundation Canada.

Connections to Inquiry Process ● Gather and Organize Information ● Analyse and Interpret ● Evaluate and Draw Conclusions ● Communicate	**Connections to Political Thinking Concept(s)** ● **Political Significance** ● **Objectives and Results** Students will deliberate and vote on the most **important** global issues, then study Canada's **objectives and results** in response to the UN's Sustainable Development Goals.
Curriculum Expectations **A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance** A1.2 select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources, including media forms such as social and traditional media, ensuring that their sources reflect multiple perspectives A1.4 use the concepts of political thinking when interpreting and analysing evidence, data, and information relevant to their investigations; evaluating and synthesizing their findings; and formulating conclusions, predictions, and judgments about issues, events, and/or developments of civic importance **B2. Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations (FOCUS ON: Stability and Change; Political Perspective)** B2.7 explain, with reference to issues of civic importance, including economic issues, how various domestic, foreign and international groups and institutions	**Learning Goals** **We are learning to** define Canada's objectives and results on achieving the common good in response to the UN's Sustainable Development Goals **So that we can** better understand how to make connections in our unit culminating.

can influence government policy, and describe ways in which government policy affects individuals' lives and the economy

B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon (FOCUS ON: Political Significance; Objectives and Results)

B3.5 analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions

C1. Civic Contributions, Inclusion, and Service: analyse the importance of various contributions to the common good, and assess the recognition of beliefs, values, and perspectives, in communities in Canada and internationally (FOCUS ON: Political Significance; Stability and Change; Political Perspective)

C1.2 explain how various actions can contribute to the common good at the local, national, and/or global level

Readiness

- Students must already understand the role of the United Nations in international rights and responsibilities
- Students have encountered the concept of the common good several times

Terminology

- Global citizenship/citizens
- Global interdependence
- Interconnectedness
- Sustainable development
- International/global responsibilities
- Global issues
- Common good

Materials

For the teacher:

- Computer, projector, speakers
- VIDEO: "What Is Sustainable Development?"

For each student:

- Icons of the UN SDGs (page 40 or 41)
- SDG Activity (paper or digital)
- Notebook, binder, or computer for note-taking and reflection

Resources

Inspiring Global Citizens module published by the Aga Khan Foundation Canada

United Nations Sustainable Development Goals

"TOWARDS: Canada's 2030 Agenda National Strategy - Interim Document"

Minds On

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Connections

1. Organize students into small groups.

2. Tell students, "We will start by brainstorming humanity's most difficult challenges that limit the common good**."** Give a defined time period to brainstorm and produce a list.
   Examples for students:
   a. poverty
   b. food security
   c. water (security, access, quality)
   d. healthcare
   e. access to education
   f. gender/sex inequality, sexism
   g. racism
   h. war, violence
   i. climate change

3. Once students have produced a list, ask them to deliberate in their groups and select **one most important issue** and express **one reason for their choice**. Encourage students to use the words "common good".

4. Have each group record their #1 challenge and their reason on the board or a similar visible location that can be referred to later.

5. Tell the students that they were acting like the United Nations when it was trying to set goals before taking action on sustainable development. Remind students explicitly that the unit and course summatives also involve defining and setting goals before taking action.

Assessment: (one of)

Assessment *for* learning:

- Are students using the term "the common good"?
- Are students providing a reason for their choice of humanity's most difficult challenge that limits the common good?

Differentiated Instruction:

Action

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided > independent)

Connections

1. Distribute the icons of the UN SDGs handout (pages 40-41) to each student. Distribute the U.N's Sustainable Development Goals activity to each student.

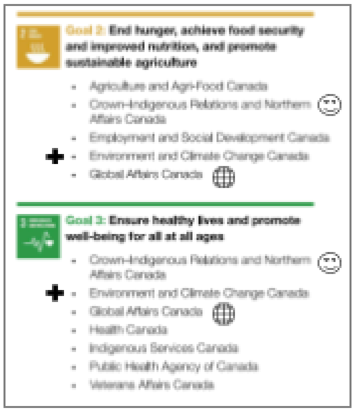
2. Play the Swiss Foreign Ministry's video on the 17 Sustainable Development Goals.

3. Students will use the video to answer these questions on their handout:
    a. *What SDGs is Switzerland prioritizing?*
    b. *Use your imagination: What **might** this tell us about inequality and the common good in Switzerland?*

4. Read the **model** of good connections on their handout as a whole class (these are copied from the Aga Khan Foundation's lesson).

5. Distribute "Annex II" and "Annex III" from TOWARDS: Canada's 2030 Agenda National Strategy.

6. Students will start the "Practice Together" section of their handout.
    a. Skim Annex II to get a sense of the overall meaning.
    b. List three SDGs to which Canada has assigned the same government departments.



Goal 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

- Agriculture and Agri-Food Canada
- Crown-Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Global Affairs Canada

Goal 3: Ensure healthy lives and promote well-being for all at all ages

- Crown-Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Global Affairs Canada
- Health Canada
- Indigenous Services Canada
- Public Health Agency of Canada
- Veterans Affairs Canada

* There are MULTIPLE overlaps: use any of the following as models or show the example above (symbols indicate overlap):

- Goal 1 and 2: Employment and Social Development Canada
- Goal 8 and 9: Agriculture and Agri-Food Canada
- Goal 13 and 15: Environment and Climate Change Canada

    c. Attempt to write connections between these three SDGs based on the model of good connections that was just read.

Teacher Note: Model how to do this with students before they try to do it on their own.

7. Introduce students to "Annex III" by telling them they are looking at Canada's planned Objectives and Results in response to the SDGs.

Assessment:

Assessment ***for*** learning (continues into Consolidation):

- Are students expressing logical connections between ideas, based on the model they are given in this lesson? This prepares them for achievement in the Application category of their evaluations in this course.

Differentiated Instruction:

- Besides the model, the teacher may need to do another example of making connections based on the Annex documents to support all learners.

Quick Tips:

"Goals" and "ambitions" in the Annex are what we call "objectives", and "targets" are what we call "intended results".

8. Students read through Annex III, list three SDGs that have been given measurable targets and three that have not been assigned targets. Then answer in relation to the second list (no targets):

    a. Does Canada consider these issues priorities? Does this surprise you?
    b. Note: the ones that do not have specific targets are Goal 4: Quality education, Goal 5: Gender Equality; Goal 8: Decent Work and Economic Growth; Goal 10: Reduced inequalities; Goal 16: Peace Justice; Goal 17: Global Partnerships

9. Conduct a brief class discussion to confirm which issues they think Canada does not consider to be priority issues.

10. Students discuss with a partner:
    a. There are 17 goals, but the UN chose poverty, inequality and climate change as priorities.Does this make sense based on what you know?

11. Conduct a whole class discussion to review student responses.
12. Students individually make a second attempt to write connections in the "Putting it Together" part of the handout (p. 3):
    a. How are poverty, inequality, and climate change **related** to one another? How might neglecting one of these issues make all three worse, and how might addressing one of these issues make all three better?

Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Connections

Individual student reflection (on the handout):

1. What are THREE SDGs that are relevant in our local community?

2. What are THREE SDGs we do not see very much in this community?

3. Choose one of those two lists. Can you make connections within either set of issues?

4. What did you learn from this lesson about setting good Objectives and Results on improving the common good globally?

Assessment:

Assessment ***for*** learning:

- Can students accurately connect their knowledge about the community to the SDGs? This will prepare them to keep improving the Knowledge aspect of their unit summative and course summative.

- Are students expressing logical connections between ideas, based on the model they are given in this lesson? This is the consistent expectation of the Application category of their achievement in this course.

Differentiated Instruction:

Differentiation of:

- Content

Based on:

- Interest
- Readiness

Students think about their understanding of their own local community and select SDGs that seem most relevant and least relevant. Their summary of their own learning in question #4 will also be individualized.

Additional Sources

1. On Feb. 14, 1990, famed scientist Carl Sagan gave us an incredible perspective on our home planet that had never been seen before. This video (3:26) dramatizes an excerpt from Sagan's 1994 book, "Pale Blue Dot: A Vision of the Human Future in Space."

ANNEX II
FEDERAL DEPARTMENT MAPPING AGAINST THE SDGS

To accelerate progress towards Canada's commitment to the 2030 Agenda, the Minister of Children, Families and Social Development was appointed to lead Canada's implementation of the 2030 Agenda in close collaboration with all other ministers and their departments.

While the Minister of Families, Children and Social Development has the overall responsibility to lead Canada's implementation of the 2030 Agenda, the Minister of International Development leads the advancement of Canada's responsibilities and its commitments to the SDGs in terms of foreign policy and international development.

All federal ministers, departments and agencies are accountable for implementing the 2030 Agenda and supporting the development of the national strategy. This shared responsibility and collaboration across the Government of Canada will help to ensure that Canada's commitment to the 2030 Agenda remains a focus from now until 2030.

Goal 1: End poverty in all its form everywhere

- Canada Revenue Agency
- Employment and Social Development Canada
- Finance Canada
- Global Affairs Canada
- Indigenous Services Canada
- Innovation, Science and Economic Development

Goal 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

- Agriculture and Agri-Food Canada
- Crown–Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Global Affairs Canada

Goal 3: Ensure healthy lives and promote well-being for all at all ages

- Crown–Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Global Affairs Canada
- Health Canada
- Indigenous Services Canada
- Public Health Agency of Canada
- Veterans Affairs Canada

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Canadian Heritage
- Crown–Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Finance Canada
- Global Affairs Canada
- Indigenous Services Canada
- Innovation, Science and Economic Development Canada
- Veterans Affairs Canada
- Women and Gender Equality

Goal 5: Achieve gender equality and empower all women and girls

- Crown–Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Global Affairs Canada
- Immigration, Refugees and Citizenship Canada
- Indigenous Services Canada
- Infrastructure Canada
- Justice Canada
- National Defence
- Public Safety Canada
- Public Services and Procurement Canada
- Transport Canada
- Treasury Board of Canada Secretariat
- Women and Gender Equality

Goal 6: Ensure availability and sustainable management of water and sanitation for all

- Environment and Climate Change Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Indigenous Services Canada
- Infrastructure Canada

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

- Global Affairs Canada
- Infrastructure Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Public Services and Procurement Canada

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- Agriculture and Agri-Food Canada
- Canada Revenue Agency
- Canadian Heritage
- Crown–Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Finance Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Immigration, Refugees, and Citizenship Canada
- Indigenous Services Canada
- Innovation, Science and Economic Development Canada
- National Defence
- Natural Resources Canada
- Public Services and Procurement Canada
- Transport Canada
- Veterans Affairs Canada

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

- Agriculture and Agri-Food Canada
- Canadian Heritage
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Finance Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Indigenous Services Canada
- Infrastructure Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Public Safety Canada
- Transport Canada
- Treasury Board of Canada Secretariat

Goal 10: Reduce inequality within and among countries

- Canada Revenue Agency
- Employment and Social Development Canada
- Finance Canada
- Global Affairs Canada
- Immigration, Refugees and Citizenship Canada
- Indigenous Services Canada
- Infrastructure Canada
- Veterans Affairs Canada
- Women and Gender Equality

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

- Canadian Heritage
- Canada Mortgage and Housing Corporation
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Finance Canada
- Global Affairs Canada
- Indigenous Services Canada
- Infrastructure Canada
- National Defence
- Natural Resources Canada
- Public Safety Canada
- Transport Canada

Goal 12: Ensure sustainable consumption and production patterns

- Agriculture and Agri-Food Canada
- Environment and Climate Change Canada
- Finance Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Public Services and Procurement Canada

Goal 13: Take urgent action to combat climate change and its impacts

- Agriculture and Agri-Food Canada
- Crown–Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Finance Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Infrastructure Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Transport Canada

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

- Crown–Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Transport Canada

Goal 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

- Agriculture and Agri-Food Canada
- Crown–Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada

Goal 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

- All departments

Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

- All departments

ANNEX III
CANADIAN INDICATOR FRAMEWORK

The Canadian Indicator Framework (CIF) contains a series of indicators developed by Statistics Canada in collaboration with the SDG Unit at Employment and Social Development Canada (ESDC) and other federal departments. The CIF, which complements the Global Indicator Framework, will be used to measure progress on the different Canadian ambitions identified in *Towards Canada's 2030 Agenda National Strategy*.

The first iteration of the CIF proposes 30 ambitions, 60 federal indicators and many targets that span the SDGs. The ambitions proposed in this version of the CIF are intended to start a conversation on where Canada would like to be in 2030 with each SDG. They are also meant to identify and validate indicators and targets.

By establishing Canada's ambitions, indicators and targets, Canada will be able to chart its path toward achieving each of the SDGs, assess progress, correct its course, identify gaps and propose concrete actions. It is important to note that the ambitions are meant to serve as guideposts. Partners are encouraged to use the indicators and targets that are relevant to their own respective realities.

The current CIF is the result of a review of the federal policies, strategies and initiatives related to all the SDGs and consultations with the departments and agencies involved. Each selected indicator is based on a clear methodology and evidence from existing reliable sources. Most of the data can be disaggregated, meaning it can be broken down into smaller subpopulations or subcategories, and it is available over several years, which will help identify regional disparities and vulnerable populations, and highlight major trends.

To ensure no one is left behind, the CIF will provide disaggregated data for many specific groups that are potentially vulnerable, including women, children, seniors, veterans, immigrants, members of visible minorities, single-parent households, people with low income, First Nations, Métis, Inuit, people with disabilities and members of the LGBTQ2 community.[12]

CIF indicators are interconnected. For example, the ambition whereby Canadians contribute to and benefit from sustainable growth will be measured beyond the gross domestic product (GDP) with indicators like the unemployment rate by group, the proportion of youth not in education, employment or training (NEET), the poverty rate and the rate of access to water, electricity and education.

The proposed selected targets are a starting point for identifying targets beyond the national level and that reflect local and community contexts. The CIF will aim to identify and include whole-of-Canada ambitions, indicators and targets supported by all Canadians.

---

[12] International Institute for Sustainable Development, Leaving No Canadian Behind: Measuring the well-being of vulnerable Canadians for effective SDG implementation.

SELECTION CRITERIA

As suggested in the document *Getting Started with the Sustainable Development Goals* produced by the Sustainable Development Solutions Network (SDSN), the chosen indicators: (1) are limited in number and globally harmonized with the Global Indicator Framework for the SDGs; (2) are simple, with straightforward policy implications; (3) allow for high-frequency monitoring of data by reliable sources that can be disaggregated; (4) are outcome-focused and forward-looking; and (5) are representative to ensure that the diversity of the Canadian reality is fully captured.

Creating a framework of indicators requires considering a number of trade-offs, for example:

- **Completeness vs. simplicity:** Maintain a balance between the need to encompass everything that is relevant or important and having a framework that is too large and complex. If everything is considered a priority, nothing can truly be prioritized.
- **Relevance vs. comparability:** Maintain a balance between indicators that highlights different regional and specific issues and comparable indicators from coast to coast to coast.
- **Static vs. adaptive:** Maintain a balance between a framework of indicators to track today's progress to 2030 and a flexible framework that will incorporate important issues as they emerge.
- **Bottom-up vs. top-down:** Maintain a balance between a common but top-driven framework of indicators and a framework that incorporates the diversity of perspectives of different stakeholders.

NEXT STEPS

This first iteration of the CIF will be used to support further consultations with stakeholders. It is intended to start the conversation with Canadians on Canada's level of ambition to achieve the SDGs and the appropriate targets and indicators to measure Canada's progress.

Canadians are encouraged to help shape the CIF by sharing their views, ideas and perspectives. All stakeholders are encouraged to:

- provide feedback on whether the CIF accurately reflects Canada's ambition in relation to the SDGs, including the opportunities, challenges, trade-offs and gap areas;
- validate and build upon the proposed ambitions, indicators and targets;
- identify local and community-driven measurements to complement existing indicator frameworks and data;
- advance data-disaggregation to ensure the Framework reflects and monitors underrepresented and marginalized groups; and,
- enhance data disaggregation, recognition of Indigenous identity across the framework and the future integration of community-based data from Indigenous communities.

CANADIAN INDICATOR FRAMEWORK

Goal 1: End poverty in all its form everywhere

Ambition

Reduce poverty in Canada in all its forms

Indicator

- Poverty rates based on Canada's Official Poverty Line

Target

- 50% reduction in the poverty rate for 2015, by 2030

Goal 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Ambition

Canadians have access to sufficient, affordable and nutritious food

Indicator

- Prevalence of food insecurity (moderate or severe)

Ambition

Canadian agriculture is sustainable

Indicator

- Index of Agri-Environmental Sustainability for water, soil, air and biodiversity

Target

- By 2030, support improvement in the environmental performance of the agriculture sector by achieving a score of 71 or higher for the Index of Agri-Environmental Sustainability (reflecting the quality of water, soil, air and biodiversity)

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Ambition

Canadians adopt healthy behaviours

Indicators

- Consumption of sugars, sodium, saturated fat, sugar-sweetened beverages, and fruits and vegetables by Dietary Reference Intakes, per category
- Prevalence of tobacco use
- Average minutes of physical activity per day
- Proportion of the population that is overweight or obese according to their body mass index, by category

Targets

- Percentage of Canadians aged 15 years and over who consume tobacco is less than 5% by 2035
- Physical activity: Early years (1–4) 180 minutes per day, children and youth (5–17) 60 minutes per day, adults (18–64) 21 minutes per day, seniors (65+) 21 minutes per day

Ambition

Canadians have healthy and satisfying lives

Indicators

- Life expectancy, total and health-adjusted
- Mean life satisfaction rating (1–10) of Canadians
- Self-assessment physical health, mental health and level of stress

Ambition

Canada prevents causes of premature death

Indicators

- Vaccination rate, by disease
- Prevalence of certain diseases, by disease
- Incidence of the 10 leading causes of death, by cause

Target

- By 2025, 95% coverage all childhood vaccines; 90% coverage all adolescent vaccines, 80% coverage flu vaccine; 80% coverage 65+ years pneumococcal vaccine

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Ambition

Canadians have access to inclusive and quality education throughout their lives

Indicators

- Proportion of adults who have a high school diploma or equivalent, by age group
- Post-secondary completion rate (25 to 64 years old), by type of diploma

Goal 5: Achieve gender equality and empower all women and girls

Ambition

Canadians are well represented at all levels of decision making

Indicators

- Proportion of seats held by different groups, including women, in national, provincial, territorial and local (municipal and First Nations Band Councils) governments
- Proportion of applications and appointments of federally appointed judges from different groups, including women
- Proportion of employees in management positions (including Board of Directors) who are from different groups, including women, by management level

Ambition

Canadians share responsibilities within households and families

Indicator

- Proportion of time spent on unpaid domestic and care work

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Ambition

Canadians have access to drinking water and use it in a sustainable manner

Indicators

- Number of boil water advisories and long-term drinking water advisories affecting First Nations water systems, by type
- Average daily use of residential potable water, per capita

Targets

- By March 31, 2021, all of the long-term drinking water advisories on public systems on reserve are to be resolved
- Promote the conservation and wise use of water to achieve a 30% reduction or increased efficiency in water use in various sectors by 2025

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Ambition

Canadians reduce their energy consumption

Indicator

- Energy consumption and annual energy savings resulting from adoption of energy efficiency codes, standards and practices

Target

- By 2030, 600 petajoules of total annual energy savings will be achieved as a result of adaption of energy efficiency codes, standards and practices from a baseline savings of 27.4 petajoules in 2017 to 2018

Ambition

Canadians have access to clean and renewable energy

Indicators

- Non-GHG emitting energy share, final energy consumption and electricity generation
- Number of renewable energy projects in remote communities and remote industrial sites

Target

- By 2030, 90% and in the long term, 100% of Canada's electricity is generated from renewable and non-emitting sources

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Ambition

Canadians have access to quality jobs

Indicators

- Unemployment rate
- Average hourly wage and gaps between groups
- Proportion of youth (aged 18-24 years) not in education, employment or training

Ambition

Canadians contribute to and benefit from sustainable economic growth

Indicator

- GDP per capita

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Ambition

Canada fosters sustainable research and innovation

Indicator

- Number of Intellectual Property filings (Patents, Trademarks, Industrial Designs, and Copyrights), granted and registered annually

Ambition

Canadians have access to modern and sustainable infrastructures

Indicators

- Percentage of households that have access to fixed broadband Internet access services
- Percentage of population that has access to the latest generallydeployed mobile wireless technology

Target

- By 2021, 90% Canadian homes and small businesses have access to speeds 50+ Mbps download, 10 Mbps upload and unlimited data

Goal 10: Reduce inequality within and among countries

Ambition

Canadians live free of discrimination and inequalities are reduced

Indicators

- Proportion of people living below 50% of median income
- Gini Coefficient before and after tax and transfers and share of total after-tax income held by 40 percent of the population at the bottom of the income distribution
- Proportion of population reporting having personally felt discriminated against or harassed, by type

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Ambition

Canadians have access to quality housing

Indicators

- Proportion of the population who use emergency shelters
- Proportion of households in core housing need, by type of need

Target

- Reduce chronic homelessness by 50% by fiscal year 2027-2028

Ambition

Canadians live in healthy, accessible, and sustainable cities and communities

Indicators

- Percentage of Canadians living in areas where the Canadian Ambient Air Quality Standards are met
- Percentage of Canadians living within 500 meters of a public transport stop
- Total amount per capita of waste sent for disposal, by type of treatment

Target

- Increase the percentage of Canadians living in areas where air quality standards are achieved from 70% in 2015 to 85% in 2030

Goal 12: Ensure sustainable consumption and production patterns

Ambition

Canadians consume in a sustainable manner

Indicators

- Proportion of new light duty vehicle sales that are zero-emission vehicles
- Ecological footprint per capita

Target

- Zero-emission vehicles represent 10% of new light duty vehicle sales by 2025, 30% by 2030 and 100% by 2040

Goal 13: Take urgent action to combat climate change and its impacts

Ambition

Canadians reduce their GHG emissions

Indicator

- GHG Emissions

Target

- By 2030, reduce Canada's total greenhouse gas emissions by 30%, relative to 2005 emission levels; greenhouse gases in PSPC Crown-owned building portfolio, excluding housing, by March 31, 2030

Ambition

Canadians are well-equipped and resilient to face the effects of climate change

Indicator

- Adverse environmental effects of climate change, by type (temperature, precipitation, sea ice and snow cover)

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Ambition

Canada protects and conserves marine areas and sustainably manages ocean fish stocks

Indicators

- Canada's protected and conserved marine areas
- Status of major fish stocks

Targets

- By 2020, 10% of coastal and marine areas are conserved through networks of protected areas and other effective area-based conservation measures
- All major fish and invertebrate stocks are managed and harvested at levels considered to be sustainable, starting at 96% in 2016, by 2020

Goal 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

Ambition

Canada ensures all species have a healthy and viable population

Indicators

- Status of wild species
- Canadian Species Index

Ambition

Canada conserves and restores ecosystems and habitat

Indicators

- Canada's protected and conserved terrestrial areas
- Habitat area retained, managed, and restored under the North American Waterfowl Management Plan

Target

- By 2020, at least 17% of terrestrial areas and inland water are conserved through networks of protected areas and other effective area-based conservation measures

Ambition

Canada sustainably manages forests, lakes and rivers

Indicators

- Forest area under an independently verified forest management certification scheme
- Forest area as a percentage of total land area

Goal 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

Ambition

Canadians are safe and secure, in person and online

Indicators

- Proportion of the population who reported feeling safe walking alone in the area that they live
- Crime severity index, by category
- Incidence of certain types of crime: cybercrimes, homicides, hate crimes, sexual abuse before the age of 18, and physical, sexual, or psychological violence by current or previous partners, by offense

Ambition

Canadians have equal access to justice

Indicators

- Criminal Court case completion time, by type
- Prison population, total and unsentenced
- Proportion of Canadians with a serious legal problem who were able to resolve the problem

Ambition

Canadians are supported by effective, accountable, and transparent institutions

Indicator

- Percentage of population who reported having trust in public institutions, by type of institution

Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Ambition

Canada fosters collaboration and partnerships to advance the SDGs

Indicators

- Number of open datasets published by the Government of Canada
- Total official support for sustainable development, in Canadian dollars, by type

UNIT 3 LESSON 6
THE U.N.'S SUSTAINABLE DEVELOPMENT GOALS

FIRST THINGS FIRST:

What SDGs is Switzerland prioritizing?

1. ____
2. ____
3. ____

Use your imagination: What **might** this tell us about inequality and the common good in Switzerland? What needs are being met and which needs are not being met?

MODEL: WHAT DO GOOD CONNECTIONS LOOK LIKE?

1. **Climate change** can cause droughts or flooding to endanger crops and production of **food**.
2. Lack of nutritious **food** can threaten good **health**.
3. People with **health** problems are often unable to earn a living and can fall below the **poverty** line.
4. Many people living in **poverty** cannot afford to send children to school for an **education**.
5. Lack of **education** can lead to poor decision-making when it comes to taking action for the environment, which can lead to an increase in the rate of **climate change**, which threatens the planet.

PRACTICE TOGETHER:

STOP! Are you looking at the "Annex II" and "Annex III" documents? If yes, proceed.

Annex II: Canada's resource management

SKIM the "Annex II" document. This is the Government of Canada's plan for which federal departments and agencies are responsible for tackling each SDG in Canada.

Find THREE GOALS that the **same** departments have been assigned to. All three goals should **share** some of the same departments.

Goal #	Shortened name	SHARED Canadian departments and agencies

These three sustainable development issues should have some overlap between them, since the same parts of the Canadian government are responsible for them. Try using the **model** above to write your own connections between the three goals from “Annex II”. How are the sustainable development issues connected to each other? You should only need two sentences.

1. ____
   ____
2. ____
   ____

Annex III: Canada’s objectives and intended results

Each Sustainable Development Goal is meant for all peoples and countries. The “Annex III” document shows us how the SDGs have been translated into **more achievable and measurable goals specific to Canada.**

Note: “Goals” and “Ambitions” = OBJECTIVES, “Targets” = INTENDED RESULTS

List THREE SDGs from the “Annex III” document that have been given ***measurable targets***. Copy in ONE target per goal.

Goal #	Shortened name	Canada’s target (copy it!)

List THREE SDGs from the “Annex III” document that have not been given ***measurable targets***, then answer the questions.

Goal #	Shortened name	Does Canada consider these issues ***priorities***? Does this surprise you?

PUTTING IT ALL TOGETHER:

There are 17 sustainable development goals, but the UN chose poverty, inequality and climate change as priorities. Does this make sense, based on what you know? Discuss with a partner.

How are poverty, inequality, and climate change related to one another? Try to write two or three connections again.

1. ____
   ____
2. ____
   ____
3. ____
   ____

INDIVIDUAL REFLECTION:

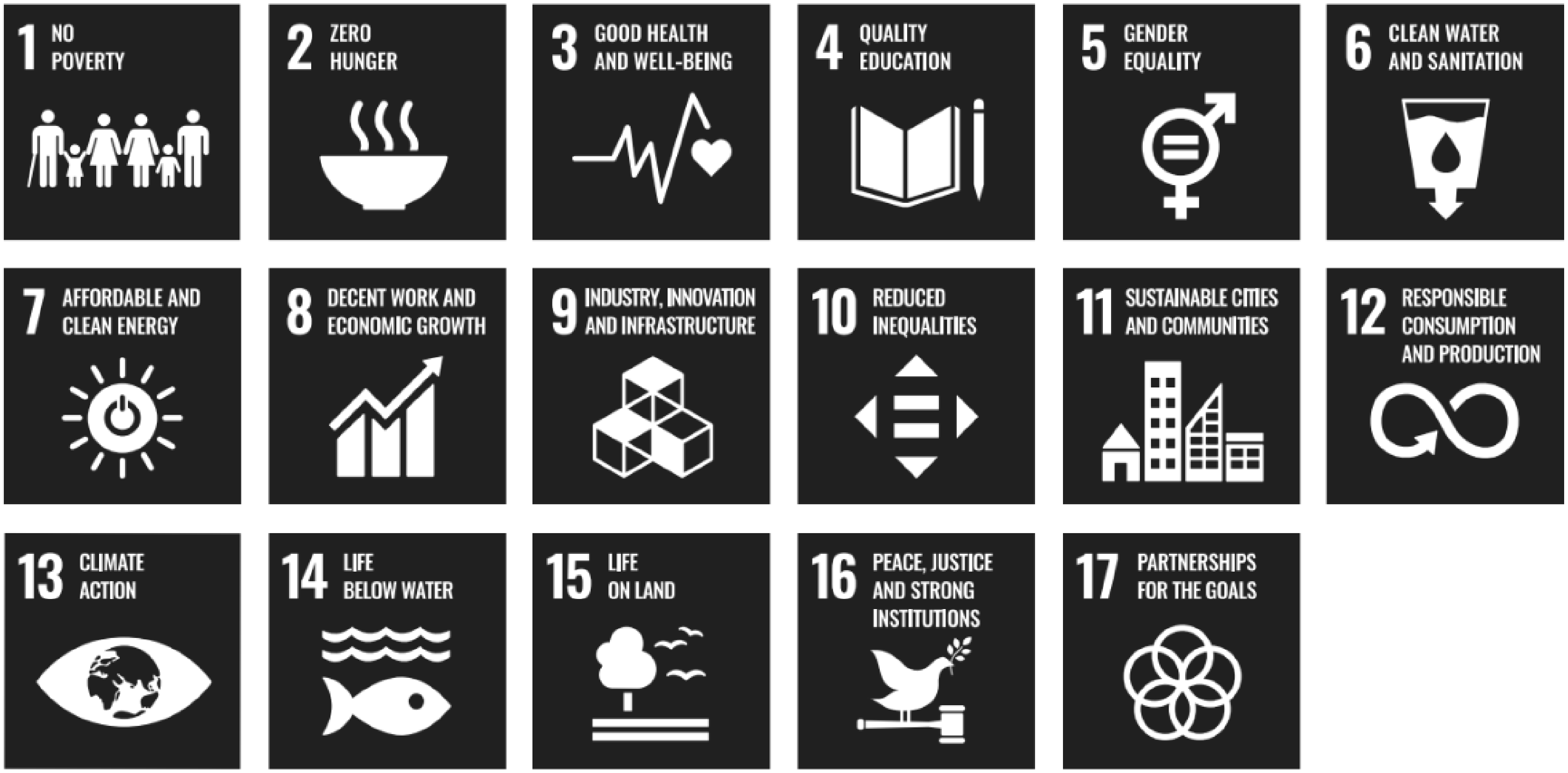
What are THREE SDGs that are relevant in our local community?

What are THREE SDGs we do not see very much in this community?

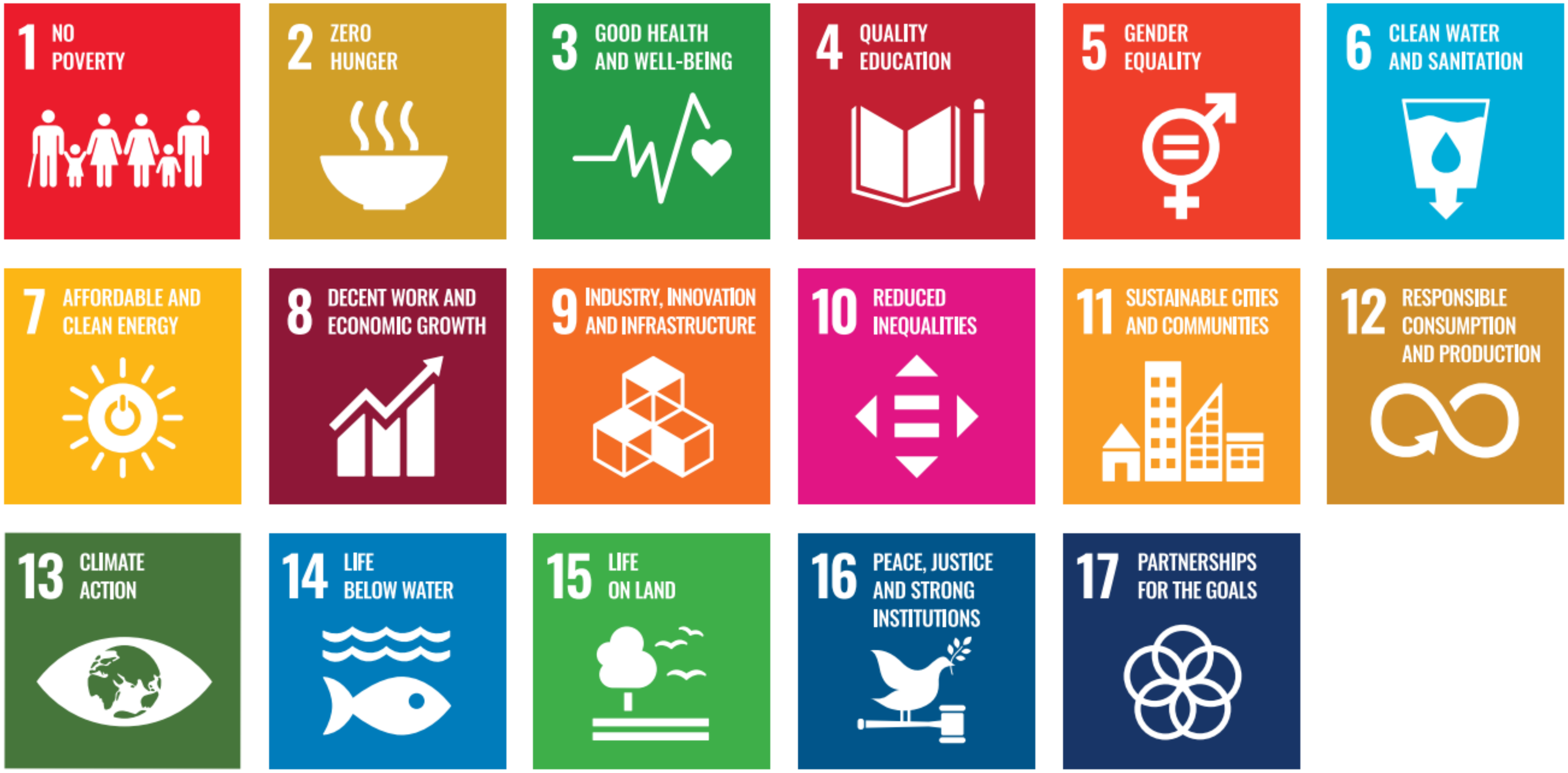
Choose one of those two lists. Can you make connections within either set of issues?

What did you learn from this lesson about setting good objectives and results on improving the common good globally?

17 ICONS: BLACK/WHITE VERSION


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

17 ICONS: COLOUR VERSION


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

GUIDELINES FOR THE USE OF THE SDG LOGO INCLUDING THE COLOUR WHEEL, AND 17 ICONS.

UNITED NATIONS DEPARTMENT OF GLOBAL COMMUNICATIONS

May 2020

CONTENT

TABLE OF CONTENTS

SDG LOGO FOR NON-UN ENTITIES 6

VERTICAL LOGO 7
HORIZONTAL LOGO 11
SDG LOGO SPECS 15
SDG ICON PAIRING 17
SDG LOGO DON'TS 19

SDG COLOUR WHEEL DON'TS 20

SDG LOGO FOR UN ENTITIES 22

VERTICAL LOGO 23
HORIZONTAL LOGO 27
SDG LOGO SPECS 31
SDG ICON PAIRING 33
SDG LOGO DON'TS 35

TYPOGRAPHY 36

OSWALD 37
ROBOTO 38

ICONS 39

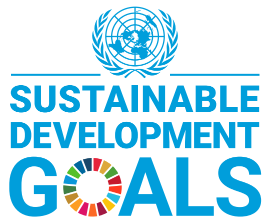
ICONS ENGLISH 40
ICONS DON'TS 65

COLOURS 67

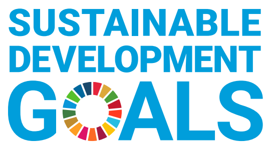
COLOUR DEFINITIONS 68

SUSTAINABLE DEVELOPMENT GOALS (SDG)

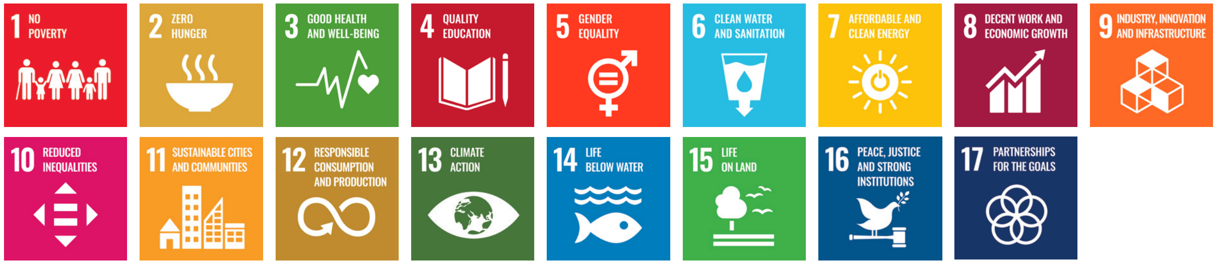
SDG LOGO, INCLUDING THE COLOUR WHEEL, PLUS 17 SDG ICONS • GUIDELINES FOR USE


SUSTAINABLE
DEVELOPMENT
GOALS

SDG LOGO WITH UN EMBLEM
FOR UN ENTITIES [VERSION 1]


SUSTAINABLE
DEVELOPMENT
GOALS

SDG LOGO WITHOUT UN EMBLEM
FOR NON-UN ENTITIES [VERSION 2]


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

17 SDG ICONS

**THESE GUIDELINES MUST BE PROVIDED TO REQUESTERS.
WHENEVER THE SDG LOGO AND/OR ICONS ARE UPLOADED ON THE INTERNET, THESE GUIDELINES MUST BE UPLOADED ON THE SAME PAGE.**

I. INTRODUCTION

The Member States of the United Nations adopted the Sustainable Development Goals (SDGs) by General Assembly resolution A/RES/70/1 of 25 September 2015. The aim of this resolution is to achieve these 17 goals by 2030 with a view towards ending all forms of poverty, fighting inequalities and tackling climate change while ensuring that no one is left behind.

The United Nations' objective has been to create positive and hopeful language that will be a constant thread through all efforts to support the SDGs, strengthening the sense that we are all in this together and are working toward the same objective. The United Nations' aim is that this will inspire and help carry the promise of a better world forward.

In order to promote awareness of the SDG (sometimes referred to as the Global Goals), a general logo and 17 individual icons have been developed. These guidelines are meant to enable information sharing, engagement, and collaboration and addresses three main components:

1. The words "Sustainable Development Goals",
2. A colour wheel visual identifier, and
3. Names for each of the 17 Sustainable Development Goals with corresponding individual icons for each goal.

The words "Sustainable Development Goals" coupled together with the SDG colour wheel constitutes the SDG Logo. There are two versions of the SDG Logo:

- SDG Logo: Version 1, which displays the United Nations emblem above or to the left of the SDG Logo (see page 23 and 27); and
- SDG Logo: Version 2, which only contains the SDG Logo and does not display the United Nations emblem (see page 7).

The SDG Logo: Version 1 may only be used by United Nations offices, Funds, Programmes and other subsidiary organs and organizations of the United Nations System. The SDG Logo: Version 2 is for use by entities outside of the United Nations System. The use of the SDG Logo: Version 1, the SDG Logo: Version 2, and the 17 SDG icons is subject to the terms set forth in the present guidelines.

II. USE OF THE SDG LOGO: VERSION 2, THE SDG COLOUR WHEEL, AND THE 17 SDG ICONS BY ENTITIES OUTSIDE OF THE UN SYSTEM

1. General Information

Entities outside of the United Nations System, including governments, intergovernmental organizations, not-for-profit organizations, and private sector entities, may use the SDG logo: Version 2, the SDG colour wheel, and the 17 SDG icons in accordance with the requirements set out below.

In January 2018, the United Nations launched a revised design of Icon 10, as seen on this page

The 17 SDG icons may be used together or as individual icons. Each icon must be used in its entirety, including the number, title and graphic element (see page 40). One or more of the 17 SDG icons may be displayed with your entity's logo (see page 17).

When being displayed side-by-side with your entity's logo, the SDG Logo: Version 2 must be accompanied by the text, **"[Name of your entity/We] support(s) the Sustainable Development Goals".**

When being displayed side-by-side with your entity's logo, the SDG colour wheel must be accompanied by the text, **"[Name of your entity/We] support(s) the Sustainable Development Goals".**

Neither the SDG Logo: Version 2 nor the SDG colour wheel may be displayed side-by-side with your entity's logo without the above respective texts (see page 18).

Additional conditions apply for fundraising use (please see below).

The integration or combination of any element of the SDG Logo and/or any of the 17 SDG icons into a separate logo design is prohibited.

All entities wishing to use the SDG Logo, the SDG colour wheel, and 17 icons for the purposes specified herein must agree to use them only as permitted by these guidelines.

2. Use of the SDG Logo: Version 2, the SDG colour wheel and the SDG 17 icons

The SDG Logo: Version 2, the SDG colour wheel and the 17 SDG icons may be used for (i) informational, (ii) fundraising, and/or (iii) commercial purposes in order to show support for the SDGs, subject to the conditions set out below.

INFORMATIONAL PURPOSES

Informational uses are those that are primarily illustrative, non-commercial, and not intended to raise funds. The SDG Logo: Version 2, the SDG colour wheel and the 17 SDG icons may be used for such informational purposes, and their use does not require prior permission from the United Nations nor the conclusion of a licensing agreement.

FUNDRAISING PURPOSES

Fundraising uses are those that are intended to raise resources to cover the costs of activities in support of the SDGs. The SDG Logo: Version 2, the SDG colour wheel and the SDG 17 icons may be used for such fundraising purposes, but only with the prior permission of the United Nations and with the conclusion of an appropriate licensing agreement.

The SDG Logo: Version 2, the SDG colour wheel and the 17 SDG icons must be used in their entirety for fundraising purposes. When pairing your entity's logo with the SDG Logo: Version 2, the SDG colour wheel, or one or more of the 17 SDG icons, in addition to the requirements under "General Information", your entity's logo must be given preeminence vis-à-vis the SDG Logo: Version 2, the SDG colour wheel, or the 17 SDG icons (see page 17)

Requests to use the SDG Logo: Version 2, the SDG colour wheel and/or the SDG 17 icons for fundraising purposes must be addressed to **SDGpermissions@un.org**, with the subject line **"SDG LOGO/ICON REQUEST"** in all capital letters. Request should explain how the proposed use would align with the spirit and objectives of the SDGs and the requirements set out in these guidelines. Sustainable business practices and the use of sustainable materials must also be clearly demonstrated in the request. Should such permission be granted, an appropriate licensing agreement must be concluded before your entity can begin using the SDG Logo: Version 2, the SDG colour wheel and/or the SDG 17 icons for fundraising purposes.

COMMERCIAL USE

Commercial uses are those by for-profit entities or on commercial or promotional merchandise and/or products in order to promote the SDGs to a wider audience, and may be permitted with prior permission of the United Nations and with the conclusion of an appropriate licensing agreement. Requests to use the SDG Logo: Version 2, the SDG colour wheel, and/or the SDG 17 icons for commercial purposes must be addressed to **SDGpermissions@un.org,** with the subject line **"SDG LOGO/ICON REQUEST"** in all capital letters.

Request should explain how the proposed use would align with the spirit and objectives of the SDGs and the requirements set out in these guidelines. Sustainable business practices and the use of sustainable materials must also be clearly demonstrated in the request. Any requests to use the SDG Logo: Version 2, the SDG colour wheel and/or the SDG 17 icons on promotional merchandise and/or products must stipulate specifically how such merchandise or products are aligned with the SDGs. Should such permission be granted, an appropriate licensing agreement must be concluded before your entity can begin using the SDG Logo: Version 2, the SDG colour wheel and/or the SDG 17 icons for commercial purposes.

III. USE OF THE SDG LOGO: VERSION 1, THE SDG COLOR WHEEL AND THE 17 SDG ICONS BY UN ENTITIES

Subject to their respective mandates, rules and policies, United Nations offices, Funds and Programmes and other subsidiary organs and organizations of the United Nations System can use the SDG Logo: Version 1, the SDG colour wheel and the 17 icons without obtaining prior approval from the UN Department of Global Communications, except for when uses other than those described in these guidelines are being requested.

The 17 SDG icons may be used together or as individual icons. Each icon must be used in its entirety, including the number, title and graphic element (see page 40). If the UN Fund or Programme or another subsidiary organ or organization of the United Nations System has its own specific logo, the latter should be displayed side by side with the SDG logo and icon(s) (see page 33).

IV. DURATION OF PERMITTED USE OF THE SDG LOGO AND 17 ICONS

Unless otherwise advised by the United Nations by general or specific notice, the SDG logo, including the colour wheel, and 17 SDG icons may be used until 31 December 2030, which is the targeted date by which to meet the Sustainable Development Goals. The SDG logo, including the colour wheel, and 17 SDG icons may be used beyond **31 December 2030** in reference to publications about the SDGs.

V. LIABILITY

The United Nations does not assume any responsibility or liability for the activities of your entity, including with respect to any fundraising or commercial use of the SDG Logo, the SDG wheel or any of the 17 SDG icons.

VI. DISCLAIMER

- The use of the SDG Logo, including the colour wheel, and icons by an entity does not imply the endorsement of the United Nations of such entity, its products or services, or of its planned activities.
- The SDG Logo, including the colour wheel, and icons may not be reproduced for the purpose of self-promotion, or for obtaining any personal financial gain. Any fundraising and commercial use must only be undertaken with the explicit prior written permission of the United Nations as per section II above and subject to the conclusion of an appropriate licensing agreement.
- The United Nations will not assume any responsibility or liability arising from the translation of the text of the SDG icons into non-UN official languages.

VII. PERMISSIONS

Please send any requests for commercial and fundraising use as per the instructions above, with the subject line **"SDG LOGO/ICON REQUEST"** in all capital letters, to:

United Nations
Department of Global Communications
Permissions, S-09 FWS,
New York, NY 10017, USA

E-mail: **sdgpermissions@un.org**

SDG LOGO

FOR NON-UN ENTITIES*

* USE OF THE SDG LOGO: VERSION 2 (WITHOUT THE UN EMBLEM) AND 17 ICONS BY ENTITIES OUTSIDE THE UN SYSTEM, INCLUDING GOVERNMENTS, INTERGOVERNMENTAL ORGANIZATIONS, NOT-FOR-PROFIT ORGANIZATIONS, AND PRIVATE SECTOR ENTITIES

SDG LOGO FOR NON-UN ENTITIES

VERTICAL LOGO

USAGE LOGO: COLOUR VERSION

SUSTAINABLE
DEVELOPMENT
GOALS

SUSTAINABLE
DEVELOPMENT
GOALS

The COLOUR VERSION of the Sustainable Development Goals logo is ONLY to be used on a white or light grey background. See colour values to the right.

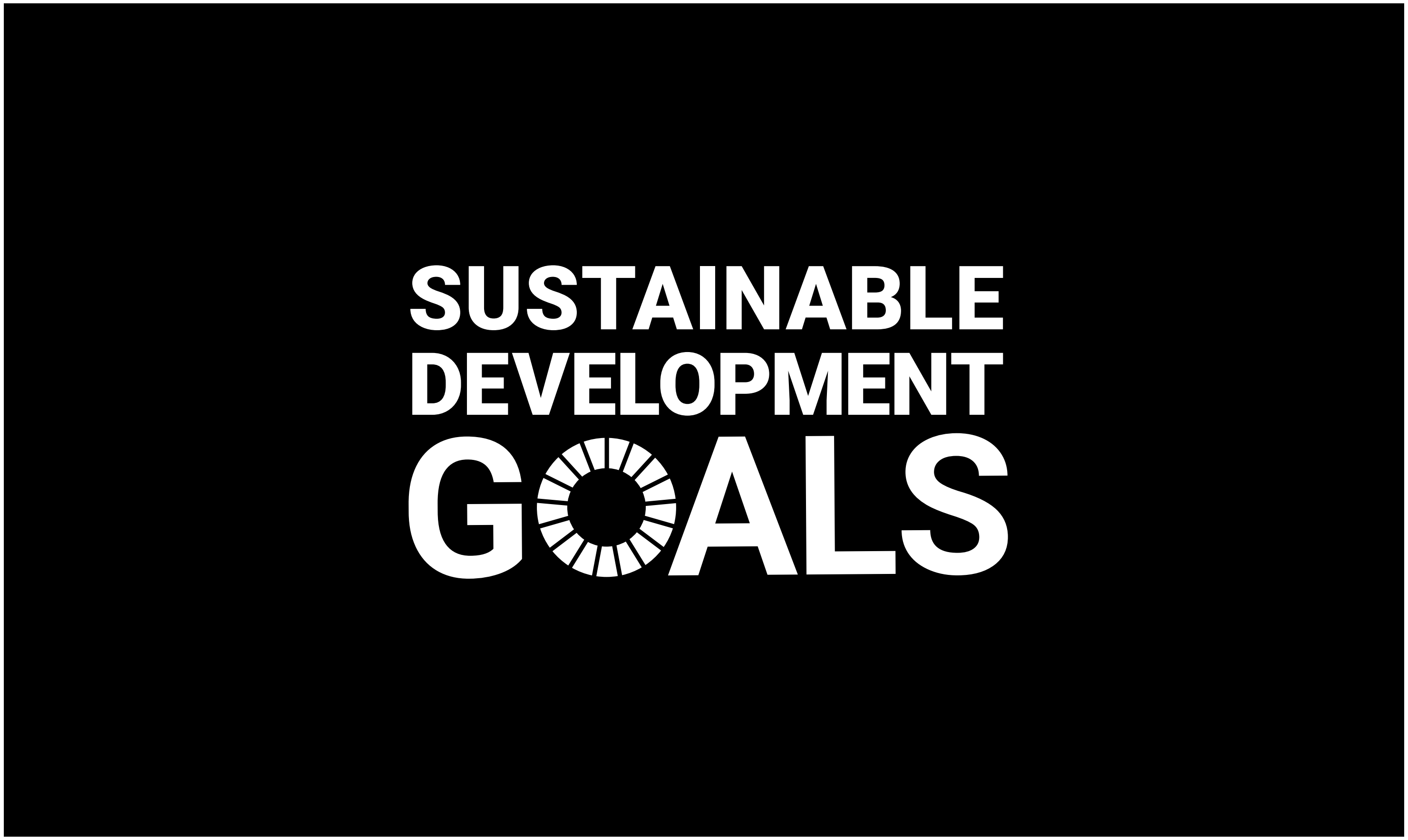
LIGHT GREY

PMS: Cool Gray 1C
R 241 **G** 241 **B** 241
C 4 **M** 3 **Y** 3 **K** 0

SDG LOGO FOR NON-UN ENTITIES

VERTICAL LOGO

USAGE LOGO: WHITE VERSION


SUSTAINABLE
DEVELOPMENT
GOALS

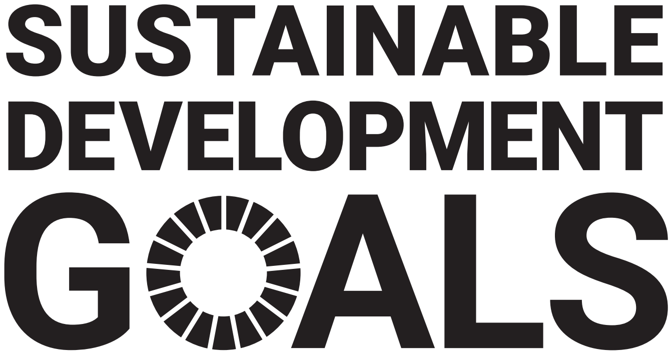
The WHITE VERSION of the logo can be used on any of the colours of the Sustainable Development Goals colour scheme.

The logo should ONLY be used on black if necessary due to a black/white application. (i.e., black/white ad)

SDG LOGO FOR NON-UN ENTITIES

VERTICAL LOGO

USAGE LOGO: BLACK VERSION


SUSTAINABLE
DEVELOPMENT
GOALS

The BLACK VERSION of the logo is ONLY to be used if necessary due to a black/white application. (i.e., black/white ad)

The BLACK VERSION of the logo should never be used on a coloured background, ONLY on white.

SDG LOGO FOR NON-UN ENTITIES 6 OFFICIAL LANGUAGES

USAGE LOGO: VERTICAL SDG LOGO

أهداف
التنمية
المستدامة

ARABIC

可持续发展
目标

CHINESE

SUSTAINABLE
DEVELOPMENT
GOALS

ENGLISH

OBJECTIFS
DE DÉVELOPPEMENT
DURABLE

FRENCH

ЦЕЛИ
В ОБЛАСТИ
УСТОЙЧИВОГО
РАЗВИТИЯ

RUSSIAN

OBJETIVOS
DE DESARROLLO
SOSTENIBLE

SPANISH

SDG LOGO FOR NON-UN ENTITIES

HORIZONTAL LOGO

USAGE LOGO: COLOUR VERSION

SUSTAINABLE DEVELOPMENT GOALS

SUSTAINABLE DEVELOPMENT GOALS

The COLOUR VERSION of the Sustainable Development Goals logo is ONLY to be used on a white or light grey background. See colour values to the right.

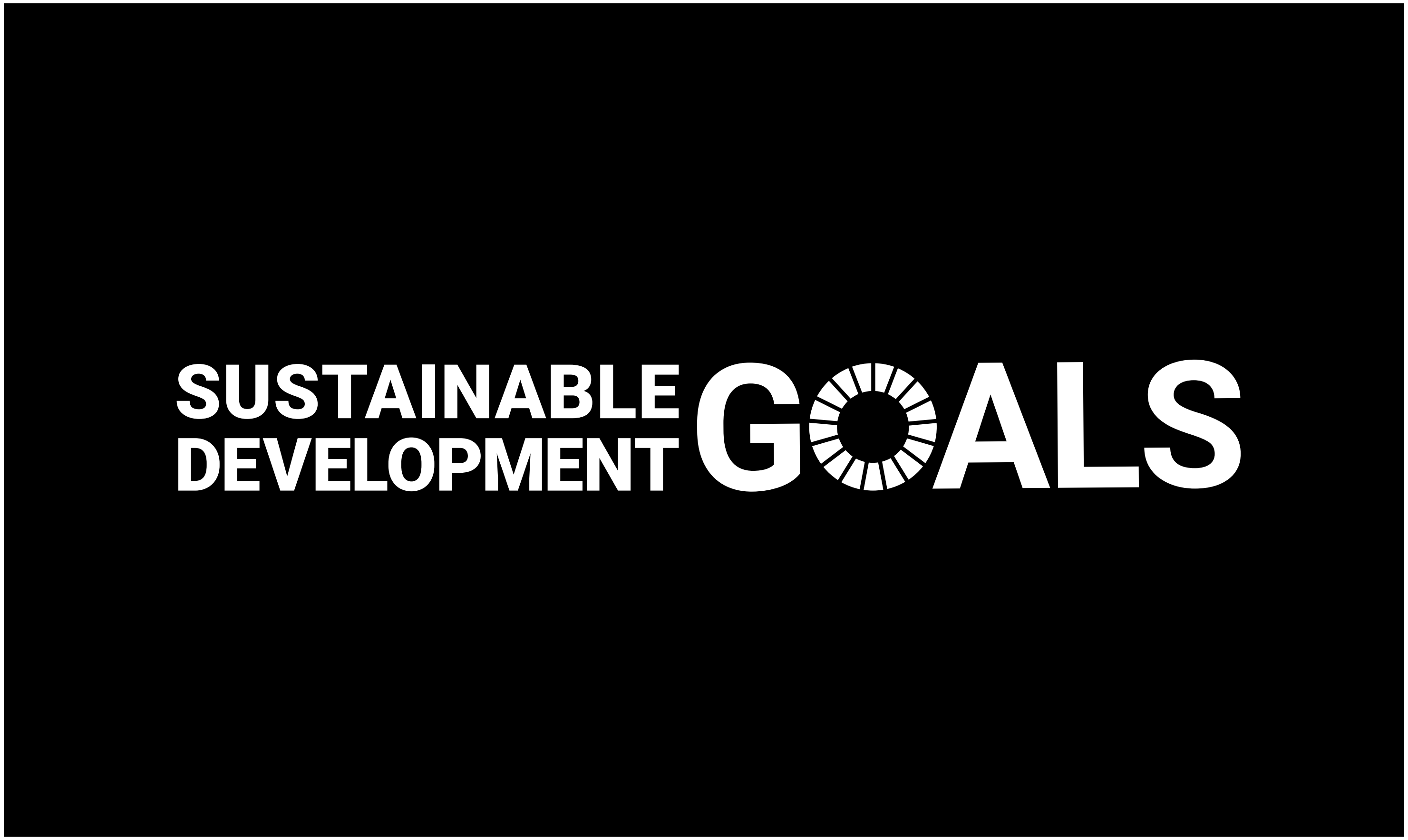
LIGHT GREY

PMS: Cool Gray 1C
R 241 **G** 241 **B** 241
C 4 **M** 3 **Y** 3 **K** 0

SDG LOGO FOR NON-UN ENTITIES

HORIZONTAL LOGO

USAGE LOGO: WHITE VERSION


SUSTAINABLE
DEVELOPMENT
GOALS

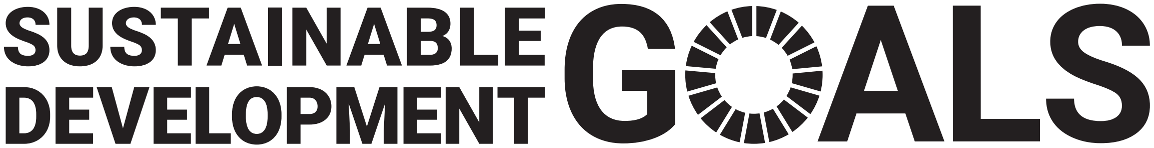
The WHITE VERSION of the logo can be used on any of the colours of the Sustainable Development Goals colour scheme.

The logo should ONLY be used on black if necessary due to a black/white application. (i.e., black/white ad)

SDG LOGO FOR NON-UN ENTITIES

HORIZONTAL LOGO

USAGE LOGO: BLACK VERSION


SUSTAINABLE
DEVELOPMENT
GOALS

The BLACK VERSION of the logo is ONLY to be used if necessary due to a black/white application. (i.e., black/white ad)

The BLACK VERSION of the logo should never be used on a coloured background, ONLY on white.

SDG LOGO FOR NON-UN ENTITIES
6 OFFICIAL LANGUAGES

USAGE LOGO: HORIZONTAL SDG LOGO

أهداف التنمية المستدامة

ARABIC

可持续发展目标

CHINESE

SUSTAINABLE DEVELOPMENT GOALS

ENGLISH

OBJECTIFS DE DÉVELOPPEMENT DURABLE

FRENCH

ЦЕЛИ В ОБЛАСТИ УСТОЙЧИВОГО РАЗВИТИЯ

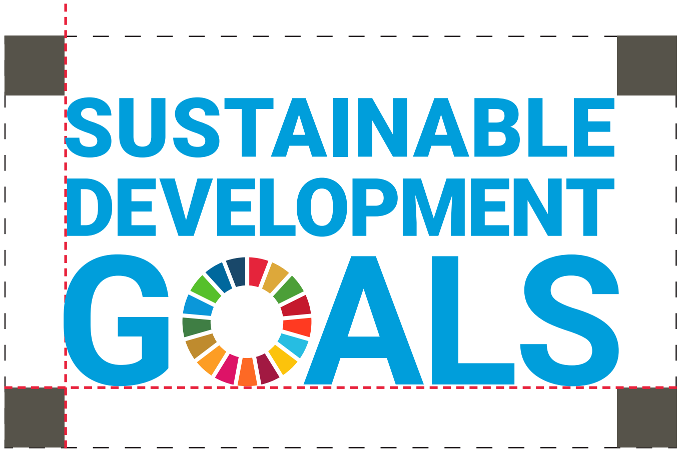
RUSSIAN

OBJETIVOS DE DESARROLLO SOSTENIBLE

SPANISH

SDG LOGO FOR NON-UN ENTITIES
SPECS

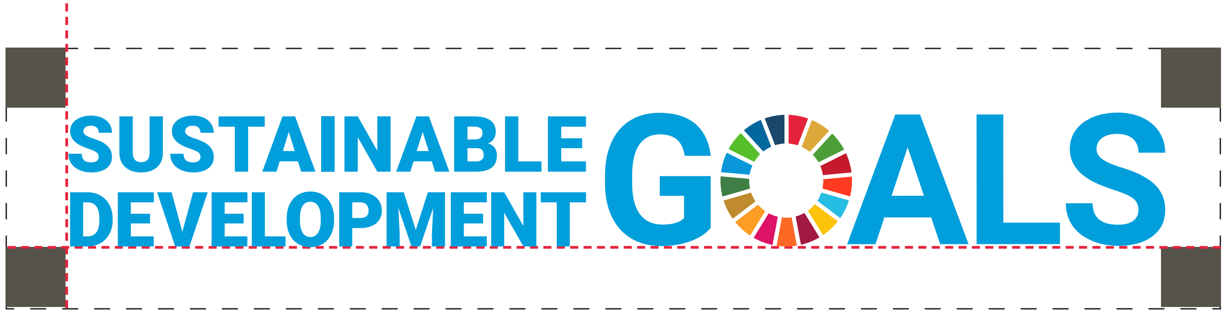
CLEARANCE AREA: VERTICAL LOGO


SUSTAINABLE
DEVELOPMENT
GOALS

CLEARANCE AREA around the vertical as well as the horizontal logo should allow for breathing room all around the logo, approx. 0.35” square

SDG LOGO FOR NON-UN ENTITIES
SPECS

CLEARANCE AREA: HORIZONTAL LOGO


SUSTAINABLE DEVELOPMENT GOALS

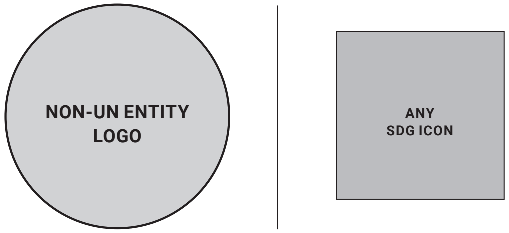
CLEARANCE AREA around the vertical as well as the horizontal logo should allow for breathing room all around the logo, approx. 0.35” square

SDG LOGO FOR NON-UN ENTITIES
PAIRING

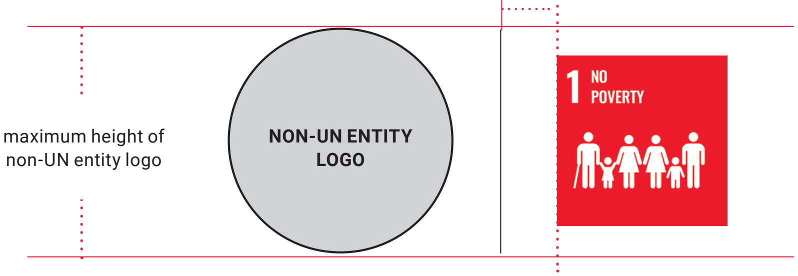
USAGE LOGOS: NON-UN ENTITY LOGO + SDG ICON

FOR FUNDRAISING PURPOSES:

The logo of the non-UN entity must be given preeminence vis-à-vis the SDG Logo: Version2; the SDG color wheel, or the 17 SDG icon(s) for fundraising use only


NON-UN ENTITY
LOGO
ANY
SDG ICON

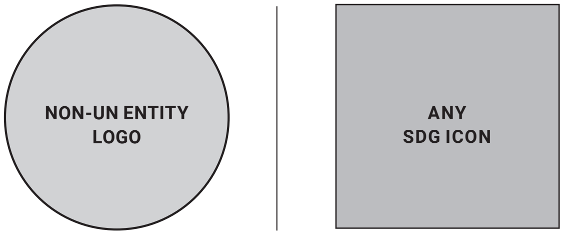
space between
vertical stroke and SDG icon


NON-UN ENTITY
LOGO
1 NO POVERTY

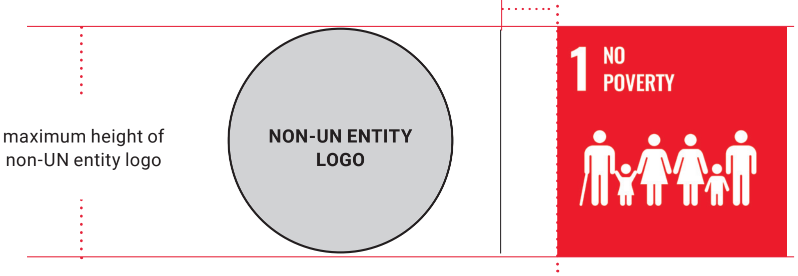
maximum height of
non-UN entity logo

Add 0.5 pt line, 100% black,
between non-UN entity logo
and the SDG icon

FOR COMMERCIAL PURPOSES


NON-UN ENTITY
LOGO
ANY
SDG ICON

space between
vertical stroke and SDG icon


NON-UN ENTITY
LOGO
1 NO POVERTY

maximum height of
non-UN entity logo

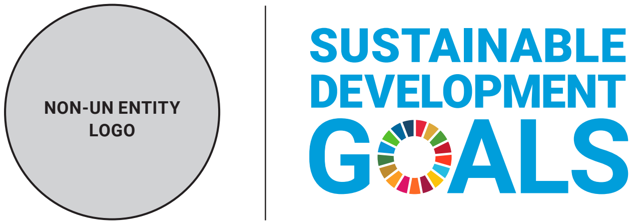
Add 0.5 pt line, 100% black,
between non-UN entity logo
and the SDG icon

SDG LOGO FOR NON-UN ENTITIES

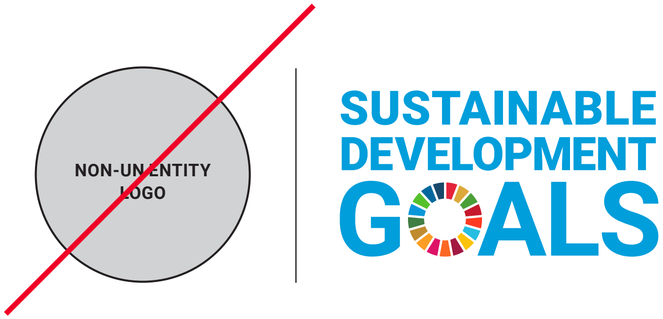
PAIRING

USAGE LOGO: PAIRING

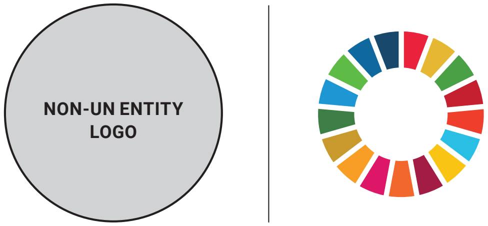
a.)


NON-UN ENTITY LOGO
SUSTAINABLE DEVELOPMENT GOALS

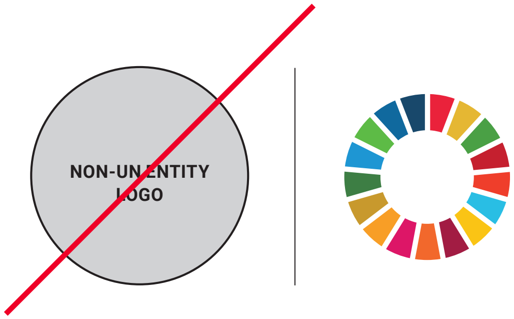
[Name of entity/We] support(s) the Sustainable Development Goals


NON-UN ENTITY LOGO
SUSTAINABLE DEVELOPMENT GOALS

b.)


NON-UN ENTITY LOGO

[Name of entity/We] support(s) the Sustainable Development Goals


NON-UN ENTITY LOGO

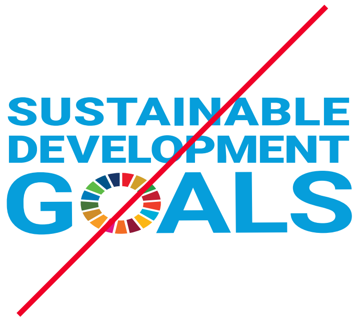
a) The SDG Logo: Version 2 must be accompanied by the text: **[Name of your entity/We] support(s) the Sustainable Development Goals**

b) The SDG colour wheel must be accompanied by the text: **[Name of your entity/We] support(s) the Sustainable Development Goals**

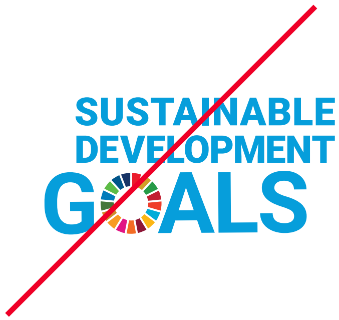
No side-by-side display of the SDG Logo: Version2 and/or SDG colour wheel and the logo of the non-UN entity allowed without the requisite text as per example

SDG LOGO FOR NON-UN ENTITIES DON'TS

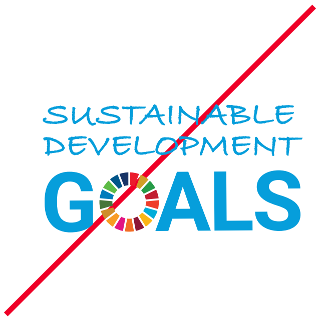
USAGE LOGO: DON'TS


SUSTAINABLE
DEVELOPMENT
GOALS

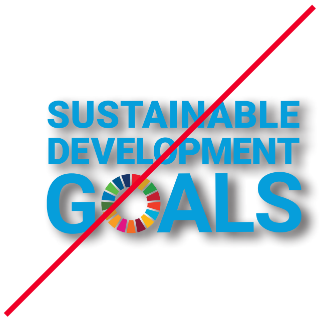
DO NOT stretch/squash/distort


SUSTAINABLE
DEVELOPMENT
GOALS

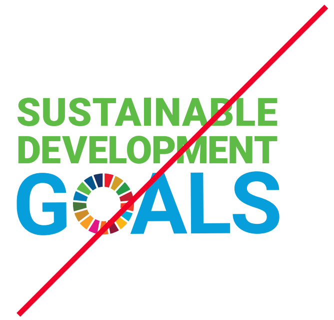
DO NOT rearrange elements


SUSTAINABLE
DEVELOPMENT
GOALS

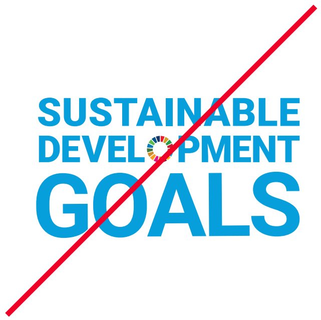
DO NOT alter the typeface


SUSTAINABLE
DEVELOPMENT
GOALS

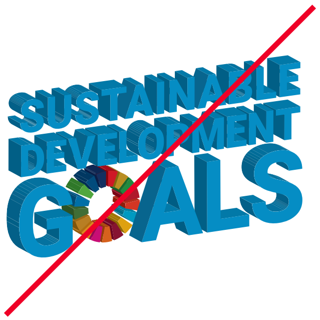
DO NOT add drop shadows


SUSTAINABLE
DEVELOPMENT
GOALS

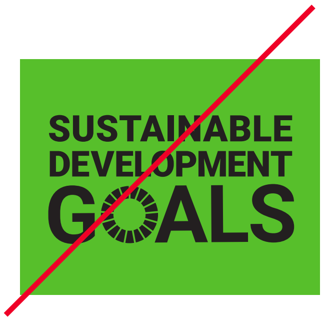
DO NOT mix with other colours


SUSTAINABLE
DEVELOPMENT
GOALS

DO NOT move colour wheel to the "O" of "DEVELOPMENT"


SUSTAINABLE
DEVELOPMENT
GOALS

DO NOT extrude or bevel


SUSTAINABLE
DEVELOPMENT
GOALS

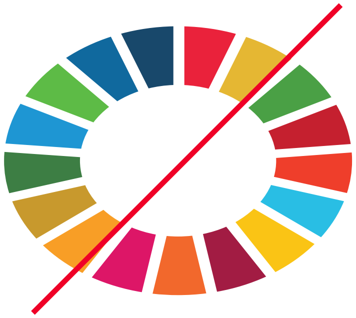
DO NOT use black logo over colours

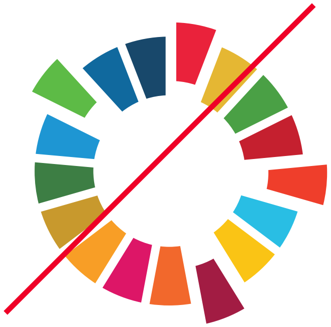
These examples of logo treatments are not permitted.

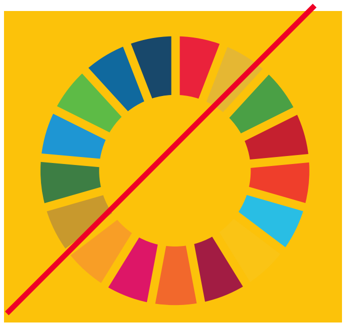
Format, size and colouring of the Sustainable Development Goals logo are detailed within this document.

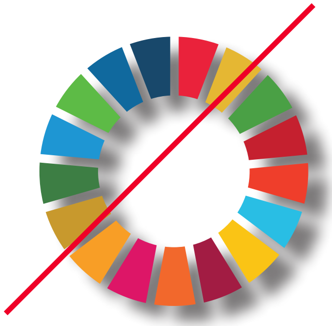
SDG COLOUR WHEEL
DON'TS

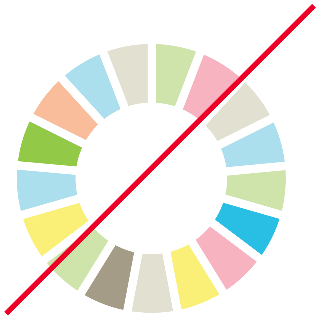
USAGE LOGO: DON'TS

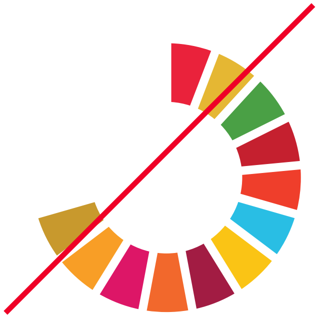

DO NOT stretch/squash/distort

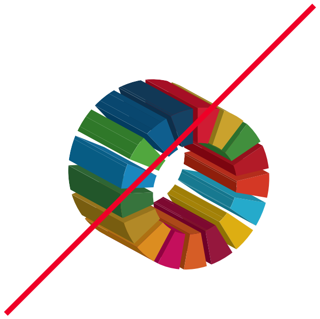

DO NOT rearrange elements

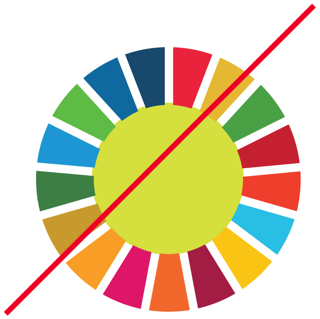

DO NOT place colour wheel in a coloured box


DO NOT add drop shadows


DO NOT alter the colours


DO NOT crop

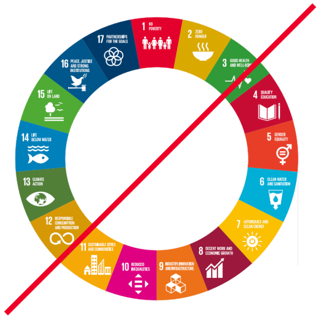

DO NOT extrude or bevel


DO NOT place a color in the middle of SDG colour wheel

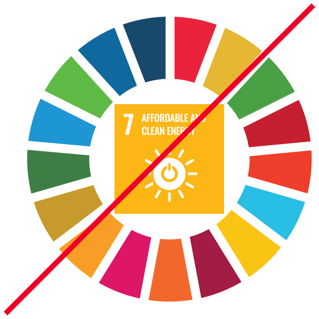
These examples of treatments are not permitted.

SDG COLOUR WHEEL
DON'TS

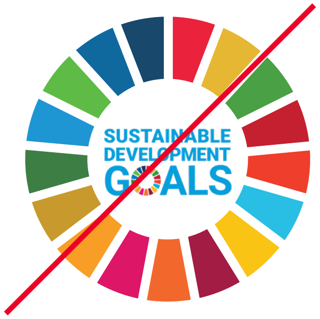
USAGE LOGO: DON'TS



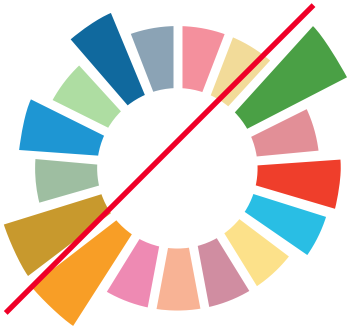
DO NOT place the icons on the colour wheel


7 AFFORDABLE AND CLEAN ENERGY

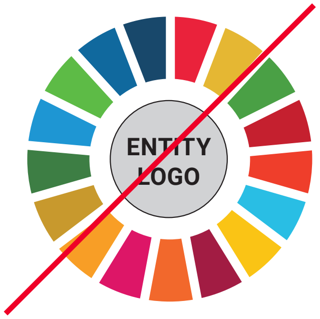
DO NOT place the icon inside the colour wheel


SUSTAINABLE DEVELOPMENT GOALS

DO NOT place the SDG logo inside the colour wheel



DO NOT reposition/rearrange elements of the colour wheel


ENTITY LOGO

DO NOT place entity's logo inside the colour wheel

These additional treatments are not permitted.

SDG LOGO

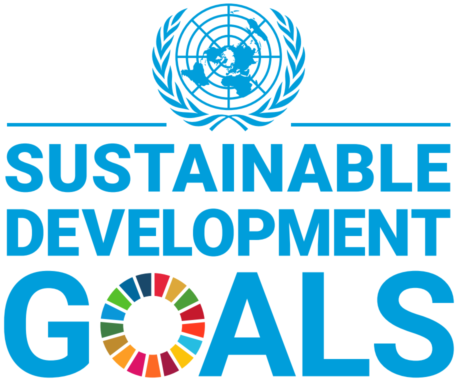
FOR ENTITIES WITHIN UN SYSTEM*

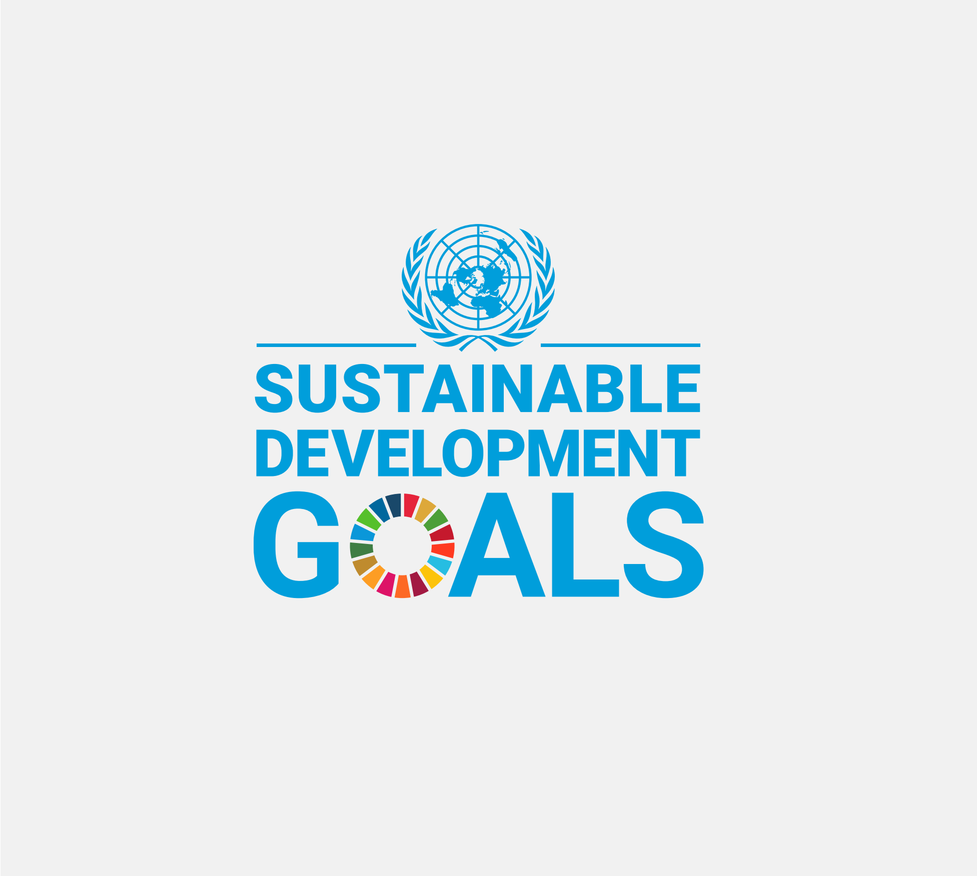
* USE OF THE SDG LOGO: VERSION 1 (WITH UN EMBLEM) AND 17 ICONS BY UNITED NATIONS OFFICES, FUNDS AND PROGRAMMES AND OTHER SUBSIDIARY ORGANS AND ORGANIZATIONS OF THE UNITED NATIONS SYSTEM

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM

VERTICAL LOGO

USAGE LOGO: COLOUR VERSION


SUSTAINABLE
DEVELOPMENT
GOALS


SUSTAINABLE
DEVELOPMENT
GOALS

The COLOUR VERSION of the Sustainable Development Goals logo is ONLY to be used on a white or light grey background. See colour values to the right.

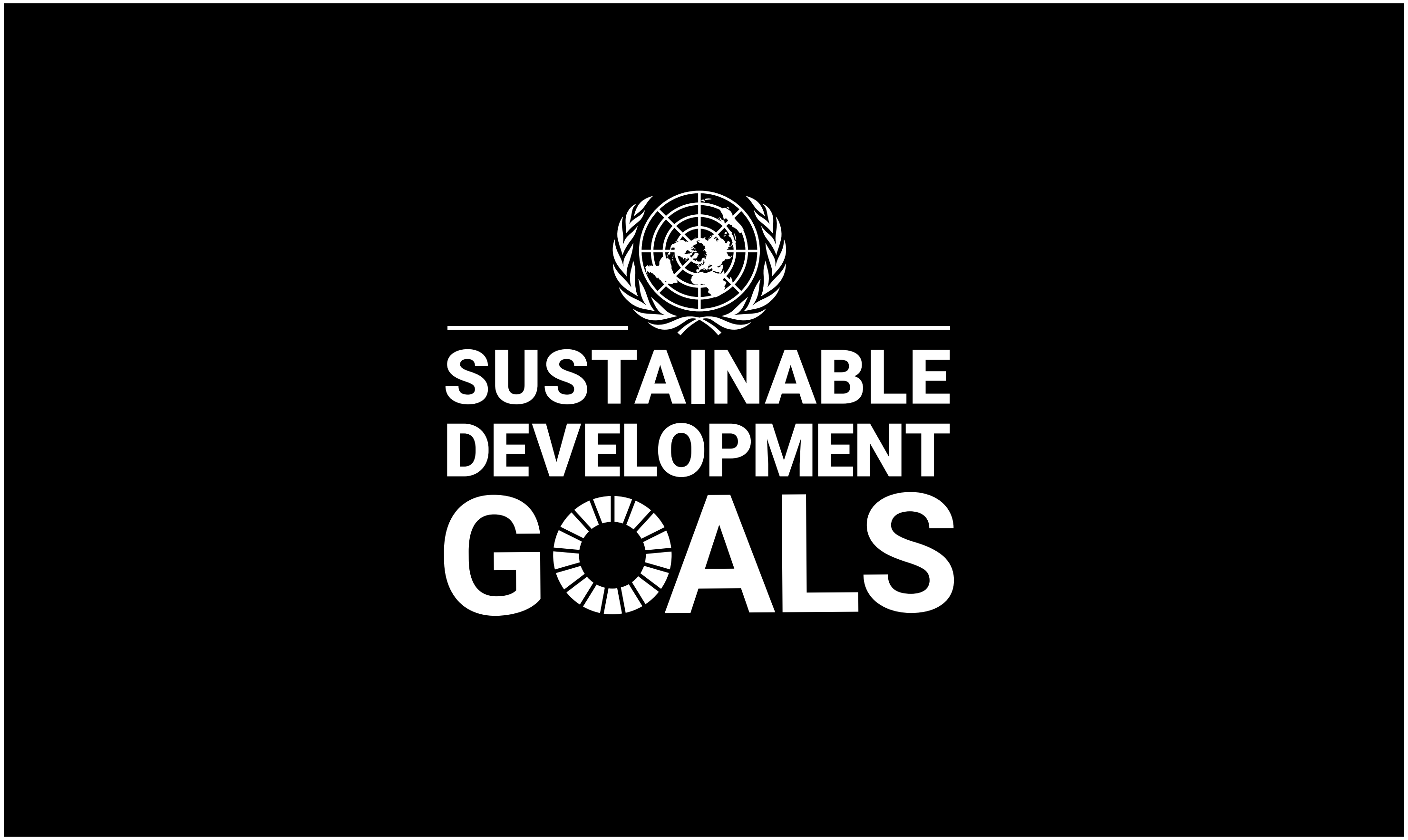
LIGHT GREY

PMS: Cool Gray 1C
R 241 **G** 241 **B** 241
C 4 **M** 3 **Y** 3 **K** 0

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM

VERTICAL LOGO

USAGE LOGO: WHITE VERSION



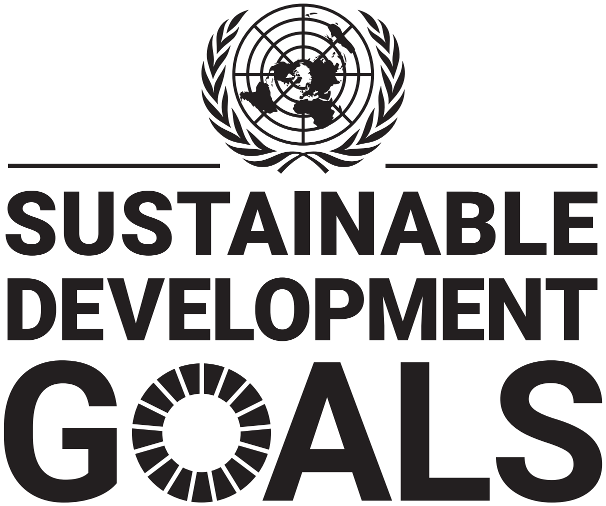
The WHITE VERSION of the logo can be used on any of the colours of the Sustainable Development Goals colour scheme.

The logo should ONLY be used on black if necessary due to a black/white application. (i.e., black/white ad)

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM

VERTICAL LOGO

USAGE LOGO: BLACK VERSION


SUSTAINABLE
DEVELOPMENT
GOALS

The BLACK VERSION of the logo is ONLY to be used if necessary due to a black/white application. (i.e., black/white ad)

The BLACK VERSION of the logo should never be used on a coloured background, ONLY on white.

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM
6 OFFICIAL LANGUAGES

USAGE LOGO: VERTICAL SDG LOGO

أهداف
التنمية
المستدامة

ARABIC

可持续发展
目标

CHINESE

SUSTAINABLE
DEVELOPMENT
GOALS

ENGLISH

OBJECTIFS
DE DÉVELOPPEMENT
DURABLE

FRENCH

ЦЕЛИ
В ОБЛАСТИ
УСТОЙЧИВОГО
РАЗВИТИЯ

RUSSIAN

OBJETIVOS
DE DESARROLLO
SOSTENIBLE

SPANISH

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM

HORIZONTAL LOGO

USAGE LOGO: COLOUR VERSION

SUSTAINABLE DEVELOPMENT GOALS

SUSTAINABLE DEVELOPMENT GOALS

The COLOUR VERSION of the Sustainable Development Goals logo is ONLY to be used on a white or light grey background. See colour values to the right.

LIGHT GREY

PMS: Cool Gray 1C

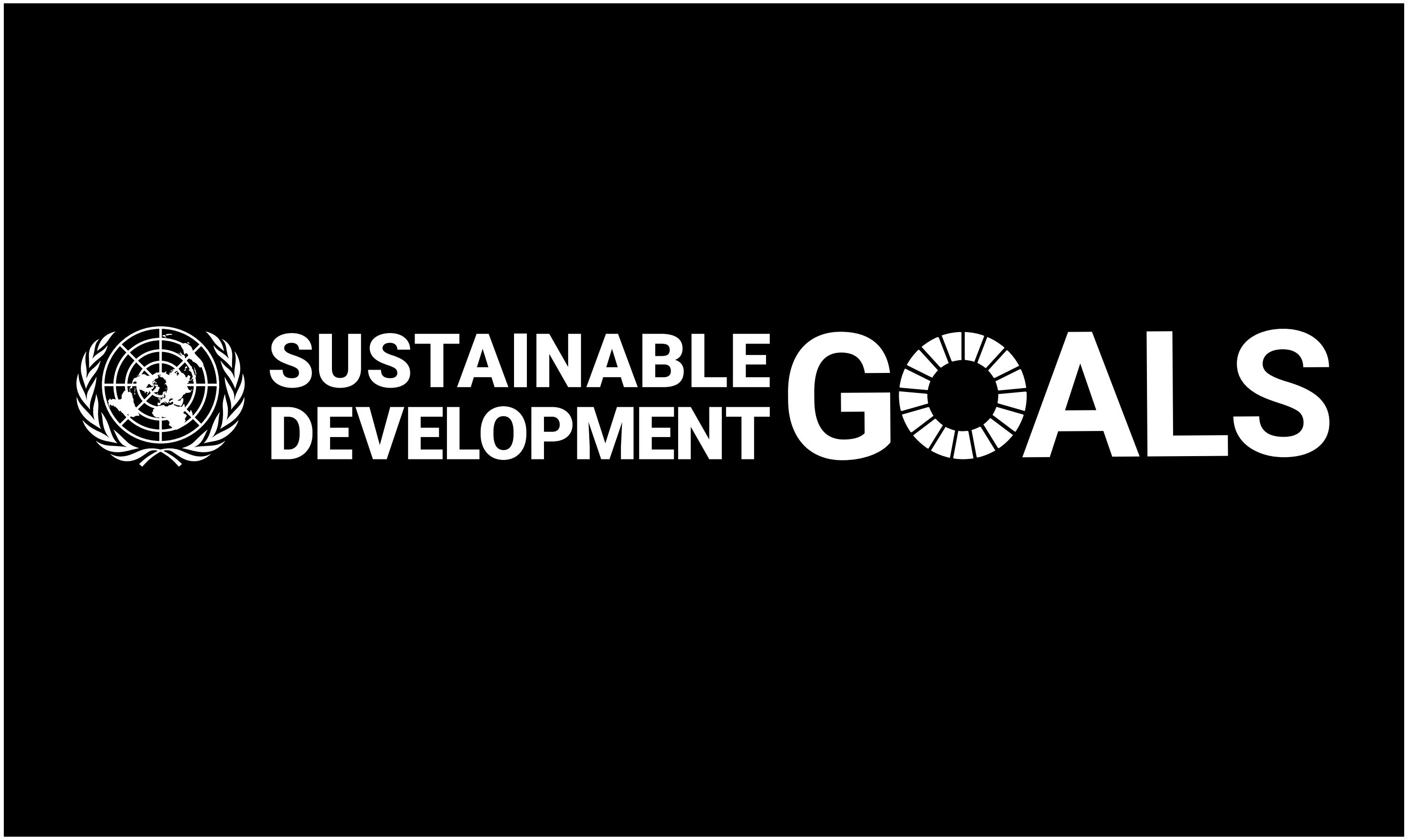
R 241 **G** 241 **B** 241

C 4 **M** 3 **Y** 3 **K** 0

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM

HORIZONTAL LOGO

USAGE LOGO: WHITE VERSION



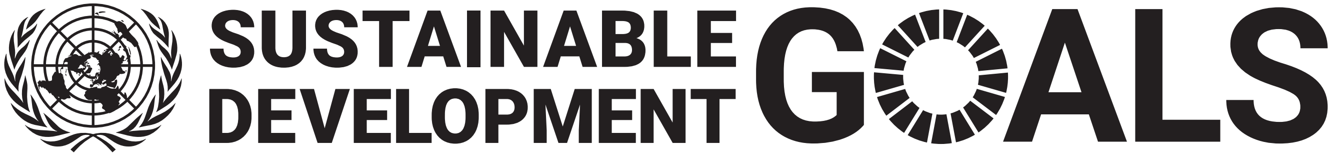
The WHITE VERSION of the logo can be used on any of the colours of the Sustainable Development Goals colour scheme.

The logo should ONLY be used on black if necessary due to a black/white application. (i.e., black/white ad)

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM

HORIZONTAL LOGO

USAGE LOGO: BLACK VERSION

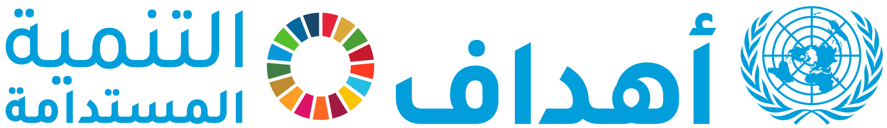

SUSTAINABLE
DEVELOPMENT
GOALS

The BLACK VERSION of the logo is ONLY to be used if necessary due to a black/white application. (i.e., black/white ad)

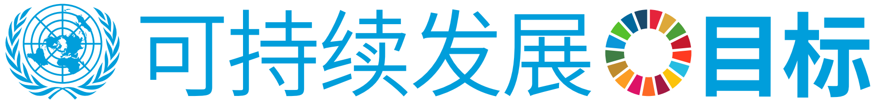
The BLACK VERSION of the logo should never be used on a coloured background, ONLY on white.

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM
6 OFFICIAL LANGUAGES

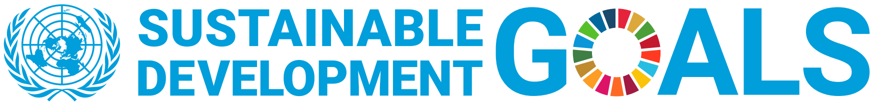
USAGE LOGO: HORIZONTAL SDG LOGO


أهداف
التنمية
المستدامة

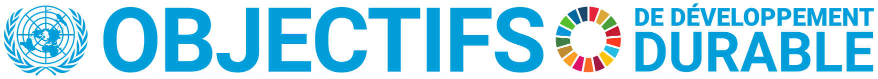
ARABIC



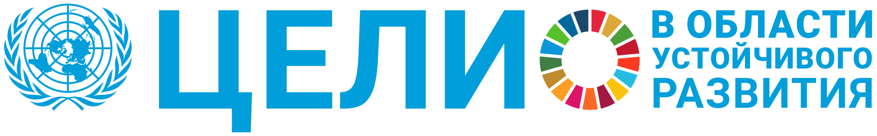
CHINESE


SUSTAINABLE
DEVELOPMENT
GOALS

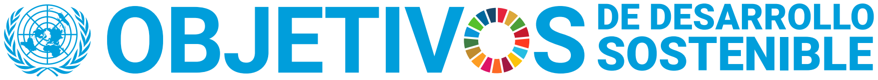
ENGLISH


OBJECTIFS
DE DÉVELOPPEMENT
DURABLE

FRENCH


ЦЕЛИ
В ОБЛАСТИ
УСТОЙЧИВОГО
РАЗВИТИЯ

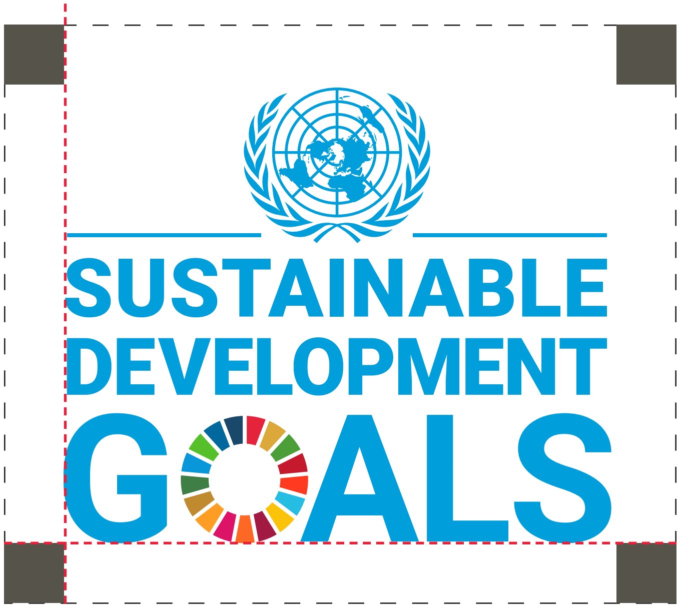
RUSSIAN


OBJETIVOS
DE DESARROLLO
SOSTENIBLE

SPANISH

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM SPECS

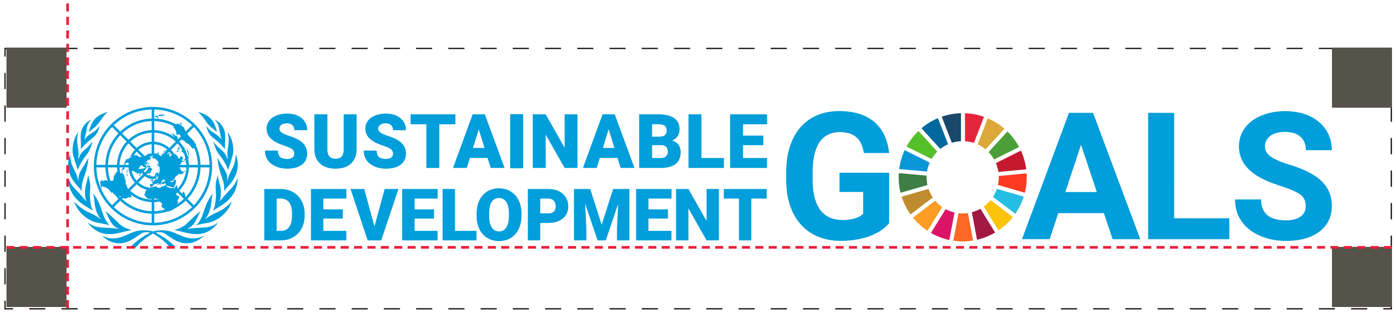
CLEARANCE AREA: VERTICAL LOGO


SUSTAINABLE
DEVELOPMENT
GOALS

CLEARANCE AREA around the vertical as well as the horizontal logo should allow for breathing room all around the logo, approx. 0.35” square

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM SPECS

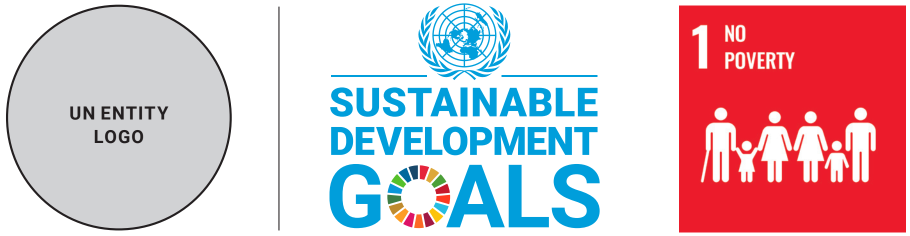
CLEARANCE AREA: HORIZONTAL LOGO

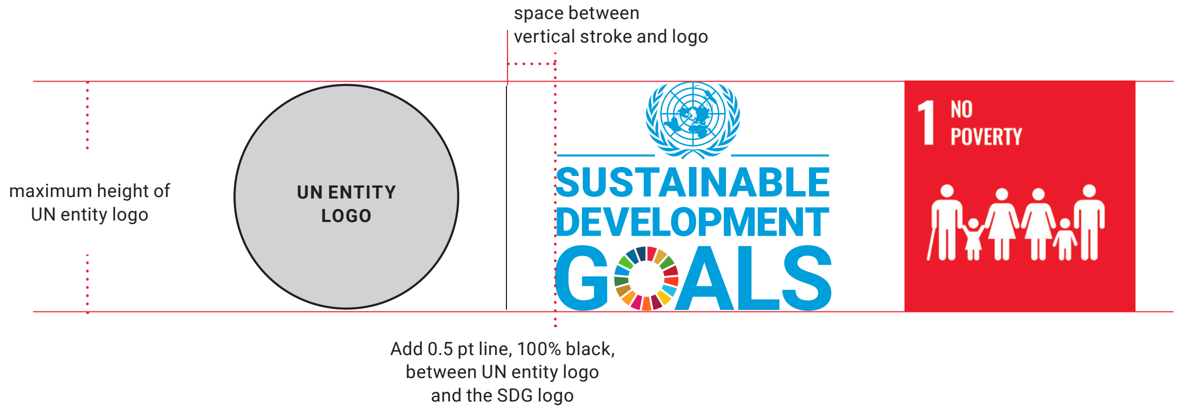

SUSTAINABLE
DEVELOPMENT
GOALS

CLEARANCE AREA around the vertical as well as the horizontal logo should allow for breathing room all around the logo, approx. 0.35” square

SDG LOGO FOR ENTITIES WITHIN UN SYSTEM PAIRING

USAGE LOGOS: ENTITY WITHIN THE UN SYSTEM + VERTICAL SDG LOGO WITH UN EMBLEM + SDG ICON(S)

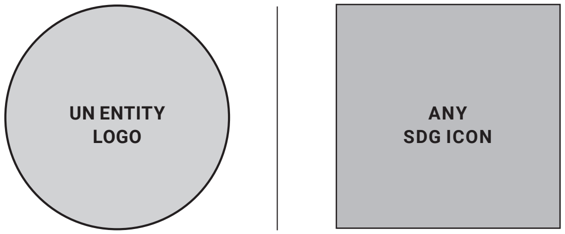

UN ENTITY LOGO
SUSTAINABLE DEVELOPMENT GOALS
1 NO POVERTY


space between vertical stroke and logo
maximum height of UN entity logo
UN ENTITY LOGO
SUSTAINABLE DEVELOPMENT GOALS
1 NO POVERTY
Add 0.5 pt line, 100% black, between UN entity logo and the SDG logo

For entities within the UN System, pairing is permitted for the SDG logo which includes the UN emblem, and the SDG icon(s).

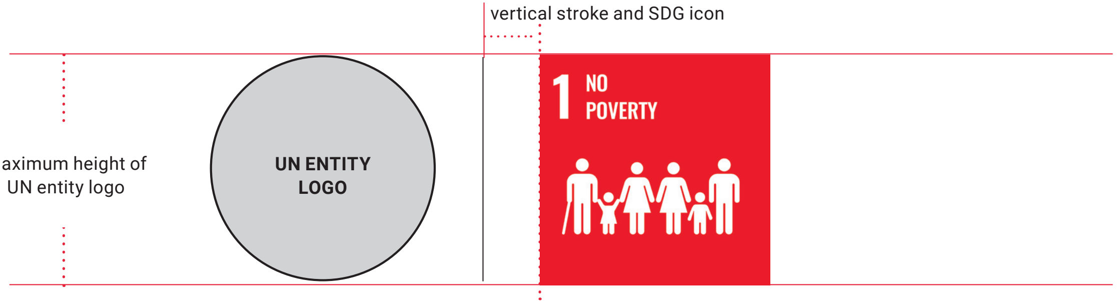
SDG LOGO FOR UN ENTITIES PAIRING

USAGE LOGOS: UN ENTITY LOGO + SDG ICON


UN ENTITY
LOGO
ANY
SDG ICON

space between
vertical stroke and SDG icon

maximum height of
UN entity logo


UN ENTITY
LOGO
1 NO
POVERTY

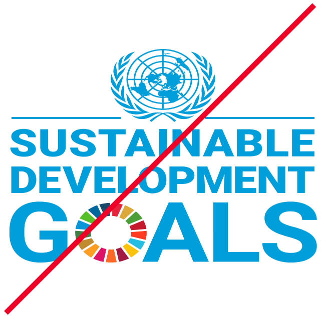
Add 0.5 pt line, 100% black,
between UN entity logo
and the SDG icon

For UN entities, pairing is permitted with the SDG icon(s).

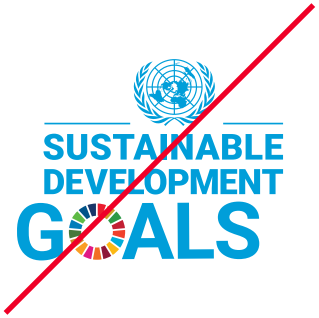
SDG LOGO FOR ENTITIES WITHIN UN SYSTEM

DON'TS

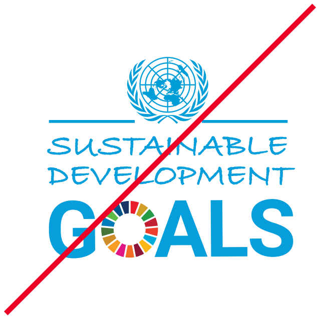
USAGE LOGO: DON'TS


SUSTAINABLE
DEVELOPMENT
GOALS

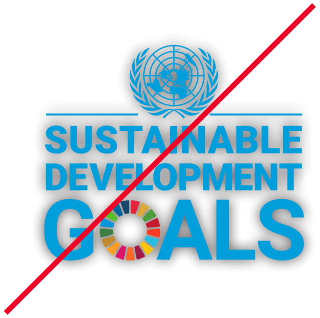
DO NOT stretch/squash/distort


SUSTAINABLE
DEVELOPMENT
GOALS

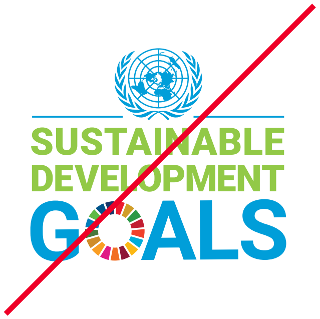
DO NOT rearrange elements


SUSTAINABLE
DEVELOPMENT
GOALS

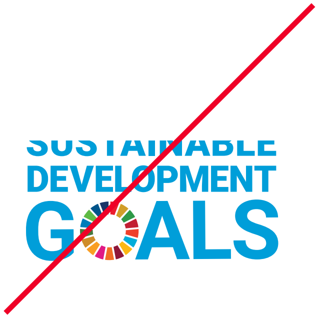
DO NOT alter the typeface


SUSTAINABLE
DEVELOPMENT
GOALS

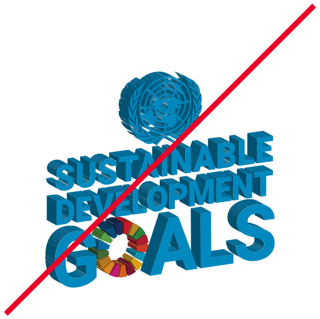
DO NOT add drop shadows


SUSTAINABLE
DEVELOPMENT
GOALS

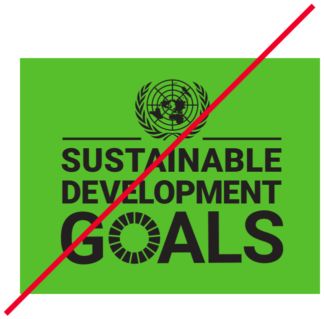
DO NOT mix with other colours


DEVELOPMENT
GOALS

DO NOT crop


SUSTAINABLE
DEVELOPMENT
GOALS

DO NOT extrude or bevel


SUSTAINABLE
DEVELOPMENT
GOALS

DO NOT use black logo over colours

These examples of logo treatments are not permitted.

Format, size and colouring of the Sustainable Development Goals logo are detailed within this document.

TYPOGRAPHY

TYPOGRAPHY
FOR ICONS

OSWALD

OSWALD – MEDIUM

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
*&%$#!\1234567890

OSWALD – SEMIBOLD

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
*&%$#!\1234567890

OSWALD font is usually used for headline and titles.

TYPOGRAPHY
FOR SDG LOGO

ROBOTO

ROBOTO – BOLD

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
***&%$#!\1234567890**

ROBOTO – BLACK

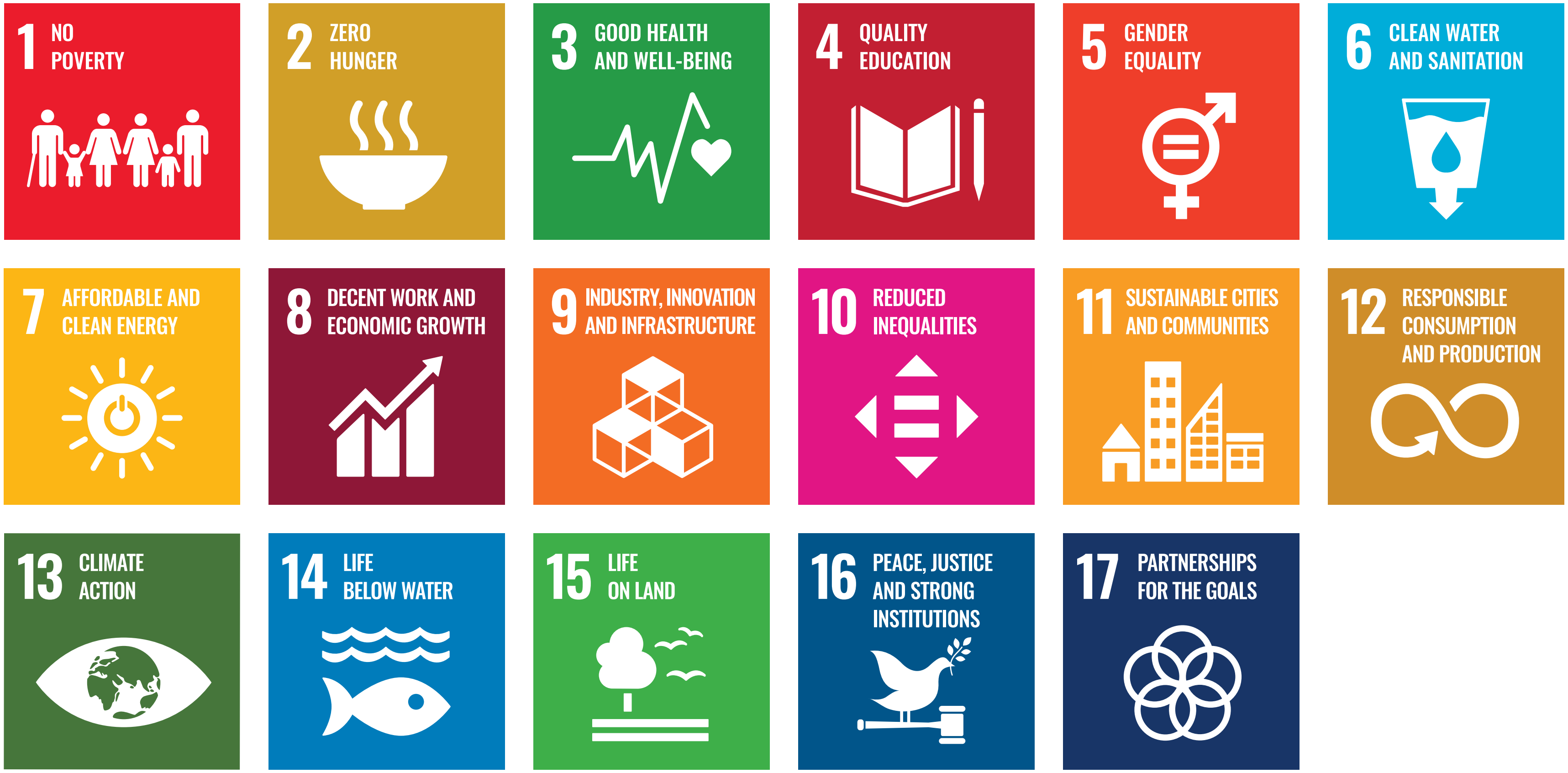
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
***&%$#!\1234567890**

ROBOTO font is usually used for body copy and additional information.

ICONS

ICONS

17 ICONS: COLOUR VERSION


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

When an icon is on a square, that square must be proportional 1 x 1.

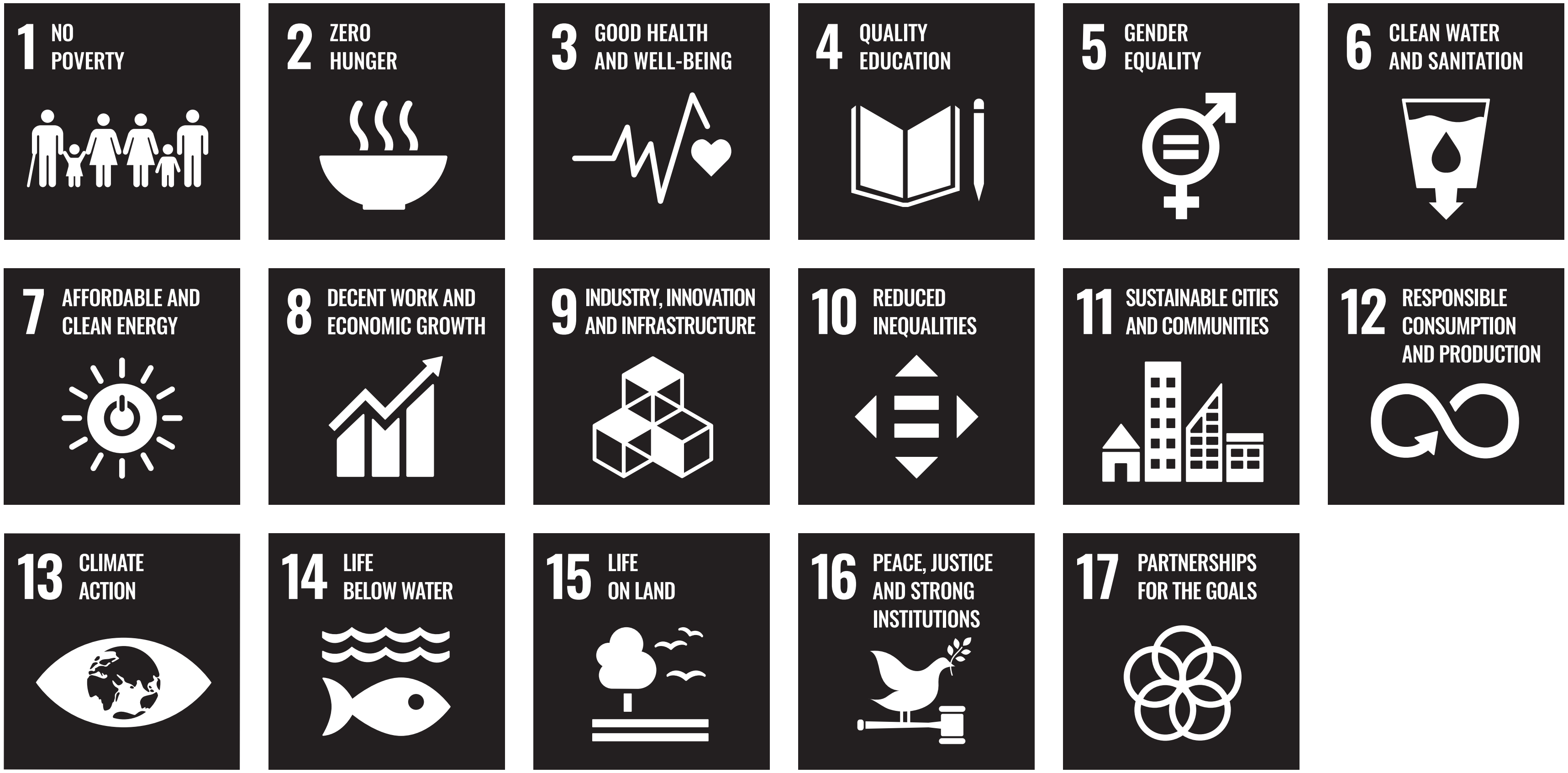
The white icon should be contained by its defined colour, or black background.

Do not alter the colours of the SDG icons.

In January 2018, the United Nations launched a revised design of Icon 10, as seen on this page

ICONS

17 ICONS: BLACK/WHITE VERSION

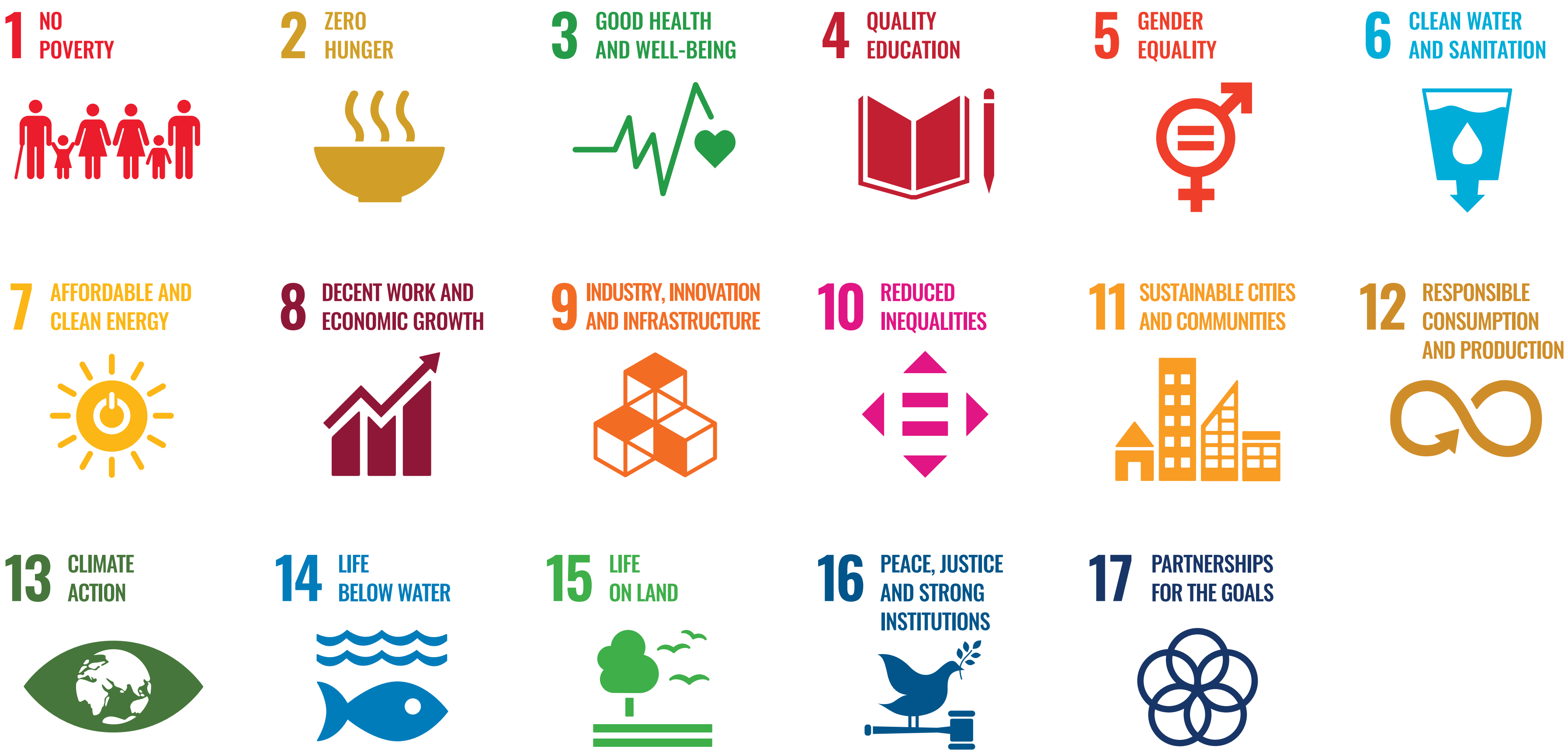

1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE 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

When an icon is on a square, that square must be proportional 1 x 1.

The white icon should be contained by its defined colour, or black background.

ICONS

17 ICONS: COLOUR VERSION INVERSED


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

Each icon can ONLY be used inversely over a white background.

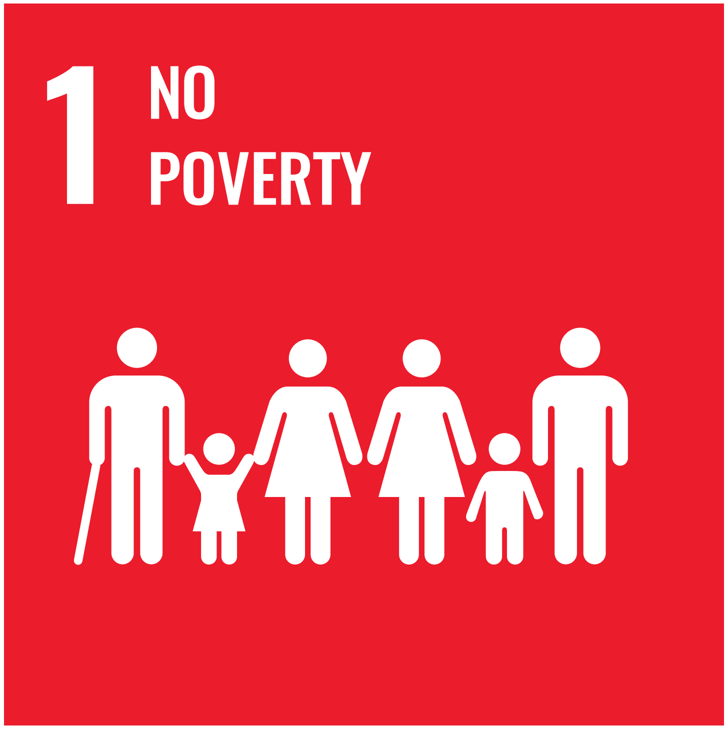
The icon may not be used inversely over a black nor a coloured background.

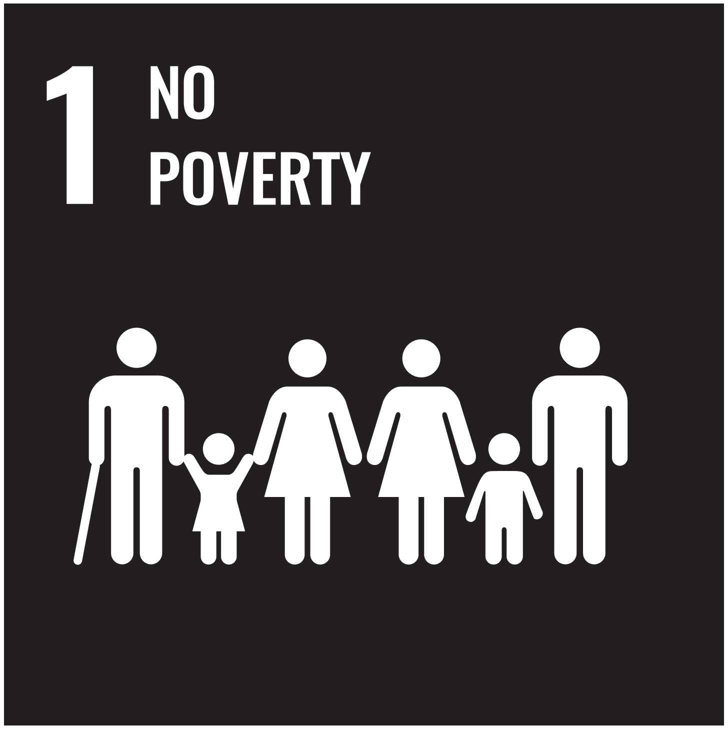
Do not alter the colours of the SDG icons.

ICONS

#1 NO POVERTY

COLOUR & BLACK/WHITE


1
NO
POVERTY

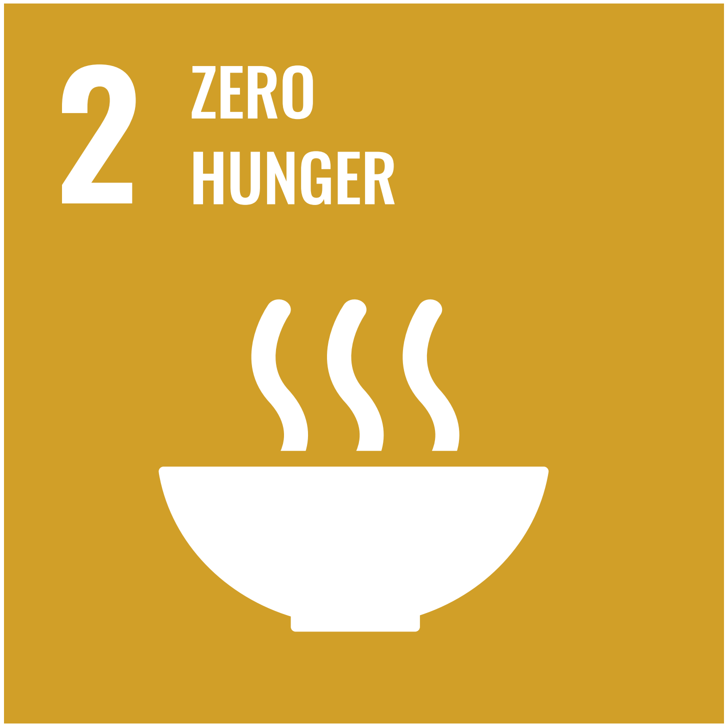

1
NO
POVERTY

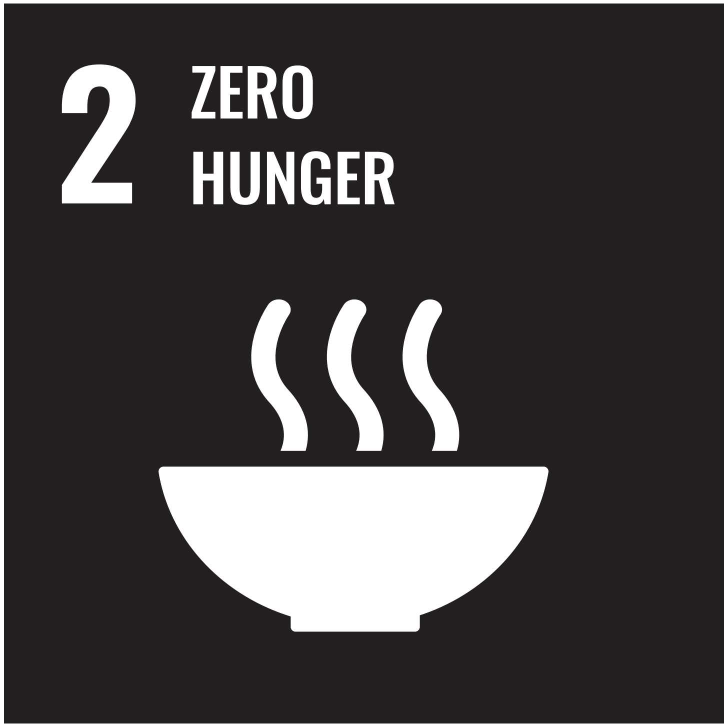
RED

PMS: 185 C
C 1 **M** 100 **Y** 92 **K** 0
R 229 **G** 36 **B** 59
HEX: e5243b

ICONS
#2 ZERO HUNGER

COLOUR & BLACK/WHITE


2
ZERO
HUNGER


2
ZERO
HUNGER

MUSTARD

PMS: 7555 C

C 18 **M** 37 **Y** 100 **K** 1

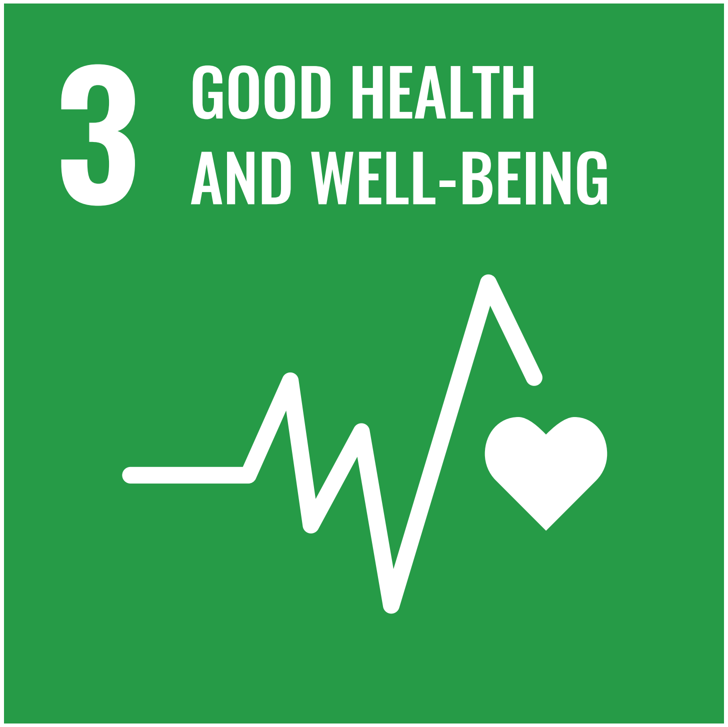
R 221 **G** 166 **B** 58

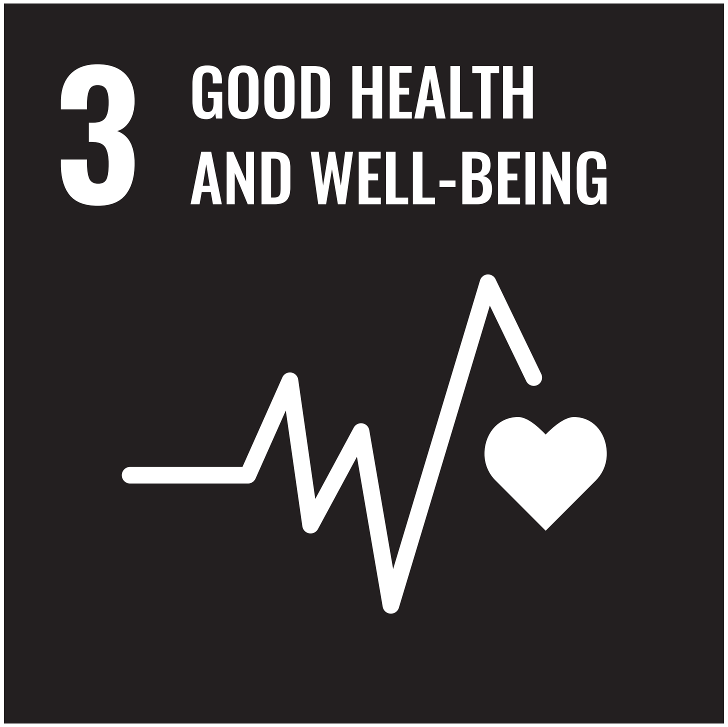
HEX: DDA63A

ICONS

#3 GOOD HEALTH AND WELL-BEING

COLOUR & BLACK/WHITE


3
GOOD HEALTH
AND WELL-BEING


3
GOOD HEALTH
AND WELL-BEING

KELLY GREEN

PMS: 7739 C

C 81 **M** 15 **Y** 100 **K** 2

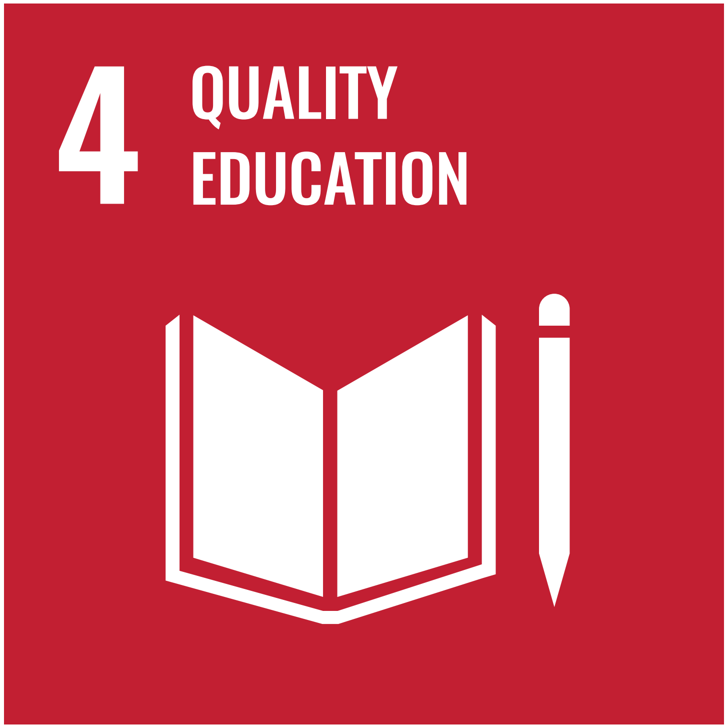
R 76 **G** 159 **B** 56

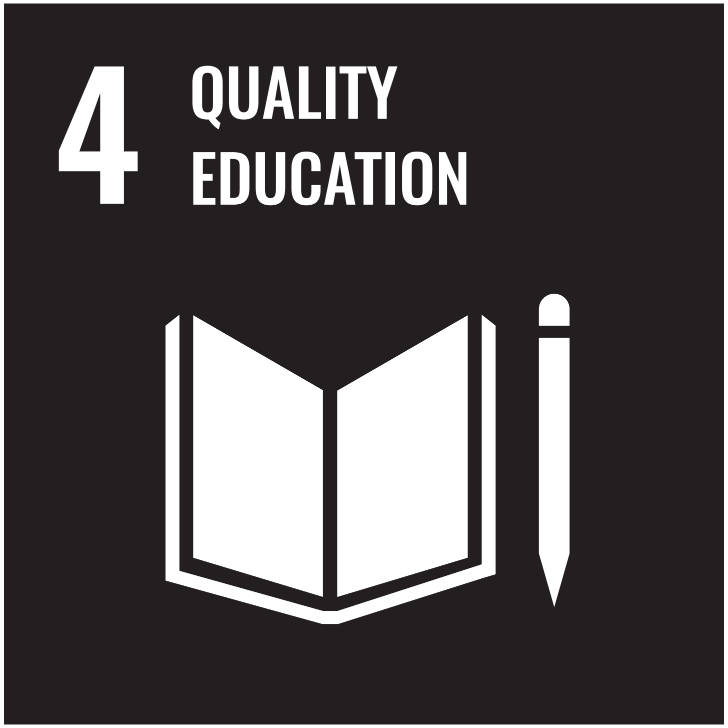
HEX: 4C9F38

ICONS

#4 QUALITY EDUCATION

COLOUR & BLACK/WHITE


4
QUALITY
EDUCATION


4
QUALITY
EDUCATION

DARK RED

PMS: 200 C

C 16 **M** 100 **Y** 86 **K** 7

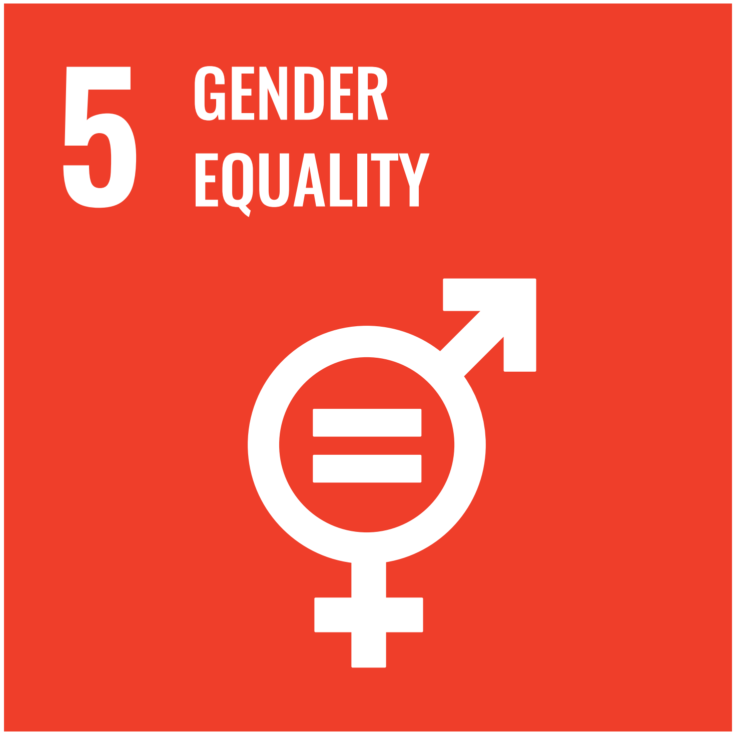
R 197 **G** 25 **B** 45

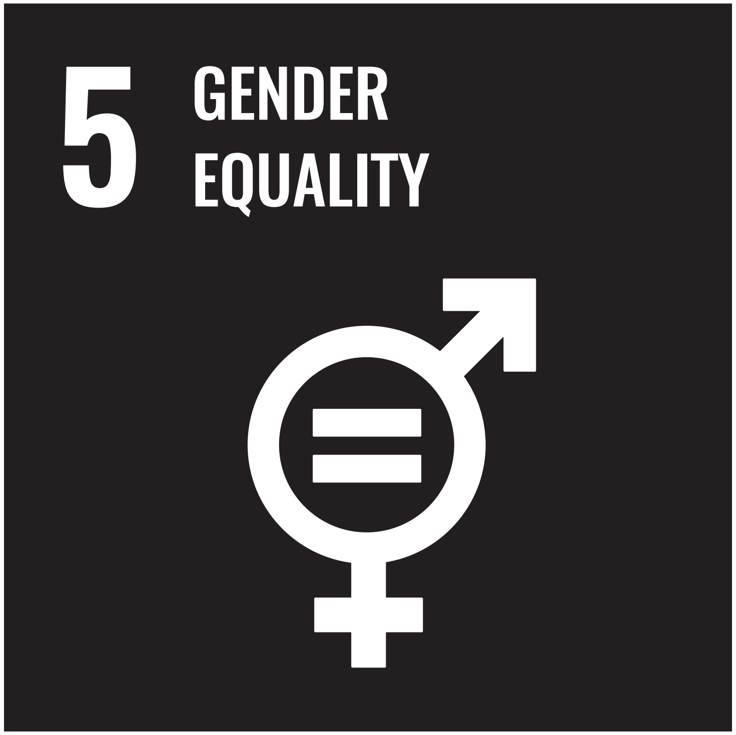
HEX: C5192D

ICONS

#5 GENDER EQUALITY

COLOUR & BLACK/WHITE


5
GENDER
EQUALITY


5
GENDER
EQUALITY

RED ORANGE

PMS: BRIGHT RED C

C 0 **M** 90 **Y** 94 **K** 0

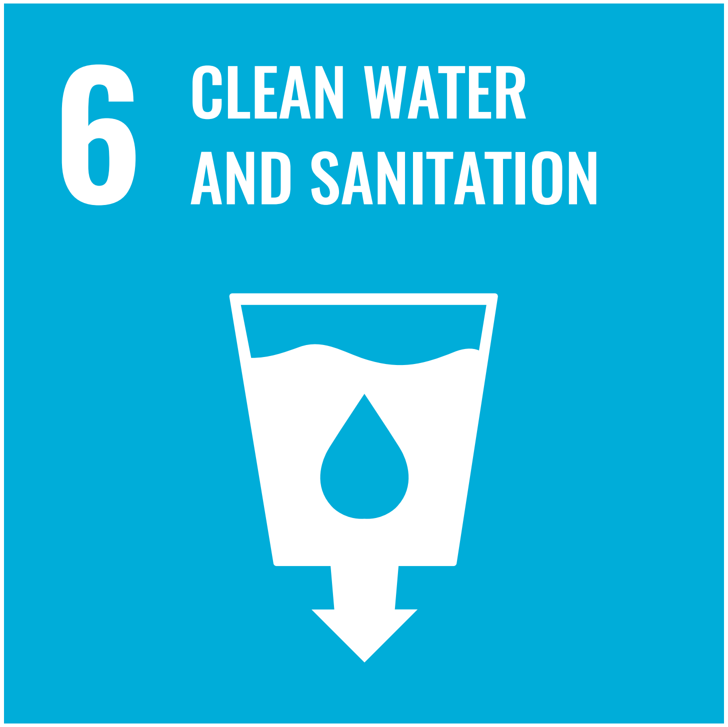
R 255 **G** 58 **B** 33

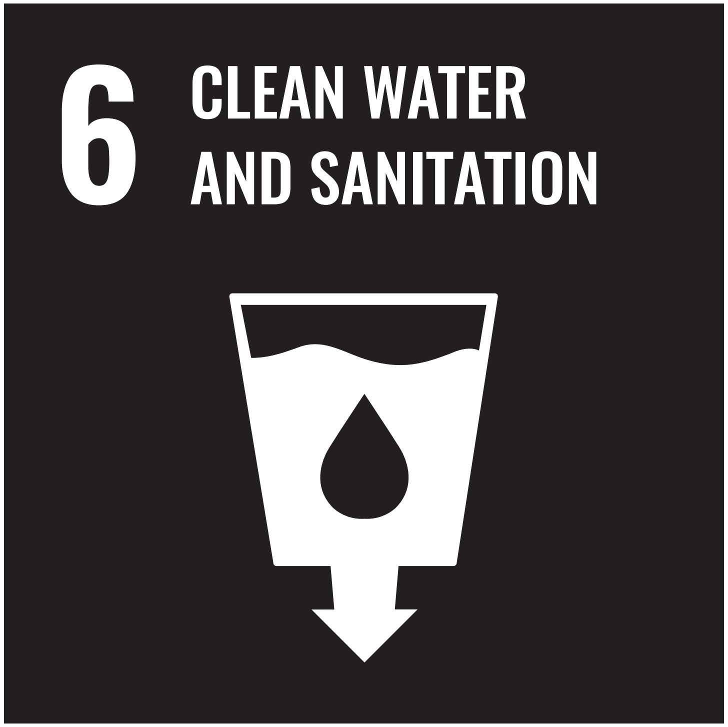
HEX: FF3A21

ICONS

#6 CLEAN WATER AND SANITATION

COLOUR & BLACK/WHITE


6
CLEAN WATER
AND SANITATION


6
CLEAN WATER
AND SANITATION

BRIGHT BLUE

PMS: 638 C

C 82 **M** 7 **Y** 9 **K** 0

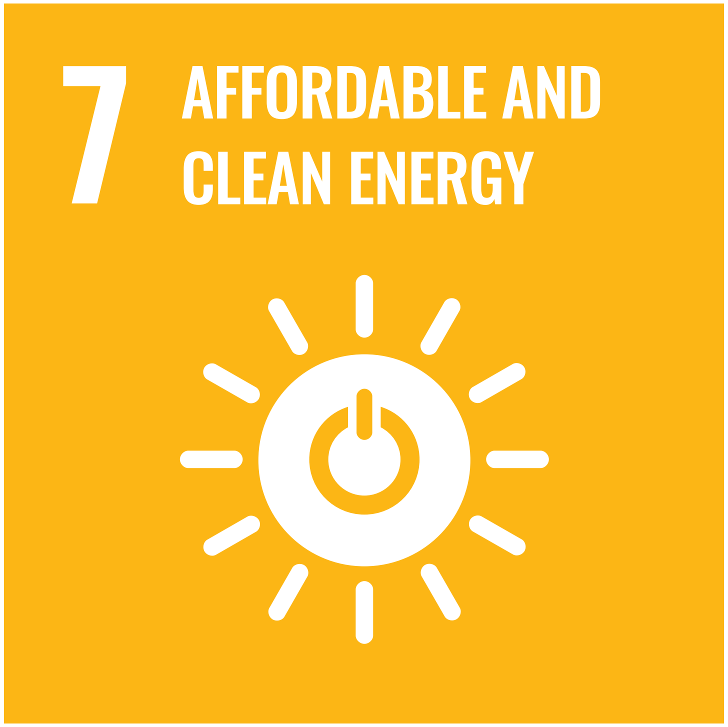
R 38 **G** 189 **B** 226

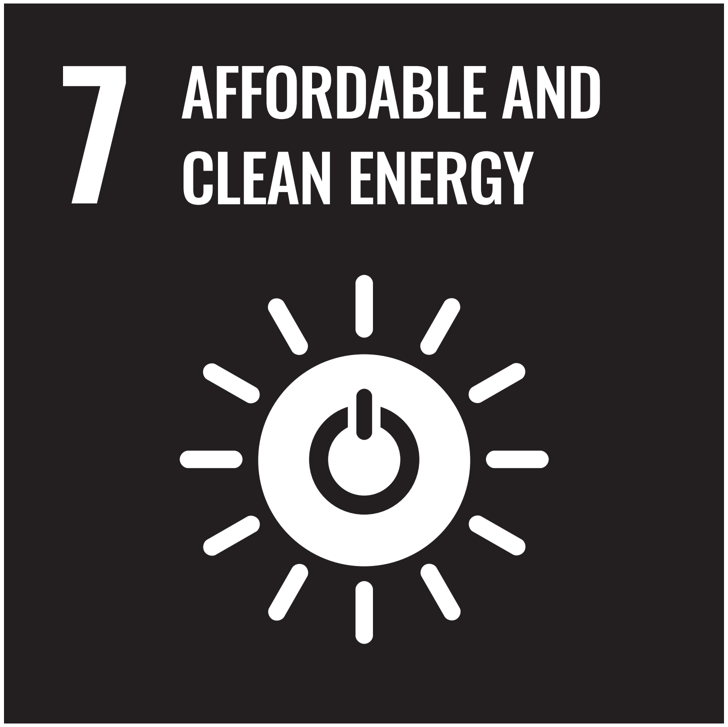
HEX: 26BDE2

ICONS

#7 AFFORDABLE AND CLEAN ENERGY

COLOUR & BLACK/WHITE


7
AFFORDABLE AND
CLEAN ENERGY


7
AFFORDABLE AND
CLEAN ENERGY

YELLOW

PMS: 1235 C

C 0 **M** 31 **Y** 100 **K** 0

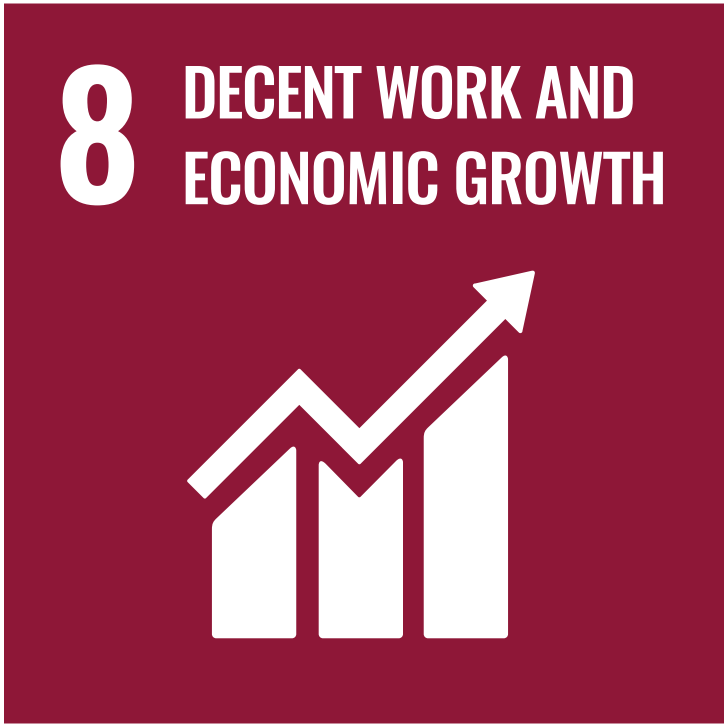
R 252 **G** 195 **B** 11

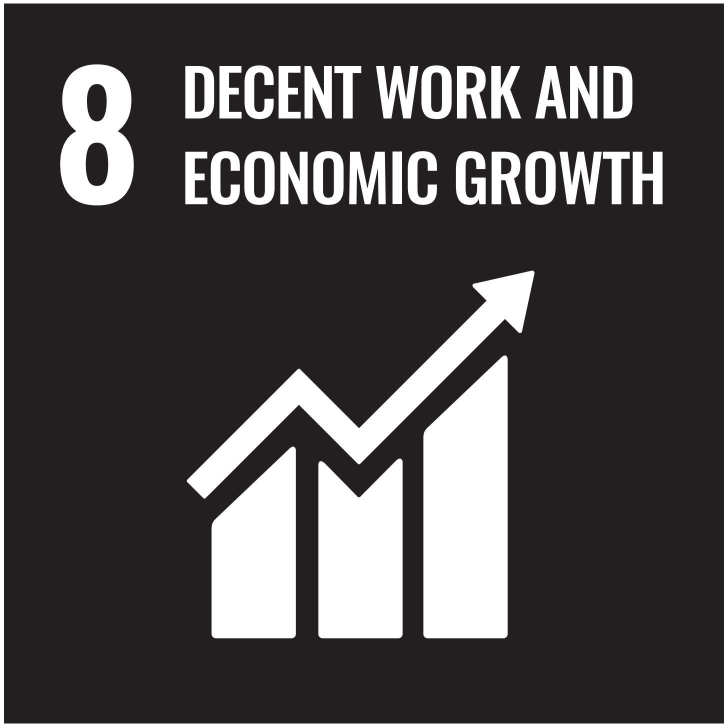
HEX: FCC30B

ICONS

#8 DECENT WORK AND ECONOMIC GROWTH

COLOUR & BLACK/WHITE


8
DECENT WORK AND
ECONOMIC GROWTH


8
DECENT WORK AND
ECONOMIC GROWTH

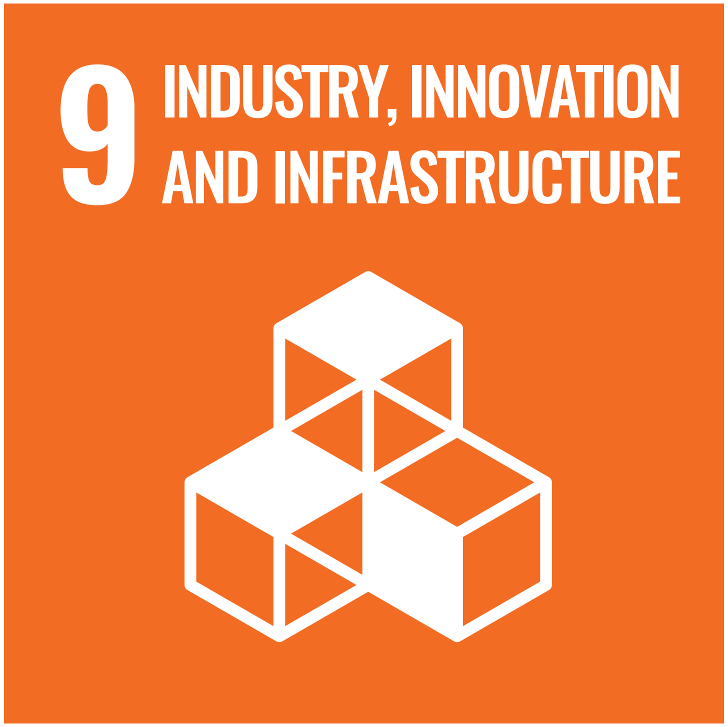
BURGUNDY RED

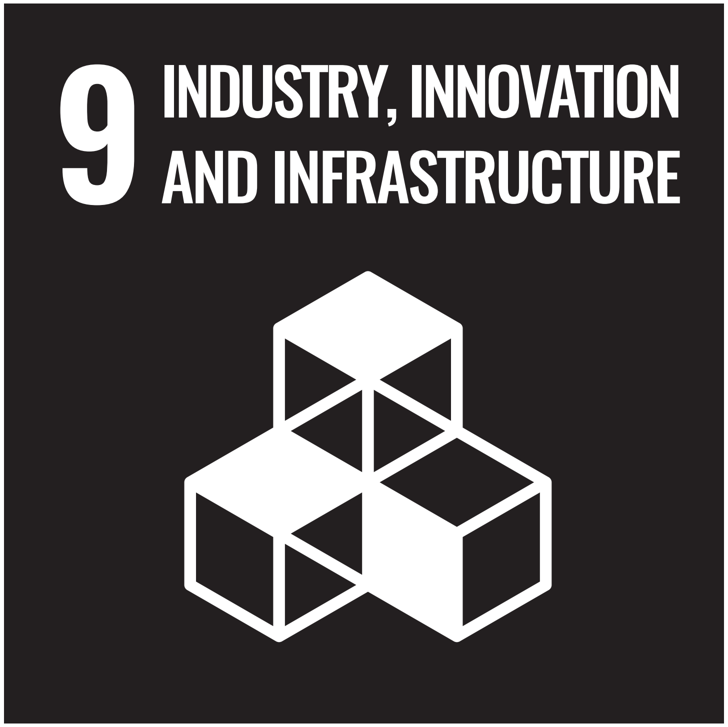
PMS: 1955 C
C 29 **M** 100 **Y** 70 **K** 27
R 162 **G** 25 **B** 66
HEX: A21942

ICONS

#9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

COLOUR & BLACK/WHITE


9
INDUSTRY, INNOVATION
AND INFRASTRUCTURE


9
INDUSTRY, INNOVATION
AND INFRASTRUCTURE

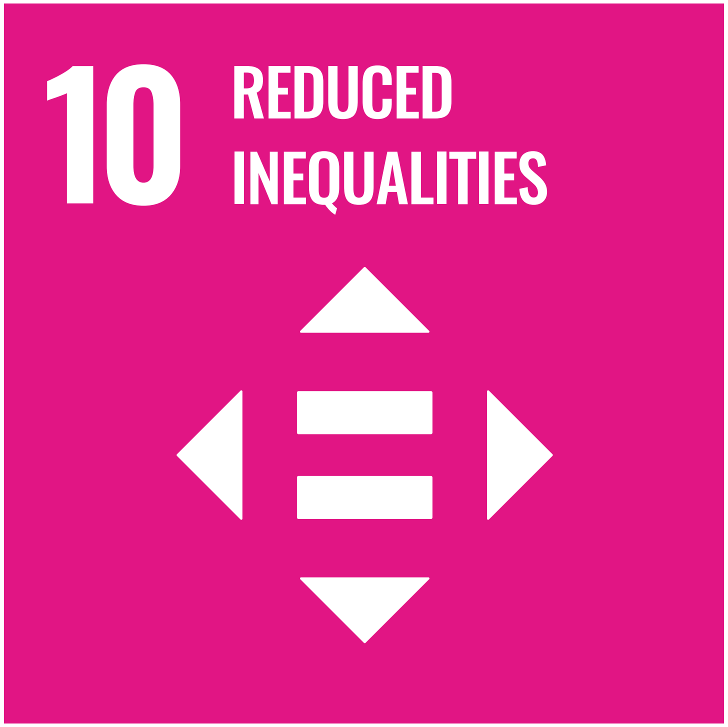
ORANGE

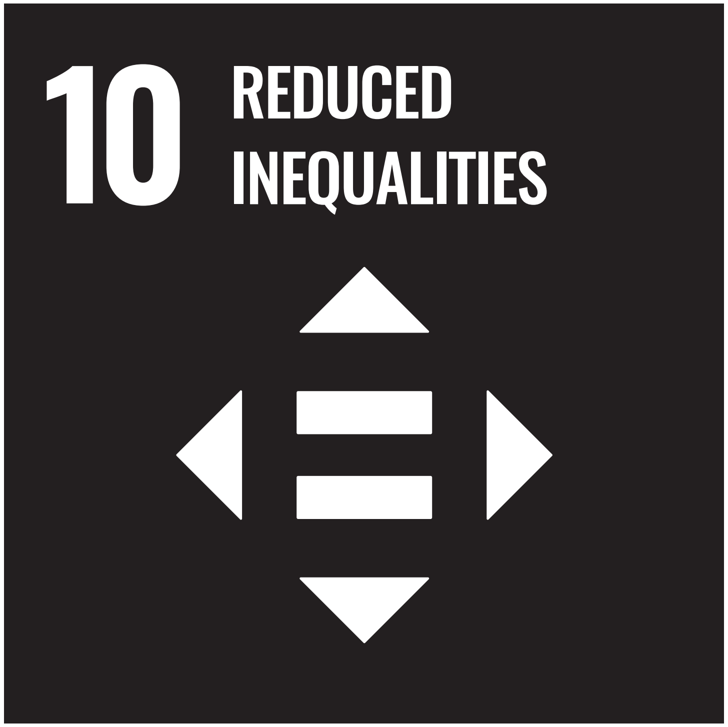
PMS: 1585 C
C 0 **M** 71 **Y** 98 **K** 0
R 253 **G** 105 **B** 37
HEX: FD6925

ICONS

#10 REDUCED INEQUALITIES

COLOUR & BLACK/WHITE


10
REDUCED INEQUALITIES


10
REDUCED INEQUALITIES

MAGENTA

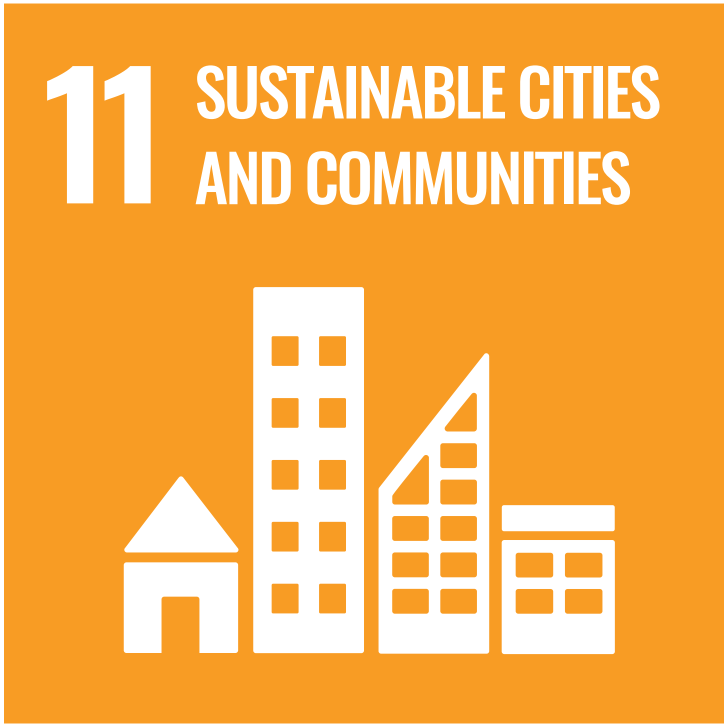
PMS: 219 C
C 6 **M** 98 **Y** 9 **K** 0
R 221 **G** 19 **B** 103
HEX: DD1367

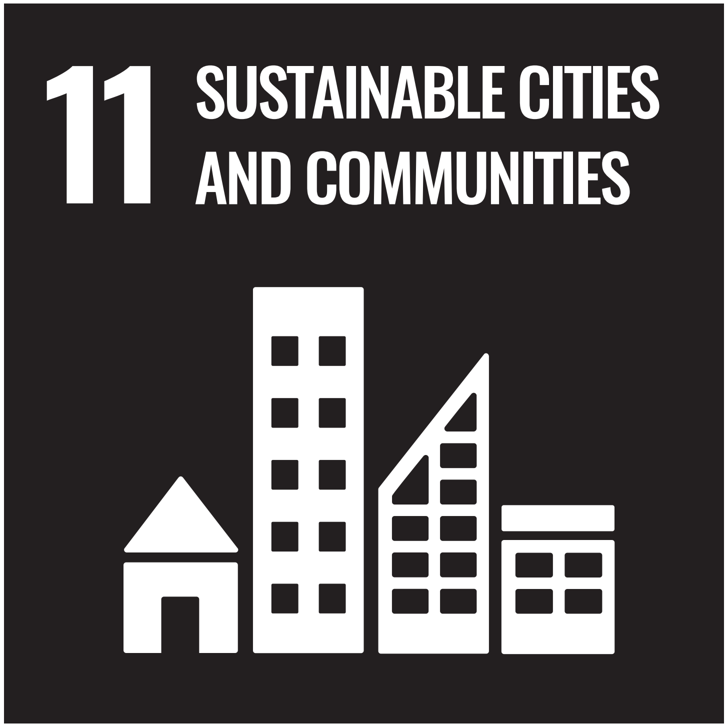
In January 2018, the United Nations launched a revised design of Icon 10, as seen on this page

ICONS

#11 SUSTAINABLE CITIES AND COMMUNITIES

COLOUR & BLACK/WHITE


11
SUSTAINABLE CITIES
AND COMMUNITIES


11
SUSTAINABLE CITIES
AND COMMUNITIES

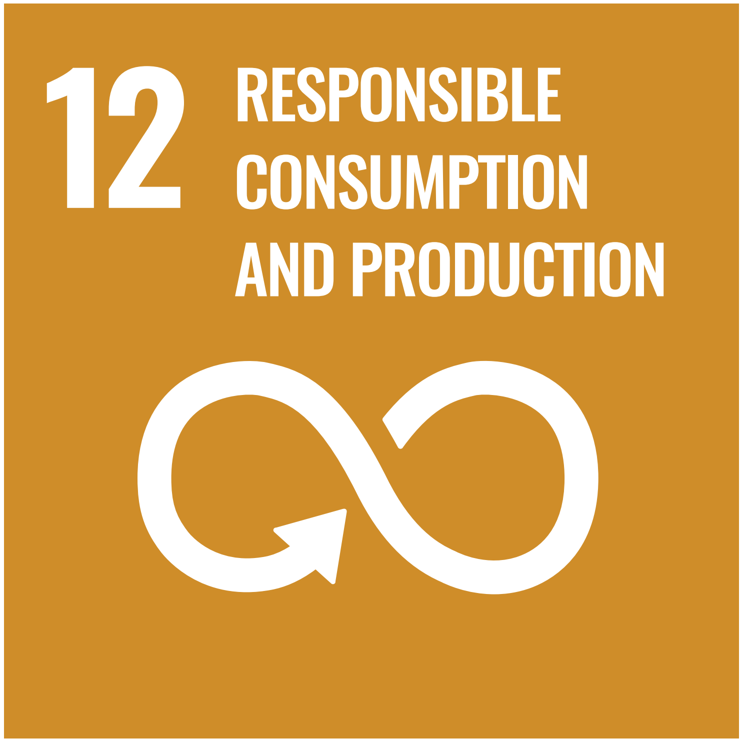
GOLDEN YELLOW

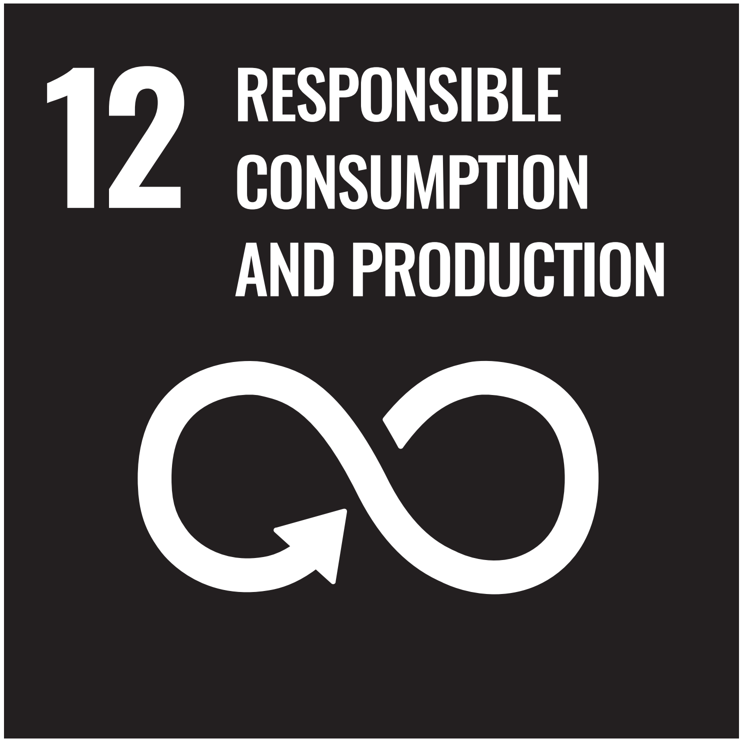
PMS: 1375 C
C 0 **M** 45 **Y** 96 **K** 0
R 253 **G** 157 **B** 36
HEX: FD9D24

ICONS

#12 RESPONSIBLE CONSUMPTION & PRODUCTION

COLOUR & BLACK/WHITE


12
RESPONSIBLE
CONSUMPTION
AND PRODUCTION


12
RESPONSIBLE
CONSUMPTION
AND PRODUCTION

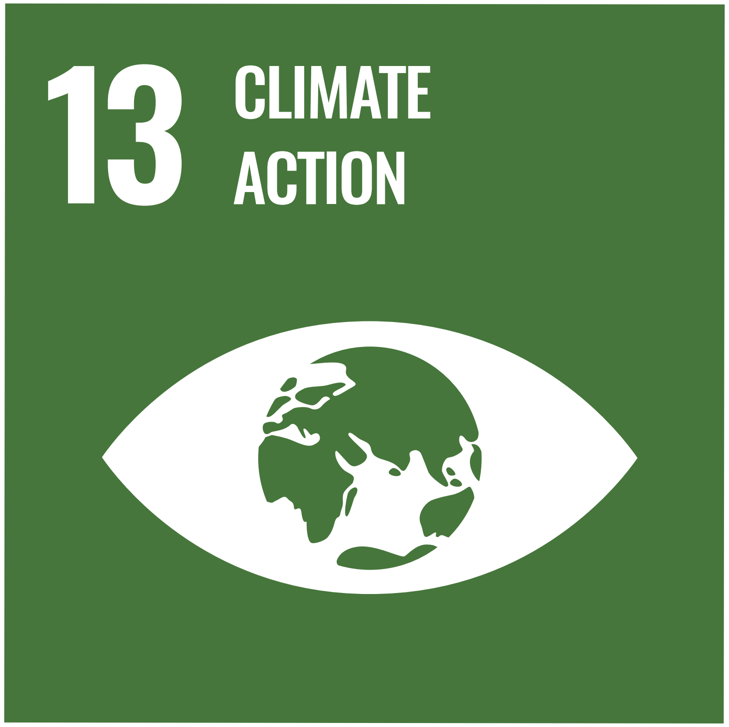
DARK MUSTARD

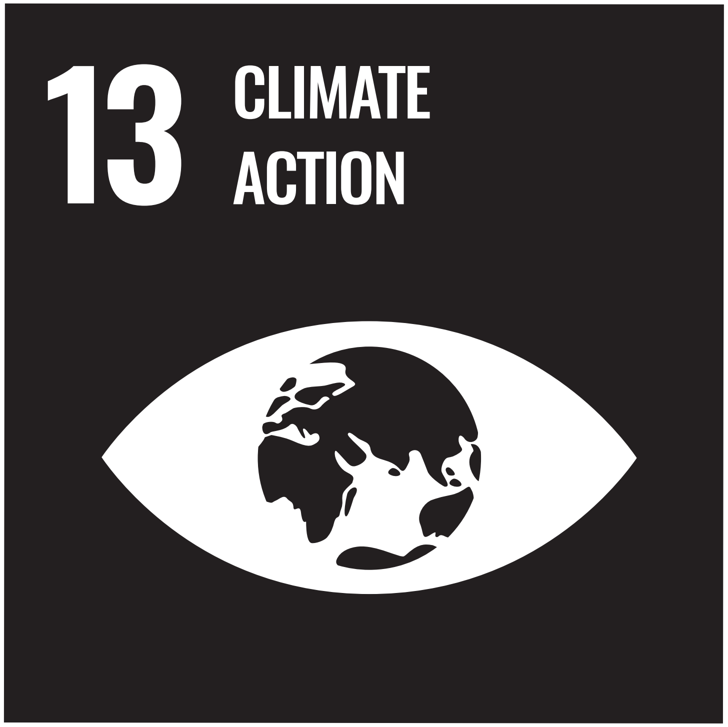
PMS: 131 C
C 18 **M** 48 **Y** 100 **K** 2
R 191 **G** 139 **B** 46
HEX: BF8B2E

ICONS

#13 CLIMATE ACTION

COLOUR & BLACK/WHITE


13
CLIMATE
ACTION


13
CLIMATE
ACTION

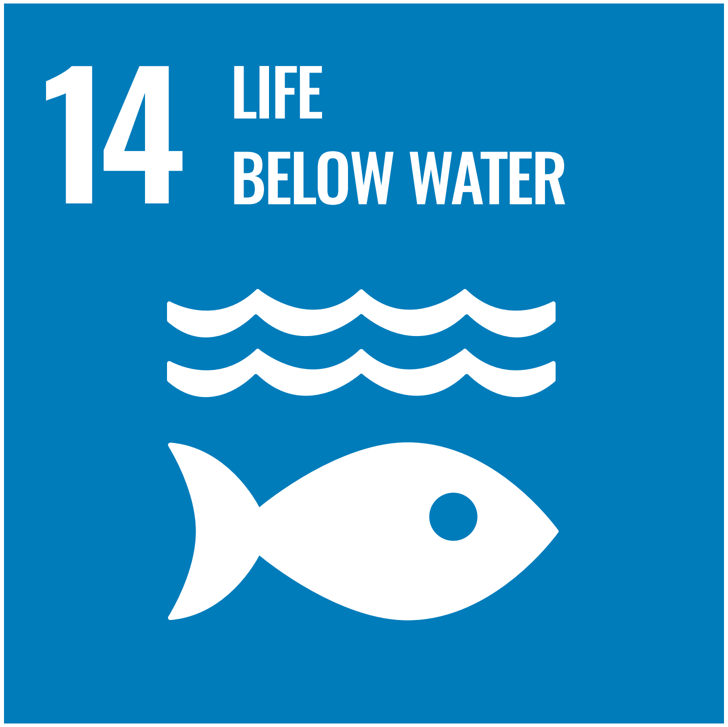
DARK GREEN

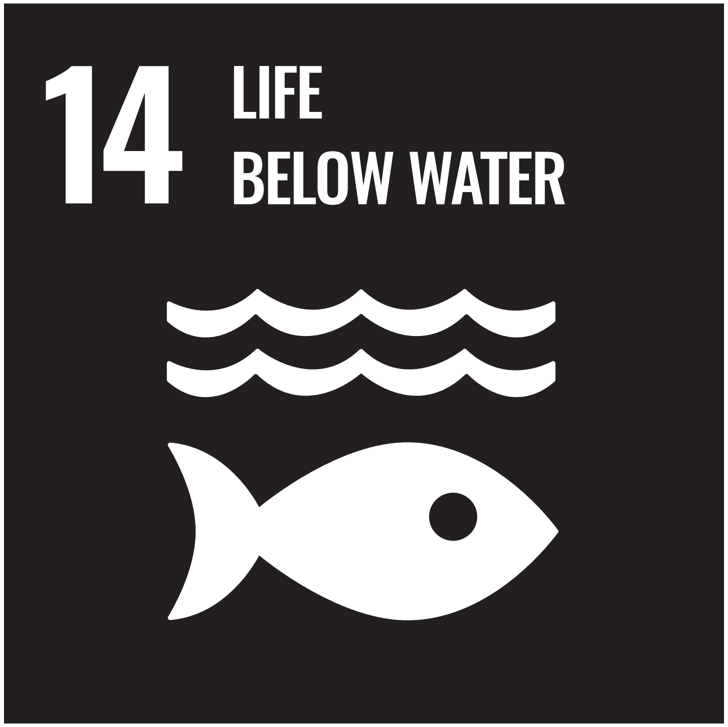
PMS: 7742 C
C 74 **M** 32 **Y** 95 **K** 19
R 63 **G** 126 **B** 68
HEX: 3F7E44

ICONS

#14 LIFE BELOW WATER

COLOUR & BLACK/WHITE


14
LIFE
BELOW WATER


14
LIFE
BELOW WATER

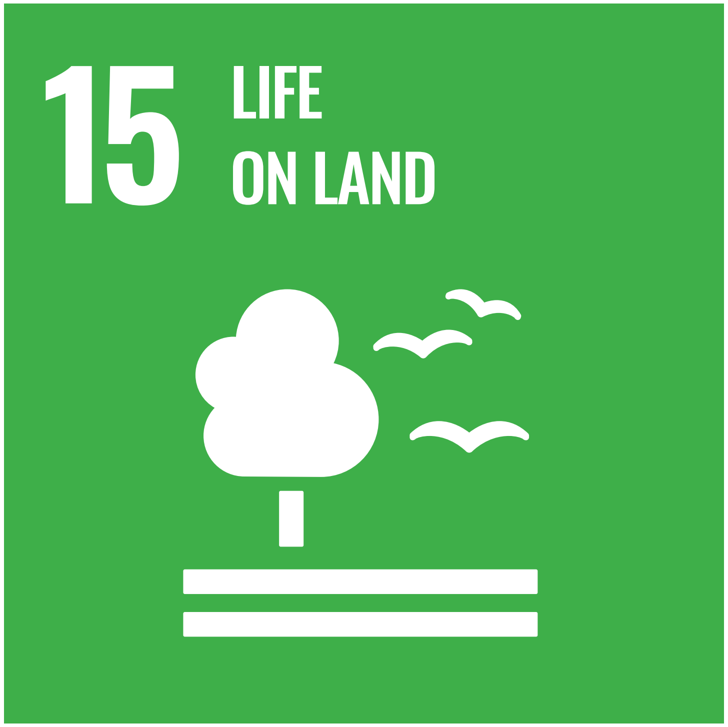
BLUE

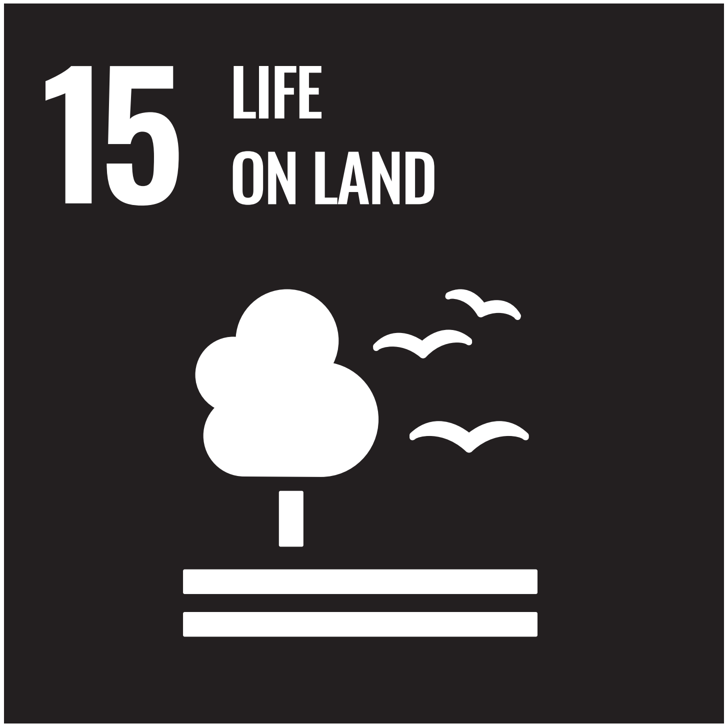
PMS: 7461C
C 96 **M** 41 **Y** 6 **K** 0
R 10 **G** 151 **B** 217
HEX: 0A97D9

ICONS

#15 LIFE ON LAND

COLOUR & BLACK/WHITE


15
LIFE
ON LAND


15
LIFE
ON LAND

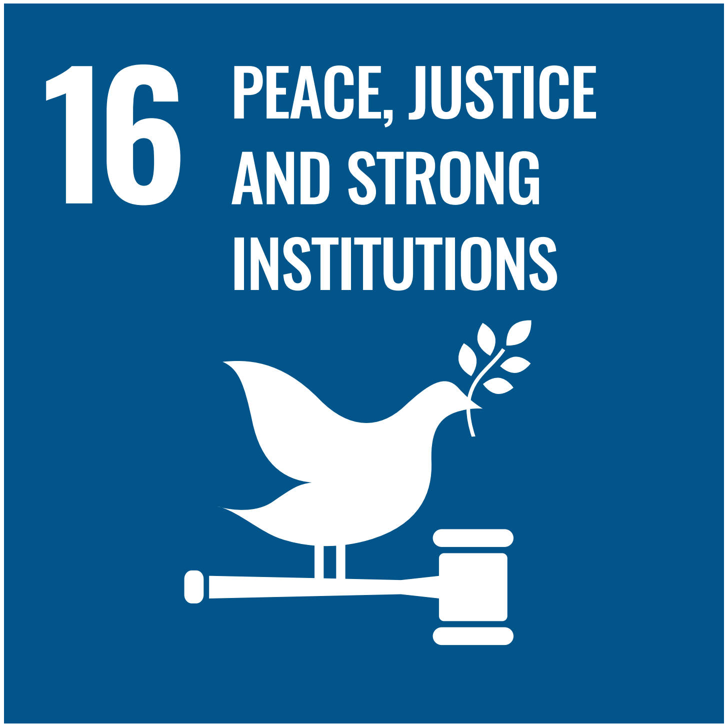
LIME GREEN

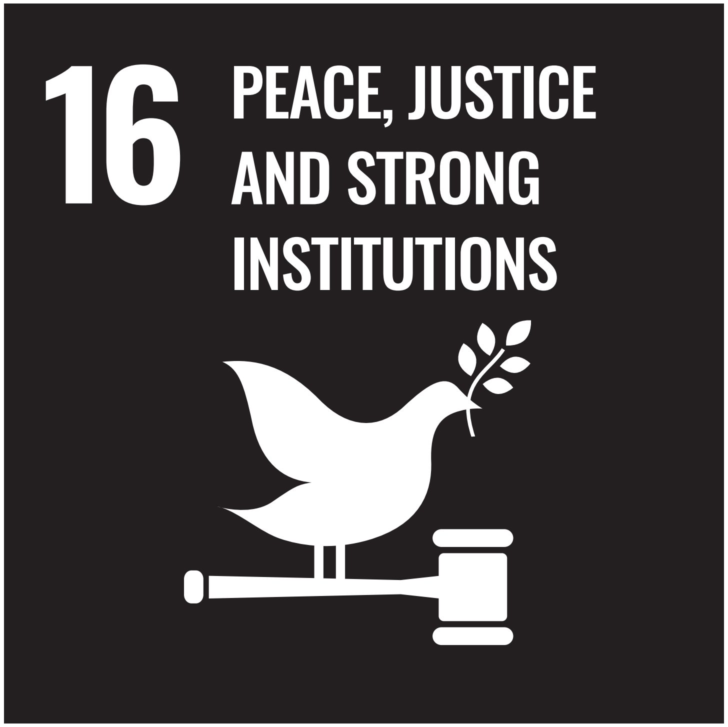
PMS: 361 C
C 75 **M** 4 **Y** 100 **K** 0
R 86 **G** 192 **B** 43
HEX: 56C02B

ICONS

#16 PEACE, JUSTICE AND STRONG INSTITUTIONS

COLOUR & BLACK/WHITE


16
PEACE, JUSTICE
AND STRONG
INSTITUTIONS


16
PEACE, JUSTICE
AND STRONG
INSTITUTIONS

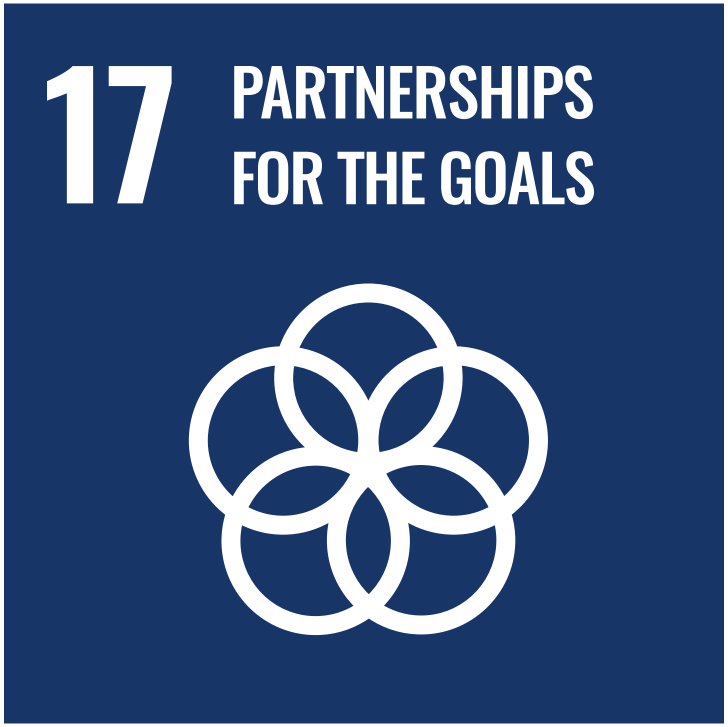
ROYAL BLUE

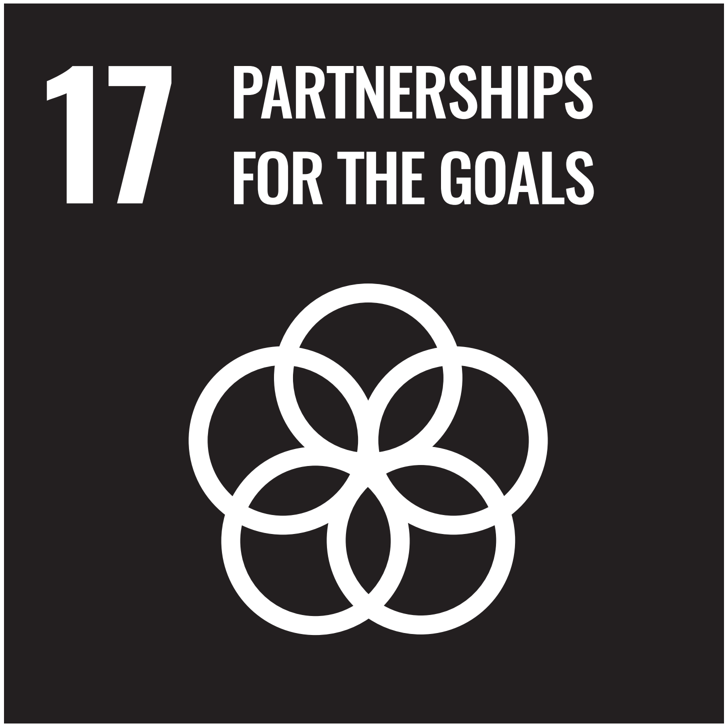
PMS: 7462 C
C 100 **M** 71 **Y** 22 **K** 5
R 0 **G** 104 **B** 157
HEX: 00689D

ICONS

#17 PARTNERSHIPS FOR THE GOALS

COLOUR & BLACK/WHITE


17
PARTNERSHIPS
FOR THE GOALS

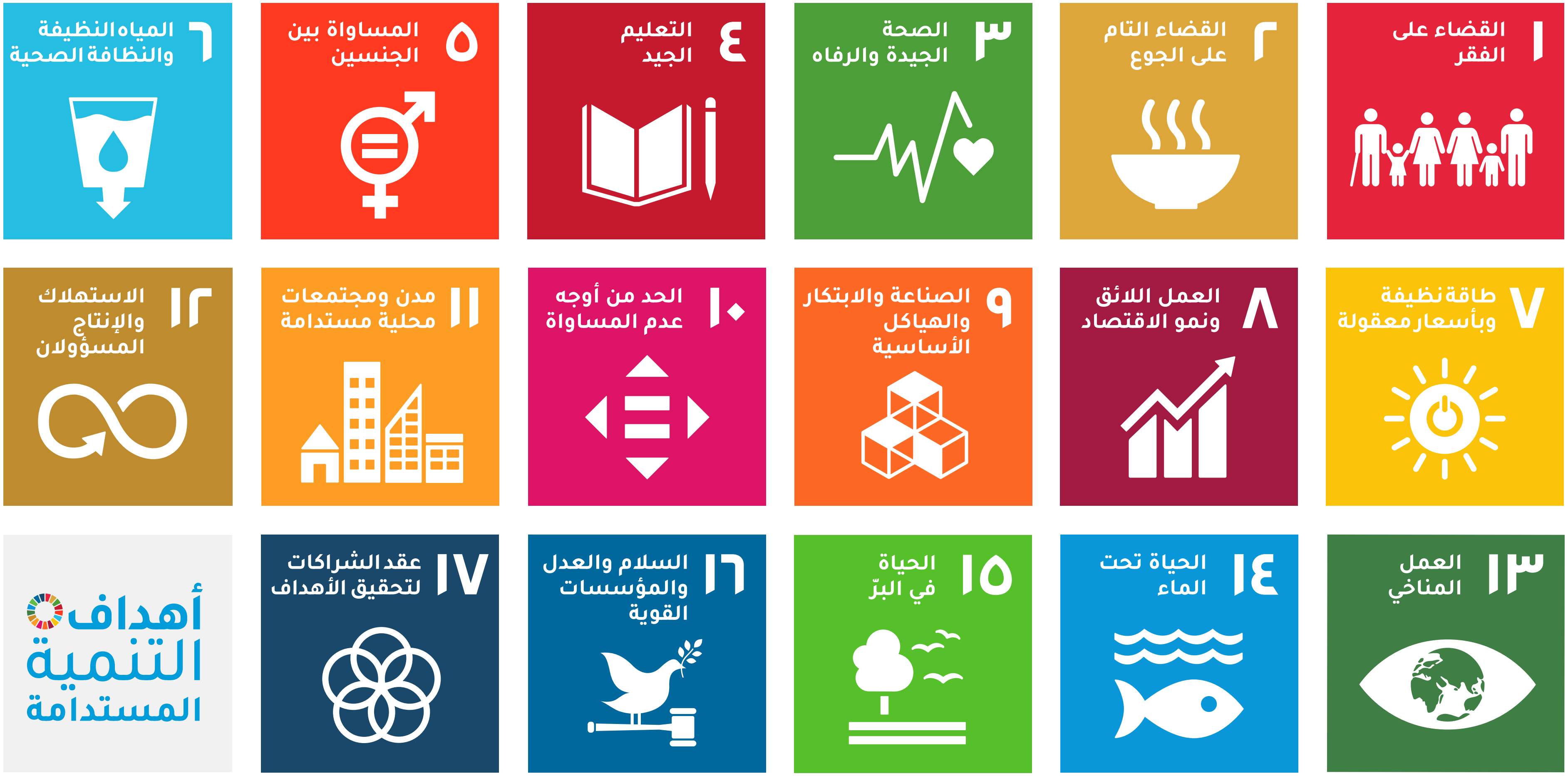

17
PARTNERSHIPS
FOR THE GOALS

NAVY BLUE

PMS: 294 C
C 100 **M** 86 **Y** 29 **K** 23
R 25 **G** 72 **B** 106
HEX: 19486A

ICONS
ARABIC

17 ICONS: COLOUR VERSION


١ القضاء على الفقر
٢ القضاء التام على الجوع
٣ الصحة الجيدة والرفاه
٤ التعليم الجيد
٥ المساواة بين الجنسين
٦ المياه النظيفة والنظافة الصحية
٧ طاقة نظيفة وبأسعار معقولة
٨ العمل اللائق ونمو الاقتصاد
٩ الصناعة والابتكار والهياكل الأساسية
١٠ الحد من أوجه عدم المساواة
١١ مدن ومجتمعات محلية مستدامة
١٢ الاستهلاك والإنتاج المسؤولان
١٣ العمل المناخي
١٤ الحياة تحت الماء
١٥ الحياة في البرّ
١٦ السلام والعدل والمؤسسات القوية
١٧ عقد الشراكات لتحقيق الأهداف
أهداف التنمية المستدامة

Do not alter the colours of the SDG icons.

ICONS

CHINESE

17 ICONS: COLOUR VERSION

1 无贫穷

2 零饥饿

3 良好
健康与福祉

4 优质教育

5 性别平等

6 清洁饮水和
卫生设施

7 经济适用的
清洁能源

8 体面工作和
经济增长

9 产业、创新和
基础设施

10 减少不平等

11 可持续
城市和社区

12 负责任
消费和生产

13 气候行动

14 水下生物

15 陆地生物

16 和平、正义与
强大机构

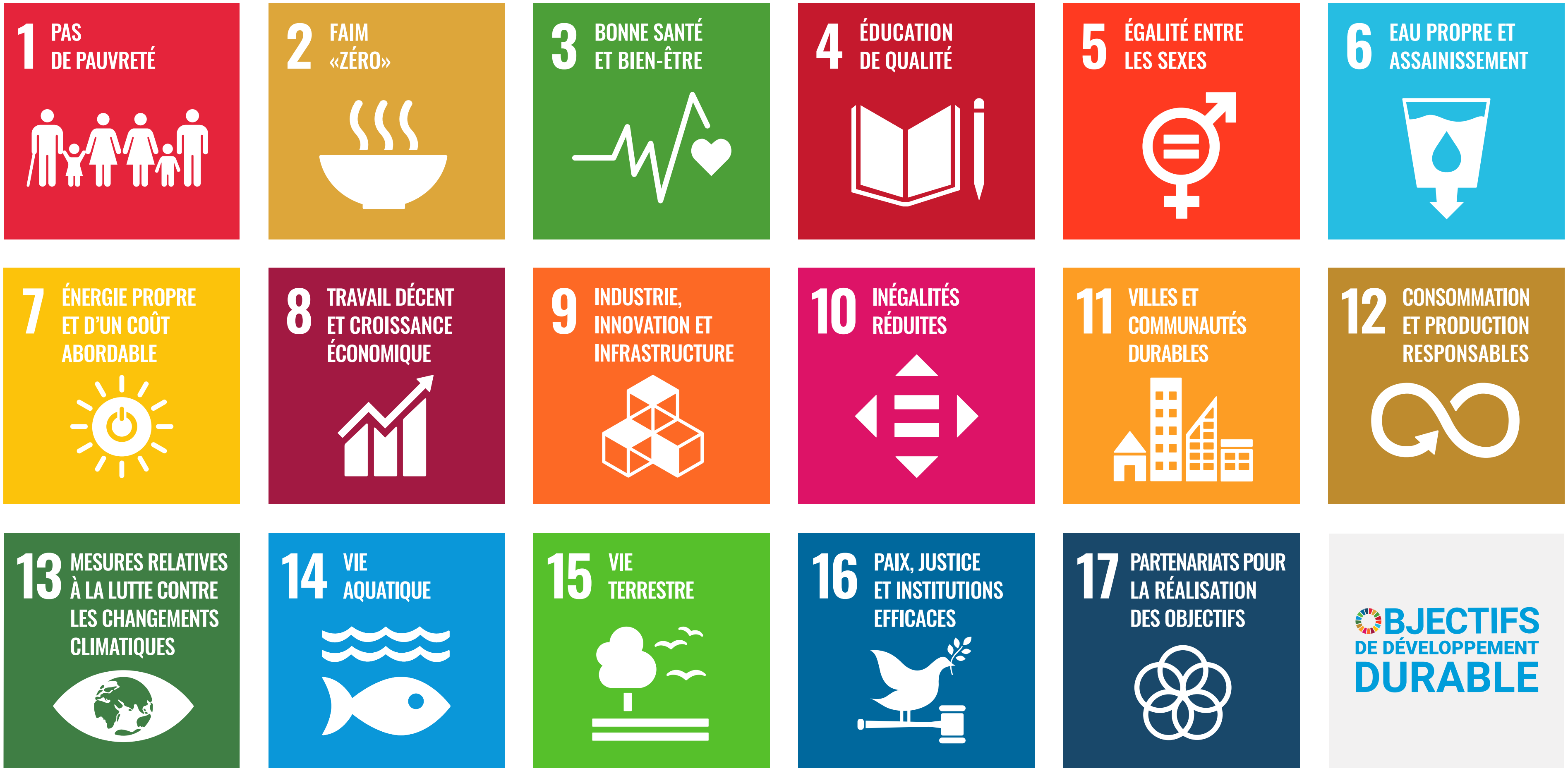
17 促进目标实现的
伙伴关系

可持续发展
目标

Do not alter the colours of the SDG icons.

ICONS
FRENCH

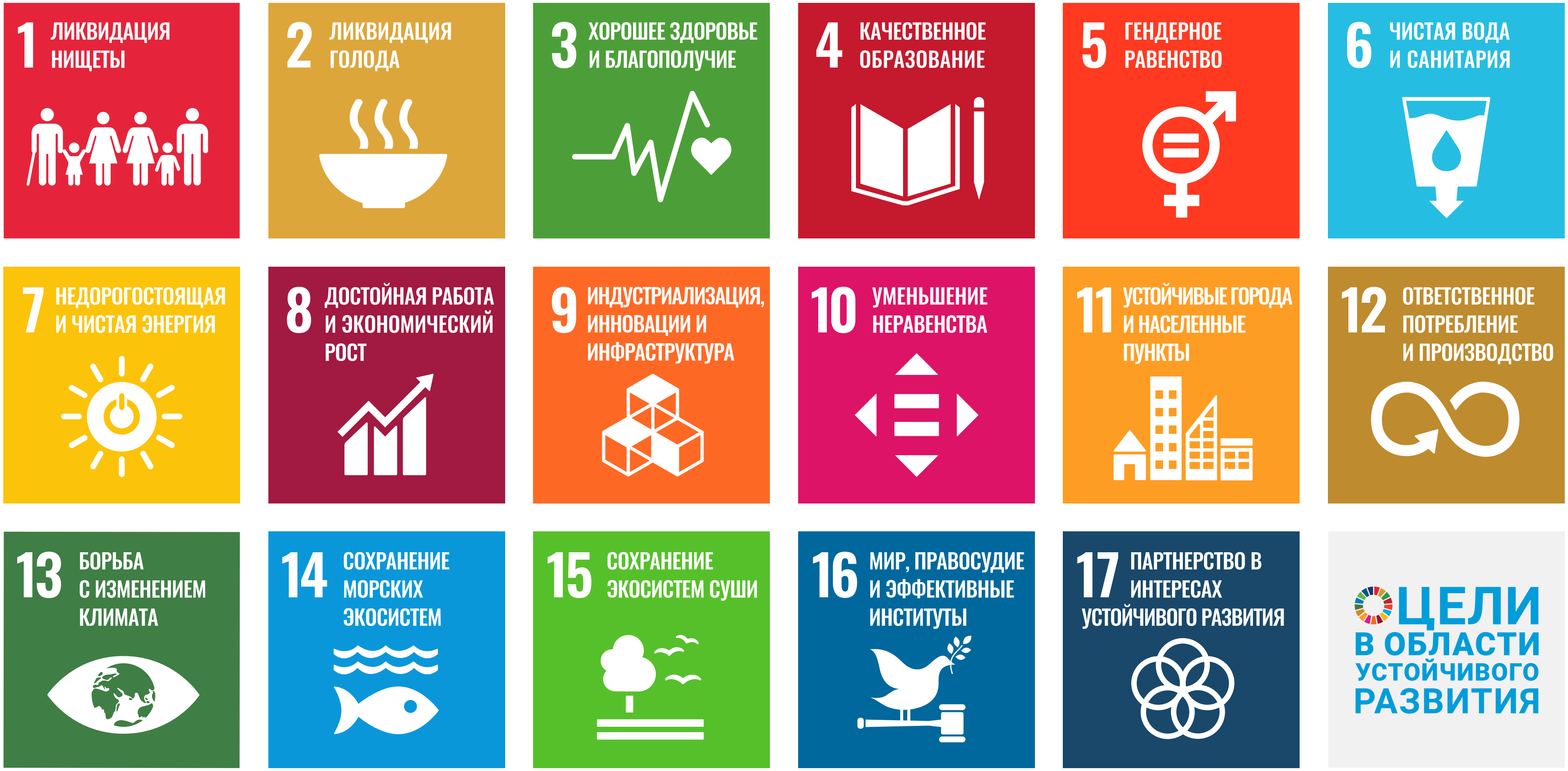
17 ICONS: COLOUR VERSION


1 PAS DE PAUVRETÉ
2 FAIM «ZÉRO»
3 BONNE SANTÉ ET BIEN-ÊTRE
4 ÉDUCATION DE QUALITÉ
5 ÉGALITÉ ENTRE LES SEXES
6 EAU PROPRE ET ASSAINISSEMENT
7 ÉNERGIE PROPRE ET D'UN COÛT ABORDABLE
8 TRAVAIL DÉCENT ET CROISSANCE ÉCONOMIQUE
9 INDUSTRIE, INNOVATION ET INFRASTRUCTURE
10 INÉGALITÉS RÉDUITES
11 VILLES ET COMMUNAUTÉS DURABLES
12 CONSOMMATION ET PRODUCTION RESPONSABLES
13 MESURES RELATIVES À LA LUTTE CONTRE LES CHANGEMENTS CLIMATIQUES
14 VIE AQUATIQUE
15 VIE TERRESTRE
16 PAIX, JUSTICE ET INSTITUTIONS EFFICACES
17 PARTENARIATS POUR LA RÉALISATION DES OBJECTIFS
OBJECTIFS DE DÉVELOPPEMENT DURABLE

Do not alter the colours of the SDG icons.

ICONS
RUSSIAN

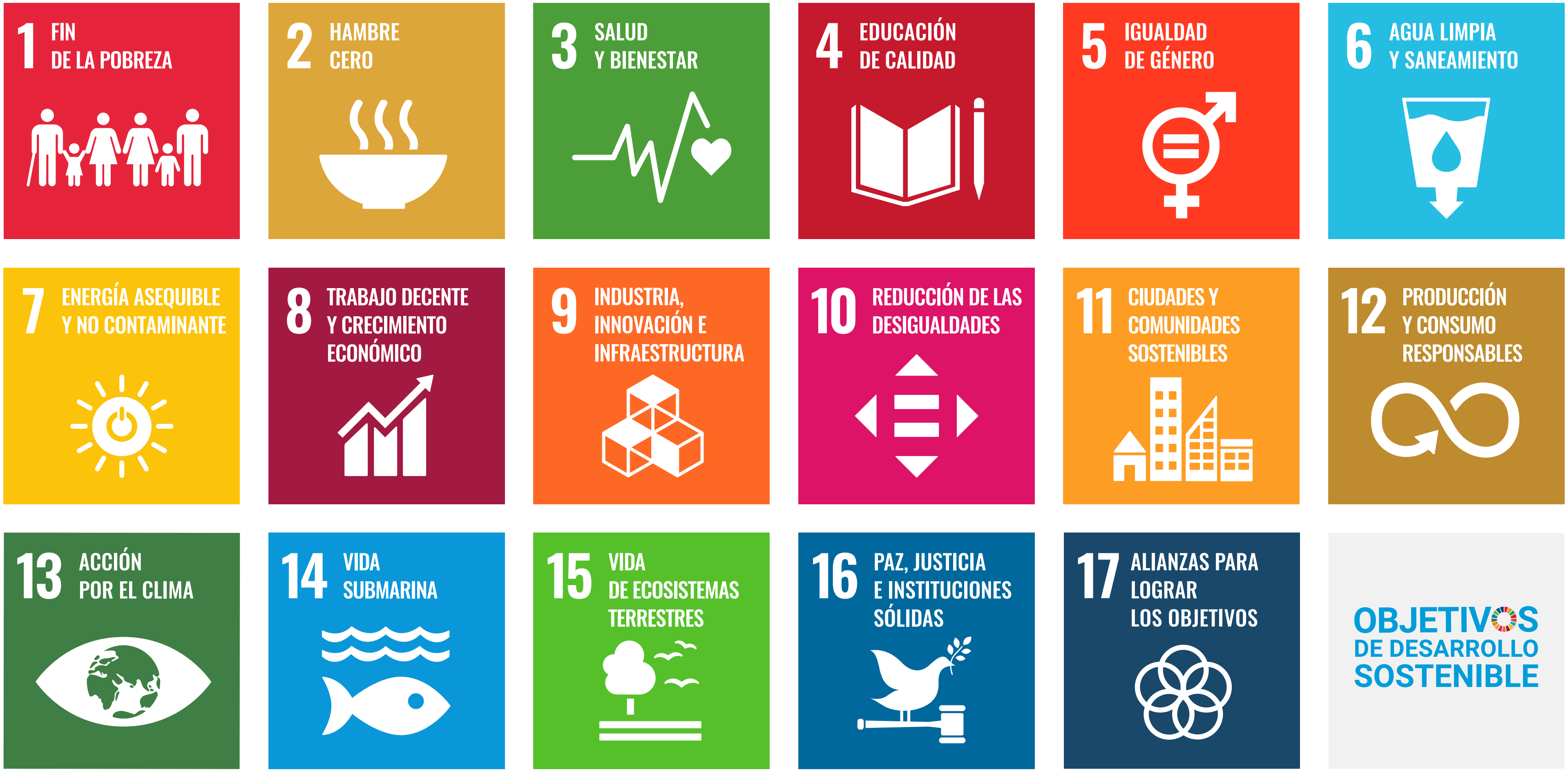
17 ICONS: COLOUR VERSION


1 ЛИКВИДАЦИЯ НИЩЕТЫ
2 ЛИКВИДАЦИЯ ГОЛОДА
3 ХОРОШЕЕ ЗДОРОВЬЕ И БЛАГОПОЛУЧИЕ
4 КАЧЕСТВЕННОЕ ОБРАЗОВАНИЕ
5 ГЕНДЕРНОЕ РАВЕНСТВО
6 ЧИСТАЯ ВОДА И САНИТАРИЯ
7 НЕДОРОГОСТОЯЩАЯ И ЧИСТАЯ ЭНЕРГИЯ
8 ДОСТОЙНАЯ РАБОТА И ЭКОНОМИЧЕСКИЙ РОСТ
9 ИНДУСТРИАЛИЗАЦИЯ, ИННОВАЦИИ И ИНФРАСТРУКТУРА
10 УМЕНЬШЕНИЕ НЕРАВЕНСТВА
11 УСТОЙЧИВЫЕ ГОРОДА И НАСЕЛЕННЫЕ ПУНКТЫ
12 ОТВЕТСТВЕННОЕ ПОТРЕБЛЕНИЕ И ПРОИЗВОДСТВО
13 БОРЬБА С ИЗМЕНЕНИЕМ КЛИМАТА
14 СОХРАНЕНИЕ МОРСКИХ ЭКОСИСТЕМ
15 СОХРАНЕНИЕ ЭКОСИСТЕМ СУШИ
16 МИР, ПРАВОСУДИЕ И ЭФФЕКТИВНЫЕ ИНСТИТУТЫ
17 ПАРТНЕРСТВО В ИНТЕРЕСАХ УСТОЙЧИВОГО РАЗВИТИЯ
ЦЕЛИ В ОБЛАСТИ УСТОЙЧИВОГО РАЗВИТИЯ

Do not alter the colours of the SDG icons.

ICONS
SPANISH

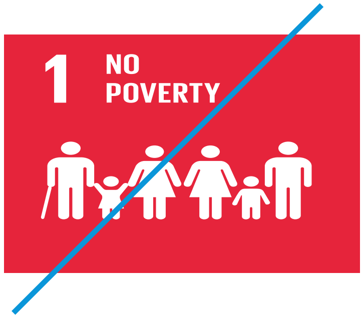
17 ICONS: COLOUR VERSION


1 FIN DE LA POBREZA
2 HAMBRE CERO
3 SALUD Y BIENESTAR
4 EDUCACIÓN DE CALIDAD
5 IGUALDAD DE GÉNERO
6 AGUA LIMPIA Y SANEAMIENTO
7 ENERGÍA ASEQUIBLE Y NO CONTAMINANTE
8 TRABAJO DECENTE Y CRECIMIENTO ECONÓMICO
9 INDUSTRIA, INNOVACIÓN E INFRAESTRUCTURA
10 REDUCCIÓN DE LAS DESIGUALDADES
11 CIUDADES Y COMUNIDADES SOSTENIBLES
12 PRODUCCIÓN Y CONSUMO RESPONSABLES
13 ACCIÓN POR EL CLIMA
14 VIDA SUBMARINA
15 VIDA DE ECOSISTEMAS TERRESTRES
16 PAZ, JUSTICIA E INSTITUCIONES SÓLIDAS
17 ALIANZAS PARA LOGRAR LOS OBJETIVOS
OBJETIVOS DE DESARROLLO SOSTENIBLE

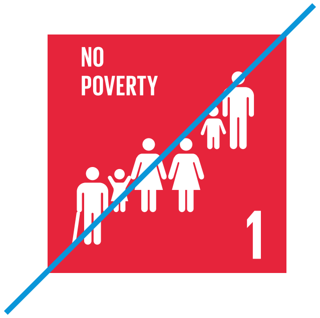
Do not alter the colours of the SDG icons.

ICONS
DON'TS

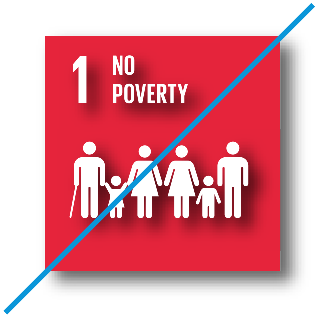
ICON USAGE: DON'TS


1 NO POVERTY

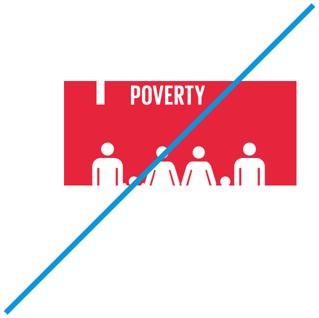
DO NOT stretch/squash/distort


NO POVERTY
1

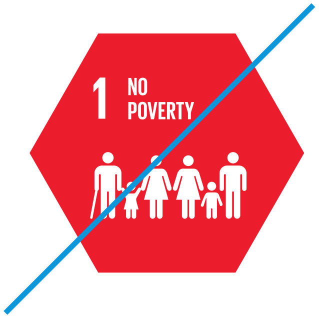
DO NOT rearrange elements


1 NO POVERTY

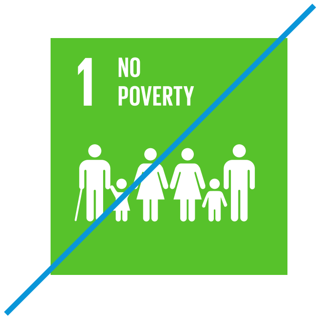
DO NOT add drop shadows



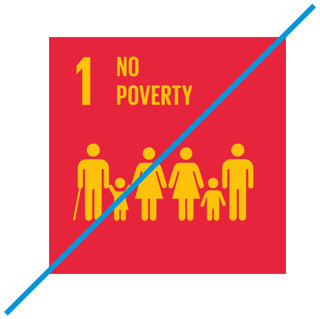
DO NOT crop


1 NO POVERTY

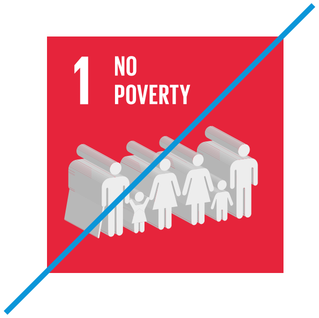
DO NOT place in shape other than a square


1 NO POVERTY

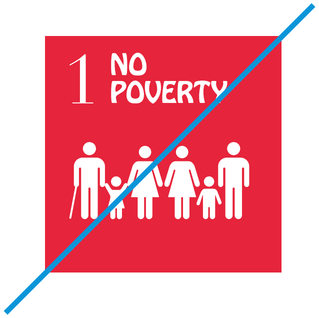
DO NOT swap colours between icons


1 NO POVERTY

DO NOT change icon colour


1 NO POVERTY

DO NOT extrude or bevel


1 NO POVERTY

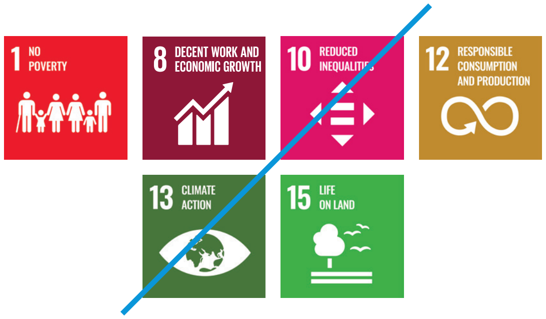
DO NOT alter the typeface

These examples of icon treatments are not permitted.

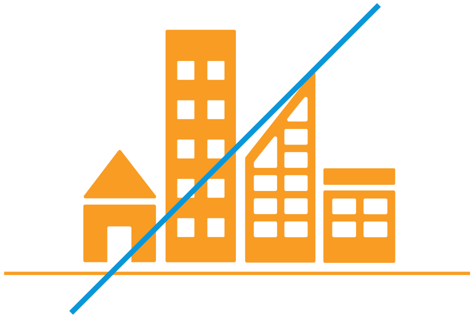
Format, size and colouring of The Sustainable Development Goals icons are detailed within this document.

ICONS
DON'TS

ICON USAGE: DON'TS


1 NO POVERTY
8 DECENT WORK AND ECONOMIC GROWTH
10 REDUCED INEQUALITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
15 LIFE ON LAND

DO NOT mix, match or group select SDG icons into arbitrary clusters*



DO NOT use SDG icon graphic outside of the icon

These additional treatments are not permitted.

*SDG icons may be displayed in a group in one line or aligned to the left

COLOURS

COLOURS

SDG LOGO AND ICONS

COLOUR DEFINITIONS

1 NO POVERTY

RED

PMS: 185 C
C 1 **M** 100 **Y** 92 **K** 0
R 229 **G** 36 **B** 59
HEX: E5243B

2 ZERO HUNGER

MUSTARD

PMS: 7555 C
C 18 **M** 37 **Y** 100 **K** 1
R 221 **G** 166 **B** 58
HEX: DDA63A

3 GOOD HEALTH AND WELL-BEING

KELLY GREEN

PMS: 7739 C
C 81 **M** 15 **Y** 100 **K** 2
R 76 **G** 159 **B** 56
HEX: 4C9F38

4 QUALITY EDUCATION

DARK RED

PMS: 200 C
C 16 **M** 100 **Y** 86 **K** 7
R 197 **G** 25 **B** 45
HEX: C5192D

5 GENDER EQUALITY

RED ORANGE

PMS: BRIGHT RED C
C 0 **M** 90 **Y** 94 **K** 0
R 255 **G** 58 **B** 33
HEX: FF3A21

6 CLEAN WATER AND SANITATION

BRIGHT BLUE

PMS: 638 C
C 82 **M** 7 **Y** 9 **K** 0
R 38 **G** 189 **B** 226
HEX: 26BDE2

7 AFFORDABLE AND CLEAN ENERGY

YELLOW

PMS: 1235 C
C 0 **M** 31 **Y** 100 **K** 0
R 252 **G** 195 **B** 11
HEX: FCC30B

8 DECENT WORK AND ECONOMIC GROWTH

BURGUNDY RED

PMS: 1955 C
C 29 **M** 100 **Y** 70 **K** 27
R 162 **G** 25 **B** 66
HEX: A21942

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

ORANGE

PMS: 1585 C
C 0 **M** 71 **Y** 98 **K** 0
R 253 **G** 105 **B** 37
HEX: FD6925

10 REDUCED INEQUALITIES

MAGENTA

PMS: 219 C
C 6 **M** 98 **Y** 9 **K** 0
R 221 **G** 19 **B** 103
HEX: DD1367

11 SUSTAINABLE CITIES AND COMMUNITIES

GOLDEN YELLOW

PMS: 1375 C
C 0 **M** 45 **Y** 96 **K** 0
R 253 **G** 157 **B** 36
HEX: FD9D24

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

DARK MUSTARD

PMS: 131 C
C 18 **M** 48 **Y** 100 **K** 2
R 191 **G** 139 **B** 46
HEX: BF8B2E

13 CLIMATE ACTION

DARK GREEN

PMS: 7742 C
C 74 **M** 32 **Y** 95 **K** 19
R 63 **G** 126 **B** 68
HEX: 3F7E44

14 LIFE BELOW WATER

BLUE

PMS: 7461C
C 96 **M** 41 **Y** 6 **K** 0
R 10 **G** 151 **B** 217
HEX: 0A97D9

15 LIFE ON LAND

LIME GREEN

PMS: 361 C
C 75 **M** 4 **Y** 100 **K** 0
R 86 **G** 192 **B** 43
HEX: 56C02B

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

ROYAL BLUE

PMS: 7462 C
C 100 **M** 71 **Y** 22 **K** 5
R 0 **G** 104 **B** 157
HEX: 00689D

17 PARTNERSHIPS FOR THE GOALS

NAVY BLUE

PMS: 294 C
C 100 **M** 86 **Y** 29 **K** 23
R 25 **G** 72 **B** 106
HEX: 19486A

SUSTAINABLE DEVELOPMENT GOALS

LOGO BLUE

PMS: 2925 C
C 80 **M** 20 **Y** 0 **K** 0
R 0 **G** 158 **B** 219
HEX: 009EDB

Do not alter the colours of the SDG icons.

together

Inspiring Global Citizens –

An Educator's Guide

AGA KHAN FOUNDATION
CANADA

Undertaken with the financial support of:

Global Affairs Canada
Affaires mondiales Canada

Inspiring Global Citizens – An Educator's Guide

This resource is intended for use by teachers of intermediate and secondary school grades to support education about global development and related themes such as global citizenship. The activities included in the resource are designed to assist students in increasing their understanding of the interconnectedness of the world, of the factors contributing to global inequalities, and of some effective and sustainable ways to help reduce global poverty. It is hoped that students will be inspired to take action to make their own contribution to improving lives everywhere.

The resource consists of a variety of activities arranged under four themes:

Theme One –

One World p. 4

Theme Two –

Quality of Life p. 14

Theme Three –

What is Sustainable Development? p. 32

Theme Four –

Making a Difference p. 46

Each theme includes a starter activity to focus students' thinking on the topic; class activities, alternatives and extensions; student assignments; backgrounders to provide related information; and links to videos and other relevant materials. Words **highlighted** throughout the themes are assembled in a glossary of terms on page 55.

Real-world examples, both local and global, are incorporated into the themes along with activities that encourage students to make connections between their own lives and those of others around the world.

Curriculum Connections

The activities offer opportunities for cross-curricular learning in Social Science/Social Studies, Geography, History, Language Arts, and the Arts, and incorporate a range of skill-based competencies such as critical thinking, problem solving, communication and map analysis.

How to Use the Resource

- Ideally, the themes should be used in sequence. However, you may prefer to pick and choose components from any or all of the themes in whatever order suits your needs.
- 🌐 If you are looking to explore a few high-level activities from each theme, follow the globe icon.
- Each theme includes activities of varying durations to offer flexibility. Select components that work best within your time frame.
- The range of activities accommodates a variety of teaching and learning styles. Please make any adjustments required to allow your students to get the most from them.
- Discussion topics have relevance to current affairs. Challenge students to relate what they are studying to news stories of the day.
- Some topics are sensitive and require strong facilitation, especially when exploring inequalities. Be aware of your students' personal situations and frame the discussion accordingly. Similarly, some students may feel overwhelmed by the enormity of the challenge of reducing global poverty. Guide discussion to keep things in perspective, emphasize successes to date, and encourage students to see that even small actions they might take can have huge impact.
- Access to a world map will enhance learning.
- Website links are current as of the date of publication, but should be verified in advance of use.

together

Components of the resource can also be used as pre- or post-visit activities for classes visiting the *Together* exhibition. This interactive, bilingual travelling exhibition highlights Canada's contributions to global development and how Canadians can take action to alleviate global poverty. Visitors are invited to explore the custom-built truck featuring 1,000 square feet of exhibition space that includes powerful photography, unique objects, a global citizen quiz, and an interactive world map. To see when the exhibition may be in your community and to book a tour for your class, visit the Together website.

Assessment

Students’ participation in class or small group activities and completion of assignments can be used to assess learning. To access a variety of rubric-generating tools, visit Teachnology Inc..

Acknowledgements

This guide has been developed with input from classroom teachers across Canada. In particular, thanks to the following teachers for their generous time and invaluable help reviewing the materials:

- Linda Handiak, a teacher at Vanguard School, Montreal and social science representative at the Quebec Association of Independent Schools,
- Katherine Staunch, a teacher and Canada and World Studies Department Head at Brookfield High School, Ottawa-Carleton District School Board, and
- Bill Howe, a teacher and consultant with Research and Innovation for Student Learning, Edmonton Public School Board, Alberta

This resource has been developed by Aga Khan Foundation Canada with N+N, and with the financial support of Global Affairs Canada.

Contact Information

We would love to hear how you are using this resource and welcome your ideas for improving and expanding on the themes. Please share your suggestions with us at info@akfc.ca. If you would like printed copies of this resource, please send us an email request.

ABOUT US

Aga Khan Foundation Canada (**AKFC**) is a non-denominational, non-profit international development agency that supports social and economic development initiatives in Asia and Africa. Established in 1980, AKFC is a registered Canadian charity and an agency of the worldwide **Aga Khan Development Network**, a group of development agencies with individual mandates that address social, economic and cultural dimensions of development. Active in 30 countries, these agencies share a mission to improve living conditions and opportunities for the poor, without regard to their faith, origin or gender.

The Foundation’s programs demonstrate that success is possible when poverty is tackled on multiple fronts, over the long-term, and with communities in charge. In Canada, the Foundation promotes discussion and learning on international development issues, raises funds and builds partnerships with Canadian institutions to support development. For more information, visit www.akfc.ca. Here you will find additional resources, including photo galleries, videos, information about AKFC’s speaker bureau, and more.

1.

One World

OVERVIEW

These activities and resources are intended to stimulate thinking about global interconnections, the commonalities we share and the major challenges facing the world today. Students explore various ways in which their lives are connected to other parts of the globe and come to understand that we have shared responsibilities for our planet's welfare. They are introduced to the **United Nations Sustainable Development Goals**[1] (SDGs or The Global Goals) and to the concept that the world's major challenges are interrelated. Through guided inquiry they examine what it means to be a **global citizen** and arrive at their own definition of the term.

LEARNING OUTCOMES

Students will be able to:

- Give examples of global interconnectedness/interdependence
- Identify some of the world's most pressing issues (for example, poverty, access to education and health care, **food security**, **gender equality**) and how they are interconnected
- Describe some of the complexity of global challenges and the need for multiple strategies/solutions to address them
- List some of the Sustainable Development Goals and explain their importance
- Recognize that we share responsibilities as global citizens

KEY CONCEPTS

- Global interconnectedness/interdependence
- Development issues: poverty, access to education and health care, food security, gender inequality, climate change, etc.
- **Sustainable development**
- Global citizenship

---

[1] Highlighted words appear in the glossary available on page 55.

STARTERS

Choose one of these activities to focus thinking on the connections students have with the rest of the world.

Video

Screen the video *Home* (2:31) with the class to introduce the concept of Earth as our shared home. Guide follow-up discussion with prompts such as:

1. Choose one word to describe your reaction to the video. (Determine the most common responses and discuss.)
2. What do you consider to be the main message? Do you think it is a widely held view?
3. What are some ways that demonstrate that people around the world are closely linked?
4. What do you think are the benefits/challenges of a more closely connected world?

Globingo Game

Materials

- Globingo[2] sheets (see page 13) and pencils
- Timer
- World map

Distribute the sheets and explain the game: Give students a set period of time to circulate among classmates to find a different person to fit the description in each square on their sheets. No one student's name may appear more than once on each sheet. Whoever has filled in the most blanks when time is up is the winner.

Reassemble the class to share observations and reflect on findings:

1. How many different countries are represented in total? (Tally the results on the board and locate the countries on a world map.)
2. Which areas of the world are not represented on the Globingo sheets? Why do you think that is so?
3. Which box did you find hardest or easiest to fill?
4. What is most surprising to you?
5. What other Globingo questions might you use to reveal global connections?

---

[2] Based on 'Globingo!' from Global Teacher, Global Learner, G Pike and D Selby, Hodder and Stoughton, 1988.

© 2016 AGA KHAN FOUNDATION CANADA

ACTIVITY 1: Global Connections Mind Map

...And before you finish eating breakfast in the morning, you've depended on more than half the world.

Martin Luther King Jr., Civil Rights Leader

1. Invite reactions to this quote as a lead-in to a brainstorming session about how the world is interconnected. Ask students to bring in one breakfast item from home in advance of this lesson. Check origins and journey of the products/packaging and locate them on a world map.
2. Develop a large mind map on the board to expand on some of the interrelationships among Canadians and the rest of the world. Alternatively, divide students into groups to create individual mind maps to be shared in a follow-up class discussion.

Probes and Prompts

- Does the world appear to be more or less interconnected than you expected?
- Where are the strongest/weakest links? Why do you think that is so?
- Are interconnected countries or regions of the world necessarily equal partners in their relationships? Do both countries gain as much as they give? Think of some examples.
- What are some of the causes of inequality among regions? (Geography, climate, natural resources, education, economy, political unrest, etc.)
- Is it important to understand what is happening in other places? Why or why not?

MIND MAP

Start with the word "we" (or an image to represent it) at the centre and make connections between the class and other regions of the world using categories such as media, music, sports, clothing, food, trade, technology, immigration, politics, environment, education, transportation and sustainable development. Examples: *my favourite TV show comes from the U.S., the number one radio hit is from England, Canada attends the Olympics in Brazil, my jeans are made in China, my cellphone was made in India, our Prime Minister visited France, refugees are arriving here from Syria...*

Assignments

Choose from the following:

- Give three examples of how various parts of the globe are interdependent – what happens to one has repercussions for the other – and show how they are interrelated. Consider the far-reaching effects of poverty, climate change, depletion of resources, natural disasters, war, disease, trade barriers, etc.
- Write descriptors of what you do in your own life that may have an effect on others in the school, community, country and other parts of the world. Give at least three examples. (E.g., volunteering, buying fair trade products, donating to a worthy cause.)
- Choose one of the following quotes and write a blog entry, create artwork or find a piece of music that captures the essence of the statement or that contradicts it.

Because, in the end, we're all part of one tribe – the human tribe. And no matter who we are, or where we come from, or what we look like, or who we love, or what God we worship, we are connected. Our fates are bound up with one another.

Barack Obama, 44th President of the United States of America

When you look at our planet from the heights achieved by astronauts, you see that there are no borders, no limits, no disconnect between countries or people, and therefore no disconnect between ideas.

David Johnston, 28th Governor General of Canada

The road to a more cooperative world does not require us to erase our differences, but to understand them.

His Highness the Aga Khan, Spiritual Leader

You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.

Jane Goodall, Anthropologist

All things are connected like the blood that unites us. We did not weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves.

Chief Seattle, c.1786-1866, leader of the Suquamish People

© 2016 AGA KHAN FOUNDATION CANADA

ACTIVITY 2: The Global Goals

Ask students to imagine they are members of a United Nations committee trying to decide where to take action first in order to improve the lives of people around the globe.

1. Begin with a class survey to determine what students consider to be the greatest challenges facing the world right now. (Poverty, food security, water, lack of health care or access to education, gender inequality, racism, war, climate change…)
2. Ask students to select and defend their choices for the most urgent issues to address.
3. Take a vote to identify the top three issues to resolve and record findings for later use. (See Theme 3: What is Sustainable Development)

Explain that the United Nations undertook a similar process in order to set goals to improve lives around the world by 2030. (See BACKGROUNDER: The Global Goals) Compare the top three priorities identified by the class with those determined by the United Nations. Discuss.

Probes and Prompts

- Screen the video, *We the People* (2:58) introducing the Global Goals.
- There are 17 goals – why do you think poverty, inequality and climate change were chosen as priorities?
- Do you agree/disagree with those choices?
- How are they related to one another?
- The Goals are intended to apply to all countries and to people everywhere. Do you feel they are relevant to Canada, to people in your community? How?

Follow up by having students work in pairs or small groups to determine how the issues they identified are interrelated. How many linkages can they come up with within a set time frame (suggested time: 10 minutes)? Have each group share and explain the connections they have made. For class debrief and discussion: On the basis of this exercise, do you believe there is one single issue to address first?

Some connections among global challenges are obvious (for example, lack of access to clean water and poor health); others may prove more challenging (for example, gender inequality and climate change). A diagram can be helpful in visualizing linkages. An example:

1. **Climate change** can cause droughts or flooding to endanger crops and production of **food.**
2. Lack of nutritious **food** can threaten good **health.**
3. People with **health** problems are often unable to earn a living and can fall below the **poverty** line.

4. Many people living in **poverty** cannot afford to send children to school for an **education.**
5. Lack of **education** can lead to poor decision-making when it comes to taking action for the environment, which can lead to an increase in the rate of **climate change**, which threatens the planet.

Assignments

Choose from the following:

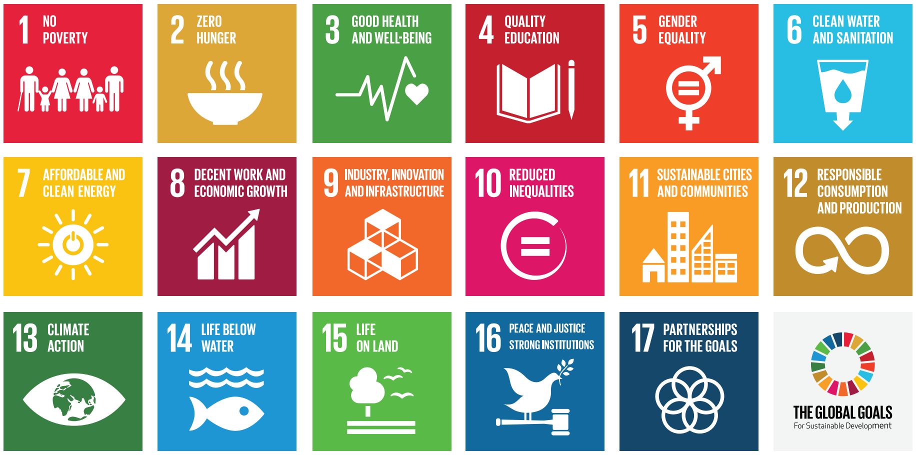
- Select three issues linked to the Global Goals and demonstrate how they are connected using a diagram and jot notes. Include some of your ideas for overcoming the challenges related to these issues.
- Go to The Global Goals. Find an example of what's being done to help achieve at least three of the goals in Canada and in one other country.

BACKGROUNDER – The Global Goals

In September 2015, the United Nation's Member States adopted 17 Sustainable Development Goals (the Global Goals) to achieve three extraordinary things over a 15-year period: end extreme poverty, fight inequality and injustice, and tackle climate change. These priorities were arrived at with widespread input from people around the world, including youth.

The Global Goals were established as a direct result of the success of an earlier program, the Millennium Development Goals (MDGs), launched in 2000. Over a 15-year span, great progress was made toward achieving those goals including an increase in access to safe drinking water and in the number of children attending primary school worldwide, as well as a decline in child deaths and in overall **global poverty**.

The hope is that, with the concerted efforts of world leaders and everyday citizens, these new targets will be met by 2030. Learn about the 17 goals here.


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 AND JUSTICE STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS
THE GLOBAL GOALS
For Sustainable Development

ACTIVITY 3: Global Citizens

> *Canadians live in an increasingly interconnected world...what happens locally, now matters globally, and what happens globally, now matters locally. We truly have become citizens of the world.*
>
> The War Child Canada Youth Opinion Poll, 2006

> *The more global citizens there are, and the more active and effective they are, the more progress the world will make.*
>
> Bill Gates, Founder of Microsoft

> *The future of the planet concerns all of us, and all of us should do what we can to protect it.*
>
> Wangari Maathai, 2004 Nobel Peace Prize Laureate

There is no universally accepted definition of global citizenship – it can mean different things to different people. For example[3]:

Global citizenship is...

...understanding that we belong to the same world...

...making decisions based on the good of everyone, not just ourselves...

...not limiting our concern to national boundaries...

...[having] something to contribute to make the world a better place...

Have students use these ideas as the basis for a think-pair-share analysis.
Guiding prompts and questions:

- Is there anything you would delete from or add to this description?
- Come up with at least three criteria that you feel a good global citizen should fulfill. Give examples of actions related to each.
- With citizenship comes responsibilities: jot down at least three responsibilities you feel you have toward our planet.
- Screen the video, *What Makes a Global Citizen?* (1:44) to compare ideas. Discuss.

Assignments

Choose from the following:

- Name someone you consider to be a global citizen and write a paragraph to give your reasoning. Include specific examples of how your nominee fits your criteria for global citizenship.
- Prepare a word cloud that conveys your definition of a global citizen.
- Create a collage using images from recycled magazines and newspapers to reflect your concept of global citizenship.

---

[3] Quotes are from resources found at www.globalcitizen.org.

ALTERNATIVES and EXTENSIONS

By the Numbers

There are now over seven billion people in the world. Who is the most typical person of them all? Break the class into pairs or small groups and ask them to imagine what this typical citizen of planet Earth might be like according to these categories:

1. Age
2. Gender
3. Ethnic Group
4. Handedness (right or left)
5. Average Income
6. Bank account: yes or no?
7. Cell-phone: yes or no?

Screen the video, *Who is Most Typical?* (2:58) to see what statistics have revealed. How many students came up with an accurate guess? According to the figures compiled by National Geographic in 2011, here is a profile of the world's most typical person:

1. Age – **28**
2. Gender – **Male**
3. Ethnic Group – **Han Chinese**
4. Handedness (right or left) – **Right-handed**
5. Average Income – **$12,000 (US)**
6. Bank account: yes or no? – **No**
7. Cell-phone: yes or no? – **Yes**

RESOURCES

Videos

- *Home* (2:32) There is a striking change in perspective shared by the few people who have glimpsed the Earth from space. They begin to think of the planet as home, rather than the particular nation or continent from which they hail. National borders and other divisions that appear important from the ground quickly become insignificant.
- *We the People* (2:58) The 17 Sustainable Development Goals are briefly summarized by an eclectic mix of citizens of the globe, including well-known artists, activists, business people and scientists.
- *Who is Most Typical?* (2:58) In 2011, as the planet's population reached 7 billion, National Geographic ran a series of articles exploring the impact of this milestone on the planet. This video explores the characteristics of a "typical" citizen of the planet.
- *What Makes a Global Citizen?* (1:44) Actions taken in one part of the world have an effect on other parts of the world. Global citizens recognize this and work to ensure that people have access to the same rights and opportunities, regardless of where on the planet they happen to have been born.

Publications

- *Transforming Our World: Canadian Perspectives on the Sustainable Development Goals* (2016, Canadian Council for International Co-operation) The document features submissions from a variety of contributors who consider how each of the 17 SDGs could be implemented both within Canada and internationally. Additional articles offer child, youth, indigenous, and disability perspectives on the Goals, as well as a guide for educators for using the publication in classroom settings. Free to download.
- *If the World Were A Village* (Smith, David; Kids Can Press, 34 pp.) David Smith's best-selling book re-imagines the world's seven billion inhabitants as members of a 100-member village. In exploring the lives of these 100 villagers, students are confronted by how different the life of a typical citizen of the world is to their own.
- *Pale Blue Dot: A Vision of the Human Future in Space* (Sagan, Carl; Ballantine Books, 429 pp.) Click here for the now famous excerpt from Sagan's 1995 book, inspired by a picture of earth taken by Voyager 1 as it left our solar system. This text captures the astronomer's moving response to seeing the earth as a small set of blue pixels in the vast expanse of space.

Websites

- The Global Goals. A site designed to promote the United Nations Sustainable Development Goals to end extreme poverty, fight inequality and injustice and fix climate change. Includes details on the 17 global goals, tools for sharing them, resources and ways to take action, including a variety of lesson plans. More information is available on the U.N. website
- Canadian Council for International Co-operation, a coalition of Canadian voluntary sector organizations working globally to achieve sustainable development. CCIC seeks to end global poverty and to promote social justice and human dignity for all.
- 7 Billion Others. An immense documentary project working to capture and share the fears, dreams, ordeals and hopes of fishermen from Brazil, shopkeepers from China, performers from Germany, farmers from Afghanistan and thousands of others from around the globe.
- Connect your classroom with others around the planet:
  - Google Connected Classrooms. Connect with other teachers and educational organizations to participate in virtual field trips. Take a virtual tour of a facility, interact with experts or engage in collaborative activities with other classrooms. Will need a Google login to access the full resources.
  - Mystery Skype. Join a global guessing game and try to identify the location of another classroom. Learn about geography, culture and the different ways that people in other regions live.

Globingo

Find a different person in the class for each global connection.
Ask them to fill in the blank and sign the square. Remember,
no one student's name may appear more than once on your sheet.

Ate something today from another country COUNTRY: ____________________ SIGNED: ____________________	Is wearing something made in another country COUNTRY: ____________________ SIGNED: ____________________	Can name a celebrity from a country on another continent COUNTRY: ____________________ SIGNED: ____________________
Has visited another country COUNTRY: ____________________ SIGNED: ____________________	Has used email or social media to contact someone in another country COUNTRY: ____________________ SIGNED: ____________________	Has relatives that live in another country COUNTRY: ____________________ SIGNED: ____________________
Was born in another country COUNTRY: ____________________ SIGNED: ____________________	Can name the capital of a country on another continent COUNTRY: ____________________ SIGNED: ____________________	Can say "hello" in a language other than English or French COUNTRY: ____________________ SIGNED: ____________________

2.

Quality of Life

OVERVIEW

These activities and resources introduce students to the concept of **quality of life (QOL[1])** and how it varies in different regions of the world. Students explore factors that determine quality of life and some of the tools used to measure it, including the **Human Development Index (HDI)**. They probe the concepts of **developed and developing countries**, and confront common myths about global development. Through analysis of Quality of Life data they develop informed opinions about barriers to global equality, and make connections between Canada and the world.

LEARNING OUTCOMES

Students will be able to:

- Define quality of life and list three indicators
- List three key differences between developed and developing countries
- Explain where Canada ranks in terms of development in respect to other countries
- Apply critical thinking and form opinions based on the analysis of quantitative data
- Dispel common global development myths

KEY CONCEPTS

- Well-being
- Quality of life
- Privilege
- Poverty and Inequality
- Global development
- Developing and developed countries

---

[1] Highlighted words appear in the glossary available on page 55.

STARTERS

Choose one of these activities to focus on issues of inequality in the world.

Inequality Game[2]

Materials

- Recycled scrap paper
- Recycling bin

Try this simple class exercise to demonstrate privilege, inequality and injustice. (Watch this animated video to prepare, but do not screen it with the class to avoid spoiling the outcome for students.)

1. Distribute sheets of scrap paper to the class. Be sure students remain seated in their desks.
2. Put a recycling bin at the front of the classroom.
3. Tell students that they represent the world's population. To move to a position of privilege (higher standard of living and quality of life), all they have to do is crumple the paper into a ball and toss it into the bin. Those who are successful in throwing the ball into the bin have achieved top status. Those who do not, remain underprivileged.

Debriefing prompts:

- Who makes it into the bin and who doesn't?
- Where do most complaints of unfairness come from?
- Draw an analogy between the lack of complaints from the front seats and the frequent lack of awareness of their good fortune enjoyed by people born into privileged positions in the real world.
- Ask students to reflect on the experience and relate it to differences among developed countries (like Canada) and developing countries.

See BACKGROUNDER: Developing and Developed Countries on page 16

Probes and Prompts

- What might be the outcome of putting a country into a particular category?
- How might this type of label help maintain stereotypes?

---

[2] Adapted from *This Teacher Taught His Class A Powerful Lesson About Privilege* at Buzzfeed.

Video

Screen the video **Two Hundred Years That Changed the World** (4:47) to give the class a quick look at how countries' levels of development have changed in the last 200 years – a period in which the wealth and life expectancy of people in some countries have grown dramatically. Watch world order change over time as countries move around the graph. Guide follow-up discussion with questions such as:

- Choose one word to describe your reaction to the video.
- Did anything surprise you?
- This video only shows data up to 2009. There have been many investments in global development since that time. Do you think things have changed since then?
- What are some changes we might expect over the next 10 years? In your lifetime?
- Do you believe that the global picture will improve or worsen in the 21st century? Why?

Students can explore in more detail with this online interactive version of the graph used in the video.

BACKGROUNDER –
Developing and Developed Countries

A developed country is one that allows "all its citizens to enjoy a free and healthy life in a safe environment."

Former UN Secretary-General Kofi Annan

Developed country is a term used to describe rich countries with technologically advanced industrial bases. Most citizens of developed countries have high life expectancies, access to education, and a relatively high **gross national income per capita**.

Developing country is a term used to describe low and middle-income countries with less sophisticated industry. Most citizens of developing countries have a shorter life expectancy than people in developed countries, a lower **standard of living**, with less access to goods and services, health care or education.

SOURCE: Canadian Geographic: A Developing World

Examples

Low-income countries:	**Middle income countries:**	**High-income countries:**
Afghanistan	Cuba	Australia
Ethiopia	Iraq	Canada
Haiti	Jamaica	Norway
South Sudan	Mexico	United States
Democratic People's Republic of Korea	Romania	United Kingdom

SOURCE: The World Bank Data. Check the website for data updates post-2016.

Generally, high-income countries are developed countries, whereas middle- and low-income countries would be considered developing. Economists often refer to the BRICS countries as emerging economies (or quickly developing countries) and include Brazil, Russia, India, China, and South Africa.

ACTIVITY 1: Quality of Life

1. Ask students to close their eyes and take sixty seconds to imagine themselves 10 to 15 years from now. Where do they see themselves? What are the components of a successful life? When time is up, invite them to share their thoughts and discuss. What elements make up that life style? What are the similarities/differences within the class? Do most responses relate to the material/physical world?
2. Ask students to take another sixty seconds to re-imagine how they would improve their quality of life. This time focus on non-material elements or intangibles. For example, health, safety, friendships, family. Follow up with a discussion to share and compare responses. What elements are mentioned most often?

Probes and Prompts

- What is meant by “quality of life”? See BACKGROUNDER: Quality of Life below.
- Is there anything that you take for granted? For example: your health or access to health care, the safety of your environment, enough food to eat.
- Do you think that quality of life is equal in all parts of your community? Of Canada? What might be some of the causes of inequalities? Lack of jobs, pollution or contaminated water in some areas, remote locations, unsafe neighbourhoods, no affordable housing, shortage of doctors, higher food prices in some regions... (Be sensitive to inequalities among students from different socio-economic situations in your class.)
- How do you think the quality of life in Canada generally compares with that of other countries? For example: healthcare compared with the USA; freedom to work safely compared with Syria; access to education for girls compared with some regions of Afghanistan.

BACKGROUNDER –
Quality of Life and Standard of Living

Quality of life is a measure of well-being based on ***social* indicators** including health, education, income and personal fulfillment. Quality of life is measured using survey instruments, unlike standard of living, which is a calculated measure based solely on *economic factors*. Measures of quality of life (including the Human Development Index described below) combine the economic information described by standard of living with social data such as life expectancy at birth and level of education. There is no single accepted definition of quality of life. Some cultures and societies may perceive quality of life differently and have different ideas about which components matter most.

Source: United Nations Statistics Division

Assignments

Choose from the following:

- Survey your family, friends and others to discover what's important for a good quality of life in your community. Use Worksheet #1 (page 27) to conduct the survey.
- Write a one-page response to this definition of a good quality of life:

  A person whose basic needs are met, who can act effectively and meaningfully in pursuit of his or her goals, and feels satisfied with life.

  Source: **Aga Khan Development Network**

  Include examples from your own experience to support or to challenge the statement.
- *What counts in life can't always be counted; what can be counted doesn't always count.*[3]

  Compose a response to this statement with examples by writing a blog entry (350 words), designing a poster or presenting a two-minute monologue/rant to the class. Include specific examples.

ACTIVITY 2: Human Development Index

I am not interested in picking up crumbs of compassion thrown from the table of someone who considers himself my master. I want the full menu of rights.

Archbishop Desmond Tutu, South African Social Rights Activist and Nobel Peace Prize Laureate

Introduce the class to the Human Development Index (HDI) by asking:

Q: In a list of best places to live in the world, where do you think Canada ranks – the top five, ten, twenty?

According to the HDI from the UN, Canada tied with New Zealand for ninth spot. (Note: Check here for updates post-2016)

Q: Can you guess which countries scored higher on the scale?

Norway, Australia, Switzerland, Denmark, Netherlands, Germany/Ireland (tied), USA

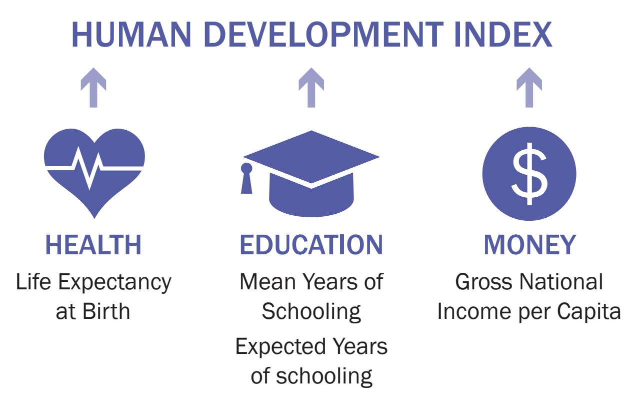
Q: What do you think some of the factors used to determine country rankings might be?

Students may have a range of suggestions. The HDI rankings are based on economic as well as human development indicators.

---

[3] Variously attributed to scientist Albert Einstein and sociologist William Bruce Cameron.

Explain that the United Nations releases a report each year that provides a snapshot of the quality of life in countries around the world. Findings are based on the Human Development Index (HDI), a tool used to measure the health, education and income of countries. The resulting scores are then used to compare countries and to determine their rankings.



This graphic shows the three main components of the HDI: measures of health, education and income.

HDI is designed to reflect average achievements in three basic aspects of human development – leading a long and healthy life, being knowledgeable and enjoying a decent standard of living.

Probes and Prompts

- How could the Human Development Index be used?

  Governments may make policy changes to improve conditions in their countries as indicated by the HDI. Some countries with high rankings may use the Index to attract investment, industry or immigration. International organizations can see where assistance is needed to help improve the quality of life in low-ranking countries.

- What do you think limitations of the HDI might be?

  Results could be misleading. The Index measures averages for the whole population of a country, but there may be serious inequalities among different segments of society or regions within a country.

- Are there inequalities within Canada?

  Almost 9% of Canadians live below the poverty line[4], an estimated 200,000 Canadians per year are homeless[5], some regions lack access to clean drinking water, many families rely on food banks, unemployment rates are higher in some areas than others…

- What criteria other than health, education and income do you think should be measured to give an accurate picture of a country's quality of life?

  Gender equality, personal safety, environmental sustainability, human rights, etc.

---

[4] Statistics Canada

[5] The Homeless Hub

© 2016 AGA KHAN FOUNDATION CANADA

BACKGROUNDER – Human Development Index

The Human Development Index (HDI) is a composite statistic designed to measure a country's level of development. The HDI is composed of measures of life expectancy, education and per capita income. The HDI was developed in 1990 by Pakistani economist Mahbub ul Haq, who felt that measurement of development should be focused on "people-centered policies" as opposed to national income. The HDI was inspired by the work of Nobel laureate, Amartya Sen, who wrote that individual well-being results from access to opportunities and choice. While critics debate the ability of a single number to adequately reflect as complex a concept as human well-being, the HDI continues to evolve and provide a means of measuring human development beyond national income.

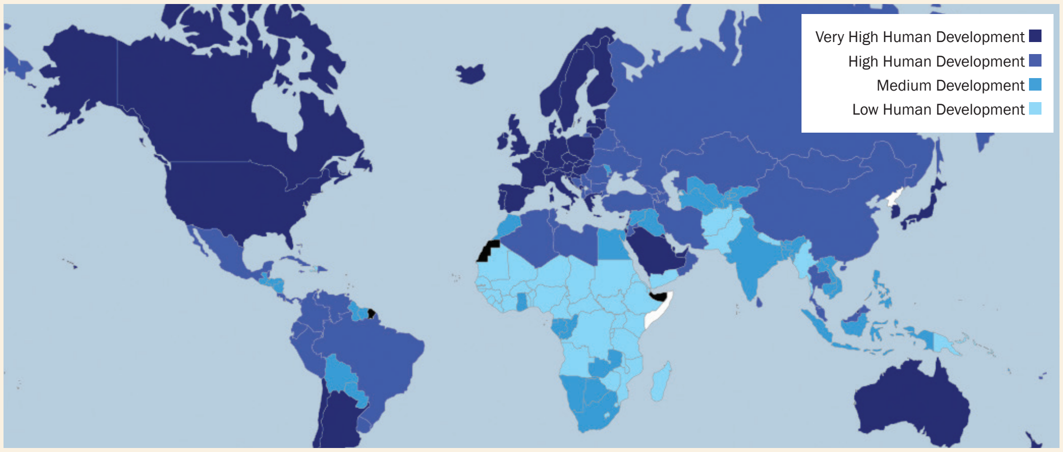
Source: United Nations Development Programme

Components of the HDI

- **Health:** the ability to live a long and healthy life. The HDI includes life expectancy at birth – a statistical measure of the average number of years people born at a certain point in time can be expected to live.
- **Education:** the ability to gain knowledge via access to education. To measure citizens' access to education the HDI factors in the average years of education received by people 25 years and older with the number of years of education that a child of school entrance age can expect given current patterns of enrolment.
- **Money:** the amount of income per person per year. To measure citizens' wealth, the HDI factors in each country's gross national income per capita, the total value of all goods and services produced by a country, plus foreign income, divided by the number of people living in the country.

Also see:
Frequently Asked Questions – Human Development index

Explore with the class this interactive map from the United Nations Development Programme to show countries' different levels of development based on the HDI, as well as other indexes, including those that focus on gender and inequality. Rolling over a country will display the country's rankings. Clicking a country will reveal more detailed data. Demonstrate how to use the map to show the main HDI factors for various countries from each development category. Note how countries' scores have changed over time (see Trends 1990-present). Scores for most countries, from any development category, are improving.



Assignment

Choose from the following:

- Visit the UNDP's interactive map to compare Canada with a developing country of your choosing. Use the data to complete Worksheet #2 (page 29) and give recommendations on which areas you would focus your efforts first to make improvements in both countries.
- Visit the OECD's interactive map to see what users from around the world think is most important for quality of life. Complete Worksheet #3 (page 30) and compare your own choices with others'.

ACTIVITY 3: Fact or Fiction Quiz

Many of us hold pre-conceived ideas about life in different parts of the world. Some of those ideas are based on misleading or insufficient information. Challenge the class to this true-or-false quiz about the developing world to help set the record straight.

You may want to read aloud the questions for group response or download the print version (page 22) to distribute to students.

Global Development Quiz

True or False?

1. All developing countries are near the equator. **FALSE**

This persistent myth may stem from the fact that many people instinctively think of Africa when discussing development and aid. However, poverty is a major issue in parts of Asia and Latin America as well. What about in developed countries, like Canada? (Source: Global Citizen)

2. The world's poorest countries lack their own natural resources. **FALSE**

The term "resource curse" is used to describe the many cases in which countries rich in natural resources remain poor. For example, oil-rich Angola had one of the world's highest growth rates from 2005-2010, yet is one of the lowest ranked countries by HDI, at 149th. The country has failed to turn resource wealth into good health and access to education for its citizens. Some resource-rich countries are unable to prevent the corruption and armed conflict that funnels money away from healthcare and education. (Source: Global Citizen; The Atlantic; The Aga Khan Foundation Canada)

3. Most of the world's poor people live in rural areas. **TRUE**

Three-quarters of the world's poor live in rural areas and rely on farming. The types of aid needed by rural and urban poor is very different. Canadian organizations such as the Canadian Foodgrains Bank, **Aga Khan Foundation Canada** and USC-Canada support small-scale farmers and sustainable farming techniques around the world. (Source: Global Citizen; USC Canada; Aga Khan Foundation Canada)

4. Canada spends 2% of its gross domestic product (GDP) on international assistance to developing countries each year. **FALSE**

In 2015, Canada devoted only 0.24% of GDP to **foreign aid**. For developed countries, the UN recommends a target of 0.7%. Most wealthy countries devote more to foreign aid than Canada does. (Source: OECD – check for updates post 2016)

5. Money spent on global development has had little to no effect on world health. **FALSE**

Development aid can be effective. For example, concerted global development efforts have eradicated smallpox, a devastating and highly contagious disease. Between 2000 and 2015, annual worldwide deaths from malaria have been reduced by 60%. Between 1980 and 2001, deaths from cholera and other diarrhoeal illnesses were reduced by 65%, although outbreaks in Haiti (2010) and a smaller spike in 2014 indicate much still needs to be done. Nevertheless, the overall impact of these advances on child mortality in particular is enormous. (Source: World Health Organization – Malaria & Cholera)

6. More children are attending school now than ever before. **TRUE**

From 2000 to 2015, the number of children not in school dropped by half. Primary school enrolment in the developing world improved from 83% to 91% in the same timeframe. Education remains an essential priority. One of the **Sustainable Development Goals** is to "ensure inclusive and quality education for all and promote lifelong learning". (Source: UN Millennium Development Goals; UN Sustainable Development Goals)

7. The single most effective means of eradicating poverty is sending girls to school. **TRUE**

According to the World Bank it is. Education generally, and female education specifically, is a key contributor to the achievement of development goals and improved quality of life. Educating women reduces child mortality rates, reduces fertility rates, increases the likelihood that children will be sent to school, raises income and contributes to women's productivity and participation in the workforce. For more information, follow these links to see how Canadian organizations, such as Aga Khan Foundation Canada, Plan Canada and CARE have designed projects specifically aimed at improving education for girls. (Source: World Bank)

8. There is currently enough food on Earth to feed the entire planet, including the poorest people. **TRUE**

There are enough food supplies to feed the world one and a half times over. The problem is with distribution – not supply. The rich world wastes a staggering amount of food. (Source: Global Citizen)

9. Developing nations are technologically far behind the developed world. **FALSE**

Some developing countries are as advanced, if not more so, than wealthier nations. For example, Kenya is a leader in mobile banking with a text message-based mobile payment service not seen in many parts of the developed world. While lack of access to digital technology is an issue in some places, digital technology is playing a key role throughout the developing world. Cell phones are particularly important, providing banking and health services as well as educational opportunities. For instance, the Aga Khan Development Network's eHealth initiative provides essential medical services to expectant and recent mothers in Mali, Afghanistan and other developing countries. (Source: Global Citizen; The Economist; The Aga Khan Foundation Canada)

10. Aid to developing nations leads to an increase in the birth rate and results in many problems caused by overpopulation. **FALSE**

Countries' birth rates tend to decrease as they grow richer. High infant death rates in underdeveloped countries mean families tend to have more children in order to ensure that some will survive. In countries lacking reliable social services, more children are needed to ensure the family is supported. Aid alleviates some of the pressures that encourage large families. (Source: Giving What you Can)

Assignment

Choose from the following:

- Select three statements from the quiz and conduct research to find evidence to support or contradict the information. Write up your findings and include links to online sources.
- Design an info graphic based on information you have researched relating to one of the quiz questions. Display and share with the class. (See resources section for suggested free templates and tools.)
- Come up with five additional true-or-false questions about the developing world to challenge the class. Site your sources. (See Giving What We Can and Global Citizen for some examples.)

ALTERNATIVES and EXTENSIONS

A World of Ten Class Activity

This 15-minute exercise allows students to readily visualize and comprehend inequalities in the world. A quick and easy introduction to discussing differences between developed and developing countries.

Sustainable Livelihoods Card Game

Play a round of this game to further explore causes of disparities in the world.

1. Divide the class into pairs or small groups.
2. Print out and distribute the sustainability cards.
3. Students take turns drawing cards, reading the instructions and adding or subtracting points as designated on each card.
4. At the end of play, tally results to determine which team has the highest standard of living.
5. Follow with class discussion to analyze factors contributing to the inequalities.

Data Update

The huge growth in the world's population over the past 200 years or so has had an impact on quality of life and regional inequalities.

- Display a world population clock on a computer screen in the classroom to remind students of the fast rate of change.
- Screen the video *7 Billion: How Did We Get So Big So Fast?* (2:33) for a look at some of the factors contributing to population growth.
- Have students view the video, *7 Billion* (2:57), made in 2011, when the world's population reached seven billion. The task: select two "facts" from the video and conduct research to confirm or update the information.

RESOURCES

Videos

- *What Is Privilege?* (3:59) The privilege walk is a group exercise designed to illustrate the often hidden privileges and challenges experienced by people depending on their gender, religion, economic status, country of birth, etc.

Websites

- 27 Myths About the Developing World (Global Citizen) Do developing nations have natural resources? Does foreign aid contribute to overpopulation? This article concisely debunks many of the common myths about the developing world.
- Myths About Aids and Charity (Giving What We Can) There are plenty of good reasons to donate to charity and increase our foreign aid spending. But myths about the effectiveness of aid persist, which makes many people concerned about donating. Let's separate fact from fiction.
- The Human Development Report (United Nations Development Programme) The annual global human development report lists countries' scores on the Human Development Index, a composite statistic measuring health, education and wealth.
- What Matters Most to People Around the World? (Organization for Economic Co-operation and Development) An infographic map that shows the priorities of more than 80,000 people from around the world who were asked what they value most in life. Students can input their own choices and see them reflected on the map.
- Two Hundred Years That Changed the World (Gapminder) The world has changed dramatically in the last 200 years. This interactive visualization shows how different countries' average lifespans and incomes have changed over this period, making clear the effects of industrialization, revolution, war and disease. Includes a Teacher's Guide, Global Development Quiz and card game.
- A Developing World (Canadian Geographic / Global Affairs Canada) A variety of lesson plans that make use of an interactive world map.
- The Happy Planet Index (New Economics Foundation) An alternative to the HDI, the HPI ranks countries on the basis of life expectancy, experienced well-being and ecological footprint.
- World Happiness Report (The United Nations Sustainable Development Solutions Network) An annual survey of global happiness designed to reveal national subjective well-being across the globe.
- Quality of Life Trends (National Geographic) An interactive map tracking happiness, caloric intake and education trends around the world.
- 10 Fun Tools To Easily Make Your Own Infographics (Edudemic) A brief review of ten popular tools for creating visualizations.

WORKSHEET #1:

Quality of Life Survey

Each year the World Health Organization conducts a survey to measure the quality of life of people around the world. Your assignment is to carry out your own survey to find out which quality of life indicators are most important to the people around you.

1. Review the questions on the survey sheet to be sure you understand them.
2. Start by making a record of your own answers to each question.
3. Select a sampling of **at least 10** friends, family members, students or others in your community (for example, neighbours, a store owner, librarian).
4. Invite them to take part in the survey (about 5 minutes of their time) by answering five questions. They can respond to you in-person, by telephone, text or email. Indicate that their participation is optional, their responses will be kept private and that their names will not be revealed.
5. Keep a written record of each respondent's answers.
6. When you have completed the survey, transfer the responses to the survey results table.
7. Answer the follow-up questions on the sheet to complete the assignment.

Remind people taking the survey that there is no right or wrong answer – quality of life means different things to different people.

Quality of Life Survey Questions

Choose the ONE (1) thing that is most important to you in each grouping.

1. a. Freedom from pain and discomfort
   b. Adequate sleep and rest
   c. Ability to get around without help (mobility)
2. a. Body image
   b. Self-esteem
   c. Religion/spirituality/personal beliefs
3. a. Personal relationships
   b. Social support (from friends)
   c. Freedom
4. a. Financial resources
   b. Leisure activities
   c. Home life
5. Which of the four choices you have made would you give up first?

   ____

   Which would you give up last?

   ____

Quality of Life Survey Results

Transfer the information you've collected from the survey to the table below.
Insert the total number of responses in each category.

INDICATOR	MOST IMPORTANT	CHOICE TO GIVE UP FIRST	CHOICE TO GIVE UP LAST
1a. Freedom from pain and discomfort			
1b. Adequate sleep and rest			
1c. Ability to get around without help (mobility)			
2a. Body image			
2b. Self-esteem			
2c. Religion/spirituality/personal beliefs			
3a. Personal relationships			
3b. Social support (from friends)			
3c. Freedom			
4a. Financial resources			
4b. Leisure activities			
4c. Home life			

1. Which one of the 12 indicators was chosen most often overall? ______

2. Which indicator did most people choose to give up first? ______

3. Which would they give up last? ______

4. How did the overall results compare with your own choices? ______

______

______

5. Are you surprised by any of the results? Add any other observations. ______

______

______

WORKSHEET #2:

Human Development Report Country Comparison

1. Go to the interactive UNDP map.
2. Select a country from the Low Human Development category. (See the legend on the right-hand side of the screen.) Click on the country and write its name in the blank field in the table below.
3. Fill in the rest of the blanks from the information on the screen for your chosen country.
4. Follow the same process for Canada to complete the table.

HUMAN DEVELOPMENT INDICATORS	COUNTRY: ______________________	CANADA
Index		
Rank		
Health		
Education		
Income		

If you were a leader of this country, where would you suggest your country focus first (health, education, income, other) and why? Were there any indicators in which the lower category country had a higher ranking than Canada?

____

____

____

____

____

____

____

____

____

WORKSHEET #3:

What matters most to people around the world?

The Better Life Index allows people to decide for themselves what is important for a good quality of life by ranking certain topics.

1. Go to the interactive OECD map.
2. Find Canada on the map and click on it to see how Canadian contributors to the website have ranked the topics. Fill in the CANADA column in the chart below with their listings in order from 1 to 11. For example, #1 is HEALTH.

TOPIC RANK #	CANADA	COUNTRY A (ASIA) ______	COUNTRY B (AFRICA) ______	COUNTRY C ______
1	HEALTH			
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

3. Complete the rest of the table with rankings from one country in Asia, one in Africa, and a country from anywhere in the world.
4. Are you surprised by any of the results? What might account for the similarities or differences?

____

____

____

____

____

____

5. How would you rank the topics? Click on the *Tell Us About You* box on the website and submit your own index.

Global Development Quiz

True or False? Circle your answers.

1. All developing countries are near the equator. T F
2. The world’s poorest countries lack their own natural resources. T F
3. Most of the world’s poor people live in rural areas. T F
4. Canada spends 2% of gross domestic product (GDP) on international assistance to developing countries each year. T F
5. Money spent on global development has had little to no effect on world health. T F
6. More children are attending school now than ever before. T F
7. The single most effective means of eliminating poverty is sending girls to school, according to the World Bank. T F
8. There is currently enough food on Earth to feed the entire planet, including the poorest people. T F
9. Developing nations are technologically lacking. T F
10. Aid to developing nations leads to an increase in the birth rate and more problems caused by overpopulation. T F

3.

What is Sustainable Development?

OVERVIEW

These activities and resources examine some of the efforts to reduce poverty and improve **quality of life**[1] in the **developing world**. Students explore the distinctions – as well as connections – between **humanitarian assistance** (or emergency relief) and **sustainable development**. They are introduced to a variety of development players (governments, NGOs, individuals, etc.), analyze approaches that contribute to sustainable development, and come to their own conclusions about how best to help people help themselves.

LEARNING OUTCOMES

Students will be able to:

- List some of the important global development gains that have been achieved
- Identify a range of development players and understand the importance of including individuals and institutions in the developing world in the development process
- Recognize both the distinctions between the provision of humanitarian assistance and support for sustainable development, and the ways in which these efforts are often linked
- List key factors of effective development approaches
- Apply what they have learned to assess local and global development programs

KEY CONCEPTS

- Sustainable development
- Non-governmental organizations (NGOs)
- **Sustainable Development Goals** (SDGs/the Global Goals)
- Humanitarian assistance
- Development assistance
- Helping people help themselves
- Local to global connections

---

[1] Highlighted words appear in the glossary available on page 55.

STARTER

Focus thinking on the work being done to address global development issues. Ask the class: *What do these people have in common?*

- David Suzuki
- Beyoncé
- Bill Gates
- Malala Yousafzai

Among other possibilities, they all have championed or contributed to efforts on global causes. You may want to include other celebrities who are currently popular and to show videos or images of them in action. (See RESOURCES for links.)

Follow up with a discussion about the variety of sustainable development issues being addressed – from climate change to **gender equality**, access to education to ending poverty – related to improving life on the planet for everyone, everywhere – in developing and **developed countries**.

Ask: What role do celebrities play? Do you think they can be effective in making a difference? Celebrities attract attention and may offer credibility (as well as funding) for their cause. Is that enough? Do they help change policies to address underlying issues? What happens if celebrity status fades?

© 2016 AGA KHAN FOUNDATION CANADA

ACTIVITIES

ACTIVITY 1: Who's Making a Difference?

Discuss the range of people and organizations behind global development initiatives: international organizations such as the United Nations and the World Bank, governments, non-governmental organizations (NGOs), faith-based groups, foundations, businesses, universities and colleges, individuals, etc. See BACKGROUNDER: Examples of Global Development Players on page 36.

Probes and Prompts

- Who is responsible for reducing poverty and improving quality of life around the world?
- Should governments (of both developed and developing countries) carry most of the responsibility? If not, who should?
- What role do non-governmental organizations have? Can you give examples of their work?
- How can individual citizens (including students) in both developed and developing countries contribute to sustainable development?

Ask the multiple-choice question below to expand the discussion to focus on some of the successes achieved through global development efforts. First, read out (or post on the board) all the options for students to consider. Then re-read them one at a time and have the class respond by a show of hands. Ask students to give their reasons for their choices.

Which of these achievements do you find the most impressive? Why?

A. Since 1950, life expectancy in developing countries has risen from 48 to 65 years.

(Source: World Health Organization)

B. Since 1987, substances causing ozone-depletion have been reduced to almost zero.

(Source: UN Millennium Goals)

C. Since 1990, the number of hungry people in the world has declined globally by 209 million.

(Source: Food and Agricultural Organization – United Nations)

D. Since 2000, the number of women in parliament has increased by almost 80%

(Source: Women in Parliaments)

E. Between 2000 and 2012, the number of primary- school-age children not in school has almost halved.

(Source: UNICEF)

Assignment

Choose one of the following as a take-home assignment for students to work on individually, or to complete during class time in small groups.

- Many improvements have been made to lives around the globe in the 21st century. Conduct research to:
    1. Identify at least **one example** of positive change related to one of the following: global health, education, **food security**, clean water, gender equality or another issue of your choosing.
    2. Give statistics to show the improvements since 2000 or for whatever time period statistics are available.
    3. Find **at least two** examples of initiatives taken on the part of government, organizations and/or individuals to contribute to those improvements. Do you think the examples you have chosen will have short-term or long-term results?
    4. Compile your findings in a one-page blog, Frequently Asked Questions (FAQ) list or script for a radio or television commercial.

See RESOURCES for websites to research, especially *Myths About Aid* and *Millennium Development Goals*.

- Select a development issue related to one of the 17 Global Goals. Search online to find at least **two** short videos from two different organizations that deal with that issue. Write or record a review of the videos and include your responses to these questions:
    - What one word describes your reaction to the video?
    - What is the main message? Do you agree or disagree with it?
    - Is there a single image that stands out for you?
    - Which do you feel is more important to the success or failure of the video: the sound track or images? Why?
    - Do we experience this issue in Canada? How might it look the same or different in Canada and in developing countries?
    - Did this video inspire you to take action? If so, what do you plan to do?

Finally, assign a rating of one to three stars to each video.

BACKGROUNDER – Examples of Global Development Players

United Nations – The UN was created in 1945 to maintain international peace and security, develop friendly relations between nations and provide a forum to support co-ordinated action on economic, social, cultural and humanitarian issues. The UN was intended to prevent a repeat of the unprecedented destruction and suffering of the two World Wars, and to promote and protect fundamental human rights. The organization offers leadership on global development through its many programs, funds and agencies. The UN is one of several multilateral organizations involved in global development.

Governments – Governments bear primary responsibility for the quality of life of their citizens, through the provision of critical social services, infrastructure, economic policies, and the legal and fiscal frameworks that support development. In many countries, however, governments lack the resources, capacities and systems to do so. It is critical that development efforts work with governments at all levels – from local to national – to ensure they fit with local priorities and that the governments have the ability to sustain positive changes over the long-term. Developed country governments contribute to global development by funding the UN and dedicating a portion of their budgets directly to global aid and development. Canadian Prime Minister Lester B. Pearson headed a commission in 1968 that recommended that 0.7% of rich countries' **gross national product** (GNP) should be directed to Official Development Assistance (ODA). Countries seldom reach this target. In 2014, only Norway, Denmark, Sweden and the United Kingdom met or exceeded this percentage, with Canada contributing only 0.24%.

Non-Governmental Organizations (NGOs) – NGOs are a diverse group of organizations that are generally not-for-profit, and neither under government control nor affiliated with a political party. They may be faith-based or secular organizations. NGOs vary by both focus (e.g. poverty, health, education, human rights) and level of operation (e.g. community-based, national, international). Both international and local NGOs have an important role to play in sustainable development. NGOs often focus on important long-term projects often underserved by business and government.

Businesses – In the words of UN Secretary General Ban Ki Moon, "the private sector is the driving force of the global economy." While the first priority of businesses is the growth of profits, they also have a responsibility to ensure that growth is sustainable. In an increasingly global world, sustainability can align with the objectives of aid and development and business and industry. Businesses have skills and other resources the developing world needs.

Universities and colleges – Around the world, universities and colleges play an integral role in the social, economic, political and cultural life of countries. Universities and colleges in developed countries contribute resources and knowledge to sustainable development projects in other countries. This can be through research, faculty exchanges as well as by implementing projects with local partners. In the developing world, these institutions are critical to building the local knowledge and leadership to sustain improvements in quality of life over the long term.

Individuals – Individuals contribute to global development through donations, raising awareness and volunteering their time or knowledge. Wealthy individuals such as Bill and Melinda Gates have foundations that contribute funding and bring together global expertise to address critical development challenges. Celebrities like Jeopardy's Alex Trebek and Rick Mercer lend their names and faces to public awareness campaigns.

ACTIVITY 2: Helping People Help Themselves

...at the end of the day, it's about engagement. It's about understanding that people really don't want handouts...; they want to solve their own problems; and that by engaging with them, not only do we create much more dignity for them, but for us as well.

Jacqueline Novogratz, Social Entrepreneur

...Africa doesn't want to be saved. Africa wants the world to acknowledge that, through fair partnerships with other members of the global community, we ourselves are capable of unprecedented growth.

Uzodinma Iweala, Author and Physician

Begin discussion by asking the class to respond to this scenario:

You're struggling to solve a tough math problem for a homework assignment. Would you rather have someone give you the answer or help you figure out how to do it yourself?

Probes and Prompts

- What are the pros/cons of both options?
- How do you feel if you're always on the receiving end of a handout (charity)?
- What is the difference between a handout and a hand-up?
- How might this concept relate to global development?
- What might be the advantages/disadvantages to each approach? (One is immediate, but does not address the underlying problems, and the other takes longer but addresses the root problems so that they don't reoccur.)

HANDOUT/HAND-UP

Development work sometimes involves providing both humanitarian assistance and long-term, sustainable initiatives. For example, imagine a community devastated by flooding so severe that many lives were lost, and the surviving villagers must move to a new region to re-establish themselves. They are not able to grow the foods they used to because of the change in soil conditions in the new region, so they receive food aid to help feed their families and survive the first season in the new area. Next year, the community has the opportunity to work with a farmers' school to learn how to grow new crops for themselves that will provide healthy food for their families. Community leaders also receive training so that they have the knowledge and skills to prevent or respond more quickly to future floods or other natural disasters.

Both a handout and a hand-up can help communities find immediate and long-term solutions to the problems they face.

Sometimes global development is simplified in an effort to make it easier to understand, but it's important to recognize that improving quality of life requires time, resources, hard work and an ability to bring a lot of different actors and approaches together to find solutions. Global development is complex, and just as there is no one way of looking at a problem, there is not one solution. In fact, there are many solutions.

Read the story about the young woman from Badakhshan (see page 39) and use it as a visioning activity with the class. Ask the class to sit quietly with their eyes closed and to listen carefully as you (or a designated student) read the story.

THE YOUNG WOMAN FROM BADAKHSHAN

I want you to imagine for a second that you are a young 18-year-old woman living in a small remote village in the province of Badakhshan in northern Afghanistan. You grew up there, and recently married a young man from the same village. Your husband is a day labourer at a nearby farm. He has work, but it's not a steady income. Your parents died a few years ago, so you're responsible for caring for your younger brother, providing shelter, food, school fees, and so on.

You are now six months pregnant with your first child and recently you've been feeling weak and dizzy. You're not seriously ill, but things just don't seem right, and you need to see a doctor. The closest clinic is a long journey away across a mountain valley. You can't travel to the clinic by yourself – you need a male relative to accompany you because that's the custom in this part of the country – but it's the planting season and your husband is busy at work. He decides it's important to take you to the clinic, which means he will forego his wages. There is no transportation to the clinic, and it would take days to walk, so you need to rent a car and have to use the money you've been saving to buy school books for your younger brother.

You leave early in the morning since it takes most of the day to get to the clinic. When you arrive, it's overcrowded and very busy. You have to stay overnight in the village – more money spent. When you return in the morning, you wait for hours until you finally get to see the nurse.

When you get to see the nurse, she says she will need to do some blood tests to determine what is wrong – this means waiting overnight for the results, dipping into your savings again. (There goes the sewing machine you were hoping to buy in order to start your own tailoring business to bring in more income for your growing family.) The tests show that you have anemia – a very common condition caused by a lack of iron in your diet. The nurse explains it to you, but iron-rich foods like meat and eggs are expensive, so you rarely eat them. The nurse hands you a package of pills and ushers you out of the examination room. You're not sure how many pills to take or how often. There are instructions written on the package, but, like 70% of the people in your country, you and your husband cannot read. You hope you'll find someone on the way home who can explain the instructions to you. If you don't take the supplements properly, your child will likely be born early with a low birthweight… and the cycle of poverty will continue.

© 2016 AGA KHAN FOUNDATION CANADA

Probes and Prompts

- What feeling are you left with after this story?
- What challenges does this woman face? Healthcare and what else?
    - Infrastructure (roads, ambulance to clinic, clinics closer to the village, etc.); healthcare (access in her village to a health care professional, access to nutritious food to eat, female doctors, etc.); education (literacy, knowledge of nutrition and a balanced diet, knowledge of prenatal care, etc.); financial security (steady income, opportunity to work outside of the home, forced to make difficult choices with her savings, etc.).
- What interventions or projects do you think would have helped this woman?
    - Train local midwifes and volunteers to deliver workshops on health and nutrition; train more female doctors; improvements to infrastructure and access to clinics; training for farmers on growing a wider variety of foods; food storage techniques to extend the period of fresh local food availability; support families in creating their own home gardens to add more variety of fresh food to their diet, etc.
    - Explain to students that it is important to find solutions to these challenges that will have long-lasting impacts. Especially in remote areas, interventions that focus on building the knowledge and strength of the community will lead to more sustainable solutions. For example, it might not be realistic to bring in a midwife from another region and expect them to settle in a new remote area, whereas training a local woman as a midwife means that she is trusted by the community and is already living in the area. It also provides a new opportunity for women to work in the community providing some financial security for her and her family.
- How are things different or the same in Canada?

Explain that this story gives a sense of the complexity of poverty. It's not just that this young woman doesn't have access to a clinic, she is facing multiple hurdles:

- She is under-educated and illiterate, in a society where women don't have access to the same opportunities as men;
- She lives in a remote area with poor transportation and little access to fundamental services;
- She suffers from poor nutrition;
- She has no economic stability;
- She has to make difficult financial choices (should she go to the clinic or buy school books for her brother?)

To reach their full potential, people need health care, education, economic opportunities, and a cohesive community. No matter where they live – in Canada or in Badakhshan.

Explain that many organizations working in global development understand that reducing **global poverty** is a complex challenge that involves much more than simply sending money, supplies or volunteers to those in need. Agencies carrying out effective development initiatives have learned that these key factors are important for success. (You may want to write shorthand descriptors for each on the board as reminders.)

A hand-up is more sustainable than a handout.	*hand-up vs. handout*
People are the key to their own development.	*people are the key*
Outside help should not be imposed – partnerships are key.	*inside vs. outside*
Poverty is complex, and so are the solutions.	*no single solution*

Discuss each of these factors and ask the students for examples of each.

Assignment

Give a man a fish, and feed him for a day.
Teach a man to fish, and he will eat for a lifetime.

Proverb

What is the message behind this proverb? Can you think of an example from your own life that relates to it? Choose **one** of the options below to demonstrate the link between the proverb and global development. Include examples of specific development issues in your response.

- A 300-word newspaper editorial
- A comic strip or editorial cartoon
- A skit presented to the class (working in a group)
- A poster using images of development projects from this photo gallery
- A question-and-answer interview with someone who works in global development

(see RESOURCES for links)

ACTIVITY #3: Local to Global

Review with the class the key factors for effective sustainable development.

- A hand-up is more sustainable than a handout.
- People are the key to their own development.
- Outside help should not be imposed – partnerships are key.
- There is no single solution or quick fix.

1. Divide the class into small groups and provide each with a large sheet of craft paper.
2. Allow groups five minutes to select a **local community issue** they feel needs attention. (For example, homelessness, bullying, cars idling, food banks.) Have them write the name of the issue at the top of the paper, and then draw a vertical line down the middle of the sheet to create two columns.
3. Ask groups to brainstorm for ten minutes to come up with at least three actions they recommend to address the issue. (Keep in mind the key factors for creating a lasting solution -- sustainable development -- as described above.) Jot down the ideas in one of the columns on the paper.
4. When time is up, each group passes its sheet of notes on to the next group (move from left to right) to expand thinking. Groups have five minutes to review the notes from the previous group and to add their own in the opposite column.
5. Debrief by having students share their ideas with the class and show how they link to the key factors. Compare, contrast and reflect on responses.

MOZAMBIQUE

Assignment

Go to the Global Goals website and select one goal that relates to both your local community and another part of the world. Identify a non-governmental organization's campaign or program that targets that goal either at the local or global level, or both. Conduct research to compile your findings under the headings on Worksheet #1 (page 45) and write a review of the project to indicate whether or not you would support it.

ALTERNATIVES and EXTENSIONS

Video Discussion – Screen the video *No Point Going Halfway* (2:34) for a review of some of the challenges the world is facing and the progress being made to overcome them. Follow viewing with a recap of the Sustainable Development Goals (SDGs or The Global Goals – see THEME ONE). To guide discussion:

1. Choose one word to describe your reaction to the video.
2. What is the purpose of the video?
3. Do you think it is effective? Why?

Celebrities and World Issues – Choose elements from this lesson plan (MediaSmarts and UNICEF) to examine the role of popular culture in creating awareness of world issues.

Guest Speaker – Invite someone from your community to visit the class to share stories about working in international or local development. (See RESOURCES: Canadian Council for International Cooperation to locate organizations that may offer speakers. For example, **Aga Khan Foundation Canada**'s Speaker Bureau.)

Where's the Money? – Visit Canada's Foreign Aid interactive map to:

- Investigate where Canada's **foreign aid** funding goes. Which countries receive the most from Canada? The least? Why do you think some countries receive less aid than others?
- Research the level of foreign aid funding from Canada's government. The United Nations set a target of 0.7% of gross national income (GNI). Canada falls far below this percentage. What might be some of the reasons?

Follow up with a class debate on a related issue. For example:

- The Government of Canada should increase its funding for global development in order to meet the minimum contribution recommended by the United Nations. (See the Canadian International Development Platform Map.)
- Instead of long-term development aid, Canada should offer only humanitarian assistance to other countries in response to emergencies such as natural disasters or in times of war.

Freeze Frame – small groups create a tableau or freeze frame scene to illustrate a global development challenge and two tableaus showing possible approaches to solutions. The rest of the class guesses the challenge and solutions.

RESOURCES

Videos

No Point Going Halfway (2:34) 15 years after the creation of the Millennium Development Goals, millions more children are in school, billions more people have access to clean water, yet we are only halfway to ending extreme poverty. This short video asks whether we are content with just going halfway.

Websites

- Myths About Aids and Charity (Giving What We Can) There are plenty of good reasons to donate to charity and increase our foreign aid spending. But myths about the effectiveness of aid persist, which makes many people concerned about donating. Let's separate fact from fiction.
- Millennium Development Goals. A fact sheet update from the World Health Organization.
- Charity Navigator. Website includes a list of celebrity-related charities, mostly from the US.
- The Global Goals. A site designed to promote the United Nations Sustainable Development Goals to end extreme poverty, fight inequality and injustice and fix climate change. Includes details on the 17 global goals, tools for sharing them, resources and ways to take action, including a variety of lesson plans.
- Together Photo Gallery or AKFC Flickr Album. Access to dozens of photos related to development projects in Asia and Africa.
- Millennium Development Goals Report. The precursors to the Sustainable Development Goals, the Millennium Development Goals were a UN-driven international success story that catalyzed work to end extreme poverty and improve the lives of the most disadvantaged.
- Aga Khan Foundation Canada Speaker Bureau. This resource offers a service for booking a dynamic speaker with firsthand experience of global issues and development.
- Canadian Council for International Co-operation. A coalition of Canadian voluntary sector organizations working globally to achieve sustainable human development. CCIC seeks to end global poverty and to promote social justice and human dignity for all.
- Global Hive Education Hub. Resources and tools for teachers, including case studies and examples of good practices for partnering with NGOs.
- International Development Project Browser. A database of more than 3,100 profiles of international development projects funded by the Government of Canada.
- Canadian International Development Platform Map. An interactive map showing how Canada's foreign aid is distributed around the globe.
- Development Unplugged. A Huffington Post blog on global development and related issues from CCIC and the Canadian International Development Platform.
- Celebrities and World Issues. A lesson plan from MediaSmarts and UNICEF.
- Tableau. Instructions for creating a tableau in the classroom.

WORKSHEET #1:

NGO Campaign Review

1. Go to the UN Sustainable Development Goals website.
2. Select a goal and review related facts, figures and targets.
3. Select an NGO's initiative or program that is working toward this goal. Check the membership list at the website of the Canadian Council for International Co-operation for examples.
4. Complete the following:

Sustainable Development Goal (SDG):

____

____

Why is this goal important?

____

____

____

NGO campaign or program:

____

What is the goal of this campaign or program?

____

____

Who is the target audience?

____

____

How does this campaign or program meet its goals? What actions are taken?

____

____

Would you support this campaign? Why or why not? (Review the factors for effective sustainable development.)

____

____

____

4.

Making a Difference

OVERVIEW

These activities and resources are designed to inspire and motivate students to take action as **global citizens**[1]. Students research and evaluate development issues and related non-governmental organization (NGO) programs, and prepare and carry out a campaign to generate support from the school or community for a selected program. Through the experience they gain insight into the importance of **sustainable development** work and their own potential as agents of change.

LEARNING OUTCOMES

Students will be able to:

- Recognize that small actions can lead to big impact
- Express themselves with informed opinions about development issues
- Propose and prepare an action plan
- Use research, planning and creativity to raise public awareness of development issues
- Become agents of change to make a difference in the community/world

KEY CONCEPTS

- Local/global development
- Small actions/big impact
- Action plan
- Global citizenship
- Agents of change

---

[1] Highlighted words appear in the glossary available on page 55.

STARTER

An activity to illustrate the importance of taking action, however small, to make a difference.

Story: *The Star Thrower*

Tell the story or screen a video version (see RESOURCES for links).

The story goes that an old man, who lived by the edge of the sea, headed out for his usual morning walk along the beach one day when he suddenly came upon an astonishing sight. The shoreline was littered with tens of thousands of starfish! They'd been washed up after the previous night's storm. He could see in the distance a young boy throwing things into the ocean, so he went to investigate and asked the boy what he was doing. The boy told him he was putting starfish back in the ocean, that if they stayed on the beach, they'd dry out and die. He was helping them survive. The old man explained that it was an impossible task – there were just too many starfish; the boy's work was wasted, it couldn't possibly make a difference. The boy bent down, picked up another starfish, tossed it into the sea and replied, "It made a difference to that one."

Adapted from *The Star Thrower* by Loren Eiseley

Probes and Prompts

- What message do you take from this story?
- Can you think of examples of small actions having a big impact?

ACTIVITIES

ACTIVITY 1: Global Citizen Types

In Theme One, we discussed the idea of being a global citizen. There are many different types of global citizens who are out to demonstrate that change is possible. Students can discover which global citizen category best reflects their skills, passions and interests in this online quiz. If possible, have the students complete the quiz online. Otherwise, read out the different citizen types (see below) and ask students to form groups based on the type they identified with most.

Dream Big Citizen: Your creativity needs an unstructured environment. You help others by using your imagination and originality. Your intuitive approach includes other people's points of view and experiences.

Hands-On Citizen: You are realistic and accomplished. You have a knack with objects, machines, plants, or animals. Your independence tends to get expressed through hands-on and practical projects. You solve problems with ease.

Start-Up Citizen: You use your good communication skills to help others. You're outgoing, adventurous, and have lots of energy. You're a good listener who seeks consensus.

Thoughtful Citizen: You have great skill at making things happen, and good attention to detail. You're independent and curious. You have fine investigative skills and enjoy conducting and analyzing research. You solve problems by fully investigating them and coming up with new ways of thinking.

How many different categories are represented in the class? As the class works through their action projects, remind them to make best use of the different skills, passion, and knowledge of the different global citizen types. A successful project will draw on skills from all of these categories, not just one.

ACTIVITY 2: A Generation for Change

Screen an excerpt from this video of Nelson Mandela speaking or share this quote with the class:

> *Sometimes it falls upon a generation to be great. You can be that great generation... Make poverty history!*
>
> Nelson Mandela, Former President of South Africa

Probes and Prompts

- Do you think that students should take on some responsibility for solving challenges like world poverty?
- What part could you play?
- What advantages or disadvantages do you think your generation has over previous ones to tackle global problems?

Invite the class to accept the challenge "to be great" and take positive action on a development issue. Call for suggestions to explore the range of possible ways students might respond to the challenge. Discussion should lead to a list of steps to take to develop an action plan. A suggested first step is to have students work in pairs or small groups to:

1. Identify an issue (local or global) and NGO they would like to support. (Use the research from Theme 3, Activity 3 as a starting point or see RESOURCES for links to searchable databases of NGO programs. Students might also talk to family members to find out what groups and organizations they support or volunteer for.)
2. Prepare a list of reasons (three to five) for why the cause/NGO is worth getting behind. Is the approach to development sustainable and long-term? Are local people involved? Does it deal with the issue from a variety of perspectives? (Review the key factors to sustainable development from Theme Three)
3. Develop a sales pitch to convince the class to choose your cause/NGO to support above all others. Use persuasive arguments, include the NGO's website, images, videos, etc. to strengthen your pitch.
4. Make a convincing presentation to the class.

When all presentations have been made, students debate strengths and weaknesses of each before voting on which campaign to collectively support.

© 2016 AGA KHAN FOUNDATION CANADA

Assignment

Use one of these quotations as a starting point for creating a piece of work to inspire and motivate. Choose one of the following options: photo montage, graffiti art, song playlist, poem, children's story, rap.

I don't want to make money; I want to make a difference.

Lady Gaga, Musical Performer

The people who are crazy enough to think they can change the world are the ones who do.

Steve Jobs, Co-founder of Apple Inc.

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.

Dr. Seuss, Author of The Lorax

You must be the change you wish to see in the world.

Mahatma Gandhi, Political leader and activist

ACTIVITY 3: A Call to Action

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead, American Anthropologist

It's time to walk the talk! Encourage the class to take the next step toward global citizenship by pledging to support the chosen NGO. A project of this nature can be demanding of time and effort so be sure to allow enough time for students to carefully plan and carry out each step. To prepare:

- Students should visit the website of the chosen NGO to familiarize themselves with all aspects of the organization's work and the cause that the class will be supporting.
- Contact the NGO to alert them and ask for materials or a guest speaker, if available.
- Review next steps in the action plan (see page 51).
- Have students designate tasks/roles, establish a timeline and divide into groups to carry out the work.
- Encourage students to keep journal notes and take photos to capture each phase of the campaign.

A PLAN OF ACTION

1. Identify your goal. What are you hoping to achieve? Be specific (raise awareness, raise funds, etc.).
2. Conduct research to come up with a list of relevant facts about the NGO.
3. Brainstorm actions you want people to take toward achieving your goal.
4. Decide on your target audience: the school, local community or beyond.
5. Choose key messages that will motivate support from your target audience.
6. Determine the best methods to convey your message. For example, poster blitz, school assembly, morning announcements, social media, guest speaker, video, all of the above.
7. Set a date for the launch and the end-date of your campaign. Establish a schedule of things to do leading up to the kick-off.
8. Decide on an exciting way to launch your campaign and promote the event to be sure you have an audience.
9. Alert media (local newspapers, radio and TV outlets) and use social media to publicize your event.
10. Spread the word! Develop a public awareness campaign to support the class project. (See BACKGROUND: Raising Public Awareness)
11. Celebrate the end of the campaign with everyone on the team. Consider sending a letter to the NGO to show them the great work you've done in support of their work.
12. Follow up with thank yous to everyone who worked to support your cause.

© 2016 AGA KHAN FOUNDATION CANADA

BACKGROUNDER – Raising Public Awareness

A public awareness campaign can include any number of components: public service announcement video (PSA), radio ad, podcast, blog, editorial, editorial cartoon, music jingle, bumper sticker, poster, etc.

Ask students what they have found memorable from any advertising campaigns. Have students work in groups to brainstorm ideas about what might appeal to other students as part of a campaign, and then share their responses with the class. Some examples:

- **Slogans**. Catchy phrases can trigger instant recognition and be memorable.
- **Celebrities**. Famous people lending their faces and voices to a campaign grabs attention.
- **Social Media**. Text and images shared through networks of friends can have wide reach.
- **Humour**. Clever comedy catches interest and can warrant repeat visits.
- **An emotional connection**. Feelings of empathy can inspire response.
- **Impressive information**. Big numbers, surprising facts, etc. can arouse curiosity.
- **Editorials/Rants**. Well-crafted persuasive arguments can cause big reactions and result in positive action.
- **Music**. Songs can make an emotional connection; lyrics can convey messages to motivate.

Work in small groups or pairs. Collaborate to come up with a creative way of communicating the importance of taking action to support the NGO and your campaign. To consider:

- Write an editorial or blog for the school or local newspaper/websites.
- Market your message through posters and school announcements.
- Use social media for wider reach.
- Organize a fund raising event.
- Let government representatives and the media know what you are doing.

ACTIVITY 4: Evaluation and Reflection

If many little people, in many little places, do many little things, they can change the face of the earth.

African proverb

How wonderful it is that nobody need wait a single moment before starting to improve the world.

Anne Frank, Writer

Debrief at the end of the campaign to allow the class to share thoughts and feelings about their experience.

Probes and Prompts

- What one word best sums up your experience?
- What was the high point for you? The low point?
- List some of the lessons learned from the experience.
- What would you do differently?
- Would you like to continue supporting the program? How?

Assignments

Choose from the following:

- Create a collage of words and images that reflects your thoughts and feelings about the experience of participating in the campaign.
- Design a T-shirt in support of taking action to reduce global poverty. Include:
  - A colour sketch.
  - A slogan or text that makes your position clear.
  - Visuals that reinforce your message.
  - A design for both front and back of the shirt.
- Write a persuasive poem or paragraph or a top-ten list about the benefits of becoming a global citizen.

© 2016 AGA KHAN FOUNDATION CANADA

ALTERNATIVES and EXTENSIONS

Video Discussion – Screen the video *No Point Going Halfway* (2:34) for a review of some of the progress being made to overcome world challenges and to inspire students to make their own contribution to solving them. Follow viewing with a recap of the **Sustainable Development Goals** (SDGs or The Global Goals – see THEME ONE). To guide discussion:

- Choose one word to describe your reaction to the video.
- What is the purpose of the video?
- Do you think it is effective? Why?

Prepare a Profile of one person who has made a difference to the world in some significant way. Collect facts (cite all sources), quotes, images, etc. to add depth and interest. Present the profile to the class.

RESOURCES

Videos

Starfish (1:15) or Starfish Story (1:1)

Nelson Mandela's Speech on Poverty (9:00)

No Point Going Halfway (2:34)

Websites

- Canada Helps. A platform for donating and fundraising online.
- My Hero provides lesson plans, web-authoring tools, customized webpages for sharing student work, structured cross-cultural collaborations through virtual classrooms called Learning Circles and other media arts resources. US-based, the program is used in classrooms around the world.
- iEARN is a non-profit organization of over 30,000 schools and youth organizations in more than 140 countries. iEARN supports teachers and young people to work together online using the Internet and other communication technologies. Every day, more than 2 million students are engaged in collaborative project work worldwide through iEARN.
- TakingIt Global Organizations Database. A searchable online catalogue of hundreds of organizations working in local or global development.
- **International Development** Project Browser contains more than 2,800 profiles of international development projects funded by the Government of Canada.
- SoJo is a collection of tools and informational resources to inspire and empower you to transform your ideas for social change into reality.
- Global Hive. A global development hub with case studies and examples of good practices.
- Listen Up! A lesson plan for writing a rant.
- A number of books and links to educator resources on global citizenship are listed on **Aga Khan Foundation Canada**'s website.

Glossary

Aga Khan Development Network (AKDN): A group of private, international, non-denominational agencies, working to improve living conditions and opportunities for people in some of the poorest parts of the developing world. The Network's organizations have individual mandates that range from the fields of health and education to architecture, rural development and the promotion of private sector enterprise. AKDN agencies conduct their programs without regard to the faith, origin or gender of the people they serve.

Aga Khan Foundation Canada (AKFC): A non-profit international development agency, working in Asia and Africa to find sustainable solutions to the complex problems causing global poverty. AKFC concentrates on a number of specific development challenges in health, education, rural development and civil society. In Canada, AKFC raises funds, builds partnerships with Canadian institutions, and promotes discussion and learning on international development issues. Established in 1980, AKFC is a registered Canadian charity and an agency of the worldwide Aga Khan Development Network.

developing countries / world: Low- and middle-income countries in which most people have a lower standard of living with access to fewer goods and services than do most people in high-income countries.

developed country: Relatively wealthy and technologically advanced countries in which most people have high life expectancies, access to education, and a relatively high gross national income per capita.

sustainable development: Generally, the process by which communities, governments and institutions work to help improve the quality of life in regions of the world with high levels of poverty. Effective development builds capacity, is community-led, takes long-term commitment, and addresses the multiple and complex factors that contribute to poverty and lowered quality of life, such as health care, education, governance, gender equity and the environment. Development is different from humanitarian aid or disaster relief, which are usually short-term interventions in a crisis. In some cases, however, humanitarian aid lays the foundation for long-term development. Both short-term aid and long-term development may be needed to respond effectively to the problems of poverty.

food security[1]**:** Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.

---

[1] From Food and Agriculture Organization of the United Nations.

© 2016 AGA KHAN FOUNDATION CANADA

foreign aid: Financial or technical assistance given by governments and other agencies to support the economic, environmental, social, and political development of low-income countries. Since the 1950s, Canada has provided development assistance to developing countries around the world.

gender equality: Women and men, and girls and boys, enjoy the same status and opportunities to realize their full potential, to make choices in their lives, to participate as decision makers in shaping the sustainable development of their societies, and to gain access and benefit from resources and services. Gender equality is about society equally valuing the different needs, behaviour, and aspirations of women and men, boys and girls. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.

global citizenship: Awareness of the world as a global community and recognizing the rights and responsibilities of citizens to take action with a global consciousness.

global poverty: Pronounced deprivation in well-being that comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity.

gross national income (GNI) / gross national product (GNP) per capita: The dollar value of a country's final output of goods and services in a year (its GNP), divided by its population. It reflects the average income of a country's citizens. Since 2001, the World Bank refers to the GNP as the GNI, gross national income.

Human Development Index (HDI): A tool created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The Human Development Index (HDI) is a summary measure of average achievement in health, knowledge and education, and standard of living.

humanitarian assistance: Appropriate, timely, and effective assistance provided to developing countries in need, in order to ease human suffering resulting from conflicts and natural disasters.

quality of life (QOL): This is often difficult to measure as it looks beyond a material focus. A good quality of life can be defined when people's basic needs are met, they can act effectively and meaningfully in pursuit of their goals, and feel satisfied with life.

standard of living: The level of well-being (of an individual, group or the population of a country) as measured by the level of income (for example, GNP per capita) or by the quantity of various goods and services consumed (for example, the number of cars per 1,000 people or the number of television sets per capita).

Sustainable Development Goals (SDGs or The Global Goals): At the United Nations Sustainable Development Summit on 25 September 2015, world leaders adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030.

TOWARDS

Canada's 2030 Agenda National Strategy

Interim Document

SUSTAINABLE DEVELOPMENT GOALS

Government of Canada Gouvernement du Canada

Canada

This document was prepared by the Government of Canada's Sustainable Development Goals Unit, in collaboration with departments across the federal government.

Sustainable Development Goals Unit,
Employment and Social Development Canada,
Government of Canada
140 Promenade du Portage IV
Gatineau, Quebec
K1A 0J9

Programme2030-2030Agenda@canada.gc.ca

TOWARDS Canada's 2030 Agenda National Strategy

This publication is available for download at canada.ca/publicentre-ESDC.
It is available upon request in multiple formats (large print, MP3, Braille, audio CD,
e-text CD, DAISY or accessible PDF), by contacting 1 800 O-Canada (1-800-622-6232).
By teletypewriter (TTY), call 1-800-926-9105.

© Her Majesty the Queen in Right of Canada, 2019
For information regarding reproduction rights:
droitdauteur.copyright@HRSDC-RHDCC.gc.ca.

PDF
Cat. No.: Em4-21/2019E-PDF
ISBN: 978-0-660-31757-1

ESDC
Cat. No.: SDG-001-07-19E

TABLE OF CONTENTS

3 Introduction: Towards Canada's 2030 Agenda National Strategy

6 What we heard

8 Engaging with Canadians

9 Background

9 The 2030 Agenda for Sustainable Development

11 The Sustainable Development Goals

12 Canada and the 2030 Agenda

12 Global and domestic challenges

13 Adopting the 2030 Agenda

14 Leaving no one behind

15 Towards Canada's 2030 Agenda National Strategy

16 Leadership, governance and policy coherence

17 Federal leadership and cooperation

17 Policy coherence

17 Provincial and territorial governments

18 Indigenous governments and peoples

19 Communities, municipalities and cities

20 Awareness, engagement and partnership

20 Awareness and engagement

21 Partnership for the goals

22 Learning and knowledge sharing

23 Accountability, transparency and reporting

24 Global reporting

24 Canadian Indicator Framework

25 National reporting

26 Sub-national reporting

27 Reconciliation and the 2030 Agenda

27 Supporting the Truth and Reconciliation Commission's calls to action

28 Indigenous knowledge

30 Investing in the SDGs

30 Innovating for the SDGs

31 Engaging businesses on the SDGs

31 Financing for the SDGs

32 Moving forward together

33 Annex I – 30 actions to 2030

35 Annex II – Federal department mapping of the SDGs

38 Annex III – Canadian Indicator Framework

INTRODUCTION

TOWARDS CANADA'S 2030 AGENDA NATIONAL STRATEGY

In September 2015, Canada and all United Nations Member States adopted the *2030 Agenda for Sustainable Development* (the 2030 Agenda), a shared blueprint for partnership, peace and prosperity for all people and the planet, now and into the future. The 2030 Agenda focuses on the commitment to leave no one behind. At the heart of this agenda lie the 17 Sustainable Development Goals (SDGs) that aim to address today's social, economic and environmental challenges. These goals recognize that ending poverty must go hand in hand with strategies that improve health and education, reduce inequality and spur economic growth—all while tackling climate change and working to protect and preserve the environment.

Across the country and around the globe, Canadians are already answering the 2030 Agenda's call to action. To accelerate progress on the SDGs, the Government of Canada is leading the development of a whole-of-Canada national strategy (the national strategy) for the 2030 Agenda through engagement with Canadians. By bringing together the voices and efforts of all levels of government, Indigenous peoples, municipalities, civil society, the private sector and all Canadians, the national strategy seeks to create a shared vision of how Canada will implement the 2030 Agenda and identify actions to accelerate the achievement of the SDGs, both at home and abroad.

To inform the development of the national strategy, public consultations were held from March 15, 2019, to May 15, 2019. This consultation captured the feedback of almost 2,500 Canadians engaged in person in over 30 cities, in 13 provinces and territories, and it reached almost 42,000 people online. Canadians expressed their commitment to the 2030 Agenda and their desire to have coordinated and inclusive action toward achieving the SDGs across Canada.

The result of the nationwide consultation activities is the creation of *Towards Canada's 2030 Agenda National Strategy* (interim document). Consistent with implementation plans developed by other countries, this interim document is a first step toward establishing the structures, processes and activities that need to be in place to move the 2030 Agenda forward in a coordinated,

KEY OBJECTIVES OF CANADA'S APPROACH

Leadership: Demonstrate leadership, at home and abroad, in shaping a sustainable and resilient future that promotes prosperity, partnership, peace, people and the planet, while ensuring that no one is left behind.

Awareness: Increase public awareness of the SDGs, their relevance to Canada and national and local efforts to achieve them.

Partnership: Provide stakeholders, other levels of government and Indigenous partners with opportunities to contribute to national follow-up and review processes and share their feedback on federal efforts and initiatives that will inform the development of Canada's national strategy and the Canadian Indicator Framework.

Participation: Support Canadians and encourage them to make their own contributions to achieving the SDGs, and broaden public engagement. Create an environment of ownership on a small and larger scale, where everyone strives to achieve the 2030 Agenda.

Integration: Support and promote policies and initiatives across different levels of government that contribute to meeting the SDGs domestically and internationally, and identify opportunities to enhance policy integration and coherence.

Accountability: Demonstrate accountability to Canadians by ensuring that appropriate structures and processes are in place for regular transparent monitoring and reporting, and for the evaluation of activities and performance against targets and indicators.

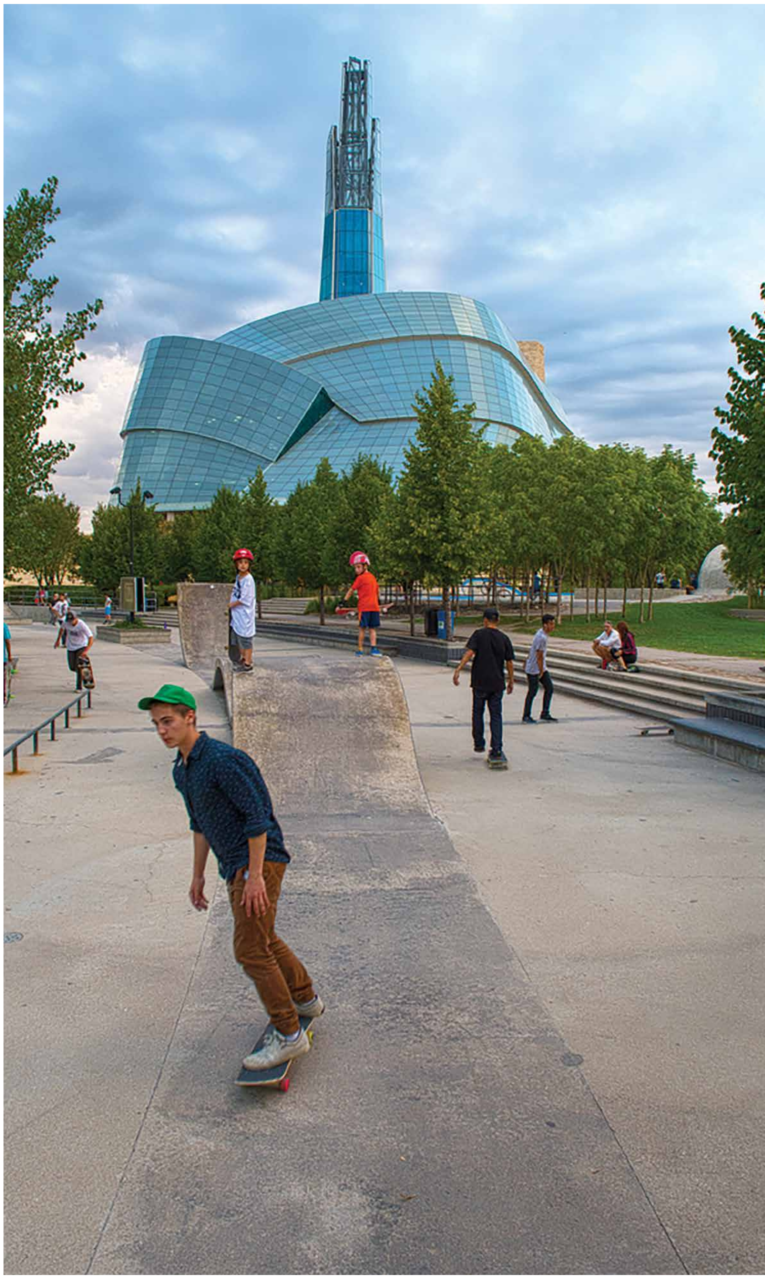
transparent and accountable manner. It also highlights the various actors involved and the partnerships, innovation and investment required to achieve these SDGs.

Towards Canada's 2030 Agenda National Strategy establishes the foundation for developing a Canadian Indicator Framework adapted to Canadian reality to accurately report on progress made with the SDGs. The first iteration of the Canadian Indicator Framework identifies proposed federal ambitions, indicators and targets, and complements the Global Indicator Framework used to track and report progress internationally.

Further engagement is necessary to move this interim document toward a national strategy that reflects a whole-of-society approach to Canada's implementation of the 2030 Agenda. *Towards Canada's 2030 Agenda National Strategy* will serve as the basis for hearing from Canadians, in order to:

1. Highlight concrete commitments, actions, partnerships and initiatives currently being undertaken by various actors, including all levels of government, Indigenous partners, private sector, civil society, academia, communities and individuals to move progress on the SDGs forward.
2. Further the development of the Canadian Indicator Framework to identify additional indicators and targets, in order to more accurately reflect the Canadian experience across all dimensions of sustainable development, advance data disaggregation and explore local or community-driven measurement to complement existing indicator frameworks and data.
3. Develop a goal-by-goal overview of all 17 SDGs in Canada and an analysis of Canada's performance against the ambitions, indicators and targets established in the Canadian Indicator Framework.
4. Identify priority areas for action based on Canada's strengths, challenges and gaps in achievement of the SDGs to ensure that no one is left behind.

Everyone can help Canada fulfill the 2030 Agenda and achieve the SDGs. Engagement, partnership and collaboration are essential throughout the implementation process to ensure Canada's success. All Canadians are encouraged to share their ideas, views and feedback on *Towards Canada's 2030 Agenda National Strategy* by participating online or contacting the Government of Canada by mail, e-mail, phone, fax, TTY, ASL or LSQ video. Together we can help shape a truly whole-of-Canada national strategy for Canada to implement the 2030 Agenda.



What we heard

To inform the development of the national strategy for the 2030 Agenda, a first round of public consultations was held from March to May 2019. Through this process, thousands of Canadians expressed their commitment to the 2030 Agenda and their desire to see coordinated and inclusive action toward achieving the SDGs across the country. The following is a summary of what we have heard so far.

Several organizations across the country are already using the SDGs to frame, monitor and report on their social impact and many more are currently exploring ways to contribute further to the SDGs. Nevertheless, it is clear that many organizations had not heard of the SDGs; they were unaware of how they can contribute and of the extent to which they were already contributing. There was a noticeable need for greater awareness and engagement across all sectors.

The private sector in Canada is starting to look beyond traditional corporate responsibilities to implement innovative business models that generate social and environmental value in a sustainable way. Stakeholders also expressed their need to understand the business case for SDGs, and to develop opportunities for businesses, especially small- and medium-sized ones, to work more closely on the SDGs with civil society organizations and governments.

A number of academic institutions in Canada are taking a leadership role in advancing sustainable development across the country. Along with a rise in sustainable development research, some institutions are aligning the direction of their strategic research with the SDGs. Many academic institutions are pursuing engagement activities and developing curriculums that empower students to make informed decisions in favour of sustainable development.

Although many academic institutions have not yet integrated the SDGs into their mandates, they recognize the value of the SDGs, and consequently, are beginning to pursue options to contribute to them. We heard that an opportunity exists to continue building awareness, engagement and partnerships through education networks and by building on the best practices and successes of institutions already taking action to advance progress on the SDGs.

Direct engagement with youth has shown that they are unwavering in their determination and desire to help build a better future. They require more tools, greater awareness of the opportunities to get involved and further support to sit at decision-making tables. While youth are often strong advocates for a more sustainable future and many are taking action to make this a reality many other youth feel far removed from influencing progress on the 2030 Agenda and designing a strategy that takes into consideration their unique perspectives. Young people are looking for better access to the planning process in order to help define success for Canada's future generations.

Canadians were clear that the SDGs cannot be implemented in silos. Achieving the SDGs requires leadership at all levels, including the federal government, the provinces and territories, municipalities and national Indigenous organizations. Stakeholders, particularly from civil society, underscored the fact that action needs to be community-driven and supported by efforts to enable local contributions to sustainable development.

Many stakeholders made a link between Canada's domestic efforts and its international efforts to advance progress on the SDGs. They acknowledged that Canadian investments in developing countries were driving progress and that, between local and global efforts, mutual learning can and should occur.

Leaving no one behind was seen as vital to the successful implementation of the 2030 Agenda in Canada. Stakeholders indicated the need for a collective and concerted effort to engage directly with historically marginalized groups, including women, Indigenous peoples, newcomers, persons with disabilities, seniors, members of the LGBTQ2 community and youth in order to support their unique needs and contributions. Many communities expressed their willingness to engage locally with familiar, trusted organizations working on issues that involve them directly.

Conversations were initiated with Indigenous partners, and linkages between the 2030 Agenda and reconciliation were clear. This initial engagement pointed to the fact that Canada's national strategy must reaffirm its commitment to reconciliation with the Indigenous peoples and consider their culturally diverse population, their unique knowledge of the land and the distinct challenges many First Nations, Inuit and Métis communities face.

Stakeholders stated that the national strategy should also rely on high-quality disaggregated data to accurately assess progress and identify the key areas in which action is needed. We heard that systematic gaps in data pose a problem, especially in many smaller and remote communities. Regular, transparent and timely reporting is considered a necessity to track progress and ensure accountability.

Overall, stakeholders across the sectors noted that to successfully move the 2030 Agenda forward in Canada, we need to build awareness, foster engagement and forge partnerships. They also felt that the SDGs must be accessible and meaningful to Canadians.

WHAT CANADIANS ARE SAYING

"We feel that companies are in a good position to help achieve the SDGs, particularly through economic growth, the use of clean energy, employment, innovation, infrastructure and waste management." [translation]
– *Quebec Business Council on the Environment*

"We call for the Government of Canada to take bold and ambitious action toward achieving the SDGs in ways that empower young people by actively involving them in all stages of the process."
– *Youth Climate Lab*

"Localization of the 2030 Agenda requires continued partnership with historically marginalized communities, including Indigenous communities, at all levels of government, including provincial, territorial, and municipal levels."
– *British Columbia Council for International Cooperation*

"Engage people with lived experience to ensure marginalized populations are represented."
– *Community Foundations of Canada*

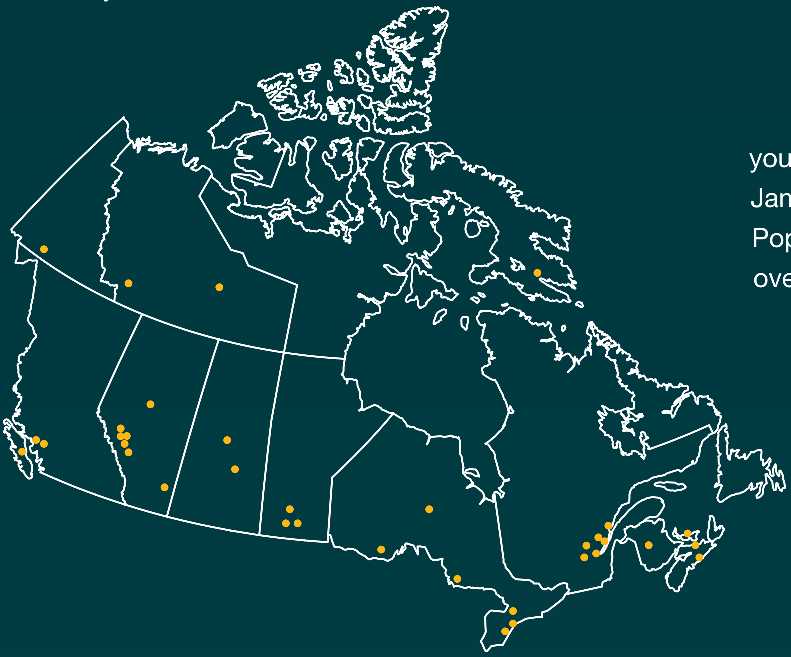
"Facilitate the creation of safe and inclusive spaces for engagement on the 2030 Agenda, including working in partnership with a range of diverse stakeholders that are best placed to engage different stakeholders."
– *Ontario Council for International Cooperation*

"Moving forward in a sustainable way requires us all to think constantly about what we owe to each other and to future generations. We need to frame our expectations of what living a good life means in the context of planetary limits and a holistic understanding of prosperity."
– *Sustainable Development Solutions Network Canada*

Engaging with Canadians

PUBLIC ENGAGEMENT

We heard from **a diverse range of stakeholders** including all levels of government, Indigenous peoples, municipalities, civil society, the private sector, academia, and youth across Canada.



2,500+

Canadians engaged in face-to-face conversation in **30+** cities in **13** provinces and territories.

240+

youth participated in Policy Jams, Research Studios & Pop-up Labs and reached over **40,000** more through online channels.

500+

Canadian companies and organizations shared their perspectives on SDG business priorities.

The SDG Funding Program directly supported:

65+	In-person conversations
60+	Indigenous peoples consulted
40+	Community consultations
20+	Policy briefs
1	Movement map of 11,000+ Canadian organizations whose work supports the SDGs

Indigenous Engagement:

200+	Indigenous people and community members participated in community-led events
11	In-person meetings with Indigenous organizations

ONLINE ENGAGEMENT PLATFORM

1817 total

Top 3 engaged pages by number of visitors:

National Strategy	568 visitors
Leave No One Behind	428 visitors
Our Challenge	421 visitors

SOCIAL MEDIA

500+	online survey submissions
87,500	Twitter impressions
114	Facebook likes

There are 17 **#SustainableDevelopmentGoals** to make our world a better place. Which ones matter to you the most? **#Can2030Agenda**

BACKGROUND

The 2030 Agenda for Sustainable Development

In 2015, all 193 United Nations Member States adopted the *2030 Agenda for Sustainable Development*, an ambitious 15-year plan to address some of the most pressing issues the world faces.

For Canada, the 2030 Agenda calls for concerted efforts to build an inclusive, sustainable and resilient future, a secure world founded on human rights and the rule of law, free from poverty and hunger. One with full and productive employment and access to quality education and universal health coverage, where gender equality has been achieved, culture and diversity are celebrated, and the environment is protected.[1]

The 2030 Agenda and its SDGs are applicable around the world. However, the means of implementation should take into account the national and local realities unique to each country.

At the core of the 2030 Agenda are five key elements —people, prosperity, planet, partnership and peace— all supporting sustainable development that leaves no one behind. Central tenets include:

1. The 2030 Agenda is **universal** in nature and applicable to every country; the 2030 Agenda and its SDGs are as relevant in Canada as everywhere else in the world.
2. The 2030 Agenda is **ambitious and aspirational**. It acknowledges the requirement to move beyond conventional actions to seek transformative solutions.
3. The SDGs are **interlinked and indivisible**. The achievement of any goal is linked to the achievement of others.
4. The 2030 Agenda can only be achieved when **no one is left behind** ensuring that every person can participate in, contribute to and benefit from sustainable development.

---

[1] Government of Canada: The 2030 Agenda for Sustainable Development

WHAT IS SUSTAINABLE DEVELOPMENT?

Sustainable development is defined under the *Federal Sustainable Development Act*, the legislation that requires the government to prepare and report on the Federal Sustainable Development Strategy every three years.

In defining federal environmental sustainability commitments and actions, the FSDS will contribute to the broader whole-of-society 2030 Agenda National Strategy.

While the FSDS and the 2030 Agenda National Strategy are different, they reinforce each other. The FSDS supports Canada's overall response to the 2030 Agenda from an environmental perspective, and contributes at the federal level to the broader whole-of-society implementation of the SDGs.

The Act defines sustainable development as: "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

The 2030 Agenda recognizes that sustainable development moves beyond essential environmental concerns and encompasses all three interconnected dimensions of sustainable development—environmental, social and economic. Sustainable development is an approach to all aspects of human activity.

Sustainable development not only ensures the planet's health for future generations, it also includes economic stability and vibrant, healthy communities.

Photographer: Angela Gzowski

Aurora dance over Prosperous Lake, located east of Yellowknife on the Ingraham Trail.

Source: The Northern Council for Global Cooperation's Northern Perspectives on the Sustainable Developments Goals photography collection. Funded by the Government of Canada's Sustainable Development Funding Program

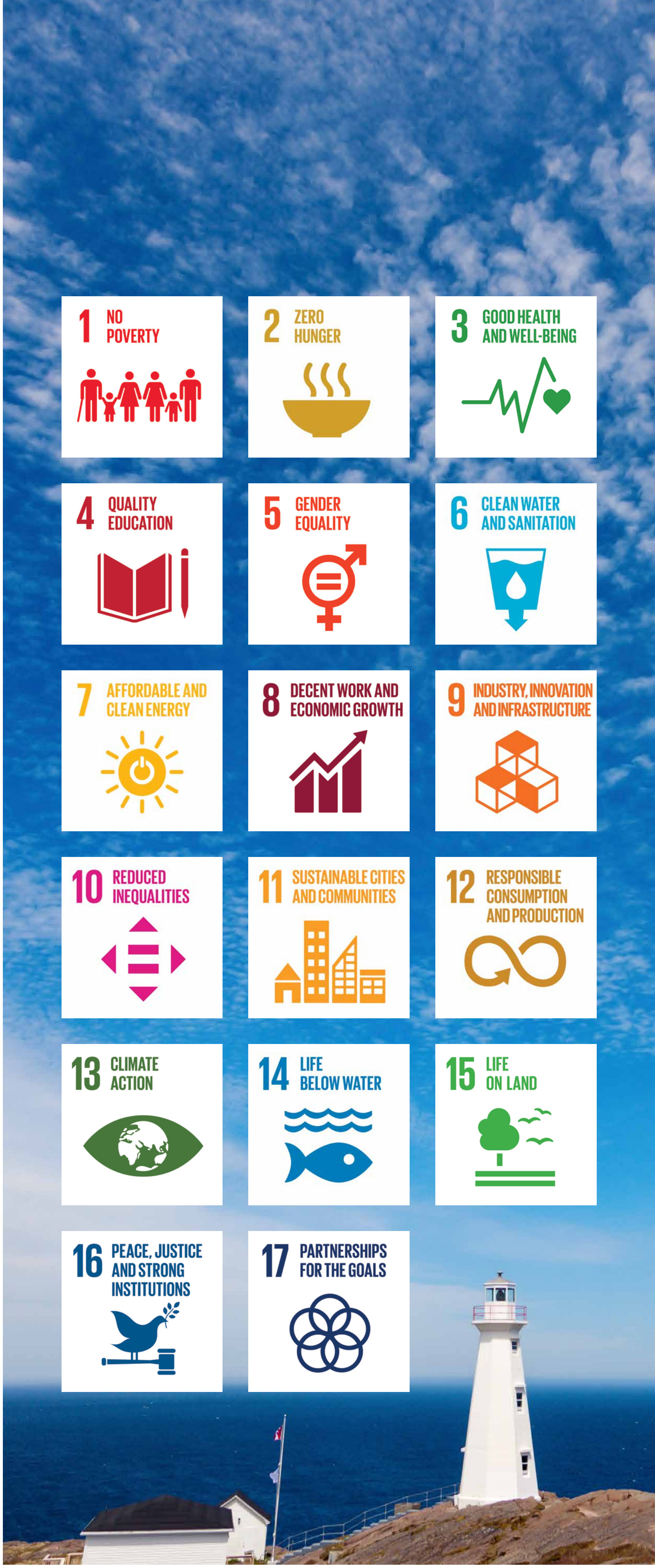
The Sustainable Development Goals

At the heart of the 2030 Agenda are its SDGs, 17 indivisible goals with 169 targets and more than 230 indicators. To achieve the SDGs, they would best be implemented in an integrated manner that recognizes how the economic, social and environmental dimensions of sustainable development are mutually reinforcing; failure in one area could lead to failure in others.

Efforts have been made to better understand the linkages and inter-relationships that exist between the SDGs. For example, dealing with the threat of climate change impacts how fragile natural resources are managed and used. Achieving food security and improved health outcomes help to eradicate poverty. Fostering peaceful and inclusive societies could reduce inequalities and help economies prosper.

The 2030 Agenda also recognizes the central role that achieving gender equality and empowering all women and girls plays in realizing all 17 SDGs, which is why it is not only a stand-alone goal (SDG 5) but also one that is integrated into the targets and indicators of all 17 SDGs. Sustainable development cannot be achieved if half of humanity continues to be left behind.

Understanding these linkages is necessary for building integrated strategies and policies that create connections between different goals and for better understanding the tensions and potential trade-offs among them. It is a common misconception that economic growth and environmental protection are at odds, that a choice must be made between stimulating growth and creating jobs, and reducing greenhouse gas emissions. Canadian experience shows that the economy can grow, society can develop and the environment can be protected, all at the same time. All three aspects of sustainable development—economic, social, and environmental—are essential.


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

CANADA AND THE 2030 AGENDA

Global and domestic challenges

Four years into the global implementation of the 2030 Agenda, progress has been made with many of the goals and targets. However, it is not proceeding at the pace needed to achieve this ambitious agenda. While Canada embraces diversity and enjoys unsurpassed natural beauty and vibrant communities, social and economic inequalities persist and many Canadians still face barriers to inclusion. While the majority of Canadians enjoy a good quality of life, three million people still struggle to satisfy their basic needs. Too many Canadians still have to make difficult choices, like whether to live in safe housing or eat nutritious meals, or whether to buy clothes for their children or save for their future.

Canada is currently experiencing economic growth and historically low unemployment[2] with a rapidly evolving labour market due to globalization, new technologies, evolving business models and shifting demographics. Amid rapid change, Canada's prosperity and success will increasingly depend on helping all Canadians access decent jobs and on creating a culture of innovation, skills development and lifelong learning.

Though Canada has a relatively small population, it also has a large land mass with most of it located in the northern half of the northern hemisphere. These factors contribute to relatively higher energy and transportation costs. Climate change is one of the most pressing global challenges humanity faces today. The science is conclusive. It tells us that swift action is needed to reduce greenhouse gases, improve climate resilience and protect our natural environment.

Canada has the world's longest coastline which borders the Pacific, Atlantic and Arctic oceans creating one of the largest ocean bodies of any country in the world. These waters are central to Canada's heritage, culture and economy. Canadians rely on their coasts and waterways to earn a living, import goods and export Canadian products. Canada has made progress protecting the health and resilience of its oceans, and it continues to pursue the conservation and responsible use of oceans and marine resources for sustainable development.

Beyond our borders over the last two decades, tremendous progress has been made toward improving the lives of people around the world. Support to achieve the Millennium Development Goals—the predecessors of the SDGs—coupled with strong economic growth in many developing countries have led to a dramatic decrease in the number of people living in extreme poverty. Health and education outcomes have also improved. The spread of information and communications technology is helping to accelerate human progress. However, not everyone has gained equal benefits. Globally, hundreds of millions of people still live in extreme poverty and have unequal access to resources and opportunities; women and girls are disproportionately affected by these disparities. Violence, displacement, conflict and climate change also add to these challenges.

---

[2] Bank of Canada Monetary Policy Report April 2019

Adopting the 2030 Agenda

The 2030 Agenda and its SDGs are the global community's response to the serious challenges the world faces today. Adopting the 2030 Agenda presents a historic opportunity for Canada and the world to work together to positively shape how societies grow and develop sustainably and inclusively, to the shared benefit of all.

While the 2030 Agenda is a global agenda, its relevance is equally important to Canada. It aims to make sure people have access to the education, training and skills they need to build better futures. It promotes good health and well-being, it supports safe, resilient, accessible and clean communities, and it ensures that everyone can live dignified and prosperous lives free from discrimination.

Achieving this agenda requires a whole-of-Canada effort. By adopting the 2030 Agenda, Canada has committed to working with its national and international partners to build a more peaceful, inclusive and prosperous world that leaves no one behind. Across the country and around the globe, Canadians are already answering the call. From businesses acting in socially responsible and environmentally sustainable ways, to organizations making progress with gender equality, communities providing services to those most vulnerable and individuals opting for more locally sourced and sustainable products—everyone has a role to play and can contribute to moving the 2030 Agenda forward.

Beyond domestic success, Canada has the opportunity to work with the broader global community, including people and organizations from around the world, to overcome shared challenges and achieve the shared ambitions of the SDGs.

As we embark on this great collective journey, we pledge that no one will be left behind. Recognizing that the dignity of the human person is fundamental, we wish to see the goals and targets met for all nations and peoples and for all segments of society. And we will endeavour to reach the furthest behind first.

– *Transforming our world:*
The 2030 Agenda for Sustainable Development

Leaving no one behind

The 2030 Agenda finds its roots in the principles of inclusiveness, diversity, dignity, respect, fairness and opportunity for everyone. Those considered left behind in Canada often include women, Indigenous peoples, newcomers, people with disabilities, seniors, members of the LGBTQ2 community and youth. Leaving no one behind means that everyone—no matter their race, ethnicity, gender, sexual orientation or abilities—should be included in the economy and in society. All people should be able to participate in, contribute to and benefit from sustainable development.

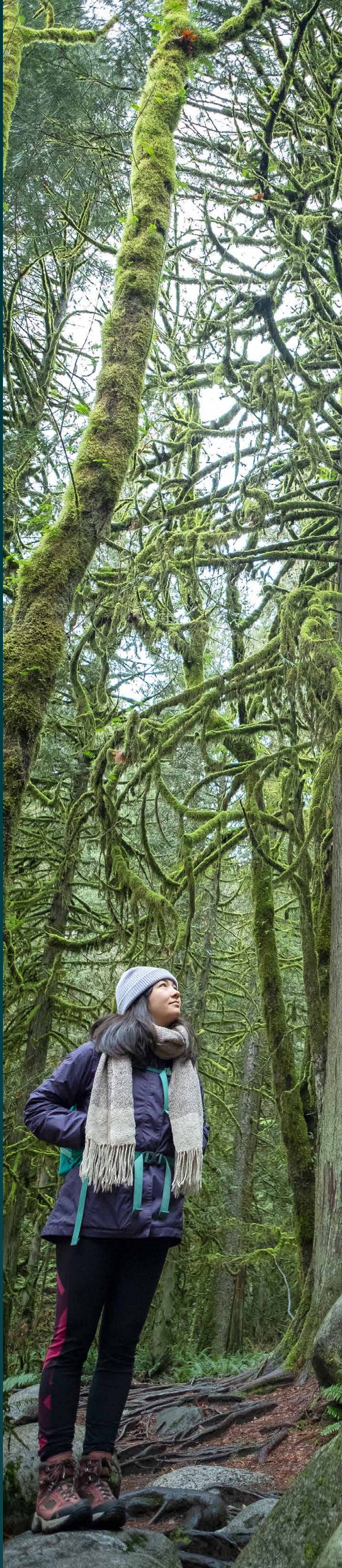
For Canada, achieving this principle starts with supporting those furthest behind and putting in place adequate monitoring to ensure progress improves for all. This also requires a clear understanding of who is being left behind, the reasons they are being left behind and their specific needs. Further, emphasis will be placed on hearing from all segments of society, particularly under-represented and marginalized groups, and ensuring they actively participate in shaping the way Canada implements the 2030 Agenda.

TOWARDS CANADA’S 2030 AGENDA NATIONAL STRATEGY

It is recommended that Canada’s 2030 Agenda National Strategy cover the following:

- Leadership, governance and policy coherence
- Awareness, engagement and partnership
- Accountability, transparency and reporting
- Reconciliation and the 2030 Agenda
- Investing in the SDGs

A summary of each section is provided below, along with a total of 30 proposed actions for all areas of focus.



Leadership, governance and policy coherence

Every segment of society should be able to contribute to the advancement of the SDGs. While governments have primary responsibility for implementing the 2030 Agenda, for Canada, leadership can happen at all levels and take many forms, from the highest level of government, to grassroots community organizations, to the everyday Canadian—anyone can be a leader.

Domestically, Canada is putting forward an approach to governance in which Canadians and the federal, provincial, territorial, municipal and Indigenous governments work together to achieve the SDGs. This includes:

- working across different levels of government to create an environment that fosters ownership and collaboration on the SDGs;
- supporting Canadians, encouraging them to take ownership and make their own contributions to achieve the SDGs; and,
- supporting policy coherence for coordination and progress across the SDGs.

Internationally, Canada will work to make advancements on the SDGs with partner countries, local civil society organizations, the private sector and stakeholders, and through regional and international institutions.

WHAT IS POLICY COHERENCE?

Policy coherence for sustainable development is an approach and policy tool used to integrate the economic, social, environmental and governance dimensions of sustainable development at all stages of domestic and international policy making. It aims to increase governments' capacities to achieve the following objectives:

- foster synergies across economic, social and environmental policy areas;
- identify trade-offs and reconcile domestic policy objectives with internationally agreed objectives; and
- address the spillovers of domestic policies.

Source: Coherence for Sustainable Development: Organization for Economic Co-operation and Development

Federal leadership and cooperation

At the federal level, an important first step is making sure that effective leadership and governance structures are in place to coordinate and monitor progress. To this end, the Minister of Families, Children and Social Development has the overall responsibility to lead Canada's implementation of the 2030 Agenda in close collaboration with all other ministers and their departments. Additionally, the Minister of International Development will champion Canada's international efforts to advance progress on the SDGs, including through support to international organizations and development partners.

All federal ministers, departments and agencies are accountable for supporting the development of the national strategy and implementing the 2030 Agenda and its SDGs within their areas of responsibility. This shared collaboration across the Government of Canada will help to ensure that Canada's commitment to the 2030 Agenda remains focused on effective implementation from now until 2030. Officials across federal departments and agencies will work together to integrate the SDGs into their work, engage with stakeholders and report on progress made on the SDGs within their purview.

To support a whole-of-Canada approach, the Government of Canada has established an SDG Unit to coordinate efforts, raise awareness, monitor and report on Canada's implementation of the 2030 Agenda.

Policy coherence

Due to the indivisible and interconnected nature of the SDGs, an effective implementation of the 2030 Agenda requires greater policy coherence and integration in order to promote mutually reinforcing policy actions and avoid a duplication of efforts.

As an important first step to achieving policy coherence, the Government of Canada is mapping existing federal policies, programs and initiatives against the SDGs. This entails identifying both the policies that are most relevant to each of the SDGs and associated targets, and the linkages between policies contributing to one or more SDGs. Federal departments and agencies are undergoing an examination of how their policies and programs contribute to the 2030 Agenda's goals and targets to identify gaps and areas where action is required.

Policy coherence between Canada's domestic and international actions is also essential for achieving the 2030 Agenda. Recognizing the interconnected nature of the SDGs and the linkages between Canadian actions and progress at local, national, regional and global levels, policy coherence will support more integrated approaches to addressing sustainable development challenges.

Provincial and territorial governments

As a federation, the responsibility for sustainable development in Canada is a shared one, and all levels of government contribute significantly to achieving the 2030 Agenda. Actions taken on the SDGs at the federal level are intended to complement and support initiatives taken by other Canadian jurisdictions.

Canada's provinces lead the delivery of numerous policy areas, such as education, skills development, health systems, justice, social services, road safety, affordable housing and sustainable infrastructure. They also have primary responsibility for postsecondary education. They are key drivers of the economy and important investors in research and development. Canada's three territories have many of the same responsibilities regarding social services, the administration of justice, and increasingly, land and onshore natural resource management.

In this respect, provincial and territorial government policy makers and regulators play an important role in advancing sustainable development in Canada. Each province and territory has a key part to play in supporting Canada's progress on the SDGs, including measuring their progress and reporting on their areas of responsibility. The Government of Canada will continue to engage with the provinces and territories through existing forums like the Federal-Provincial-Territorial Ministers' Roundtables to identify opportunities for collaboration and for sharing best practices on the SDGs.

Indigenous governments and peoples

The Government of Canada is committed to renewed nation-to-nation, Inuit–Crown and government-to-government relationships with First Nations, Inuit and Métis based on the recognition of rights, respect, cooperation and partnership. This commitment is informed by section 35 of the *Constitution Act, 1982*, the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP), the Truth and Reconciliation Commission's (TRC) calls to action and the final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, including:

- recognizing Indigenous peoples' right to self-determination;
- adopting a distinctions-based approach;
- respecting Indigenous peoples' constitutionally protected interest in their traditional lands and resources;
- acknowledging Indigenous peoples' inherent jurisdiction over matters that directly impact their socio-economic and cultural well-being; and,
- consulting and engaging meaningfully with First Nations, Inuit and Métis peoples by taking the time necessary to work with national Indigenous partners to determine how best to reflect the contributions of Indigenous peoples to the 2030 Agenda.

Indigenous self-government is part of Canada's evolving system of cooperative federalism and distinct orders of government. Because modern treaty and self-government agreement holders exercise rights and jurisdiction in a number of areas that include education, health and lands, they have a key role to play in developing and implementing SDGs. Canada has signed 25 modern treaties spanning more than 40% of Canada's land mass; 22 agreements include self-government or are accompanied by self-government agreements. Canada is also signatory to four stand-alone self-government agreements and two sector self-government agreements in education. More modern treaties, self-government and rights-based agreements will be signed in the coming years.

Collaboration with Indigenous peoples is crucial to Canada's successful implementation of the 2030 Agenda and the central commitment to leave no one behind. Engagement with Indigenous partners and National Indigenous Organizations will strengthen cooperation to develop an integrated approach to advancing the SDGs. It will also help to effectively implement Canada's obligation to uphold Indigenous peoples' inherent right to self-determination and honour commitments under modern treaties and self-government agreements.

Communities, municipalities and cities

Cities are epicentres for jobs, growth, diversity, culture and innovation, and they provide frontline responses to address Canada's most serious social and environmental challenges, including poverty, food insecurity, disaster relief, homelessness and crime. Canadian communities, municipalities and cities play a pivotal role in successfully implementing the 2030 Agenda. Local governments can advance progress on sustainable communities (SDG 11) through integrated planning, housing, sustainable transport, inclusive urbanization, waste management and inclusive and green public spaces. Local governments across Canada are not only implementers of the 2030 Agenda, they are also policy makers who deliver direct programs and services to Canadians.

Many Canadian cities are already taking action on the 2030 Agenda, providing an early sign of how Canada is progressing with its implementation of the SDGs. Approximately 23% of all SDG global indicators—almost a quarter—have a measurable local or urban component,[3] demonstrating the unique role local governments play to implement the 2030 Agenda and localize the SDGs. Actors at the sub-national level can turn the broad 2030 Agenda into practical actions that have real, immediate impacts on communities and individuals.

Given that more than half of the seven billion people on the planet live in cities, and that two thirds of them are expected to do so by 2050, cities are at the forefront of this agenda. Local governments and actors are best placed to link the SDGs with local actions using the common language of the 2030 Agenda to discuss shared successes and challenges at all levels—local, sub-national, national and international.

PROPOSED ACTIONS: LEADERSHIP, GOVERNANCE AND POLICY COHERENCE

- Demonstrate leadership in implementing the 2030 Agenda, both at home and abroad, by coordinating a whole-of-Canada national strategy for the 2030 Agenda and measuring progress made on the SDGs.
- Align federal reporting mechanisms and support the integration of the SDGs into new and existing strategies, policies and programs across federal departments and agencies to increase policy coherence.
- Develop training materials on the 2030 Agenda and its SDGs for federal public servants across all departments and agencies.
- Ensure diverse representation at the United Nations High-Level Political Forums from all levels of government, including the provinces and territories, Indigenous governments and peoples, communities, municipalities and cities.
- Develop long-term inclusive engagement plans with Indigenous partners and communities, National Indigenous Organizations, Modern Treaty Organizations and Indigenous Self-Governments to further implement the 2030 Agenda. Identify opportunities for collaboration and for integrating Indigenous perspectives, priorities and ways of knowing into the SDGs, support capacity building and increase awareness about the 2030 Agenda.
- Foster collaboration with communities, cities and municipalities to further implement the 2030 Agenda locally, and support action to achieve the SDGs.
- Share best practices and identify opportunities for collaboration and for localizing the SDGs across all levels of government and with communities and local organizations.

---

[3] UN Habitat SDG Goal 11: A guide to assist national and local governments to monitor and report on SDG goal 11 indicators

Awareness, engagement and partnership

Establishing effective partnerships is fundamental to implementing the 2030 Agenda, both at home and abroad. Partnerships bring together diverse voices, resources and knowledge to collectively accelerate action. Although Canada has a long tradition of cooperation with governmental and non-governmental stakeholders, and many segments of society are already taking action on the 2030 Agenda, more work is needed to build awareness and engagement and sustain effective networks and partnerships.

Awareness and engagement

One of the biggest challenges that Canada and all countries face in implementing the 2030 Agenda is the low level of awareness about the SDGs and the lack of widespread engagement in their regard. In order for Canadians to commit to and support the 2030 Agenda, they first need to be aware of and understand the role they can play to advance the achievement of the SDGs. In particular, engagement and awareness across society would help to:

- ensure a broad understanding of the possibilities, impacts and outcomes of the 2030 Agenda, and the commitments and actions needed to achieve the SDGs;
- create spaces for open and productive dialogues and partnerships, so Canadians can collaborate and share ideas, stories, best practices and viewpoints; and,
- ensure transparency and accountability in advancing the 2030 Agenda.

A national strategy for the 2030 Agenda that reflects the ambitions and aspirations of all Canadians to move forward with the SDGs requires meaningful engagement across all segments of society. In Canada, awareness of the SDGs is limited, even though so many Canadians are already contributing to many of them. Focus needs to be placed on raising awareness about the relevance and potential of the goals to guide us toward a better future. Unifying Canadians through a common, Canada-specific vision will help build momentum and spur action on the SDGs. Increased engagement and dialogue across sectors, including all levels of government, Indigenous partners, civil society, business and academia, will be essential to delivering effective communications strategies. This involves increasing outreach, organizing events and activities, exploring innovative communications approaches, and bolstering and expanding awareness-building efforts through partnerships and networks.

To make sure that no one is left behind in the implementation of the 2030 Agenda, it will be important to hear from and profile under-represented and marginalized voices. For Canada, local governments, institutions and communities with established and trusted connections to these groups are in the best position to mobilize and engage in the SDGs in a manner respectful of diverse needs. Geographically, engaging Canadians from coast to coast to coast presents a challenge, and as such, efforts will focus on reaching rural and remote communities. Certain barriers and challenges are unique to or greater for Indigenous peoples and may be even more pronounced for those Indigenous peoples who live in northern or remote communities, or who are women, members of the LGBTQ2 community or persons with disabilities or functional limitations. Engagement with Indigenous peoples will be integrated into all aspects of the 2030 Agenda implementation, but Indigenous peoples will be given additional consideration in order to support their participation. Organizations that serve marginalized and under-represented communities will also be supported to continue creating safe, engaging spaces for all people to participate in the 2030 Agenda.

Part of Canada's approach to raising awareness of the SDGs will include highlighting the efforts of Canadians who are already contributing to the 2030 Agenda, both at home and abroad, through compelling storytelling.

The Government of Canada will be responsible for leading open, inclusive and transparent engagement processes to reach Canadians through various forums on developing and implementing Canada's national strategy for the 2030 Agenda. Proactive reporting on Canada's progress achieving the goals will be made available to the public.

Partnership for the goals

Canada recognizes that multi-stakeholder partnerships are essential in order to achieve the 2030 Agenda. While many Canadians are already coming together and collaborating on the SDGs, more work can be done to support and leverage the work of stakeholders, including not-for-profit organizations, the provinces and territories, municipalities, academia, the private sector, Indigenous peoples, women, youth and under-represented and marginalized populations.

To this end, Canada will support partnerships that emphasize horizontal collaboration and innovation across sectors that help further implement the 2030 Agenda. This includes partnerships aimed at building awareness and engagement, expanding or establishing new partnerships and networks, and advancing capacity building and research. Support will also be provided for establishing Indigenous peoples as key partners in the implementation of the 2030 Agenda.

Increasingly, the 2030 Agenda is guiding the work of international organizations. Canada takes the opportunity to advance progress on the SDGs while participating in many important global forums, including the United Nations, the Commonwealth, La Francophonie, the Group of Seven (G7) and Group of Twenty (G20). Canada will continue to act as a convener, connector and catalyst of inclusive change at the international level.

Canadian organizations also play an important role in Canada's international efforts. Through collaboration with their local counterparts, these networks and organizations are helping to drive change and results on the ground in order to advance the SDGs in developing countries.

Learning and knowledge sharing

Vibrant and diverse networks of students, schools, academics, scientists, researchers, think-tanks, institutions of higher learning and continuing education, and educational associations are key to bringing about the transformative changes needed to achieve the 2030 Agenda. Collectively, their work is vital to achieving the SDGs as they make discoveries, generate new ideas and create solutions to global challenges.

Learning and knowledge sharing can generate a fundamental shift in how we think and act toward one another and the planet. In addition, life-long learning and knowledge sharing about sustainable development and the SDGs will empower learners to make informed decisions and take responsible actions that support environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity. For example, both Indigenous and non-Indigenous students can benefit from the co-application of traditional Indigenous knowledge and teaching methods in classrooms.

Education and research are also recognized in a number of the SDGs. Academic institutions play a direct role in addressing these; however, their contribution to the SDGs is much broader. They support not only the implementation of each SDG, but also the SDG framework itself; educational and research institutes across Canada are already taking innovative action and building global networks to advance SDG-related research. The Government of Canada is working closely with a number of universities and colleges to raise awareness about and support research, innovation and knowledge sharing on the SDGs.

Bringing together diverse experts with practical knowledge, experience and insights about approaches that work well enables Canada to enhance problem-solving, innovation and peer learning. These are important implementation tools that can generate new solutions to sustainable development challenges.

PROPOSED ACTIONS: AWARENESS, ENGAGEMENT AND PARTNERSHIP

- Work with partners on compelling storytelling and calls to action, and highlight the stories of Canadians who are taking action on the SDGs from coast to coast to coast.
- Support a national SDG forum that brings together diverse stakeholders to discuss the 2030 Agenda and to collaborate on innovative approaches to advance progress on the SDGs in Canada.
- Work in partnership with organizations and communities to ensure that vulnerable and marginalized groups are aware of and engaged in the 2030 Agenda.
- Enable horizontal partnerships and collaboration that promote the sharing of best practices, ideas and experiences relating to the 2030 Agenda.
- Leverage opportunities at key international and regional events and forums like the UN High-Level Political Forum on Sustainable Development, the Expert Mechanism on the Rights of Indigenous People, the UN Permanent Forum on Indigenous Issues, the G7 and G20 summits and the OECD to share best practices for implementing the 2030 Agenda, showcase Canada's efforts and collaborate with other countries to increase the impact of the SDGs and help build momentum.
- Support First Nations, Metis, and Inuit-led research initiatives, protocols, and governance structures and partner with schools, universities, academic institutions and research networks to support research, development, resource sharing and youth engagement in the SDGs.
- Establish a representative external advisory committee of experts to guide the implementation of the 2030 Agenda in Canada.
- Support research in areas that help identify gaps in Canada's efforts to meet the SDGs or improve the understanding of the social, economic and environmental needs of under-represented populations who are at risk of being left behind.

Accountability, transparency and reporting

Accountability and transparency throughout the implementation of the 2030 Agenda requires frequent and early collaboration with partners to develop inclusive, comparable and meaningful measures to track and report on progress.

To ensure accountability for implementing the 2030 Agenda, governments have agreed to follow up and review processes at the sub-national, national, regional and global levels. Reporting processes present opportunities to: raise awareness about the 2030 Agenda; engage citizens, elected officials and non-State actors; share lessons and best practices; identify gaps, challenges and ways to accelerate action; and ensure accountability.

Global reporting

The High-Level Political Forum (HLPF), under the auspices of the United Nations General Assembly and the Economic and Social Council, plays a central oversight role in the follow-up and review of the 2030 Agenda at the global level. Presenting Voluntary National Reviews (VNRs), in which each country assesses its progress implementing the 2030 Agenda goals and targets, is an essential component of the HLPF. Each country is expected to present at least two VNRs by 2030. Canada presented its first VNR in July 2018, and it will prepare at least one additional VNR before 2030.

The UN Member States have agreed to a set of global indicators to track progress on the SDGs and the targets of the 2030 Agenda. Canada is an active member of the Inter-Agency and Expert Group on SDG Indicators that developed the Global Indicator Framework, and it continues to work toward developing statistical methods for new indicators and refining existing indicators.

Statistics Canada will continue to report on Canada's progress against the Global Indicator Framework through the SDG Data Hub, which is updated regularly as new data becomes available.

Canadian Indicator Framework

Effective measurement is the key element in monitoring progress toward achieving the SDGs. While the Global Indicator Framework is designed to measure progress at the global level, a successful implementation of the SDGs requires that each country define what constitutes success in its own national context.

Building inclusive monitoring systems requires the participation of all stakeholders to ensure the inclusion of Canadian interests and perspectives. Canada is using an iterative approach to develop the framework. As a first step, consultations with federal departments helped to identify existing Canadian ambitions, indicators and targets so that a first iteration of the Canadian Indicator Framework (Annex III) could be developed.

The objective of the Canadian Indicator Framework is to enable Canada to track progress using a set of nationally relevant, objective and comprehensive indicators. This first draft of the framework will be used to support further national and local consultations on proposed Canadian ambitions, indicators and targets. It is meant to begin the process of standardizing metrics to measure Canada's progress in achieving the SDGs and to help Canada set its level of ambition and priority areas of action. It will also support a consistent, flexible approach to measuring and benchmarking progress, which will help governments and other stakeholders share experiences, best practices and new ideas.

The data that supports the Canadian Indicator Framework comes from existing data collection and reporting from different sources, such as surveys, the census, administrative records, monitoring networks, scientific analyses, geospatial imagery and other forms of open data. The inclusive and comprehensive monitoring of vulnerable populations requires that data be joined from many sources, including non-traditional sources. The best available data will be used and disaggregated or broken down to the extent possible. Disaggregation shows how different socio-economic groups and geographic areas are faring across all the SDGs and will help to identify gaps in Canada's progress.

Collecting appropriately disaggregated data is critical to ensuring no one is left behind. Improving capacity to measure Canada's contribution to the SDGs will ensure that the potential impact of relevant sectors is fully realized and investment is appropriately scaled. Better, more consistent data will support implementation efforts and provide governments, civil society organizations and the private sector with improved information on how, why and where to invest to maximize contributions to broader policy objectives.

National reporting

Monitoring progress through robust tracking and coordinated federal reporting on the SDGs is critical for Canada to effectively implement the 2030 Agenda. Regular reporting will allow Canada to take ownership of the SDGs, be accountable to Canadians on its progress towards implementing them, measure progress, identify gaps, take stock of what is working and correct the course where necessary.

Regular reporting to Canadians on Canada's progress toward implementing the 2030 Agenda will ensure accountability for the commitments and actions outlined in the national strategy. The Government of Canada will regularly provide a progress report on implementation of the 2030 Agenda as set out in the national strategy. National reports will be evidence-based and outcome focused.

Statistical reporting on progress against the Global and Canadian Indicator Frameworks will be shared through Statistics Canada's SDG Data Hubs and updated regularly as new data becomes available.

Sub-national reporting

Sub-national reporting, or domestic reporting done at levels that are not federal, is crucial for providing context to citizens and municipal decision makers. It enables all Canadians to compare their local living standards and rates of progress to those in similar communities, and in turn, promote collaboration and peer learning across the regions. It facilitates the monitoring of distinct priorities and areas, and unique biospheres, such as the living conditions in cities and municipalities and the health of our seas, coasts, tundra and forests.

To encourage sub-national reporting, Canada will support:

- the development of mechanisms across federal departments, and across wider national, regional and local stakeholder and Indigenous organizations, to support the effective monitoring and evaluation of the work done to achieve the SDGs and to align efforts to advance the 2030 Agenda in Canada;
- the coordination of responsibilities for the collection, interpretation and analysis of SDG-related data, recognizing the role of different actors within civil society, academia and the private sector; and,
- actions to ensure that processes and procedures exist for data validation and to ensure the standards of evidence produced are being consistently improved.

Local governments, through Vital Signs reports and Community Foundations of Canada, are already working toward and reporting on the 2030 Agenda. All actors differ in their approaches, priorities and implementation plans to work toward the 2030 Agenda or specific SDGs. Despite these differences, embracing the flexibility of the 2030 Agenda and supporting sub-national actors can support the achievement of the SDGs across the country. Highlighting their strengths through communications and reporting activities will build strong foundations for implementation across Canada.

PROPOSED ACTIONS: ACCOUNTABILITY, TRANSPARENCY AND REPORTING

- Participate annually in the High-Level Political Forum and present at least one additional Voluntary National Review to the United Nations before 2030.
- Advance data disaggregation and explore local or community-driven measurement to ensure the framework reflects and monitors under-represented and marginalized groups.
- Enhance data disaggregation and recognition of Indigenous identity across the Canadian Indicator Framework to the extent possible, and enhance the future integration of Indigenous-owned community-based data, building on work like the National Outcome-Based Framework's development of Indigenous indicators of poverty, health and well-being.
- Present a report on Canada's national strategy regularly, and report annually to Canadians on progress made in the Global Indicator Framework.
- Support independent review mechanisms and peer review processes as a means to enhance Canada's implementation of the 2030 Agenda.
- Support sub-national reporting to highlight new and existing actions locally that are making progress on the SDGs.

Reconciliation and the 2030 Agenda

Canada's implementation of the 2030 Agenda will support reconciliation, establishing and maintaining a mutually respectful relationship between the Indigenous and non-Indigenous communities in this country. All 17 SDGs are relevant to Indigenous peoples and directly linked to the human rights commitments outlined in the UNDRIP, the calls to action by the TRC and the calls for justice arising from the National Inquiry into Missing and Murdered Indigenous Women and Girls. The SDGs' foundation in human rights principles and their connections to the UNDRIP can provide a common language to facilitate conversations among Canada's diverse First Nations, Inuit and Métis communities and non-Indigenous people.

The overall focus of the 2030 Agenda on human rights principles and standards, leaving no one behind and reducing inequalities is of particular relevance to Indigenous peoples who are frequently at a disadvantage compared to other segments of the population. Upholding their rights is an absolute imperative if Canada is to achieve the goals in the 2030 Agenda.

Supporting the Truth and Reconciliation Commission's calls to action

The desire for reconciliation runs deeply throughout Canada, and the 2030 Agenda aligns with a number of the TRC's calls to action that provide a framework for advancing reconciliation.

The SDGs' focus on leaving no one behind speaks to the needs of millions of Canadians struggling with poverty and exclusion, and it is of great significance for many of the country's approximately 1.7 million Indigenous people[4] with the challenges they face. In this respect, the timing of the SDGs is critical in the wake of the TRC's 2015 final report[5] and the National Inquiry into Missing and Murdered Indigenous Women and Girls' 2019 final report.[6]

Reconciliation inspires both Indigenous and non-Indigenous communities to transform Canadian society so that future generations can live together in dignity, peace and prosperity.[7] It is an ongoing process of creating and fostering respectful relationships. A critical part of this process involves recognizing the impact that Canada's colonial history has had on the First Nations, Inuit and Métis, repairing damaged trust, offering individual and collective reparations, and following through with concrete actions that demonstrate real societal change. It requires political will, joint leadership, trust building, accountability and transparency.

---

[4] The number of people who reported an Aboriginal identity in the 2016 Census of Population

[5] Honouring the Truth, Reconciling for the Future: Summary of the final report of the Truth and Reconciliation of Canada

[6] Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls

[7] Canada's residential schools: Reconciliation, the final report of the Truth and Reconciliation Commission volume 6

Indigenous knowledge

The 2030 Agenda recognizes that the traditional knowledge systems of Indigenous peoples across the world are valuable and must be protected. At the same time, the insights they hold have the potential to inform and contribute significantly to Canada's sustainable development efforts, including support for sustainable livelihoods, consumption patterns and practices, and food security.

The TRC's 10 Principles of Reconciliation include the following two principles, which highlight the importance of Indigenous knowledge in the reconciliation process:

- The perspectives and understanding that the Indigenous elders and traditional knowledge keepers have of the ethics, concepts and practices of reconciliation are vital to long-term reconciliation.
- It is essential to support the Indigenous peoples' cultural revitalization and to integrate Indigenous knowledge systems, oral histories, connections to the land, laws and protocols into the reconciliation process.[8]

Although Indigenous knowledge is multi-dimensional and no single definition of it exists; it can be described as rooted in the traditional or ancestral knowledge of the skills and behaviours that allowed Indigenous peoples to thrive on their lands and be flexible enough to continuously adapt. Indigenous knowledge may also encompass knowledge passed down over generations and knowledge from the experience and application of unique cultural teachings.[9]

Indigenous peoples have the right to self-determination, including in the area of research. Achieving this is one of the most effective and efficient means of embedding Indigenous knowledge, and all other indigenous perspectives and expertise, into research, policy and programs. Self-determination in research requires that Indigenous research priorities be respected by governments, researchers, and research institutions. It can also ensure that research governance bodies, policies, and practices facilitate impactful, meaningful research and produce new knowledge that empowers Indigenous peoples to meet the needs and priorities of their communities.[10]

Indigenous peoples have much to contribute to the 2030 Agenda. Canada recognizes that the few global indicators in which Indigenous peoples are specifically included do not explicitly recognize Indigenous knowledge or contain diverse definitions of well-being, nor do they promote non-monetary measures of well-being. Canada and countries around the world recognize the need to better support, understand and strengthen the knowledge, practices and efforts of Indigenous peoples when addressing and responding to sustainable development.

---

[8] Truth and Reconciliation Commission of Canada: calls to action

[9] Métis Nation Knowledge Systems: Domestic and International Contexts, Kathy Hodgson-Smith, Hodgson-Smith Law (Kyle P. Vermette), and Celeste McKay Consulting Inc. (June Lorenzo, Celeste McKay and Campbell MacLean)

[10] National Inuit Strategy on Research

PROPOSED ACTIONS: RECONCILIATION AND THE 2030 AGENDA

- Implement the 2030 Agenda with full regard for the rights of Indigenous peoples by protecting and promoting these rights, as reflected in the 10 Principles of Reconciliation, the TRC's calls to action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' calls to justice and the UNDRIP.
- Consult with National Indigenous Organizations and Indigenous communities to ensure that the 2030 Agenda is implemented collaboratively and in ways that respect the rights of First Nations, Inuit and Métis to self-determination, and support participation in implementation and review processes.
- Raise awareness about Indigenous ways of knowing among all Canadians.
- Support the development of resources that connect the past, present and future experiences of First Nations, Inuit and Métis communities in Canada to the 2030 Agenda.

Investing in the SDGs

Investing in the SDGs means investing in Canada's prosperity and that of future generations. By working together, focusing efforts where they can have the greatest impact and investing resources in areas like science, innovation, technology and partnerships, progress toward achieving the SDGs can be further accelerated.

Achieving sustainable development is key to securing future economic prosperity, ensuring the health of the planet and preserving global peace and security.

Innovating for the SDGs

Societies and economies are experiencing profound changes that involve economic transformation, such as new industrial geography, commercialization and privatization, technological revolutions in informatics and biotechnology, global climate change and environmental degradation. All these shifts interact in complex ways and challenge our previous understanding of effective social, economic and environmental models.

In this context, many see innovation as a potential solution to some of society's greatest sustainable development challenges. For Canada, this means supporting innovation projects with interconnected impacts that support the SDGs through partnership. It also means creating opportunities for Canadians to come together to share best practices, test creative ideas and measure their impact, catalyze action and achieve improved outcomes, and aim to leave no one behind.

Technological innovation and advancements are rapidly changing our understanding of what is possible at local, national and global levels. When considering challenges like achieving the SDGs, it is clear that new strategies and technologies are needed to achieve these collective goals. Many of Canada's most important innovations for the SDGs will be initiated through direct community-level work, social entrepreneurship in the private sector, technological advancement or new efforts that provide the proof of concept that the public sector can take up, at scale.

PROPOSED ACTIONS: INVESTING IN THE SDGs

- Enhance collaboration between different levels of government, the private and non-profit sectors and research communities, and support the development of new and innovative partnerships, approaches and breakthroughs to advance multiple SDGs.
- Encourage philanthropic organizations, private sector firms and private investors to contribute to achieving the SDGs though opportunities for collaboration which could include: sustainable production and procurement processes; resource efficiency, clean energy and the regenerative use of natural resources; improved social protection for labour; adoption of circular economic approaches; ESG-compliant investment in emerging and frontier markets; and corporate social responsibility initiatives.
- Partner with organizations to encourage SDG implementation in the business community, including corporate social responsibility initiatives.
- Engage with partners to develop, test and deploy innovative and flexible financing tools that will mobilize new investments to achieve the SDGs in Canada and abroad.
- Measure the economics and the effectiveness of the impacts of successful SDG implementation, different resourcing requirements and potential types of funding.

Engaging businesses on the SDGs

The private sector is already leading the way on many of the SDGs and is an essential part of sustainable solutions. More and more, companies recognize the SDGs as levers for innovation, growth and competition. The SDGs also comprise a powerful framework for strengthening companies' purpose narratives and for attracting talent, customers and investors.

As more than just a source of financing, private sector partnerships can support technological development, knowledge transfer, innovation, job creation and alternative revenue streams. For Canada, engaging with Canadian entrepreneurs and tapping into the knowledge of the private sector—large organizations, cooperatives, social entrepreneurs, small and medium-sized enterprises and international corporations—is central to the successful implementation of the 2030 Agenda.

Private sector and private capital contributions often take one of two main forms: good governance in business practices, or investment in sustainable development. This includes a commitment to sustainable development, transparency and accountability in managing sustainable development, supply chain practices, responsibility to avoid harm and partnerships with government to maximize the co-benefits of investment.

Financing for the SDGs

Achieving the SDGs in Canada and around the world will require new resources and partners nationally and internationally. It will be beneficial if both small- and large-scale investors can move beyond acknowledging the SDGs and aligning with them, and focus on raising and directing new capital to support a range of financial instruments with varying financial returns and supporting environmental, social and economic sustainability practices.

Achieving Canada's sustainable growth potential will require a change in the interaction between innovation, policy and regulation, consumer behaviours, risk management, and investment patterns. In each of these areas, the financial system plays a critical role in directing capital flows, managing complex risks and unlocking opportunity.[11] Significant opportunities exist for Canada to develop solutions that help to close the SDG funding gap, including collaboration with private capital investors and philanthropic organizations. Social finance is an important tool that can significantly enhance Canada's progress on the SDGs by seeking to mobilize private capital for the public good, creating opportunities for investors to finance projects that benefit society and for community organizations to access new sources of funding to address sustainable development challenges.

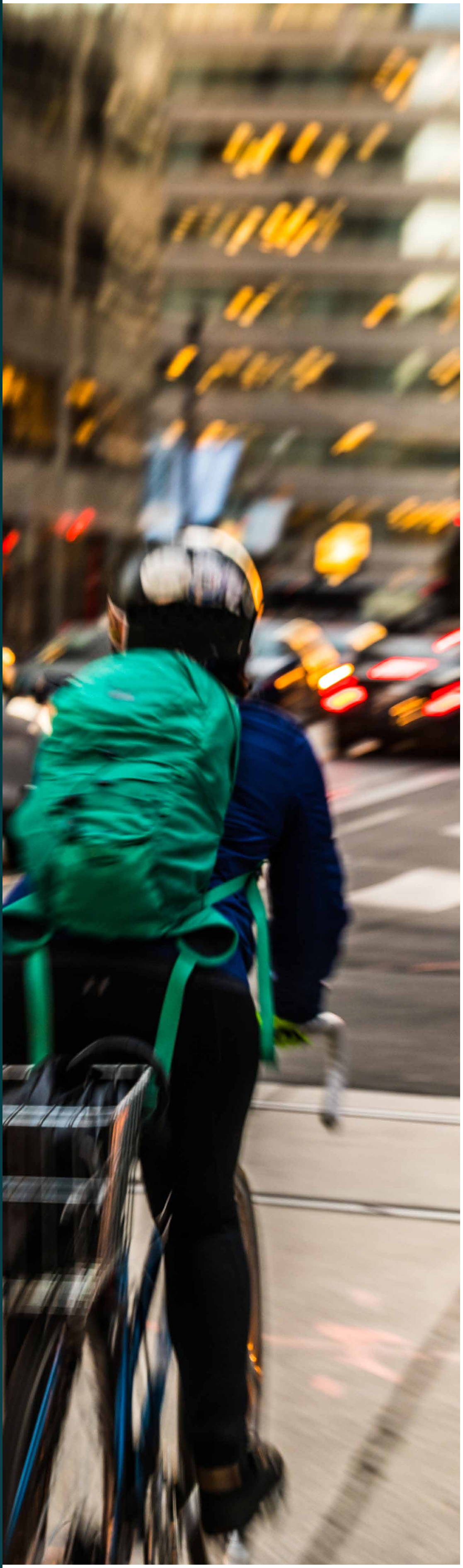
---

[11] Final report of the expert panel on sustainable finance: Mobilizing finance for sustainable growth

MOVING FORWARD TOGETHER

Canada recognizes the importance of partnerships to achieve the SDGs. *Towards Canada's 2030 Agenda National Strategy* is an interim document that requires input from across the country to develop a whole-of-Canada national strategy. The success of the 2030 Agenda depends on the ability to work together and inspire action to meet Canada's commitment to leave no one behind throughout its implementation.

Canadians contribute to the SDGs through their day-to-day actions. Many, through their educational institutions, places of work, volunteering efforts and beyond, are helping to fulfill the 2030 Agenda by making a concerted effort to achieve sustainable development. However, more work needs to be done to coordinate our efforts.



ANNEX I

30 ACTIONS TO 2030

Towards Canada's 2030 Agenda National Strategy proposes 30 concrete federal actions to advance progress on the 2030 Agenda framework and 30 national ambitions to achieve the 2030 Agenda in Canada. Canadians' views and feedback on the actions below and the ambitions set out in Annex III are required to solidify a whole-of-Canada vision for 2030 and to collectively define our path forward.

1. Demonstrate leadership in implementing the 2030 Agenda, both at home and abroad, by coordinating a whole-of-Canada national strategy for the 2030 Agenda and measuring progress made on the SDGs.
2. Align federal reporting mechanisms and support the integration of the SDGs into new and existing strategies, policies and programs across federal departments and agencies to increase policy coherence.
3. Develop training materials on the 2030 Agenda and its SDGs for federal public servants across all departments and agencies.
4. Ensure diverse representation at the United Nations High-Level Political Forums from all levels of government, including the provinces and territories, Indigenous governments and peoples, communities, municipalities and cities.
5. Develop long-term inclusive engagement plans with Indigenous partners and communities, National Indigenous Organizations, Modern Treaty organizations and Indigenous self-governments to further implement the 2030 Agenda. Identify opportunities for collaboration and for integrating Indigenous perspectives, priorities and ways of knowing into the SDGs, support capacity building and increase awareness about the 2030 Agenda.
6. Foster collaboration with communities, cities and municipalities to further implement the 2030 Agenda locally, and support action to achieve the SDGs.
7. Share best practices and identify opportunities for collaboration and for localizing the SDGs across all levels of government and with communities and local organizations.
8. Work with partners on compelling storytelling and calls to action, and highlight stories of Canadians who are taking action on the SDGs from coast to coast to coast.
9. Support a national SDG Forum that brings together diverse stakeholders to discuss the 2030 Agenda and to collaborate on innovative approaches to advance progress on the SDGs in Canada.
10. Work in partnership with organizations and communities to ensure that vulnerable and marginalized groups are aware of and engaged in the 2030 Agenda.
11. Enable horizontal partnerships and collaboration that promote the sharing of best practices, ideas and experiences relating to the 2030 Agenda.
12. Leverage opportunities at key international and regional events and forums like the UN High-Level Political Forum on Sustainable Development, the Expert Mechanism on the Rights of Indigenous People, the UN Permanent Forum on Indigenous Issues, the G7 and G20 summits and the OECD to share best practices in implementing the 2030 Agenda, showcase Canada's efforts and collaborate with other countries to increase the impact of the SDGs and help build momentum.
13. Support First Nations, Metis, and Inuit-led research initiatives, protocols, and governance structures and partner with schools, universities, academic institutions and research networks to support research, development, resource sharing and youth engagement in the SDGs.

14. Establish a representative external advisory committee of experts to guide the implementation of the 2030 Agenda in Canada.
15. Support research in areas that help identify gaps in Canada's efforts to meet the SDGs or improve the understanding of the social, economic and environmental needs of under-represented populations who are at risk of being left behind.
16. Participate annually in the High-Level Political Forum and present at least one additional Voluntary National Review to the United Nations before 2030.
17. Advance data disaggregation and explore local or community-driven measurement to ensure the Framework reflects and monitors under-represented and marginalized groups.
18. Enhance data disaggregation and the recognition of Indigenous identity across the Canadian Indicator Framework to the extent possible, and enhance the future integration of Indigenous-owned, community-based data, building on work like the National Outcome-Based Framework's development of Indigenous indicators of poverty, health and well-being.
19. Present a report that covers Canada's national strategy regularly, and report annually to Canadians on progress made in the Global Indicator Framework.
20. Support independent review mechanisms and peer review processes as a means to enhance Canada's implementation of the 2030 Agenda.
21. Support sub-national reporting to highlight new and existing actions locally that are making progress on the SDGs.
22. Implement the 2030 Agenda with full regard for the rights of Indigenous peoples by protecting and promoting these rights, as reflected in the 10 Principles of Reconciliation, the TRC's calls to action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' calls to justice and the UNDRIP.
23. Consult with National Indigenous Organizations and Indigenous communities to ensure that the 2030 Agenda is implemented collaboratively and in ways that respect the rights of First Nations, Inuit and Métis to self-determination, and support participation in implementation, follow-up and review processes.
24. Raise awareness about Indigenous ways of knowing among all Canadians.
25. Support the development of resources that connect the past, present and future experiences of First Nations, Inuit and Métis communities in Canada to the 2030 Agenda.
26. Enhance collaboration between different levels of government, the private and non-profit sectors and research communities, and support the development of new and innovative partnerships, approaches and breakthroughs to advance multiple SDGs.
27. Encourage philanthropic organizations, private sector firms and private investors to contribute to achieving the SDGs though opportunities for collaboration which could include: sustainable production and procurement processes; resource efficiency, clean energy and the regenerative use of natural resources; improved social protection for labour; the adoption of circular economic approaches, ESG-compliant investment in emerging and frontier markets; and corporate social responsibility initiatives.
28. Partner with organizations to encourage SDG implementation in the business community, including corporate social responsibility initiatives.
29. Engage with partners to develop, test and deploy innovative and flexible financing tools that will mobilize new investments to achieve the SDGs in Canada and abroad.
30. Measure the economics and the effectiveness of the impacts of successful SDG implementation, different resourcing requirements and potential types of funding.

ANNEX II

FEDERAL DEPARTMENT MAPPING AGAINST THE SDGS

To accelerate progress towards Canada's commitment to the 2030 Agenda, the Minister of Children, Families and Social Development was appointed to lead Canada's implementation of the 2030 Agenda in close collaboration with all other ministers and their departments.

While the Minister of Families, Children and Social Development has the overall responsibility to lead Canada's implementation of the 2030 Agenda, the Minister of International Development leads the advancement of Canada's responsibilities and its commitments to the SDGs in terms of foreign policy and international development.

All federal ministers, departments and agencies are accountable for implementing the 2030 Agenda and supporting the development of the national strategy. This shared responsibility and collaboration across the Government of Canada will help to ensure that Canada's commitment to the 2030 Agenda remains a focus from now until 2030.

Goal 1: End poverty in all its form everywhere

- Canada Revenue Agency
- Employment and Social Development Canada
- Finance Canada
- Global Affairs Canada
- Indigenous Services Canada
- Innovation, Science and Economic Development

Goal 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

- Agriculture and Agri-Food Canada
- Crown–Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Global Affairs Canada

Goal 3: Ensure healthy lives and promote well-being for all at all ages

- Crown–Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Global Affairs Canada
- Health Canada
- Indigenous Services Canada
- Public Health Agency of Canada
- Veterans Affairs Canada

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Canadian Heritage
- Crown–Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Finance Canada
- Global Affairs Canada
- Indigenous Services Canada
- Innovation, Science and Economic Development Canada
- Veterans Affairs Canada
- Women and Gender Equality

Goal 5: Achieve gender equality and empower all women and girls

- Crown–Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Global Affairs Canada
- Immigration, Refugees and Citizenship Canada
- Indigenous Services Canada
- Infrastructure Canada
- Justice Canada
- National Defence
- Public Safety Canada
- Public Services and Procurement Canada
- Transport Canada
- Treasury Board of Canada Secretariat
- Women and Gender Equality

Goal 6: Ensure availability and sustainable management of water and sanitation for all

- Environment and Climate Change Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Indigenous Services Canada
- Infrastructure Canada

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

- Global Affairs Canada
- Infrastructure Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Public Services and Procurement Canada

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- Agriculture and Agri-Food Canada
- Canada Revenue Agency
- Canadian Heritage
- Crown–Indigenous Relations and Northern Affairs Canada
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Finance Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Immigration, Refugees, and Citizenship Canada
- Indigenous Services Canada
- Innovation, Science and Economic Development Canada
- National Defence
- Natural Resources Canada
- Public Services and Procurement Canada
- Transport Canada
- Veterans Affairs Canada

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

- Agriculture and Agri-Food Canada
- Canadian Heritage
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Finance Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Indigenous Services Canada
- Infrastructure Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Public Safety Canada
- Transport Canada
- Treasury Board of Canada Secretariat

Goal 10: Reduce inequality within and among countries

- Canada Revenue Agency
- Employment and Social Development Canada
- Finance Canada
- Global Affairs Canada
- Immigration, Refugees and Citizenship Canada
- Indigenous Services Canada
- Infrastructure Canada
- Veterans Affairs Canada
- Women and Gender Equality

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

- Canadian Heritage
- Canada Mortgage and Housing Corporation
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Finance Canada
- Global Affairs Canada
- Indigenous Services Canada
- Infrastructure Canada
- National Defence
- Natural Resources Canada
- Public Safety Canada
- Transport Canada

Goal 12: Ensure sustainable consumption and production patterns

- Agriculture and Agri-Food Canada
- Environment and Climate Change Canada
- Finance Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Public Services and Procurement Canada

Goal 13: Take urgent action to combat climate change and its impacts

- Agriculture and Agri-Food Canada
- Crown–Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Finance Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Infrastructure Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Transport Canada

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

- Crown–Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada
- Transport Canada

Goal 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

- Agriculture and Agri-Food Canada
- Crown–Indigenous Relations and Northern Affairs Canada
- Environment and Climate Change Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Innovation, Science and Economic Development Canada
- Natural Resources Canada

Goal 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

- All departments

Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

- All departments

ANNEX III
CANADIAN INDICATOR FRAMEWORK

The Canadian Indicator Framework (CIF) contains a series of indicators developed by Statistics Canada in collaboration with the SDG Unit at Employment and Social Development Canada (ESDC) and other federal departments. The CIF, which complements the Global Indicator Framework, will be used to measure progress on the different Canadian ambitions identified in *Towards Canada's 2030 Agenda National Strategy*.

The first iteration of the CIF proposes 30 ambitions, 60 federal indicators and many targets that span the SDGs. The ambitions proposed in this version of the CIF are intended to start a conversation on where Canada would like to be in 2030 with each SDG. They are also meant to identify and validate indicators and targets.

By establishing Canada's ambitions, indicators and targets, Canada will be able to chart its path toward achieving each of the SDGs, assess progress, correct its course, identify gaps and propose concrete actions. It is important to note that the ambitions are meant to serve as guideposts. Partners are encouraged to use the indicators and targets that are relevant to their own respective realities.

The current CIF is the result of a review of the federal policies, strategies and initiatives related to all the SDGs and consultations with the departments and agencies involved. Each selected indicator is based on a clear methodology and evidence from existing reliable sources. Most of the data can be disaggregated, meaning it can be broken down into smaller subpopulations or subcategories, and it is available over several years, which will help identify regional disparities and vulnerable populations, and highlight major trends.

To ensure no one is left behind, the CIF will provide disaggregated data for many specific groups that are potentially vulnerable, including women, children, seniors, veterans, immigrants, members of visible minorities, single-parent households, people with low income, First Nations, Métis, Inuit, people with disabilities and members of the LGBTQ2 community.[12]

CIF indicators are interconnected. For example, the ambition whereby Canadians contribute to and benefit from sustainable growth will be measured beyond the gross domestic product (GDP) with indicators like the unemployment rate by group, the proportion of youth not in education, employment or training (NEET), the poverty rate and the rate of access to water, electricity and education.

The proposed selected targets are a starting point for identifying targets beyond the national level and that reflect local and community contexts. The CIF will aim to identify and include whole-of-Canada ambitions, indicators and targets supported by all Canadians.

---

[12] International Institute for Sustainable Development, Leaving No Canadian Behind: Measuring the well-being of vulnerable Canadians for effective SDG implementation.

SELECTION CRITERIA

As suggested in the document *Getting Started with the Sustainable Development Goals* produced by the Sustainable Development Solutions Network (SDSN), the chosen indicators: (1) are limited in number and globally harmonized with the Global Indicator Framework for the SDGs; (2) are simple, with straightforward policy implications; (3) allow for high-frequency monitoring of data by reliable sources that can be disaggregated; (4) are outcome-focused and forward-looking; and (5) are representative to ensure that the diversity of the Canadian reality is fully captured.

Creating a framework of indicators requires considering a number of trade-offs, for example:

- **Completeness vs. simplicity:** Maintain a balance between the need to encompass everything that is relevant or important and having a framework that is too large and complex. If everything is considered a priority, nothing can truly be prioritized.
- **Relevance vs. comparability:** Maintain a balance between indicators that highlights different regional and specific issues and comparable indicators from coast to coast to coast.
- **Static vs. adaptive:** Maintain a balance between a framework of indicators to track today's progress to 2030 and a flexible framework that will incorporate important issues as they emerge.
- **Bottom-up vs. top-down:** Maintain a balance between a common but top-driven framework of indicators and a framework that incorporates the diversity of perspectives of different stakeholders.

NEXT STEPS

This first iteration of the CIF will be used to support further consultations with stakeholders. It is intended to start the conversation with Canadians on Canada's level of ambition to achieve the SDGs and the appropriate targets and indicators to measure Canada's progress.

Canadians are encouraged to help shape the CIF by sharing their views, ideas and perspectives. All stakeholders are encouraged to:

- provide feedback on whether the CIF accurately reflects Canada's ambition in relation to the SDGs, including the opportunities, challenges, trade-offs and gap areas;
- validate and build upon the proposed ambitions, indicators and targets;
- identify local and community-driven measurements to complement existing indicator frameworks and data;
- advance data-disaggregation to ensure the Framework reflects and monitors underrepresented and marginalized groups; and,
- enhance data disaggregation, recognition of Indigenous identity across the framework and the future integration of community-based data from Indigenous communities.

CANADIAN INDICATOR FRAMEWORK

Goal 1: End poverty in all its form everywhere

Ambition

Reduce poverty in Canada in all its forms

Indicator

- Poverty rates based on Canada's Official Poverty Line

Target

- 50% reduction in the poverty rate for 2015, by 2030

Goal 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Ambition

Canadians have access to sufficient, affordable and nutritious food

Indicator

- Prevalence of food insecurity (moderate or severe)

Ambition

Canadian agriculture is sustainable

Indicator

- Index of Agri-Environmental Sustainability for water, soil, air and biodiversity

Target

- By 2030, support improvement in the environmental performance of the agriculture sector by achieving a score of 71 or higher for the Index of Agri-Environmental Sustainability (reflecting the quality of water, soil, air and biodiversity)

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Ambition

Canadians adopt healthy behaviours

Indicators

- Consumption of sugars, sodium, saturated fat, sugar-sweetened beverages, and fruits and vegetables by Dietary Reference Intakes, per category
- Prevalence of tobacco use
- Average minutes of physical activity per day
- Proportion of the population that is overweight or obese according to their body mass index, by category

Targets

- Percentage of Canadians aged 15 years and over who consume tobacco is less than 5% by 2035
- Physical activity: Early years (1–4) 180 minutes per day, children and youth (5–17) 60 minutes per day, adults (18–64) 21 minutes per day, seniors (65+) 21 minutes per day

Ambition

Canadians have healthy and satisfying lives

Indicators

- Life expectancy, total and health-adjusted
- Mean life satisfaction rating (1–10) of Canadians
- Self-assessment physical health, mental health and level of stress

Ambition

Canada prevents causes of premature death

Indicators

- Vaccination rate, by disease
- Prevalence of certain diseases, by disease
- Incidence of the 10 leading causes of death, by cause

Target

- By 2025, 95% coverage all childhood vaccines; 90% coverage all adolescent vaccines, 80% coverage flu vaccine; 80% coverage 65+ years pneumococcal vaccine

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Ambition

Canadians have access to inclusive and quality education throughout their lives

Indicators

- Proportion of adults who have a high school diploma or equivalent, by age group
- Post-secondary completion rate (25 to 64 years old), by type of diploma

Goal 5: Achieve gender equality and empower all women and girls

Ambition

Canadians are well represented at all levels of decision making

Indicators

- Proportion of seats held by different groups, including women, in national, provincial, territorial and local (municipal and First Nations Band Councils) governments
- Proportion of applications and appointments of federally appointed judges from different groups, including women
- Proportion of employees in management positions (including Board of Directors) who are from different groups, including women, by management level

Ambition

Canadians share responsibilities within households and families

Indicator

- Proportion of time spent on unpaid domestic and care work

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Ambition

Canadians have access to drinking water and use it in a sustainable manner

Indicators

- Number of boil water advisories and long-term drinking water advisories affecting First Nations water systems, by type
- Average daily use of residential potable water, per capita

Targets

- By March 31, 2021, all of the long-term drinking water advisories on public systems on reserve are to be resolved
- Promote the conservation and wise use of water to achieve a 30% reduction or increased efficiency in water use in various sectors by 2025

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Ambition

Canadians reduce their energy consumption

Indicator

- Energy consumption and annual energy savings resulting from adoption of energy efficiency codes, standards and practices

Target

- By 2030, 600 petajoules of total annual energy savings will be achieved as a result of adaption of energy efficiency codes, standards and practices from a baseline savings of 27.4 petajoules in 2017 to 2018

Ambition

Canadians have access to clean and renewable energy

Indicators

- Non-GHG emitting energy share, final energy consumption and electricity generation
- Number of renewable energy projects in remote communities and remote industrial sites

Target

- By 2030, 90% and in the long term, 100% of Canada's electricity is generated from renewable and non-emitting sources

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Ambition

Canadians have access to quality jobs

Indicators

- Unemployment rate
- Average hourly wage and gaps between groups
- Proportion of youth (aged 18-24 years) not in education, employment or training

Ambition

Canadians contribute to and benefit from sustainable economic growth

Indicator

- GDP per capita

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Ambition

Canada fosters sustainable research and innovation

Indicator

- Number of Intellectual Property filings (Patents, Trademarks, Industrial Designs, and Copyrights), granted and registered annually

Ambition

Canadians have access to modern and sustainable infrastructures

Indicators

- Percentage of households that have access to fixed broadband Internet access services
- Percentage of population that has access to the latest generallydeployed mobile wireless technology

Target

- By 2021, 90% Canadian homes and small businesses have access to speeds 50+ Mbps download, 10 Mbps upload and unlimited data

Goal 10: Reduce inequality within and among countries

Ambition

Canadians live free of discrimination and inequalities are reduced

Indicators

- Proportion of people living below 50% of median income
- Gini Coefficient before and after tax and transfers and share of total after-tax income held by 40 percent of the population at the bottom of the income distribution
- Proportion of population reporting having personally felt discriminated against or harassed, by type

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Ambition

Canadians have access to quality housing

Indicators

- Proportion of the population who use emergency shelters
- Proportion of households in core housing need, by type of need

Target

- Reduce chronic homelessness by 50% by fiscal year 2027-2028

Ambition

Canadians live in healthy, accessible, and sustainable cities and communities

Indicators

- Percentage of Canadians living in areas where the Canadian Ambient Air Quality Standards are met
- Percentage of Canadians living within 500 meters of a public transport stop
- Total amount per capita of waste sent for disposal, by type of treatment

Target

- Increase the percentage of Canadians living in areas where air quality standards are achieved from 70% in 2015 to 85% in 2030

Goal 12: Ensure sustainable consumption and production patterns

Ambition

Canadians consume in a sustainable manner

Indicators

- Proportion of new light duty vehicle sales that are zero-emission vehicles
- Ecological footprint per capita

Target

- Zero-emission vehicles represent 10% of new light duty vehicle sales by 2025, 30% by 2030 and 100% by 2040

Goal 13: Take urgent action to combat climate change and its impacts

Ambition

Canadians reduce their GHG emissions

Indicator

- GHG Emissions

Target

- By 2030, reduce Canada's total greenhouse gas emissions by 30%, relative to 2005 emission levels; greenhouse gases in PSPC Crown-owned building portfolio, excluding housing, by March 31, 2030

Ambition

Canadians are well-equipped and resilient to face the effects of climate change

Indicator

- Adverse environmental effects of climate change, by type (temperature, precipitation, sea ice and snow cover)

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Ambition

Canada protects and conserves marine areas and sustainably manages ocean fish stocks

Indicators

- Canada's protected and conserved marine areas
- Status of major fish stocks

Targets

- By 2020, 10% of coastal and marine areas are conserved through networks of protected areas and other effective area-based conservation measures
- All major fish and invertebrate stocks are managed and harvested at levels considered to be sustainable, starting at 96% in 2016, by 2020

Goal 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

Ambition

Canada ensures all species have a healthy and viable population

Indicators

- Status of wild species
- Canadian Species Index

Ambition

Canada conserves and restores ecosystems and habitat

Indicators

- Canada's protected and conserved terrestrial areas
- Habitat area retained, managed, and restored under the North American Waterfowl Management Plan

Target

- By 2020, at least 17% of terrestrial areas and inland water are conserved through networks of protected areas and other effective area-based conservation measures

Ambition

Canada sustainably manages forests, lakes and rivers

Indicators

- Forest area under an independently verified forest management certification scheme
- Forest area as a percentage of total land area

Goal 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

Ambition

Canadians are safe and secure, in person and online

Indicators

- Proportion of the population who reported feeling safe walking alone in the area that they live
- Crime severity index, by category
- Incidence of certain types of crime: cybercrimes, homicides, hate crimes, sexual abuse before the age of 18, and physical, sexual, or psychological violence by current or previous partners, by offense

Ambition

Canadians have equal access to justice

Indicators

- Criminal Court case completion time, by type
- Prison population, total and unsentenced
- Proportion of Canadians with a serious legal problem who were able to resolve the problem

Ambition

Canadians are supported by effective, accountable, and transparent institutions

Indicator

- Percentage of population who reported having trust in public institutions, by type of institution

Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Ambition

Canada fosters collaboration and partnerships to advance the SDGs

Indicators

- Number of open datasets published by the Government of Canada
- Total official support for sustainable development, in Canadian dollars, by type