SDG 17: Partnerships for the Goals

This module focuses on the elements of SDG 17 that are concerned with the global economic system and the flow of financial resources between countries. The goal as whole aims to "strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development." The framing stories include a podcast on how small businesses engage in international trade and the role of remittances in local economies. The activities include data analysis, interviewing a local business, and comparing financial resources that can contribute to sustainable global development.

Link to Subjects	Economics, Civics, History	Link to Competencies	
Link to Indiana High School Core	TBD E.8.1-2 GHW.8.2 GHW.8.3 USH.8.5	Link to International Baccalaureate	TBD
Story	Story #1: Just do it: Learning to Trade Internationally Story #2: Mountain of Money From New York Migrants Sustains Mexican Towns Through Pandemic		
Activities	Activity #1: Comparing World Trade	Activity #2: Interview a Local Business	Activity #3: Comparing Remittances, Development, and Taxes
Type of Activity	Data Analysis	Community	Data Analysis
Time of Activity	1 class	2 classes	1 class

Key Questions & Terms

Key Questions	Key Terms
What is world trade? How does world trade differ between countries? How is your local economy connected to world trade? What external resources do low-income countries receive?	Trade Globalization World Trade Organization Trade Agreements Imports Exports Remittances Development Assistance

Story Summaries

Story #1: Just do it: Learning to Trade Internationally

This podcast focuses on the role of micro-, small-, and medium-enterprises (MSMEs) and how trade can help them expand. Natali Tjahjadi is the first guest. She is the Operational Manager at the garment manufacturer, CV Triguna Widya, in Indonesia. Natalie shares her experience connecting her business to international trade. The second guest, Kathryn Lundquist, from the WTO, provides a global perspective on the joint role of trade and MSMEs.

For the full story: Powell, K. (Host). (2023, September 28). Just do it: Learning to Trade Internationally. *Let's Talk Trade* (No. 1). In *Let's Talk Trade*. World Trade Organization. Retrieved from https://bit.ly/4bgbDdK

Story #2: Mountain of Money From New York Migrants Sustains Mexican Towns Through Pandemic

Remittances to Mexico have exceeded expectations, defying predictions that the pandemic would reduce funds flowing from the U.S. Nearly half of Mexico's population lives below the poverty line. In 2021, Mexico received $51 billion in remittances, up from $40 billion in 2020. The average remittance rose to $378 in 2021, with 123 million transfers made via apps like Xoom and Remitly or transfer companies such as Western Union and MoneyGram. The majority of these funds come from Mexicans residing in California, Texas, and Illinois.

For the full story: Sandoval, G. (2022, January 30). Mountain of Money From New York Migrants Sustains Mexican Towns Through Pandemic. *The City*. Retrieved from: https://bit.ly/3REuOaa

Opening discussion

To introduce SDG 17 have students listen to all or part of the "Just do it: Learning to Trade Internationally" podcast either at home or at the beginning of class.
1. Discuss with students how the story of the micro-enterprise in the podcast relates to trade and international economic development.
2. Discuss with students to share some of the challenges that small businesses face when it comes to international trade and globalization.

From the discussion draw out some of the following concepts:
1. **Trade** can influence individual business but also sustainable development.
2. The way in which **global** changes can influence **national** economies.
3. How **small businesses** play a role in sustainable development.
4. How policies influence patterns of **exports** and **imports**.

Activity #1: Comparing World Trade

Students will compare world trade across several countries and discuss why and how it differs. This relates to SDG targets 17.10-17.13. Ideally this exercise will focus on low-income or middle-income countries.

Activity Learning Objectives

1. Understand that trade can contribute to sustainable development (or not)
2. Understand that world trade patterns differs by country
3. Expand skills in conducting research and comparing statistical figures

Teacher preparation

1. Look up trade statistics for different countries using the World Bank Data portal: https://data.worldbank.org/ , using the search bar at the top you can choose various indicators (net trade, imports, exports, and the above for specific economic segments) and then any number of countries and the data will be plotted. You can also download the data if you want students to analyze it themselves.
2. The exercise will be easier if you choose countries with similar sized economies or use indicators that are a percentage of a country's GDP, for example this comparison is of Net Trade for Brazil, Canada, and Mexico: https://bit.ly/3VRW3R4
3. Students will need access to computers and the internet to complete this activity. If they do not have such access, you will have to prepare the data beforehand and provide handouts with the necessary information.

Lesson Flow

1. After completing the introductory discussion above, divide the class into groups and ask the groups of students to choose from a preselected number of countries that you have chosen to compare their trade.
   a. If helpful, you can use the [worksheet in the Resources](worksheet) section below which focuses on imports, exports, and tariffs. You can choose to focus on different aspects of trade or specific segments of the economy if you prefer.
2. Task each group with comparing two to three countries' using a single trade indicator available from the World Bank Data portal.
3. Task each group with doing research (during class or as a multi-class assignment) on each of the countries and why the trade statistics might differ. Encourage them to use data related to this and other SDGs such as data on SDG 8. Group could work together or could divide up the countries to research their economies.
4. Ask students to share back what they found with the class.

References

- Sierra, G. (Host). (2023, November 8). A turning point for global trade. *Why it Matters*. Retrieved from https://bit.ly/4ctccCF
- UNDESA. (n.d.). Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development. United Nations Department of Economic and Social Affairs. Retrieved from https://sdgs.un.org/goals/goal17
- World Bank. (n.d.). World Bank Open Data. World Bank. Retrieved from: https://data.worldbank.org/
- WTO. (n.d.). Home Page. World Trade Organization (WTO). Retrieved from https://www.wto.org/

Activity #2: Interview a Local Business

In this activity, students will create a plan and interview guide to engage with a local business to find out how they are connected to international trade. The activity encourages students to see how their local community is connected to the global economy.

Activity Learning Objectives

1. Understand how local businesses are connected to globalization.
2. Understand how their local economy and the global economy are interconnected.
3. Develop confidence in conducting research that requires interacting with individuals.

Teacher preparation

1. Consider creating a list of businesses (and knowledgeable individuals within each, including owners/founders) who are willing to speak with students to facilitate the activity.
   a. It is important to come up with a local list of suppliers or business contacts who would be aware of how their business is linked to global supply chains (e.g., business owners, managers, or businesses that specialize in imports/exports).
2. Consider creating a template set of interview questions for students to expand.

Lesson Flow

1. Create groups of students (3-5 students per group) to conduct the activity.
2. Discuss with students how the concepts of trade, imports, and exports relate to local businesses in their neighborhoods.
3. Explain the activity, that students will interview a local business about how their business is influenced by international trade. These would ideally be business managers/owners who are aware of their supply chains, so small or medium businesses (see teacher preparation).
4. Student groups discuss which business they would like to interview. (10 mins)
   a. Example businesses might include: car repair shops, car dealerships, manufacturing companies, import/export companies, computer repair shops, bakeries, locally run retail shops.
5. Have students develop a workplan for how they will do the project, including background research on the business, creating the interview questions, conducting the interview, writing up the results, and creating a presentation (or poster) (20 mins).
   a. See the [Resources section for an example of what an interview](#) might look like, students should add specific questions based on the type of business they will speak to, their local context, and recent trade news.
6. In subsequent classes have students share their plan, questions, and presentation with the rest of the class.

Activity #3: Comparing Remittances, Development, and Taxes

Students will research a country's mix of financial resources that contribute to their sustainable development, including remittances, development aid, domestic taxes, and foreign investment.

Activity Learning Objectives

1. Students are able to explain the various sources of funds that can support development.
2. Students can explain Official Development Assistance and Remittances.
3. Explore the relationship between aid, taxes, remittances, trade and development.

Teacher preparation

1. Look up any terms and figures you are less familiar with (see the worksheet).
2. You can use the World Bank Data portal to find data on each of the financial sources.

Lesson Flow

1. Read the story on remittances "Mountain of Money" and lead discussion about how remittances as a financial source to support sustainable development and what other sources there are.
2. Put students into groups of 3-5 (or pairs)
3. Ask students to pick a low-income country to do research on.
4. Ask them to look up the amount of Official Development Assistance (ODA), domestic taxes, remittances, trade, and foreign direct investment in the country. Ask them to conduct some research on why one of these categories might be higher than the others. If helpful you can use the worksheet in the Resources below.
5. Have the group share back with the class.

References

- Sandoval, G. (2022, January 30). Mountain of Money From New York Migrants Sustains Mexican Towns Through Pandemic. *The City*. Retrieved from: https://bit.ly/3REuOaa

Advanced Approaches

You can model a simulation of trade using some of the same principles presented in the economic simulation activity in SDG 8. Each student would play a country and be given several goods and services that they have stock of each round and can choose to trade. You can also use board games like Settlers of Catan for inspiration.

Resources

Activity #1 Worksheet: National Comparison of Trade Statistics

Choose one type of trade indicator from the list below and then three different countries to compare on that indicator during the past five years.

Fill out the information using the table below.

Pick ONE of the following trade indicators to compare countries
1. Imports of goods and services (constant 2015 US$): https://bit.ly/45Kugp5   2. Exports of goods and services (constant 2015 US$): https://bit.ly/4cy6EWP   3. Tariff rate, applied, simple mean, all products (%): https://bit.ly/3VFh8wG
Look up and write down the level of the trade indicator for each of the past five years using data from the World Bank using the links above and then typing in each country one at a time. Note that some years may be missing data.

Country	Year 1 (5 years ago)	Year 2	Year 3	Year 4	Year 5 (current year)

What do you notice about the patterns across years?

What do you notice about the patterns between countries?

Note: "Constant 2015 US$" are used because of inflation and the changing value of a single dollar, so these values are using the value of dollars in 2015 to make the rates consistent.

Activity #2 Interview Guide: Local Business Supply Chain

The following provides an outline of an interview to help students get started with their interview planning process.

Introduction:
Hello, my name is _____ and I would like to interview you about your global supply chain as part of a school project. I am interested to learn how global trade affects your business.

Do you feel that you have enough knowledge about where you source your goods/services from to answer these types of questions? If not, who should I speak to? _____

If yes, are you able to speak with me for approximately 15-30 minutes? [If no, thank them and stop interview]

If yes, Do I have permission to record our conversation so that I can accurately capture what you tell me for my report?

Questions:
1. Do you directly order any goods or services from another country?
   a. If so, can you give me an example.
   b. What is the good/service?_____
   c. What is the country?_____
2. Do any of the goods/services you sell include parts from other countries?
   a. If so, can you give me an example.
   b. What is the good/service?_____
   c. What is the country?_____
3. Has your business ever been affected by changes in global/bilateral trade?
   a. If so, can you give me an example.
   b. What happened?_____
   c. What was the effect on your business?_____
4. Is there anything else I should know about how your business is related to international trade?

Activity #3 Worksheet: National Comparison of Trade Statistics

Pick a low-income country from the World Bank lending group list for 2024 (search for the list underneath the heading "LOW-INCOME ECONOMIES ($1,135 OR LESS)"). https://bit.ly/4cAlDzw

Note you can replace this with updated data for subsequent years by searching for the new lending groups from the World Bank.

For this country find the level of Official Development Assistance (as a percentage of Gross National Income [GNI]), the remittances received (as a percentage of Gross Domestic Product [GDP]), trade (as a percentage of GDP), and foreign direct investment (FDI) (as a percentage of GDP). You can use the table to input these values for the past five years. You can find data here:

      a. Net ODA received (% of GNI): https://bit.ly/3XB516I
      b. Personal remittances, received (% of GDP): https://bit.ly/3XFmbjt
      c. Trade (% of GDP): https://bit.ly/3xmw3nI
      d. Foreign direct investment, net inflows (% of GDP): https://bit.ly/4bjbUga

Country:	_____ (https://bit.ly/4cAlDzw)				
Statistic	Year 1 (5 years ago)	Year 2	Year 3	Year 4	Year 5 (current year)
ODA					
Remittances					
Trade					
FDI					

After populating the table, discuss what the relative size of these levels indicates about the role of international development aid, migration, trade, and business investment in supporting low-income countries economically.

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