

# SDG #8: Decent Work & Economic Growth

This module focuses on SDG 8 which aims to “promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.” The stories will focus on programs in Nigeria and how to implement similar concepts locally. The activities include an economic simulation to teach basic concepts, a case study analysis focusing on Nigeria, and a community engagement activity.

|                                  |  |  |  |
|----------------------------------|--|--|--|
| Link to Subjects                 | Civics, Economics, Geography, Government, Language Arts  |  |  |
| Link to Indiana High School Core | Economics (EC1, EC2); Geography (G1), Government and Civics (GOV2, GOV6), Language Arts (Std 1, Std 4)<br><br>Detailed Standard Mapping: <a href="#">Indiana DoE State Standards</a> | Link to International Baccalaureate  | Group 3: Economics, Business Management, Geography, Global Politics, Group 1: Language<br><br>Detailed Standard Mapping: <a href="#">International Baccalaureate Standards</a> |
| Story                            | <a href="#">Story #1: Nigeria, You Win!</a><br><br><a href="#">Story #2: A Gift of Nigerian Genius</a><br><br><a href="#">Story #3: Interview with Utibe Etim</a>                    |  |  |
| Activities                       | <a href="#">Activity #1: Economic Development Simulation</a>   | <a href="#">Activity #2: Promoting Sustainable Economic Development in Nigeria</a> | <a href="#">Activity #3: Local Economic Development Initiative</a>   |
| Type of Activity                 | Simulation   | Case Study   | Community Engagement   |
| Time of Activity                 | 1-2 classes  | 1-2 classes  | 1-2 classes  |

## Key Questions & Terms

| Key Questions (<=5)   | Key Terms (<=8)   |
|---|---|
| How can nations achieve sustainable economic growth that benefits all aspects of society? (Economic Growth)   | Decent Work<br>Economic Growth<br>Full Employment<br>Productivity   |
| What measures can be implemented to ensure that all workers have access to fair and dignified employment opportunities? (Decent Work)                             | Youth Employment<br>Labor Rights<br>Entrepreneurship<br>Financial Inclusion   |
| What strategies are effective in addressing the unique challenges faced by young people entering the workforce and promoting their employment? (Youth Employment) | Child Labor: Forced, Bonded,<br>Commercial, Sexual, Hazardous,<br>Indentured Servitude<br>Unemployment Rate<br>Sustainable Economic Development |

# Story Summaries

## Story #1: Nigeria, You Win!

Al Hassan, a struggling paint business owner in Abuja, Nigeria, hears about a government contest offering millions to small businesses. This experiment aims to tackle youth unemployment by helping tiny businesses grow. Nigeria seeks to solve the challenge of distinguishing promising small businesses for funding, offering hope for economic advancement. Full NPR story: <https://n.pr/45izsjM>; Archived story: <https://bit.ly/4bRnrnS>.

## Story #2: A Gift of Nigerian Genius

The Nigerian government initiated the Youth Enterprise with Innovation in Nigeria (YouWIN) program in 2011 to spur job creation. The first competition had 1200 winners out of 125,000 applicants, providing grants of up to 10 million naira. Utibe Etim, a winner, shared his experience, emphasizing preparation and clarity in business plans. Original story: <https://bit.ly/3Vh9hoZ>; Archived story: <https://bit.ly/4ceWNoH>

## Story #3: Interview with Utibe Etim

YouWin! is a business plan competition initiated by the Nigerian government to promote entrepreneurship and job creation among young Nigerians. Winners receive grants of up to 10 million Naira based on their business plans. It was launched in 2011, attracting thousands of applicants and creating thousands of jobs. The program's success stories highlight its impact on various sectors, including fashion, bookselling, and agriculture. Despite discontinuation in 2015, YouWin! serves as a model for funding SMEs and spurring innovation in Nigeria and beyond. Original story: <https://bit.ly/3x1Rfzf>; Archived story: <https://bit.ly/4aWHrV4>.

# Introductory Discussion on SDG 8

1. Briefly introduce SDG 8 and its key concepts: Economic Growth, Decent Work, and Entrepreneurship.
2. Discuss the importance of these concepts in fostering sustainable economic development by looking at one of the stories provided above. This activity will use the first story about NPR's look at the "Nigeria, You Win!" program.
  - a. Sample Questions:
    - i. What problems are the people in the story facing?
    - ii. How do they respond to these problems?
    - iii. What principles and ideas shape their solutions/responses to the problems?
    - iv. How do these stories about entrepreneurship and government sponsored economic growth relate to other SDGs? (if possible)
3. In a large group, discuss the answers to these questions, drawing out key concepts:
  - a. **Decent Work:** Fair employment opportunities with safe conditions and social protections.
  - b. **Economic Growth:** Sustainable development through improved living standards and poverty reduction.
  - c. **Inclusive Growth:** Ensuring economic benefits for all, reducing inequality.
  - d. **Gender Equality:** Promoting equal opportunities and empowerment for women in the workforce.
  - e. **Globalization and Trade:** Harnessing international trade for growth while addressing labor rights.
  - f. **Technology and Innovation:** Embracing advancements for job creation and skill development.
  - g. **Partnerships for Development:** Collaborative efforts for sustainable economic growth and decent work.

## Activity #1: Economic Development Simulation

In this activity students will engage with key aspects of SDG 8 and then take part in an economic simulation to understand the roles of different actors in an economic system.

## Activity Learning Objective(s)

1. Understand key concepts of SDG 8 through an interactive economic development simulation.
2. Gain experience of key elements of economic systems through simulation

## Teacher Preparation

1. Ensure you are comfortable speaking about the basics of SDG 8 on Decent Work and Economic Growth.
2. Ensure you have the following materials:
  - a. Whiteboard and markers/Chalkboard and chalk/Shared Google Doc
  - b. Printed handouts with background information on SDG 8.
  - c. Small slips of paper representing resources (labor, capital, technology, etc.).
  - d. A large space or classroom with movable desks/chairs.

## Lesson Flow

1. Background Information:
  - a. Distribute handouts explaining SDG 8, providing real-world examples and the global context.
    - i. See UN SDG 8 Infographic:
      1. Original link: <https://bit.ly/3xcis20>
      2. Archived link: <https://bit.ly/4bXDX62>
  - b. Highlight the relevance of the goal to their lives and the broader community.
    - i. Get students to connect any of the information in the Infographic to their lives or community.
2. Simulation Setup:
  - a. Arrange desks and chairs to create a simulated economy within the classroom.
  - b. Explain that students will represent different sectors (labor, entrepreneurs, investors) and will trade resources to stimulate economic growth.
    - i. Use candy, or other interesting tokens to represent the resources (or use paper)
3. Resource Allocation (30 minutes):
  - a. Assign each student a role (laborer, entrepreneur, investor, etc.).
  - b. Distribute slips of paper/candy/tokens representing resources and explain their value in the simulation.

- c. Allow students to negotiate and trade resources to create businesses, emphasizing collaboration and competition.
4. Economic Rounds:
  - a. Conduct several rounds, each representing a "year" in the simulated economy.
  - b. Introduce external factors (policy changes, technological advancements) to simulate real-world challenges and opportunities.
    - i. Examples: Population Growth, Education Policies, Interest Rate Changes, Access to Capital, Government Stability, Corruption Policies, Pandemic Outbreak!
  - c. See how students react in their economies to these situations.
5. Reflection and Discussion:
  - a. Debrief the simulation, discussing challenges faced, successful ventures, and the overall economic development.
  - b. Relate their experiences to the concepts of Economic Growth, Decent Work, and Entrepreneurship within the context of SDG 8.
6. Group Presentation:
  - a. Have each group share their strategies, challenges, and successes in a brief presentation.
  - b. Encourage students to relate their experiences to the broader goals of sustainable economic development.
7. Conclusion:
  - a. Summarize key takeaways from the activity.
  - b. Discuss how the concepts of SDG 8 can be applied to real-world situations, emphasizing the students' roles in shaping future economic growth.

## Possible Enrichment

**Global Market Integration:** Introduce a global market aspect where students simulate international trade, showcasing the impact of globalization on local economic development.

**Policy Analysis and Advocacy:** Assign students the task of analyzing existing local economic policies and proposing changes that align with sustainable development goals. Encourage them to explore advocacy strategies.

**Sustainability and Environmental Impact:** Integrate environmental considerations into the simulation, requiring students to design projects with a focus on sustainability and minimal environmental impact.

**Real-world Stakeholder Engagement:** Invite local entrepreneurs, business leaders, or government officials to serve as judges or mentors, providing real-world perspectives and feedback on student proposals.

**Cross-disciplinary Collaboration:** Collaborate with teachers from other disciplines (such as science, technology, engineering, and math) to incorporate elements from their subjects, fostering a cross-disciplinary approach to economic development.

# Activity #2: Promoting Sustainable Economic Development in Nigeria

Students will engage in an in depth analysis of a program to support entrepreneurship in Nigeria and how a program like that could be implemented locally to support sustainable development.

## Activity Learning Objective(s)

1. Students will understand the key concepts of Economic Growth, Decent Work, Entrepreneurship, and Youth Employment within the framework of SDG 8.
2. They will explore the "*Nigeria, You Win!*" program as a case study for sustainable development initiatives.

## Teacher Preparation

1. Ensure you have the following materials or alternatives for this activity
  - a. Access to the "*Nigeria, You Win!*" program resources
  - b. Whiteboard and markers.
  - c. Internet access for research.

## Lesson Flow

1. Introduction:
  - a. Discuss the importance of economic development for a nation's well-being.
  - b. Introduce SDG 8 concepts: Economic Growth, Decent Work, Entrepreneurship, and Youth Employment.
  - c. Briefly explain the "*Nigeria, You Win!*" program and its goals.
2. Part 1: Group Research:
  - a. Divide students into groups and assign each group one of the SDG 8 concepts.
  - b. Instruct groups to research how the "*Nigeria, You Win!*" program addresses their assigned concept.
  - c. Encourage critical thinking about the program's impact on economic development, job creation, and youth involvement
3. Part 2: Case Study Analysis :
  - a. Groups present their findings, discussing how their assigned SDG 8 concept is integrated into the "*Nigeria, You Win!*" program.

- b. Facilitate a class discussion on the interplay between Economic Growth, Decent Work, Entrepreneurship, and Youth Employment in the Nigerian context.
    - c. Explore the challenges and successes of the program.
  4. Part 3: Creative Solutions (20 minutes):
    - a. Ask students to brainstorm creative solutions to enhance the impact of the "Nigeria, You Win!" program.
    - b. Emphasize the importance of innovative approaches to address economic challenges and promote sustainable development.
  5. Conclusion (15 minutes):
    - a. Summarize key takeaways about the connections between SDG 8 concepts and the "Nigeria, You Win!" program.
    - b. Discuss the broader implications of such initiatives for global sustainable development.
  6. Assessment: Evaluate group presentations, class participation, and the quality of creative solutions proposed by students.

## Possible Enrichment

**Community Partnerships:** Encourage students to establish real partnerships with local businesses, community organizations, or government agencies. This could involve interviews, site visits, or collaborative planning sessions.

**Economic Impact Assessment:** Introduce the concept of economic impact assessment, requiring students to evaluate the potential economic, social, and environmental impact of their proposed initiatives. This can involve creating a cost-benefit analysis.

**Cross-disciplinary Integration:** Collaborate with teachers from other disciplines (such as science, technology, engineering, and math) to incorporate elements from their subjects, fostering a holistic and cross-disciplinary approach to economic development.

**Professional Mentoring:** Connect students with local professionals or entrepreneurs who can serve as mentors, providing guidance and insights throughout the planning and implementation process.

**Government Simulation:** Introduce a government simulation component where students navigate the local regulatory environment, simulate interactions with local authorities, and understand the impact of policies on economic initiatives.

**Globalization Element:** Expand the scope by incorporating a global element. Students can explore how their local economic development initiatives might connect with or impact global markets, trends, or supply chains.

**Long-term Sustainability Plans:** Extend the timeline for the project, requiring students to consider the long-term sustainability and scalability of their economic plans, including potential challenges and adaptations

# Activity #3: Local Economic Development Initiative

Students will develop local economic development initiatives in groups and present them back to their classmates for feedback and discussion.

## Activity Learning Objectives

1. Understand how program can support economic development.
2. Gain experience developing a localized economic development plan.
3. Develop team work and presentation skills

## Teacher Preparation

1. Ensure you have the following materials or replacements
  - a. Access to information about their local economy and community resources. Example of Bloomington Indiana City Data:
    - i. Original link: <https://bit.ly/4bSLkvv>
    - ii. Archived link: <https://bit.ly/45o8oQm>
  - b. Whiteboard and markers.
  - c. Internet access for research.
  - d. Handouts on the Nigeria, You Win! program for reference.
    - i. See [Stories](#) or above activities
  - e. Poster boards, markers, and other materials for presentations.

## Lesson Flow

1. Introduction:
  - a. Discuss the Nigeria, You Win! program and its goals, emphasizing the importance of sustainable economic development.
    - i. This could be a simple review of the previous activity.
  - b. Introduce your local community as the focus of the activity and highlight its economic and community characteristics.
2. Research and Analysis:
  - a. Divide students into small groups and assign each group a specific aspect of the local economy (e.g., small businesses, education, agriculture).
  - b. Instruct groups to research current challenges and opportunities within their assigned sector in their local community.
  - c. Emphasize the importance of understanding the community's unique needs and strengths.

3. Nigeria, You Win! Concepts Application:
  - a. Discuss the key concepts of Nigeria, You Win! program, such as entrepreneurship, job creation, and community development.
  - b. Instruct each group to brainstorm and propose specific initiatives or projects that align with the program's principles and address the identified challenges in their local community.
  - c. Encourage creativity and innovation in their proposals.
    - i. Remind students of some of the issues/challenges they faced in the economic system activity.
4. Development of Economic Plans:
  - a. Guide groups in developing detailed economic plans for their proposed initiatives, including budget considerations, timelines, and potential stakeholders.
    - i. See example Australia's Bank of I.D.E.A.S.: <https://bit.ly/3xaCoT4>.
  - b. Discuss the importance of collaboration and community engagement in implementing successful projects.
  - c. Provide assistance and resources as needed.
5. Presentation Preparation:
  - a. Instruct each group to prepare a visually engaging poster presentation outlining their economic plan.
  - b. Emphasize the need for clear communication and compelling arguments to persuade stakeholders.
6. Group Presentations:
  - a. Each group presents its economic plan, explaining how it aligns with SDG 8, the Nigeria, You Win! concepts and addresses local challenges.
  - b. Encourage questions and feedback from classmates, fostering critical thinking and refinement of ideas.
  - c. Have a class vote or discussion on which proposal would be the most successful or most ambitious. Multiple awards could be given!
7. Reflection and Discussion:
  - a. Facilitate a class discussion on the diversity of proposals and the potential impact on Bloomington's economic development.
  - b. Reflect on the role of entrepreneurship, community engagement, and collaboration in sustainable local growth.
8. Conclusion:
  - a. Summarize key takeaways from the activity.
  - b. Discuss the importance of students' roles in shaping the economic future of their local community.

## Possible Enrichment

**Policy Analysis and Recommendations:** Assign students the task of analyzing existing economic policies in Nigeria, identifying strengths and weaknesses, and proposing recommendations for policy improvements to promote sustainability.

**Global Economic Connections:** Expand the focus to include the global economic context, challenging students to consider how Nigeria's economic development initiatives might connect with or be influenced by global markets, trade, and geopolitical trends.

**Corporate Social Responsibility (CSR):** Introduce a CSR component, requiring students to embed sustainable and socially responsible practices within their proposed economic initiatives. Emphasize the ethical and environmental aspects of business operations.

**Impact Investing Simulation:** Introduce an impact investing simulation, where students need to attract investment by demonstrating the potential social and environmental impact of their economic development initiatives.

**Entrepreneurship Incubator Project:** Extend the project into an entrepreneurship incubator, where students develop not only plans but also prototypes, pilot projects, or small-scale implementations of their sustainable economic initiatives.

**Supply Chain Sustainability:** Integrate discussions on supply chain sustainability, challenging students to consider the environmental and social impact of each stage of the supply chain in their proposed economic initiatives.

**Social Impact Assessment:** Include a social impact assessment component, where students analyze and measure the potential positive and negative social consequences of their economic development plans on local communities.

**Policy Advocacy Campaign:** Task students with creating a policy advocacy campaign to promote changes in national policies that could support sustainable economic development in Nigeria. This involves understanding the political process and engaging with policymakers.

**Climate Resilience Planning:** Challenge students to incorporate climate resilience strategies into their plans, addressing potential climate change impacts on economic activities and promoting sustainable, climate-friendly development.

# Resources

# Standards

## Indiana DoE State Standards

### Economics:

- Standard EC.1: Foundations of Economics: The simulation aligns with this standard by introducing students to economic concepts such as resource allocation, entrepreneurship, and economic systems.
- Standard EC.2: Microeconomics: The activity involves students in microeconomic decision-making, such as negotiating and trading resources, and understanding the impact of individual choices on the overall economy.

### Geography:

- Standard G.1: The World in Spatial Terms: The activity provides a context for understanding global economic issues and how different regions contribute to and are affected by economic development.

### Government and Civics:

- Standard GOV.2: Origins of American Government: While the focus is on economic development, the simulation can touch on the role of government in shaping economic policies.
- Standard GOV.6: Rights and Responsibilities: Discussion of labor rights and fair working conditions during the simulation can connect to this standard.

### Language Arts:

- Standard 1: Reading: The activity involves reading and interpreting information from handouts, connecting to informational text standards.
- Standard 4: Writing: Students can apply their understanding by writing reflections on the economic simulation, connecting to writing standards.

## International Baccalaureate Standards

### Economics (Group 3):

- Aims: The IB Economics course aims to enable students to understand microeconomic and macroeconomic theories and their applications.
- Objectives: The simulation activity directly addresses the objectives related to understanding economic concepts, resource allocation, and decision-making within the context of SDG 8.

### Business Management (Group 3):

- Aims: The IB Business Management course aims to develop the capacity of students to think critically about the role of business and management in the modern world.
- Objectives: The simulation aligns with the objectives related to understanding entrepreneurship, the role of government in business, and the impact of external factors on business decisions.

Geography (Group 3):

- Aims: The IB Geography course aims to develop an understanding of the dynamic interrelationships between people, places, and environments.
- Objectives: The simulation activity connects with objectives related to economic development, globalization, and the spatial distribution of economic activities.

Global Politics (Group 3):

- Aims: The IB Global Politics course aims to enable students to understand key political concepts and theories.
- Objectives: The simulation relates to objectives related to economic policies, global governance, and the impact of international factors on national economies.

Language A: Language and Literature (Group 1):

- Aims: The IB Language A course aims to develop an appreciation for language and literature and to foster an understanding of the socio-cultural aspects of communication.
- Objectives: Students can engage in reflective writing and discussion, connecting the economic simulation to broader socio-economic issues.