

Faith-Based Actors and the Sustainable Development Goals

Training Manual for Facilitators



THE
LUTHERAN
WORLD
FEDERATION

A Communion
of Churches

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WAKING THE GIANT

Churches and the Sustainable
Development Goals

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Icons:	visuallanguage and MD Badsha Meah on freicons.io
Published by:	The Lutheran World Federation – A Communion of Churches Route de Ferney 150 P. O. Box 2100 CH-1211 Geneva 2
Funded with support from:	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH Federal Ministry for Economic Cooperation and Development (BMZ)

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ISBN 978-2-940642-23-6

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Introduction

In 2015 all United Nations (UN) Member States adopted the 2030 Agenda for Sustainable Development. This agenda provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries in a global partnership. These goals recognize that ending poverty and other deprivations 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 preserve our oceans and forests. For the world and its nations, it is not possible to achieve the 17 SDGs without involving faith-based actors. Churches and other faith-based actors touch hearts and minds and can make a big difference on a local, national and global level.

This SDG training manual is developed by the Waking the Giant initiative. Waking the Giant is a global ecumenical initiative of The Lutheran World Federa-

tion (LWF) that has been implemented since 2018. It aims to build the capacity of churches to contribute effectively to the 2030 UN Agenda for Sustainable Development. At the global level, the initiative provides churches and church-related actors with tools and trainings to relate their on-going work to the SDGs. At the national level, churches and ecumenical partners assess their existing work in relation to the SDGs and engage in joint planning for direct action and advocacy.

It is great that you want to implement this SDG training in your own context. As a group leader and facilitator, you are the one who will lead the participants through the training modules. But, in fact, your task starts quite some time ahead of the actual training: you will also organize the logistics, invite participants, prepare the training contents and make sure everyone enjoys the training. Your work is important and highly appreciated.

Let's start learning and sharing!

“It is not enough to mobilize minds around the SDGs, we must also mobilize hearts and souls. This is where men and women of faith can make all the difference.”

*— Michael Møller,
former UN Under-Secretary-General
and former Director-General
of the UN Office at Geneva*

Manual as a basis for the SDG training

In October 2020, the Waking the Giant initiative facilitated an SDG training of trainers for a group of about 40 participants from around the world. Originally the training was planned to be implemented face-to-face in Finland, but the COVID-19 pandemic forced us to adjust the plans: in the end the whole training was facilitated online. This manual is the outcome of that SDG training of trainers in 2020, as well as other experiences collected during the years of implementing the Waking the Giant initiative. Thanks to the unexpected circumstances, we have been now able to think of both face-to-face and virtual training methodologies. Both options can be implemented by using this training manual.

This manual aims at providing practical tools for implementing an SDG training for churches or for other faith-based actors. The manual has converted the issues that sometimes seem to be far from the faith-based reality into teachable modules and transformative activities. It is expected that participants will acquire extra skills, both in SDGs and theological reflection. The LWF mainly works with the Lutheran

churches, thus the entry point of the manual is mainly Christian. The biblical justifications for working toward achieving the SDGs could be many, as the SDG slogan “Leave no one behind” resonates well with the Christian tradition. Other faiths are still more than welcome to use the Waking the Giant tools and adapt the activities to match their respective narratives, realities and contexts.

The manual can be used by facilitators and training participants who are willing to organize SDG trainings when they return home after training. Facilitators are free to select several or any of the modules or activities to teach participants according to their needs. However, the best results can be achieved by using all modules in the numeric order provided in this manual.

The modules and activities in the manual are designed to meet the needs of adult learners. The learner is viewed as a partner and active participant, bringing valuable experiences, skills and knowledge to the learning process. The best results in both learning and SDGs can be achieved in a similar way: together.

We wish you fruitful trainings!
The Waking the Giant team

How to organize and prepare the training

Objectives of the training

It is important that you as a facilitator and all training participants to understand the objectives for the joint learning.

The four main objectives of the SDG training are to:

1. Enable participants to understand the basics of the UN Agenda 2030 and the Sustainable Development Goals, as well as the Waking the Giant initiative;
2. Enable participants to explore and understand the link between the SDGs and the mission of the church and Bible. (*Note: This objective can be modified according to the context/faith in question*);
3. Enable participants to use the Waking the Giant SDG self-assessment tools and learn about their results;
4. Encourage participants to build an action plan for future engagement.

In other words, the participants who go through all the learning modules will benefit by:

- Deepening and broadening their knowledge of the UN Agenda 2030 and how it relates to the work of Christian/faith-based organizations/institutions;
- Reflecting on the SDGs from theological perspectives;
- Learning the use of the SDG self-assessment tool and how their work is linked with SDGs;
- Planning possible next steps for enriching their existing work;
- Receiving concrete tools that they can use for conducting further training/assessment/planning workshops on SDGs;
- Getting an opportunity to network with like-minded participants.

One of the concrete outcomes of the training is an SDG Cross-cube (see the attachment) that will remind the training participants of the main learning points of the training and work as a motivator for further engagement.

Your role as a facilitator

As a facilitator of this training, you should have sound knowledge of the Agenda 2030 and the 17 SDGs. Ideally, you have been involved in similar trainings on SDGs before as a participant (e.g. in one of the Waking the Giant trainings). Previous experience in training people in interactive and inclusive ways helps you in implementing this training. But do not be discouraged if this will be your first time to facilitate a training – there is a first time for everything!

This training should be facilitated in a way that incorporates the expertise of both facilitator and all participants in the learning process. The facilitator can thus be described as a leader who plays an enabling role in helping the expertise, experiences and skills of participants in the workshop to emerge, inform and shape the discussion, by adding new information, and encouraging processes of critical thinking and analysis. It is important that the training facilitator models fairness and equity in relations with participants in the workshop. As a facilitator, you should be sensitive to gender – and generational – related dynamics and be ready to step in if certain participants never speak, while others engage very actively. Ideally, after the training all participants will feel heard, inspired and even ready to conduct a similar training themselves.

Implementing an SDG training does not only mean facilitating the training sessions, but also planning and organizing the training beforehand. The following chapters will help you to do so without forgetting important points. It is recommended that you take the first planning steps at least a few months ahead of the training.

Get your church's/ organization's support

Before planning a training, the organizational support for the plan should be clear. You can present the idea of the SDG training to your church leaders or to the management of your organization and ask them for advice and support. Your church/institution/organization can help you in defining the target group with you, by promoting the training among your colleagues or in your community, providing you with a training room and/or possibly some funds. They might also be able to connect you to other religious communities that could join the same training. In addition, the training might be a good starting point for establishing or deepening relations with other faith communities.

Select a target group for the training

An SDG training can be facilitated for many different audiences, depending on the needs and contexts. The following groups of individuals may be represented among the participants:

- Representatives from church parishes and congregations (employees, volunteers)
- Representatives from church-related development and/or mission organizations;
- Representatives of global church-related development or humanitarian organizations;
- Representatives of LWF member churches that are particularly active in development;
- Individuals interested in SDGs.

The ideal number of training participants is 15 to 20, but, especially if you have a technical assistant helping you out with the arrangements, it can be even more. The ideal number of people in one working group is 3-5. Make sure that you respect a gender balance of at least 40% female participants and that youth are also present, if possible.

Other points to consider:

- It is desirable that (at least some of) the participants are in a position to deliver what they will learn when they return back home.
- Participation of personnel from church management level is encouraged due to the fact that they make policies in the church.
- SDG training is an excellent opportunity to bring together people from different age groups and different working positions to get to know each other, learn and brainstorm ideas and actions.

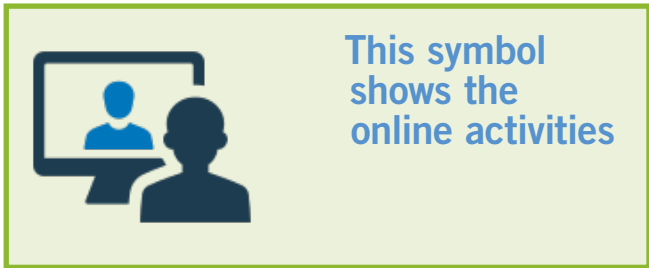
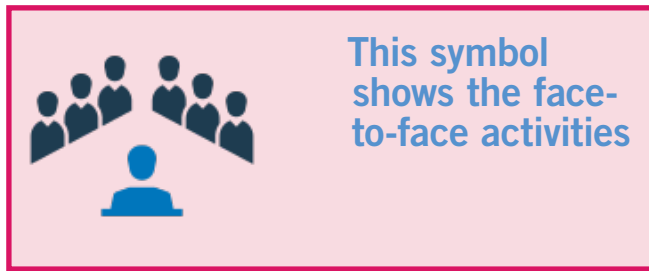
As soon as you have chosen the training participants, confirm their participation and provide them with further information about the purpose of the training, content, schedule and their expected contributions. Explain that this SDG training includes the possibility of training by using this manual.

Choose the right format for your training from three options

The COVID-19 pandemic forced people around the world to start using digital communication tools in a new way. When travelling suddenly became impossible, face-to-face meetings and trainings were transferred into webinars and online training modules. **The first step to consider when preparing the SDG training is: Will it be facilitated online, face-to-face or as a combination/hybrid** (some parts of the training physically and others virtually)? This manual provides tools and instructions for all options. The online version of the training is more demanding for the trainer, but it can also allow a wider group of people to participate, provided they are motivated to be online and participate when needed.

No matter which form of training you are using, the modules in the manual are based on the assumption that you are able to show slides and share websites from the internet. If this is not possible, it is your responsibility as a trainer to print the basic information needed for the group work beforehand.

In all cases you also need to make sure all participants stay engaged. The commitment needs to be built from the beginning: the training is a joint learning experience where everyone's views are important. You



can highlight that every person influences the group dynamics, which is why the group should stay the same from the beginning until the end. Ideally, the training certificate should be issued only to those participants who were present all the time.

If you choose to organize an online training, it is important to have another person assisting you, for example to monitor the comments on the chat. Presenting and monitoring at the same time can create serious interruptions to the whole training: For instance, if you are trying to help someone with technical issues, all other participants are forced to wait. If you are training online, the technical assistant can keep an eye on the number of participants to ensure everyone's presence.

If you select the online training, make sure you are using a platform that includes the possibility to work in breakout groups. Before a break, articulate clearly and write down in the chat when you expect people to be back online. If you choose to use different links for the different modules or activities (usually not the best solution as people tend to mix links), make sure the right links are included in the agenda shared beforehand.

If you decide to go for the hybrid version, i.e. conduct the training partially online and partially face-to-face, it is your responsibility as a facilitator to choose the right mix from the training activities to match the needs. Make sure that all participants are treated equally and that the people online feel that they are heard. It is also important that you always provide the instructions from both symbols (face-to-face and online). All participants should receive clear instructions and have a possibility to ask questions and comment, whenever needed.

The main tool of the training is the SDG self-assessment tool that helps to link the church's /organization's activities with the SDGs. The self-assessments are conducted in groups. Depending on your context and training format, there are several options:

- Each participant fills out the online tool individually.
- Each participant fills out the printed tool individually.
- Some participants fill out the printed tools, others the online tools individually.
- If several group members represent the same church/organization, they fill out the same tool together (online or printed).
- One person, e.g. you as a facilitator, fills out the tool to demonstrate the assessment, while the others are watching and commenting. **Note: In this case the results do not match the reality of any of the participants. Also, the learning process is not very effective as the participants don't actually test the tool themselves.**

Pedagogically, it is more efficient for people to try out the self-assessment themselves instead of following someone else testing it. Sometimes, however, this is not possible in practice. Make sure you have selected the best option beforehand and that your instructions are given to the participants accordingly.

Plan how to structure your training

As soon as you have put together your organizing team, you should decide together about the training dates and location. The SDG training can be implemented either as a three-day block training or through weekly sessions. Each option has its advantages:

A block training:

- People only need to block the days or/and travel to the training location once (or once a day), if the training is facilitated face-to-face.
- It is also more likely that all participants will be present for all training sessions.

- Since the participants commit to spend three full days for the training beforehand, they might be more focused and less distracted by other obligations.
- The “team spirit” tends to be higher for the group of people working intensively together for several days.

Multiple training days:

- Participants have more time to process/think about the individual sessions, and the learning might be more sustainable as it is spread out over a longer period.
- There is a possibility to link the training sessions to existing structures such as weekly work/group meetings. This reduces effort and expenditures for planning and organizing.
- Participants can integrate sessions more easily into their weekly routine, and do not need to take extra time off for the training.
- You, as facilitator, have more time to prepare each session. You might also be more flexible in spending more time on discussions.

These are examples of how your training schedule might look like:

Day 1	Day 2	Day 3
Module 1	Module 4	Module 5
Break	Break	Break
Module 2	Module 4 continues	Module 5 continues
Break	Break	Break
Module 3	Module 4 continues	Module 6
Break	Break	
Module 3 continues	Module 4 continues	

Day 1	Day 2	Day 3	Day 4	Day 5
Module 1	Module 3	Module 4	Module 5	Module 6
Break	Break	Break	Break	
Module 2	Module 3 continues	Module 4 continues	Module 5 continues	
		Break	Break	
		Module 4 continues	Module 5 continues	

Whatever option is chosen, it is advisable for each module to be finalized on the day on which it is started. Remember to set clear timetables and stick to them. The times mentioned for each activity are estimates: you are free to adjust the timetable according to your needs and the size of your training group. It is recommended to have breaks every 60 to 90 minutes (usually after 1-2 activities).

If you decide to implement the training as an in-person three-day block, you should make arrangements for accommodation, food and transportation. Furthermore, you should make sure that the training does not conflict with other events or (religious) holidays.

Training location, materials and funding

Remember to start discussing the training funding well beforehand. Depending on your training format, the training budget should cover e.g. the materials, accommodation, food/drinks, logistics, printing, and the venue.

The training module materials are written on PowerPoint slides. If you are training online, you are advised to send the SDG cross-cube and the PowerPoint materials to the participants beforehand. Remember to highlight that it is not necessary to study the slides before the training.

Training face-to-face has more options: if you do not have access to a projector, make sure that you can print out the slides for all participants beforehand. Make sure

that the training location is spacious enough to accommodate all participants, and that there are other spaces available nearby for small breakout groups.

The following equipment is needed to facilitate the training face-to-face:

- Projector and loudspeakers to run videos;
- Flip charts and paper;

- Markers or crayons, possibly in different colors;
- Pens and paper for each participant for possible notes.

If there is no laptop/projector/smartphone to show the videos, you can skip the videos without losing essential learning points. In that case, make sure that you adjust the timetable accordingly (the time estimates include the videos).



Check-list: around one week before the training

- Make sure all participants know the training schedule and how to get to the training venue.
- Print enough SDG cross-cubes and the module slides for all participants.
- Print module 4 and 5 PowerPoint slides: all working groups have one set of slides. You will also need to print Module 3 slide 11 instructions for all working groups.
- It is possible to divide people into SDG self-assessment working groups beforehand to save time and avoid confusion during the actual training. If you wish to do so, ask participants to choose 2-3 SDGs out of the 8 possible options (i.e. the SDGs for which a dedicated Waking the Giant self-assessment tool exists): SDG1, SDG2, SDG3, SDG4, SDG5, SDG10, SDG13 and SDG16 and send you their answer beforehand. You can then divide participants into similar sized groups of 3-5 people.
- If the working groups do not have an access to internet (e.g. no smartphones or lap tops), collect and print basic information (overview, targets and indicators) from the SDG1, SDG2, SDG3, SDG4, SDG5, SDG10, SDG13 and SDG16 from the site <https://sdgs.un.org/goals>.
- Explore the Waking the Giant website beforehand and make sure you know where to find the resources, SDG toolbox/self-assessment tools and information related to the co-branding. Log in to your self-assessment tools account.
- Make sure you are able to show slides and videos from a big screen or projector, and that you have a flip chart with several sheets of paper and well-functioning color pens.
- Make sure you have enough space (different tables or rooms) for the group work.
- Make sure all participants have access to the self-assessment tool, either online or paper form. Make sure you have tested the tool that the participants are using.
- Make sure you have printed certificates for all participants.



- Send the cross-cubes and the PowerPoints to all participants before the training with a message indicating that this material will be used during the training.
- Make sure you know how to technically divide participants into breakout groups ahead of the group work sessions. (A technical assistant is recommended).
- It is possible to divide people into SDG self-assessment working groups beforehand to save time and avoiding confusion during the actual training. If you wish to do so, ask participants to choose 2-3 SDGs out of the 8 possible options (i.e. the SDGs for which a dedicated Waking the Giant self-assessment tool exists): SDG1, SDG2, SDG3, SDG4, SDG5, SDG10, SDG13 and SDG16 and send you their answer beforehand. You can then divide participants into similar sized groups of 3-5 people and make preparations for breakout groups (e.g. an excel listing all the groups).
- Explore the Waking the Giant website beforehand and make sure you know where to find the resources, SDG toolbox/self-assessment tools and information related to the co-branding. Log in to your self-assessment tools account.
- Make sure you have created online certificates for all participants.
- Make sure that your own video is turned on at all times, your face is in the middle of the screen, the lightning is in order and that your background is clear and non-distracting. Close all other browser tabs, windows and documents on your computer which you do not need during the training, including your e-mail account: whenever you share your screen, confidential information should not pop up.

MODULE 1

Introducing one another and training objectives

Total length of the module: 1 hour

Activity 1: Welcome and objectives (10 min)

Activity 2: Round of introductions (20 min)

Activity 3: Ground rules for the training (15 min)

Activity 4: Handing out the cubes with the instructions (15 min)

What to do

Activity 1: Welcome and objectives (10 min)



A. Welcome people to the training. Introduce yourself: State your name, job title and the reason why you are acting as a facilitator for the training. Mention the host organization(s) and/or religious communities that support the training. Make sure all people get their bearings of the building where the training is being held (where to find water, where the toilets are, etc.)

B. Introduce participants to the training purpose and objectives by writing them on a flip chart:

Objectives for the training:

- To understand the basics of the UN Agenda 2030 and the Sustainable Development Goals as well as the Waking the Giant Initiative
- To understand and find the link between the SDGs and the mission of the Christian church – Bible.
- To use the Waking the Giant SDG self-assessment tools and learn about the assessment results
- To build an action plan for future engagement.



Show the training schedule to the participants. Explain that the training modules start by introducing the SDGs using the UN language. After that, in module 3, the training takes a more faith-based and church centered approach.

A. Check the communication equipment and make sure that all people know how to open and close their microphones, and how to ask for permission to speak (e.g., raising hand option). Introduce yourself: State your name, job title and the reason why you are acting as a facilitator for the training. Mention the host organization(s) and/or religious communities that support the training. Make sure all know what to do if the internet connection gets disrupted (e.g. send a message via WhatsApp).

B. Introduce participants to the training purpose and objectives:

Objectives for the training:

- To understand the basics of the UN Agenda 2030 and the Sustainable Development Goals as well as the Waking the Giant Initiative
- To understand and find the link between the SDGs and with the mission of the Christian church – Bible.
- To use the Waking the Giant SDG self-assessment tools and learn about the assessment results
- To build an action plan for the future engagement.

Activity 2: Round of introductions (20 min)

Let participants introduce themselves to you and to each other. This can be done in a creative and interactive manner in the form of small introduction games. Some examples can be found here: <https://www.icebreakers.ws/get-to-know-you>

You can also just sit in a circle and make a round of basic introductions (e.g. name, church/organization, earlier experience with SDGs).

Let participants introduce themselves to you and to each other (e.g. name, church/organization, earlier experience with SDGs). Make sure that everyone knows whose turn it is next. Ask people to keep their camera turned on during the introductions. You can ask people to wave or send greetings to one another via the chat.

Activity 3: Ground rules for the training (15 min)

Explain to all that it is important to have common ground rules so that everyone feels safe, respected and heard during the training. You can let participants brainstorm some general rules that they want to follow and hold each other accountable to throughout the training. Ask them to write their proposals on a flip chart.

Some possible ground rules are:

- Be on time.
- Listen and do not interrupt each other.
- Be open and respect everyone's views and opinions.
- Do not use electronic devices (laptops, smartphones) during the training.

At the end, agree on the final list of the rules and ask if everyone can agree to follow the ground rules.



Explain to all that it is important to have common ground rules so that everyone feels safe, respected and heard during the training. You can let participants brainstorm some general rules that they want to follow and hold each other accountable to throughout the training. You can ask them to write their proposals of the rules in the chat.

Some possible ground rules:

- Keep your camera turned on, if possible and if internet connection allows.
- Listen and do not interrupt each other.
- Keep your microphone muted when you are not speaking.
- Do not “disappear”: stay online and follow the training all the time.
- Be open and respect everyone's views and opinions.
- Be active.

At the end, pick the selected rules and write them on the chat or a word document. Ensure that everyone can agree to follow the ground rules.

Activity 4: Handing out the cubes with the instructions (15 min)

- A. Hand over the SDG cross-cubes to all participants or refer to the SDG cross-cubes sent to the participants beforehand. You can ask one or more participants to read out the instructions from the cube document.
- B. Ask participants to take a separate piece of paper or a word document and fill out some ideas for the cube box questions at the beginning of the training. Ask them to save their answers until the end of the training.
- C. Tell the participants that they should have the cube available throughout the whole training and that it is one of the end products of the training.

MODULE 2

Getting to know the basics of Agenda 2030, the UN Sustainable Development Goals and the Waking the Giant initiative

Total length of the module: 1 hr 45 min

Activity 1: Basics of the UN Agenda 2030 (15 min)

Activity 2: Basics of the Sustainable Development Goals (20 min)

Activity 3: Getting to know the basic language and structure of the targets and indicators (45 min)

Activity 4: Basics of the Waking the Giant initiative (15 min)

Activity 5: Filling out the cross-cube box 1 (10 min)

What to do

Activity 1: Basics of Agenda 2030 (15 min)



Show PowerPoint slide 2 of Module 2. Read out the points. Open the link <https://sdgs.un.org/2030agenda> and let participants see the UN website of Agenda 2030.

A. At the core of Agenda 2030 are the so-called “5Ps”. Write the words People, Planet, Prosperity, Peace and Partnership on the flip chart. Read out the descriptions on PowerPoint slide 3 of Module 2. Let participants share their initial thoughts and reflections on the “5Ps”.

B. Introduce the Agenda 2030 slogan by showing PowerPoint slide 4 of Module 2.



Show PowerPoint slide 2 of Module 2. Read out the points. Open the link <https://sdgs.un.org/2030agenda> and share the link on a chat. Give people some minutes to take a look at the UN website of the Agenda 2030. Highlight that it is not the intention to read it through, but just to get a general impression.

A. At the core of the Agenda 2030 are the so-called “5Ps”. Read out the descriptions from PowerPoint slide 3 of Module 2. Let participants share their initial thoughts and reflections on the “5Ps” either on chat or out loud.

B. Introduce Agenda 2030 slogan by showing PowerPoint slide 4 of Module 2.

Activity 2: Basics of the Sustainable Development goals (20 min)



- A. Show PowerPoint slide 5 of Module 2. Ask one of the participants to read out the bullet points.
- B. Show PowerPoint slide 6 of Module 2. Ask all participants to write down on a joint flip chart what comes to their mind when they look at the symbols (ideas, hopes, worries associations etc.). Summarize the main comments.
- C. Play the video “Do you know all 17 SDGs?”: <https://youtu.be/OXTBYMfZyrM> (1min25sec)
- D. Show PowerPoint slide 6 of Module 2. Ask people to comment, do they recognize some of the symbols particularly. Why and from where?
- E. Play the video “Understanding the Dimensions of Sustainable Development”:
<https://youtu.be/pgNLonYOc9s> (4 min)
- F. Emphasize that while the goals are not legally binding, governments have assumed a moral commitment to implement them to the best of their capacities and in accordance with national priorities. Explain also, that Agenda 2030 requires holistic approaches as the different goals are interlinked. The intention of Agenda 2030 is to encourage nations to work for all SDGs at the same time, not just to pick few.



- A. Show PowerPoint slide 5 of Module 2. Ask one of the participants to read out the bullet points.
- B. Show PowerPoint slide 6 of Module 2. Ask all people to write down in the chat or to a word cloud (e.g. on www.slido.com) what comes to their mind when they look at the symbols (ideas, hopes, worries, associations...). Summarize the main comments.
- C. Play the video “Do you know all 17 SDGs?”: <https://youtu.be/OXTBYMfZyrM> (1min25sec)
- D. Ask people to comment (out loud or in the chat), do they recognize some of the symbols particularly. Why and from where?
- E. Play the video “Understanding the Dimensions of Sustainable Development”:
<https://youtu.be/pgNLonYOc9s> (4 min)
- F. Emphasize that while the goals are not legally binding, governments have assumed a moral commitment to implement them to the best of their capacities and in accordance with national priorities. Explain also, that Agenda 2030 requires holistic approaches as the different goals are interlinked. The intention of Agenda 2030 is to encourage nations to work for all SDGs at the same time instead of only picking a few.

Activity 3: Getting to know the basic language and structure of the targets and indicators (45 min)

- A. Open the site <https://www.globalgoals.org> and let participants take a look again at the goal symbols. (If you are training online you can again share the link on a chat and let participants look for the site themselves). Click one of the goals and select “Explore the targets”. Notice that every goal has a symbol, but also each target has a drawn symbol. Ask participants to comment:
- How do they find the symbols (pictures) of the targets?
 - How many targets do different goals seem to have? Are there differences?
 - Is there a target that is somehow surprising?
- B. As an example, watch the video presenting the SDG 4 targets: <https://www.sdg4education2030.org/ten-targets-sustainable-development-goal-4-with-elyx-video-august-2017> (1 min 25 sec)
- C. Open the link <https://unstats.un.org/sdgs/indicators/indicators-list/> Scroll down and select the list of indicators (English pdf). Learn together how all targets have dedicated indicators that measure whether the target has been reached. Ask participants to read out loud some of the indicators. Discuss the observations.
- D. Open the link <https://unstats.un.org/sdgs/>. Read from the website or explain with your own words that each year the countries report about their SDG development based on the indicators.
- E. Open the report <https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf> and scroll down to see some of the pictures that illustrate the development. Discuss the findings.
- F. Type “sdg interlinkages” to your browser and search for different pictures that illustrate how SDGs are all interlinked. Use e.g. SDG 5 – Gender equality as an example of a cross-cutting theme.
- G. Divide participants in random groups of 3-5 people and ask them to discuss the main observations regarding the SDG targets and indicators.

Activity 4: Basics of the Waking the Giant initiative (15 min)

- A. Show PowerPoint slide 7 of Module 2. Explain that the training is part of the Waking the Giant initiative (WtG). Explain that Waking the Giant is a global initiative of LWF that aims at building the capacity of churches and other faith-based actors to engage with the UN Agenda 2030 for Sustainable Development. Since early 2018, the initiative has worked to raise the awareness of faith-based actors about the relevance of Agenda 2030 for their ongoing work. Show PowerPoint slide 8 of Module 2. Read out the points. Highlight that churches have been working on the SDGs before Agenda 2030 was written, even before the UN was established. Many areas in which churches have traditionally been working are related to the SDGs. The name “Waking the Giant” refers to the global church that is gigantic, but still a bit asleep when it comes to the SDGs.
- B. Show PowerPoint slide 9 of Module 2. Ask 1-3 participants to read the objectives of Waking the Giant initiative to the others.
- C. Show PowerPoint slide 10 of Module 2. Explain that during the pilot phase (2018-2020) the initiative was implemented in four target countries (Colombia, USA, Tanzania and Liberia). In all countries it had a great impact with regard to awareness and advocacy on a local and national level. The work continues in all countries and Waking the Giant has become an SDG approach that can be co-branded by churches or organizations.
- D. Show PowerPoint 11 of Module 2. Ask one or many participants to read out what has been achieved by the initiative on a global level.
- E. Show PowerPoint slide 12 of Module 2. Read out the bullet points. Show the website <https://wakingthegiant.lutheranworld.org> on the screen (and ask people to open the website from their browsers, if possible by sharing the link in the chat or on the flipchart). Highlight where to find information about the possibility for churches and faith-actors to co-brand their activities linked to the SDGs with the Waking the Giant logo. Explain that the website will be explored deeper in the later modules.

Activity 5: Filling out the cross-cube box 1 (10 min)

Ask participants to take or open their SDG cross-cube documents and use approximately 3-5 minutes to fill in the first box question: “Why are the SDGs important, also for the faith-based actors?” based on what they have learned during module 1. This exercise is done individually. You can ask 1-3 volunteers to share what they wrote in the box.

Thank participants and congratulate them on finalizing learning module 2.

MODULE 3

Linking faith and SDGs: Exploring theological and biblical reflections on churches' involvement with the SDGs

Total length of the module: 3 hrs 30 min

Activity 1: Finding the linkages between the SDGs and the biblical reflections (45 min)

Activity 2: Reflections on the faith-based and biblical approach (45 min)

Activity 3: Getting to know more sources (20 min)

Activity 4: Filling out the cross-cube box 2 (10 min)

Activity 5: Selecting one SDG and working in groups session 1 (65 min)

Activity 6: Reflecting the findings and filling out the cross-cube box 3 (25 min)

What to do

Activity 1: Finding the linkages between the SDGs and the biblical reflections (45 min)



- A. Ask the participants to share their key learning from Module 2 by using the SDG cross-cubes.
- B. Show and/or read PowerPoint slide 2 of Module 3 as a reminder. Explain that in this module the intention is to dig deeper into the faith-based/biblical reflections.
- C. Divide participants into groups (e.g. 3-5 people in one group). Give each group one Bible verse from the attachment to work with. Ask them to find connections between the Bible verse and different SDGs by using **<https://sdgs.un.org/goals>** as a source. The end result should be a collection of different connections including explanations in drawing and/or writing on a flip chart. Each group should be ready to present their work after 20 minutes to the other participants. Encourage the groups to be creative and e.g. prepare a short play of the selected Bible verse.
- D. Group presentations: Ask each group to present on a flipchart their Bible verse and the SDG connections. Invite other participants to add, if some connections are missing (around 15-20 min).



- A. Ask the participants to share their key learning from Module 2 by using the SDG cross-cubes.
- B. Show and/or read PowerPoint slide 2 of Module 3 as a reminder. Tell that in this module the intention is to dig deeper into the faith-based/biblical reflections.
- C. Divide people to breakout room groups (e.g. 3-5 people in one group). The groups can be divided randomly. Give each group one Bible verse from the attachment to work with. Ask them to find connections between the Bible verse and different SDGs by using <https://sdgs.un.org/goals> as a source. The end result should be a collection of different connections including explanations in writing in a word document, on a PowerPoint slide or in a The groups should be ready to present their work after 20 minutes to the other participants.
- D. Bring all groups back together. Ask each group to present the document or PowerPoint slide with their Bible verse and the SDG connections. Invite other participants to add, if some connections are missing (around 15-20 min).

Activity 2: Reflections on the faith based and biblical approach (45 min)

- A. Show PowerPoint slide 3 of Module 3 and let participants read it themselves or read it out yourself.
- B. Read and/or show PowerPoint slides 4-8 of Module 3. Ask people to comment on the bullet points and reflect what approach/Bible verse speaks to them, either during each slide or after showing/reading all of them.
- C. List the mentioned reflections either on a flipchart or in the chat.
- D. Read out PowerPoint slide 9-10 of Module 3. Ask participants to comment on how they believe faith actors can be both critical and constructive? Collect examples on a flipchart or in the chat.
- E. Facilitate a discussion surrounding the following questions, and write down participants' ideas on a flip chart, in the chat or on a PowerPoint slide:
 - Why do churches have responsibility to work for SDGs?
 - If you are a person of faith, how does your religious tradition motivate you to work toward sustainable development?
 - What can be done for sustainable development on a personal/parish/national church/global church level?

Activity 3: Getting to know more sources (20 min)

- A. Open the website <https://wakingthegiant.lutheranworld.org/> and show participants where they can find Bible verses and theological reflections about the SDGs. Ask participants to share what they can see, and facilitate a discussion on the findings.
- B. Introduce participants to the website <http://sdgbook.com/>. Ask some participants to read examples related to different SDGs.
- C. Ask participants to share whether they know any other sources that reflect SDGs from a theological or faith perspective? You can also introduce additional sources, the websites
 - <https://religions-and-development.leeds.ac.uk/>
 - <https://www.unenvironment.org/events/symposium/faith-action-un-sustainable-development-goals-progress-and-outlook>



- A. Ask participants to visit the website <https://wakingthegiant.lutheranworld.org/> and look for Bible verses and theological reflections about the SDGs. Ask participants to share what they can find, and facilitate discussion on the findings.
- B. Introduce participants to the website <http://sdgbook.com/> and ask them to open it in their own browsers. Give them some minutes to read and ask them to read out some examples related to different SDGs.
- C. Ask participants to share whether they know any other sources that reflect SDGs from a theological or faith perspective. You can also introduce additional sources, e.g. the websites
 - <https://religions-and-development.leeds.ac.uk/>
 - <https://www.unenvironment.org/events/symposium/faith-action-un-sustainable-development-goals-progress-and-outlook>

Activity 4: Filling out the cross-cube box 2 (10 min)

Ask participants to take or open their SDG cross-cube documents and use approximately 3-5 minutes to fill in the second box question “How can SDGs and the Bible be connected? Write down an example Bible verse – SDG connection” based on what they have learned during Module 2. This exercise is done individually. You can ask 3-5 volunteers to share what they wrote in the box.

**Activity 5: Selecting one SDG and working in groups
session 1 (20 min + 45 min group work, total 65 min).**

- A. Let participants choose one SDG out of the 8 possible options (i.e. the SDGs for which a dedicated Waking the Giant self-assessment tool exists): SDG1, SDG2, SDG3, SDG4, SDG5, SDG10, SDG13 and SDG16. This can be done e.g. by voting in the chat or tagging the most interesting SDG on the flip chart. Divide participants into similar sized groups of 3-5 people. Note: **You can also think of a possible division before the training takes place.**
- B. Before going into the groups, show PowerPoint slide 11 of Module 3 and go through the steps. If working online, remind participants that they have received the PowerPoints via email. If working face-to-face, hand over the Module 3 – PowerPoint slide 11 instructions to the working groups. **Emphasize that all groups should select a timekeeper and a secretary to make notes.**
- C. Make sure all groups have access to the website <https://sdgs.un.org/goals> and that they can find their own SDG from that website. (Optional: Make sure you have handed out the printed information to all groups.) Tell the groups that they should be ready to come back in 45 minutes with some observations on how the specific goal of their choice is important to their church/organization.
- D. Circulate among the groups and make sure to provide further guidance to the groups, if any help is needed.

**Activity 6: Reflecting the findings and filling
out the cross-cube box 3 (25 min)**

- A. Bring all groups together. Ask the secretary from each group to present the main observations from their discussions, on why this specific goal of your choice is important to your church/organization. Let people discuss the findings.
- B. Ask participants to take or open their SDG cross-cube documents and use approximately 3-5 minutes to fill in the second box question “Why is the specific goal of your choice important to your church/organization?” This exercise is done individually. You can ask 1-3 volunteers to share what they wrote in the box.

Thank people and congratulate them on finalizing learning module 3.

MODULE 4

The self-assessment tool – Understanding the linkages between the existing activities and the SDG targets and indicators

Total length of the module: 4 hr 40 min

Activity 1: Getting to know the background of the self-assessment tool (25 min)

Activity 2: The self-assessments – working in groups session 1 (80 min)

Activity 3: The self-assessment results – working in groups session 2 (15 min + 90 min)

Activity 4: Exploring the results together – working in groups session 3 (50 min)

Activity 5: Filling out the cross-cube box 4 (10 min)

What to do

Activity 1: Getting to know the background of the self-assessment tool (25 min)

- A. Ask participants to open/take their SDG cross-cubes and share their key learnings from Modules 1, 2 and 3.
- B. Watch together the video (10 min) <https://vimeo.com/511612339/294d5362fb>
- C. After the video explain with your own words that the self-assessment tool can serve as an entry point for faith-based actors to understand what the SDGs targets and indicators are and how they contribute to them. Explain why this tool is important: *“Your responses to the questionnaire can help churches, global ecumenical organizations and others to draw attention to the amazing range of work contributing to SDGs. There are initiatives throughout the world that are undertaken in the name of our Christian commitment to be responsive to God’s call for justice for all people and for creation.”* Remind participants that the self-assessment tool is also available as printed version.
- D. Show the instructions from PowerPoint slides 2-14 of Module 4. You can either go through them in reading or demonstrate yourself by using the self-assessment tool. Make sure all participants can find the online tool from the Waking the Giant website <http://wakingthegiant.lutheranworld.org/> or that they have the correct self-assessment tool print-out. **NOTE! If you are using the printed version of the self-assessment tool, the filling out instructions can be found on pages 2-3.**

Activity 2: The self-assessments – working in groups session 1 (80 min)

- A. Divide participants into the same groups as in Module 3. Tell them that they should now use PowerPoint slides 2-14 from module 4 as a source to make the assessments and that they have 60 minutes to finalize their assessments in the groups. There is a possibility to have a 10 min break either between or after the 60 min working session. Emphasize that digging deeper into the results happens later: now it is important to work with the questions. Circulate among the groups (online or physically) and provide answers to their possible technical questions.
- B. After 60 minutes (+ the possible 10 minute break), bring people back together. Discuss the process shortly and ask the person recording for each group to share what they noted down as observations, ideas and questions.

Activity 3: The self-assessment results – working in groups session 2 (15 min + 90 min)

- A. Facilitate a short (10 min) discussion of the self-assessment questions. Were some questions interesting or surprising? Was it easy or difficult to respond to the questions?
- B. Explain that soon the groups will continue their work by reflecting on the results. Show the instructions from PowerPoint slide 15-16 of Module 4 followed by the technical instructions slides 16-22. Emphasize that the groups have now 2 tasks to accomplish.
- C. Before dividing people into the same groups as before, remind the groups that each should have a secretary who collects notes (either to a PowerPoint slide, Word document or on a flipchart). Emphasize, that it is possible now to select a new secretary for the group.
- D. Circulate among the groups (online or physically) and provide answers to their possible technical questions.
- E. After 90 minutes bring all participants together. Thank them for their active participation and tell they have a chance to comment on the group work after a short break.

Activity 4: Exploring the results together (50 min)

- A. Ask the recorders from each group to present the results from their group and participants to add on. As a facilitator, collect main observations on a flip chart, in the chat, or on a PowerPoint slide. Remember that possibly all groups were working with different SDGs, targets and indicators. All groups might need additional time to provide some background to their discussions.
- B. After the groups have presented their work, open the floor for joint discussion on the following topics:
- Which results are surprising? What is concrete? What is understandable; what is not?
 - What aspect of your current work might be reflected in the goals and targets?
 - What theological or biblical insights do you think help us better understand the church's role in these targets and indicators?
 - How easy or difficult did you find it to connect your work and the SDG targets and indicators?
 - Are there any activities that are linked to the goals and their targets that were not mentioned in the assessment tool? Which ones?

Make notes of the main observations. Conclude the discussion by emphasizing that no one can be an expert on all SDGs: it is normal not to understand all expressions. The main points to learn:

1. Find an entry point: How do I/how do we contribute to this particular SDG?
2. SDGs are interlinked and should not be divided. When contributing to one of them, I might be contributing to many.

Activity 5: Filling out the cross-cube box 4 (10 min)

Ask participants to take or open their SDG cross-cube documents and use approximately 3-5 minutes to fill in the second box question "Choose one of the targets (and one indicator) related to the SDG of your choice: How does the work of your church/organization contribute to this target/indicator?" based on what they have learned during Module 4. This exercise is done individually. You can ask 1-3 volunteers to share what they wrote in the box.

Thank people and congratulate them on finalizing learning module 4.

MODULE 5

Celebrate, share and enrich – Making the contributions visible and finding ways to expand the work further

Total length of the module: 4h

Activity 1: Introductions for the group work: Celebrate, share, enrich – working in groups session 1 (15 min + 90 min)

Activity 2: Examples from the groups (45 min)

Activity 3: An action plan – working in groups session 2 (60 min + 20 min)

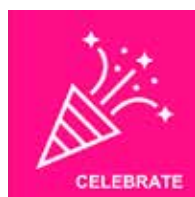
Activity 4: Filling out the cross-cube box 5 (10 min)

What to do

Activity 1: Introductions for the group work: Celebrate, share, enrich – working in groups session 1 (15 min + 90 min)

Introductions for the group works (15 min)

- A. Ask participants to share the key learning from modules 1-4 by using the SDG cross-cubes as a reminder.
- B. Explain that this module is about identifying the next steps with SDGs. Show PowerPoint slide 2 of Module 5. Explain that these 3 steps are the main paths further and that each has its own symbol.



With whom and how could you celebrate your good work? Give examples, e.g. Sunday service, staff meetings.



With whom could you share your results? Give examples, e.g. Church head office, funding partners..



How could you enrich your work? Would it be possible to start something totally new?

Celebrate, share, enrich – working in groups session 1 (90 min)

- A. Before dividing people into the same groups as during Modules 3-4, make sure all groups have the **Module 5 slides as a print-out** or via email. Emphasize that this first session is about PowerPoint slides 1-6 of Module 5. Introduce the slides and make sure the secretaries know where to make notes (PowerPoint/flipchart/Word document). Again, the secretary can be newly elected. Circulate among the groups (online or physically) and provide answers to their possible technical questions.
- B. After 80 minutes bring all participants together. Thank them for their active participation and tell them that they have a chance to discuss the group work after a short break.

Activity 2: Examples from the groups (45 min)

- A. Ask each group to present their ideas for celebrating, enriching and sharing. Facilitate a discussion of the findings. If the findings are sufficient, there might be no need to add more possibilities. But if needed, some examples could include:

How to celebrate:

- Compile your organization's annual report to the general public by using the SDGs as a framework to introduce our work;
- Celebrate what your partners have done and achieved;
- Celebrate your achievements with the communities;
- Celebrate during international key dates such as Christmas;
- Celebrate during Sunday services to express our thanks to God;
- Create a SDG celebration week connected to the themes in the church;
- Publish pictures and information about the SDG actions and results online;
- Organize workshops/forums/seminars to promote SDGs;
- Organize a special SDG Sunday to raise awareness.

With whom to share the results:

- Communities and beneficiaries;
- Government;
- Academic institutions;
- Regional or global networks;
- Faith-based organisations (FBOs) and other actors;
- UN agencies such as the High Commissioner for Refugees (UNHCR), or the Children's Fund (UNICEF);
- Ecumenical actors;
- Youth, schools.

How to enrich the existing work:

- Educate further, empower the teachers;
- Learn what other churches/ faith actors are doing and get inspired from good examples;

- Create online trainings;
 - Learn more about the SDG targets and indicators;
 - Organize awareness raising for the parishes;
 - Explore more theological linkages with SDGs and share them with the community.
- B. Ask each group to share their top ideas related to the social media possibilities related to the SDGs. Emphasize, that they are free to use the hashtag #churches-forSDGs
- C. Thank the participants for the good work and inform them that the work continues after a break.

Activity 3: An action plan – working in groups session 2 (60 min + 20 min)

- A. Welcome all participants back from the break. Inform them that the last group work is about action plans: how to put the SDGs into action and enrich the good work. Before dividing people again into the same groups as before, show PowerPoint slides 8-12 of 5 to all group members. Make sure that the groups know what to do and that the secretaries know where to make notes (PowerPoint/flipchart/Word document). All in all, the groups have 60 minutes for the work. Circulate among the groups (online or physically) and provide answers to their possible technical questions.
- B. After 60 minutes bring all participants together. Discuss the process and ask the group secretaries to share what they noted down as observations, ideas and questions. As a facilitator, collect main ideas to a PowerPoint slide or on a flipchart.
- C. Discuss and list things/ideas that can motivate your church/congregation/parish union to get excited about SDGs and implement an action plan. Share also possible challenges.

Activity 4: Filling out the cross-cube box 5 (10 min)

Ask people to take or open their SDG cross-cube documents and use approximately 3-5 minutes to fill in the second box question “How is your church/organization able to celebrate, share or/and enrich its SDG related work?” based on what they have learned during Module 5. This exercise is done individually. You can ask 3-5 volunteers to share what they wrote in the box.



MODULE 6

Concluding the joint learning

Total length of the module: 0h45

Activity 1: Finalizing the cube

Activity 2: Feedback from the training

Activity 3: Certificates

Activity 1: Finalizing the cube (15 min)



- A. Tell participants that as a final activity they are asked to finalized the SDG cross-cube. The instructions can be found on the cube. Participants can use scissors and invisible tape or glue to create their cube. Invite people to put the cube on their office table as a reminder of this training.
- B. Ask participant to visit the earlier cross-cube answers they listed during the Module 1 – activity 4. Ask them to share their observations.
- C. Invite the participants to place their cubes on a table. Then, invite each of them to choose a cube that is not their own that intrigues them or that they would like to learn more about. Once everyone has a cube, invite participants to sit together in a large group, and invite each participant to explain why they chose the cube they chose and to ask one question about the information on the cube. Then, invite the person whose cube it is to respond. When finished, hand the cubes back to their creators.



- A. Tell participants that as a final activity they are asked to finalized the SDG cross-cube. The instructions can be found on the cube. Participants can use scissors and invisible tape or glue to create their cube. Invite people to put the cube on their office table as a reminder of this training.
- B. Ask all participant to visit the earlier cross-cube answers they listed during the Module 1 – activity 4. Ask them to share their observations.

Activity 2: Training evaluation (15 min)

Ask people to provide feedback e.g. by using a flipchart, anonymous papers, the chat or a word cloud.

Possible question:

- Did you find this training useful?
- What will you take with you from this training?
- What questions are still open?

If there are some participants who would like to train further, show them where to find this training manual and how to get started.

Activity 3: Certificates (15 min)

Hand out the training certificates to all participants. Congratulate them for the successful training. Encourage them to share what they have learned with their community, congregation or organization. Highlight that this manual can be printed out, if they wish to conduct a training themselves in the future.

Attachment: Bible verses

One day, while he was teaching, Pharisees and teachers of the law were sitting nearby (they had come from every village of Galilee and Judea and from Jerusalem); and the power of the Lord was with him to heal. Just then some men came, carrying a paralyzed man on a bed. They were trying to bring him in and lay him before Jesus; but finding no way to bring him in because of the crowd, they went up on the roof and let him down with his bed through the tiles into the middle of the crowd in front of Jesus. (Luke 5:17-19)



For the protection of wisdom is like the protection of money, and the advantage of knowledge is that wisdom gives life to the one who possesses it. (Ecclesiastes 7:12)



There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. (Galatians 3:28)



The wolf will live with the lamb,
the leopard will lie down with the goat,
the calf and the lion and the yearling^[a] together;
and a little child will lead them.
⁷ The cow will feed with the bear,
their young will lie down together,
and the lion will eat straw like the ox.
⁸ The infant will play near the cobra's den,
and the young child will put its hand into the viper's nest.
⁹ They will neither harm nor destroy
on all my holy mountain,
for the earth will be filled with the knowledge of the LORD
as the waters cover the sea. (Isaiah 11:6,9)



¹¹ I establish my covenant with you, that never again shall all flesh be cut off by the waters of the flood, and never again shall there be a flood to destroy the earth.” ¹² And God said, “This is the sign of the covenant that I make between me and you and every living creature that is with you, for all future generations: ¹³ I have set my bow in the cloud, and it shall be a sign of the covenant between me and the earth. ¹⁴ When I bring clouds over the earth and the bow is seen in the clouds, ¹⁵ I will remember my covenant that is between me and you and every living creature of all flesh. And the waters shall never again become a flood to destroy all flesh. ¹⁶ When the bow is in the clouds, I will see it and remember the everlasting covenant between God and every living creature of all flesh that is on the earth.” ¹⁷ God said to Noah, “This is the sign of the covenant that I have established between me and all flesh that is on the earth.” (Genesis 9:11-17).



How much better to get wisdom than gold, to get insight rather than silver! (Proverbs 16:16)



There is no longer male and female; for all of you are one in Christ Jesus. (Galatians 3, 28)



I am the Lord who heals you. (Exodus 15, 26)



Blessed are the peacemakers, for they will be called children of God. (Matthew 5,9)



... do not oppress the widow, the orphan, the alien, or the poor... (Zechariah 7,10)



ISBN 978-2-940642-23-6



THE
LUTHERAN
WORLD
FEDERATION

A Communion
of Churches