

girls worldwide say



“together we can
change our world”

GAT Badge Curriculum



WAGGGS Global Action Theme (GAT)

World Association of Girl Guides and Girl Scouts

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Global Action Theme (GAT) Badge

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Global Action Theme (GAT) Badge Curriculum

Information for leaders

The World Association of Girl Guides and Girl Scouts (WAGGGS) has launched the Global Action Theme (GAT): *girls worldwide say “together we can change our world”*. It focuses on the UN’s eight Millennium Development Goals (MDGs) which are eight specific goals to be met by 2015 that aim to combat extreme poverty across the world. These goals were agreed at the UN Millennium Summit in New York in 2000. This was the largest gathering of political world leaders in history.

The Millennium Declaration, adopted by the 189 heads of state and governments, promised to:

“free all men, women, and children from the abject and dehumanizing conditions of extreme poverty.”

The initiative encourages girls, young women and members of all ages to make a personal commitment to change the world around them.

WAGGGS has a history of changing the lives of girls and young women through its projects and activities in local communities. Girl Guiding/Girl Scouting provides enriching experiences for its members, experiences that stay with them for a lifetime. By working on the GAT, WAGGGS and its members are sowing the seeds of social change for generations to come.

Salil Shetty, Director of the Millennium Campaign, which is coordinating the United Nations and non-governmental organization (NGO) involvement in the MDGs, says there are major reasons why it’s important for the UN and WAGGGS to work together.

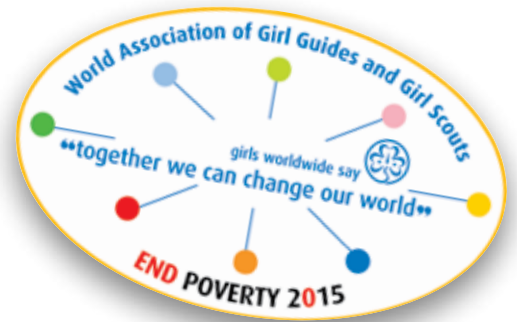
“All of the MDGs refer to future generations. The deadline to achieve the objectives is 2015 and many young WAGGGS members will then be at the point of becoming full citizens so their future will be directly affected by the MDGs.”

The MDGs address important issues that affect girls, young women and their communities. With only a few years left before 2015, governments, the Millennium Campaign and NGOs recognise that the MDGs are far from being achieved. Members of civil society must work together to hold national governments accountable.

Global Action Theme (GAT) Badge Curriculum

Introducing the GAT Badge curriculum

The WAGGGS GAT Badge is an activity pack that helps children and young people to learn about the MDGs and take action on the issues that affect them and their communities. There is a wide range of activities for your members to choose from, and they can decide which level of the badge they would like to work towards. Some activities are more suited to younger or older members, which are clearly labelled. In any case, you should use your discretion when advising your members which activities to choose because you know your members best.



Here are some suggestions of how to introduce the GAT Badge into your meetings:

1. Begin the meeting with one of the introductory activities below to help your members start to think about the MDG topics.
2. Ask your members to choose which level they will be aiming for: **Basic**, **Advanced** or **Specialist**.
3. Help them to choose some activities they would like to do in order to earn the badge. They don't need to choose every activity they need to do at this stage, but suggest they choose a good range of topics.
4. Support your members to work on the activities they have chosen.
5. Allow time for debriefing after the activity session so that any questions or concerns from the girls can be discussed.
6. Remember to celebrate your achievements as members earn the GAT Badge.

Suggested introductory activities:

- **Put up graffiti boards or flip chart pages** so that members can write their thoughts about the MDG topics.
- **Make a floor puzzle** using WAGGGS messages, MDG topics and pictures. Ask the girls to match them up.
- **Play the discrimination game:** Divide the members into two groups based on some general criteria like hair colour, height or age or if that isn't practical number them off into 1's or 2's or A's or B's. Tell them that only one group is allowed to play a game today because the others are different. Play a short game with the 'preferred' group. Afterwards, ask "Was this fair?" Discuss as a group why girls may be disadvantaged in food, education, access to health care. Use the GAT Badge fact sheets to prove your point.
- **Make word puzzles** of messages by mixing up the words.
- **Make a "wish box":** Members put in the box their wishes/ideas to work on an MDG topic. Share the ideas and discuss, then vote on action.
- **Invent a song, dance, shout or movement sequence** around the GAT message "together we can change our world".

Global Action Theme (GAT) Badge Curriculum

Dealing with challenging topics

The GAT Badge curriculum has been developed so that WAGGGS members in all 145 countries can use it. It is likely that some cultural and social contexts mean that some members are more comfortable dealing with certain topics than others. As a leader in a youth organization, you are broadening the horizons of your members. Preparation is crucial, and it's important to support your members as they work through the GAT Badge activities by finding a time to discuss any concerns they may have.

Group activities and sharing

Some activities can be carried out as a small group. In this case, each member can count this as a completed activity. Where a member organizes an activity or presents something to the rest of the group, she has completed the task.

Printing formats

It is important that your members are fully involved in the decision on what activities they will do. You may choose to give them individual booklets or print the information on large sheets of paper and display them in your meeting place. The pack is laid out in such a way that the fact sheets can be printed together in a booklet and the 'how to earn a badge' and the activities can be printed separately.

WAGGGS has created inspiring and youth-friendly messages for the UN's eight MDG topics that can be used at GAT events and in activities:

MDG 1: Eradicate extreme poverty and hunger

girls worldwide say "together we can end extreme poverty and hunger"

MDG 2: Achieve universal primary education

girls worldwide say "education opens doors for all girls and boys"

MDG 3: Promote gender equality and empower women

girls worldwide say "empowering girls will change our world"

MDG 4: Reduce child mortality

girls worldwide say "together we can save children's lives "

MDG 5: Improve maternal health

girls worldwide say "every mother's life and health is precious"

MDG 6: Combat HIV/AIDS, malaria and other diseases

girls worldwide say "we can stop the spread of AIDS, malaria and other diseases"

MDG 7: Ensure environmental sustainability

girls worldwide say "we can save our planet"

MDG 8: Develop a Global Partnership for Development

girls worldwide say "we can create peace through partnerships"

You can download the logos for these messages from the WAGGGS website:

<http://www.wagggsworld.org>

How to earn a badge

The WAGGGS GAT Badge curriculum is an activity pack created by WAGGGS to help you to learn about the United Nation's Millennium Development Goals (MDGs). There are over 100 interesting activities to choose from. Ask your leader for help if you are not sure what to do. You can do these activities on your own or with your group, but doing them together is certainly more fun!

Most activities are suitable for all ages, but those labelled Younger members are more suitable for 7-10 year olds. Those activities labelled older members are better for those aged 14 years or above. There is a special selection of activities for very young members (under 7 years) on page 17.

There's a list of general MDG activities and a section for each MDG. If an activity is marked as a Group activity, you will have to organize it with other members of your group and each of you can count it as one completed activity, to go towards your badge.

Levels

There are three badge levels to choose from: **Basic**, **Advanced** and **Specialist**. You can choose your level of commitment and whether you want to earn a **Basic**, **Advanced** or **Specialist** badge.

Basic badge: 6 activities

Advanced badge: 8 activities

Specialist badge: 12 activities (including 4 from one MDG topic)

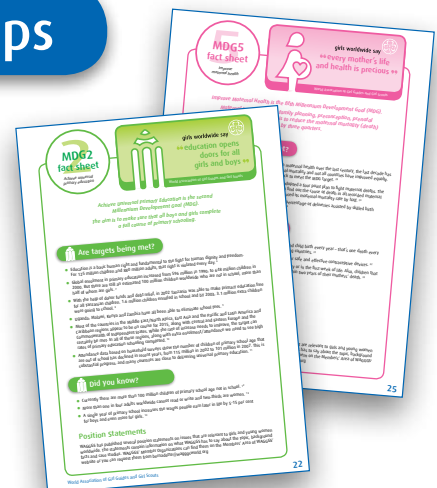
You should choose one or two activities from the general list and then choose a selection of activities from the other sections. Try not to do more than one activity on each MDG topic, unless you're attempting the Specialist level. The Specialist level is for those who wish to learn more about a particular MDG topic: As well as doing eight activities from any of the topics, include four activities from your chosen specialist MDG topic.

Further information and next steps

On page 15, you will find a list of websites that can help you to research the MDGs. There are also suggestions of what to do once you have completed the badge.

Fact sheets

From page 21, there are fact sheets about the MDGs in general and one fact sheet on each of the MDG topics. You can use these fact sheets to help you complete the activities.



GAT general activity sheet

girls worldwide say 

“together we can change our world”

These activities will help you begin to find out about the MDGs in general. Do one or two of these activities before moving on to the activity sheets for each MDG.

1 Group Activity...

Choose three or more MDGs. One person represents each MDG with a string joining them. Discuss with your group what connects them together. Write connections on notes and pin them onto the strings.

2 Group Activity...

Elections: Candidates speak on an issue affecting your community that is linked to an MDG topic.

3

Choose two MDGs that affect your country and write a **5 minute radio talk** about them. What connects them? How can the problem be tackled? Try to broadcast your talk on a local radio station or perform it to your group.

4

Make postcards and post or deliver them to your community. Messages could include statistics from fact sheets in the GAT Badge curriculum, other NGOs, your government or information from the UN, e.g. 'Every day 5000 children die of water-related diseases' (UNICEF). Give the receiver an opportunity to reply to your message.

5

Develop a **computer game or paper-based game** (for example: Hangman) where players must guess MDG topic words or phrases.

6 Group Activity...

Play Kaleidoscope: In teams, agree on how to depict several MDGs by mime, movement, dance when the leader says 'start', show the first one; on 'scene change' the performers change to another MDG while the other team guesses which MDG was depicted and why.

GAT general activity sheet *continued*

7 Bingo!

On a 3 x 4 grid, write different GAT topics and messages. The leader calls out the phrases and you cross them off. If you have a complete line crossed off, shout 'Bingo!' to win the game.

8 Make a **giant jigsaw** using *girls worldwide say* "together we can change our world" and other GAT messages then decorate it with your own pictures. Cut it up and ask the group to put it together.

9 Design a **badge or piece of jewellery** or a friendship bracelet using the eight MDG colours from the GAT Badge. Draw a picture of the item or make it and show it to your group.

10 **Sit in a circle.** To start the game, whisper GAT message or topic in your neighbour's ear. Ask the girls to pass the message around the circle. The final player should tell the group what she has heard. Is it the same as the message at the beginning? Try again!

11 Make a **word puzzle** using the GAT topics and test it with your group.

12 Choose a GAT topic and find out all you can about it. Make a **poster** using recycled materials and display it in your community.

13 Choose an MDG topic and make a **scrapbook** using relevant newspaper articles, drawings, photos and your own wishes and ideas.

14 Make **flash cards** of each MDG and GAT message. Make a corresponding card showing a picture or phrase associated with the topic. Flash card sets could have a single word or phrase to depict the MDG. Play a game like Snap! to match the pairs. Older members could make sets for younger members.

15 Research newspapers, magazine articles on one or several GAT topics. Compare the different articles and **write a short article** summarising your findings and share it by email or send to a local newspaper.

16 Older Members...

Hold an **event** to promote the GAT. Invite community members and others with influence in your community to discuss your plans.

17 Older Members...

Stage a **mock interview** for younger girls to explain the GAT and how it links to the MDGs.

18 Older Members...

Design, promote, produce and sell a pin badge or ribbon of a chosen GAT topic (promote to younger members with three GAT activities).

19 Older Members...

Learn about advocacy through the WAGGGS Advocacy Toolkit (page 15) and plan a local advocacy campaign.

1 MDG1 activity sheet

Eradicate extreme poverty and hunger



girls worldwide say
 “together we can end extreme poverty and hunger”

World Association of Girl Guides and Girl Scouts

1 Younger Members...

MDG 1 states that extreme poverty is living on less than US \$1 per day. **Find out** how much that would be in your own currency and think what you could buy for this money.

2 Younger Members...

Learn about a country in sub-Saharan Africa, SE Asia or Central America. Describe to the group what it might be like to live in poverty there. Maybe you can find a book that tells you about children’s lives in different countries.

3 Reflect on how girls living in extreme poverty survive. **Write a ‘day in the life’ story** based on your findings.

4 Group Activity...

Divide into **three groups**. Give one group 20 beads (seeds or beans), one group 10 beads and the final group one bead each. Display food items (flour, bread, potatoes but also sweets, expensive spices, etc.) and put price tags on them. Ask each group what they would buy if this was all the money they had. Mix the groups up. How might they help each other? How could governments help people living in poverty?

5 **Create a menu** for a two day excursion. Make sure that your meal choices contain a good balance of nutritious foods and work out how much they cost per person and day. Compare those costs with what people living in extreme poverty have to spend per day.

6 Try the **‘160km/100-mile diet’**. Spend a week only eating food that is produced within 160km/100 miles of your home. How can you find out where food you buy was produced.

7 **Find out** about WAGGGS call to action for World Food Day on 16 October and International Day for Eradication of Poverty on 17 October. You can see Calls to action for upcoming and past International days on: <http://www.wagggsworld.org>

8 Older Members...

Volunteer at a homeless shelter or food bank.

9 Older Members...

Learn about famines and famine theory. **Organize a debate** about the benefits and costs of food aid. For example, it helps immediate hunger but is expensive and can harm local food production.

10 Older Members...

Find out the causes of homelessness in your community and how it is related to poverty. Talk to local experts who are dealing with the problem. Present your findings to your group.

11 Older Members Group Activity...

Know Want Learn (KWL) Chart: Have a discussion with the group about world poverty. As the group discusses, fill in the KWL Chart—identify what the group **knows**, what they **want** to know and what they have **learned** about world poverty.

What do we KNOW about world poverty?	What do we WANT to know about world poverty?	What have we LEARNED about world poverty?

Depending on the initial knowledge of the group, background documents may be provided to start discussions.

MDG2 activity sheet

Achieve universal
primary education



girls worldwide say



“education opens
doors for all
girls and boys”

World Association of Girl Guides and Girl Scouts

1 Younger Members...

Take photos or draw pictures of your journey to your Girl Guide/Girl Scout meeting. Display them to your group. Discuss how your journey might differ from your Guiding sisters in developing countries.

3 Volunteer one hour of your time to teach someone younger than you a new skill.

5 Draw a cartoon about the following situation:

Fatima wants to go to school to become a teacher but her parents can't afford the fees. Her friend Sara tells her that UNICEF has paid her fees. When Fatima tells her mother, she says that everybody thinks education is wasted on girls. What happens next?

6 Choose one or two facts from the MDG 2 Fact sheet and perform a role play to illustrate the problem.

7 Make a board game by drawing a path on a piece of card from 'Home' to 'School'. Divide the path into 30 numbered spaces and write the following statements on different spaces:

- There is no school in your village. *Go back to the start.*
- Your parents can't afford to send you to school. *Miss a turn.*
- Your parents believe in education. *Go forward 4 spaces.*
- You have to work to support your family. *Go back 6 spaces.*
- UNICEF has helped build a school in your village. *Take another turn.*
- You are forced into an early marriage. *Go back to the start.*
- UNESCO has paid your school fees. *Go forward 4 spaces.*
- You must stay home to look after your younger brothers and sisters. *Go back 6 spaces.*
- UNICEF gives you school equipment. *Go forward 4 spaces.*
- There are land mines and soldiers on the way to school. *Miss a turn.*
- UNESCO has helped to train your teacher. *Take another turn.*
- UNICEF has given your school clean water and sanitation. *Go forward 4 spaces.*

Play the game. You need a dice and each player needs a marker (such as a bead or seed). Throw the dice and move the marker a number of spaces. If you land on a space with text, do what it says. The first to school wins!

2 Younger Members...

Find out why it is important for all children to be able to go to school. Tell ten people what you have learned.

4 Find out where your local literacy centre is, and volunteer to support the centre for a set time. Share your experiences with your group.

8 Choose two developing countries, one close to your home country and one far away. Find out about the education conditions for a girl of your age. Compare with your home country, do you have similar or different conditions? Discuss the difficulties for girls trying to get an education in developing countries with your group.

9 Older Members...

Talk to a primary school teacher about her experiences. If you are a young leader, share your experiences of working with young girls.

10 Older Members...

Find out about the rate of illiteracy in your country. Volunteer to help someone struggling with illiteracy or find out where your local illiteracy centre is, and volunteer to support the centre.

11 Older Members...

What are the barriers to achieving this goal in developing countries (such as government choices/social/financial issues)? Write an article about your findings and distribute it.

MDG3 activity sheet

Promote gender
equality and empower
women



girls worldwide say



“empowering
girls will change
our world”

World Association of Girl Guides and Girl Scouts

1 Younger Members...

Trace around your heads and hands on paper and cut them out. Add ideas of how you can help others to the head shapes or possible actions to help others with your hands to the hand shapes. Display in your meeting place.

2 Find out about the problems your peers face (such as bullying) and **write a story** using fictional characters about it. Read it to your group.

3 Research about International Women's Day. **Organize an event** or activity to celebrate it

4 **Interview** three women from different generations. Find out how attitudes towards sharing responsibilities in household, family and workplace have changed for them as women. Create a poster to show the changes and present it to your group.

5 **Make message cards** to raise awareness on unequal treatment of girls and boys (computer or by hand) and give them away – e.g. the message might say 'did you know that "girl children are subjected to oppression, exploitation and discrimination due to their gender?" (*UN The Girl Child*)'. Or "Injustice and inhumanity to one, is injustice and inhumanity to all". Decorate the message with pictures.

6 Write a **short article** about gender equality and submit it to a local newspaper.

7 **Find out** about WAGGGS call to action for World Women's Day on 8 March. You can see calls to action for upcoming and past International days on:

8 **Interview** women and men who perform non-traditional roles at home or at their work place. Are they treated as equals by their peers? Are they met with prejudices? Have their experiences changed over the years?

9 Older Members...

Choose a traditional story from your country and **rewrite** it to illustrate the issues of women's empowerment and gender equality.

10 Older Members...

What can you do to further promote true gender equality in your home, your Girl Guiding or Girl Scouting organization, at your school or in your other activities? **Think of three things** you can do and take action on one. Use the WAGGGS Advocacy Toolkit for identifying and planning the action.

11 Older Members...

Interview a woman who had faced challenges in her life due to the fact that she is a woman. Perform a play based on her stories. Note: be sensitive when asking questions about another person's personal life.

12 Older Members...

In a group, **discuss** how you might help a friend who is suffering from domestic abuse. What are some of the indicators of domestic violence? What non-violent approaches are available to people in such situations?

4 MDG4 activity sheet

Reduce child mortality



girls worldwide say



“ together we can save children’s lives ”

World Association of Girl Guides and Girl Scouts

1 Younger Members Group Activity...

Play Mosquito Tag: Two players are the mosquitoes and they ‘bite’ the other players by touching them. Some of the players are secretly given a bead or token which represents a mosquito net. If a player is bitten, she must leave the game, only the players with the nets, they can stay in the game. The ‘net’ should be secretly passed on to another player. The game ends when only those with nets are in the game.

2 Younger Members...

Make a water filter: Find or make some dirty water by adding cooking oil, soil and small pieces of paper. With help from an adult, cut a plastic drink bottle in half. Turn the top half upside down so it’s like a funnel. Build your filter in the funnel using gravel, sand and cotton wool balls. Experiment with different layers of filter material to see what is most effective. DON’T attempt to drink the filtered water!

3 Use the information on the MDG 4 Fact sheet and other information you can find out to **write 10 quiz questions** and organize a quiz with your group.

5 **Find out** about WAGGGS call to action for Universal Children’s Day on 20 November. You can see Calls to action for upcoming and past International days on: <http://www.wagggsworld.org>

7 **Find out** about international hand washing day and invent a game to promote the day to your Girl Guide/Girl Scout group.

4 Make up this **home-made recipe** for oral rehydration solution, which is given to children suffering from dehydration, and give a small amount to the rest of the group to taste: Mix 1 teaspoon of salt, 8 teaspoons of sugar and 1 litre of clean water together until the salt and sugar are completely dissolved.

6 Group Activity...

Find out about one of the following actions to reduce child mortality: immunisation, hand washing or mosquito nets. Make a mock-TV or poster advertisement to promote the action and show it to your group and the wider community.

8 Group Activity...

Play swat the mozzie: Advice for leaders: Each player should wear a paper hat with a picture of a mosquito on it. Each player is given a long sock or stocking with a sponge in the toe. The players must try to knock each other’s hats off using their sponge ‘bat’. The last player still wearing her hat wins the game!

9 **Find out** about Hand Washing Day. Organize your own hand washing day in your community.

10 Older Members...

Choose a developing country far from your home country and **learn why** the child mortality rate is high in that country and how it can be reduced. Present your findings to your group in an interesting way.

11 Older Members...

On a map of the world, **identify** the countries with the highest child mortality rates. Find out one fact about five of these countries which is linked to the issue of child mortality and write a short newspaper article.

More information and resources about child mortality is available at www.savethechildren.org.uk

5 MDG5 activity sheet

Improve maternal health



girls worldwide say



“every mother’s life and health is precious”

World Association of Girl Guides and Girl Scouts

1 Younger Members...

Making sure that mothers are safe, healthy and happy is important not only for the women and their families but because they are taking care of their babies too. **Think of five nice things** you can do for your mother or a mother who you know. Try to do them before the next meeting then tell the group about it.

2 Younger Members...

Talk to your mother or another mother about what it’s like to be a mum. What is good about it what is not so great? Draw a cartoon about it.

3

Using the MDG 5 Fact sheet and other information, **write an article** or 5min radio talk about the issue. Try to get it published or broadcast.

4

Find out what the World Health Organization is doing to help improve maternal health and research World Health Day topics over the past few years. Choose three actions and tell your group about them.

5

Talk to a mother about the health problems and advantages associated with being pregnant and having children. Write a poem including this woman’s experiences.

6

Make a poster to show certain dangers for pregnant women, such as smoking tobacco, drinking alcohol and unhealthy life style. Display it where it will be seen by the target audience.

7 Older Members...

Perform a role play about two teenage friends where one girl is pregnant and the other one is not. How do they each plan their future after finishing school?

8

Older Members...

Research the health risks of adolescent pregnancies. Visit a family planning clinic and find out about the ways they try to prevent adolescent pregnancy.

9

Older Members...

Make two posters using drawings or magazine pictures. One poster illustrates the reasons that lead to adolescent pregnancy; the other poster should show the behaviour of women, as well as men and communities in general, that reduces the risk of adolescent pregnancy. Discuss whether choices will make people happy and what might happen after bad choices. Then discuss what it might be like to have no choice at all.

10

Older Members...

How does the maternal health MDG link to other MDG topics?

Draw a chart to show why it’s important to improve maternal health and how this improvement will help to achieve two or more of the other MDGs.

MDG6 activity sheet

Combat HIV/AIDS,
malaria &
other diseases



girls worldwide say 

“we can stop the spread
of AIDS, malaria
and other diseases”

World Association of Girl Guides and Girl Scouts

1 Younger Members...

Good hygiene prevents the spread of disease. **Draw a funny cartoon** to highlight the importance of washing your hands. Cover it in protective plastic and display it in a bathroom or kitchen in your community.

2 Younger Members...

Give each team a word associated with malaria. Each team must act out their words in silence. The rest of the group tries to guess what the words are:

CLEAN WATER, MOSQUITO NET, INSECT REPELLENT, HOLIDAYS, MOSQUITO BITES

In the group, discuss how the words relate to malaria.

3 If malaria is a risk in your country or community, **design a leaflet** using our fact sheet to raise awareness and promote ways to prevent the disease.

4 **Download** the AIDS badge curriculum from <http://www.wagggsworld.org> and run one of the activities with your group.

5 Using the MDG 6 Fact sheet, **make a list** of true and false statements on HIV and AIDS. Run an activity with your group where they have to guess which statements are true. Discuss what the group have learned from the activity.

6 **Visit** someone living with HIV/AIDS and offer your support.

7 **Learn** about how to prevent communicable diseases. Play a game from the WAGGGS AIDS training toolkit to learn about HIV prevention with your group.

8 **Think about** a situation where a family might find one of its members suffering from a communicable disease. Produce a puppet show or short play to illustrate the situation and how it could be prevented. Perform it to an audience of your group and the wider community.

9 Older Members...

Make contact with a local organization that works with people living with HIV/AIDS. Volunteer to visit and support their work.

10 Older Members...

Group activity Young people can feel pressure from others to have sex at an early age and/or without protection. In groups of 3 or 4, **produce a role play** to show how peer pressure can affect young people and how to overcome it.

Play the online game “What would you do?” for inspiration:
http://www.unicef.org/voy/explore/aids/explore_1360.html

MDG7 activity sheet

Ensure environmental sustainability



girls worldwide say



“we can save our planet”

World Association of Girl Guides and Girl Scouts

1 Younger Members...

Spend an hour after sunset with no electricity. **Plan activities** to do with friends or family during this time and share ideas in your group meeting.

2 Younger Members...

Take a walk in a forest or park. **Choose five things** you enjoyed about your walk and tell your group about them using a picture you have drawn.

4 Record your family's use of energy and recycling in your home. Show your family your findings and try to make improvements over the following two weeks. Write down your results and share with your group. After comparing your results draw a poster to promote recycling or reducing the carbon footprint and display it where it will be seen by your community.

3 Younger Members...

Invent a game or make a toy out of natural materials such as sticks. Try out your game/toy with your friends.

5 Look at the Our World, Our Food, Our Climate Campaign and how you can contribute to it: http://www.yunga.org/scans/gallery_en.asp

6 Join other WAGGGS members on the Unite4Climate campaign. For further information have a look at: <http://www.wagggsworld.org>

7 Find out about WAGGGS' call to action for World Environment Day on 5 June. You can see Calls to action for upcoming and past International days on: <http://www.wagggsworld.org>

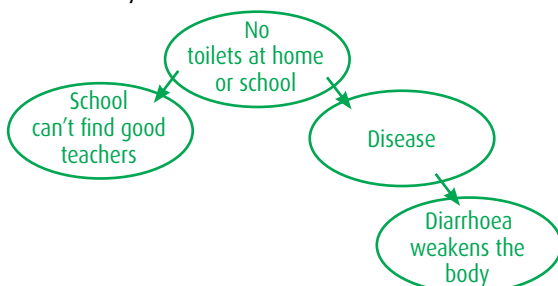
8 Learn about water conservation in your community. Does your area suffer from floods or drought? How do the authorities deal with these issues?

9 Monitor the amount of packaging that comes into your home in one week. Count how many types of packaging and what materials it is made from. How much of this packaging can be recycled? What can be done to reduce the amount of packaging? Discuss with your group ways to improve the situation.

10 Flow chart: Use the titles below to create a flow chart of the impacts of poor sanitation and a lack of drinking water in a community. Feel free to add any additional steps you need. Your flow chart will probably end up looking like a web, with direction. Please put arrows to show the direction of the cause-effect. MDG 7 flowchart cards:

- | | |
|-----------------------------------|---------------------------------|
| No toilets at home or school | Disease |
| School can't find good teachers | Diarrhoea weakens the body |
| Little or no education | Increase risk of future disease |
| Reduces future income | Impacts on infant mortality |
| Teenage girls kept from school | Cost of drugs drains income |
| Keeps children out of school | Impairs family income |
| Lack of education about nutrition | Perpetuates poverty |

You can start your flowchart like this:



11 Older Members...

Learn about e-waste (electronic equipment). Find good examples in other countries (e.g. internet search: Edmonton, Canada, e-waste) and share the information with your group. What facilities exist to recycle old electronics in your community? What can you do to improve the situation?

MDG8 activity sheet

Develop a
Global Partnership for
Development



girls worldwide say



“we can create
peace through
partnerships”

World Association of Girl Guides and Girl Scouts

1 Younger Members...

Spend a whole day **without using** any of the toys, TV or a computer you may have. Tell your group what you did instead.

2 Younger Members...

Find out about the lives of children in countries which are richer or poorer than yours. Tell a story about two children with different lifestyles.

3 What does 'fair trade' mean? **Collect** three fair-trade products and show them to your group.

4 **Exchange messages** about worldwide peace and tolerance with children living in countries around the world. Send a postcard to another Girl Guide/Girl Scout in a different country.

5 **Look at** WAGGGS call to action for peace day on 21 September and join the celebrations:
<http://www.wagggsworld.org>

6 **Make** five bracelets and collect five facts about how girls live in another country. Tell five friends or family members the facts and give them each a bracelet.

7 **Learn about** what developed countries have promised to developing countries in terms of aid, debt relief and fair trade. Write a short article and try to get it published in your local newspaper.

8 Older Members...

Define the terms 'developing countries' and 'developed countries'. **Research** the links between these different types of countries and how they support each other. Present your findings in a creative way.

9 Older Members...

Is your country developing, or developed? Choose two other countries that are in the same category and make a note of their similarities and differences. What puts them in that particular category? **Write an article** about it and submit it to a local newspaper.

8 Older Members Group Activity...

Learn about a country that is categorised as 'developing' and **discuss the following questions**:

- Does this mean that everyone is poor or starving?
- Politics: Is it a democracy? How well-run is it?
- Economics: Are the people able to earn enough money to live? Is there a big gap between the rich and the poor?
- Transparency: Are officials and authority figures trusted? Is corruption a big problem? Are the laws fair and enforced?
- Security: Is there a social safety net? Are people safe to live their lives?

Further information

The GAT page on the WAGGGS website contains useful links and resources. These include the GAT/MDG messages that can be downloaded:

<http://www.wagggsworld.org>

Download the WAGGGS Advocacy Toolkit from here:

<http://www.wagggsworld.org>

'The Right to Food: A Window on the World' cartoon book developed by WAGGGS and the FAO (Food and Agriculture Organization of the United Nations)

<http://www.wagggsworld.org>

Youth-focused website about the MDGs:

www.cyberschoolbus.un.org/mdgs

Gender and the Millennium Development Goals document:

http://www.undp.org/women/mdgs/gender_MDGs.pdf

Millennium Campaign's website:

www.endpoverty2015.org

UN Development Program's MDG page:

<http://www.undp.org/mdg/>

The Millennium Development Goals Report:

http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG_Report_2008_En.pdf

Millennium Development Goals - Country progress:

http://www.undp.org/mdg/tracking_countryreports2.shtml

Millennium Development Goals Indicator:

<http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Products/ProgressReports.htm>

Example of MDG success story:

<http://www.mdgmonitor.org/story.cfm?goal=7>

Got the badge? Next steps...

Now you have the badge, you know a lot more about the MDGs and the issues that children and young people in different countries face. If you would like to do more, here are some suggestions for your next steps:

- **Run a local or national advocacy campaign** (have a look at the Advocacy toolkit for inspiration)
- **Speak out:** get yourself involved in decision making. Join the youth council in your country, speak out on behalf of young members in your association or identify other decision makers which you would like to get involved
- **Take action:** research community projects that are linked to the GAT and get involved
- **Take action:** have a look at the Take action section on WAGGGS' website to find out how to take action
- **Educate:** Use the resources WAGGGS has produced to learn about the prevention of HIV/AIDS. Download the AIDS Badge curriculum from the WAGGGS website. You can purchase the AIDS toolkit from WAGGGS' online shop.
- **Educate your peers:** encourage other groups to follow your example and get the GAT Badge!

Activities for very young members (5-7 year olds)

girls worldwide say 

“together we can
change our world”

Very young members of Girl Guides and Girl Scouts can also find out about the MDGs. Use the WAGGGS messages (below) to begin to learn about the subject.

WAGGGS has created inspiring and youth-friendly messages for the UN's eight MDG topics that can be used at events and in activities:

MDG 1: Eradicate extreme poverty and hunger
girls worldwide say “together we can end extreme poverty and hunger”

MDG 2: Achieve universal primary education
girls worldwide say “education opens doors for all girls and boys”

MDG 3: Promote gender equality and empower women
girls worldwide say “empowering girls will change our world”

MDG 4: Reduce child mortality
girls worldwide say “together we can save children's lives ”

MDG 5: Improve maternal health
girls worldwide say “every mother's life and health is precious”

MDG 6: Combat HIV/AIDS, malaria and other diseases
girls worldwide say “we can stop the spread of AIDS, malaria and other diseases”

MDG 7: Ensure environmental sustainability
girls worldwide say “we can save our planet”

MDG 8: Develop a Global Partnership for Development
girls worldwide say “we can create peace through partnerships”

Very young members can earn a badge by taking part in 3 (bronze-edged), 4 (silver-edged) or 5 (gold-edged) of the activities overleaf...

Activities for very young members *continued*

1 Rich rabbit, poor rabbit

Extreme poverty is living on less than US \$1 per day. In developed countries, poverty is defined as living on less than US \$10 per day. Ask your leader how much that would be in your local currency.

Play the rich rabbit, poor rabbit game and discuss what happened.

Advice for leaders: Set up some shops such as a green grocer, toyshop and music shop. Display pictures of different items where each item is between one and three beads to buy. Divide the group into two. One group is the rich rabbits and one is the poor rabbits. Give the rich rabbits 20 beads (seeds or beans) each and the poor rabbits one bead each. Ask all the rabbits to hop around and choose what they want to buy. Afterwards, discuss with the group what it felt like to be a rich rabbit or a poor rabbit.

2 Learn something new

Education is really important to help pull people out of poverty. When children go to school, they are better able to earn more money and support their families when they grow up.

Learn a new skill (such as tying a knot, folding paper origami or throwing a ball) then teach it to three friends.

3 Proud to be a girl

The way people see women and girls has changed over the years, but women's roles in different countries can be quite different.

Invite an older woman, or a woman from a different culture, to the meeting. Ask her questions about the difference between when she was a girl and what it's like to be a girl in your country now.

Draw up a list of the things which are different and the things which are the same and decorate it with your own drawings.

4 Dehydration-rehydration

Around 65 per cent of the human body is made up of water and it's important to stay hydrated. Malnutrition and dehydration can seriously affect young children in developing countries. Oral rehydration solution is a simple way to treat dehydration.

Make up this home-made recipe for an oral rehydration solution and give a small amount to the rest of the group to taste: Mix 1 teaspoon of salt, 8 teaspoons of sugar and 1 litre of clean water together until the salt and sugar are completely dissolved.

Alternative: Take a 10 litre bucket and let your leader help you to figure out how much 65 per cent of 10 litres is. Then fill the bucket that far up with water – imagine if the bucket was your body which is made of that much liquid. Where do you think that liquid is?

Activities for very young members *continued*

5 Taking care of mummy

Making sure that mothers are safe and healthy is important not only for the women and their families but because they are taking care of babies too. Women in developing countries often don't have access to the health care they need.

Think of three nice things you can do for your mother or a mother who you know. Write or draw them on a card so you can remember them. Try to do them before the next meeting then tell the group about it.

6 Swat the mozzie

In many countries, mosquitoes carry a parasite which causes a terrible disease called malaria. Malaria can be prevented by using mosquito nets and controlling the mosquito population.

Play the swat the mozzie game then talk about how malaria can spread.

Advice for leaders: Each player should wear a paper hat with a picture of a mosquito on it. Each player is given a long sock or stocking with a sponge in the toe. The players must try to knock each other's hats off using their sponge 'bat'. The last player still wearing her hat wins the game!

7 Let's be green

A lot of rubbish that is thrown away could be recycled into something else. This is done either by a factory that collects the raw material and reuses it. Another way to recycle is when someone makes something new from an old item.

Collect five pieces of packaging. In your group, talk about what the packaging is made from. Can it be recycled? If it was used again, what would it be? Make a poster to show all the different things which could be made from one of the pieces of packaging.

8 Share something new

Partnerships are a bit like friendship and they usually help people to live peacefully together. Governments make partnerships so that they can help themselves and each other. This might be by donating aid to a country that is in need, or selling products to each other.

Think about how you can share something with one of your friends. This could be swapping a toy with each other or doing something nice for each other.

General MDG fact sheet

girls worldwide say 

“together we can change our world”

About the Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs) are eight specific goals to be met by 2015 that aim to combat extreme poverty across the world. These goals were agreed by United Nations Member States at the UN Millennium Summit in New York in 2000. This was the largest gathering of political leaders from around the world in history.

The Millennium Declaration, adopted at the Millennium Summit, promised to: “free all men, women, and children from the abject and dehumanizing conditions of extreme poverty.” The MDGs are taken from the Millennium Declaration. The declaration was adopted by 189 nations and signed by 147 heads of state. The eight were drawn from the declaration and each contribute to this promise the end poverty.

WAGGGS has created inspiring and youth-friendly messages for the UN’s eight MDG topics that can be used at events and in activities...

MDG 1: Eradicate extreme poverty and hunger

girls worldwide say “together we can end extreme poverty and hunger”

MDG 2: Achieve universal primary education

girls worldwide say “education opens doors for all girls and boys”

MDG 3: Promote gender equality and empower women

girls worldwide say “empowering girls will change our world”

MDG 4: Reduce child mortality

girls worldwide say “together we can save children’s lives ”

MDG 5: Improve maternal health

girls worldwide say “every mother’s life and health is precious”

MDG 6: Combat HIV/AIDS, malaria and other diseases

girls worldwide say “we can stop the spread of AIDS, malaria and other diseases”

MDG 7: Ensure environmental sustainability

girls worldwide say “we can save our planet”

MDG 8: Develop a Global Partnership for Development

girls worldwide say “we can create peace through partnerships”

General MDG fact sheet *continued*

Why is it important to take action?

The MDGs address important issues that affect girls, young women and their communities. At the mid-point on the path to 2015, governments, the United Nations and NGOs recognize that the MDGs are far from being achieved. Members of “civil society”, ordinary people like Girl Guides and Girl Scouts, must work together to hold national governments accountable and to contribute their share to achieving the MDGs.

Why is it important to learn about them?

The initiative encourages girls, young women and members of all ages to make a personal commitment to change the world around them. To help you find out more about the MDGs, WAGGGS has created fact sheets about each of the eight MDGs.

WAGGGS has published several position statements on issues that are relevant to girls and young women worldwide. The statements contain information on what WAGGGS has to say about the topic, background facts and case studies. There are also suggestions what governments, the United Nations and civil society can do to improve the situation. The statements can be used to speak out, take action and educate on the topic and to influence people to take decisions which will improve our lives and the lives of others.

WAGGGS’ Member Organizations can find them on the Members’ Area of WAGGGS’ website or you can request them from bernadette@wagggsworld.org

1 MDG1 fact sheet

*Eradicate extreme poverty
and hunger*



girls worldwide say



“together we can
end extreme poverty
and hunger”

World Association of Girl Guides and Girl Scouts

*Eradicate Extreme Poverty and Hunger is the first of the
Millennium Development Goals (MDGs).*

*The aim is to halve the number of people living on less than US \$1 a day
and halve the number of people who suffer from hunger by 2015.*



Are targets being met?

- The goal to halve the number of people living on less than US\$1 a day by 2015 is still within reach but this is mainly due to huge success in Asia.
- Unfortunately there has been little progress in reducing extreme poverty in Sub-Saharan Africa. ¹
- Africa has been the least successful region of the world in reducing poverty. The number of poor people in Africa doubled between 1981 and 2005 with the average poor person living on just US \$0.70 per day. ²



Did you know?

- Poverty in all countries always hits children, especially girls, the hardest.
- One third of deaths – some 18 million people a year or 50,000 per day – are due to poverty. That's 270 million people since 1990, the majority women and children, about the same as the population of the US. ³
- Every year more than 10 million children die of hunger and preventable diseases – that's 30,000 per day and one every 3 seconds. ⁴
- The World Bank estimates that 1.4 billion people live in extreme poverty (1 in 4 people). ⁵
- In all countries – including developed countries – there are families living in conditions which are below the acceptable standard of living in that country.

Position Statements

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MDG2 fact sheet

*Achieve universal
primary education*



girls worldwide say



“education opens
doors for all
girls and boys”

World Association of Girl Guides and Girl Scouts

*Achieve Universal Primary Education is the second
Millennium Development Goal (MDG).*

*The aim is to make sure that all boys and girls complete
a full course of primary schooling.*



Are targets being met?

- Education is a basic human right and fundamental to the fight for human dignity and freedom. For 125 million children and 880 million adults, that right is violated every day. ⁶
- Global enrolment in primary education increased from 596 million in 1990, to 648 million children in 2000. But there are still an estimated 100 million children worldwide who are not in school, more than half of whom are girls. ⁷
- With the help of donor funds and debt relief, in 2002 Tanzania was able to make primary education free for all Tanzanian children. 1.6 million children enrolled in school and by 2003, 3.1 million extra children were going to school. ⁸
- Uganda, Malawi, Kenya and Zambia have all been able to eliminate school fees. ⁹
- Most of the countries in the Middle East/North Africa, East Asia and the Pacific and Latin America and Caribbean regions appear to be on course for 2015, along with Central and Eastern Europe and the Commonwealth of Independent States. While the rate of increase needs to improve, the target can certainly be met. In all of these regions, along with extra enrolment/attendance we need to see high rates of primary education schooling completed. ¹⁰
- Attendance data based on household surveys show the number of children of primary school age that are out of school has declined in recent years, from 115 million in 2002 to 101 million in 2007. This is substantial progress, and many countries are close to delivering universal primary education. ¹¹



Did you know?

- Currently there are more than 100 million children of primary school age not in school. ¹²
- More than one in four adults worldwide cannot read or write and two-thirds are women. ¹³
- A single year of primary school increases the wages people earn later in life by 5-15 per cent for boys and even more for girls. ¹⁴

Position Statements

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MDG3 fact sheet

Promote gender
equality and empower
women



girls worldwide say



“empowering
girls will change
our world”

World Association of Girl Guides and Girl Scouts

*Promote Gender Equality and Empower Women is the third Millennium Development Goal (MDG).
The aim is to remove gender difference in primary and secondary education preferably
by 2005 and at all levels by 2015.*

There are four points that are used to measure progress towards the goal:

- *The ratio of girls to boys in primary, secondary and tertiary education*
- *The ratio of literate women to men in the 15 to 24-year-old age group*
- *The share of women in wage employment in the non-agricultural sector*
- *The proportion of seats held by women in national parliaments*

♀ Are targets being met?

- Almost 60 per cent of the 128 countries with data in UNESCO's Education For All Global Monitoring Report appear unlikely to achieve gender equality in both primary and secondary education, based on past trends. ¹⁵
- Of the 113 countries that failed to achieve gender difference in both primary and secondary school enrolment by the target date of 2005, only 18 are likely to achieve the goal by 2015. ¹⁶
- Southern Asia has made the most progress in gender equality since 2000. Sub-Saharan Africa, Western Asia and Northern Africa have also made strides in reducing gender inequality. At the same time, Oceania (the islands of the Pacific and adjacent seas) has taken a step back with a slight deterioration in gender equality in primary school enrolment. Oceania, sub-Saharan Africa and Western Asia have the largest gender gaps in primary enrolment. ¹⁷

♀ Did you know?

- Women work two-thirds of the world's working hours, produce half of the world's food, and yet earn only 10 per cent of the world's income and own less than 1 per cent of the world's property. ¹⁷
- Of the 1.3 billion people living in poverty around the world, 70 per cent of them are women. ¹⁸
- In the least developed countries nearly twice as many women over age 15 are illiterate compared to men. ¹⁹
- In the WAGGGS' Adolescent Health Global Survey, 82 per cent of girls surveyed feel under pressure to look and dress in a certain way. Thirty six percent of girls began caring about how they looked before the age of 12 years old. ²⁰
- In its publication, the State of the World's Children, UNICEF has identified that involvement in girls' organizations over extended periods has been identified as having a positive impact on girls' civic participation and counteracting societal pressures, which can undermine self-esteem and self-confidence. ²¹

Position Statements

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MDG4 fact sheet

Reduce child
mortality



girls worldwide say 

“ together we
can save
children’s lives ”

World Association of Girl Guides and Girl Scouts

Reduce Child Mortality is the fourth Millennium Development Goal (MDG).

Child Mortality (death) means, in this case, the death of infants and children under the age of five. The aim is to reduce the mortality rate among children under five by two thirds.



Are targets being met?

- A number of countries have made very good progress in reducing under-five mortality, including Lao PDR, Bangladesh, Bolivia and Nepal, each of which has reduced their under-five mortality rates by more than 50 per cent since 1990. These countries are on track to reach the MDG target. Overall, the number of deaths of children under five has declined by 20 per cent since 1990, however this is still a long way short of the MDG 4 target. ²²
- 91 developing countries still lag far behind. Many have seen mortality rates rise since 1990 such as countries from Sub-Saharan Africa as well as Iraq and former members of the Soviet Union. In Sierra Leone, the country with the worst under-five mortality rate in the world, 262 out of every 1,000 children die before their fifth birthday. ²³



Did you know?

- One African child dies every 30 seconds from malaria. Insecticide-treated nets prevent transmission and increase child survival. ²⁴
- Under-nutrition is a contributing cause of more than one-third of the 9.2 million under-five deaths worldwide. ²⁵
- Over 90 per cent of children with HIV are infected through mother-to-child transmission, which can be prevented with antiretroviral drugs, as well as safer delivery and feeding practices. ²⁶
- About 20 million children under five worldwide are severely underfed, which leaves them more likely to become ill or die early. ²⁷

Position Statements

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MDG5 fact sheet

Improve
maternal health



girls worldwide say



“every mother’s life
and health is precious”

World Association of Girl Guides and Girl Scouts

Improve Maternal Health is the fifth Millennium Development Goal (MDG).

Maternal health includes family planning, preconception, prenatal and postnatal care. The aim is to reduce the maternal mortality (death) ratio by three quarters.



Are targets being met?

- Although there has been big improvement in maternal health over the last century, the last decade has shown a slow rate of improvement in maternal mortality and not all countries have improved equally. Only about 17 per cent of countries are on track to meet the MDG target. ²⁸
- In the mid 1990s, the Honduran government adopted a four point plan to fight maternal deaths. The nation also put a monitoring system in place to find out the cause of death in all recorded maternal death cases. Five years later, Honduras had reduced its maternal mortality rate by half. ²⁹
- Over the last four years in Rajasthan, India, the percentage of deliveries assisted by skilled birth attendants increased by more than 30 percent. ³⁰



Did you know?

- More than half a million women die in pregnancy and child birth every year – that’s one death every minute. Of these deaths 99 per cent are in developing countries. ³¹
- Currently, 200 million women have an unmet need for safe and effective contraceptive devices. ³²
- 8 million babies die each year before or during delivery or in the first week of life. Also, children that are left motherless are 10 times more likely to die within two years of their mothers’ death. ³³

Position Statements

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MDG6 fact sheet

Combat HIV/AIDS,
malaria &
other diseases

girls worldwide say 

“we can stop the spread
of AIDS, malaria
and other diseases”

World Association of Girl Guides and Girl Scouts

*Combat HIV/AIDS, Malaria and other disease is the sixth Millennium Development Goal (MDG).
The aim is to halt and begin to reverse the spread of HIV/AIDS
and the number of cases of malaria and other major diseases by 2015.*

*For more information on this subject, take a look at the World Thinking Day 2009
fact sheets on the GAT section of the WAGGGS website.*



Are targets being met? ³⁴

- Achieving this goal is hugely important as it is closely linked to achieving MDGs1 (poverty and hunger), 4 (child mortality) and 5 (maternal health).
- Thanks to improvements in prevention programmes, the number of people newly infected with HIV reduced from 3 million in 2001 to 2.7 million in 2007. Also, with the increase of antiretroviral treatment services, the number of people who die from AIDS has started to decline, from 2.2 million in 2005 to 2 million in 2007. However, largely because newly infected people survive longer, the number of people living with HIV rose from an estimated 29.5 million in 2001 to 33 million in 2007.
- There has been less progress in treating malaria than in preventing it.
- Halving the tuberculosis prevalence rate by 2015 is unlikely.



Did you know?

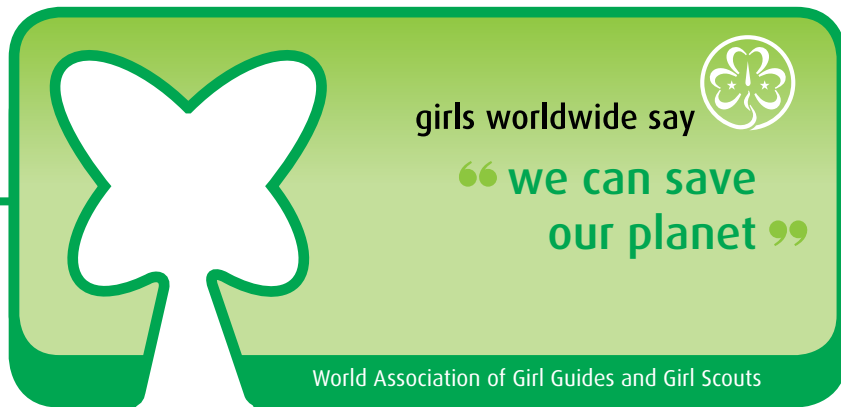
- In the WAGGGS' Adolescent Health Global Survey, nearly a quarter of girls surveyed know somebody living with AIDS. Girl Guides and Girl Scouts were asked which of the following issues would be important for the World Association of Girl Guides and Girl Scouts to talk to world leaders. They said: HIV / AIDS – 37 per cent, Adolescent pregnancy – 24 per cent, Sexually transmitted conditions – 22 per cent, Eating disorders – 17 per cent
- WAGGGS has published the AIDS training toolkit which you can use to train your peers on how to prevent HIV infection and fight stigma and fear.
- WAGGGS topic for World Thinking day 2009 was fight AIDS malaria and other diseases. You can find activities on <http://www.waggsworld.org>
- You can earn the WAGGGS AIDS badge. Download the curriculum from the website: <http://www.waggsworld.org>

Position Statements

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7 MDG7 fact sheet

Ensure environmental
sustainability



girls worldwide say

“ we can save
our planet ”

World Association of Girl Guides and Girl Scouts

Ensure Environmental Sustainability is the seventh Millennium Development Goal (MDG). The aims are:

- *Add the values of sustainable development into country policies and programmes; reverse loss of environmental resources by 2015.*
- *Reduce by half the number of people without sustainable access to safe drinking water by 2015.*
- *Achieve major improvement in lives of at least 100 million slum dwellers, by 2020.*



Are targets being met?

- So far United Nations Secretary General Ban Ki-moon has called the efforts to address the food crisis, climate change and the slow progress towards realising the MDGs “too divided, too sporadic and too little”.³⁵
- At a global level, the world is on track to meet the 2015 target of reducing by half the number of people without access to clean water. However, rural areas are falling behind and sub-Saharan Africa overall is off-track. Sanitation is even worse, the world is not set to meet this target. Countries must also step up efforts to integrate values of sustainable development in their national development strategies. Climate change is also emerging as a threat to the achievement of the MDGs.³⁶
- A lack of clean water and basic sanitation is the reason that diseases are so common in developing countries. In 1990, diarrhoea led to 3 million deaths, 85 percent of them among children.³⁷ As a result, by achieving MDG7 it will also directly affect our ability to achieve MDG 4 (reduce child mortality), 5 (improve maternal health) and 6 (combat diseases).



Did you know?

- As of 2002, one in six people worldwide – 1.1 billion total – had no access to clean water and 6 in 10 people do not have access to basic toilet facilities.³⁸
- Some two million children die every year – 6,000 a day – from preventable infections spread by dirty water or improper sanitation facilities.³⁹

WAGGGS is part of the ‘Our World, Our Climate, Our Food’ campaign run together with the UN Food and Agricultural Organization and other UN agencies and NGOs. Find out more on the WAGGGS website.

Position Statements

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MDG8 fact sheet

Develop a
Global Partnership for
Development



girls worldwide say 

“we can create
peace through
partnerships”

World Association of Girl Guides and Girl Scouts

Develop a Global Partnership for Development is the eighth and final Millennium Development Goal (MDG).

The Millennium Goals as a whole represent a global partnership for development. The deal makes it clear that it is the main burdens lies on poor countries to work towards achieving the first seven Goals. They must do their part to ensure greater responsibility and efficient use of resources. However, for poorer countries to achieve the first seven Goals, it is vital that richer countries deliver on their end of the bargain with more effective aid, more sustainable debt relief and fairer trade rules, well in advance of 2015. ⁴⁰

The key aims of this goal are to achieve the following points by 2015:

- *Develop further an open trading and financial system that doesn't discriminate. This includes a commitment to good governance, development and poverty reduction both nationally and internationally.*
- *Address the least developed countries' special needs. This includes free access for their exports; debt relief for poor countries in the worst debt; cancellation of official joint debt; and more generous official development assistance for countries committed to reduce poverty.*
- *Deal with developing countries' debt problems through national and international measures to make debt sustainable in the long term.*
- *In cooperation with the developing countries, develop decent and productive work for youth.*
- *Provide access to affordable essential drugs in developing countries.*
- *In cooperation with the private sector, make available the benefits of new technologies - especially information and communications technologies.*

To reach Goal 8, developing countries need to be able to trade internationally under an open and fair system. Those countries also need more aid from richer countries to reduce poverty, as well as help with their debts.



Are targets being met?

If we are to reach the Millennium Development Goal of halving the number of people living on less than one dollar a day by 2015, we must cancel all the debts of the poorest countries. ⁴¹



Did you know?

- In 1970, 22 of the world's richest countries pledged to spend 0.7 per cent of their national income on aid. 38 years later, only 5 countries have kept that promise. ⁴²
- 7 million children die each year as a result of the debt crisis. ⁴³
- The United Nations estimates that unfair trade rules deny poor countries US \$700 billion every year. Less than 0.01 per cent of this could save the sight of 30 million people. ⁴⁴

Position Statements

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Fact sheet references

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