



Europe Region

World Association  
of Girl Guides  
and Girl Scouts

Association mondiale  
des Guides et des  
Eclaireuses

Asociación  
Mundial de las  
Guías Scouts

# GLOBAL ACTION THEME Toolkit

How to develop and implement projects on the Millennium Development Goals

## THÈME D'ACTION MONDIAL Trousse d'outils

Conception et mise en place des projets sur les Objectifs du Millénaire

**YOUTH FOR GLOBAL SOLIDARITY**  
**Speak out! Educate! Take Action!**

**LA JEUNESSE POUR LA SOLIDARITÉ MONDIALE**  
**Prenez la parole ! Éduquez ! Passez à l'action !**

## Foreword - Fabiola Canavesi



### **Dear Friends**

On behalf of the Europe Region WAGGGS, I am very pleased to introduce our toolkit on the Millennium Development Goals (MDGs), designed to help Member Organizations in the Europe Region and beyond to implement the WAGGGS Global Action Theme, "together we can change our world", launched at the WAGGGS World Conference in July 2008.

Through the toolkit, we aim to provide Member Organizations and leaders at national and local level with the skills needed to raise awareness and develop projects in the field of international solidarity and, in particular, the achievement of the MDGs.

There is a clear need to make the European dimension of the MDGs more visible for young people in Europe, and to highlight how it is important that young Europeans also get involved in activities to support their achievement. We hope that the toolkit will also contribute to the promotion of global solidarity and co-operation within the Europe Region.

We are now five years away from 2015 – the target date for the achievement of the MDGs. Although much has been achieved, there is still much to do, and Girl Guides and Girl Scouts have an important role to play by joining the campaign to raise awareness and ensure leaders follow through on the promises they made at the UN Millennium Summit in 2000.

We hope that that this compilation of training material, ideas for projects and activities will support this aim, as well as being an additional resource for information and materials for WAGGGS members working on the MDGs, and that this will help you to become involved in the campaign, if you have not already done so.

I would like to thank the European Youth Foundation of the Council of Europe for their financial support which made the production of this toolkit possible, and also the WAGGGS staff and volunteers who were part of the Editorial team, or who contributed to the content and participated in the editorial process of developing this toolkit.

**Fabiola Canavesi**  
**Chair of the Europe Committee**  
**World Association of Girl Guides and Girl Scouts**

## Foreword - Marina Ponti



### **Dear Friends**

Although it is me who's supposed to inspire you, I'm actually very much inspired by you and by the work WAGGGS has carried out in the past few years, educating young women, Girl Scouts and Girl Guides how to be global citizens in today's world.

This toolkit is one of the many instruments produced and distributed to explain to young people about the Millennium Development Goals and the vision they bring.

I still think it's a miracle that world leaders came together in the year 2000 and realized at the dawn of this century that the biggest problems facing us are poverty, hunger, inequality, illiteracy, disease and environmental degradation. Then, before the eyes of the world, they took the momentous decision to put an end to all of this by 2015. Unfortunately, once back in their capital cities, most of them promptly forgot about the commitments they had made.

However, since 2003 the United Nations Millennium Campaign in partnership with various organizations – including WAGGGS - has been promoting a series of advocacy actions, communication initiatives and mass mobilization events to remind Governments of their pledges.

But why should young people care?

At the global level, young people lack adequate access to economic, technological, social and cultural opportunities. Faced with the challenges of the 21st century, young people are beginning to realize that their local, national and international systems of decision-making lack concrete avenues for sufficient participation. As long as traditional social and political systems continue to fail to offer representation or successful solutions and meaningful opportunities for youth to contribute to their world and future, young people will remain trapped in a cycle of poverty, violence and missed opportunity.

We are the first generation – mine, not yours – that can put an end to poverty. You should not let my generation of politicians off the hook.

This is not just about yet another generation of children in poor countries who don't see the inside of a classroom. It is also not about yet another generation growing up in Europe with no idea how their peers in poor countries live, and how your own society shares responsibility for this.

Girls and young women have a vital role to play in achieving the Millennium Development Goals considering that by 2015, many of you will be adults with families and children. Success or failure in delivering on the Goals will determine how the world that you will inherit will look like in 6 years.

For me, this is the strongest rally call why the 1.7 billion people worldwide between the ages of 10 and 24 should Get Involved!

**Marina Ponti**  
Regional Director, UN Millennium Campaign

[www.endpoverty2015.org](http://www.endpoverty2015.org)

## Glossary

Here you can find words or acronyms contained in the toolkit, or in your further reading, which might require further explanation:

- Aid Effectiveness:** Process of ensuring that donor countries work with the recipient countries and the different donors or agencies work together to ensure that development aid is used in the best way for the donor country.
- Council of Europe (COE):** Founded in 1949 to promote human rights, democracy and the rule of law, cultural co-operation. It has 47 member states representing some 800 million citizens across the geographical continent of Europe.
- European Commission (EC):** Executive body of the European Union. It is responsible for proposing legislation, implementing decisions, upholding the Union's treaties and the general day-to-day running of the Union. The Commission operates like a cabinet government with 27 Commissioners who are responsible for different areas of work. There is one Commissioner from each member state, though Commissioners are bound to represent the interests of the EU as a whole rather than their home state.
- European Union (EU):** Economic and political union of 27 member states in Europe. The EU was established by the Treaty of Maastricht on 1 November 1993. The EU has developed a single market ensuring the free movement of people, goods, services and capital. It maintains common policies on trade, agriculture and fisheries – foreign policy is still largely decided by each member state, but countries belonging to the EU try and develop common positions on a number of issues such as trade or international development.
- Food and Agriculture Organization of the United Nations (FAO):** Leads international efforts to defeat hunger, serving both developed and developing countries. Founded in 1945, FAO help developing countries and countries in transition modernize and improve agriculture, forestry and fisheries practices and ensure good nutrition for all.
- Global Action Theme (GAT):** An educational programme developed by WAGGGS on the achievement of the Millennium Development Goals.
- Globalization:** Globalization can be roughly defined as the “increasing connection of the world and its people”. It is the summary and result of a number of interrelated processes: international trade in goods and services, international financial flows, international transport and tourism, transport, refugee flows and migration, and the internationalization of mass media, culture and institutions.
- Heavily Indebted Poor Countries (HIPC):** Group of 40 least-developed countries with high levels of poverty and high levels of debt which are eligible for special assistance from the International Monetary Fund (the international organization that oversees the global financial system) and the World Bank (the organization providing loans to developing countries for capital projects with the aim of reducing poverty).

## Glossary

<b>INGYO:</b>	International Non-Governmental Youth Organization.
<b>Millennium Development Goals (MDGs):</b>	Recognizing the situation of the world's poor was a major point of concern on the global agenda, eight specific development goals were elaborated from the Millennium Declaration. These goals are accompanied by specific targets to be achieved by the year 2015 and indicators to monitor progress towards the targets and goals.
<b>Millennium Summit:</b>	High-level meeting of heads of state convened September 6-8, 2000 during the UN Millennium Assembly in order to discuss "The Role of the United Nations in the Twenty-First Century."
<b>Millennium Declaration:</b>	The Declaration is the resolution passed by the member states at the Millennium Summit, restating their commitment to the principles and values of the UN, identifying the challenges facing humanity at the 21st century and identifying concrete measures to respond to these challenges.
<b>MO:</b>	WAGGGS Member Organization.
<b>National Youth Council (NYC):</b>	An independent platform of youth organizations and sometimes local youth councils working on youth policy and youth work development. 0.7% ODA/GNP target: In 1969 a UN Commission recommended that the industrialized countries should provide at least 0.7 per cent of their Gross National Product (GNP) as official development assistance (ODA). The target was accepted by most industrialized countries but has been met by only a few.
<b>Organization for Economic Co-operation and Development (OECD):</b>	The OECD defines itself as a forum of countries committed to democracy and the market economy, providing a setting to compare policy experiences, seek answers to common problems, identify good practices, and co-ordinate domestic and international policies on economic, environmental and social issues.
<b>Policy Coherence:</b>	The recognition that it is not enough to give financial support to achieve the MDGs, but policies in areas like agriculture, trade, investment, migration can also have an impact. Policy coherence ensures that other government policies also support a country's development goals. It is also about linking up different policies which have the same overall aims: e.g. the World Programme of Action on Youth and the MDGs
<b>Poverty Absolute poverty:</b>	Based on what is considered to be a minimum requirement for survival. By this definition, it is assumed that there are minimum standards below which people fall into the category of "poor". One of the most frequently used measurements is level of income: where the income of a person or a family falls below a certain level, considered to be the minimum required for a reasonable standard of living, then this person or family is considered poor.

## Glossary

<b>Relative poverty:</b>	Status of a specific group is defined and measured in relation to others in the same environment, community or country. Consequently, someone who is considered poor in the developed world may actually have a higher income than someone in a less developed country who is considered well-off. The meaning of poverty depends on the customs, standards and values of each country and region of the world. In this way, there is also a cultural dimension in the perception of what constitutes poverty.
<b>Seed Funding:</b>	Funds which are invested in an enterprise or group so that they have enough resources to start a project and reach the point where it becomes sustainable and able to support itself.
<b>United Nations (UN):</b>	An international organization whose stated aims are assisting co-operation in international law, international security, economic and social development human rights and the achievement of world peace. The UN was founded in 1945 after World War II to stop wars between countries, and to provide a platform for dialogue. 192 member states belong to the UN, and a number of different agencies have been set up to implement its policies and campaigns.
<b>United Nations General Assembly:</b>	One of the five principal parts of the United Nations and the only one in which all member nations have equal representation. It oversees the budget of the UN, appoints non-permanent members to the Security Council, receives reports from other parts of the UN and make recommendations in the form of General Assembly resolutions.
<b>UNAIDS:</b>	Joint United Nations Programme on HIV/AIDS. Based in Geneva, Switzerland, UNAIDS brings together the efforts and resources of ten UN system organizations in the AIDS response to help the world prevent new HIV infections, care for people living with HIV, and mitigate the impact of the epidemic.
<b>United Nations Children's Fund (UNICEF):</b>	Created by the United Nations General Assembly in December 1946 to provide emergency food and healthcare to children in countries that had been devastated by World War II. Since 1953, has become a permanent part of the United Nations system and provides long-term humanitarian and developmental assistance to children and mothers in developing countries.

# Contents

<b>1. INTRODUCTION</b>	7
1.1 Why a toolkit on the Millennium Development Goals?	7
1.2 How to use this toolkit	8
1.3 We live in a global world	9
<b>ACTIVITY: 100 people in a village</b>	10
1.4 Why should Girl Guides and Girl Scouts be involved?	13
<b>2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?</b>	14
<b>ACTIVITY: Eshe's Story</b>	15
2.1 The MDGs and Europe	16
<b>ACTIVITY: What action is your government taking on the MDGs</b>	16
2.2 How are the MDGs relevant for young people?	19
2.3 How WAGGGS is working on the MDGs	22
2.3.1 WAGGGS' Global Action Theme	22
2.3.2 WAGGGS' Advocacy on the MDGs	27
2.3.2.1 WAGGGS' messages for the Millennium Development Goals	28
<b>3. HELPING TO ACHIEVE THE MDGS</b>	29
3.1 Choosing which MDG to work on	31
3.2 Raising Awareness about the MDGs	32
<b>ACTIVITY: Spreading Knowledge about the MDGs</b>	33
3.3 Developing a community action project	35
<b>ACTIVITY: BRAINSTORMING FOR ACTION</b>	36
<b>ACTIVITY: PROJECT PLANNING CHECKLIST</b>	37
3.4 Advocating on the MDGS	43
3.4.1 What are the key opportunities to advocate on the MDGs	46
3.5 Partnerships for development	48
<b>4. CONCLUSION</b>	52
<b>5. APPENDICES</b>	53
Tell us what Girl Guides and Girl Scouts are doing to achieve the MDGs!	53
Evaluation form	54
<b>MDG Targets and Indicators</b>	56
MDG1 Eradicate extreme poverty and hunger	56
MDG 2 Achieve Universal Primary Education	57
MDG 3 Promote Gender Equality and Empower Women	58
MDG 4 Reduce Child Mortality	59
MDG 5 Reduce Maternal Mortality	60
MDG 6: Combat HIV/AIDS, Malaria and other diseases	61
MDG 7 Ensure Environmental Sustainability	62
MDG 8 Develop a Global Partnership for Development	63
International Days	64
International Campaigns	66
WAGGGS GAT Champions	67
UN Millennium Campaign contact points	68
UN offices	69
Bibliography	70

# 1. INTRODUCTION

## 1.1 Why a toolkit on the Millennium Development Goals?

WAGGGS has a long history of working on global issues and developing projects to support young people, particularly girls and young women. WAGGGS recognizes that the achievement of the **Millennium Development Goals** is the one of the most important issues on the global agenda, directly affecting the futures of millions of young people around the world. This toolkit will enable WAGGGS members to understand the importance of showing global solidarity and making their own contribution to the MDGs' achievement.

There is no one correct way to work on the MDGs but it is up to every Association or group to find the best way for them according to their own context, expertise and needs. Every project, however large or small, has the potential to make a difference from raising awareness and influencing governments through advocacy to directly changing people's lives through community action projects.

With so many Member Organizations working on the MDGs through the GAT programme, we have a real opportunity to make an impact on the way young people, particularly girls and young women are affected by these issues. WAGGGS plans to gather all of the GAT projects that its members have undertaken at local, national, regional and international level. The results will be collated into a report that will be presented to the UN Secretary General in 2014 outlining the contribution of Girl Guides and Girl Scouts to the achievement of the MDGs and the creation of a better world for all.

# 1. INTRODUCTION

## 1.2 How to use this toolkit

This resource is aimed at National Boards of WAGGGS Member Organizations and Girl Guide/Girl Scout leaders that would like to get more involved in developing projects, speaking out and taking action on global solidarity and development, particularly taking part in WAGGGS **Global Action Theme** (GAT) on the achievement of the Millennium Development Goals.

This toolkit has been designed to complement other WAGGGS publications which can also prove useful in developing your activity or project. Some of the material in this toolkit has been drawn from these resources:

- Advocacy Toolkit
- Community Action Pack
- Fundraising Booklet
- GAT Guidelines for Member Organizations
- GAT Badge Curriculum
- Strategic Partnership Guidelines

We invite you to also consult these publications for more detailed information if, for example, you are developing an advocacy project on the MDGs; if you need to develop partnerships to support your project; or if you need to fundraise for your project.

These resources are also available to download from the WAGGGS website at [www.wagggsworld.org](http://www.wagggsworld.org)

Where words or acronyms are in bold you will find an explanation for them in the glossary which can be found at the beginning of the toolkit.

This toolkit is designed to be a living resource and to develop, as our work on the Millennium Development Goals also continues to develop.

Examples of just some of the projects already being implemented in the different regions of WAGGGS have been included to inspire you. We would like to know about the projects you develop on the Millennium Development Goals - please use the form at the end of the toolkit to tell us about the action you are taking to change our world.

There is an evaluation form at end of the toolkit if you have suggestions how to make this resource even better. The toolkit can also be downloaded from [www.europe.wagggsworld.org](http://www.europe.wagggsworld.org).

Members of WAGGGS are free to reproduce any part of this kit without seeking permission but WAGGGS should be acknowledged if material contained in the toolkit is reproduced. If a Member Organization or group wishes to translate or produce a localized version, they should contact the Europe Office WAGGGS before doing so. Other organizations or individuals should request permission from WAGGGS before copying all or part of this kit.

# 1. INTRODUCTION

## 1.3 We live in a global world

**We all share our planet and we all share responsibility for it and to each other. Each day we learn more about how fragile our planet is and how connected we all are.** Over hundreds of years, the world we live in has evolved into a globalized system, with countries being linked together by trade or political treaties and becoming inter-dependent on each other. People living thousands of miles or kilometres from each other can be affected by the same events or processes. This phenomenon has become known as **globalization**.

There have been many positive consequences of globalization: greater access to knowledge and new technology, the opportunity to travel, to learn about new cultures, share ideas, and take joint action to develop solutions to common problems. However there are also many negative consequences:

- increasing poverty in societies;
- a growing gap between developed and developing countries, and between privileged and excluded people;
- disease and low standards of living;
- forced migration and human rights violations;
- exploitation of weak social groups;
- racism and xenophobia;
- conflict and insecurity.

Globalization also affects the way we tackle such issues as pollution, climate change and the protection of our natural resources.

### DID YOU KNOW?

- There are more than 1 billion people in the world who live on less than US\$1 a day
- Around 75 million primary school age children around the world aren't in school. Poor children often can't go to school because they need to work to help their families survive, and more than half—55 per cent—of out-of-school children are girls.
- Although women represent half of the world's population, 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.
- One African child dies every 30 seconds from malaria. About 20 million children under five worldwide are severely underfed, which leaves them more likely to become ill or die early.
- About 12 million young people between 15-24 live with HIV/AIDS. 7,400 more people are infected with HIV every day and almost half of them are under 25.
- 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.
- The carbon footprint of the poorest billion people on earth is 3 per cent of the world's total, yet it is the poor who will bear the disproportionate brunt of climate change.
- More than a billion people do not have access to clean water.
- Globally, nearly a quarter of all mammal species and a third of amphibians are threatened with extinction
- In the past 15 years, 80 per cent of the world's 20 poorest countries have suffered a major civil war.
- In 1970, 22 of the world's richest countries pledged to spend 0.7 per cent of their national income on aid. 40 years later, only Sweden, Luxembourg, Norway, the Netherlands and Denmark have kept that promise.

# 1. INTRODUCTION

## 1.3 We live in a global world

To counter the negative effects of globalization, there has been a growing movement towards developing a more fair and sustainable world, based on human rights for all, international dialogue and co-operation. It is about more than showing compassion for people who are less fortunate than others; it is about realizing that people do not want to live in an unjust world and that we all have a responsibility to work together to create a better world for everyone.

### ACTIVITY: 100 people in a village<sup>1</sup>

This exercise aims to develop young people's knowledge of who makes up the world's population and how the world is shaped

#### Resources

Photocopy question sheets for each participant. You can find them on page xx. Ensure they have access to a globe or atlas.

#### Step 1

Ask participants to look at a globe or atlas. See how the world is made up. What do they see? How much water is there? What languages do some countries speak? Which country is the biggest? How big is their country in comparison to others? Do they know how many people live in their country?

#### Step 2

Explain to the group that they are going to shrink the world to the size of a village – a world made up of 100 people based on world statistics and they need to work out how such a world would look. Divide the group up into smaller groups of 3 or 4. Give each individual participant the photocopied sheet, which each person fills in.

#### Step 3

Each person then shares their result with others in the group and a consensus is reached around the answer. The smaller groups then feed back into the whole group and the solutions are given.

#### Step 4

Check to see if the group is surprised by the results? What language(s) would we speak? What religion might we have? How old might we live until? Would we all be able to write? What kind of music or dance might we do? Would we live in the town/city or in a rural area?

# 1. INTRODUCTION

## 1.3 We live in a global world

### The World Village Question Sheet

How many are Asian?	
How many are African?	
How many are European?	
How many are Latin American & Caribbean?	
How many are North American?	
How many from Oceania?	
How many would live in the city?	
How many would be under 15?	
How many would be over 65?	
How many would be living in absolute poverty?	
How many would have access to safe water?	
How many would be unable to read?	
How many would not be expected to live to the age of 40?	
How many would have access to the internet?	
How many would be HIV positive?	
How many would live in a city?	

# 1. INTRODUCTION

## 1.3 We live in a global world

**Answers:** If the world's population were reduced to 100 people living in a village there would be

50 would be malnourished	1 would have a university degree
60 Asians	14 Africans
12 Europeans	8 Latin Americans
5 North Americans	1 from Oceania
19 Muslims	32 Christians
13 Hindus	16 would live on less than \$1 a day
37 would live on less than \$2 a day	80 would live in sub-standard housing
60 would live in a city	33 would have no access to a safe water supply
24 would have no electricity	1 would be HIV positive
10 would be older than 60 years of age	27 would be younger than 15 years of age
67 would be illiterate	7 would have an internet connection

# 1. INTRODUCTION

## 1.4 Why should Girl Guides and Girl Scouts be involved?

*“No person can be called educated who has not a willingness and a desire, as well as trained ability to do his part in the world’s work. And this is the main road to happiness and prosperity for all”*

Robert Baden-Powell

The Girl Guiding and Girl Scouting Movement is a values-based non-formal educational programme. One of our fundamental values is duty to others. This includes the promotion of international peace, understanding, co-operation and the participation in the development of society. Globalization has broadened the scope of this duty to the international level. The question is how we can best carry out this mission in today’s rapidly changing and unjust world.

Through finding and implementing solutions to a problem through community service projects and through advocacy to influence decision-makers to tackle the root causes of injustice, Girl Guides and Girl Scouts educate, speak out and take action to improve the lives of the most vulnerable members of society.

### **WAGGGS Mission is**

**“to enable girls and young women to develop their fullest potential as responsible citizens of the world”**

WAGGGS’ Mission focuses on empowering girls and young women to become responsible citizens who want to build a better world. It aims to provide girls and young women with relevant knowledge, skills and attitudes so they can become responsible citizens and actively contribute to the community around them. Being a responsible and active citizen also means being prepared to speak out against injustice and take action on behalf of ourselves and others.

Young people, particularly girls and young women, are often the most affected by these issues. However, they are often not included in developing solutions, even though achieving these commitments requires their involvement. Girls and young women and their potential are an undiscovered resource in many economies. This potential needs to be nurtured and supported to ensure they can also make their contribution to the achievement of the MDGs.

There have been many agreements or declarations which have asked for the inclusion of youth organizations in development policy-making but young people, especially young women, are often excluded from these processes. As a global youth organization, it is also particularly important that WAGGGS must ensure that young people, particularly girls and young women, are equipped with the tools to take part in these discussions. Young people must be recognized as key participants in the making of decisions which will affect their lives, today and in the future.

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### Imagine a future where

- There is no poverty or hunger.
- All mothers are healthy, children do not die unnecessarily, and diseases like tuberculosis, malaria and HIV/AIDS are no more.
- All boys and girls finish primary school, and all men and women have equal opportunities.
- The environment has recovered from long years of exploitation and pollution and parents are proud to pass it on to their children.
- The global family of nations and institutions is united and at peace and people work in partnership with efficiency and compassion to remove injustice and suffering from the world.

*MDGs in Plain English. Based on the UN Millennium Declaration and the Millennium Development Goals – 8 goals, 18 targets and 40+ indicators<sup>2</sup>*

Would you like to live in such a world?

Governments for many years have tried to find solutions to global problems such as poverty, famine, disease or conflict, through international co-operation and by working together.

Building on the many declarations, agreements or campaigns which have been developed, in the year 2000 at a special meeting of the **United Nations General Assembly** (the **UN Millennium Summit**) to mark the start of the new millennium, all United Nations Member States recognized ‘the duty to all world’s people, especially the most vulnerable and particularly the children to whom the future belongs.’

They identified six fundamental values essential for the international relations in the 21st century: freedom, equality, solidarity, tolerance, respect for nature and shared responsibility. They also made a pledge to end poverty. 189 nations adopted the **Millennium Declaration** which promised to: “free all men, women, and children from the abject and dehumanizing conditions of extreme poverty.”

Following the Millennium Declaration, eight **Millennium Development Goals** (MDGs) to be achieved by 2015 were identified, and Targets and Indicators were developed to measure the achievement of each goal.

### THE 8 MDGS ARE:

- MDG 1:** Eradicate extreme poverty and hunger
- MDG 2:** Achieve universal primary education
- MDG 3:** Promote gender equality and empower women
- MDG 4:** Reduce child mortality
- MDG 5:** Improve maternal health
- MDG 6:** Combat HIV/AIDS, malaria and other diseases
- MDG 7:** Ensure environmental sustainability
- MDG 8:** Develop a Global Partnership for Development

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

Each MDG identifies a key area which must be targeted in order to tackle poverty worldwide, and a number of targets and indicators have been identified to help governments develop strategies to achieve the goals. You can find the full list of targets and indicators in Appendix 1 and on the internet here:  
<http://www.undp.org/mdg/basics.shtml>

### ACTIVITY: Eshe's Story

This exercise aims to help understand how the MDGs can make a difference and meet real people's basic needs.

#### Eshe's story:

Eshe begins her day at dawn with a long train journey to collect three bags of charcoal, each weighing 50 kgs. The trip there and back takes all day. When she finally returns home she has to split the charcoal into smaller bags to sell.

Eshe lives in a small town in Zambia. She has five children which she is bringing up on her own. Martha, her oldest child is eleven, her youngest child is three. Martha had to leave school because her mother could not afford to pay the fees. It was also decided it was more important for her brother to go, as he was more likely to find employment.

*"Whatever profits I make are never enough to feed my whole family," she says.*

Eshe is not only suffering from malnutrition, but also living with HIV, which has weakened her immune system. If she dies her children will have to fend for themselves.

#### Time required:

30 mins.

#### Instructions:

Read the short case study, make a list of the basic needs of Eshe and her family

Match the basic needs to the MDGs.

Discuss in a small group which MDGs can help meet her and her family's basic needs.

The **eight MDGs** and their targets can be found in the Appendix.

*You can find more activities to introduce the MDGs to your group or Association in the WAGGGS GAT Badge Curriculum.*

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.1 The MDGs and Europe

There have been many agreements on international development over the years. What is special about the Millennium Development Goals is that 189 countries in the world, both rich and poor, made an agreement together. This agreement was made at the highest political level, to take action to end poverty.

Poorer countries pledged to improve policies and governance and increase accountability to their own citizens; wealthy countries pledged to provide the resources to support the implementation of the MDGs.

For the first seven goals, it is up to governments of developing countries to ensure that targets are met or bettered. It is the eighth goal, however, to 'build a global partnership for development' that will create the conditions necessary for achieving the other seven, and this is why it is important for developed countries to work on the MDGs too. With this goal, the responsibility falls on the richer countries and the wider 'global community' to reduce debt, to give more and better aid and to make trade fairer, to help achieve the MDGs.

Many countries in Europe have pledged to take a leading role to ensure the achievement of the MDGs. The **European Union** is now the largest aid donor giving 55 per cent of global **Official Development Assistance** (ODA), and has made specific commitments to increase the amount of ODA given by Member States from now to 2015. It is important to remember that many EU policies are actually decided by national governments so decision-makers at national and local level should be reminded of the pledges they have made to ensure that they continue to keep their promises.

#### ACTIVITY: What action is your government taking on the MDGs

Do you know what your country is doing to make the Millennium Development Goals happen? You can find out how much money your government gives through bilateral and multilateral assistance by visiting the website of the Organization for Economic Co-operation and Development <http://tinyurl.com/sei0>

It is the role of civil society organizations like WAGGGS to hold governments accountable.

Download the WAGGGS Advocacy Toolkit to get some ideas about how you can lobby your government to ensure they keep these agreements, ensure young people are involved in the processes or give more aid.

Countries belonging to the EU have also made several other agreements on the ways in which they support developing countries, which also support the implementation of the MDGs.

#### *The EU Consensus on Development*

In 2005, the European Union agreed the EU Consensus on Development, which identifies shared values, goals, principles and commitments which the **European Commission** and EU Member States will implement in their development policies. These include:

- reducing poverty;
- development based on democratic values;
- respect for human rights, fundamental freedoms and the rule of law
- good governance;
- gender equality, solidarity, and social justice;
- ensuring the aid they provide is more effective, and co-ordinated with other development support or projects in the country.

They also agreed to apply this approach to other policies such as trade, environment or agriculture as a way to ensure the MDGs could be achieved more quickly.

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.1 The MDGs and Europe

#### *EU-Africa Strategy*

The EU-Africa Strategy is an agreement made between the EU and the African Union to establish a long-term alliance between the two regions and develop partnerships in eight different areas: peace and security; democratic governance and human rights; trade and regional integration; the Millennium Development Goals; energy; climate change; migration, mobility and employment; science, information society and space. 250 African and European youth representatives, including WAGGGS members from Africa and Europe, met in Portugal in 2007 to agree a Youth Declaration calling for a programme of action for young people from both continents to strengthen this partnership for development.

#### *Paris Declaration on Aid Effectiveness*

The *Paris Declaration on Aid Effectiveness* endorsed on 2 March 2005, is an international agreement to which over one hundred Ministers, Heads of Agencies and other senior officials committed their countries and organizations to continue to increase efforts to synchronize the way development aid is made and managed.

At national level, countries giving money often make agreements with the country they are supporting, about the ways in which their development co-operation will work. Youth organizations, together with wider civil society, have an important role to play to ensure that these national agreements are consistent with other development strategies and policies such as the MDGs. Do you know what action your country is taking to implement these agreements?

#### **TIP**

Many international youth organizations and **National Youth Councils** have been working on development issues for many years, to ensure that young people are included when these policies are being made and implemented. National Youth Councils often have specific departments dealing with development issues you can provide important advice and support on how to get involved. If you are planning to work on this topic, finding out how your National Youth Council is involved in development policies in your country is a good starting point.

#### *The North-South Centre of the Council of Europe*

The North-South Centre of the Council of Europe was set up in 1990 by member states belonging to the Council of Europe to provide a framework for European co-operation to raise public awareness of global interdependence issues, and to promote policies of solidarity based on respect for human rights, democracy and social cohesion through dialogue between Europe, the southern Mediterranean countries and Africa. The North-South Centre aims to raise European public awareness of issues of global interdependence through the following programmes:

- Programme 1:** Strategies and capacity building for global education
- Programme 2:** Training and capacity building of young people and youth organizations
- Programme 3:** Intercultural dialogue
- Programme 4:** Dialogue on human rights, democratic governance and development
- Programme 5:** Migration and co-development

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.1 The MDGs and Europe

#### TIP

The North-South Centre organizes training courses, conferences and other activities to build the capacity of youth organizations working on global development and raise awareness of global issues. Each November it organizes global education week, to motivate young people to organize activities to raise awareness and understand global citizenship and solidarity by implementing a global education project. You can find more information here:  
[http://www.coe.int/t/dg4/nscentre/About\\_NSC/Presentation\\_en.asp](http://www.coe.int/t/dg4/nscentre/About_NSC/Presentation_en.asp)

Although the MDGs are specifically aimed at developing countries, in the inter-connected world in which we live, eradicating poverty, guaranteeing gender equality, and ensuring environmental sustainability are also important issues for many European countries.

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.2 How are the MDGs relevant for young people, especially for girls and young women?

Today, 1.2 billion people – almost one quarter of the global population – are between the ages of 10 to 24. They are the largest group of young people ever to be entering into adulthood and the largest under-represented segment of the world's population. Over 500 million people live in poverty, and 200 million live in extreme poverty. 130 million young people are illiterate, and 10 million young people are living with HIV/AIDS<sup>3</sup>.

Although the link has not explicitly been made in the MDGs themselves they are extremely relevant to young people. Many of the issues they address such as eradicating poverty, universal primary education, the fight against HIV/AIDS and other preventable diseases, or gender equality directly affect children and young people today and for future generations. The Millennium Development Goals are also “Youth Development Goals!”<sup>4</sup> There are many ways in which each MDG specifically affects young people, particularly girls and young women. Young people also have an important role to play achieving the MDGs.

#### Goal 1: Eradicate Hunger and Extreme Poverty

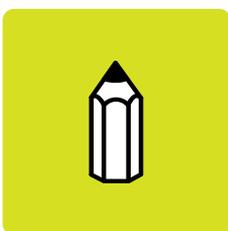


About half of the young people in the world live in poverty. Seven in every ten of the world's hungry are girls and women and hunger and poverty reduces school attendance more for girls than for boys.

It is important that young people are taken into account when decisions are being taken on policies to reduce poverty – if they are able to help themselves to escape from poverty at the beginning of their lives, this can help to break down the vicious cycle of poverty handed down from generation to generation.

Investment in girls, particularly, impacts economic growth and the health and well-being of communities – for example, an extra year of primary school can boost girls eventual wages by 10-20 per cent<sup>5</sup>. Young people can also help to develop fresh ideas when development policies are being devised, and if they are given the skills and support can develop their own solutions to overcoming poverty as young entrepreneurs.

#### Goal 2: Achieve Universal Primary Education



More than 113 million children are denied access to primary education and more than 150 million people have never completed it. Girls are particularly excluded from primary education - approximately one-quarter of girls in developing countries are not in school. In addition, approximately 250 million children from ages 5 to 14 in the developing world cannot go to school because they have to work to support their families.

Education provides essential learning tools to enable human beings to be able to survive, to develop their full capacities and to live and work in dignity. Education can also enable young people to make informed decisions and participate fully in development, and continue learning to improve the quality of their lives, make informed decisions, and to continue learning. Young people are already involved as peer educators and youth organizations providing non-formal education programmes can provide alternative educational opportunities for young people unable to access formal education.

<sup>3</sup> Youth and the Millennium Development Goals: Challenges and opportunities for Implementation <http://www.ewb-international.org/pdf/MDGYouthPaper.pdf>

<sup>4</sup> World Youth Report 2005 – Young People today and in 2015

<sup>5</sup> The Girl Effect <http://www.girleffect.org/>

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.2 How are the MDGs relevant for young people, especially for girls and young women?

#### Goal 3: Promote Gender Equality and Empower Women



Despite progress towards achieving gender equality, women are still not given the same protections, rights and roles as men and are often denied opportunities for employment and education.

Cultural or traditional practices, attitudes, and roles, religious and economic beliefs, can still result in unequal power relations, which may not be recognized as discrimination. Girls can be more affected by poverty - in developing countries girls are often expected to remain at home to care for younger siblings and do housework. Often it is the boys who go to school as it is assumed that they can earn more money, with the result that fewer young women are able to access paid employment.

Youth organizations can help empower girls and young women to overcome these challenges and educate boys and men to develop values, awareness and actions to be part of the solution.

#### Goal 4: Reduce Child Mortality



The major causes of child mortality in developing countries are a lack of access to family planning, poor water quality and sanitation-related diseases such as cholera, diarrhea and malaria, lack of sexual and reproductive health education and services and poverty. Early marriage and adolescent pregnancy can severely threaten child survival; infants born to teenage mothers are 80 per cent more likely to die within their first year than mothers' aged 20 to 29. Young mothers therefore need to be specifically targeted to help reduce child mortality. Youth organizations can empower and educate young people

through youth-led, non-formal community education to raise awareness about the consequences of adolescent pregnancy.

#### Goal 5: Improve Maternal Health



Pregnancy is the leading cause of death for girls age 15-19 in the developing world, with maternal mortality twice as high for women ages 15-19 than women ages 20-29. Maternal death and unsafe motherhood are mainly caused by lack of comprehensive reproductive and sexual education and health services, and complications during birth, which particularly affect young women.

There are also social reasons why young mothers are also a vulnerable group. Gender-based violence, particularly domestic violence, trafficking, rape, economically coerced sex and sexual harassment, among other forms of violence, affect the health of young mothers all over the world.

Young people should be actively involved in the planning, implementation and evaluation of activities that have a direct impact on their daily lives, such as information, education and services concerning reproductive and sexual health, including the prevention of early pregnancies.

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.2 How are the MDGs relevant for young people, especially for girls and young women?

#### Goal 6: Combat HIV/AIDS, Malaria, and Other Diseases



The HIV/AIDS epidemic is having a devastating effect on the lives of young people. Young people between ages 15 and 24 account for more than half of all new cases. Increasingly, young girls are the most susceptible to infection as a result of biological, cultural and socio-economic factors. Young African women aged 15-24 are three times more likely to be infected than young men – the number of young people affected by HIV/AIDS in Russian, Eastern Europe and Central Asia is also on the increase.

Young people are already playing a major role in the fight against HIV/AIDS, and youth organizations have an important role to play in raising awareness and educating through non-formal education programmes implementing community projects to support young people living in this situation. Youth organizations can also advocate for these issues to be placed higher on the political agenda and for the respect of human rights.

#### Goal 7: Ensure Environmental Sustainability

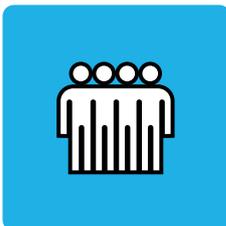


The carbon footprint of the poorest billion people on Earth is 3 per cent of the world's total, yet it is the poor who will disproportionately bear the effects of climate change. Certain effects of climate change, like drought and unpredictable rainfall can create more work for women and girls, making it more and more difficult for them to secure gather food, fuel or water. This leaves very little time for girls to get an education, or for women to generate income and take care of their families.

It is young people and their children that will have to deal with our failure to take action to protect the environment and our natural resources, as many of the effects will only appear over the longer term. Young people also often have a better understanding of environmental problems and are more ready than older generations to take action to achieve environmental sustainability.

Young people should be involved in all the decision-making processes to ensure that their perspective is taken into account in the decisions which are made. Youth organizations can also influence national governments to develop better environmental policies.

#### Goal 8: Develop a Global Partnership for Development



This goal aims to provide the support needed to achieve the other goals. It is important for young people that actions are taken generally to increase aid and ensure that the commitments are met, but also on the specific action of creating decent and productive work for young people which is important in breaking the cycles of poverty.

Young people in the developed world are also significant consumers and, through their purchasing power and education have the possibility to take action to challenge the rules which regulate global trade and promote fair trade and consumption.

Youth organizations can also help change popular attitudes and influence governments to keep to their commitments – which is crucial to Goal 8 as well as to the other MDGs.

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.3 How WAGGGS is working on the MDGs

#### 2.3.1 WAGGGS' Global Action Theme

girls worldwide say   
 “together we can change our world”

WAGGGS has a long history of changing lives through service to others, and empowering our members to take action to improve the world around them.

To provide a focus for these activities, WAGGGS developed the Triennial Theme, to help individual members and Member Organizations develop their ongoing work in fulfilling our mission. Beginning in 1992, the first ever triennial theme was Create Peace Worldwide which addressed world peace. During three years, nearly half a million peace packs were produced and distributed to young people in areas of conflict. This was followed by the Building World Citizenship theme which addressed global citizenship, with more than 95 Member Organizations taking part in projects between 1996 and 2002. Our Rights, Our Responsibilities has addressed our rights and responsibilities as global citizens. Many projects and events linked to this theme have taken place across the globe and the theme has successfully raised awareness of human rights.

The new theme follows on from our current theme to address the achievement of the MDGs - the most compelling global agenda of the moment.

The MDGs address important issues that affect young people 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. At this critical time, WAGGGS has joined other civil society organizations to work together to hold national governments accountable for their promises to achieve the MDGs.

#### What is the WAGGGS Global Action Theme?

WAGGGS' Global Action Theme (GAT) is an educational programme that focuses on the MDGs. The GAT initiative encourages girls, young women and members of all ages to make a personal commitment to change the world around them. Through education, speaking out and taking action, Member Organizations (MOs) as well as individual members can influence practices and policies at local, national and international level.

With the Global Action Theme initiative, WAGGGS aims to:

- Enable MOs to educate their members on the MDGs
- Encourage the raising of awareness through national projects and advocacy campaigns to change practices and policies
- Help MOs to develop their capacity for strategic alliances in order to strengthen the organizations and work effectively on the MDGs
- Mobilise WAGGGS' 10 million members to hold political leaders accountable for the promises that they made to achieve the MDGs at a national and international level

Ultimately, the initiative will validate WAGGGS' vision as 'the voice of girls and young women' for making positive change in their communities and beyond. When we **make our voice heard**, WAGGGS and its MOs will be able to influence policies and practice at a national and international level.

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.3 How WAGGGS is working on the MDGs

#### 2.3.1 WAGGGS' Global Action Theme

WAGGGS encourages all MOs to work on the MDGs. MOs may choose to work on some or all of the MDGs on different ways according to their national focus and objectives. There are more ideas about how you can choose which MDGs on which you would like to focus and what you can do later in the toolkit.

The GAT implementation strategy can be seen as stages along a pathway that can be applied at unit, national, regional and world level:



Through taking part in GAT badge activities, members gain an understanding of the MDGs. They will be motivated to run their own GAT projects and get involved in advocacy action on GAT-related issues. This work can be used to showcase WAGGGS' work as a whole to external audiences, from local governments to the United Nations at a global level.

#### How is WAGGGS supporting MOs to work on the MDGs?

As well as this toolkit, WAGGGS has produced the following resources to help MOs or unit leaders introduce the GAT to their members in their Association, and motivate them to work on the MDGs:

- GAT Guidelines for Member Organizations
- The GAT Badge curriculum
- Global advocacy programmes on MDGs have been implemented since 2009, starting with MDG1, 5 and 7
- Centenary events focusing on the MDGs between 2010 and 2012
- World Thinking Day resources focusing on specific MDGs
- Youth-friendly messages to promote the MDGs, which can be used at events and activities.

More information on these resources can be found on the WAGGGS website.

#### The GAT Champions

20 Member Organizations have contributed to the development of the GAT resources. They have worked on MDG topics in the past and have agreed to champion the Global Action Theme. The diverse experience and advice of these 'GAT Champions' will help every MO to take on the challenge of the GAT.

#### TIP

For more information on GAT projects being implemented by WAGGGS MOs, visit the Take Action section of our website and use the **project search** function. Select 'Global Action Theme' as the topic in order to see the full list of projects. You can also contact the Member Organization directly by using the contact details in Appendix.

#### Guidelines for Member Organizations

As part of the launch of the Global Action Theme, WAGGGS has developed guidelines for Member Organizations on how they can introduce the GAT in their Association and include it in their educational programme. These guidelines contain an introduction to the GAT badge curriculum and suggestions about other ways Associations or groups can get involved in the campaign to achieve the MDGs.

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.3 How WAGGGS is working on the MDGs

#### The GAT Badge Curriculum

The GAT Badge Curriculum is an activity pack created to help children and young people learn about the MDGs and take action on the issues that affect them and their communities. These GAT activities are the first step on the pathway that leads to understanding MDG issues, undertaking projects and advocacy and finally make our voice heard.

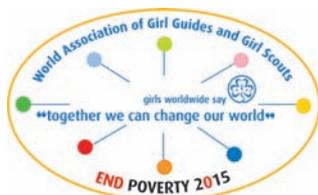
WAGGGS hopes that as many MOs as possible will introduce the GAT Badge to their members.

#### Aims of the GAT Badge

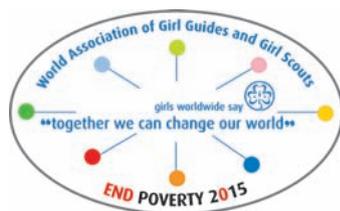
- Support children and young people in their personal development
- Enable members to learn about the MDGs through non-formal education
- Encourage community action at a local, national and global level
- Reinforce WAGGGS' public image as a leading global youth organization for girls and young women involving large numbers of motivated volunteers
- Fulfils WAGGGS' Mission for the development of girls and young women to discover their potential

#### Levels

The badge contains over 100 activities and three levels to choose from. Members can choose their level of commitment by deciding whether they want to earn a Basic, Advanced or Specialist badge. They should choose from the list of general activities and the selection of specific activities for each MDG.



Basic badge: 6 activities



Advanced badge: 8 activities



Specialist badge: 12 activities, including four activities from one chosen MDG topic

#### TIP

You can find more information about the GAT Badge Curriculum on the WAGGGS website at [http://www.wagggsworld.org/en/take\\_action/activities/gatbadge](http://www.wagggsworld.org/en/take_action/activities/gatbadge)

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.3 How WAGGGS is working on the MDGs

#### **EXAMPLE: How Girl Guides Australia are implementing the Global Action Theme**

The GAT/advocacy journey for Girl Guides Australia began with the launch of the GAT at the WAGGGS World Conference in 2008. Key personnel attending the Conference presented the GAT to the National Board, national volunteer managers and the National Executive Officer. The next major step was an event on leadership and advocacy, funded by the Federal Government, which virtually became the launch of the GAT/advocacy in Australia. 50 young women from *Taking the Lead* were skilled up and enthused to take the key messages—understanding advocacy and why it's important to Girl Guiding/Girl Scouting, information on the MDGs, the GAT, and how they can take action—back to their local communities. This has now been included as a two yearly event in the national events calendar.

The latest initiative—*Be the Change*—is a programme funded by AusAID for girls and young women (14–30 years) on advocacy and the MDGs. This involves a national workshop, followed by State based workshops, and encourages action through participating Guides undertaking individual projects based on the MDGs.

The GAT/advocacy has been a significant component of every national event since *Taking the Lead*, including national Training for Trainers and the Centenary Jamboree. It has been taken up and championed by the Olave Programme group (18 to 30 year olds) who are enthusiastically promoting it both internally and externally. Having Linden Edgell as guest speaker at a number of these events has not only inspired these young women but has provided a face of WAGGGS and made the WAGGGS initiative more real. This has been further strengthened by a number of our young women who have had the opportunity to be part of a WAGGGS delegation to world events such as COP15.

The WAGGGS GAT Curriculum has been circulated to every Guide Unit in Australia and is available on our website. The badges have been included on our Centenary Badge Ready Reckoner which is also available on our website. Each Unit has received Centenary resources some of which have an introduction on the GAT and focus on a particular MDG.

In summary, this has been a multi-pronged approach relying heavily on the championing of the GAT by national and WAGGGS personnel and our young women but also ensuring that the GAT is included in events and written material. A commitment by the Board and management level of the organization was critical to the whole process and is reflected in the strategic and operational plans of Girl Guides Australia. Promotion, education and roll out are crucial to ongoing engagement by whole of the organization.

#### **Centenary Events**

WAGGGS will celebrate the Centenary of international Girl Guiding/Girl Scouting over three years during 2010–2012. Our global centenary celebrations will be marked by three major international forums between 2010 and 2012 focusing on the MDGs to empower young women to make a difference to their world. Two young women from each Member Organization to come together at these Young Women's World Forums and discuss the MDGs and to develop a vision for achieving them. It will also provide a chance for young women to learn advocacy skills and develop plans to bring about change in their community after the event.

#### **TIP**

Visit the centenary section of the WAGGGS website to find out more about the Young Women's World Forums and how you can get involved [www.wagggsworld.org/en/about/guiding/centenary2010](http://www.wagggsworld.org/en/about/guiding/centenary2010)

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.3 How WAGGGS is working on the MDGs

#### World Thinking Day

Each year on 22nd February, Girl Guides and Girl Scouts around the world celebrate World Thinking Day – the birthday of Sir Robert Baden-Powell, the founder of Scouting and his wife, Olave Baden-Powell, the World Chief Guide. This day is an opportunity for WAGGGS members to think of each other and give thanks and appreciation to their “sister” Girl Guides and Girl Scouts, as well as to raise funds to support global Girl Guiding/Girl Scouting.

Each year, World Thinking Day takes a different MDG as its theme. World Thinking Day in 2011 will focus on MDG 3 (Gender Equality and the empowerment of women) and in 2012 on MDG 7 (Ensure environmental sustainability).

#### TIP

Visit the WAGGGS Thinking Day website for more information and activities on World Thinking Day  
[www.worldthinkingday.org](http://www.worldthinkingday.org)

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.3 How WAGGGS is working on the MDGs

#### 2.3.2 WAGGGS' Advocacy on the MDGs

Through community service projects and in their daily lives, WAGGGS members are actively working to 'build a better world'. However, real and lasting improvement can only be achieved if the rules or laws concerning the root causes of a problem are also changed. As well as the projects taking place at global, regional or national level, WAGGGS members are also speaking out to decision and policy makers, about why they need to ensure the promises made to achieve the MDGs should be kept.

WAGGGS is the voice of girls and young women worldwide and sees advocacy as an important tool to support the projects in which we are taking part at global, national and local level. We aim not only to speak out on behalf of girls and young women everywhere, but also to empower them to advocate for themselves.

WAGGGS has a proud tradition of speaking out to bring about change, not just for ourselves but for others. As a global youth organization, we participate in high-level meetings like the United Nations General Assembly, the United Nations Framework Convention on Climate Change or the Commission for the Status of Women; in global conferences like the World Aids Conference; and in regional youth platforms like the European Youth Forum. These are all opportunities where we are bringing leaders' attention to the promises they made on the MDGs, the situation of girls and young women, and the consequences for them if their promises aren't kept. WAGGGS is also actively lobbying for the greater involvement of young people in future plans regarding the MDGs and helping to shape future policies on global development and youth, especially girls and young women.

WAGGGS is represented by young women at these events, who speak out on WAGGGS behalf at meetings, take part in media interviews, organize panel discussions and activities on the issues being discussed. They make contact with national delegations to try and influence their decisions.

Position Statements on topics of key importance for WAGGGS, like adolescent health, education, human rights and the environment have also been developed to support our advocacy work, and special messages are often developed for the different meetings we are attending. These Statements identify WAGGGS position on the issue, provide facts and figures, case studies of projects undertaken by WAGGGS Member Organizations. They also call on the international community and national governments to take specific actions.

#### TIP

If you decide to work on the MDGs in your group or Association, you can use WAGGGS Position Statements to help you develop your own advocacy goals and actions in relation to the MDGs at national or local level, depending on your national or local situation. You can download the Position Statements from the resources section on the WAGGGS website [www.wagggsworld.org](http://www.wagggsworld.org).

On the website you can also find WAGGGS statements produced in preparation for certain global events, like the UN Commission on the Status of Women. These statements provide you with additional information on WAGGGS position on many topics related to the MDGs.

## 2. WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

### 2.3 How WAGGGS is working on the MDGs

#### 2.3.2.1 WAGGGS' messages for the Millennium Development Goals

WAGGGS has also created inspiring and youth-friendly messages and logos, available from the WAGGGS website, for the 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"

### 3. HELPING TO ACHIEVE THE MDGs

Many youth organizations are already working on the implementation of the MDGs. Young people, many of whom are WAGGGS members, are already raising awareness, and educating; taking action through development projects; and speaking out and advocating. This part of the toolkit aims to help you plan a project on the MDGs or provide a different perspective to a project on which you are already working.

There are three different ways in which your group or Association can get involved in working on the MDGs:

1. **Raising Awareness and Educating:** Increasing understanding of the MDGs and what they mean for young people
2. **Community action at local or national level:** Taking action to directly improve a situation
3. **Speaking out and Advocating:** Influencing people to take decisions that will improve our lives and the lives of others.

You can choose one of these approaches for your project on the MDGs, or choose to combine them. For example, before you begin a community project on the MDGs, it might be necessary to raise awareness, so that those taking part understand why they should get involved. If you have organized a community project, following your experiences, you might want to try and influence decision-makers to change the situation or the policies which made your project necessary in the first place. The experience you have gained during your project will also support your advocacy work.

#### **EXAMPLE: GAIA 2008: Combining Advocacy and Community Action on the MDGs in Greece**

The continuous fires in Greece during the summer of 2007 and the destruction this caused to Greek forests and the environment were the motives for Greek Rangers to decide to organize a Pan-hellenic action for the protection of the environment.

Eight different camps were organized across Greece, and the Rangers contributed activities and educational programmes on the environment, based on their local needs, the local environmental situation, and the resources available. As well focusing on the environmental damage caused by the fires, the activities also examined other kinds of environmental damage caused by humans as they go about their daily lives. Local community projects were also organized.

The Rangers realized that not everyone had the same information on how to care for the environment and that there was few policies at national level to protect the environment. At the conclusion of the project, the Rangers gathered the experiences from the different campsites and developed a Declaration directed to decision-makers calling on them to integrate actions to protect the environment into governmental policy. These activities were linked to the MDG 7 "to ensure environmental sustainability" and members of the Greek Guiding Association continued to work on re-forestation or other environmental projects into 2009.

In this section, we will discuss the different ways in which you can get involved in more detail. But before you start any kind of activity it is always necessary to have a plan! Planning will help you identify your goals and identify the different stages you need to complete to help you reach your goals.

### 3. HELPING TO ACHIEVE THE MDGs

Whatever activity you choose to do, you will need to:

- **Identify** what you want to do – which of the MDGs your group or Association would like to work on
- **Plan** – identify your objectives, the tasks you need to carry out to achieve them, and the resources you need
- **Implement** – beginning the activity and carrying out your project
- **Manage** – oversee the project and make sure specific tasks are carried out
- **Complete** your project – evaluating if you have reached your objectives, what you have learnt and understanding the impact of your project.

#### TIP

You can find more information about Project Management in the following publications:

WAGGGS Guidelines on Project Management

[www.wagggsworld.org/en/resources/documents/2068](http://www.wagggsworld.org/en/resources/documents/2068)

Project Management for Youth Organizations produced by the Council of Europe

[www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit3/](http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit3/)

## 3. HELPING TO ACHIEVE THE MDGs

### 3.1 Choosing which MDG to work on

All of the MDGs are interconnected as you can see from the following examples:

*Increasing access to clean water (Goal 7) would reduce the number of children who die from waterborne diseases each year (Goal 4 and 6), which would also make it possible for more girls to go to school (Goals 2 and 3) which in turn would improve maternal health (Goal 5).*

[www.cyberschoolbus.un.org/mdgs](http://www.cyberschoolbus.un.org/mdgs)

Ensuring primary education for all (Goal 2) can enable people to take care of themselves and their families, create awareness of HIV/AIDS (Goal 6) and most importantly, to raise themselves out of poverty (Goal 1). Furthermore, achieving target 2 of the MDGs will help achieve targets for other MDGs; it will help promote gender equality, and environmental sustainability<sup>6</sup>.

WAGGGS encourages MOs to work on the MDGs according to their context and the issues in which they are interested or have expertise. However, when you are choosing an MDG to work on, as they are interconnected, you should consider how your project can also support the implementation of the other MDGs.

#### Some NGOs have chosen to focus on a group of MDGs:

Action for Global Health is a broad European network of NGOs advocating for Europe to play a more proactive role in enabling developing countries to meet the Health Millennium Development Goals by 2015. They are a network of development and health organizations and have chosen to work on the "health MDGs" MDG 4 (child mortality); MDG 5 (deaths of mothers during childbirth and pregnancy) and MDG 6 (deaths from preventable infectious diseases). They use their expertise in these areas to collectively raise awareness on the need to reach the health MDGs and promote the right to health in developing countries. [www.actionforglobalhealth.eu/](http://www.actionforglobalhealth.eu/)

## 3. HELPING TO ACHIEVE THE MDGs

### 3.2 Raising Awareness about the MDGs

*"Only if we understand will we care. Only if we care, will we help. And, only if we help, will we all be saved."*

Dr Jane Goodall

Getting people excited enough to take action begins by raising awareness about the issues. Many people still do not know about the MDGs or the problems they are trying to solve. In fact, almost three-quarters of Europeans living in the European Union have never heard of the MDGs<sup>7</sup>.

Raising awareness is often the first activity that a group working on a project will start with.

If you are starting an advocacy project on the MDGs it is often the first step to alerting decision-makers or the general public so that they know that a certain problem exists and the actions that could be taken to solve the problem.

If you are developing a community action project, it is often the first activity you need to do to motivate people to get involved, or to get financial support for your activity.

#### **ACTIVITY: Questions to begin your awareness raising activity**

Before you develop your strategy to raise awareness about one or more of the MDGs, you need to consider the following questions:

**Who is the audience you are trying to inform or influence?**

*The audience for your awareness-raising campaign can be the general public, decision-makers, certain groups of people living in your community, parents and Girl Guides/Girl Scouts in your troop or Association.*

**What is your message?**

*This can be facts and figures, informing people why the MDGs are important, or the action you want people to carry out. Your message can change according to your audience.*

**How can you communicate your message?**

*Organize games and activities on the topic, organize a meeting, use the internet. How you communicate will depend on your message and who you are trying to inform or influence.*

#### **TIP**

You can find more information about raising awareness, identifying your message and deciding how you deliver your message in the WAGGGS Advocacy Toolkit available from the WAGGGS website: [www.wagggsworld.org](http://www.wagggsworld.org)

Even the simplest awareness-raising campaigns require careful planning, and you also need to think about monitoring and evaluating while developing your campaign.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.2 Raising Awareness about the MDGs

#### **ACTIVITY: Spreading Knowledge about the MDGs**

This game is taking place in 15 Italian city squares in September 2010 organized by the Federazione Italiana Dello Scouting and the UN Millennium Campaign to raise awareness of all the MDGs as part Stand Up Against Poverty! The aim of the Stand Up Campaign 2010 is to make a "Big Noise Against Poverty" to remind the world's leaders of their MDG commitments before the MDG Summit in September 2010.

#### **Action Objectives:**

Spreading and cultivation of knowledge of the MDGs.

#### **Target Group:**

People aged 12-20 years.

#### **Method:**

The method is a game, to be presented and played in an open public space.

#### **The game in detail:**

#### **Playground:**

40m<sup>2</sup> board depicting a map of the world. On the board there are 5 flags for each continent, each with a different colour for every one of the five teams.

#### **Players:**

All the players are divided in 5 teams. All teams will be a maximum of 15 players, and each round will last 30 minutes, so up to 75 players can take part at a time.

Each player will wear a jacket or sash of one of five colours (green, yellow, black, blue, red) according to the team they are in.

#### **Goal of the game:**

To obtain 12 resources (2 for each MDG knowledge area)

#### **Materials**

Up to 75 coloured jackets or sashes, 15 of each colour

World Map 40m<sup>2</sup> (if this is not available, you can draw a chalk map on the ground)

30 coloured flags, 6 of each colour

Dice depicting each continent (Europe, Africa, Asia, North America, South America, Oceania)

A horn

A large sheet of paper on a nearby wall where players can write what they have learnt by taking part in the game

## 3. HELPING TO ACHIEVE THE MDGs

### 3.2 Raising Awareness about the MDGs

#### **ACTIVITY: Spreading Knowledge about the MDGs**

##### **Stages of the game:**

##### **Movement:**

All the first members of each team line up on the starting line.

The referee throws a dice depicting on each side one of the continent. Each one of the continents is linked to a particular kind of resource as follows:

Africa: population

Asia: energy

North America: water

South America: food

Europe: finance

Oceania: technology

##### **Questions:**

All the questions concern the MDGs and are focused on everyday life. Players have 30 seconds to answer the question.

##### **Action sequence during the game:**

The dice is rolled. The referee reads aloud the question referring to the continent, together with 3 possible correct answers. The teams react sending the first in line to retrieve the team flag on the continent indicated by the throw of the dice: the first to do so gets the chance to answer. The first in line then gets to the bottom of the team line, thus becoming the last in line. If the team's answer is correct, it gains the resource associated with that continent.

##### **"Audience" turn:**

Every five turns, before the dice is thrown the referee will sound the horn and the audience will have a turn. During this turn the audience can become part of the game: everyone in the audience can suggest the answer to the question and winning the resource for the team that won the turn.

##### **End of the game:**

The first team that collects 12 resources is the winner. Alternatively, after 30 minutes, the team that has gathered the majority of resources is declared the winner. At the end of the game, the participants are called to write on the "noise" wall a sentence or two on what they have learnt during the game.

Note: If disabled people are amongst the players, the organizers will find an alternative way to gain the possibility to be the first to answer that will become standard for that game. If a team has already achieved 2 resources from a continent, they can keep answering questions related to that continent, accruing a larger number of resources.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.3 Developing a community action project

Throughout its history, the Girl Guide/Girl Scout Movement has been associated with service to the community. To help other people is part of the Girl Guide/Girl Scout Promise; 'lend a hand' is every Brownie's motto. Service was one of Baden-Powell's four signposts for the Movement. Over the years, giving service as Girl Guides/Girl Scouts has developed from the good turn to encompass local, national and international level projects.

Community action, in the form of community service and development projects and development education, is a way to achieve WAGGGS' Mission to enable girls and young women to develop their fullest potential as responsible citizens of the world. WAGGGS aims to provide girls and young women with opportunity for self development that will ultimately lead to a more peaceful world.

By helping others, Girl Guides/Girl Scouts develop a greater self-reliance and awareness and learn to accept responsibility for the future of their community. It is widely accepted that voluntary organizations contribute greatly to community development. Girl Guide/Girl Scout organizations have the capacity to enable young people to learn about their communities and take action on issues that affect them and their families.

#### Local and global action

As a worldwide organization, WAGGGS is in a position to act at an international level which can also benefit local, national and regional levels. Many Member Organizations already run successful projects on a variety of topics which can be linked to the achievement of the MDGs. You may also find that you can learn from work that has already been done within your Association or in other countries. By linking to a national or international project or campaign, you can strengthen the result of your project. For more information on MO projects, please visit the WAGGGS website.

#### GAT projects and their benefits to the community and the organization

The Global Action Theme gives MOs a very good opportunity to link with other organizations that are also working on the MDGs. The MDGs are widely known by NGOs and government agencies so you may be able to seek funding for your project. Community organizations are more likely to support projects that are linked to work they are already doing. It is also important to identify the needs within the community when embarking on a new project.

Planning a project can seem a daunting task if you have not done it before, but it can be broken down into steps that ensure that your project is realistic and meets the needs of the community.

These steps are outlined here below. More information is available in WAGGGS Community Action Pack.

1. **Research:** Meet members of your community and discuss their needs. Use sources of local information such as newspapers, libraries and speak to people on the street to find out what issues affect them.
2. **Identify a target issue/group:** According to your research, identify one issue within your community that you want to focus on. This may affect a particular group within your community.

### 3. HELPING TO ACHIEVE THE MDGs

#### 3.3 Developing a community action project

##### ACTIVITY: BRAINSTORMING FOR ACTION<sup>8</sup>

**OBJECTIVE:** To help your group to develop ideas for a community service project by completing the questions below:

What MDG has your group chosen to work on? .....

What SPECIFIC community, or international, problem (s) do you see related to your group's chosen MDG?

.....

.....

.....

What are some causes of the problem outlined above?

.....

.....

.....

Prioritize these causes by placing numbers next to the answers above (1 is the main cause, or the cause which has the most impact)

What are some solutions to the problems outlined above?

.....

.....

.....

Prioritize these solutions by placing numbers next to the answers above (1 is the most feasible, practical or possible)

What is your dream outcome? What would you like to achieve in solving this problem? What would be the result? How would the community be impacted by your group's efforts?

## 3. HELPING TO ACHIEVE THE MDGs

### 3.3 Developing a community action project

#### ACTIVITY: BRAINSTORMING FOR ACTION

Based on your dream, what are your goals for the project? What do you want to achieve?

Which solutions you listed before might help your group to lessen or alleviate the problem? What might you need to adapt?

How can your group be part of the solution? What goals can you achieve through your project?

What challenges might your group face when carrying out your project? How might you overcome these challenges as a group?

## 3. HELPING TO ACHIEVE THE MDGs

### 3.3 Developing a community action project

You can also try and tackle several MDGs through your project:

#### **EXAMPLE: ASSOCIAÇÃO GUIAS DE PORTUGAL (AGP) “HAVING BIG HANDS TO HELP”**

As part of their national theme for the Triennium 2007/2010, “Wanting, Getting to Know the World and Action” and the implementation of the GAT, the Association of Portuguese Guides (AGP) established a project to support development in countries whose official language is Portuguese.

The purpose of the project is to sensitize Girl Guides in Portugal to get involved in their community, raise awareness about the MDGs in the framework of a programme of education for development.

By baking and selling cookies, Girl Guides were mobilized to raise financial support for the following projects in partnership with a NGO – the Evangelism and Cultures Foundation:

1. **East Timor**- Rehabilitating a community bakery.
2. **Angola** - Rehabilitate and improve an internal school for young girls.
3. **Mozambique** - Rehabilitating a library, to promote recreational activities and recovery classes at school.

Through this initiative, AGP intends to contribute to the following MDGs: Eradication of poverty and hunger; Universal primary education; Gender equality; and Developing global partnerships for development. The cookies are labeled with information about each of the specific projects, thus also helping to raise awareness about the MDGs in their country.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.3 Developing a community action project

3. **Assess resources:** Be realistic about what you can achieve with the resources that you have. This includes people's time, services you can provide and sources of funding.
4. **Project planning:** Work with members of the community to decide the actions that are required to complete the project. Draw up a list of actions and be clear about the roles that each person will play when carrying out the project.
5. **Fundraising:** You may find that your project requires more resources than you have available (see step 3). Identify potential funders and be clear about why they might want to fund your project before approaching them.

When you are contacting donors for funds, it is often necessary to put together a fundraising proposal to explain your project to potential donors.

#### TIP - What to include in your funding proposal

A proposal is a detailed explanation of your campaign and it can help you obtain valuable resources (i.e. funding or product donations). It can help potential donors to understand what you're trying to accomplish, which might persuade them to give them your support.

##### **Title Page**

Gives the title of your proposal, the date, and the names and contact information of the people responsible for implementing the proposal.

**Executive Summary** is an overview of your project, and answers the following questions: who, what, when, where, how and why?

**Introduction** explains the Millennium Development Goals, and how your project will help to achieve them.

**Activities section** explains what you will specifically do with your project, step by step (e.g. organize workshops, conferences, development project, write newsletters). List each activity under a new heading, and who will be involved in each part.

**Timeline** shows when the activity will take place, with a list of the steps of each activity beside the date each one will be accomplished.

**People** gives information about everyone involved in the project, with a short biography about each, and their role. It can include a list of everyone giving advice about your project

**Budget** shows the exact costs of your project, and information about other sources of funding

**Appendices** These could include letters of support from any organizations or individuals, media cuttings about previous projects that you and/or your group worked on, and any detailed descriptions or plans that are too long to include in the proposal.

##### **Some suggestions to make a great proposal**

- Adapt the language to your audience
- Include only the most important information – anything that isn't very important will distract the reader
- Use lots of headings and bullets to make your proposal easier to read
- Work out the entire structure before you write
- Remember that the people reading your proposal may not know about Girl Guiding/Girl Scouting, so explain everything that they might not know

## 3. HELPING TO ACHIEVE THE MDGs

### 3.3 Developing a community action project

There are many things to consider when you are raising funds to support your project and more information is available in the Fundraising Booklet which WAGGGS has produced and which can be downloaded from the WAGGGS website. You can also download the T-kit on Fundraising and Financial Management produced by the Council of Europe and available at <http://tinyurl.com/24g2m7j>

#### TIP - EU Funding Possibilities

The European Commission has significant funding programmes for development projects. Full details (in English and French) are available using the search facility on the Europeaid website [http://ec.europa.eu/europeaid/index\\_en.htm](http://ec.europa.eu/europeaid/index_en.htm) which allows you to see current and expected calls for proposals (as well as those whose deadlines have now expired and information about grants which have been awarded as a result).

The publication of a call for proposals will indicate the current funding priorities of the European Union, the rules for applying, and any other conditions for award of a grant as well as the contact details of the local EU delegation office for more details.

You should not search only for funding specifically available for youth. There are several fields in which your member organization might present a relevant proposal, such as: social reintegration and inclusion of marginalized communities, citizenship and human rights education, gender equality, sexual and reproductive health education (including HIV/AIDS), or protection of the environment.

The EU is represented in more than 120 countries in the world and Country Programmes play an increasingly important role in programming and managing projects. Establishing contacts and co-operation between these offices and local youth organizations is of great value. For the list of Country Offices: [HYPERLINK "http://ec.europa.eu/comm/external\\_relations/repdel/index\\_rep\\_en.cfm"](http://ec.europa.eu/comm/external_relations/repdel/index_rep_en.cfm)  
[http://ec.europa.eu/comm/external\\_relations/repdel/index\\_rep\\_en.cfm](http://ec.europa.eu/comm/external_relations/repdel/index_rep_en.cfm)

There are normally specific rules your Association or group will need to follow to qualify for EU funding. More information is available in the WAGGGS Fundraising Booklet.

6. **Schedule:** Decide on what actions are required in order to carry out the project, and who will be doing them. Set milestones (deadline dates) for when each of these actions need to be completed.
7. **Monitoring and Evaluation (M&E):** At the planning stage, decide how you will evaluate your project's success. This is particularly important if you have applied for funding because the funder will require a final report. However, a report is also invaluable for your own organization so that you can learn from the project and make improvements in the future.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.3 Developing a community action project

#### ACTIVITY: PROJECT PLANNING CHECKLIST

Use the checklist below to help you plan your community action project.

Once you have completed your project plan, you should be able to provide answers to the following questions

- What are the main issues in our community?
- Who in the community are we working with?
- What resources do we need for the project?
- What do we already have and what resources do we need to get?
- What are the main areas of action contained in our project plan?
- Have we identified a need for funding and decided to approach potential funding organizations?
- For each funding organization, what was the reason why they are appropriate funders?
- What milestones did we set so that we could keep track of our schedule?
- How did we decide to monitor and evaluate the project?

## 3. HELPING TO ACHIEVE THE MDGs

### 3.3 Developing a community action project

#### **ACTIVITY: PROJECT PLANNING CHECKLIST**

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- How did we decide to monitor and evaluate the project?

## 3. HELPING TO ACHIEVE THE MDGs

### 3.4 Advocating on the MDGs

Advocacy is an important tool to securing the achievement of the MDGs. As Kofi Annan said, 'It is not in the United Nations that the Millennium Development Goals will be achieved. They have to be achieved in each country by the joint efforts of the governments and people.' WAGGGS Member Organizations (MOs) as well as individual members can play an important role to play to influence practices and policies at local, national and international level to ensure the achievement of the MDGs. It is the duty of civil society to hold their leaders accountable for the promises they committed to achieve.

#### WAGGGS Definition of Advocacy:

For WAGGGS, advocacy is simply:

**We influence people to take decisions that will improve our lives and the lives of others.**

In detail this means:

- ✓ We influence people (= by speaking, doing and educating)
- ✓ to take decisions (= for example change policies or regulations, allocate funding, provide support)
- ✓ that will improve our life and the lives of others (= the result we are trying to achieve)

Any activity should begin with developing a plan and this includes advocacy activities. In the WAGGGS Advocacy Toolkit, you will find the WAGGGS eight-step plan for successful advocacy in more detail. To get you started, here are some key issues for you to think about when developing an advocacy activity on the MDGs:

#### 1. Identifying your advocacy goals/What do you want to achieve?

It is important, first of all to identify the MDG, or group of MDGs, on which your Association or group would like to focus. Which MDGs are most relevant to the members of your Association or group in the country where you live? How do they motivate you to take action? How do they affect Girl Guides or Girl Scouts?

Carry out a survey of your members to find out which MDGs they feel most passionate about. For example, WAGGGS has chosen to focus on Eradicating Poverty and Hunger (MDG1); Gender Equality and Empowering Women (MDG 3) and Environmental Sustainability (MDG 7) in the Young Women World Forums it is organizing between 2010 and 2012.

#### 2. Assessing the situation/Where are we now?

What are the most current issues affecting the achievement of the MDGs in your country?

For example, for some European countries, the economic crisis might mean that they are considering reducing the support they give in development aid, or increasing unemployment might increase the number of people living in poverty. It is important to understand the political situation and other social or economic circumstances which might influence the achievement of the MDGs.

#### 3. Identifying your resources/What resources do we need?

It is not only financial resources you may need, but also people and time. Make a list of what you have already. This can include volunteers with expertise on the different MDG topics, partnerships with organizations already working on the issues related to the MDGs. Remember you will need people to fill different roles with the time to organize events or attend meetings related to your advocacy goal.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.4 Advocating on the MDGs

#### 4. Identifying your milestones/What can we achieve?

You may want to think about what are the long and short term goals of your advocacy action. A long-term goal could be the achievement of the particular MDG which you think it is important for your Association or group to work on, but there are also short-term goals which can contribute to this long term goal:

#### **TIP - LONG-TERM/INTERMEDIATE/SHORT-TERM GOALS**

If you have decided that the fight against HIV and AIDS is an important issue for your Association or group, you may decide that:

*"Ensuring young people have access to comprehensive, objective, non-biased, gender and youth specific information on HIV and AIDS" should be your advocacy goal.*

Long-term goals spell out where you want to be, by the end of the advocacy initiative. Using the same example, your long-term goal, which may take several years to achieve, might be:

*"In two years time, information on HIV and AIDS prevention is included in the school curriculum."*

Intermediate goals are the steps you need to achieve in order to reach your final goal and are benchmarks to help you achieve your final goal:

*"In six months time we will have organized a coalition of youth organizations who are supporting our campaign."*

Short-term goals are similar to intermediate goals. They help keep a group motivated, providing more immediate benchmarks in the form of action steps:

*"In three months time we will have organized a meeting on why HIV and AIDS is a problem for young people in this country and what needs to be done."*

WAGGGS Advocacy Toolkit

#### 5. Identifying your target/Who is our target?

These are the individuals or organizations which need to be influenced to achieve the MDGs. They could include: heads of state; national, state and local governments; agencies and ministries; Members of Parliament; other civil society organizations (CSOs); business and religious leaders; the media; other WAGGGS members and their parents.

#### 6. Identifying the message/What is your message?

This is the key part of your advocacy plan – what do you want to say on the MDGs as a Girl Guide/Girl Scout group or Association? You also need to think about the language you use, the way you deliver your message and when and where. Your message may adapt according to your audience, but the overall content and ideas should stay the same.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.4 Advocating on the MDGs

#### **TIP - Some special points about the MDGs to remember when you are developing your message**

- The MDGs are a special agreement which governments have made to achieve certain targets to eradicate poverty by 2015
- Developed and developing countries have made the commitments together
- Don't talk about the MDGs as Goal 1, Goal 2, Goal 3...but talk about what these goals mean for the millions of people whose lives they are trying to improve...many of whom are young people....and some of whom will be Girl Guides and Girl Scouts.
- Remember that the MDGs are based on six values and areas for priority action outlined in the Millennium Declaration
- Highlight what progress has already been made and the choices decision-makers could make to ensure their achievement
- Use personal stories or examples to help your audience understand what achieving the MDGs will mean for individual people, particularly for young people or for girls and young women

#### **7. How can you deliver your message?**

At this point, you might want to think about the different advocacy actions you can take. This could be by:

- Campaigning: where you try to mobilize public opinion to bring about a change in policy
- Lobbying: where you try to directly influence decision-makers to introduce a new policy or change an existing policy
- Working with the media to help raise awareness about your campaign or put pressure on policy-makers to bring about change.

You can also decide to join existing campaigns on the MDGs – you can find more information about some campaigns linked to the MDGs, in which WAGGGS is already involved, in the Appendix. There are also different institutional processes which measure progress on the MDGs which you can use to boost your advocacy efforts, some of which will be discussed later in this chapter.

#### **8. How do you know you are successful?**

Monitor and evaluate your advocacy activities on the MDGs. Decide what information you need to gather to track your progress and where you will find the information before you begin your activity, and how you could measure what your impact has been. WAGGGS wants to show the impact which Girl Guides and Girl Scouts have had on achieving the MDGs in our report for the UN Secretary General. Therefore, please complete the report form at the end of this toolkit with information about the project your Association or group undertakes and send it to the World Bureau.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.4 Advocating on the MDGs

#### 3.4.1 What are the key opportunities to advocate on the MDGs?

Opportunities for advocating on the MDGs can vary from country to country, so it is important to carry out research to find out the different political processes which you might be able to influence or use to maximize your advocacy activities. However, there are some processes that are common to certain countries which you could use to focus your lobbying or campaigning efforts.

#### MDG reports

The National MDG Reports (MDGRs) are used to track and monitor progress on the achievement of the MDGs at the country level. They are key tools for awareness raising, advocacy, alliance building, and renewal of political commitments at the country level. They can be used to start a debate on the policies which are being implemented to achieve the MDGs.

#### The Poverty Reduction Strategy Paper (PRSP)

The PRSP is the national three to five-year action plan for reaching longer-term MDG targets, and the key document for raising international support in developing countries for economic and social policy. PRSPs were first introduced seven years ago as a requirement to get debt relief from the World Bank and the International Monetary Fund under their **Heavily Indebted Poor Countries** initiative.

They are updated every three years and progress reports are made annually. PRSPs have received criticism for not involving civil society enough in the process and for the economic requirements that often accompany them. Although there are only a few cases in which youth organizations have been involved in the PRSP process and where the national PRSP has a youth dimension, if you live in a developing country, it is an opportunity for your Association or group to lobby or campaign for young people to be part of the process.

### **EXAMPLE: Youth Organizations from Europe and Africa working together on poverty reduction<sup>9</sup>**

The Tackling Poverty Together project aims to strengthen the role of young people in poverty reduction strategies. It was developed to include two workshops interspersed by a four-month working period. Twenty eight youth participants were selected to attend the workshops, four from each of the following countries: Ghana, Kenya, Malawi, Sweden, Tanzania, Uganda and Zambia. These participants agreed to attend the workshops and to dedicate time to working on the project before, between, and after the face-to-face meetings. The project was a partnership initiative with the National Council of Swedish Youth Organizations (LSU).

The first workshop, held in Ndola, Zambia in October 2005, explored the concept of youth poverty and examined current poverty reduction efforts. Participants created action plans, which contain concrete steps towards greater inclusion of youth in the poverty reduction efforts of their countries. These action plans have been implemented between the first and second workshops, during which time participants have interacted via the Internet and teleconferences. The second workshop, held in Kampala, Uganda in February 2006, focused on reviewing the action plans and discussing problems encountered, lessons learned and future directions for this work.

The Tackling Poverty Together project was supported by a team of advisors and was made possible by financial assistance from the Government of Sweden.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.4 Advocating on the MDGs

#### International Days

At international level, special days, weeks and years have been identified by the United Nations, Council of Europe, European Union and other bodies, or have been organized by other alliances or coalitions to raise awareness and call for action on topics of worldwide importance. They focus on important world issues such as poverty, human rights, or HIV/AIDS, and your Association or group could organize an event or campaign linked to the MDGs on these days. A full list of International Days can be found in the Appendix.

WAGGGS launches its own Calls to Action on selected international days relevant to the MDGs on the WAGGGS website, where you can also find ideas for activities from previous international days.

#### TIP

**Be creative!** International Mother's Day (May 10) could be linked to activities to promote action on MDG 6 – improve maternal health or Valentine's Day (February 14) could be linked to activities to promote MDG 6 Combat HIV/AIDS, Malaria and other diseases.

International days such International Day of the Volunteer or World Youth Day are also often linked to the MDG-related topics. For example, in 2009, the theme of International Volunteer Day was "Volunteering for our Planet" and how volunteers across the world are taking action on environmental issues. Keep up to date with what is being planned by visiting the websites regularly.

#### Defining your lobbying strategy

If your group or Association is working in a developed country, it may be more important to work on campaigns or lobbying to achieve Goal 8 (more and higher quality aid, provide more debt relief, and create fairer trade rules).

If your group or Association is working in a developing country, you can lobby or campaign on Goals 1-7 or lobby your government to include young people in development policies, especially those aimed at reducing poverty, and to consult young people on the changes they believe are needed the most.

Develop partnerships with different organizations or groups already active around one or more of the MDGs, and plan how you can work together and strengthen your efforts.

Send letters to Members of Parliament or other government representatives reminding them of your government's commitment to achieve the MDGs and demanding action.

You can find more ideas on how you can advocate on the MDGs in the WAGGGS Advocacy Toolkit.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.5 Partnerships for Development

Successful partnerships are crucial to the achievement of the MDGs. The MDGs are based on a partnership of developing and developed countries, as no one country can achieve them on their own. Indeed there is a specific MDG in Goal 8 highlighting the importance of partnerships.

In Girl Guiding/Girl Scouting, partnerships for development should be based on certain principles, according to the values of our organization. These principles should ensure there is a reciprocal sharing of ideals, beliefs and decisions, aimed at educating young people according to the fundamental principles of our Movement. This is important to remember when developing community development projects.

According to the Kigali Charter, adopted by the participants of the Kigali Forum which brought together twenty Associations from 15 different countries from Africa, Europe, Haiti and Canada, Guide and Scout partnerships for development should be based on the following principles:

- The participation of all partners in decision-making;
- The desire to help the partner grow in such a way as to truly contribute towards the development of that partner's country;
- The joint management of action / activities;
- The mutual respect of cultures, beliefs and values. This respect should in no way contradict the fundamental principles;
- The mutual exchange of information, and discussion and agreement before defining any possibility or taking any decision concerning the partner;
- The policy to freely express needs in a spirit of mutual confidence;
- The respect of the structures of the Associations;
- The refusal to enter into partnership with any Association which supports an oppressive regime;
- The obligation to avoid taking any action which could be detrimental to the partner;
- The regular evaluation of action and relations, with the participation of all parties.

Developing successful partnerships can also help you to achieve your project objectives. Partnerships can give you access to resources, skills, capacity and experience which you might not currently have in your group or Association.

#### What is a strategic partnership?

A good way to think of strategic partnerships is *'working together for a shared purpose'*.

More specifically, a strategic partnership is a mutually beneficial alliance between organizations. In strategic partnerships, the roles, responsibilities and accountabilities are clearly defined. They are based on a shared vision, objectives and purpose of work. It's useful to think of partnerships as relationships that need to be nurtured and maintained if they are to be effective. In every relationship, there must be a process of giving and receiving both sides rather than a purely financial arrangement.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.5 Partnerships for Development

Other useful definitions include:

*"Sharing the risks and profits of an enterprise"* (Oxford English Dictionary)

*"Partnerships are flexible tools which harness a variety of skills, experiences, resources and key individuals to meet a common goal. Effective partnerships are based upon relationships of trust."*  
(T. Worthington, UK Member of Parliament)

*"A work group with different specifications, working individually or through organizations to solve specific problems."*

(Monira Hefny, International Commissioner, Egypt Girl Guides)

The concept of a 'shared purpose' is important. This means, for the most part, shared goals, culture, learning, effort, information and rewards. However, there are many different types of partner and each partner will bring different strengths and attributes to the partnership.

WAGGGS actively co-operates with partners at a variety of different levels. Formal partnerships have many benefits and are used as a method to:

- Enrich your members and fulfil needs
- Get new ideas and motivation
- Exchange experiences and intercultural understanding
- Achieve common goals/objectives
- Provide inputs to educational programme and training
- Get resources and help

#### Six steps to partnership success

1. Establish a clear mandate and support for partnerships, including allowing the time required to establish partnerships, and get the full backing of the National Board for this
2. Make the best use of existing partnerships and build on them – often it's easier to strengthen an existing partnership than to build a new one
3. Design partnerships strategically, based on assessing the potential partner's suitability and how their policies fit with those of the MO
4. Make full use of the strengths of the partners on both sides
5. Plan how the partnership will be monitored and evaluated
6. Use the conclusions from the Monitoring and Evaluation (M&E) to improve the way the MO carries out partnerships in the future

## 3. HELPING TO ACHIEVE THE MDGs

### 3.5 Partnerships for Development

#### TIP

##### North-South Network

The North-South Network is an informal meeting of Guide and Scout Associations belonging to the Europe Region WAGGGS and WOSM – European Region who are organizing activities and projects with Guides and Scouts in other regions, particularly Africa.

The network has its origins from a number of Scout and Guide Associations from the European Region who had been co-operating with countries from sub-Saharan Africa. This interest was reflected in a European Seminar, held in Kigali, Rwanda. This led to the development of the Kigali Charter, an agreement on the principles for co-operation between Scout and Guide Associations in the developed and developing world, particularly between Africa and Europe. A further seminar in Nairobi expanded the numbers of Associations which saw development as an important aspect of Guiding and Scouting.

The meetings take place twice a year and are an opportunity to exchange ideas, report back on projects and to consider new initiatives. This informality has given lots of scope for spontaneous debate.

WAGGGS has developed a number of partnerships to support our work on the MDGs, particularly with the UN Millennium Campaign.

#### TIP

##### TIP UN Millennium Campaign

The United Nations Millennium Campaign supports and inspires NGOs and civil society from around the world to take action in support of the Millennium Development Goals. The Millennium Campaign awarded WAGGGS with seed funding to develop resources for the Global Action Theme, enabling WAGGGS to produce a number of free fabric badges for Member Organizations in developing countries and to encourage their involvement in the Stand Up Against Poverty campaign.

The UN Millennium Campaign also has offices at regional and national level (in some countries) which can provide support to Associations or groups which would like to work on the MDGs. The Europe Region has developed links with the Europe Regional Office and individual MOs such as the Federazione Italiana Dello Scouting have developed partnerships and organized activities with the national office in Italy.

The aim is to coordinate actions on the MDGs at national level and regional level. It also facilitates mass campaign activities in October each year as part of the Stand Up Against Poverty campaign.

Contact details for the Millennium Campaign at global, regional and national level can be found in the Appendix and also at [www.endpoverty2015.org](http://www.endpoverty2015.org)

Working on the MDGs may also involve developing partnerships with other UN Agencies at national or local level.

## 3. HELPING TO ACHIEVE THE MDGs

### 3.5 Partnerships for Development

#### TIP

#### How to contact the United Nations in your country

1. Contact the NGO Liaison Officer at the international headquarters if you do not have any national contacts.
2. Ask for a directory or contact details of national country offices for the UN agency/fund/programme which you are interested in.
3. Decide what you want out of the UN body. You need to think of a concrete proposal for partnership – for instance, a project for which you would like funding; a conference/seminar for which you would like a speaker/facilitator; a UN project for which you would like to raise funds.
4. Write an introductory letter, explaining who you are and outlining why you are contacting the UN body. Ask the World Bureau if you need a letter of support from WAGGGS.
5. Mention in your letter that you are a member of WAGGGS, which has General Consultative Status with ECOSOC and which has many major projects with UN agencies.
6. If WAGGGS is already involved with the UN body at international level, inform the national office of this fact. Find out what projects WAGGGS is involved in by contacting the World Bureau, reading Our World News, monthly mailings, or by looking at the WAGGGS' website.
7. Send some supporting information about your Association and about WAGGGS, e.g. leaflets, annual reports.
8. In your letter suggest that you visit the UN body's national office, or invite them to visit you. Tell them that you will call them in the near future to fix a date.
9. When successful let the World Bureau know which UN agency you are working with.

*How to Work with the United Nations, WAGGGS*

There are many stages involved in identifying potential partners and developing a successful partnership or alliance. WAGGGS Guidelines on Strategic Partnerships, available from the WAGGGS website, has more information and guide you through this process.

## 4. CONCLUSION

We hope that this toolkit has helped you understand the MDGs and how WAGGGS members can take action to help achieve them at national or local level.

Action on the MDGs can happen at all levels: global, regional, national and local. We encourage you to engage and empower your group or Association to become involved to bring about real change and make a difference for individuals and communities across the world.

Girl Guides and Girl Scouts always try to do their best and help other people – and we have an opportunity now to make a real contribution towards the achievement of the Millennium Development Goals, which bring together the most important challenges facing young people today.

Imagine what 10 million Girl Guides and Girl Scouts can do if we all come together to educate, speak out and take action to eradicate poverty and injustice. Together, we can change our world!

## 5. APPENDICES

### Tell us what Girl Guides and Girl Scouts are doing to achieve the MDGs!

We want to know what projects you are working on as part of the WAGGGS Global Action Theme so that we can share best practice and celebrate your achievements. Please complete the form below and send it, with photos if possible, by e-mail to [development@wagggsworld.org](mailto:development@wagggsworld.org), or by post to the World Bureau, WAGGGS, 12c Lyndhurst Road, London, United Kingdom NW3 5PQ.

Association Name
Country
Project title
Which MDG(s) does the project relate to
Contact person's name and position in the organization
Contact person's email or postal address
<b>DETAILS</b>
Brief description of the project (200 words)
How did girls and young women benefit from the project?
Describe some of the achievements and challenges of the project
What advice would you give to groups undertaking a similar project?
If you have included photos, please write a one sentence description for each of them here:

## 5. APPENDICES

### EVALUATION FORM

We hope you have enjoyed using this toolkit and found it helpful and useful. In order to allow us to evaluate it and make sure it fits the needs of users, we would appreciate if you will find time to give us some feedback on how you have found the toolkit. Please send the completed form by e-mail to [rosemary@europe.wagggsworld.org](mailto:rosemary@europe.wagggsworld.org) or by post to the Europe Office WAGGGS, Avenue de la Porte de Hal 38, Boite 1, B1060, Brussels, Belgium. THANK YOU.

#### 1. In which function have you used the Toolkit?

Girl Guide/Girl Scout leader

Trainer of Girl Guide/Girl Scout leaders

Youth worker or leader belonging to another youth organization

Trainer belonging to another youth organization

#### 2. The age groups with whom you used the Toolkit:

Under 15 \_\_\_\_\_

Between 15 and 20 \_\_\_\_\_

Between 20 and 25 \_\_\_\_\_

Between 25 and 30 \_\_\_\_\_

Over 30 \_\_\_\_\_

Mixed \_\_\_\_\_

#### 3. The context in which you used the Toolkit

Formal education \_\_\_\_\_ Non formal education \_\_\_\_\_

4. At the local level – please specify \_\_\_\_\_

At national level – please specify \_\_\_\_\_

At international level – please specify \_\_\_\_\_

#### 5. Which part or sections did you use?

## 5. APPENDICES

### EVALUATION FORM

6. Which part or sections did you find most useful?

7. What recommendations would you make to improve the Toolkit?

8. Any other suggestions or comments you might have

9. Name (optional) \_\_\_\_\_

10. E-mail (optional) \_\_\_\_\_

11. Organization (optional) \_\_\_\_\_

## 5. APPENDICES

### MDG 1 ERADICATE EXTREME POVERTY AND HUNGER



*“Overcoming poverty is not a gesture of charity. It is an act of justice.”*

Nelson Mandela

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.

#### Targets

- 1a:** Reduce by half the proportion of people living on less than a US dollar a day
- 1b:** Achieve full and productive employment and decent work for all, including women and young people
- 1c:** Reduce by half the proportion of people who suffer from hunger

#### 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<sup>1</sup>.
- 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<sup>2</sup>.

#### 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.<sup>3</sup>
- Every year more than 10 million children die of hunger and preventable diseases – that’s 30,000 per day and one every 3 seconds.<sup>4</sup>
- The World Bank estimates that 1.4 billion people live in extreme poverty (1 in 4 people).<sup>5</sup>
- In all countries – including developed countries – there are families living in conditions which are below the acceptable standard of living in that country.

1 [http://www.undp.org/mdg/basics\\_ontrack.shtml](http://www.undp.org/mdg/basics_ontrack.shtml)

2 <http://news.bbc.co.uk/2/hi/business/7583719.stm>

3 [http://www.realityofaid.org/downloads/primer\\_on\\_aid\\_effectiveness.pdf](http://www.realityofaid.org/downloads/primer_on_aid_effectiveness.pdf)

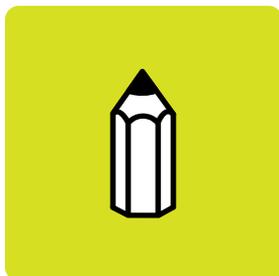
4 [http://www.makepovertyhistory.org.nz/downloads/Global\\_per\\_cent20Poverty\\_per\\_cent20Quick\\_per\\_cent20Facts.pdf](http://www.makepovertyhistory.org.nz/downloads/Global_per_cent20Poverty_per_cent20Quick_per_cent20Facts.pdf)

5 <http://news.bbc.co.uk/2/hi/business/7583719.stm> and

<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/0,,contentMDK:21882162~pagePK:64165401~piPK:64165026~theSitePK:469382,00.html>

## 5. APPENDICES

### MDG 2 ACHIEVE UNIVERSAL PRIMARY EDUCATION



*“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”*

Kofi Annan

The aim is to make sure that all boys and girls complete a full course of primary schooling.  
Are targets being met?

#### Targets

**2a:** Ensure 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. <sup>1</sup>
- 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. <sup>2</sup>
- 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. <sup>3</sup>
- Uganda, Malawi, Kenya and Zambia have all been able to eliminate school fees. <sup>4</sup>
- 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. <sup>5</sup>
- 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. <sup>6</sup>

#### Did you know?

- Currently there are more than 100 million children of primary school age not in school. <sup>7</sup>
- More than one in four adults worldwide cannot read or write and two-thirds are women. <sup>8</sup>
- 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. <sup>9</sup>

1 UNESCO, 2005

2 <http://www.dfid.gov.uk/pubs/files/uk-cont-mdg-report.pdf>

3 <http://www.endpoverty2015.org/goals/universal-education>

4 <http://www.endpoverty2015.org/goals/universal-education>

5 <http://www.unicef.org/mdg/education.html>

6 <http://www.unicef.org/mdg/education.html>

7 <http://www.endpoverty2015.org/goals/universal-education>

8 <http://www.endpoverty2015.org/goals/universal-education>

9 <http://www.campaignforeducation.org/en/why-education-for-all/millionsmissout/>

## 5. APPENDICES

### MDG 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN



*"Women hold up half the sky."*

Traditional Chinese saying

The aim is to remove gender difference in primary and secondary education preferably by 2005 and at all levels by 2015.

#### Targets

**3a:** Eliminate Gender disparity 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. <sup>1</sup>
- 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. <sup>2</sup>
- 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. <sup>3</sup>

#### 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. <sup>4</sup>
- Of the 1.3 billion people living in poverty around the world, 70 per cent of them are women. <sup>5</sup>
- In the least developed countries nearly twice as many women over age 15 are illiterate compare to men. <sup>6</sup>
- 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 per cent of girls began caring about how they looked before the age of 12 years old.
- 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. <sup>7</sup>

1 <http://www.dfid.gov.uk/pubs/files/uk-cont-mdg-report.pdf>

2 [http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG\\_Report\\_2008\\_En.pdf](http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG_Report_2008_En.pdf)

3 [http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG\\_Report\\_2008\\_En.pdf](http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG_Report_2008_En.pdf) The Millennium Development Goals Report

4 <http://www.endpoverty2015.org/goals/gender-equity>

5 <http://www.endpoverty2015.org/goals/gender-equity>

6 <http://www.endpoverty2015.org/goals/gender-equity>

7 The State of the World's Children, UNICEF 2007

## 5. APPENDICES

### MDG 4 REDUCE CHILD MORTALITY



*"There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace."*

Kofi Annan

The aim is to reduce the death of infants and children under the age of five.

#### Targets

**4a:** Reduce the mortality rate of 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. <sup>1</sup>
- 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. <sup>2</sup>

#### Did you know?

- One African child dies every 30 seconds from malaria. Insecticide-treated nets prevent transmission and increase child survival. <sup>3</sup>
- Under-nutrition is a contributing cause of more than one-third of the 9.2 million under-five deaths worldwide. <sup>4</sup>
- 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. <sup>5</sup>
- About 20 million children under five worldwide are severely underfed, which leaves them more likely to become ill or die early. <sup>6</sup>

1 <http://www.dfid.gov.uk/news/files/state-world-children-facts.asp>

2 [http://www.unicef.org/media/media\\_45607.html](http://www.unicef.org/media/media_45607.html)

3 <http://www.who.int/features/qa/13/en/index.html>

4 <http://www.unicefusa.org/news/releases/child-deaths-continue-to.html>

5 <http://www.who.int/features/qa/13/en/index.html>

6 <http://www.who.int/features/qa/13/en/index.html>

## 5. APPENDICES

### MDG 5 REDUCE MATERNAL MORTALITY



*“There is simply no good reason why in the 21st century, thousands of women and children in developing countries should be dying during childbirth and the early years of life.”*

Honourable Aileen Carroll, Minister of International Co-operation

The aim is to reduce the maternal mortality (death) rate.

#### Targets

- 5a:** Reduce by three-quarters the maternal mortality ratio  
**5b:** Achieve, by 2015, universal access to reproductive health

#### 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. <sup>1</sup>
- 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.<sup>2</sup>
- Over the last four years in Rajasthan, India, the percentage of deliveries assisted by skilled birth attendants increased by more than 30 per cent. <sup>3</sup>

#### 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.
- Currently, 200 million women have an unmet need for safe and effective contraceptive devices. <sup>4</sup>
- 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<sup>5</sup>.

<sup>1</sup> <http://www.unicef.org/mdg/maternal.html>

<sup>2</sup> <http://www.mdgmonitor.org/story.cfm?goal=5>

<sup>3</sup> <http://www.endpoverty2015.org/goals/maternal-health>

<sup>4</sup> [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca)

<sup>5</sup> <http://www.unicef.org/mdg/maternal.html>

## 5. APPENDICES

### MDG 6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES



*"Of all of the forms of inequality, injustice in health is the most shocking and the most inhumane."*

Martin Luther King Jr

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.

#### Targets

- 6a:** Halt and begin to reverse the spread of HIV/AIDS  
**6b:** Achieve, by 2010, universal access to for HIV/AIDS for all those who need it

#### Are targets being met?

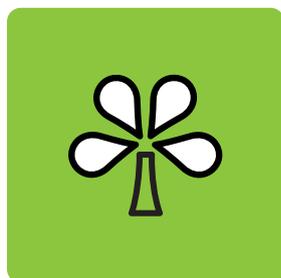
- Achieving this goal is hugely important as it is closely linked to achieving MDGs1 (poverty and hunger), 4 (child mortality) and 5 (maternal health).
- Thanks to improvements in prevention programmes, the number of people newly infected with HIV reduced from 3 million in 2001 to 2.7 million in 2007. 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 [www.waggsworld.org](http://www.waggsworld.org)
- You can earn the WAGGGS AIDS badge. Download the curriculum from the website: [www.waggsworld.org](http://www.waggsworld.org)

## 5. APPENDICES

### MDG 7 ENSURE ENVIRONMENTAL SUSTAINABILITY



*"Take care of the earth and it will take care of you."*

Anon

The aims are to improve sustainable development and enable people to access safe drinking water and have decent living conditions.

#### Targets

- 7a:** Add the values of sustainable development into country policies and programmes; reverse loss of environmental resources by 2015.
- 7b:** Reduce biodiversity loss, achieving by 2010, a significant reduction in the rate of loss
- 7c:** Reduce by half the number of people without sustainable access to safe drinking water and basic sanitation by 2015.
- 7d:** Achieve significant 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".<sup>1</sup>
- 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.<sup>2</sup>
- 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 per cent of them among children.<sup>3</sup> 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.<sup>4</sup>
- Some two million children die every year – 6,000 a day – from preventable infections spread by dirty water or improper sanitation facilities.<sup>5</sup>
- WAGGGS is part of the 'Our World, Our Climate, Our Food' campaign run together with the UN Food and Agricultural Organization (FAO) and other UN agencies and NGOs. Find out more on the WAGGGS website.
- WAGGGS has produced badge curriculums on Food Security and Climate Change and Biodiversity. You can download them from the WAGGGS website.

<sup>1</sup> <http://www.endpoverty2015.org/environmental-sustainability/news/ban-urges-g8-action-three-key-challenges/08/jul/08>

<sup>2</sup> <http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=186388>

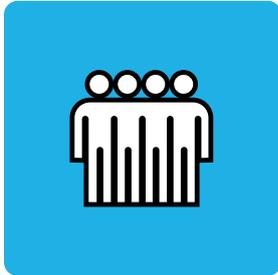
<sup>3</sup> <http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/0,,contentMDK:20104132~menuPK:250991~pagePK:43912~piPK:44037~theSitePK:29708,00.html>

<sup>4</sup> <http://www.unicef.org/mdg/environment.html>

<sup>5</sup> <http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=186388>

## 5. APPENDICES

### MDG 8 DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT



*"It is not in the United Nations that the Millennium Development Goals will be achieved. They have to be achieved in each of its Member States, by the joint efforts of their governments and people."*

Kofi Annan

The Millennium Goals as a whole represent a global partnership for development. The deal makes it clear that the main burden 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. <sup>1</sup>

#### Targets

- 8a:** 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.
- 8b:** 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.
- 8c:** Address the special needs of landlocked developing countries and small island landlocked states
- 8d:** Deal with developing countries' debt problems through national and international measures to make debt sustainable in the long term. In co-operation with the developing countries, develop decent and productive work for youth.
- 8e:** Provide access to affordable essential drugs in developing countries.
- 8f:** In co-operation 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 US dollar a day by 2015, we must cancel all the debts of the poorest countries. <sup>2</sup>

#### 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 five countries have kept that promise. <sup>3</sup>
- 7 million children die each year as a result of the debt crisis. <sup>4</sup>
- 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. <sup>5</sup>

<sup>1</sup> <http://www.endpoverty2015.org/goals/global-partnership>

<sup>2</sup> <http://www.jubileedebtcampaign.org.uk/>

<sup>3</sup> <http://www.un.org/esa/socdev/media/articles/artmar08.html>

<sup>4</sup> <http://www.jubileedebtcampaign.org.uk/>

<sup>5</sup> <http://endpoverty2015.org/goals/global-partnership>

## 5. APPENDICES

### INTERNATIONAL DAYS

There are a number of international days designated by the UN or other institutions around which your group or Association can organize an event connected with the MDGs. This is a good opportunity to promote the MDGs and the ways in which Girl Guides and Girl Scouts are working to achieve them – it is also a good opportunity to join other activities which might be taking place nationally or locally to mobilize people to take action and make their own personal commitment to achieving the MDGs.

#### February 2 – World Wetlands Day

<http://tinyurl.com/34sgf8u>

#### February 14 – Valentine’s Day

#### February 20 – World Day of Social Justice

<http://www.un.org/apps/news/story.asp?NewsID=24801>

#### March 8 – International Women’s Day

<http://www.un.org/womenwatch/feature/iwd/>

#### March 22 – World Water Day

<http://www.worldwaterday.org/page/121>

#### April 2 – International Children’s Book Day

<http://www.ibby.org/index.php?id=269>

#### April 7 – World Health Day

<http://www.who.int/world-health-day/en/>

#### April 25 – World Malaria Day

<http://www.worldmaliaday.org/>

#### May 10 – International Mothers Day (also in March in some countries)

[http://en.wikipedia.org/wiki/Mother's\\_Day](http://en.wikipedia.org/wiki/Mother's_Day)

#### May 22 – International Day for Biological Diversity

<http://www.cbd.int/idb/>

#### June 5 – World Environment Day

<http://www.unep.org/wed/2010/english/>

#### June 8 – World Ocean Day

[http://www.un.org/depts/los/reference\\_files/worldoceansday.htm](http://www.un.org/depts/los/reference_files/worldoceansday.htm)

#### June 12 – World Day against Child Labour

<http://www.ilo.org/ipec/Campaignandadvocacy/WDAKL/lang--en/index.htm>

#### June 16 – International Day of the African Child

[http://www.hrea.org/index.php?base\\_id=527&language\\_id=1](http://www.hrea.org/index.php?base_id=527&language_id=1)

#### June 17 – World Day to Combat Desertification and Drought

<http://www.unccd.int/main.php>

## 5. APPENDICES

### INTERNATIONAL DAYS

**July 11 – World Population Day**

<http://www.unfpa.org/public/>

**July 20 – World Refugee Day**

<http://www.unhcr.org/pages/49c3646c46d.html>

**August 12 – International Youth Day**

<http://www.un.org/esa/socdev/unyin/iyouthday.htm>

**September 8 – International Literacy Day**

<http://www.unesco.org/en/literacy/>

**September 21 – International Day of Peace**

<http://www.internationaldayofpeace.org/>

**First Monday of October – World Habitat Day**

<http://www.unhabitat.org/>

**October 15 – International Day of Rural Women**

<http://www.un.org/womenwatch/feature/idrw/>

**October 16 – World Food Day**

<http://www.fao.org/getinvolved/worldfoodday/en/>

**October 17 – International Day for the Eradication of Poverty**

<http://www.un.org/esa/socdev/social/intldays/IntlDay/index.html>

**November 20 – Universal Children’s Day**

<http://www.un.org/en/events/childrenday/>

**November 25 – International Day for the Elimination of Violence Against by Women**

<http://www.saynotoviolence.org/>

**December 1 – World AIDS Day**

<http://www.worldaidscampaign.org/en/>

**December 5 – International Volunteer Day**

<http://www.worldvolunteerweb.org/intl-vol-day.html>

**December 10 – Human Rights Day**

<http://www.un.org/en/events/humanrightsdays/2009/>

**December 20 – International Day of Human Solidarity**

<http://www.un.org/esa/socdev/social/intldays/IntSolidarity/index.html>

## 5. APPENDICES

### INTERNATIONAL CAMPAIGNS

A number of campaigns have been launched, to support and inspire people around the world to take action for the achievement of the Millennium Development Goals and some of these will also have a specific European perspective.

WAGGGS is involved in a number of these campaigns – visit the WAGGGS website for more information about the different ways in which Girl Guides and Girl Scouts are already involved.

#### **UN Millennium Campaign**

<http://www.endpoverty2015.org/en/about>

<http://www.unmillenniumproject.org/>

<http://www.millenniumcampaign.org/youth>

#### **Action for Global Health**

<http://www.actionforglobalhealth.eu/>

#### **2010 European Year of Poverty and Social Inclusion**

<http://www.endpoverty.eu/-Take-ACTION-.html>

#### **Because I am a Girl**

<http://plan-international.org/what-you-can-do/campaigns/because-i-am-a-girl-campaign>

#### **Countdown 2015 Europe**

<http://www.countdown2015europe.org/>

#### **Countdown to 2015 – Tracking Progress in Maternal, Newborn and Child Health**

<http://www.countdown2015mnch.org/>

#### **Global Education Week**

[http://www.coe.int/t/dg4/nscentre/GE/GEW\\_en.asp](http://www.coe.int/t/dg4/nscentre/GE/GEW_en.asp)

#### **Global Call to Action Against Poverty**

<http://www.whiteband.org/>

#### **European Alliance Against Malaria**

<http://www.europeanallianceagainstmalaria.org/>

#### **Global Campaign for the Health MDGs**

<http://www.who.int/pmnch/activities/delivernow/en/index7.html>

#### **Global Campaign for Education**

<http://www.campaignforeducation.org>

#### **Just A Minute – campaign to raise awareness about MDG5**

<http://www.mdg5.eu/en/mdg5.swf>

#### **Say No – Unite To End Violence Against Women**

<http://www.saynotoviolence.org/about-say-no>

#### **Stand Up Against Poverty!**

<http://standagainstpoverity.org/>

#### **Unite for Climate**

<http://uniteforclimate.org/>

#### **Unite for Children – Unite Against HIV/AIDS**

<http://www.uniteforchildren.org/index.html>

## 5. APPENDICES

## WAGGS GAT CHAMPIONS

Region/Country	Association	Person	Email
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<b>Kenya</b>	Kenya Girl Guides Association	Caroline Murgor	kgga@skyweb.co.ke
<b>Madagascar</b>	Skotisma Zazavavy Eto Madagasikara	Fanilon'i Madagasikara	skotismazazavavy@yahoo.fr
<b>Zambia</b>	Girl Guide Association of Zambia	Nambula Sitali	namsita23@yahoo.com
<b>ARAB</b>			
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<b>Sudan</b>	The Sudan Girl Guides Association	Dr Abukashawa Sumaia	abukashawa@hotmail.com
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<b>ASIA PACIFIC</b>			
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<b>New Zealand</b>	Girlguiding New Zealand	Pam Galbraith	Pam.Galbraith@girlguidingnz.org.nz
<b>Pakistan</b>	Pakistan Girl Guide Association	Mrs. Nuzhat Aamir Sadiq	pgga@apollo.net.pk
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<b>Greece</b>	Soma Hellinikou Odigismou	Evi Tzoumerkioti	etzoumerkioti@seo.gr
<b>Italy</b>	Federazione Italiana Dello Scutismo	Barbara Calvi	bcalvi@gmail.com federazione@scouteguide.it
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<b>WESTERN HEMISPHERE</b>			
<b>Barbados</b>	The Girl Guides Association of Barbados	Wilma Turton	girlguidesofbarbados@yahoo.com
<b>Canada</b>	Girl Guides of Canada-Guides du Canada	Kristen Hope	hopek@girlguides.ca
<b>El Salvador</b>	Asociación De Muchachas Guías Scouts de El Salvador	Kiriam Melany Nuila	Bonilla kiriamnuila@yahoo.com
<b>USA</b>	Girl Scouts of the USA	Karen Scheuerer	kscheuerer@girlscouts.org

## 5. APPENDICES

### UN MILLENNIUM CAMPAIGN CONTACT POINTS

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<p><b>ASIA</b></p> <p><b>ASIA REGIONAL OFFICE</b> UN Millennium Campaign Asia Ground Floor, Rm G 005 Secretariat Building, United Nations Rajadamnern Nok Ave Bangkok Thailand 10200</p> <p><i>Ms. Kallayaphorn Jaruphand (Jasmine)</i> <i>Senior Programme Assoc</i> &amp; Special Assistant to Head of Asia Phone: +66 2 288 2867 Fax: +66 2288 1052 jaruphand@un.org</p>	<p><b>NORTH AMERICA</b></p> <p><b>NORTH AMERICA REGIONAL OFFICE (USA)</b> UN Millennium Campaign North America 1800 Massachusetts Ave, NW Suite 400 Washington, DC 20036 USA</p> <p><b>Ms. Leanne Rios</b> <i>Advocacy and Communications Associate</i> Phone: +202-862-6301 (0) Fax: +202-887-9021 leanne.rios@undp.org</p>
<p><b>EUROPE</b></p> <p><b>EUROPE REGIONAL OFFICE</b> UN Millennium Campaign Europe FAO Building A – A340/341/342 Via delle Terme di Caracalla, 1 00153 Rome Italy</p> <p><b>Mr. Jordi Llopart</b> Programme Coordinator Phone: +39 06 570 54869 Fax +39 06 570 52060 Jordi.llopart@undp.org</p>	<p><b>France</b></p> <p>Campagne du Millénaire Mr Fabrice Ferrier Coordinator Tel +33 (0)6 01 16 96 18 www.campagne dumillenaire.org</p>
<p><b>Germany</b></p> <p>Hermann-Ehlers-Straße 10 53113 Bonn Germany Dr Renée Ernst Coordinator Phone +49 (0) 228 815-2276 Fax +49 (0) 228 815-2950 www.millenniumcampaign.de</p>	<p><b>Italy</b></p> <p>c/o FAO (room E-107) Viale delle Terme di Caracalla 00153 Rome</p> <p>Mrs Marta Guglielmetti Co-ordinator Phone: +39 06 57050208 Fax: +39 06 5705 2060 www.millenniumcampaigh.it www.campagnadelmillennio.it</p>
<p><b>Spain</b></p> <p>C/Agustin de Betancourt 21 8 Planta 28003 Madrid</p> <p>C/Avinyo 15 08003 Barcelona</p> <p>Marina Navarro Co-ordinator Phone: +34 91 395 6360/ +34 91 7885311 Fax: +34 93 342 87 72 www.sinexcusas2015.org</p>	<p><b>Portugal</b></p> <p>Avanida de Republica 15 5 1050-185 Lisbon</p> <p>Co-ordinator Mr Luis Mah Phone : +351 210 501 503 www.objectivo2015.org</p>

## 5. APPENDICES

### UN OFFICES

<p>Office for External Relations  <b>FAO</b>                  Viale delle Terme di Caracalla                  00100 Rome                  Italy                  Tel: +39 06 5225 57051                  Fax: +39 06 5705 3152                  Website: www.fao.org</p>	<p><b>OHCHR</b>                  Palais des Nations                  CH 1211 Geneva 10                  Switzerland                  Tel +41 22 917 9000                  Fax +41 22 917 9012                  Website: www.unhchr.ch</p>
<p>Senior NGO Liaison Officer  <b>UNAIDS</b>                  20 avenue Appia                  CH 1211 Geneva 27                  Switzerland                  Tel: +41 22 791 3666                  Fax: +41 22 791 4179                  www.unaids.org</p>	<p>Civil Society and Participation Programme                  Bureau for Development  <b>UNDP</b>                  Room DC1-2458                  1 UN Plaza                  New York NY 10017                  USA                  Tel: +1 212 906 5000                  Fax: +1 212 906 5001                  www.undp.org</p>
<p>Civil Society Relations Officer                  Division of Environmental Policy Development and Law  <b>UNEP</b>                  PO Box 30552                  Nairobi, Kenya                  Tel: +254 2 621 234                  Fax: +254 2 226 886                  www.unep.org</p>	<p>Director, Information and External Relations Division  <b>UNFPA</b>                  220 East 42nd Street                  New York NY 10017                  USA                  Tel: +1 212 297 5000                  Fax: +1 212 370 0201                  www.unfpa.org</p>
<p>Senior Advisor                  Programme Partnerships, Gender, Partnership and Participation Section                  Programme Division  <b>UNICEF</b>                  3 UN Plaza                  New York NY 10017                  USA                  Tel: +1 212 326 7000                  Fax: +1 212 888 7454                  www.unicef.org</p>	<p>Public Affairs Specialist  <b>UNIFEM</b>                  304 E 45th Street                  15th Floor                  New York                  NY 10017                  USA                  Tel: +1 212 906 6400                  Fax: +1 212 906 6705                  www.unifem.undp.org</p>
<p>Director, Department of External Cooperation and Partnerships  <b>World Health Organization</b>                  Avenue Appia                  CH 1211                  Geneva 27                  Switzerland                  Tel: +41 22 791 2111                  Fax: +41 22 791 3111                  www.who.ch</p>	

## 5. APPENDICES

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*Advocating on the MDGs UNDP 2004*

*A Guide to MDG Action - Taking Effective Action to Achieve the MDGs*

<http://www.oneworldyouthproject.org/pdfs/mdgactionguide.pdf>

*Better by the Year – a resource on international development*

<http://www.betterbytheyear.org/>

*Compass: A Manual on Human Rights Education with Young People Council of Europe May 2002*

<http://www.ecyb.coe.int/compass/>

*“How big is your world?” - Europe, Youth and Globalisation*

An Anthology Edited by Yael Ohana Council of Europe 2005

*Development Needs Youth – Youth Organizations in Action*

European Youth Forum Report 2009

*80:20 THE BOOK Development in an Unequal World*

<http://www.developmenteducation.ie/8020-the-book/>

*World Youth Report 2005 – Young People today and in 2015*

*Youth and the Millennium Development Goals: Challenges and opportunities for Implementation*

<http://www.mdgyouthpaper.org/mdgyouthpaper.pdf>

### RESOURCES

**WAGGGS Resources** – available from [www.wagggsworld.org](http://www.wagggsworld.org)

#### WAGGGS Position Statements

- Position Statement of Adolescent Health
- Position Statement on Adolescent Pregnancy
- Position Statement on Discover your Potential
- Position Statement on HIV and AIDS
- Position Statement on Food and Nutrition
- Position Statement on Healthy Food Choices
- Position Statement on Drugs
- Position Statement on Smoking
- Position Statement on Lets Talk about Sex
- Position Statement on Education of Girls
- Position Statement on Human Rights
- WAGGGS Statement to the CSW 2007 on girls’ education
- WAGGGS Statement to the CSW 2008 on women’s equal participation in conflict prevention
- WAGGGS Statement to the CSW 2009 equality in caregiving, especially in context of HIV and AIDS
- WAGGGS Statement to the CSW 2010 on empowerment, education and adolescent health
- WAGGGS Key Messages on Climate Change at COP 15 (December 2009)
- WAGGGS Statement to the High level Summit 2010 on MDGs, focusing on empowerment and education

## 5. APPENDICES

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#### Alliance of Chief Executive Officers

- National Youth Policies A working document from the point of view of 'non-formal education' youth organizations
- The Education of Young People A Statement at the Dawn of the 21st Century
- Girls and Young Women in the 21st Century – A call to Action
- Children and Young People Participating in Decision Making

#### Toolkits and Guidelines

- WAGGGS Advocacy Toolkit
- WAGGGS GAT Badge Curriculum
- WAGGGS GAT Support to Member Organizations
- WAGGGS Food and Climate Change Challenge Badge
- WAGGGS Toolkit on Advocacy "Together we can change our world"
- WAGGGS Guidelines on Project Management  
[www.wagggsworld.org/en/resources/documents/2068](http://www.wagggsworld.org/en/resources/documents/2068)
- WAGGGS Guidelines on Relationship to Society  
[www.wagggsworld.org/en/resources/documents/1008](http://www.wagggsworld.org/en/resources/documents/1008)
- WAGGGS Media Relations Toolkit
- WAGGGS Strategic Partnership Guidelines
- WAGGGS Community Action Pack
- WAGGGS Fundraising Booklet
- WAGGGS/FAO biodiversity badge
- 'Climate Change: take action now' a youth guide with special emphasis on girls and young women.
- WAGGGS Toolkit "How to Work with the UN"

Kigali Charter on Partnerships

#### Useful Links

##### European Youth Forum

[www.youthforum.org](http://www.youthforum.org)

##### Development in the European Commission

[ec.europa.eu/development/index\\_en.cfm](http://ec.europa.eu/development/index_en.cfm)

##### United Nations Millennium Campaign

[www.millenniumcampaign.org](http://www.millenniumcampaign.org)

[www.endpoverty2015.org](http://www.endpoverty2015.org)

##### United Nations Statistics Division: Millennium Indicators

[unstats.un.org/unsd/mi/mi\\_worldmillennium\\_new.asp](http://unstats.un.org/unsd/mi/mi_worldmillennium_new.asp)

##### UNICEF

[www.unicef.org](http://www.unicef.org)

##### World Health Organization

[www.who.int](http://www.who.int)

## 5. APPENDICES

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**United Nations Cyber Schoolbus**  
[cyberschoolbus.un.org](http://cyberschoolbus.un.org)

**United Nations Development Program: About the MDGs: Resources**  
[www.undp.org/mdg/resources2.shtml](http://www.undp.org/mdg/resources2.shtml)

**Tracking Progress in Child Survival Countdown to 2015:**  
[www.childsurvivalcountdown.com/](http://www.childsurvivalcountdown.com/)

**North-South Network**  
[www.northsouth-network.net/](http://www.northsouth-network.net/)

**North-South Centre of the Council of Europe**  
[www.coe.int/t/dg4/nscentre/default\\_EN.asp](http://www.coe.int/t/dg4/nscentre/default_EN.asp)

**Development Education Ireland**  
[www.developmenteducation.ie/toptens/](http://www.developmenteducation.ie/toptens/)



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## Europe Region

World Association  
of Girl Guides  
and Girl Scouts

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des Guides et des  
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