THE UN MILLENNIUM DEVELOPMENT GOALS

A TOOLKIT

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ABOUT

VOLUNTEER ACTION FOR PEACE (VAP)

Volunteer Action for Peace (VAP) is a voluntary service organisation (Charity No. 1126368) based in the United Kingdom which works towards creating and preserving international peace, justice and human solidarity for people and their communities. Volunteer Action for Peace specialises in both hosting volunteers with partners in the United Kingdom and sending volunteers around the world. These opportunities range from short to long term projects and generally involve 'unskilled' labour within a non-formal educational experience.

The core basic philosophy of Volunteer Action for Peace and its partners is one of building peace through positive social exchange between international communities. Projects in the United Kingdom tend to concern the environment and sustainability, whereas workcamps projects abroad are often also concerned with education or construction. Volunteer Action for Peace provides volunteers with opportunities to work together with people from around the globe and in partnership with local groups to enhance and empower communities.

Volunteer Action for Peace has its roots in the volunteer peace movement which was born out of the tragedy of the First World War to promote reconciliation between former enemies.

The area of activity of Volunteer Action for Peace has grown from reconciliation and reconstruction to include self-determination, anti-racism, women´s rights and human rights, environmental and ecological work, sustainable development, community empowerment, social inclusion, fair trade and cultural/arts projects for particular communities.

Volunteer Action for Peace is a member of the international non-governmental organisation Co-ordinating Commitee for international Voluntary Service (CCIVS) which provides the global network of its exchange partners.
Volunteer Action for Peace international contacts are non-governmental national and international part-ner organisations all over the world which share its vision of reconciliation, intercultural dialogue, sustain-able development and social justice.

Volunteer Action for Peace provides opportunities for people of all ages to volunteer in over 60 countries:
	_ in short term workcamps lasting 2-4 weeks in groups of 8-30 participants coming from many dif-ferent countries
	_ on medium or longer term placements, usually in a relationship with a project in the country con-cerned e.g. social work, teaching, work with children

As a participant in the European Union's 'Youth in Action' programme Volunteer Action for Peace hosted two volunteers in 2010 as part of the European Voluntary Service (EVS) scheme to produce a toolkit on the United Nations Millennium Development Goals for use in volunteer groups and in other contexts.

Volunteer Action for Peace has recruited 20 European Voluntary Service volunteers who have served in 12 countries in the last 4 years.

ABOUT

THE
AUTHORS

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Lina-Theresa Lorenzen (23) from Germany, studying Education and Sports, and Glória Matos da Costa (26) from Portugal, Communication Designer.

Both Lina and Gloria are involved in many voluntary sector projects in the United Kingdom and abroad. Earlier this year they applied successfully for a European Voluntary Service placement, through the **Youth in Action programme**, provided by the European Union. The placement was based in London from July to December 2010, and was hosted by Volunteer Action for Peace.

Their project has been to research and then develop successful methods and teaching techniques to promote the **United Nations Millennium Development Goals (MDG)**.

As part of their research period, Lina and Gloria played a vital role in the delivery and evaluation of the 2010 programme of Volunteer Action for Peace UK, by coordinating workcamps projects of international volunteers in different rural locations in England**.** They used these opportunities to test new methods of raising awareness about the Millennium Development Goals, whilst adding an important educational element to the programme.

WHY A TOOLKIT?

During the research period, Lina and Gloria realised there was a surprising general lack of knowledge about the Millennium Development Goals and their purpose for the future. In order to reach the ambitious targets of all eight Goals by 2015, the public needs to be informed and then to participate in this very important process.

More than ever, the world needs the commitment and action of all civil society to remind world leaders of the promises they made together, and to play an active role in promoting the goals.

Based on experience from their European Voluntary Service the two volunteers designed this toolkit to provide a collection of activities that can be implemented by others.
The toolkit aims to be used in the activities of Volunteer Action for Peace from 2011 to 2015 and beyond! By publishing this toolkit online, it is openly available for active individuals, partner organisations and public institutions to use.

INTRO

INTRO

This toolkit about the Millennium Development Goals aims to inspire people and generate new ideas. It provides a stage for others to act, creating awareness on the most pressing problems for the future of today's world. Within developed nations, there are many established initiatives and actions taking place to combat poverty, but the overwhelming negative issue is general public apathy, and even a selfish obsession with consumerism. In the context of the 'developed' world, our concepts of poverty can often be too far away from reality or absent from our minds.

Recognizing the importance of communication and education as powerful tools to implement change, this toolkit aims to inspire volunteers, coordinators, organisations, charities, associations and companies.

This toolkit provides a set of activities that aim to create awareness of the United Nations Millennium Development Goals. All the content is free to use, implement, reshape and adapt. We believe in sharing knowledge and building on each others' ideas, as a way of developing our future.

We invite everyone to be part of the big project of the Millennium: to eradicate extreme poverty and hunger, to take care of the environment, to fight for good health services and a good quality of life for all.

We invite everyone to be part of this journey, as we were ourselves. This project has made us much more aware of what humankind is doing to itself and the world we all live in. We invite you to organise your own activities with friends, family, colleagues and even with strangers if you are up for it! We believe that by creating an awareness raising network we are creating the basis for a better future for us all.

We challenge anyone that reads, uses or participates in this toolkit to organise one activity themselves!

This project and research also aims to increase the critical thinking of each one of us regarding the social, political and economic issues that affect us all. There are still 5 years and beyond to work on creative and new solutions towards a global development based on universal principles and human rights.

We hope this Millennium Development Goals Toolkit helps you shape your future and achieve your own goals!

1. WHAT ARE THE "MILLENNIUM DEVELOPMENT GOALS"?

In the year 2000, 189 member states of the United Nations (192 states in 2010) adopted the **Millennium Declaration**. This document contains the Millennium Development Goals, as a set of **realistic and achievable targets**. By signing up to the Millennium Declaration the governments of the world committed themselves to work together in a global partnership for development to achieve these universal objectives and for a better future for us all.

The eight goals represent human needs and basic rights everyone should be able to enjoy:
- **freedom from extreme poverty and hunger**
- **quality education**
- **productive and decent employment**
- **good health and shelter**
- **right of women to give birth without risking their lives**
- **environmental sustainability**
- **equality between women and men**

THE EIGHT MILLENNIUM DEVELOPMENT GOALS:

GOAL 1
STOP HUNGER AND POVERTY

_ To halve the number of people suffering from hunger
_ To halve the number of people living on less than US$1 a day

Every 3.6 seconds a person dies of hunger.
Many people cannot even pay for basic needs such as food.

All people need to receive the minimum necessary to feed themselves!

GOAL 2
EDUCATE EVERY CHILD

_ A full course of primary schooling for all children

There are 72 million children worldwide not in primary school.
Education creates more social, personal and economic chances for people and gives them a stronger voice in society.

Without education there can be no development!

GOAL 3
EQUAL CHANCES FOR GIRLS AND WOMEN

_ To stop gender inequality in primary and secondary education

Only 19 % of the seats in the world's parliaments are held by women.
Many women suffer under the disadvantages of gender inequality and discrimination from birth.
They receive less education and have less job opportunities or political influences than men.

Women need to be respected to develop!

GOAL 4
REDUCE THE NUMBER OF CHILDREN WHO DIE YOUNG

_ To reduce the number of infant deaths under the age of 5

More than 10 million children die each year before the age of 5.

These deaths are preventable by ensuring the access to clean water, food, health care and sanitation!

GOAL 5
SAFE AND HEALTHY MOTHERS

_ To reduce by ¾ the maternal death rate

Every minute a woman dies in pregnancy or childbirth.

Complications and deaths during pregnancy are preventable – by ensuring the access to health care, education and contraception!

GOAL 6
FIGHT HIV/AIDS, MALARIA AND INFECTIOUS DISEASES

_ To stop the spread of HIV/AIDS, malaria and other diseases
_ To ensure universal access to medication and therapy

Every 30 seconds a child dies of malaria.
HIV/AIDS, malaria and other diseases are huge killers of people.
In 2007 40 million people were living with HIV.

Stopping HIV requires the access to preventative measures, education and therapy!

GOAL 7
SAVE THE ENVIRONMENT

_ To stop the loss of environmental resources
_ To halve the number of people without clean water and sanitation
_ Improve the lives of people living in slums

884 million people have no access to safe water sources.
The world´s environment is in danger. Forests are disappearing, plants and animals are dying out and pollution is increasing. Natural disasters cause death and economic disaster.

The good quality of life today and future generations has to be ensured!

GOAL 8
GLOBAL PARTNERSHIP FOR DEVELOPING

_ To develop fairer trade rules, more effective aid and debt relief
_ To share responsibilities for making the world a better place for us all

Only 5 donor countries out of 192 have kept their promise to end poverty.
Developing countries have to work towards achieving the Goals. And the rich countries have to support this development.

Shared responsibility is the basis for achieving the Goals by 2015!

2. REPORT OF THE UNITED NATIONS 2010

Every year the United Nations publishes a Millennium Development Goals Report which contains the current **state of affairs including achievements and failures on the world most pressing problems**.
The international cooperation and the development efforts have improved the lives of hundreds of millions of people around the world but there are still targets which are likely to be missed.

ACHIEVEMENTS

The collective efforts to achieve the Millennium Development Goals have had success in many areas. Numerous countries are moving forward, including some of the poorest, demonstrating an ambitious determination to work together towards collective goals in the fight against poverty.

Here are some global examples:

1) Poverty
The overall poverty rate is still expected to fall to 15% by 2015, which translates to around 920 million people living under the international poverty line - half the number in 1990

<div align="center">

2015 15%
↑
2009 30%

</div>

2) Education
Major advances have been made in getting children into school in developing countries

<div align="center">

2007 74%
↑
2000 58%

</div>

3) HIV/AIDS and malaria
Remarkable improvements in key interventions for malaria and HIV control, and measles immunization, e.g.: have cut child deaths from 12.5 million in 1990 to 8.8 million in 2008

<div align="center">

2008 8.8 million
↑
1990 12.5 million

</div>

3. WHERE TO TAKE ACTION

Although collective efforts towards achieving the Millennium Development Goals have made improvements in many areas, some of the targets are still likely to be missed in most regions.
Without a major step forward old and new challenges slow down progress in some areas or even undo successes achieved so far.
One major challenge inhibiting progress is the global economic crisis which is causing negative economic growth, diminished resources, fewer trade opportunities for the developing countries, food price instability and possible reductions in aid flows from donor nations.

But who needs the most urgent action in developing countries?

_ The risk of death or disability and economic loss due to natural disasters is increasing globally and is concentrated in poorer countries

_ Armed conflict remains a major threat to human security

_ Large populations of refugees remain in camps with limited opportunities to improve their lives

_ The number of people who are undernourished has continued to grow. About one in four children under the age of five are underweight due to lack of food, no safe drinking water, sanitation problems, bad health services

_ 1.4 billion people were still living in extreme poverty in 2005. The effects of the global financial crisis are likely to persist: Poverty rates are expected to be slightly higher in 2015 and even beyond, to 2020

_ The empowerment of women still needs to be improved on all fronts: from education to access and to political decision-making

_ **Achieving the Goals requires increased attention to those most vulnerable to eliminate the persistent or even increasing inequalities between the rich and the poor, between those living in rural or remote areas or in slums versus better-off urban populations, and those disadvantaged by geographic location, sex, age, disability or ethnicity**

(source: Millennium Development Goals Report of the United Nations 2010)

WHY THE WORLD NEEDS YOUR ACTION!

The scale of the problem seems to be so massive people tend to think of it as a political issue that can only be solved by world leaders at grand conferences. But more than ever the world needs the active involvement and action of civil society to remind our world leaders to keep their promises.

Governments will only go as far as the people demand. That means mass protest on an unprecedented scale. As a first step, people have to realize that they are the reason why politics exists – to support and guarantee the well-being and empowerment of every citizen. This means that we are all responsible for the decisions that our representatives take, so we need to know a little bit more about what is currently happening in our world. Direct action is essential if we want to turn an issue like this around in a short period of time.

This toolkit therefore provides plenty of information and suggestions for action to help achieve the eight biggest world promises by 2015.

WORK

CAMPS

WORK
CAMPS

The international volunteer projects organized by Volunteer Action for Peace and its partners are technically known as **"workcamps"**. Workcamps typically bring together a temporary community of 8-30 international volunteers from different backgrounds to provide services to local community projects. The volunteers carry out unskilled tasks that would not otherwise be possible, but the practical work is only part of the objective.

The work is a tool and method to promote intercultural understanding and friendship between the volunteers and with the local community.
Workcamps are a prime example of non-formal education in an intercultural and global context. The most profound and lasting effects and benefits are the results of non-formal learning, that is learning outside the formal education system.

Volunteers are confronted with new cultures in the given situation of living and working together.
This intense character of a workcamp gives participants the opportunity to experience people with different outlooks, attitudes and cultural backgrounds.

ACTIVITIES

Through activities groups acquire new knowledge, behaviour or skills relating to the Millennium Development Goals. Generally, learning is a process which needs time and concentration.

Hence to work successfully on the Millennium Development Goals requires both enough time and a guideline (including activities, ideas). A guideline means to introduce the Millennium Development Goals to the group at the beginning and to continue working on them during the given time frame (on a workcamp or other events) in intended and unintended activities. To achieve learning effects the Goals issues have to be raised within the group.

Learning is longer lasting if it is connected to the participants' emotions and their world. Emotions and empathy relate the volunteers and their own life to an issue which seems to be too far away from them, which seems to be absent in their minds. Poverty, starvation or shortages are not a reality for many people that try to understand this subject.

With the following listed activities awareness is created through the idea of confronting the volunteers, also by taking the 'luxury' we can enjoy every day away and changing their everyday life experiences.
It is also evident that people typically learn more by doing than merely receiving information. Participatory activities help people to see things from a fresh perspective by sharing opinions, experiences, ideas, concerns as well as by analysing issues. These activities aim to create **"a different point of view"**.

We would like to emphasize that in the activities listed the people of developing countries are not presented as helpless people in need who are not able to survive without the aid of developed countries. Many of them are obviously able to survive and cope with their given situation and they are doing well in managing their life.

This collection of activities provides the impetus for initiating and facilitating methods which can be further developed, modified and supplemented by the users.

The activities are addressed to the coordinator and will be described in the following way:

Time: the time the activity will take

Material: the material needed to implement the activity

Step by step: step by step description of the activity

Concept: long description of the activity

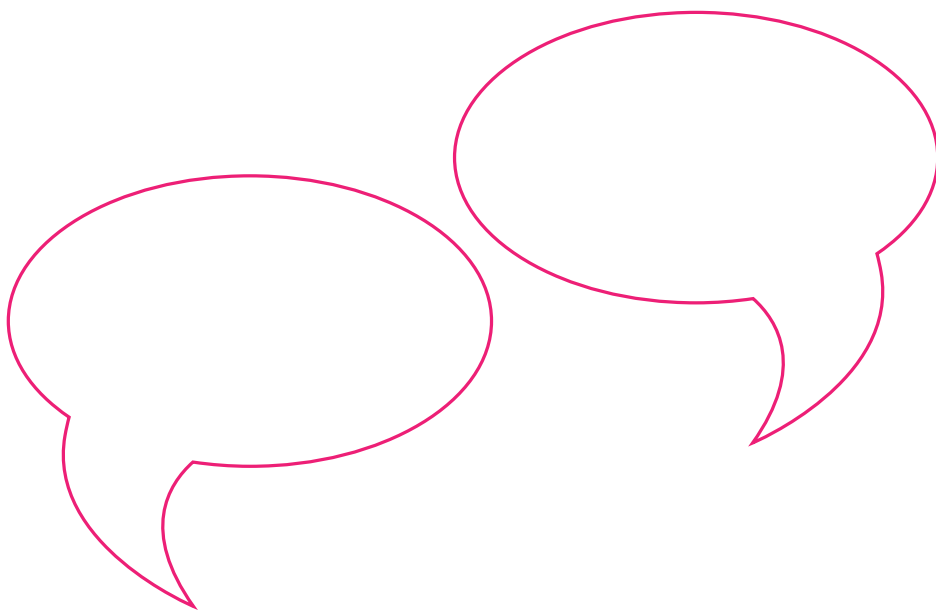**Objectives:** explanation of the goals of the exercise and the learning effects

Discussion: examples of topics for a concluding evaluation

Further ideas: further ideas to continue working on the activity

DISCUSSION

Discussions are one of the most important steps of an activity. They help the participants to develop and improve both the ability to communicate and a better understanding of the issue.
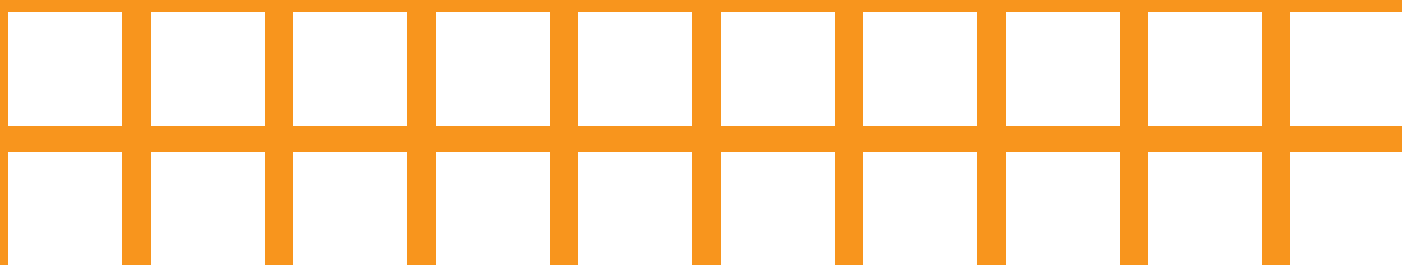A discussion can also arise naturally between the participants of a workcamp while working and living together, or initiated by the coordinator.

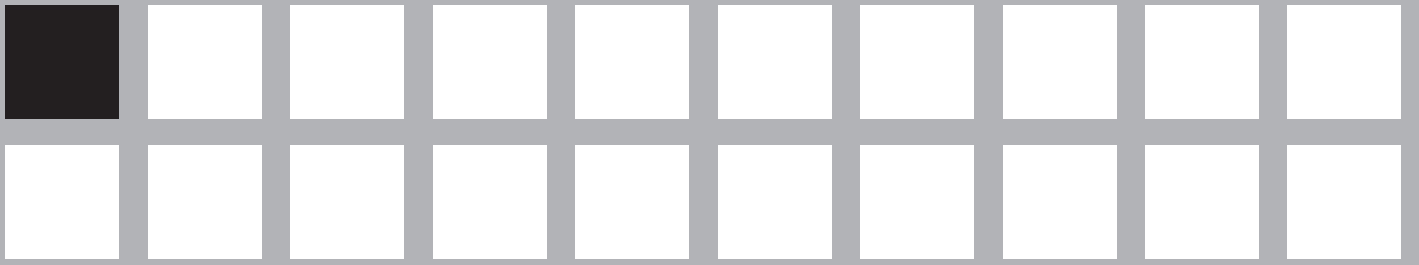The discussion should not be too difficult and it should be suitable for each target group.
For a better understanding of the overall issue it is important to relate the discussion with the group´s situation and daily life.

Examples for discussions in a workcamp:
   _ Absence of certain nationalities in the workcamp. Why? (visa problems; people are not allowed to get in the country; people are not well informed)
   _ Who has been involved in an action regarding the Millennium Development Goals?
   _ People from developing countries who are participating in the workcamp can share experiences
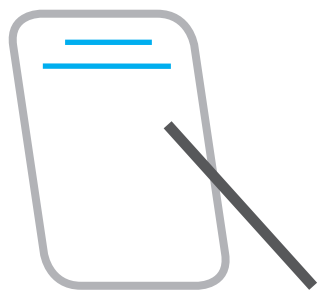   _ The Millennium Development Goals activities

ACTIVITIES

PRESENTATION

PRESENTATION

1 2 3 STEP BY STEP

1. Find material to present the Millennium Development Goals (MDG) in an inspiring way
2. Keep it short and simple
3. Prepare a visual presentation
4. Combine clear ideas with suitable visual cues to make a good understanding of your ideas as easy as possible
5. The presentation can lead to a discussion, or followed by a practical activity on the Millennium Development Goals.

CONCEPT

A presentation is a way of visualising information about the Millennium Development Goals of the United Nations. The presentation can include actual pictures, facts and figures as well as videos and documentation regarding the Millennium Development Goals.

The official United Nations websites and this toolkit provide useful material which can be downloaded for a presentation to give a brief overview of the subject.

To keep the group's attention it is necessary to keep it short and simple and to concentrate on the main facts.

The presentation is a good starting point when teaching a group to develop further activities relating to the Millennium Development Goals.

Some examples of sources for the presentation

_ A world map (to name the developing countries)
_ Short description of the Millennium Goals and targets
_ Summary of the latest news on the Millennium Development Goals: success and failure stories
_ Videos and information from the official we site (e.g.: the latest Report of the United Nations 2010) www.un.org/millenniumgoals and other videos under the search "Millennium Development Goals" on: www.youtube.com
_ The charity, Oxfam UK, which works on education policy and practice, and empowers young people to be active Global Citizens. www.oxfam.org.uk/education provides education that helps young people to understand the global issues and their role in this progress.

OBJECTIVES

_ Inform people about the eight Millennium Development Goals
_ Provide a general understanding of the Millennium Development Goals as well as the ability to communicate it
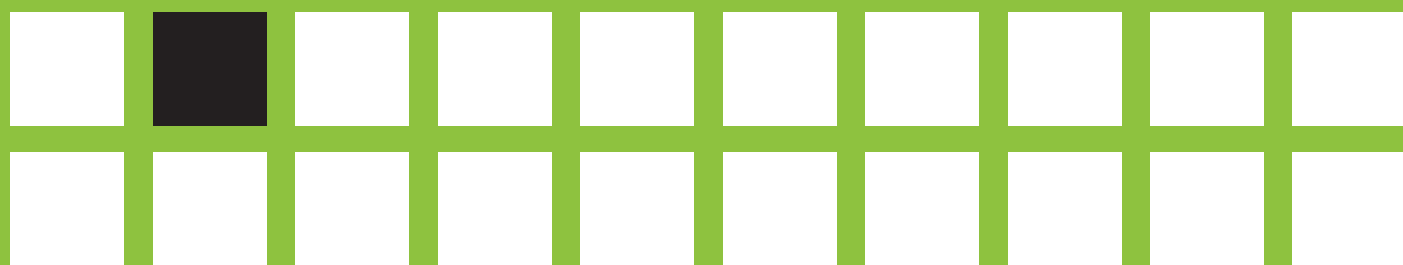_ Prepare participants for further activities from this toolkit

DISCUSSION

_ What do you know about the Millennium Development Goals?
_ Are there any questions about the Millennium Development Goals?
_ Have you heard about the Millennium Development Goals before?
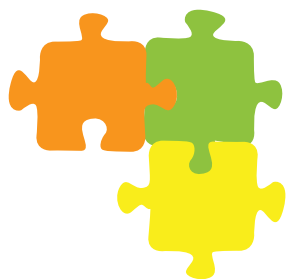_ How do you feel about the Millennium Development Goals?

FURTHER IDEAS

_ Presentation without a laptop: insights into the issue by presenting exhibitions, posters, pictures, flip charts with information regarding the Millennium Development Goals

MILLENNIUM DEVELOPMENT GOALS PUZZLE CARDS

MILLENNIUM DEVELOPMENT GOALS PUZZLE CARDS

TIME
15 minutes

MATERIALS
puzzle cards **(AVAILABLE FOR DOWNLOAD AT WWW.VAP.ORG.UK)**

1 2 3 STEP BY STEP

1. Print the cards
2. Gather groups of 3-5 people and ask them to put the puzzle play cards together - it is better to play this activity with more than one group
3. The groups read the results of the cards (group 1 presents the cards of Millennium Development Goal no. 1, then group 2 and so on)
4. If necessary assist the group to find the right solution
5. Initiate a discussion

CONCEPT

The puzzle is dedicated to the eight different Millennium Development Goals. Each goal is described on 4 different cards divided by the following categories:
_ Symbol
_ Goal
_ Target
_ Description

The puzzle cards summarize the main insights on the Millennium Development Goals so that participants can learn about them in a practical way.
The puzzle is solved by bringing the puzzle cards into a logical order that connects the right targets and descriptions to each of the eight Goals.

OBJECTIVES

_ Inform people about the **eight Millennium Development Goals**
_ Acquire knowledge in a practical and social context
_ Give the participants insights about the Millennium Development Goals and create a better understanding of the issue
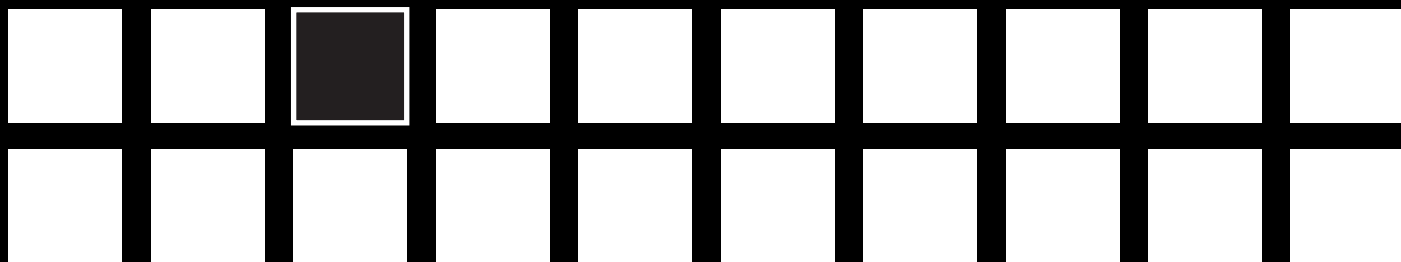_ Test knowledge learned by the group in the previous presentations

DISCUSSION

_ What else do you know about the Millennium Development Goals?
_ Are there any questions about the Millennium Development Goals?
_ How do you feel about the Millennium Development Goals?
_ Do you need more information?

o o o FURTHER IDEAS

_ Hang up the puzzle cards on the wall in order to visualize information and keep it in mind, as well as to use it for further discussions with the group

PATH
OF LIGHT

PATH
OF LIGHT

TIME

1 hour 30 minutes

MATERIALS

Tealights or lanterns, blankets, torch (only for the coordinator)

1 2 3 STEP BY STEP

1. Define a path during the day with a starting point and a meeting point at the end. The walk can be about 300-500 metres long
2. In the evening lead the group to the starting point of the walk
3. Leave the group and prepare the night walk, making sure the first light is out of view from the starting point.
A good place to set up your end meeting point is around a corner on the path
4. Choose one of the participants to stay with the group and start sending the rest one by one with a short interval of time between them (2-4 minutes). The group has to be very quiet to give everyone the chance to find their way and awake their senses. Therefore torches and noises are not allowed
5. The participants walk alone at night and have to discover a candle in the field where the coordinator is waiting
6. When everyone arrives in the meeting point the group sits together in the darkness around a candle. The group closes their eyes and listens to the sounds of the night. Then the coordinator asks the group to name the sounds they hear
7. Have a discussion afterwards

CONCEPT

The Path of Light is directly related to the Millennium Development Goal no. 7: Environmental Sustainability. This activity is a solo walk to experience the beauty of night and to awaken the participants' senses in a natural environment, which contrasts strongly with the predominant attitude towards night: fear, fright and nervousness.

The night provides its own intense experiences, such as twinkling stars, sounds of the wind and animals.

Darkness requires a shift in perspective and sensory perception by the participants. Sounds and smells of the night are experienced in a different way, and the eyes have to get used to the darkness.

Environmental sustainability is a crucial means to not only fulfil the needs of the people today, but also helping generations in the future to meet their own needs.

Hence this activity is created in purpose to arise sensibility for nature and realize its value.

OBJECTIVES

_ Inform people about the **Millennium Development Goal no. 7: Ensure Environmental Sustainability**
_ Confront people with threats of serious or irreversible damage to the environment: climate change, population growth, new incurable crop diseases, forests disappearing for fuel, serious erosion, no safe drinking water
_ Develop a relationship with nature which considers both profit and environmental protection
_ Overcome the lost connection to nature
_ Make people aware that development must not undermine the environmental needs of present and future generations
_ Consider nature´s limited resources
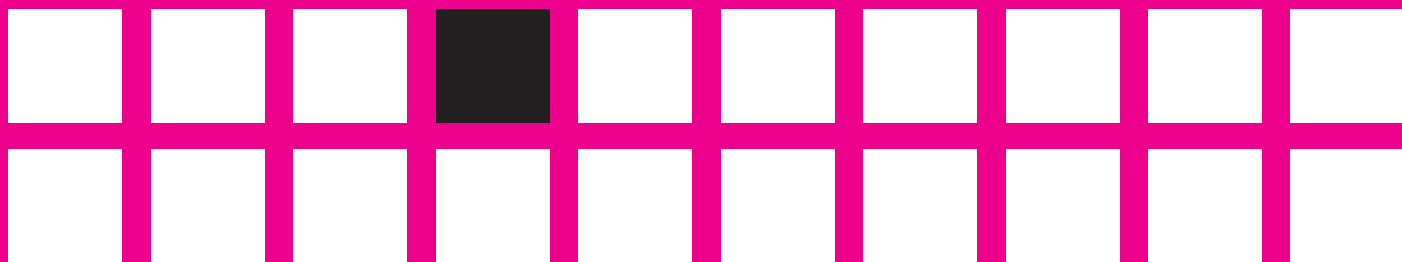_ Learn how to live a sustainable lifestyle

DISCUSSION

_ Did you discover the beauty of the night?

_ How did you feel being alone walking on a path?

_ Did you feel afraid?

_ Did you know that 17.000 plants and animal species are known to be threatened by extinction?

_ Is there a conflict between profit and protection of nature?

_ How can we protect the beauty of nature?

_ How can you live in a sustainable way?

FURTHER IDEAS

_ After the Path of Light the coordinator can go on a night walk with the group and discuss this activity

_ Instead of using a candle on a blanket, candles can be placed in a distance of 20-50 meters to lead the participants along the path. On each candle they have to discover something special in nature (gnarled branches, a pond) or puzzle pieces (eg: treasure hunt; puzzle cards or other puzzles that can add a value to this activity). When they reach the last candle the coordinator imitates a birdsong to call the group to his/her hiding place. The coordinator has a surprise prepared for the group and hands them the last puzzle piece

_ Projects about changing the lifestyle/reducing the carbon footprint: www.greenhousechallenge.org/about of the Royal Commonwealth Society which designed and created the Green House project.

It demonstrates how each of us can take meaningful action to reduce environmental impact no matter in which country we are living in

_ Present local projects, such as: www.bikebeauty.org, a campaign which has been funded by the European Commission to create a more cycling-friendly urban environment in the UK

_ Watch a movie with the whole group, e.g.: www.foodincmovie.com, about how food production is an environmental and human disaster, which is strongly connected with the problems in developing countries, and the way animals, people and nature are exploited

ROLE PLAY

ROLE PLAY

1 2 3   STEP BY STEP

1. Hand out the different role descriptions to all participants
2. Describe the scenario in which they are acting
3. Provide basic role play rules - it is very important that everyone is well aware that this activity is just a game and not reality. It is easy to engage in a role and participants can easily get emotional and take things personally
4. Guide participants through the role play and act like the director
5. When the role play is finished, wrap up and have a discussion so that everyone understands the true importance and outcomes of their roles, and as well to get back to reality

CONCEPT

This Role Play is concerned with all of the eight Millennium Development Goals to make participants experience the Goals with their own body and mind.

Theatre has existed since man's first appearance, as a result of the human tendency for storytelling.

Since its origins, theatre has come to take on many forms, utilizing speech, gesture, music, dance, and spectacle, combining the other performing arts, often as well as the visual arts, into a single artistic form.

It is commonly known that the learning experience is longer lasting by connecting it to emotions. Emotions and empathy relate the participants and their own life to an issue which seems to be to far away from them, which seems to be absent in their minds. Poverty, starvation or shortages are not the reality of their everyday lives.

In a fictional setting participants put themselves in the roles of characters, allowing them to have empathy for their roles and experience what the Millennium Development Goals are in a direct way.

OBJECTIVES

_ Create awareness about the **eight Millennium Development Goals** through theatre
_ Make participants experience the Millennium Development Goals with their own body and mind
_ Have an emotional and social experience about the Millennium Development Goals by acting with a group
_ Take on the role of the people in developing countries: people in extreme poverty and hunger, people with no access to education, no gender equality
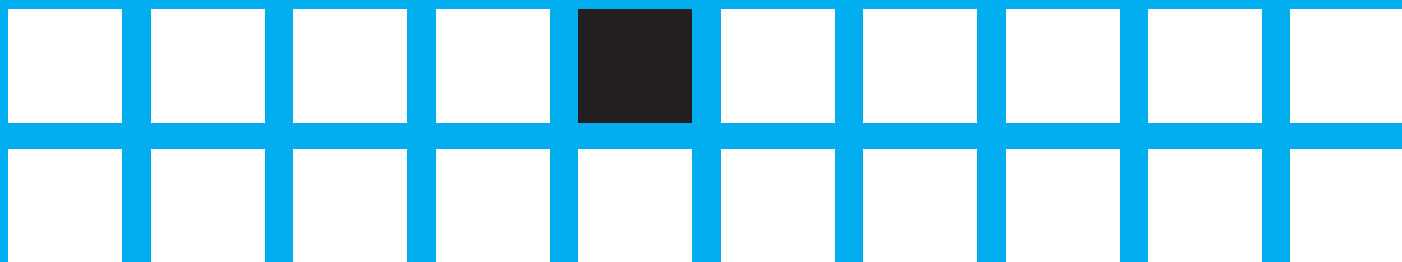
DISCUSSION

_ What did you already know about the Millennium Development Goals? Did it help you to improve your performance?
_ How did the role play make you feel?
_ How did it feel to perform a role of someone with a completely different culture and background from yours?
_ How was the interaction with the other members of the group during the play?
_ What did you learn about the Millennium Development Goals?

FURTHER IDEAS

_ Street theatre: a short play performed in a public place to create awareness about the Millennium Development Goals
_ Invisible theatre: a theatre performed in a public place without letting the people know that you are performing (do not use a stage)

FROM RUBBISH TO ART

FROM RUBBISH TO ART

TIME
1-2 weeks

MATERIALS
rubbish, all sort of things people throw away (wood, plastic bottles, plastic bags, cans, paper, cardboard)

1 2 3 STEP BY STEP

1. Agree to have a "no waste week!" or a "no waste workcamp!"
2. Collect all the litter and unusable material - do not throw away anything!
3. Follow the three Rs: Reduce your group´s waste, Reuse it, and Recycle it/your waste (recycling should be a last option since it wastes a lot of energy)
4. Brainstorm together with the group on possible ideas to reuse the material you have collected
5. Using the collected objects you can create a real work of art
6. Organize an exhibition with the objects created (optional)
7. Every participant presents his/her creation
8. Moderate a discussion

CONCEPT

This activity is focusing on the **Millennium Development Goal no. 7: Ensure Environmental Sustainability** and make people aware of the negative effects of climate change.

Nowadays we are living in a throwaway society which is producing enormous quantities of waste every day. This activity aims to change the participants' attitude towards waste into a sustainable thinking, which includes the three aspects of Reducing, Reusing and Recycling.

Through creativity waste can be changed into art. Participants are challenged to create objects out of recyclable material.

The first challenge is to make a list of concrete ideas for 'recycled art projects' with all kinds of 'unusable materials' participants can find to work together on.

The outcome can be everything imaginable: sculptures, installations, wallets, chairs, paintings, clothes, hats, shoes, bags, towels, blankets, carpets, collages, jewellery, flower pots, boxes.

After the participants have finished their artwork, they are invited to present it to the group

OBJECTIVES

_ Inform people about the Millennium Development Goal no. 7: Ensure Environmental Sustainability
_ Create awareness on environmental issues
_ Be eco-friendly
_ Have creative ideas to turn an unusable object into something useful
_ Reduce, Reuse and Recycle
_ Overcome the careless throwaway society

DISCUSSION

_ Did you already recycle before this exercise?
_ How was this exercise for you? Did you have a moment of realisation? Did you manage to think of ideas for new uses of waste products?
_ How can you reduce, re-use and recycle waste in your daily life?
_ How can you make others around you also aware of environmental issues and foster an action towards protection of the environment?

FURTHER IDEAS

_ Organise an art exhibition outside the workcamp: to make others aware of the importance of recycling and reusing waste, participants get together and organise an art exhibition! It is necessary to work together to find partners, a place to make an exhibition and arrange a discourse on environmental sustainability afterwards

_ Possible partners for eco-projects: CCIVS, the Coordinating Committee for International Voluntary Service: http://ccivs.org, or the Catholic aid agency for England and Wales CAFOD: http://www.cafod.org.uk, which are working on sustainable development. Example: CCIVS' *"Beauty and the Beast" project*

_ Save and reduce the consumption of resources with your group: compost organic materials, consume organic food and less meat. Try to produce as little waste as possible during the workcamp!

WORLD TEA PARTY

WORLD TEA PARTY

TIME
1 hour

MATERIALS
Tables, chairs, big pieces of paper on each table, pens

1 2 3 STEP BY STEP

1. Before the activity starts, prepare the scenario for the participants to work on. Divide the area into equal groups of tables and chairs. Each table has a big sheet of paper with a different question written on it. The questions are concerning the Millennium Development Goals (e.g.: What can I do as an individual to help the Millennium Development Goals to be achieved?)

2. Make a short presentation about the Millennium Development Goals before playing World Tea Party

3. Divide the group into small groups of 4-5 people

4. Distribute the groups to their different tables

5. Each group brainstorms on the question that is presented on their table and write their ideas on the paper

6. After 10 minutes participants move around to the next table

7. Each table has its own moderator. This moderator has the responsibility of explaining what has already been discussed to the new group. The moderator also has the responsibility of writing ideas down and documenting the different sessions

8. After all the groups have gone to all the tables, the coordinator asks the moderators to explain the main points of each table's discussion

9. Participants, moderators and coordinator start a final discussion sharing ideas together

CONCEPT

World Tea Party is the English version based on the common method known as "World Café", which is a community of people dedicated to awakening and engaging collective intelligence through conversations about questions that are important for a specific matter.

All the conversations for this World Tea Party are linked to the eight Millennium Development Goals; they can be more general or go into more detail.

Through interactive work on ideas participants discover new insights both on the questions on the tables and the Millennium Development Goals in general.

World Tea Party is fostering a collective intelligence of the group, awakening their senses to pursue a common goal in acting locally and thinking globally on the Millennium Development Goals.

OBJECTIVES

_ Find ways to take action to achieve the **eight Millennium Development Goals** by 2015
_ Share ideas and insights
_ Think together
_ Foster dialogue about the Millennium Development Goals
_ Create and collect knowledge
_ Explore questions that matter
_ Encourage everyone's contribution
_ Connect different perspectives
_ Gain a deeper understanding of the Millennium Development Goals

DISCUSSION

_ How was this exercise for you?
_ What are the main ideas on the different questions?
_ What are the main insights?
_ How do you now perceive the world most pressing problems? Did it change your point of view?
_ How can you take an active role to achieve the Millennium Development Goals by 2015?

CASE STUDY 1: WORLD TEA PARTY

The volunteers undertook research on both the facts concerning the Millennium Development Goals and also on various methods of non-formal training used to reach and teach groups of volunteers or clients.

Here you can find an example of a World Tea Party moderated during the European Voluntary Service project, and the outcomes already achieved through these method.

We posed the following questions in some of the workcamps we coordinated:

1. Are the Millennium Development Goals going to be achieved?
2. How can I make people aware of the Millennium Development Goals
3. What can I do as individual to help the Millennium Development Goals to be achieved?

We received the following most frequent answers:

1. Are the Millennium Development Goals going to be achieved?
_ There is lack of time to solve such major problems
_ There is lack of information and knowledge about this issue
_ There are dictatorships and corruption in a lot of developing countries, which promote fear and oppression instead of help and protection of the most oppressed
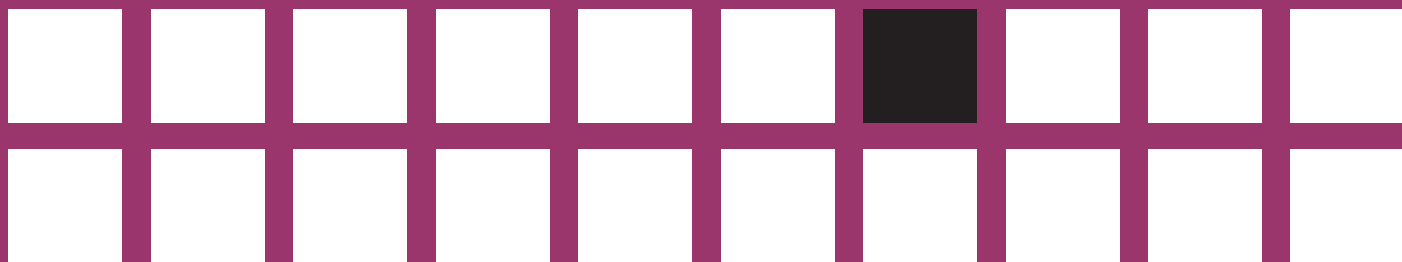_ The adaption of a Western lifestyle would cause damage to developing countries

2. How can I make people aware of the Millennium Development Goals?
_ Bringing up this subject at school or work and starting early to create awareness
_ Sending volunteers and taking part in a positive social exchange
_ Using media as a tool to create awareness
_ Being a role model by demonstrating a conscious lifestyle, expanding fair trade work, reducing your carbon footprint

3. What can I do as an individual to help the Millennium Development Goals to be achieved?
_ Take part in development projects abroad and invest in ethical issues
_ Participate in educational programmes
_ Sponsor a child
_ Encourage micro-credit schemes
_ Vote for political parties that are more concerned with poverty issues

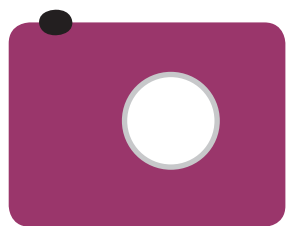# GOALS & GO!

GOALS & GO!

TIME
30 min

MATERIALS
Photo camera, computer, projector, bag with the eight Millennium Development Goals written on small papers

1 2 3 STEP BY STEP

1. Gather groups of 3 people
2. Challenge the participants to present one of the Millennium Development Goals in a creative way
3. Ask each group to take one 'Millennium Development Goals paper' from the bag
4. Read the goal and take a picture that symbolizes the goal
5. Inform each group that they are free to choose their way of representing their Millennium Development Goal: a photograph outdoors, indoors, with people, with symbols, drawings
6. Ask the group to combine the photograph with a keyword that defines the Goal
7. Every group makes a presentation to the entire group
8. Initiate a discussion about the Millennium Development Goals

CONCEPT

Having a way of visualizing the Millennium Development Goals makes other people more aware of this subject. With the Goals & Go! exercise participants are invited to present the Goals in an individual and creative way.

Participants have to engage themselves in an activity where they are challenged to visualize the Goals. By visualizing and presenting the them, all the groups will have the chance to share ideas and creativity. The photos represent a very subjective and individual perspective of this matter - the Millennium Development Goals through the eyes of the participants. The personal perception of the Millennium Development Goals might be different to the common pictures in the Internet and newspapers. Through working on the Millennium Development Goals, participants are aware of the importance of knowing how to inform others.

OBJECTIVES

_ Working on the **eight Millennium Development Goals** in an interactive way rather then merely receiving information from the coordinator
_ Use participatory activities to help people to see things from a fresh perspective by sharing opinions, experiences, ideas, concerns as well as by analysing issues
_ Make others aware of the Millennium Development Goals through a visual approach
_ Learn about the Millennium Development Goals in a creative way
_ Create new activities from the pictures and keywords to create awareness on the Millennium Development Goals (posters, postcards, videos)
_ Realize how one picture could be representative for different goals. By this, understand how all eight Millennium Development Goals are closely connected and inter-related (e.g.: if there is no access to safe drinking water there may be no improvement in maternal or child health)
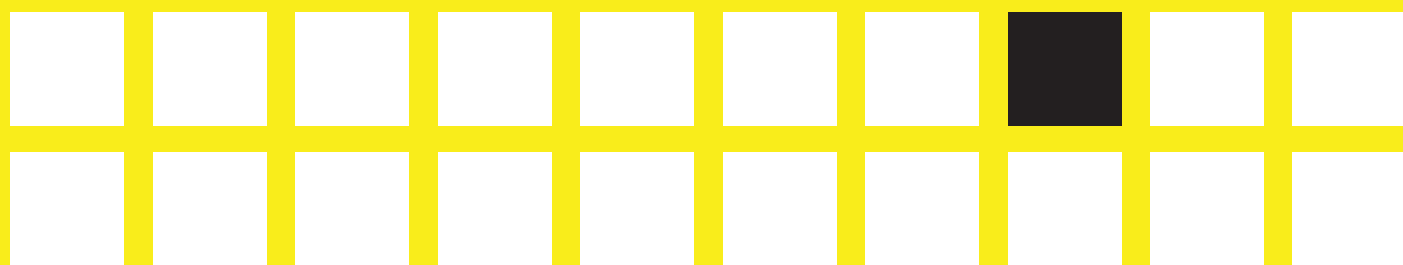
DISCUSSION

_ How was the exercise for you?
_ How did it make you feel to take action and be creative in relation to this topic?
_ What can you do with the photos to create awareness? Share ideas with the whole group and pursue these ideas.
_ What is the present situation in your country? What could you do individually to help?
_ What could be your contribution to create awareness on the Millennium Development Goals?

FURTHER IDEAS

_ With the pictures and keywords that are associated with the Millennium Development Goals the group can design graphic material to create awareness on the Goals: posters to be printed out or postcards and illustrations to be distributed to make other people aware of the Millennium Development Goals

_ Print the pictures that came out of Goals & Go! exercise and distribute them in a workshop where people can discuss and suggest the meaning of the photographs. They could also tell a story inspired by the image they see - connect it to the "Telling a Story" exercise

MILLENNIUM DEVELOPMENT GOALS POSTCARDS

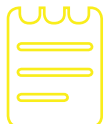# MILLENNIUM DEVELOPMENT GOALS POSTCARDS

1 2 3 STEP BY STEP

1. Ask participants to create Millennium Development Goals cards that they can distribute to the public when explaining related issues (with a drawing, phrase)

2. The postcards should confront and inform people about the Millennium Development Goals to awaken their interest in this global matter (e.g.: "While you are reading this 6 people got infected with HIV/AIDS")

3. The cards will give the opportunity for people to think about the issue they are researching , and by asking the public's opinion everyone is collaborating. Instead of giving someone a final answer you present them with the question! We have much more to learn than to teach. You can provide an email address on the postcards to include more participants in the process

4. Include everyone's feedback, comments and opinions and create a real outcome from this exercise. Do not forget to keep everyone's contributions anonymous

5. Design with the participants posters, post cards, videos, campaigns on the Millennium Development Goals as outcomes from the contributions to this initiative

6. Conduct a discussion and evaluate the outcomes of this action

CONCEPT

The postcards constitute a method of outreach work with the purpose of creating awareness about the Millennium Development Goals.

The distribution and the reception of replies is both a collaborative way of sharing perspectives and attitudes on the Goals and a way to encourage people to get involved in this topic.

OBJECTIVES

_ To create awareness of the **eight Millennium Development Goals** and to undertake research on them
_ To generate new opportunities and ideas about this topic
_ To work on a collaborative research including as many people as possible in the process
_ To engage people
_ To get to know people´s political, social, economic and cultural attitudes

DISCUSSION

_ How was the exercise for you?
_ What did you learn from other people's opinions and insights?
_ Did people reply/did they collaborate with you?
_ What can you do with the replies you have received? (e.g.: send a letter to your government with everyone's answers to remind them to keep their promises)

CASE STUDY 2: MILLENNIUM DEVELOPMENT GOALS POSTCARDS

Here you can find an example of this activity performed during the European Voluntary Service project.

The volunteers distributed specially prepared postcards at several events and sent them around to people from all over the world.

On the postcards were instantly appealing and memorable quotations about the Millennium Development Goals with the purpose to create awareness about them.
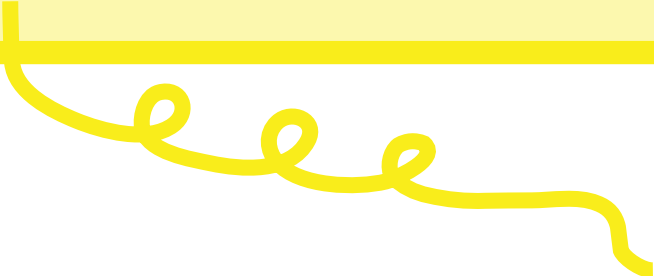
The distributing the cards and receiving replies is both a collaborative way of sharing perspectives and attitudes and a way to encourage people to get involved in this topic.

8 postcards:

_ Every minute a woman dies when giving birth: these deaths are preventable
_ There are 1 billion people in the world living on one US dollar a day
_ 17.000 plant and animal species in the world are known to be threatened with extinction
_ Around the world, one person is infected with HIV every 3 seconds
_ 70% of women in developing countries have no access to secondary education
_ Every 5 seconds 1 child dies of a preventable disease
_ There are 126 million children in the world involved in hazardous work, and more than 72 million children of primary school age around the world remain out of school
_ Only 5 donor countries out of 192 have kept their promise to end poverty

The main question addressed to everyone was:

"What would you do if you had the power of a head of government of your country to keep the promise of achieving the Millennium Development Goals by 2015?"

Here are some of the answers we received:

PORTUGAL

Goal 2: Achieve universal primary education

"Educational patterns reveal that school methods need to change. Voluntary work should start to be a priority to build a new world."

Goal 4: Reduce child mortality

"1 - I would research which places are mostly affected and the mortality rates;
2 - I would make a plan for reducing that risk that would include building facilities and things as small hospitals in villages, training local people as nurses/doctors, creating awareness in local campaigns, let woman know how can they decrease the risks;
3 - I would separate countries/areas by different institutions so that each institution/group is in charge of a smaller area and is able to do a better job.

Apart from that, I would create campaigns in the western world addressed to women giving birth (who would be most touched by this issue) to raise awareness. Another thing would be to train teams of volunteers to go locally and train/educate the women at risk to diminish their risks."

Goal 6: Combat HIV/AIDS and other diseases

"If I was head of Government of my country, I would do my best to improve the global education."

Goal 8: Global partnership for development

"Maybe it should be stressed that the promise made has been broken by most developed countries' governments - thus threatening the Millennium Development Goals.
Additionally, a focused call to action would be very efficient: for instance, "write to your Prime Minister" or "sign the petition X"."

THE NETHER-LANDS

Goal 7: Ensure environmental sustainability

"If I were head of government of the Netherlands I would subsidize joint collaboration projects, in the form of technology sharing and training, between Dutch multinational firms and non-governmental organizations in third world countries, since the largest part of the people without access to clean water live there, and the Dutch have a lot of know-how about building dams and other means of controlling water. This would also create work for a lot of people."

Goal 8: Global partnership for development

"First of all, I think it is important and actually effective to involve friends and your individual social networks in thinking about development goals and awareness.

What I would do if I had the power of the head of the state, is:
leverage citizen participation especially the creativity of the younger generation, I would launch a competition and an innovation camp for social start-ups led by young people and aimed at fostering intercultural partnerships for development and combating poverty. To put it simply, I would organize something like Palomar5 (palomar5.org) or the Learning Lab (project of University of Amsterdam: http://riverinstitute.eu/blog/2010/04/18/learning-lab-event-documentary/) for development goals with the outcome of 3 running projects to combat poverty developed and executed by people under the age of 30."

Goal 1: To eradicate extreme poverty and hunger

"For me the problem is that governments have the wrong priorities and in many countries a real lack of capacity. e.g. India has the capacity but spends money on armaments including nuclear and fancy stadiums, when 500 million Indians are in desperate poverty.
International NGOs and the UN provide help, especially in Africa, but often this tells the government that it is OK, someone else will deal with child health and we get on building the president's palace..."

Goal 4: Reduce child mortality

"Well-where do you start? It is a massive problem and difficult to think of 'where to start'.
The Pope could stop condemning the use of condoms first!
I am sure a reduction in HIV and better sanitation/water sources would link directly to less child deaths as well.
Governments still put too much emphasis on 'appearances and defence' rather then actual present day realities.
Maybe rather than tackle everything we should have a 'get everyone clean water first' year target? Ban fuel cars, cap high earning wages to £60,000, start a national day of "NO electricity/running water" in the UK. Invest heavily in sustainable energy resources rather then drilling more."

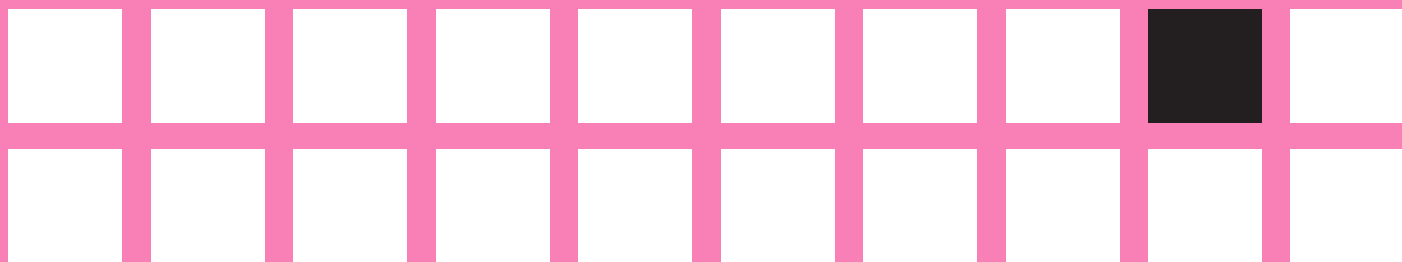### Goal 8: Global partnership for development

"Our movement has long believed that sustainable development is best achieved by local communities identifying their immediate common problems and then us, NGOs, assisting them to take the appropriate action. Development starts with the individual and her/his local community, however defined. It needs to be inclusive and democratic and bottom up.
The role of local government should be to integrate the community development projects into a regional infrastructure strategy, spread examples of "best practice" and take final responsibility for assets once they have been created so that they do not collapse in future.
The role of the national government should be to empower local government and facilitate the work of the NGOs working with the communities."

Goal 3: Promote gender equality and empower women

"I would heighten the emphasis on education for women in the US government aid packages in Sub-Saharan Africa, and redirect some of our military budget to training teachers in those countries."

MILLENNIUM DEVELOPMENT GOALS HATS

MILLENNIUM DEVELOPMENT GOALS HATS

MATERIALS
6 hats or other objects of 6 different colours
(red, green, blue, yellow, black and white), 1 stop watch

1 2 3   STEP BY STEP

1. Join in groups of 6 people
2. Each colour hat represents a different attitude towards the Millennium Development Goals. These attitudes are: rational, emotional, pessimistic, optimistic, creative and the moderator
3. Each person wears a different hat for 2 minutes (set the stop watch)
4. Each person has an allotted role to play in the discussion (rational, emotional)
5. Every time the alarm rings people have to pass their hats to the next person and keep the conversation going - but now with a different way of thinking!
6. The round is finished when everyone has worn all the different hats and has played all the respective characters
7. Initiate a discussion

CONCEPT

Inspired by the "6 Thinking Hats" method of Edward de Bono, this is a thinking tool for groups, used to promote discussion and individual thinking. It is a method that connects to the idea of parallel thinking and provides an inspiring way for groups to think together more effectively. It is a technique that gives the opportunity to look at ideas from different perspectives.

In this exercise the group will discuss about the eight Millennium Development Goals through 6 different types of thinking, associated with coloured hats:

White Hat – The Rational
_ focus on the data available
_ look at the information and learn from it
_ find gaps and try to fill them or just state that they exist
_ look into past facts

Red Hat – The Emotional
_ use intuition, gut reaction, emotion and feelings
_ focus on how other people will act in that specific scenario or situation
_ find intuitive thoughts people may have and include them in your way of thinking

Black Hat – The Pessimistic
_ be pessimistic
_ act with caution
_ be defensive, but not negative
_ question things, see how they might not work out
_ highlight the weak points of others' ideas
_ help by planning ahead in case possible problems may arise and have possible solutions to be implemented as corrective measures

Yellow Hat – The Optimistic
_ think positive
_ see the benefits of a certain situation
_ value all ideas that are brought up
_ always see a good thing in the difficulties of a situation

Green Hat - The Creative
_ say all the ideas that pop up into your mind
_ do not stop giving ideas
_ do not comment on others ideas in a optimistic or critical way, but do build up on their ideas to have even better ideas!
_ think freely
_ do not use criticism

Blue Hat - The Moderator
_ facilitate the conversation and the whole group's contribution to the discussion
_ moderate the talk and be sure that the conversation is not going in only one specific direction: too pessimistic, too optimistic, too rational, too creative or too emotional
_ ask other participants for their opinions

By creating a discussion about the Millennium Development Goals the coordinator asks questions to the group. Examples: "Are the goals attainable?"; "What could you do to attain them?".

The groups will be inspired and motivated if the Blue hat (the moderator) keeps asking more questions on the group's ideas, leading the conversation towards a more structured conclusion.
If a person looks at an issue using the 6 Thinking Hats technique, all different approaches will be included to develop the best solution, since they will mix all different ways of thinking.

OBJECTIVES
_ Develop better understanding and competences to communicate the eight Millennium Development Goals
_ Understand the full complexity of a decision
_ Develop group discussion skills
_ Spot issues and opportunities
_ Experiment with varying points of view
_ Respect everyone´s opinion
_ Brainstorming on problems and their solutions
_ Engage people by making them think about the Millennium Development Goals
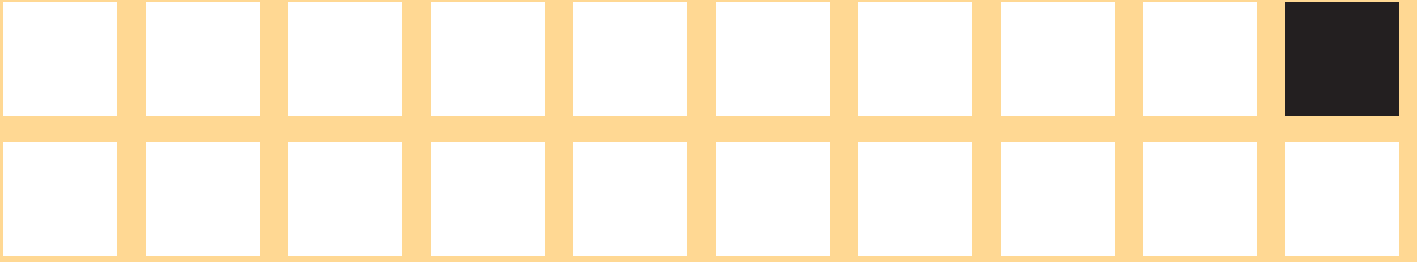_ Collect and share knowledge

DISCUSSION
_ How was the exercise for you?
_ How did it make you feel to think about this issues in such different ways?
_ Which was your favorite hat?
_ Which hat did you not like to wear?
_ How did it help you to think about the Millennium Development Goals through different perspectives?
_ Do you think everyone should approach problems in the same way?
_ What is positive and negative when working with a team with everyone thinking in different ways and approaching a problem using all different points of view?

FURTHER IDEAS
_ This exercise can also be conducted in a different way: make 5 rounds where the whole group experiences each hat at the same time (1 round of red hats and so on, leaving the blue hat out). Keep the same structure for the rest of the activity and moderate a discussion at the end. Evaluate what are the main positive and negative aspects of this different approach

POSTING IT

POSTING IT

TIME
1 hour

MATERIALS
Post-it notes and pens

1 2 3   STEP BY STEP

1. Collect existing knowledge from the group: "What do we know about the Millennium Development Goals?"
2. Hand out post-it notes and ask participants to write down what they know about the Millennium Development Goals
3. Have one piece of information or statement on each post-it
4. Ask each person to read his/her notes. Stick the post-it notes on the table/on the wall to organise a mind map
5. Ask others to bring statements into question, to disagree or agree as well as to discuss. Add the new statements to the other post-it notes
6. Ask the participants to write down what they do not know about the Millennium Development Goals
7. Post the notes in a different area
8. Cluster the post-it notes into different categories to keep track of the results of the method

CONCEPT

Posting it is a method of cooperative brainstorming about the Millennium Development Goals by collecting and commenting on statements made by other members of the group. The mind map can be further developed and complemented in the process and it presents the group´s results in a visual and clear way.

This method gives the co-ordinator insights into the participants´ knowledge of the Millennium Development Goals. To implement further discussions or activities on the Goals, he/she should be aware of the group´s level of knowledge to know from where to start from.

"Posting it" is a "knowledge checking point", where the coordinator can ask the participants questions regarding the Millennium Development Goals, that can lead to further activities/discussions.

Questions the coordinator may ask to engage the participants and to have more ideas for post-its:
_ What do people need or want to improve their situation?
_ What technologies do we need for this challenge?
_ What solutions/ideas are being tried in other areas?
_ Any first hypothesis on how to solve the challenge?
_ What we do not know about this subject?
_ What do people do, think or feel about the Millennium Development Goals?
_ What are people's future needs?
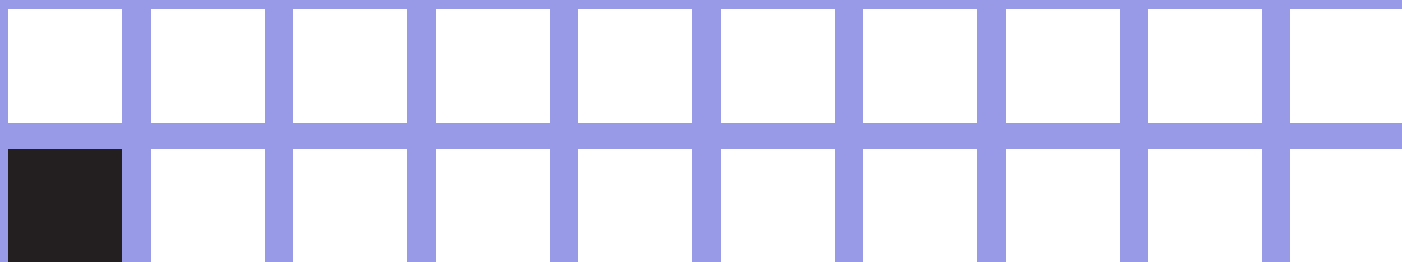_ What challenges do we have and how to implement ideas?

OBJECTIVES

_ Engage people by making them think about the eight Millennium Development Goals
_ Collect and share knowledge
_ Realize the group's state of knowledge
_ Prepare a group for further activities and discussions
_ Structure and organise ideas
_ Develop an understanding of the issue

DISCUSSION

_ How did the exercise make you feel?
_ How was it to share knowledge by posting your ideas and sharing them in an open way?
_ Which ideas may have arise from this discussion?
_ How could you proceed working on these ideas?

TELLING A STORY

TELLING
A STORY

1 2 3 STEP BY STEP

1. Be creative and tell a story
2. Provide participants with a PowerPoint presentation, a Petcha Kucha or simply a series of pictures taken from newspapers or magazines, and distribute them in groups of 5-7 people
3. Ask participants to create a 2 min story, and describe the person and situation seen in the picture - the participants are free to create any character or scenario
4. Ask other participants to disagree or challenge any of the assumptions that come out of the conversation - focus on possible stereotypes people have and work on them
5. Finish the stories and wrap the activity up with a final discussion

CONCEPT

By telling a story participants are inspired to talk about the Millennium Development Goals.

People´s mind and interpretation of the world is based on prior life experiences. This subjective lens of personal experience can influence what we focus on and can make us unable to see an issue from another point of view. In this activity participants are both able to share and compare opinions and are opened to fresh perspectives.

When the coordinator wants the group to do storytelling he/she asks the participants to look at the picture and think about the following questions:

_ What is happening in this place/with this person that you see in the picture?
_ What personal experience did you think of when you looked at the picture? Share a bit about yourself
_ How could you look at the photo as a 'beginner', without making assumptions about what is happening? How did you avoid making the usual stereotypes?
_ What questions would you ask if you knew nothing about the context or activity of the people in the photo?
_ How would your story change if new information (real facts about the specific situation in the picture) were introduced by the coordinator?

In this activity participants are invited to be creative and open as well as to improvise.
Because the participants do not have much time to think about the picture, they should think aloud which helps uncover their true reactions, motivations, concerns, perceptions and reasoning.
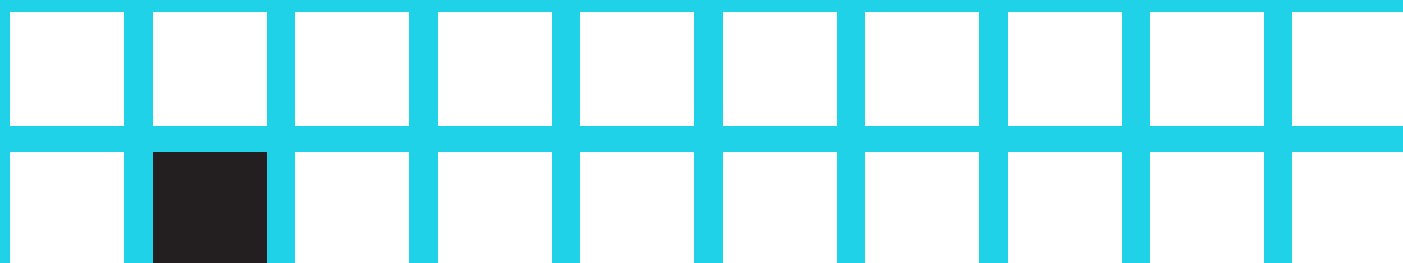
OBJECTIVES

_ Inform people about the **eight Millennium Development Goals**
_ Inspire people to tell a story by using images
_ Make participants relate the issues regarding Millennium Development Goals to their own lives as well as generating empathy towards this issue
_ Create awareness about the Millennium Development Goals by debating about possible stereotypes
_ The activity should confront and surprise the participants with the absurd circumstances people suffer from, although we are such a developed and progressive world
_ Make people aware of poverty, starvation or shortages, which for most, will not be a reality of their everyday lives
_ Through emotions and empathy, relate the participants and their own life to an issue which seems to be to far away from them
_ Understand the correlation of the eight Millennium Development Goals and how they influence each other

DISCUSSION

_ How did it feel to be confronted with pictures of other people's lives and having to describe them?
_ How could you look at the photo as a 'Beginner', without making assumptions about what is happening in that specific situation?
_ How did you avoid making stereotypes?
_ What questions would you ask if you knew nothing about the context or activity of the people in the photograph?

* **Petcha Kucha** (www.petcha-kucha.org) is a simple presentation method that makes presentations concise, and keeps things moving at a rapid pace. Each presenter has 20 slides, each shown for 20 seconds. In 6 minutes 40 seconds the presenter explains his/her ideas before the next presenter takes the stage. Pecha Kucha Night was devised in Tokyo in February 2003 as an event for young designers to both network and show their work in public.

LIVING ON
1 DOLLAR
A DAY

LIVING ON
1 DOLLAR
A DAY

1 $ 1 DAY

1 2 3 STEP BY STEP

1. Live for a day on US$ 1 per person
2. Go shopping with the group in a supermarket
3. Buy food for they day - do not spend more than US$ 1 or the equivalent in you currency per participant
4. Get together after dinner and initiate a discussion

CONCEPT

The 1 Dollar Day is devoted to **Millennium Development Goal no. 1: Eradicate extreme poverty and hunger**, and based on the fact that more than 1 billion people in the developing countries are living on (less than) 1,25 US dollars a day.

This method is easily adaptable in the context of temporary communities such as workcamps, class trips or holiday camps with a self-catering kitchen.

On one day the food budget is limited to 1 dollar per person. In the supermarket the participants can find out what is affordable for 1 dollar and what is not. They have to live without a lot of desired groceries, such as sweets and meat. They have to take conscious decisions on what is strictly necessary to provide the group´s meals (breakfast, lunch, dinner) or miss some meal(s).

Note: the group is not allowed to use the stock of the kitchen during the 1 dollar day.

OBJECTIVES

_ Inform people about the Millennium Development Goal no. 1: Eradicate extreme poverty and hunger
_ Realize how each of us can survive on 1 dollar a day
_ Experience the situation of a person living in extreme poverty and hunger and understand their circumstances
_ Develop both awareness on the issue and ideas to combat extreme poverty and hunger
_ Inspire and motivate participants to take action and do something to improve life conditions of people who are living in extreme poverty and suffering from hunger and malnutrition
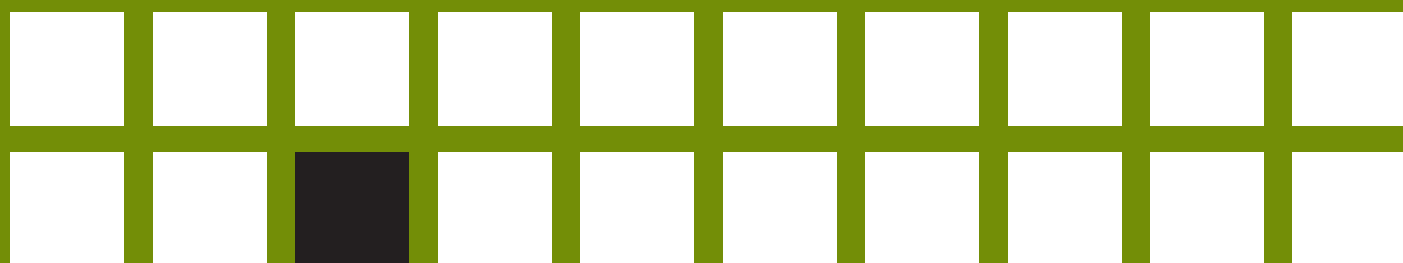
DISCUSSION

_ How did you feel having only 1 dollar per day?
_ What did you buy with your 1 dollar?
_ Could you afford what you wanted to buy?
_ What food did you miss the most?
_ How did it feel to do without the groceries you would usually buy every day?
_ How did you feel without having the usual free choice in the supermarket ?
_ Could you live on 1 dollar?
_ Did you know that your government has made a promise in your name to halve the number of people suffering from hunger by 2015?
_ Confront with facts:
    _ Every 3.6 seconds one person dies of starvation. Usually it is a child under the age of 5
    _ People in poverty rarely have a free choice in their food sources
    _ The lack of goods and services leads to malnutrition

○ ○ ○   **FURTHER IDEAS**
_ Gather a group in a public place and snap every 3rd second to remind people of the reality that every 3rd second a person dies of starvation
_ Serve an empty plate or tray in the canteen of your University or school. Sit down as a group with an empty plate in the canteen with a provocative paper with a slogan on it (to make others see that there are people in the world that cannot even afford food)
_ The UN Millennium Campaign supports and encourages people from all over the world to take action in supporting the Millennium Development Goals, and to stand up against poverty: http://standagainstpoverty.org/suap or http://www.endpoverty2015.org/en/stand-up (event material is provided on the homepage)

TALKING

GIBBERISH

DAY

TALKING GIBBERISH DAY

BLA BLA BLA

TIME
1 day

MATERIALS
Messages, postcards, newspapers, magazines written in a different language/written in gibberish

1 2 3 STEP BY STEP

1. Write messages related to the workcamp activities and routines on a flip chart (schedule, meeting times, activities) in such a way that they are incomprehensible to the group
2. Make words and letters all mixed up to confuse the group
3. Moderate a possible solution within the group
4. Lead over to a discussion

CONCEPT

This Talking Gibberish Day deals with the Millennium Development Goal no. 2: Achieve universal primary education and is based on the fact that more than 72 million children of primary school age around the world remain out of school, and 126 million children are involved in hazardous work. Amongst others: poverty, child labour, high drop out rates in school, cultural expectations as well as gender disparities cause illiteracy in developing countries.

By communicating in gibberish, participants are not able to read and understand the coordinator's messages.

The schedule for the day and also messages on the flip chart with time of meeting and activities for the day are illegible. Magazines and newspapers, movies are all in a foreign language.

Hence the participants are surprised in the morning when the announcements for the day are given by the coordinator. After confusing the participants the coordinator can lead over to a discussion about the second Millennium Development Goal: Educate every child.

OBJECTIVES

_ Inform people about **Millennium Development Goal no. 2: Achieve Universal Primary Education**
_ Realize how it feels not to be able to read
_ Experience not having access to education and what it makes you feel
_ Develop ideas and implement ways of educating every child
_ Show empathy with people who are illiterate
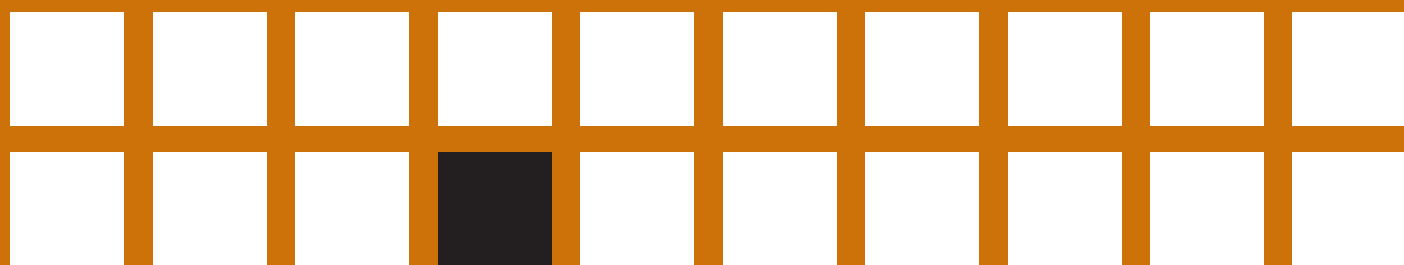_ Inspire and motivate participants to take action on this matter

DISCUSSION

_ How did you feel not being able to read and understand what was written in front of your eyes?
_ How would your life conditions change, if you were not able to read or write?
_ Describe one day of your life, imagining you have no access to education - list and highlight what has changed
_ How can every child enjoy a full course of primary education?

FURTHER IDEAS

_ Distribute messages in gibberish around the centre of your city. Design postcards with gibberish on the front and an explanation on the back giving the purpose to create awareness on the Millennium Development Goal no. 2
_ Have a conversation in the mother tongue of some of the participants to test how others feel when they are not able to understand the conversation

NO SAFE
DRINKING
WATER DAY

NO SAFE DRINKING WATER DAY

TIME
1 day

MATERIALS
Water mixed with coffee; water mixed with oat flakes

STEP BY STEP
1. Make a "No safe drinking water day" on the workcamp
2. Mix water with coffee and oat flakes (pretend it is pond water)
3. Challenge the group to find ways to clean the water: by boiling or filtering it

CONCEPT
The "No safe drinking water day" is dedicated to the Millennium Development Goal no. 7: Ensure Environmental Sustainability.

The pollution of surface and ground water and the contamination of drinking water have affected the safety of water supplies for millions of people from the developing countries, causing them health problems and deaths.

In having no access to safe drinking water, as participants are used to, the challenge is set up: they have to think about methods to clean their own water before they drink it! They will feel the limitation of not being able to use water whenever and wherever they would like, and will also become aware of the quantity of water they use every day.

This method is created on purpose to arouse both the participants empathy and creativity required to resolve the problem of having polluted and contaminated water. The group experience water as a valuable and essential resource which is contrary to the usual everyday way in which we waste water.

The group can develop sustainable ideas to help people have access to safe drinking water. Example: a bicycle with a water deposit installed which filters the water while a person cycles: http://theaquaduct.blogspot.com

OBJECTIVES
_ Be aware of **Millennium Development Goal no. 7: Ensure Environmental Sustainability**
_ Experience not having access to clean water whenever you wish
_ Develop ideas and implement ways of cleaning water
_ Show empathy with the people in the situation of not having safe drinking water
_ Inspire and motivate participants to take action and do something to improve the health of others

DISCUSSION
_ How did you feel having no access to safe drinking water?
_ How did you feel having to clean and filter your own water?
_ Did you feel bad in your stomach, stressed or thirsty?
_ Which innovative ideas did you have to clean your water?
_ Do you think they could be used or improved to help people with no access to safe drinking water?
_ How can you save water and other sources of energy at home?

FURTHER IDEAS

_ World Wide Fund for Nature is an environmental organisation aiming to stop the destruction of our environment. It gives advice on changing the way we live to a sustainable lifestyle.
The website of its UK branch is http://wwf.org.uk

Example of how to shrink your water footprint:

Water saving means savings all round:
_ less water removed from the natural environment – good for rivers and wildlife
_ less water to treat, deliver and re-clean – saving energy, costs and pollution
_ using less hot water means lower fuel bills – saving money and CO2 emissions
_ installing a water meter means savings are even more obvious and direct

Easy ways to save water – and energy:
No-one deliberately wastes water, but even simple everyday household tasks may use up more than you think…
*_ **Taps** – a running tap uses 6 litres of water per minute*
*_ **Toilets** – older toilets use as much as 14 litres of water per flush*
*_ **Baths** – a bath typically uses around 80 litres of water*
*_ **Hosepipes** – a garden hosepipe or sprinkler uses up to 1,000 litres per hour*
*_ **Hot water** – up to 25% of the energy used at home is for heating water*

source: http://www.wwf.org.uk/wwf_articles.cfm?unewsid=3995

_ Global Action Plan is an environmental charity which offers creativity & environmental expertise to help you actively cut your carbon emissions: http://www.globalactionplan.org.uk
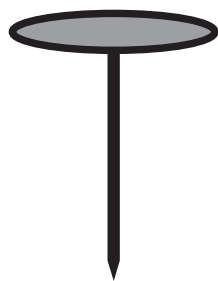People can take action by starting or joining an Eco Team online at http://ecoteams.org.uk. Global Action Plan challenges individuals and groups with a set of actions to choose from - rubbish and shopping, energy, water and travel.

EQUIPPED TOOLBOX VS ONE NAIL

EQUIPPED TOOLBOX VS ONE NAIL

TIME
1 day

MATERIAL
Toolbox, one nail, instructions for building a sculpture

1 2 3   STEP BY STEP

1. Divide the group into 2 small groups
2. Give one group a well equipped toolbox and the instructions and the other group just one nail
3. Ask both groups to build a sculpture
4. Moderate your discussion with the whole group and encourage them to share their points of view and build on each others ideas

CONCEPT

This activity represents the difference in living conditions between people of developed and those of developing countries and raises the question: "how can they develop without equipment?"
In this activity its important to not represent the people of developing countries as helpless or in need.
A lot of these people are obviously able to survive and cope with their given situation in many ways (here represented by having only one nail to build a sculpture) and some of them are doing very well in managing their life. Instead, this activity aims to illustrate the huge gap between different living conditions that exist in the world, although we are such a developed and progressive world (here represented by a well equipped toolbox to build a sculpture).
The success of the activity is shown by how the 2 teams will co-operate to create a sculpture using their combined equipment and resources. Which team comes to the idea of sharing tools with the other group? Does the 'one nail group' cope with their desperate situation? Does the group find ways to build a sculpture? Do they find recycled material to do so?
This activity also aims to emphasis the importance of 'team building' within a group. A great team will achieve a lot more with a lot less resources than an average team operating with the best resources in the world.
By putting in more effort and motivation, participants will bring the teams together, in caring for other people's needs and quality of life, making the outcome of this activity much more solid.

OBJECTIVES

_ Create awareness on **Millennium Development Goal no. 8: Develop a Global Partnership for Development**
_ Design sustainable ways of partnership with the people who do not have any access to modern tools and technologies
_ Develop ideas and implement ways of partnership
_ Inspire and motivate participants to take action in order to improve other people's lives

DISCUSSION

_ Did the better equipped team come to the idea of sharing tools with the other group?
_ What innovative solutions came into your mind to fight against the lack of tools?
_ How did the 'one nail group' cope with their situation? Did this group find other more resourceful ways to build their sculpture?
_ How did it feel having to build the sculpture without the required equipment?
_ Describe how it felt to have to rely on?? others' collaboration, participation and access to modern tools and techniques to implement your own ideas

FURTHER IDEAS

_ This activity could be combined with the activity "From Rubbish to Art"

CONCLUSION

CONCLUSION

In summary it can be said that all these activities inform peo-
ple about the **Millenium Development Goals**, help them
both to develop an understand, and have the competence
to communicate and relate the issue to their own lives.

**On this basis people all over the world can be inspired to
take an active role in the progress to meet the Millenium
Development Goals by 2015.**

A special thanks to the **Volunteer Action for Peace team**, **European Voluntary Service Programme**, and all **volunteers** that participated in our workcamps in the United Kingdom, in the summer 2010.

Thank you to our **families** and **friends** for the great long-distance brainstormings and support.

Thanks to the **users of the toolkit**, for your interest and participation!

Lina-Theresa Lorenzen and Glória Matos da Costa
London, UK
2010

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