

Millennium Development Goals

Millennium Development Goal 8 – To build a global partnership for development

Information and activities



Target – Develop further an open trading and financial system that is rule-based, predictable and nondiscriminatory.

Target – Provide more generous official development assistance for countries committed to poverty reduction.

Target – Deal comprehensively with developing countries debt problems.

The eighth goal is very important as it complements the other seven. Although it is essential that developing countries direct their own development and implement policies to achieve the other seven goals, the eighth goal shows what the world could do as a ‘community’ to aid this development.

The world trading system is currently very unfair, and biased against developing countries. Trade could bring prosperity to developing countries, if the rules were applied evenly.

The eighth goal also calls for more and better aid. Aid should be targeted at poverty reduction, and it should be given for several years at a time so that recipient countries can make proper plans.

Another way richer countries can help is to cancel developing countries’ debts. This is something richer nations could easily afford.

If rich countries give more aid, reform trade and cancel debt, it might still be possible for the world to achieve the Millennium Development Goals in 2015.

Activities for this goal include

Case study of a demonstration in London

Information about a Make Poverty History rally in London, which was addressed by Nelson Mandela and Bob Geldof.

A fair share of the profits?

Role play about who gets what share of the profits from the sale of a banana.

Should poor countries pay back their debts?

Pupils examine the debate about debt repayment and think about their own responses.

Action Activity Sheet

Pupils tell others how they feel about MDG 8

Oxfam is committed to providing the best possible support to schools and youth groups and we wish to assess the impact of our work with young people.

Please use the slip below to tell us about your MDG lessons and projects or e-mail us at education@oxfam.org.uk

.....✂️.....

Name of Teacher:

Age of pupils:

Name & Address of School:

Description of MDG learning:

Postcode:

Please return this slip to:

Email*

Oxfam Youth & Schools Team

Oxfam House

John Smith Drive

Oxford OX4 2JY

Number of pupils taught about the MDGs:

*Please provide your email address to receive messages from us about our projects and activities. You can unsubscribe at any time.

We would like to keep you informed about our projects and activities. However, if you'd rather not receive such information, please either email us at changes@oxfam.org.uk, phone 0300 200 1300 or write to Supporter Relations, Oxfam House, John Smith Drive, Oxford OX4 2JY

Millennium Development Goal 8 – To build a global partnership for development

Target – Develop further an open trading and financial system that is rule-based, predictable and nondiscriminatory.

Target – Provide more generous official development assistance for countries committed to poverty reduction.

Target – Deal comprehensively with developing countries' debt problems.

The eighth goal is very important as it complements the other seven. Although it is essential that developing countries direct their own development and implement policies to achieve the other seven goals, the eighth goal focuses on what the world could do as a 'community' to aid this development.

The world trading system is currently very unfair, and biased against developing countries. It allows richer countries to protect themselves in certain ways, for example by giving their farmers subsidies. Trade could bring prosperity to developing countries if the rules were applied fairly.

The eighth goal also calls for more and better aid. Aid alone cannot enable poor countries to fight poverty and inequality or promote gender equality, but it is a necessary part of these actions. However, aid levels are at a historical low – in 2007 aid given by rich countries represented just 0.28 per cent of their income, a lower level than in 1993. The \$104 billion of aid given in 2007 was less than ten per cent of global military spending.¹ If rich countries had all met their promises made in 1970 to give just 0.7 per cent of their incomes, then aid would have been \$240 billion that year. Rich countries should also provide more of their aid directly to developing-country governments, where possible, in order to enable those countries to become effective, functioning states that protect the rights of their citizens and deliver essential services such as health and education. Aid must also be given on a long-term and predictable basis.

Another way richer countries could help is by cancelling developing countries' debts – something they could easily afford. Rich countries should recognise their own role in creating these debts – in many cases they have lent money unscrupulously, often to dictators.

1 SIPRI military expenditure database, www.sipri.org, 2005

Calling for change

Every year the leaders of the world's richest and most powerful nations meet to discuss issues of importance to people from all countries. This group of nations is called the G8.

In 2008, the G8 met in Japan. This poster shows campaigners from Oxfam holding up placards at the meeting, saying what needs to change in order to make the world a fairer place. For example, rich countries need to give more aid, more help needs to be given to people suffering from HIV and AIDS, and more people need access to basic healthcare and education. The richer countries are very powerful: their decisions affect the lives of many millions of people, not just those living in their own countries. This means that they have a huge responsibility towards the poor people of the world.

Ordinary people in richer countries can help by making sure that their leaders know that they expect them to act to make the world fairer. At the 2008 summit in Japan, Oxfam and other organisations told the world's newspapers and TV stations that the food crisis, which is causing millions of people to go hungry, was unacceptable and unnecessary, and explained that it was partly caused by biofuels (corn and other crops grown to make petrol rather than as food). Demonstrating, campaigning and calling for change will help persuade powerful people that most of us want the world to be a better place for everyone.



Activity 8.1

Aim

- To help pupils learn about 'who gets what' in international trade and to develop their skills of enquiry.

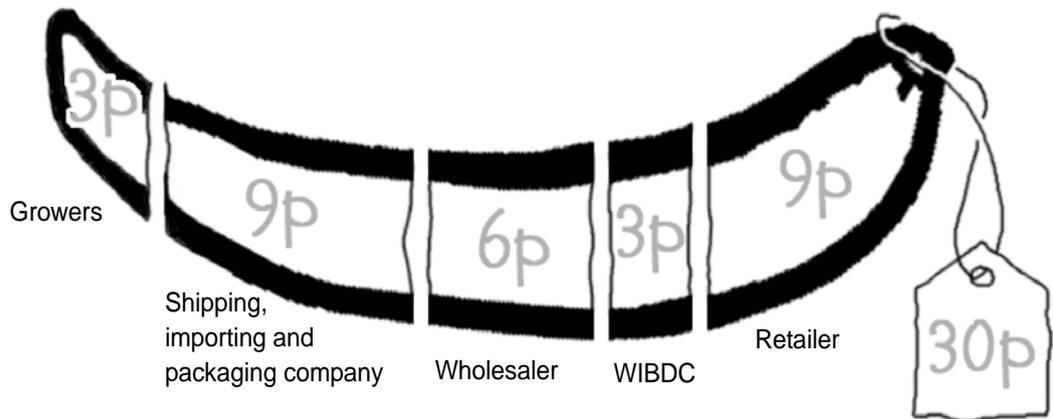
You will need

- Photocopies of the job cards on page 5. Pupils in the same group will need copies of the same job card
- Two large-scale drawings of a banana for class display. One should be blank, the other divided into sections according to the income received by different groups, as illustrated below.

A fair share of the profits? (ages 9–14)

1. Divide the class into five groups. Each group will take on one role. Give each group enough job cards for each pupil to be able to see one.
2. Put up the large blank drawing of a banana and tell the class it costs 30p.
3. Ask each group to decide what 'share' they should earn of the total banana price. They should consider the amount of work involved, what their job entails and the expenses they have to meet.
4. After five minutes ask each group to present its case. Write the amounts on the banana.
5. If the total comes to more than 30p, hold a discussion between the groups and get them to negotiate a division of income between themselves.
6. Now reveal the actual division of income by showing the banana drawing marked up with the true income of each group.
7. Discuss the following points:
 - Who gets what?
 - How do the growers feel?
 - What division would be fairer?
 - How could the growers get a better deal?

Actual Split of income



This activity is adapted from *Go Bananas. Oxfam 2004*

Activity 8.2

Aim

- To encourage pupils to think about aid.

You will need

- The facts in Aid – some facts on page 5

Does aid help? (ages 11–14).

Note: This activity is intended as a short introduction to the topic of aid.

1. Ask pupils what aid is and what it is for. Establish that everyone knows that it is money that richer countries give to poorer ones to help their people.
2. Share the facts in Aid – some facts on page 3 with pupils and ask for their reactions. They might be surprised by some of them. Tell them that an increase in aid is vital to achieving the Millennium Development Goals. Remind them that world leaders have already promised to achieve these goals.
3. Discuss any points arising from the facts as a class. For alternative views on aid, pupils could do internet research. Suggested websites: www.dfid.gov.uk (UK Department for International Development), <http://news.bbc.co.uk/>.

Market Share Job cards

Grower

You are a small farmer who grows bananas. After planting it takes nine months before the bunches of bananas are ready to cut down. During that time you must protect them against damage from the weather, pests and pesticides. To do this you must cover the bunches with plastic sheets which you have to pay for, as well as paying for fertilisers and pesticides. When the bananas are ready to pick, you cut them down with a large machete (knife) and pack them in boxes. Then you drive them to the port in your pick-up van.

Windward Islands Banana Development Company

You are a new company, owned half by four Windward Island governments and half by the islands' growers' associations. You are the vital link between the farmers and the outside world. You work to get a good price for the farmers' bananas and cheaper prices for the shipping. You buy pesticides, fertilisers, boxes and plastic sheeting in bulk, which the farmers can then buy from you. You offer advice about banana growing and can help arrange insurance. The Windward Islands are a group of islands in the southern Caribbean.

Shipping, importing and packaging company

Your company transports the boxes of bananas in refrigerated ships. The voyage from the Caribbean to the UK takes about six days. Once the bananas arrive in the UK, you organise the transportation, insurance, tax and customs clearance. Bananas are then ripened and packed in your factory. They have to be ripened in special rooms and kept at a constant temperature for about a week. They are then sorted into different sizes. Some are weighed and priced for selling direct to the supermarkets. Others are repacked into boxes to be sent to a wholesaler.

Wholesaler

You receive boxes of ripened bananas from the packaging company and sell them to fruit shops, market stalls and supermarkets.

Retailer

You sell the ripened bananas in your shop or on your market stall. You have to sell them fast, before they over ripen and turn brown.

Aid – some facts

In 1970, about 20 of the world's richest countries pledged at the United Nations to give 0.7 per cent of their national income in aid. Only a handful do so. Norway gives 0.92 per cent, the USA 0.16 per cent.

The UK gives 0.36 per cent of its national income in aid.

Richer countries give only half as much in aid, as a proportion of their income, as they did in the 1960s.

Richer countries must give more aid if the world is to achieve the Millennium Development Goals in 2015.

The UK spends six times more on the military than it does on aid.

Aid helps achieve development. If it had not been for aid given by the USA after the Second World War, some developed countries in Europe would not enjoy their current standard of living.

Aid helped to eradicate smallpox (a deadly infectious disease) from the world.

In 2007, rich countries spent three times more on bottled water (\$58 billion) than it did on aid to Africa (\$18 billion).

Source: Oxfam

Activity 8.3

Should poor countries pay back their debts? (ages 9–14)

Aims

- To help pupils understand what poor country debt means and what its consequences are.
- To help them reflect on debt relief.

You will need

- Photocopies of *Poor countries and their debts* below

1. Do a quick brainstorm with the class about debt. Write the word 'debt' on the board and see what other words pupils associate with it. Write these words up, then challenge any misconceptions. See if you can use the brainstorm to explain what debt is. Check that everyone understands the concepts of debt, interest and debt repayments.
2. Have a short discussion about the reasons why people borrow money. Are some people just not careful enough about planning their finances? Does this apply to everyone who borrows money? Make sure that pupils understand that many people borrow money to pay for basic necessities because they are poor.
3. Hand out the photocopies of *Poor countries and their debts* below. Read it with the class, then ask pupils to discuss the following questions in groups and to feed back their answers:
 - What would happen if poor countries did not have to pay back their debts? (They would have more money to spend on services such as hospitals and schools for their citizens.)
 - Is it fair for us to ask poor countries to repay debts to much richer ones? (It can be argued that it is fair. After all, they borrowed the money. However, they are much poorer than we are, and their governments need to spend the money on their people. Besides, is it fair that some people are so poor, while others are well off?)
4. Older pupils could do further research on this topic and then write a short summary of the debate about debt relief. Younger pupils could write out one or two of the facts from the 'Debt and poverty' factbox and illustrate them.

Poor countries and their debts

Poor countries owe money to rich countries and international organisations. They use much of their income to pay these debts back, so they can't spend enough money on schools, hospitals and other services for their own people.

Debt and poverty

Some people are very poor. 1.2 billion of the world's people live on less than 50p a day.

To achieve the MDGs on health, education, water and sanitation would cost an extra \$47 billion per year. This is just nine per cent of the amount developing countries spend repaying their debts.

Some of the world's poorest countries still have to make debt repayments. For example, Bangladesh still pays \$2 million a day in debt repayments to rich countries.

Nepal spends seven times as much on paying back its debts as it does on education. It currently has one teacher for every 180 children.

Debt relief works. Since Zambia's debt was cancelled in 2005, the government has been able to introduce free health care for people in the countryside, abolishing fees that once stopped millions of people getting the care they needed.

Is it fair to ask poor countries to pay back their debts and the interest on them?

Success Stories in Global Trade

labelling Debt

Mozambique used its debt service savings to vaccinate 1 million children against tetanus, whooping cough and diphtheria, as well as build and electrify schools. In addition, Mozambique has invested in the fight against HIV/AIDS and used debt savings to open 24 new testing and counseling offices with the goal of reaching 50 such offices by 2007.

Exporting sardines from Peru

With funding to provide legal support Peru was able to overturn an EU ruling which had denied its sardine exporters the right to label their goods as sardines.

When the European Union (EU) decided in 2001 that only *Sardina pilchardus walbaum*, the species that swims in European waters, could be marketed as sardines, it meant that *Sardinops sagax*, its Pacific Ocean relative, could not be sold as 'sardines' in European shops.

Working with the lawyers charging a much reduced rate of \$100 an hour for legal advice, Peru successfully challenged the European Community ruling that 'sardines' only swam in European waters

They pointed out that 'sardines' from the Pacific Ocean are marketed as 'sardines' in most world markets. It showed from international law that the non-European species, such as *Sardinops sagax*, can be called 'sardines' if a modifying phrase designating a geographic area of origin is also used. Now you can buy Peruvian sardines from EU supermarket shelves, helping to develop the Peruvian economy and provide a livelihood for some of Latin America's poorest citizens.

How To Take Action

Success stories like the one above have come about through partnerships between donor countries, like the UK, and developing countries, like Mozambique and Peru. To ensure our government continues to support projects like this, campaigning NGOs like Oxfam take actions to remind those in power of promises they have made. Here are some suggestions of things students could do to support projects like this.

Actions

- Take part in the *Fair Trade Fortnight* in February 2010. www.thebigswap.org.uk
- Complete the "Bananas!" worksheet on page 8
- Make a school charter setting out responsibilities & goals of the school in the global community. You could think about where your school sources goods from and if they are fairly traded, e.g. Coffee, pencils etc.
- Campaign with partner school to highlight issues around fair trade and sustainable partnerships. You could even invite all your feeder schools/local primaries in & peer educate them on global issues

Fundraisers

- Set up fair-trade stand at all school external events i.e. Christmas Concert, sports day etc.

NB Please remember to pass on stories of any actions you or your pupils take. education@oxfam.org.uk

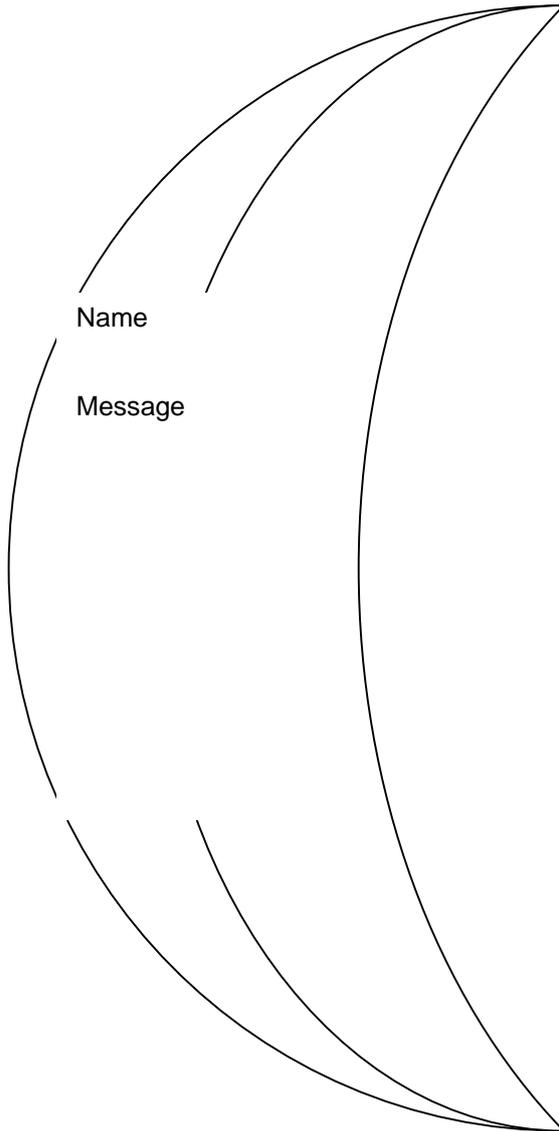
For more resource on Fair Trade try:

www.oxfam.org.uk/education/resources/coffee_chain_game

www.oxfam.org.uk/education/resources/looking_behind_the_logo

www.oxfam.org.uk/education/resources/milking_it

Tell us how un-fair trade makes you go bananas!



1. Write your name and message about Millennium Development Goal 8.
2. Decorate the banana. Think about how you could work better with others to help create a fairer world.
3. Cut it out and make a display of your bananas for others to see or send it to:

*Youth & Schools Team
Oxfam House
John Smith Drive
Oxford OX4 2JY*

We'll make sure others get your message.