

## Development in the News

### **MDGs: making your mark on the post-2015 agenda in 2013**

Unlike MDGs the new goals will not be drafted behind closed doors, but we need to make our voices heard. Gina Bergh shares her 'to do' list to help steer the future development policy.

<http://www.guardian.co.uk/global-development-professionals-network/2013/jan/22/mdgs-development-goals-2015-agenda>

Source: Gina Bergh, Guardian Professional, Tuesday 22 January 2013

### **Meaning of David Cameron's golden thread must be untangled, MPs say**

The International Development Committee urges UK prime minister to spell out 'clear and consistent' definition of David Cameron's signature phrase on the post 2015 goals.

<http://www.guardian.co.uk/global-development/2013/jan/22/david-cameron-golden-thread-mps>

Source: Liz Ford, The Guardian, Tuesday 22 January 2013

### **Save the Children proposes new framework to replace MDGs**

End of extreme poverty now in sight, says new report.

<http://www.thenews.com.pk/Todays-News-6-153281-Save-the-Children-proposes-new-framework-to-replace-MDGs>

Source: Our correspondent, The International News, Wednesday 9 January 2013

### **People and politics must be central to post 2015 development framework discussions**

The UK parliament's international development select committee's report on post 2015 development goals has received a cautious welcome from the Institute of Development Studies experts.

<http://www.ids.ac.uk/news/people-and-politics-must-be-central-to-post-2015-development-framework-discussions>

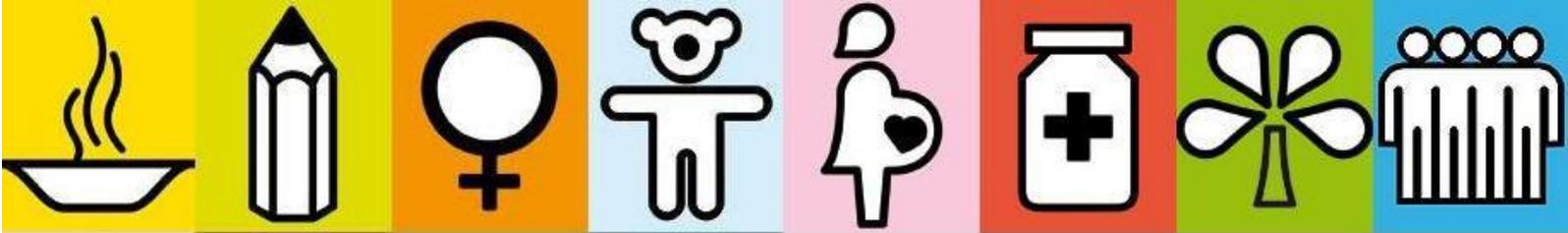
Source: Institute of Development Studies, Tuesday 22 January 2013

### **Inequality and accountability key to post-2015 development, report says**

Save the Children outlines its proposals for the development agenda after the millennium development goals expire in 2015.

<http://www.guardian.co.uk/global-development/2013/jan/08/inequality-accountability-post-2015-mdgs>

Source: Mark Tran, The Guardian, Tuesday 8 January 2013



## Six hats for thinking about development

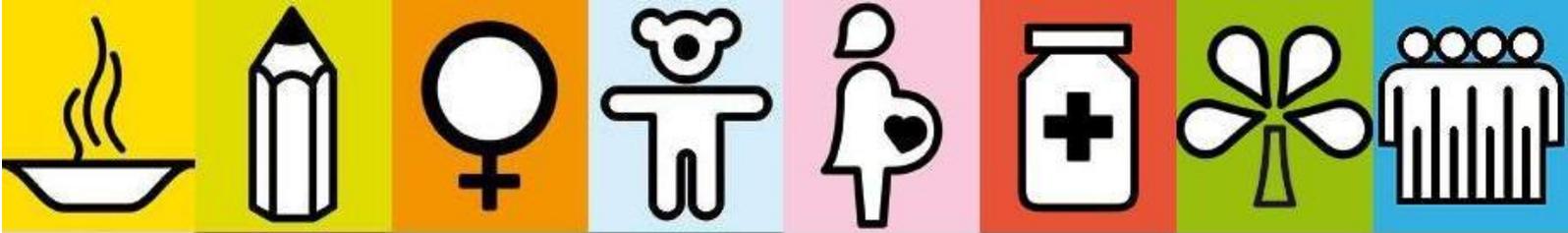
The main activity for this lesson should allow you to consider development from various perspectives. Your teacher will put you into small groups and give you an organisation or person for the focus of your research.

You will also be allocated a particular 'hat' which you will need to imagine that you are wearing. With your coloured 'hat' on, you will be using a specific part of your brain to think about development from the point of view of your allotted organisation/body/person.

Hat colour	Image	This hat is used to:
White		Think about facts and figures.
Red		Think about feelings and emotions.
Black		Think about the bad points/negative aspects/criticisms/failures.
Yellow		Think about the good points/positive aspects/successes/opportunities/possibilities.
Green		Think of creative, new ideas.
Blue		Think about all perspectives, sum up the issues and how they might be resolved.

### Tasks:

1. Either watch the **film clip** of the person you are watching, or **read the summary** of the organisation you are looking at.
2. With your coloured 'hat' on, note down any related, important points from the resource/s and video clips in the correct section of the accompanying **record sheet**.



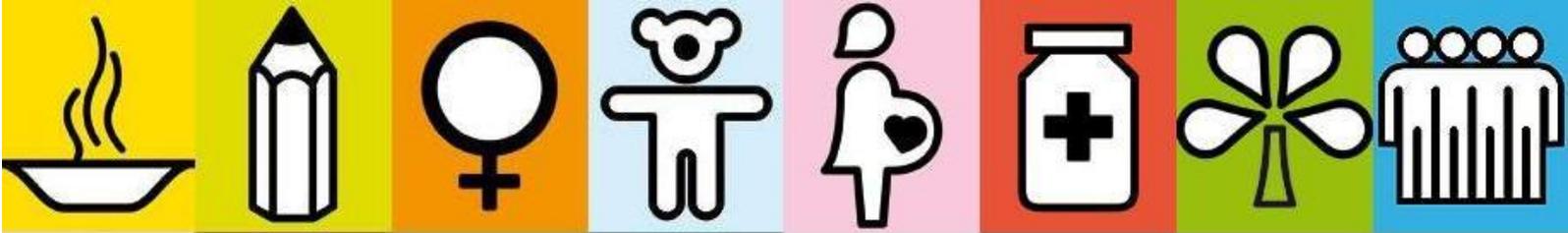
3. When everyone in your group has completed their research, get them to **share their findings** with you in turn, and then you with them.
4. On your record sheet, make a **summary** of
  - a. The things people liked about their view
  - b. The things people didn't agree with or were not sure about
  - c. Make an overall comment
5. Within your group, identify an individual to act as a spokesperson. Your teacher will shortly ask them to **present your summary** to the rest of the class.

### As a class

- When each group presents their views, the class (or in your group) will make a summary list of all the points made
- Then you can make a summary of what was **similar** about what different people or organisations said, and what was **different**
- Then you will be asked to make a **diamond rank** of what things you think are most **important to YOU** and what **YOU** would include in the post-2015

### Extension activities:

- With one or more of your peers, discuss how the different 'hats' have helped you think about the Millennium Development Goals Framework and beyond.
- With one or more of your peers, discuss how you might use the six, thinking hats approach with other themes, problems or issues. Could this be applied to other subject areas too?



## RAG success criteria

Key Stage 3 (11 to 14 years)

### Lesson: Where do we go from here?

Below, in the left hand column of the table, there are a series of statements.

The three columns towards the right hand side of the table have been left blank for you to place a tick in.

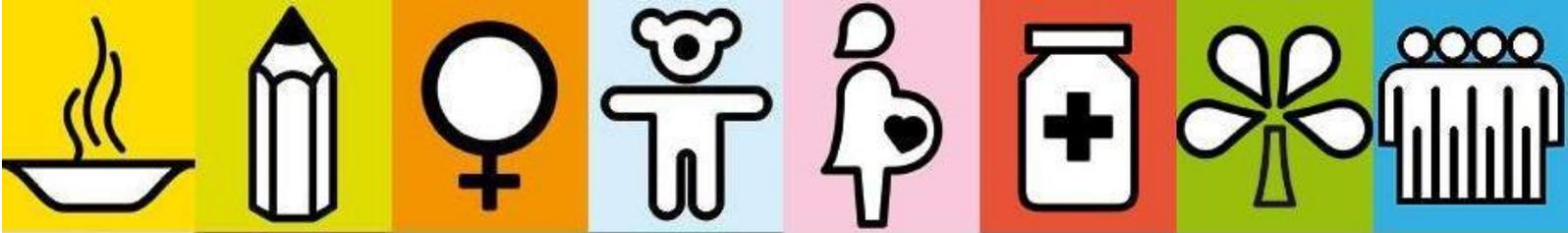
Consider each statement very carefully, then place a tick in the most appropriate box to show how well you think you have learned to do it.

Red = I am not very confident about this.

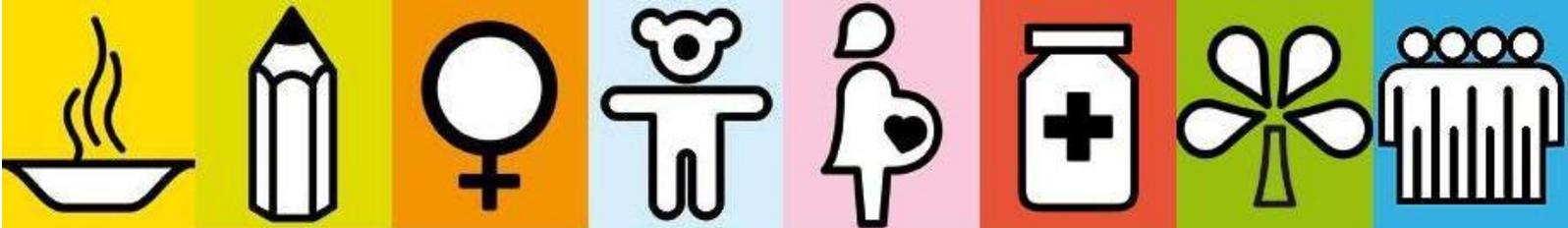
Amber = I can do this fairly well.

Green = I can do this really well.

Criteria	Red	Amber	Green
I am able to identify <b>three</b> key groups involved in decisions concerning development.			
I am able to think logically and put items in a suitable order.			
I am able to make informed decisions and give reasons for my choices.			
I am able to give some basic facts and figures about the Millennium Development Goals Framework.			
I appreciate that different groups/organisations/individuals have contrasting views regarding the Millennium Development Goals Framework.			
I am able to identify <b>three</b> successes of the Millennium Development Goals Framework.			
I am able to identify <b>three</b> failures of the Millennium Development Goals Framework.			
I can be creative and put forward some new ideas.			
I realise that there may be different viewpoints held about an issue.			
I am aware of topical vocabulary linked to the theme of development.			
I am able to work effectively in a pair and small group.			
I am able to identify <b>six</b> priorities for the post-2015 agenda.			
I can choose what is most important for the post-2015 goals			
I have attempted a piece of extended writing, including topical vocabulary in my work.			



Criteria	Red	Amber	Green
I am able to identify a wide range of key players involved in decisions concerning development and weigh up the influence of each one.			
I am able to think logically, put items in a suitable order and justify my choices fully.			
I am able to recall, with a high degree of accuracy, further facts and figures about the Millennium Development Goals Framework.			
I am able to explain what specific groups/organisations/people feel about the Millennium Development Goals Framework and why they hold these views.			
I am able to identify further successes of the Millennium Development Goals Framework.			
I am able to identify additional failures of the Millennium Development Goals Framework.			
I am able to think 'outside the box'.			
I am able to put forward a clear and concise summary of the different viewpoints held, current issues being discussed and solutions suggested in response to the Millennium Development Goals Framework and post-2015 debate.			
I appreciate the benefits to be gained from the 'six thinking hats' approach and am able to consider how it could be applied to other subject areas.			
I am aware of topical vocabulary linked to the theme of development and can use this accurately and extensively throughout my verbal answers and written work.			
I am able to demonstrate an independent approach to work.			
I am able to identify <b>six</b> priorities for the post-2015 agenda and justify my selection fully.			
I am able to decide which priorities are most important for the post-2015 agenda and explain my choices			
I am able to write at length and with 'fitness for purpose'.			



## Organisational Summaries

Getting critical  
on post 2015

### The view of the International Development Committee

The **International Development Committee** (IDC) is a group of members of parliament (MPs) selected by the House of Commons to watch over the spending and decisions of the [Department for International Development](#). This department is often known as DfID and it works to reduce poverty around the world.

#### What does the IDC think about the current Millennium Development Goals?

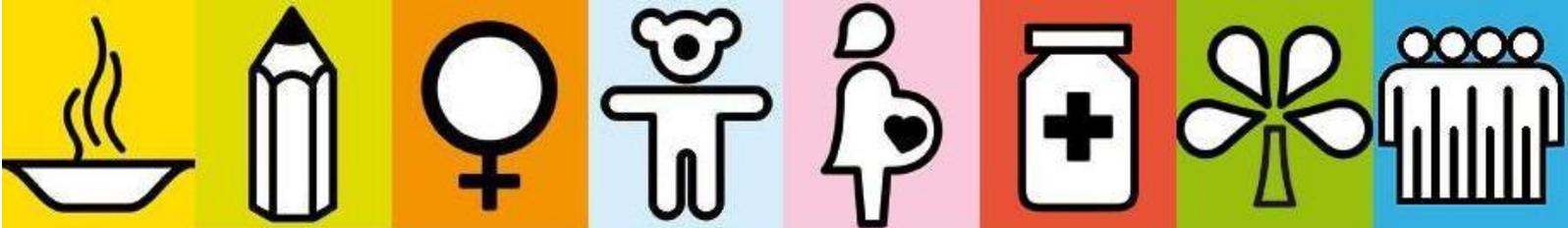
The MDGs have enjoyed a lot of success. This was mainly because they are **simple** and **easy to measure**. A more complicated set of goals would have been less memorable.

The MDGs have been successful in halving extreme poverty, but progress has been very **unequal**. Some communities have not benefited as much as others and some have been ignored completely.

#### The IDC's view on the new post 2015 Goals

- The MDGs have changed people's opinions on how to tackle development issues such as *equality* and new approaches may be taken in the future, so **goals are helpful**.
- New global development goals must be **simple and easy** to measure. For example we know free healthcare has reduced mothers and babies dying in hospitals because MDG4 means hospitals count women and babies who survive.
- **Ending extreme poverty** (not reducing it) should be at the top of the next set of goals.
- They agree with the Prime Minister who talks about a 'golden thread' to run through the new set of goals. This means that countries need to be **governed well**, so people have peace, security, no corruption and people have their rights looked after.
- However they also think the 'golden thread' should include helping to *empower* citizens, and **making sure things are fair** so everyone in society benefits, not just a few.
- The **creation of jobs** is essential for development. There should be an employment 'goal' must be designed that captures the imagination of people around the world.
- We must include **environmental sustainability** which means looking after our planet. If we do not then people will become poorer as the environment gets worse.
- We must make sure **progress is not unequal**. For example, increasing the number of people with access to safe water (MDG7) has been achieved mainly due progress in China and India: but in some parts of Africa it has not improved. So we must include regional and country targets.
- They think we need **better data** to measure progress. For example a national average may hide differences between people in that country.

Information taken and adapted from IDC 8<sup>th</sup> report 'Post-2015 Development Goals':  
<http://www.publications.parliament.uk/pa/cm201213/cmselect/cmintdev/657/65707.htm#a10>



## Organisational Summaries

Getting critical  
on post 2015

### The view of Oxfam

Oxfam is a Non-Governmental Organisation (an NGO). It is a global movement of people working towards a world without poverty. It works on three key areas; emergency relief, development work and campaigns. It works globally and locally with governments and communities to protect people's rights and find the best solutions to poverty.

### What does Oxfam think about the current Millennium Development Goals?

Oxfam is happy the current MDGs have helped improve things like reducing poverty, improving maternal healthcare and helping more children going to school. They have also helped poorer and richer countries work together, e.g. through spending aid money.

However they are concerned that progress has been unequal, and that progress on some of the goals has been very low. We must learn from what has gone well and what hasn't.

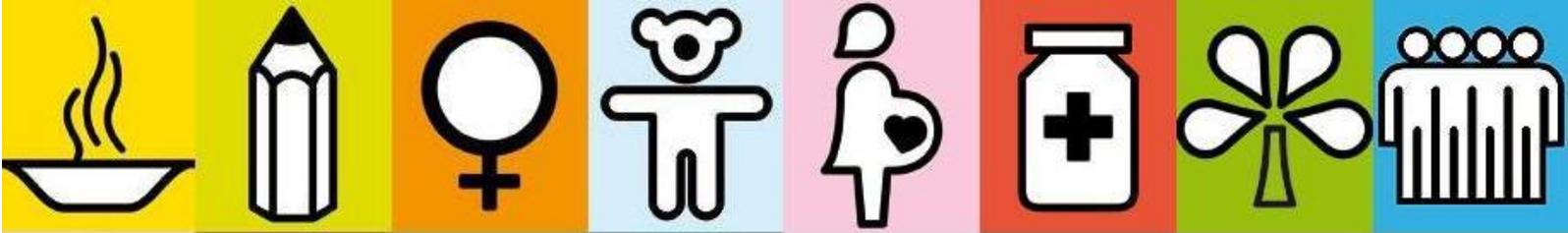
### Oxfam's view on the new post-2015 Goals

- New global goals are important as they help to **change how people think and act**. For example the MDGs have helped people think about women's rights differently.
- We must have **simple, bold and ambitious** target, about **ending problems** not reducing them – for example 'zero poverty', not 'reducing' poverty.
- The goals must help make **governments be more responsible**. It is governments who have most impact on their *citizens* (more impact than things like aid money), so they must be expected to look after citizens and share money and resources fairly.
- Therefore goals need to help **citizens influence their governments** – so goals and targets help people put pressure on their governments, for example by comparing countries in league tables.
- There must be a focus on **inequality**, which has increased. So goals must make sure that everyone benefits fairly, and not just certain people in certain countries.
- Targets must apply to **all** countries, including rich countries, and must ask rich countries to look at things like how their companies behave, not just asking them to give aid money.
- There should be targets on **free and universal healthcare** and on **free high quality education**. In many poorer countries people still have to pay for education and healthcare, which is unfair, and some schools are of low quality.
- There should be a target on **zero hunger**, and having a food system which is better for people and the planet. Hunger has increased, and this is partly because of an unfair food system.
- The goals must look at **taxes** – countries must be able to tax companies to raise money to spend on things like schools and hospitals. And internationally that means ending **tax havens** where countries keep trillions of pounds tax free.
- The new goals must look at **environmental sustainability** – for example climate change is having an impact on poorer communities most, so we must have development but not in ways which harms the environment.
- There must be more focus on collecting **better data** so we can measure progress more accurately.

Information taken and adapted from an initial Oxfam International report into the post-2015 goals, and an Oxfam GB report 'How can a post-2015 agreement drive real change':

<http://reliefweb.int/report/world/post-2015-development-goals-oxfam-international-position>

<http://policy-practice.oxfam.org.uk/publications/how-can-a-post-2015-agreement-drive-real-change-revised-edition-the-political-e-250371>



## Organisational Summaries

Getting critical  
on post 2015

### The view of the United Nations (UN)

The United Nations is an international organization of 193 countries founded after the Second World War. Its aim is to maintain international peace and security between countries, to improve the lives of poor people and encourage respect for people's rights. They helped set the original Millennium Development Goals and look at progress yearly.

#### What does the UN think about the current Millennium Development Goals?

- The MDGs gave targets for national and global development and let us measure it.
- Important progress has been made in most countries.
- However, progress has not always been even or equal across certain countries. The poorest and those people who are *discriminated* against because of their *gender*, age, disability and ethnicity have often been the most disadvantaged.
- Much more work remains to be done. In some areas where global 'targets' have already been met (such as halving extreme poverty), the actual 'goal' (eradication of extreme poverty and hunger) has not yet been met.

#### The UN's view on the new post 2015 Goals

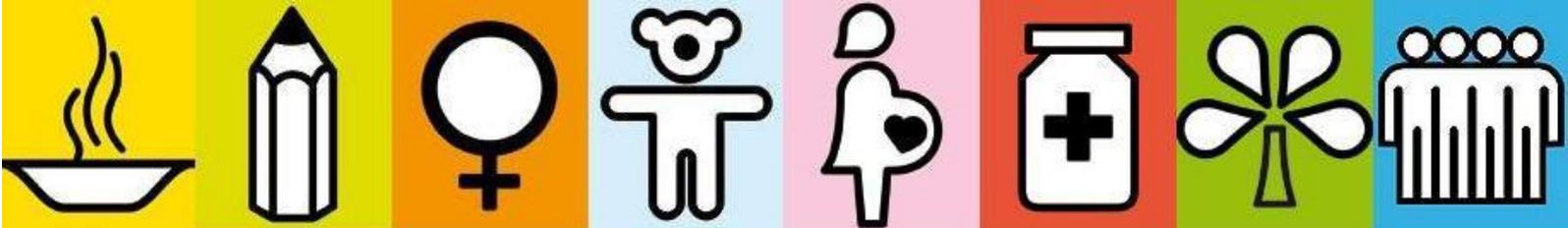
There should still be definite end goals and targets, but they think they should be reorganised into four key areas:

- **Social development.** Giving people the things they need to live a happy, healthy life, like providing healthcare. In some places not everyone has access to them.
- **Economic development.** This means making sure people have jobs and money. It is achieved by making sure people can make and buy *products*. However everyone must benefit from this.
- **Environmental sustainability.** This means making sure that our planet and its resources are used so they remain for future generations.
- **Peace and security.** This means reducing the chance of war and conflict and protecting people who are caught in the middle of it.

They also think that:

- All the problems are linked, e.g. the health of the people affects the economy as only healthy people can work. This means that to tackle one problem we need to look at how it is also linked to other problems, called a **holistic approach**.
- We also need a **balanced approach** where one problem is not treated as more important than another.
- We need the future to be built on **core values** of human rights, equality and sustainability.
- The goals should be a **world agenda**, with shared responsibilities for all countries.
- The goals could have a **longer timescale**.
- The needs of present and future generations must be considered. What is important to them should be clearly and easily shown in the targets.
- There needs to be some overall targets but countries need to be able to **change them** to their specific situation. For example changes in the population or changes in birth rate may affect progress, and individual countries should be able to adapt them if needed.

Information taken and adapted from UN post 2015 report 'Realising the future we want for all' (particularly introduction and summary): [http://www.un.org/millenniumgoals/pdf/Post\\_2015\\_UNTReport.pdf](http://www.un.org/millenniumgoals/pdf/Post_2015_UNTReport.pdf)



## Organisational Summaries

Getting critical  
on post 2015

### The view of the United Nations Children's Fund (UNICEF)

**UNICEF** is a United Nations agency. It was set up in 1946 to promote the rights of children and young people. It works in more than 190 countries. It works with people like politicians, scientists and the public to help children overcome the obstacles of poverty, violence, disease and discrimination.

#### What does UNICEF think about the current Millennium Development Goals?

The MDGs have brought lots of benefits for children and young people around the world. For example:

- the MDG target of **reducing extreme poverty by half** was reached five years early
- the target of halving the number of people without proper **access to safe and clean drinking water** has been met
- the number of **girls enrolling in primary school** now equals that of boys;
- Progress has been made in **reducing the number of children and mothers dying from preventable causes**; the number of people dying around the world from tuberculosis and malaria has fallen; there is now **more treatment available** for people living with HIV.

However there are still lots to be done. Although many people have benefitted, lots of people have been left behind.

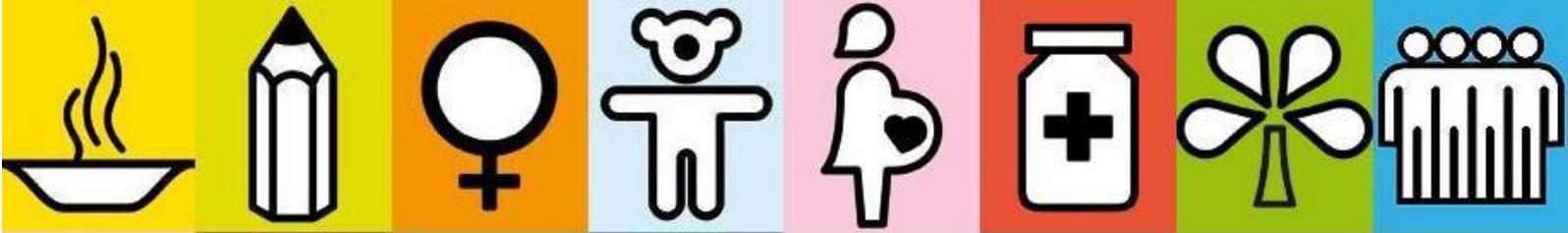
#### UNICEF's view on the new post 2015 Goals

- It is important that the **world commits** to reducing poverty and suffering, and other important agreements like the UN Convention on the Rights of the Child. Agreements like these goals are important because they change how people think.
- **Targets** are important. They can keep track of any unfair differences between people. Communities can set their own targets, helping them to work together.
- **Natural disasters and conflicts** are unpredictable and threaten the progress that the MDG's have achieved so far. Communities need to be made stronger, so that they can cope when a disaster strikes. This is called Resilience.
- **All voices should be heard** - so citizens can make governments listen to their needs. Young people must be part of the decision process and not left out. Things like using mobile phones can help young people to get their voices heard.
- **Sustainability**- the MDG's should allow us to create a cleaner, safer and healthier world. Our planet should be fit for children now and in the future.
- We should **spend money equally** on things for people and things for the economy. We should spend money to provide jobs so that the economy grows, and also on things like healthcare and education. This is essential because where individuals grow up healthy, well-fed, and educated, people can build a strong economy.
- The MDG's must be **for all individuals no matter where they live**- even in the richest countries, children suffer due to the effects of poverty, climate change and damage to the environment, violence, poor education, unemployment and inequality. The MDGs should apply to everyone not just poorer countries.
- The goals need to be **flexible** as the future is uncertain.

Information taken and adapted from UNICEF's post 2015 report 'The World We Want After 2015':

<http://www.unicef.org/uk/Latest/Publications/The-World-We-Want-After-2015/>





## Post-2015 Get Critical: Glossary sheet

**Agenda:** A set of things people want to look at together.

**Citizens:** People who live in a country and are members of that community.

**Discriminated:** When some people are treated differently to other people – for example because of their race or religion.

**Empower:** Helping somebody to do something, to give them the power to do it.

**Equality:** Making sure that all people get the same as each other. That things are equal.

**Gender:** Whether someone is male or female.

**Governed:** When people look after something, like a government running a country.

**Holistic:** Looking at everything together, all at once.

**Illiteracy:** Not being able to read and write

**Inequality:** The gap between rich and poor people in a country. If inequality is high, then some people are much richer and some people much poorer. If inequality is low then there is less difference between rich and poor people.

**Products:** Things people buy and use – like soap, cereal or cars.

**Sustainability:** Using things, like natural resources, so they can still be used in the future (so they won't run out).

**Tax haven:** A country which does not charge a company any tax (or very little). So if a global company has their headquarters there, they don't have to pay tax in other countries they work in. For example the Isle of Man offers very low tax.

**Taxes:** Tax is something the government asks people and companies to pay when they do things, like make money or buy something. The money is then used to pay for things like schools and hospitals

**Values:** The things people care about.

**Unequal:** When things are not split equally so everyone gets the same. Some people get more or do better than others.

**Universal:** This means it is for everyone – nobody is left out.