

# Millennium Development Goals

## Millennium Development Goal 1 – To eradicate extreme poverty and hunger

### Information and activities



**Target** – Between 1990 and 2015, halve the proportion of people whose income is less than \$1 a day.

**Target** – Between 1990 and 2015, halve the proportion of people who suffer from hunger.

In 1990, nearly 28 per cent of people in low- and middle-income countries were living on less than \$1 (50p) a day. Many people living at this level of poverty cannot afford to pay for basic requirements such as food. The aim of the first Millennium Development Goal is to reduce this figure to 14 per cent by 2015, thereby lifting more than 500 million people out of extreme poverty. While this will not signify a complete eradication of poverty, it will bring the world closer to a stage when all its people will have the minimum necessary to feed and clothe themselves.

### Activities for this goal include

#### **Alpaca farming in Peru case study**

Information about alpaca farmers in Peru.

#### **Living on one dollar (50p) a day**

How do you make ends meet on 50p a day? What do we need to live and what happens if we don't have those things?

#### **What is poverty?**

What does it mean to be poor? How many people in the world are poor? Group discussion using statistics and quotations.

#### **Persuasive Writing**

Guidelines on how to write to a local MP about MDG 1

## Millennium Development Goal 1 – To eradicate extreme poverty and hunger

**Target – Halve, between 1990 and 2015, the proportion of people whose income is less than \$1 a day.**

**Target – Halve, between 1990 and 2015, the proportion of people who suffer from hunger.**

Today 1.2 billion people around the world live on less than \$1 a day, while almost 850 million go hungry every night.<sup>1</sup> The greatest number of poor people live in South Asia, but the proportion is highest in sub-Saharan Africa, where over 40 per cent of the population continues to live on one dollar a day or less. In fact, the number of poor people in this region has actually increased over the years. The main aim of the first Millennium Development Goal is to halve the number of people living in extreme poverty from 1990 levels by 2015. While this will not mean a complete eradication of poverty, it will bring the world closer to a stage where all its people will have at least the minimum necessary to feed and clothe themselves.

The proportion of people living in extreme poverty worldwide fell from nearly a third to less than a fifth between 1990 and 2004. If this trend is sustained, the MDG poverty reduction target will be met for the world as a whole and for most regions. However, sub-Saharan Africa is not on track to reach the target.

It is vital that the world community works together to reduce poverty and so meet people's basic needs. Much could be achieved by reforming international trade, so that developing countries receive fair prices for their goods. **Halting climate change will also be essential if the progress that has been achieved worldwide is not to be wiped out by floods, droughts and food shortages.** In a world in which many people are better off than ever before, it is unacceptable that so many others should be struggling to survive.

<sup>1</sup> UNDP Annual Report, 2008

### Alpaca farming in Peru

Lucas Riquelme is seven years old and lives in Macusani, a small town high up in the Andes in Peru. His father owns a herd of alpacas, which he farms for their wool. Although Lucas's family is relatively well-off, most alpaca farmers are very poor, earning less than two dollars a day on average, and cannot meet their basic needs. They live in small shacks with no heating and barely enough to eat.



**Macusani is on the side of on a mountain called Allinccapac, which is topped by a glacier. The whole of the mountain-top used to be white with snow, but nowadays great expanses of bare mountain are visible. The glacier is melting away because of climate change. This worries the people very much, because their water supply comes from the melted snow and ice that flow down in the warmer season of the year. Lucas's teacher, Carlos Enriquez, says 'Our students are aware that there is a possible water crisis coming if nothing is done.' Climate change could cause many people to have to leave their homes, abandon their way of life and find another way of supporting themselves.**

Meeting the MDGs will help lift people like the alpaca farmers of Macusani out of poverty. However, the challenge of climate change also needs to be addressed – rich countries should pay to help poor countries cope with its effects, so that people like those in Macusani will be better able to adapt to the changes that are being forced upon them.

## Activity 1.1

### Aims

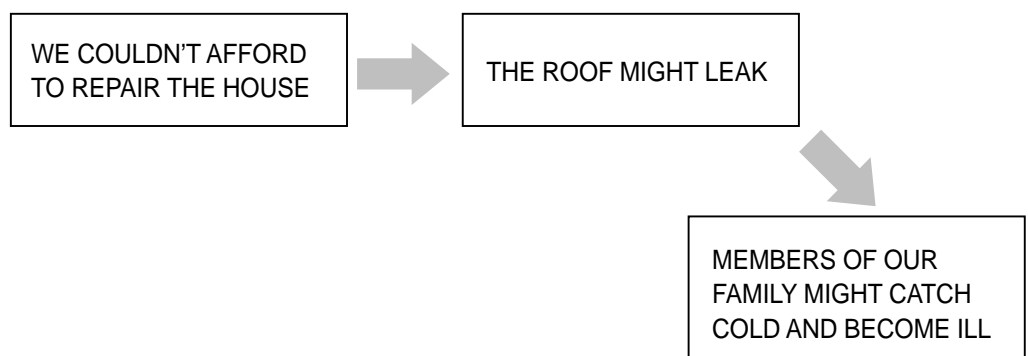
- To teach pupils that over one billion people live on less than 50p a day.
- To help them to imagine what this is like.

## Living on one dollar (50p) a day (ages 9–14)

1. Ask the class what people need in order to live, and write their answers on the board. When they make suggestions such as 'food' or 'clothes', ask them further questions to encourage them to think more deeply. How much food? What kind of food? How often? Encourage them to think more broadly than just food and clothes. What would happen if they fell ill? What would happen if they were too cold?
2. Explain that more than a billion people in the world (roughly one-and-a-half times the population of Europe) live on less than 50p a day. In order to help them understand what this means, give some examples:
  - In Tanzania, £2.50 (50p per person in a family of five) would buy enough maize meal, vegetables, tomatoes and onion for a one meal.
  - In Peru, £2.50 would buy food for a family of five for one day: one kilo of chicken, two kilos of potatoes, and enough bread for breakfast and an evening meal.

How much food would 50p buy in the UK?

3. Add the other things that people need to the list, and ask the class to rank them, with 1 being the most important and so on. Compare their answers.
  - Money for rent or mortgage (if they are renting or buying a house).
  - Money to pay off existing debts (if they have any).
  - Clothes for the family. (Apart from protection from the weather and decency, people need proper clothes for work, for example.)
  - Repairs to the house or to things in it. (The house might leak when it rains.)
  - Gas, electricity or fuel for cooking and heating. (Most food needs to be cooked. People living in cooler climates need to keep warm.)
  - Water. (Most people have to pay water companies for providing water.)
  - Money for school fees. (In some countries there is no free state education.)
  - Transport. (People might need to take goods to the market or travel to other towns to work.)
  - Medicines, doctors, clinics and hospitals. (Most countries do not provide these for free.)
4. Explain that on 50p a day many of these things could not be paid for. Ask pupils to work in groups and to decide what they would do without and why.
5. On a large piece of paper, they should create a 'consequences chain' showing what would be the result of doing without these things. For example:



6. Display the consequences chains for other groups to see.

## Activity 1.2

## Poverty connections (ages 11–14)

### Aim

- To stimulate pupils to think about what it means to be poor.

### You will need

- Photocopies of the statements below – enough sets for each group of four pupils
- A large sheet of sugar paper, some glue and some felt-tip pens for each group

- Ask pupils to read through the cards together and discuss in their groups how each card is connected to the others.
- Ask them to put the 'Poverty' card at the top of their large sheet of paper and to arrange the other cards underneath it so as to show how each condition is connected to or caused by another. When they agree on where to put the cards, they can glue them down. They should now draw arrows from the 'Poverty' card and from one card to another to show how they are all related. Ask one or two groups to feed back on their discussions.
- Discuss what steps would have to be taken to break the cycle (e.g. programmes of free healthcare, funding for education). What are some of the factors that contribute to poverty (e.g. war; lack of jobs or land; people unable to sell their produce for a fair price; poor transport; lack of services such as health care; extreme weather conditions caused by climate change.... etc.)? Ask the pupils to collect newspaper articles to show how poverty is being challenged.

## Poverty Connections

### SCHOOL

Some children may miss school because their parents cannot afford the fees or because they are too ill to attend.

### GIRLS' EDUCATION

Girls are often prevented from going to school, as they may be needed to help at home. Sometimes their parents do not think education is important for girls.

### NOT ENOUGH MONEY

People who have no work, and people who are unable to sell what they grow for a fair price, cannot earn enough to pay for their basic needs – food, clothing and shelter.

### ENVIRONMENT

Climate change means floods and droughts are becoming more frequent and severe. Poor people are becoming more vulnerable to their impact because they cannot grow the crops they need to survive.

### POVERTY

**About a quarter of the world's children live in poverty.**

### ILLNESSES

Many people have illnesses, such as diarrhoea and malaria, which could easily be prevented or be less serious if they had better medicines and healthcare.

### DEATH IN CHILDHOOD

Young children who do not have proper food and healthcare are more likely to die before they grow up.

### THE HEALTH OF MOTHERS

Pregnant women who do not have good medical care, food and health education will be more likely to die in childbirth.

## How many people are poor

### Definitions of poverty

*Relative poverty:* Measures how far a household's income falls below the average income in a country.

*Absolute poverty:* Measures the number of people living below a certain level or the number of people who cannot afford basic goods and services.

50p a day represents a minimum standard of living in the poorest countries, so the 1.2 billion people who today live on less than this are living in absolute poverty.

### In the UK

- Two million children live in workless households.
- Over one in five people lives in poverty.

### In the world

- 850 million people go to bed hungry every day.
- About 2.6 billion people (nearly half the world's population) live on less than £1.00 a day.
- 1.1 billion people have no clean water.
- 2.6 billion people have no sanitation.
- 1.6 billion people (about one-quarter of the world's population) have no electricity.

Sources: United Nations Development Programme, World Bank and New Policy Institute ([www.poverty.org.uk](http://www.poverty.org.uk))

## Activity 1.3

### Aim

- To encourage pupils to think about the nature of poverty.

### You will need

- Photocopies of the text, *How many people are poor?* For each pupil

## What is poverty?

Note: Pupils should have done either Activity 1.1 or Activity 1.2 before taking part in this activity.

1. Ask pupils to consider whether they feel they are rich or poor. Ask them whether, in doing so, they thought about whether they were richer or poorer than other people. Are any of them as rich as well-known sports stars or pop stars?
2. Ask them to consider whether they are richer or poorer than the boys on the poster. How did they arrive at their answers?
3. Tell them that 1.2 billion people live on less than 50p a day. 50p (or one dollar) represents the minimum standard of living in the poorest countries. Ask the pupils to consider what would be the lowest amount that someone could live on in the UK. They should consider what they learnt from the previous activities and justify the amount they decide on.
4. Give pupils the sheet, *How many people are poor?* and ask them to look at the definitions of absolute and relative poverty. Relate them to the discussions you have just had. Perhaps as a class you could rewrite the definitions in your own words.
5. Ask pupils to work in groups of no more than four and to decide whether they agree (or how far they agree) with the following statements, using the definitions and statistics to inform their discussions:
  - Poverty has nothing to do with money.
  - Poverty can mean something different in different circumstances.
  - Poverty is about not having any control over your life.
  - You cannot be happy and poor at the same time.
  - The UK is a wealthy country. That means that no one here is poor.
6. Ask the groups to feed back to the whole class. Did most groups have the same views?

## Jobs mean food for Ethiopia's poor<sup>1</sup>

A combination of failed rains and rising prices led to food shortages across Ethiopia in 2008. In eight regions, a DFID-funded programme ensured that some of Ethiopia's most vulnerable people were able to survive.

The programme operated by providing food and money to at-risk households in exchange for their work improving public facilities. Communities benefit from better roads and water points, and individuals are able to avoid famine by buying food-generating assets like cattle.

Aster Kurma lives with her husband and their eight children in the district of Kedida Gamela, about 350 kilometres south of Addis Ababa. The region, which is vulnerable to drought, was badly affected by the low rainfall. Five days a week, Aster works for the programme on soil conservation and tree planting projects, helping to turn the parched land around her home into lush green plots. Payment comes in the form of food or money. As well as meeting Aster's immediate needs by providing her with a stable source of food, the programme is equipping her for the longer term. She has been able to buy farming tools and cattle, opening up new opportunities for the whole family. "I'm not only able to feed my children, but I can send them to school as well," she says.

## Activity 1.4

### Aim

- To encourage pupils to take effective action using persuasive writing.

### You will need

- Access to your local MP's details – see [www.theyworkforyou.com/mp](http://www.theyworkforyou.com/mp)
- Oxfam Youth & Schools contact details to let us know about your actions [education@oxfam.org.uk](mailto:education@oxfam.org.uk)

## A Letter to your MP

Note: Pupils should have done either Activity 1.1, 1.2 or Activity 1.3 before taking part in this activity.

- Ask pupils to consider what they might be able to do to help change things for the better like the programme above. List the possible actions they suggest on the board and discuss the effectiveness and draw backs of each idea.
- Ask them to consider what their local MP might be able to do. Explain that although your local MP does not necessarily deal with aid to developing countries directly she/he can bring the matter to the relevant cabinet minister's attention and vote when potential policy ideas are balloted.
- Introduce to idea of persuasive writing and ask them to write a letter, perhaps to their MP, about the issues they have been learning about. If they are 13+ remind them that they may well be voting in the next election.
- Give pupils the sheet, *How to write a persuasive letter* and ask them to plan what they would write. It might help to put the key issues up on the board again to remind pupils.
- Ask pupils to write a persuasive letter. Remind them of the key points for writing to your MP:
  - MPs are very busy. Keep letters short and to the point. One side of A4 should be enough.*
  - Be polite and courteous. There is nothing to be gained from getting annoyed!*
  - Remember to include your full name and address, the address of the school and the name of your teacher are acceptable. You need to make it clear that you are a potential constituent, and the MP needs to be able to send a reply.*
  - Write in your own words. Show the politician that you are a real person.*
  - If you write your letter by hand, make sure it is legible!*
  - Stick to one issue per letter.*
  - Use bullet points to highlight your arguments.*
  - Include supporting facts to back up your case.*
  - Above all, make it clear what you are asking the MP to do in response.*
  - If you print your letter, remember to sign it personally.*
  - Do** ask for a reply.
  - Don't write to other MPs, only to your own. MPs aren't required even to read letters from non-constituents and some MPs can get quite uppity about it.*
- Ask one or two pupils to read their letters to the class or work in groups to give each other formative feedback about what they thought was effective. The best letters could be sent off. Please let Oxfam know if you do this so that we can track progress.

	<b>Writing a Persuasive Letter</b>	
Purpose	<p>What are you trying to get your MP to do?</p> <ul style="list-style-type: none"> <li>• Uphold pledge to provide more and better aid to developing countries</li> <li>• Cancel debts owed to this country by developing countries</li> <li>• Have fairer trade rules that allow people in developing countries to receive a fair return for their work</li> <li>• Put pressure on other developed countries to do the same</li> <li>• Commit to a fair, safe and binding deal between every country in the UN to combat climate change</li> </ul>	
Audience	<p>Who is your letter aimed at? Your local MP</p> <p>Why should they listen to you? They represent you in government. If you are 13+ you may be voting in the next general election (2015) and they need <b>your</b> vote. If you are under 13 you might influence your parent's vote.</p>	
Language	<p>Which of the following persuasive features can you incorporate into your letter?</p> <ul style="list-style-type: none"> <li>• Hard evidence – statistics</li> <li>• Appeal to the head/heart</li> <li>• Positives</li> <li>• Statements/quotes</li> <li>• Using “I”, “We”, “Our”, “You”</li> <li>• Using a mixture of long and short sentences</li> <li>• Formal language</li> <li>• Strong verbs (will, need, must, should, could)</li> <li>• Adjectives to describe</li> <li>• Rule of 3</li> <li>• Alliteration</li> <li>• Repetition</li> <li>• Rhetorical questions</li> <li>• Benefits</li> <li>• Emotional words</li> </ul>	
Layout	<p>Think about how to structure what you want to say:</p> <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Headings</li> <li>• Sections</li> <li>• Bullet points</li> <li>• Organising your ideas into a persuasive argument</li> </ul>	
Review Your Work  5 Ws	<p>Make sure you have been clear about:</p> <ul style="list-style-type: none"> <li>• What has to be done?</li> <li>• Who is affected, has to do something? The more personal, the better.</li> <li>• When did or will it happen?</li> <li>• Where is this happening, should this be happening?</li> <li>• Who said? Where does the information come from?</li> </ul>	

## How To Take Action

After the lesson some students may want to try and do something about the issues raised. These are some suggestions for further action students could take.

### Actions

- Try to live on 50p a day and blog about it.
- Make a school display about the causes of poverty and hunger and what the solutions are.
- Complete an action sheet from [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

### Fundraisers

- Invite people to a charity dinner for “World Food Day” 16<sup>th</sup> October 2010 and charge an entrance fee
- Offer to do “jobs” for 50p each. You could wash a car, tidy a teacher’s cupboard, dig someone’s garden. Explain why you are only charging 50p (that’s all the money some people have to live off each day and it is a small amount of money, like the 0.7% we are asking governments to commit to). You will find that people often will want to give you more. Even if they don’t, lots of 50ps soon add up.

**NB** Please remember to pass on stories of any actions you or your pupils take. [education@oxfam.org.uk](mailto:education@oxfam.org.uk)

### Example letter to an MP

Your Name  
House,  
Street,  
Town,  
Post Code  
*Phone Number/E-mail*

Name of MP  
House of Commons,  
London,  
SW1A 0AA

Date

Dear

I am concerned about X.

This affects me because Y.

Summary of the problem.

I would be grateful if you could raise my concerns with Z, who I believe is responsible for these sections of the Bill/ this area of government.

Yours sincerely,  
Your Name

### For further resources on Poverty and Hunger try:

[www.oxfam.org.uk/education/resources/climate\\_change\\_poverty\\_women](http://www.oxfam.org.uk/education/resources/climate_change_poverty_women)

[www.oxfam.org.uk/education/resources/making\\_a\\_meal\\_of\\_it](http://www.oxfam.org.uk/education/resources/making_a_meal_of_it)

[www.oxfam.org.uk/education/resources/world\\_food\\_crisis](http://www.oxfam.org.uk/education/resources/world_food_crisis)

[www.oxfam.org.uk/education/resources/our\\_food\\_our\\_world](http://www.oxfam.org.uk/education/resources/our_food_our_world)

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](mailto:education@oxfam.org.uk)

.....✂.....

**Name of Teacher:**

**Name & Address of School:**

**Postcode:**

**Email\***

**Number of pupils taught about the MDGs:**

**Age of pupils:**

**Description of MDG learning:**

**Please return this slip to:**

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

\*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](mailto:changes@oxfam.org.uk), phone 0300 200 1300 or write to Supporter Relations, Oxfam House, John Smith Drive, Oxford OX4 2JY.