

CHF  
*Changing the World with  
Plants and Animals*





## Lesson 5: Changing the World with Plants and Animals

### Description

*2x40 minute lessons*

Students will learn about the United Nations' Millennium Development Goals and how Canadian organizations are working to achieve these goals. Students will then explore one example of how a specific country is being helped by an organization that is tackling these goals. Students are then given the opportunity to use their critical thinking skills to examine the effectiveness of the help being given. Finally, students have the opportunity to take action and help accomplish the Millennium Development Goals.

### Subjects

Science and Technology (Grades 4, 5 & 6), Mathematics (Grade 4, 5 & 6), Health and Physical Education (Grade 4), Social Studies (Grade 6)

*See the Curriculum Connections section for detailed links to subjects and expectations.*

### Materials Needed

Student Photographs ([BLM 5.1](#)) Millennium Development Goals Slideshow  
Student Handout ([BLM 5.2](#)) Millennium Development Cards  
Student Photographs ([BLM 5.3](#)) Ethiopia Slideshow  
Student Handout ([BLM 5.4](#)) Ethiopia Case Study  
Student Handout ([BLM 5.5](#)) Ethiopia Worksheet  
Student Handout ([BLM 5.6](#)) Millennium Development Goals Progress Update

World Map or Globe if projector is not being used

Note: This lesson is best done with a computer and LCD projector but can be adapted without.

Note: French BLMs/Student Sheets can be found [here](#).

### Lesson Preparation

1. Photocopy enough copies of [BLM 5.2](#) so that each group of 4 or 5 students receives a set. The cards can be laminated for durability.
2. Photocopy [BLM 5.4](#) and [BLM 5.5](#) so that each student will receive a copy of each.
3. If no projector is available, photocopy and enlarge pictures from [BLM 5.3](#) so that they can be seen in front of the class.

## Teaching/Learning

1. Begin lesson by asking students if anyone has ever heard of the United Nations. If yes, find out what students know about the organization. If not, ask if anyone has heard of UNICEF. Let them know that UNICEF is part of the United Nations. UNICEF stands for the United Nations Children's Fund and is dedicated to helping children around the world. During Halloween, many people collect money for UNICEF while they are trick or treating.
2. Let students know that the United Nations is made up from leaders of countries all over the world. In September 2000, all the world's countries came together and agreed on eight goals that would help eradicate global poverty by 2015. Ask students how old they will be in 2015? Do they think the world will be a better place then?
3. Explain to students that today they will be learning about the eight goals, which are called the Millennium Development Goals, and how progress is being made. The students will look at a specific case, Ethiopia, and understand how with Canadians' help, we are working toward achieving the Millennium Development Goals.
4. Show the students the Millennium Development Slideshow ([BLM 5.1](#)). For goals one through eight, explain briefly what each goal means, using the notes below if necessary.

### MDG Slide Show

#### *1. Eliminate Hunger and Poverty*

Target is to reduce by half the proportion of people living on less than a dollar a day. Latest estimates show that 1.4 billion people in developing countries were living in poverty in 2005.

#### *2. Educate Every Child*

Target is to achieve universal primary education and ensure that all boys and girls complete a full course of primary schooling. Around 38 million children of primary school age in sub-Saharan Africa are still out of school.

#### *3. Offer Equal Chances for Girls and Women*

Target is to promote gender equality, empower women and to eliminate the gender disparity in primary and secondary education. Girls account for 55 percent of the out-of-school population. Women occupy at least 30 per cent of parliamentary seats in 20 countries, although none of these are in Asia.

#### *4. Improve Child Health*

Target is to reduce by two thirds the mortality rate among children under five. In low-income countries, one out of every 10 children dies before the age of five. In wealthier countries, this number is only one out of 143. A child born in a developing country is over 13 times more likely to die before the age of five than a child born in an industrialized country.

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*5. Ensure Safe and Healthy Motherhood*

Target is to reduce by three quarters the maternal mortality ratio. Many people consider the day their child was born the happiest day in their life. In the world's wealthier countries that is. In poorer countries, the day a child is born is all too often the day its mother dies. In some places, like sub-Saharan Africa, mothers have a 1 in 16 chance of dying in childbirth compared to 1 in 2000 in Europe and 1 in 3500 in North America. Estimates show that every minute a woman dies of complications related to pregnancy and childbirth.

*6. Combat HIV/AIDS, Malaria and other Infectious Diseases*

Target is to halt and begin to reverse the spread of HIV/AIDS, malaria and other major diseases. Every day, nearly 7,500 people are infected with HIV and 5,500 die from AIDS. Malaria, a disease caused by infected mosquitos, kills an African child every 30 seconds.

*7. Clean up our Environment*

Target is to reduce by half the proportion of people without sustainable access to safe drinking water. Achieving all the MDG's must be done while trying to maintain a healthy planet and these goals should not be pursued at the expense of the environment.

*8. Share Responsibility for Making the World a Better Place*

Both richer countries and poorer countries need to work together to help the world's poorest people. This means having a fair system of trade and addressing debt issues in poorer countries. It also means making sure that these countries have access to essential drugs and can benefit from new technologies.

5. Divide class into groups of 4 or 5. Pass out one set of MDG cards (BLM 5.2) for each group. Have students go through the MDG goals and prioritize the goals in order of importance to them. Have them think about which goal is most important and should therefore be accomplished first. Which should be second? And so on. This should take about 10 minutes.

6. Discuss as a class what each group's priorities are. Groups can present their top priority or talk about their top three. This is up to the teacher and depends on time.

7. When the groups have had a chance to talk about their choices, ask the class how they think these MDG's can be accomplished. Have students brainstorm ideas as to ways to tackle these goals. List ideas on the board.

8. Transition to the next part of the lesson and discussion. Explain to students that the Canadian government is part of the eighth goal – part of the global partnership. Explain to students that Canada is a member of the United Nations and has committed to helping eradicate global poverty. CIDA (Canadian International Development Agency) is a government department who helps provide money to Canadian organizations who are helping tackle the MDG's.

9. In Ottawa, an organization called CHF is helping people help themselves. CHF is helping people get out and stay out of poverty. In this lesson we will talk about how CHF is doing this. Afterwards, we will talk about how CHF's strategies are helping tackle the Millennium Development Goals.

10. Read the Ethiopia Case Study ([BLM 5.4](#)) as a class, in small groups or teacher lead. After reading the case study, the Ethiopia slideshow ([BLM 5.5](#)) can be shown or copied pictures can be distributed and discussed.

### Ethiopia Slideshow

1. *Global Map*- Ask students if they can find the African continent on the map. Inform them that Ethiopia is in Africa.
2. *Africa Map*- See if students can find Ethiopia in East Africa.
3. *Ethiopia Map*- Discuss that Ethiopia is a "landlocked" country. What does that mean? Explain that because Ethiopia does not have access to the ocean, it is more difficult to trade with other countries.
4. *Ethiopian House*- This picture shows a typical house in rural Ethiopia. It is made from clay and eucalyptus leaves.
5. *Hand Pump*- With organizations like CHF's, many villages and communities now have hand pumps for their water. How does this improve health? How does it improve women's lives?
6. *Different crop varieties*- By growing different crops, health and nutrition improves. Also, any extra yield can be sold to improve a family's well being.
7. *Mangoes at the market*- This picture shows an Ethiopian woman selling some of her mangoes. This income can help buy things that her family needs or to buy productive assets like animals.
8. *Women and water*- Carrying water is hard work. Water is heavy and this can be very tiring, especially over long distances.
9. *Women and wood*- Women are often responsible for gathering firewood for daily needs. This is heavy and takes a lot of time too.
10. *Donkeys in Ethiopia*- Animals can really help families with their work. Animals can be used to carry heavy loads so women do not have to. Often, an animal can carry in one load what would take a person several trips. This saves a lot of time so people can do other things.

11. Distribute the worksheets to students so each student receives a copy. On the worksheet, solutions are already written. Working in groups, students must determine how each solution might provide benefits. Then, using the MDG cards, students will try to determine which goals are addressed by each solution.

12. The solutions and benefits can be discussed as a class. Ask students if all the goals are being addressed with these solutions. Discuss whether there might be other ways to address the MDG's.

13. Provide students with an update of the progress made toward achieving the Millennium Development Goals. Share statistics and updates from the MDG's using [\(BLM 5.6\)](#).

14. Finish the lesson by writing the following quotes on the board for students:  
*"If we are to meet the goals of 'A World Fit for Children' and attain the Millennium Development Goals...we will only do so with the full participation of children and young people."* Carol Bellamy -Former UNICEF Executive Director

*"We must do more than talk about our future  
...We must start to create it, now."* Kofi A. Annan Former Secretary-General of the United Nations

15. Discuss with students what these quotes mean. Students have seen that many organizations are working together to help achieve the Millennium Development Goals. As individuals or as a class, they also have the opportunity to participate in achieving these goals by raising funds and buying a '**Gift that Matters**' to provide a much needed item for an overseas community and create a better future. Visit [www.giftsthatmatter.ca](http://www.giftsthatmatter.ca) for more information.

### **Sample answers to BLM 8.5 Worksheet on Ethiopia**

1. *Solutions to the Challenges: New Hand Pump Wells being Built in the Community*

How do these solutions benefit the people or the community?

- women don't need to walk as far to collect water
- children might not need to assist in water collection
- children will have more opportunity to go to school
- women will have more time to become involved in social activities within the community or take part in money making activities
- clean water will offer improved health and sanitation

*Which Millennium Development Goals are Addressed or Accomplished?*

- Goal 2 Education opportunities are derived from this
- Goal 3 Women are able to take part in more activities because they are not spending so much time gathering water.
- Goal 4 Clean drinking water and less strenuous work can help alleviate stresses on children
- Goal 5 Reducing the burden of the workload can improve maternal

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health

- Goal 7 A clean water source directly targets this goal
- Goal 8 CHF, in partnership with Ethiopian organizations, is helping to make this happen.

## 2. *Solutions to the challenges: Giving Farmers Access to Different Plants like Mangoes and Avocados*

How do these solutions benefit the people or the community?

- Improves overall health and nutrition because of better diet
- Provides an opportunity to make an income by selling fruits and vegetables
- Increases the potential to buy more assets as a family, like other animals, which will help lift the family out of poverty
- Growing a variety of crops will improve the families resiliency to fend off challenging climatic conditions as some plants may be more resistant than others.
- Women can get involved in this income generating activity and improve gender equity

*Which Millennium Development Goals are addressed or accomplished?*

- Goal 1 This activity allows families to either have access to more food directly or to buy more food with income from sales.
- Goal 2 Lack of money could be a barrier from attending school. This activity could solve that issue. Also, by farming more appropriate species, less time in the fields could be required, alleviating children's farming responsibilities and permitting them to go to school.
- Goal 3 If this activity is undertaken by women, which CHF tries hard to establish, then the activity helps empower women and promote gender equality.
- Goal 4 Improved nutrition and less work for children will help improve their overall well being.
- Goal 8 CHF, in partnership with Ethiopian organizations, is helping to make this happen.

## 3. *Solutions to the Challenges: Giving Families Access to Animals, like Donkeys, for Help.*

How do these solutions benefit the people or the community?

- Having a donkey will lessen the workload for women
- A more manageable workload can improve overall health
- Women will have more time to other things, like income generating activities
- Allows children, especially young girls, access to school and education as they are no longer responsible for long journeys to collect water and wood
- Owning an animal is an asset that could be rented for money
- Owning assets help families move out of the cycle of poverty



### *Which Millennium Development Goals are addressed or accomplished?*

-*Goal 1* Owning an asset can be used to generate more income which can be used towards improved nutrition or increasing household assets

-*Goal 2* A donkey can provide opportunities for education for children

-*Goal 3* Women have more access to other activities because they are not overburdened with the responsibility of collecting wood and water

-*Goal 4* Indirectly, the income generated from this asset can help improve nutrition in children. Also, the decreased workload can improve overall health

-*Goal 5* The animal can reduce women's workloads, hence improving maternal health. Also, income can be generated from a productive asset, which can also be used on food and medicine to improve familial and maternal health.

-*Goal 8* CHF, in partnership with Ethiopian organizations, is helping to make this happen.

### **Extension Activities**

- Research activities to extend learning about conditions in developing countries and Canadian partnership programs that are in place
- Have students think about personal goals they have. Students can then take part in a goal setting activity with timelines for each goal.
- Use their knowledge of development to write a poem or a story about the life changing effect of water, animals, or farming techniques on a family or community.
- Grow herbs in the classroom or outside. Students can sell the herbs to parents, friends and family to raise money for a Gift that Matters.

### **Teacher Background Notes**

In September of 2000 the largest gathering of world leaders in human history gathered for the Millennium Summit at United Nations headquarters in New York. That year, representatives from 189 Member States of the United Nations met to reflect on their common destiny.

Some 1.1 billion people were – and still are – forced to live on less than \$1 a day, and 30 per cent of these are children. Even in the world's richest countries, one in every six children still lives below the national poverty line.

A further look at humanity's challenges: Almost 11 million children, more than 29,000 a day, die before the age of five, mostly from preventable causes. Those that survive suffer other consequences: malnutrition leading to stunting and disability, a lack of access to health care and education, and an increased risk of suffering from exploitation, violence and HIV/AIDS.

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Over 1 billion children –more than half the children in developing countries – suffer from at least one form of severe deprivation. Such as:

\*One in every three children in the developing world – over 500 million children – has no access whatsoever to sanitation facilities; one in five has no access to safe water.

\*Over 140 million children in developing countries – 13 per cent of those aged 7 to 18 years – have never attended school. This rate is 32 per cent among girls in sub-Saharan Africa, where 27 per cent of boys also miss out on schooling, and 33 per cent among rural children in the Middle East and North Africa.

\*AIDS has killed one or both parents of an estimated 15 million children worldwide; 12 million of these are in sub-Saharan Africa. The number of orphaned children is projected to exceed 25 million by the end of the decade. (UNAIDS, July 2004)

To begin addressing these crises back in 2000, the leaders set down a series of collective priorities for peace and security, poverty reduction, the environment and human rights – essential steps for the advancement of humankind, as well as for the immediate survival for a significant portion of it. Human development, they agreed, is the key to sustaining social and economic progress in all countries, as well as contributing to global security.

Adapted from <http://www.unicef.org/mdg/> retrieved February 16, 2009

For more information on the Millennium Development Goals, and the United Nations, see:

[www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)

[www.undp.org/mdg](http://www.undp.org/mdg)

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

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

## **Gifts that Matter**

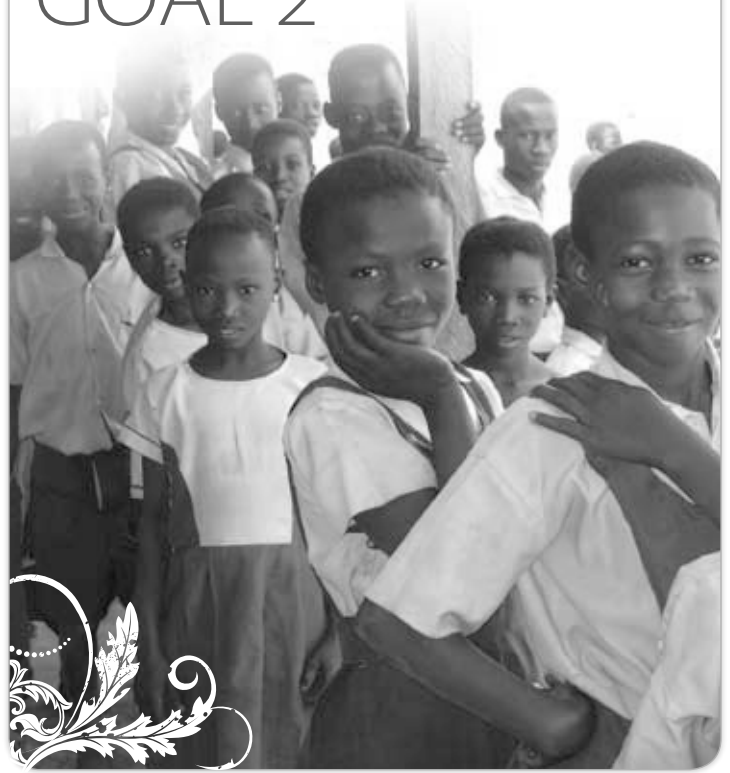
Your school or class can give the gift of hope for families living in poverty in developing countries overseas and help achieve the Millennium Development Goals. Through CHF's **Gifts that Matter**, you and your students can choose from over 10 different items that can make a huge difference to people living in rural communities around the world. For example, for \$75, your class can provide a donkey for a family in Ethiopia, to help reduce women's workload and provide access to economic and social opportunities. Go to [www.giftsthatmatter.ca](http://www.giftsthatmatter.ca) and choose a gift that can change a life.

# GOAL 1



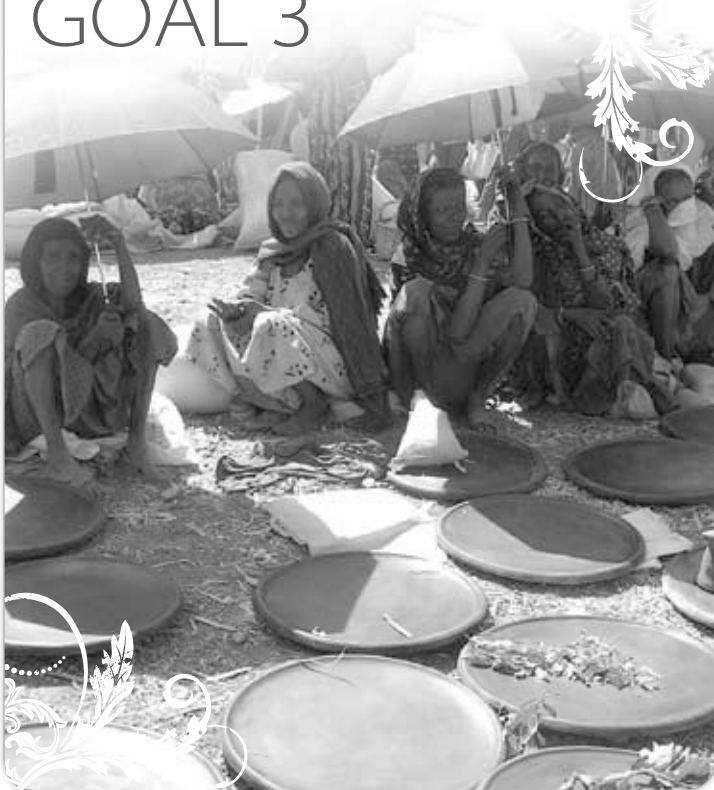
**Eliminate Hunger and Poverty**

# GOAL 2



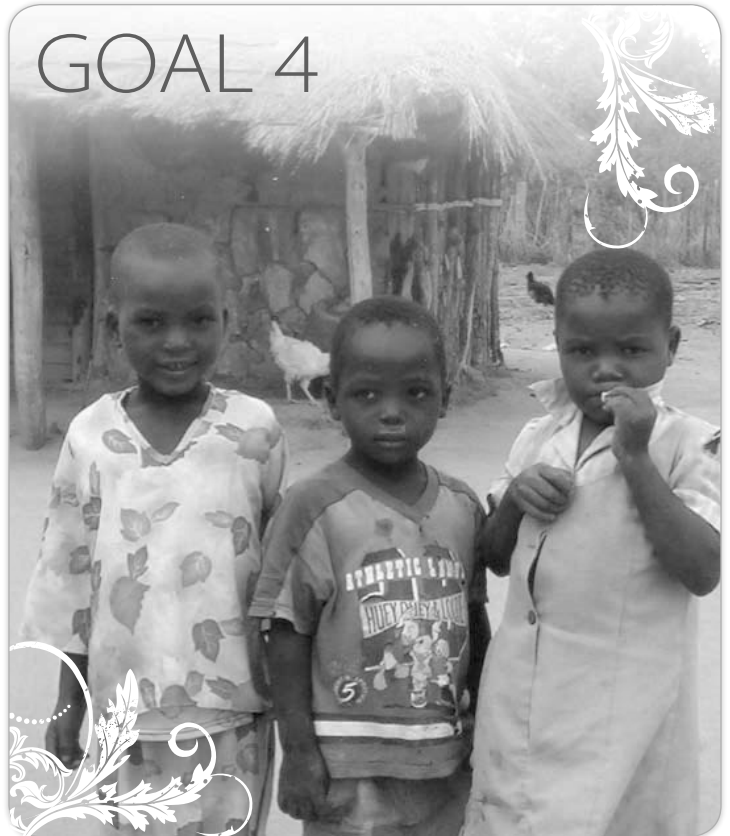
**Educate Every Child**

# GOAL 3



**Offer Equal Chances for Girls and Women**

# GOAL 4



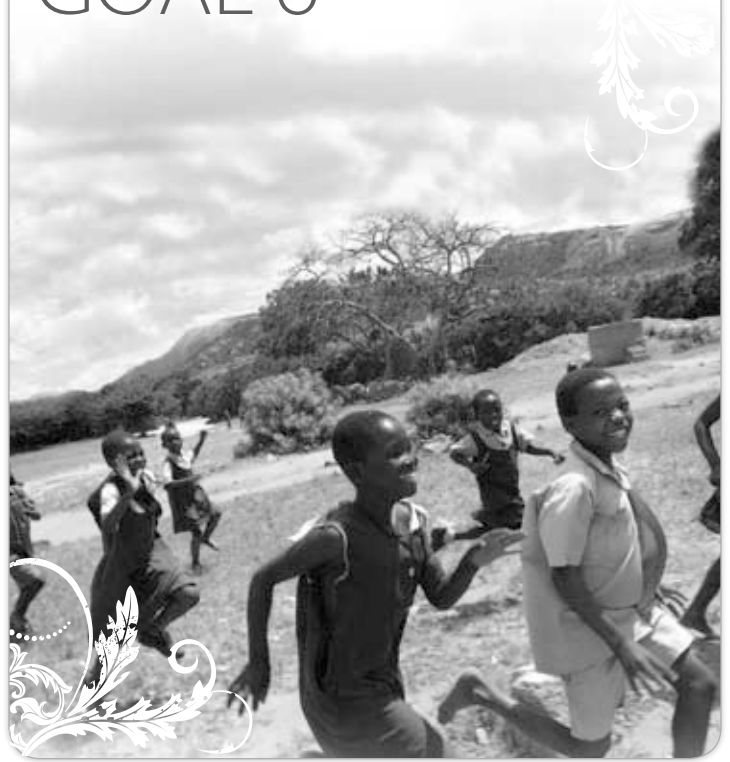
**Improve Child Health**

# GOAL 5



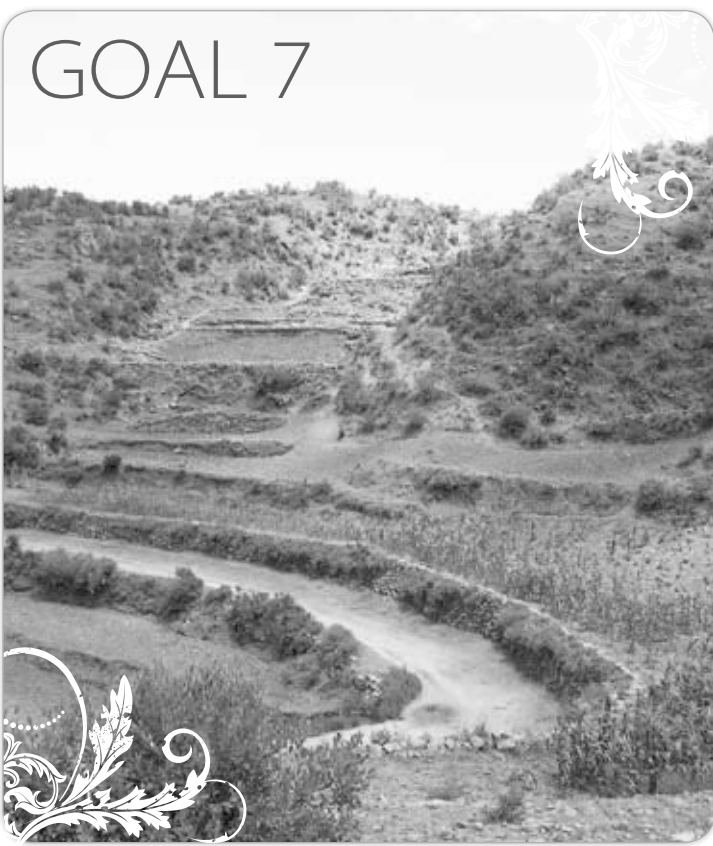
**Ensure Safe and Healthy Motherhood**

# GOAL 6



**Combat HIV/AIDS, Malaria and other Infectious Diseases**

# GOAL 7



**Clean up our Environment**

# GOAL 8



**Share Responsibility for Making the World a Better Place**

# Ethiopia Case Study

We will learn more about the United Nations' Millennium Development Goals, by learning about Ethiopia. Does anyone know where Ethiopia is located? Ethiopia is located in eastern Africa. There are about 82 million people who live in Ethiopia, 66 million of whom live on less than \$2.00 day. It is a very poor country where many people have difficulty meeting their basic daily needs.

Most people in Ethiopia live in rural areas and are farmers. Families in rural areas live in homes constructed of clay and eucalyptus leaves. In Ethiopia, children take care of their aging parents and some houses have several generations living in them.

In Ethiopia, water is not available everywhere like it is in Canada. In rural areas, women must walk long distances to collect water for their daily needs. Sometimes young girls need to help with transporting the water so they cannot attend school.

CHF has helped people in rural Ethiopia by building wells in many communities. With water nearby, women do not have to spend as much time walking to get water every day and children will have more time.

Ethiopia has an economy based on agriculture. Farming can be very difficult in Ethiopia because of challenging conditions. Farmers have to deal with very hot temperatures and drought, which can kill crops. On occasion when farmers only grow one crop, and they experience drought, they will lose their entire crop. This makes it even more difficult for farmers to have enough food to feed their families.

CHF has helped farmers in Ethiopia by introducing different varieties of seeds and different fruits and vegetables. For example, some farmers in Ethiopia are now growing mangoes and avocados. These can help improve the family's diet and can be sold at the market for money. This extra income can help farmers' families pay for the things they need.

Every day can be a challenge in rural Ethiopia. Before cooking meals, families need to gather firewood. Most often it is the women's responsibility to collect wood. The wood is also very heavy to carry. CHF has helped many families in Ethiopia deal with this by giving them access to animals which can carry heavy loads. For example, families have been given donkeys which can carry heavy loads of wood and water. This helps because women do not have to do all the heavy lifting. It is also helpful because children do not have to help with all the carrying and can do other things like go to school.

These are just some of the ways that CHF has been able to help Ethiopians and others in poor countries around the world. Sometimes with just a little help, families can graduate from a cycle of poverty and improve their daily lives. CHF has been helping people around the world do this for more than 45 years.



## Millennium Development Goals Progress Reports

Ban Ki-moon, the UN Secretary General, summed up the situation in an address he gave to an MDG debate at the United Nations in April 2008:

*'I am grateful for this opportunity to address the General Assembly on the emergency we face in the work to reach the Millennium Development Goals [...] More than halfway to 2015, the MDG track record is mixed. Compared to the year 2000, we can point to undeniable progress: three million more children now survive each year; an additional two million people receive treatment for AIDS; and millions more children are in school [...] Clearly, we have made a real difference. Yet we are falling short of what I know we can do. Just past the halfway point of the race to achieve the MDGs, many countries remain off track. This is particularly true across large parts of Africa and for many of the Least Developed Countries.'*

### Goal 1 To eradicate extreme poverty and hunger

- The overarching goal of reducing absolute poverty by half is within reach for the world as a whole;

With a drop of over a third between 1990 and 2004 in the proportion of people worldwide living in extreme poverty, it seems likely that the first MDG target will be met in global terms. However, startling disparities between regions remain, with sub-Saharan Africa in particular a long way adrift from the target. While considerable progress has been made on reducing hunger in some regions, it is unlikely that this part of the MDG will be achieved in global terms.

In developing regions, 31 per cent of people lived in extreme poverty in 1990. That figure had fallen to 19 per cent by 2004. Nevertheless, in 2008 1.2 billion people lived on less than a dollar a day, which is still around one in six people on the planet, and hundreds of millions of people short of the MDG target. However, the UN states that if progress continues at the same rate, the target will be met in global terms by 2015.

### Goal 2 To achieve universal primary education

- In all but two regions, primary school enrolment is at least 90 per cent;

Good progress has been made towards this MDG, with the total number of unschooled children worldwide almost halving between 1990 and 2005, and the proportion of children in developing countries not receiving primary education falling from 20 to 12 per cent between 1999 and 2005 alone. Again, however, some regions (especially sub-Saharan Africa and Southern Asia) are lagging behind, and it seems unlikely that all regions will achieve this goal or even get close to it. Moreover, girls and rural children still have disproportionately poor access to primary schooling.

### Goal 3 To promote gender equality and empower women

- The gender parity index in primary education is 95 per cent or higher in six of the 10 regions, including the most populous ones;

The educational opportunities for girls, though still unequal, are improving. There have also been modest improvements in women's political representation worldwide, and in their access to the labour market, though global equality in the workplace is a very unlikely prospect within the MDG timeframe given entrenched cultural attitudes to women.

#### **Goal 4 To reduce child mortality**

On the issue of child mortality, massive inequalities remain between the regions of the globe, despite modest falls in the mortality rate in the worst-hit regions. The rate in sub-Saharan Africa is almost ten times that in Europe – a greater disparity than existed in 1990. Mortality has fallen fastest among the richest 40 per cent of poor households, and while some regions may get close to the MDG target, others are far adrift.

#### **Goal 5 To improve maternal health**

Although there is a lack of up-to-date figures, this appears to be the most severely off-track of all MDGs. The risk of dying in childbirth or from complications of pregnancy is marked by obscene global inequality, with the lifetime risk of death from such causes over 200 times greater for sub-Saharan African women than for their European counterparts. Sufficient financing need to be provided to strengthen health systems as well as ensure access to timely emergency obstetric services and » provide adequate communication, skilled personnel, facilities and transportation systems, especially in areas where poverty, conflict, great distances and overloaded health systems obstruct such efforts.

#### **Goal 6 To combat HIV/AIDS, malaria and other diseases**

- Deaths from measles fell from over 750,000 in 2000 to less than 250,000 in 2006, and about 80 per cent of children in developing countries now receive a measles vaccine;
- The number of deaths from AIDS fell from 2.2 million in 2005 to 2.0 million in 2007, and the number of people newly infected declined from 3.0 million in 2001 to 2.7 million in 2007;
- Malaria prevention is expanding, with widespread increases in insecticide-treated net use among children under five in sub-Saharan Africa: in 16 out of 20 countries, use has at least tripled since around 2000.
- The incidence of tuberculosis is expected to be halted and begin to decline before the target date of 2015;

The global level of HIV infection has continued to rise in recent years, and the annual death rate has also increased significantly since 2001. Access to antiretroviral treatment remains very patchy, with barely a quarter of those who would benefit receiving it



worldwide, though some developing regions (such as Latin America) are managing much better than others (such as Southern Asia). Worldwide action on malaria, too, falls far short of what is needed, in terms both of funding and of measures such as the use of bed nets to protect children from infection. The prospects for achievement of this MDG remain poor, with devastating social and economic implications for the countries most affected.

### **Goal 7 To ensure environmental sustainability**

- Some 1.6 billion people have gained access to safe drinking water since 1990;
- The use of ozone-depleting substances has been almost eliminated and this has contributed to the effort to reduce global warming;

With rampant deforestation continuing, worldwide fish populations in jeopardy and greenhouse gas emissions continuing to rise, there is little indication of a global move towards sustainable living – and the consequences of our consumer driven lifestyles are felt disproportionately by those in developing countries. Access to sanitation, at least, has increased by half across the developing world as a whole (though a similar increase is still needed to meet the MDG target), but the target for provision of safe drinking water looks likely to be missed by a wide margin. Meanwhile it is debatable how many slum dwellers have seen a ‘significant improvement’ in their lives, or even whether their numbers have fallen worldwide; this target, too, seems certain to be missed.

### **Goal 8 To build a global partnership for development**

- The share of developing countries’ export earnings devoted to servicing external debt fell from 12.5 per cent in 2000 to 6.6 per cent in 2006, allowing them to allocate more resources to reducing poverty;
- The private sector has increased the availability of some critical essential drugs and rapidly spread mobile phone technology throughout the developing world.

This overarching MDG is central to the achievement of the other goals. Unfortunately, there are only sporadic indications that the developed world is rising to this challenge. While some trade barriers have been removed to the benefit of poorer countries, others have not, and the promised global agreement on this issue has not materialised. Neither has most of the financial aid that rich countries have been pledging to the developing world. There has been some progress towards the cancellation of developing world debt.

### **Greater effort is required in other areas:**

- The proportion of people in sub-Saharan Africa living on less than \$1 per day is unlikely to be reduced by the target of one-half;
- About one quarter of all children in developing countries are considered to be underweight and are at risk of having a future blighted by the longterm effects of undernourishment;

- Of the 113 countries that failed to achieve gender parity in both primary and secondary school enrolment by the target date of 2005, only 18 are likely to achieve the goal by 2015;
- Almost two thirds of employed women in the developing world are in vulnerable jobs as own-account or unpaid family workers;
- In one third of developing countries, women account for less than 10 per cent of parliamentarians;
- More than 500,000 prospective mothers in developing countries die annually in childbirth or of complications from pregnancy;
- Some 2.5 billion people, almost half the developing world's population, live without improved sanitation;
- More than one third of the growing urban population in developing countries live in slum conditions;
- Carbon dioxide emissions have continued to increase, despite the international timetable for addressing the problem;
- Developed countries' foreign aid expenditures declined for the second consecutive year in 2007 and risk falling short of the commitments made in 2005;
- International trade negotiations are years behind schedule and any outcome seems likely to fall far short of the initial high hopes for a development-oriented outcome.

Statistics taken from *The Millennium Development Goals Report 2007 and 2008* published by the United Nations

# Étude d'un cas en Éthiopie

BLM 5.4

En étudiant l'Éthiopie de plus près, nous apprendrons à mieux connaître les objectifs du millénaire pour le développement des Nations Unies. Est-ce que quelqu'un sait où l'Éthiopie se trouve? L'Éthiopie se trouve à l'est de l'Afrique. Le pays compte environ 82 millions de personnes dont 66 millions vivent de moins de 2,00 \$ par jour. C'est un pays très pauvre et beaucoup de gens ont de la difficulté à répondre aux nécessités essentielles de la vie.

La plupart des habitants de l'Éthiopie vivent dans les régions rurales et sont des agriculteurs. Les familles vivent dans des maisons construites d'argile et de feuilles d'eucalyptus. En Éthiopie, les enfants prennent soin de leurs parents vieillissant dans certaines maisons et plusieurs générations vivent ensemble.

En Éthiopie, l'eau n'est pas abondante comme au Canada. Dans les régions rurales, les femmes doivent marcher sur des longues distances afin de ramener l'eau qui est nécessaire pour les besoins quotidiens. Souvent ce sont des jeunes filles qui aident à transporter de l'eau et elles ne peuvent pas aller à l'école.

CHF a beaucoup aidé les gens qui vivent dans les régions rurales d'Éthiopie par la construction de puits dans de nombreuses communautés. Avec une source d'eau à proximité, les femmes n'ont pas besoin de marcher aussi loin pour porter de l'eau chaque jour et les enfants aussi ont plus de temps.

L'agriculture est l'activité la plus importante de l'Éthiopie. Mais l'agriculture est difficile en Éthiopie à cause des conditions extrêmes. Les agriculteurs doivent faire face aux températures très élevées et à la sécheresse qui tuent les cultures. Parfois, les agriculteurs perdent toute une récolte à cause de sécheresse, ce qui rend la vie très difficile.

CHF a aidé les agriculteurs de l'Éthiopie par l'introduction de semis différents qui leur permettent de faire pousser d'autres sortes de fruits et de légumes. Par exemple, certains agriculteurs en Éthiopie font maintenant la culture des manques et d'avocats. Ce sont des fruits qui améliorent beaucoup le régime alimentaire et qui peuvent être vendus au marché. L'argent supplémentaire permet aux familles des agriculteurs d'acheter les nécessités de la vie quotidienne.

Chaque journée représente un défi dans les zones rurales de l'Éthiopie. Avant de faire le repas, les familles doivent ramasser le bois. Le plus souvent, ce sont les femmes qui doivent aller ramasser le bois. Le bois est très lourd et est difficile à porter. CHF est venu en aide à de nombreuses familles en Éthiopie en les aidant à se procurer des ânes qui peuvent porter ces charges très lourdes. Par exemple, les ânes portent maintenant les lourdes charges de bois et d'eau. Cela aide beaucoup les femmes qui ne sont plus obligées à lever ces charges. Cela aide toute la famille parce que les enfants ne sont plus obligés de porter ces charges et sont maintenant libres pour aller à l'école.

Ce sont quelques exemples de l'aide que CHF apporte aux gens de l'Éthiopie et aux gens d'autres pays pauvres à travers le monde. Parfois, avec un peu d'aide, les familles peuvent quitter le cycle de la pauvreté et améliorer leur vie. CHF aide les gens dans le monde entier depuis plus de 40 ans.



## Rapports d'étape sur les objectifs du Millénaire pour le développement

Ban Ki-moon, secrétaire générale des Nations Unies, a résumé la situation dans un discours prononcé devant les Nations Unies sur les OMD en avril 2008 :

*« Je suis très reconnaissant d'avoir l'occasion de parler devant l'Assemblée générale sur l'état d'urgence auquel nous faisons face afin d'atteindre les objectifs du Millénaire pour le développement [...] Nous serons bientôt arrivés au mi-parcours avant la date cible fixée pour la réalisations des objectifs, 2015; les réussites OMD sont mitigées. Par rapport à l'an 2000, nous pouvons signaler certains progrès indéniables : trois millions d'enfants de plus survivent chaque année; deux millions de personnes et plus reçoivent le traitement pour le sida, et des millions d'enfants vont maintenant à l'école [...] Évidemment, nous avons fait une grande différence. Mais nous sommes encore loin de nos objectifs. Nous venons de dépasser la ligne médiane dans course vers l'atteinte des OMD, mais beaucoup de pays ont beaucoup de retard. C'est particulièrement vrai dans de nombreuses régions de l'Afrique et dans d'autres régions dans les pays les moins développés.*

### Objectif 1 : Réduire l'extrême pauvreté et la faim

- L'objectif final est de réduire la pauvreté absolue de moitié de façon générale est à notre portée dans le monde entier;

Avec une baisse de plus d'un tiers entre 1990 et 2004 de la proportion de gens dans le monde entier qui vivent dans la pauvreté extrême, il semble que cette première cible OMD sera atteinte de façon globale. Toutefois, il y a toujours de grands écarts d'une région à l'autre, surtout dans les régions au sud du Sahara, où la cible est très loin d'être atteinte. Bien que des progrès considérables aient été réalisés pour la réduction de la faim dans certaines régions, il est peu probable que cette cible particulière soit atteinte de façon globale.

Dans les régions en développement, 31 % des gens vivaient dans la pauvreté extrême en 1990. Ce chiffre a été réduit à 19 % en 2004. Cependant, en 2008, 1,2 milliard de personnes vivent de moins d'un dollar par jour, ce qui représente une personne sur six à travers la planète. Des centaines de millions de personnes vivent un niveau inférieur à cible OMD. Cependant, selon les Nations Unies, si les progrès continuent au même rythme, la cible sera atteinte de façon globale d'ici 2015.

### Objectif 2 : Assurer l'éducation primaire pour tous

- Dans toutes les régions sauf deux, le taux d scolarisation atteint au moins 90 %;

Be bons progrès ont été réalisés pour atteindre cette cible OMD et on a réduit de moitié le nombre d'enfants qui n'allaient pas à l'école dans le monde entier entre 1990 et 2005; la proportion d'enfants dans les pays en développement qui n'allait pas à l'école a été réduite de 20 à 12 % entre 1999 et 2005. Cependant, dans certaines

régions (surtout les régions de l'Afrique sub-saharienne et dans certaines régions de l'Asie du Sud) il y a des retards, et il semble peu probable que toutes les régions atteignent l'objectif. En outre, les filles et les enfants dans les régions rurales représentent une proportion très élevée des enfants qui n'ont pas accès à l'éducation primaire.

### **Objectif 3 : Promouvoir l'égalité des sexes et l'autonomisation des femmes**

- L'indice d'égalité des sexes en éducation primaire est de 95 % plus élevé ou plus dans six des dix régions, y compris les régions les plus peuplées;

Les possibilités de scolarisation des filles, quoique toujours inégales, sont en croissance. Partout au monde, il y a eu également de modestes améliorations dans la représentation politique des femmes et de l'accès des femmes au marché du travail, quoique l'égalité au travail semble peu probable dans l'échéancier prévu pour l'OMD, compte tenu des attitudes culturelles bien enracinées.

### **Objectif 4 : Réduire la mortalité infantile**

Au chapitre de la mortalité infantile, il y a toujours des inégalités considérables d'une région à l'autre malgré les chutes légères des taux de mortalité dans les régions les plus problématiques. Le taux dans les régions de l'Afrique sub-saharienne est presque dix fois supérieur au taux de l'Europe – l'écart est supérieur par rapport à l'écart de 1990. Le taux de mortalité descend le plus vite parmi les 40 % des foyers les plus riches ou dans les zones urbaines. Certaines régions n'auront pas de difficulté à atteindre la cible OMD, tandis que d'autres sont très loin de la cible.

### **Objectif 5 : Améliorer la santé maternelle**

Malgré notre manque de statistiques à jour, il semble que cet objectif est le plus loin de réalisation de tous les OMD. Les risques de mourir des complications de la grossesse sont amplifiés à cause des inégalités à travers le monde. Le risque à vie de décès maternel est 200 fois plus élevé pour les femmes de l'Afrique au sud du Sahara par rapport aux risques encourus par les femmes en Europe. La pénurie aiguë de professionnels de la santé est un facteur qui empêche de véritables progrès vers la réalisation de cet objectif OMD dans de nombreuses régions des pays en développement.

### **Objectif 6 : Combattre le VIH/sida, le paludisme et d'autres maladies**

- Le nombre de décès causés par la rougeole a diminué de 750 000 en 2000 à moins de 250 000 en 2006, et presque 80 % des enfants dans les pays en développement reçoivent le vaccin contre la rougeole;
- Le nombre de décès causé par le sida a diminué de 2,2 millions en 2005 à 2 millions en 2007, et le nombre de personnes nouvellement infectées a été réduit de 3 millions en 2001 à 2,7 millions en 2007;

- La prévention du paludisme est en croissance, avec une augmentation nette de l'utilisation d'insecticide au profit des enfants de moins de cinq ans dans l'Afrique sub-saharienne : dans 16 pays sur 20, l'utilisation a triplé depuis 2000.
- On s'attend à ce que l'incidence de tuberculose s'arrête et commence à diminuer d'ici la date cible de 2015;

Depuis quelques années, le niveau global d'infection au VIH est en croissance et le taux annuel de mortalité a augmenté de façon importante depuis 2001. L'accès au traitement antirétroviral est plutôt modeste, car à peine le quart de ceux qui en ont besoin en reçoivent. Cependant, certaines régions en développement (comme l'Amérique latine) réussissent mieux que d'autres (comme l'Asie du Sud). Les interventions globales contre le paludisme sont insuffisantes par rapport aux besoins, que ce soit en termes de financement ou en termes de l'utilisation de filets de lit pour protéger les enfants contre l'infection. Les attentes de réaliser cet objectif sont très faibles et les conséquences socioéconomiques seront très sévères dans les pays les plus affectés.

### **Objectif 7 : Préserver l'environnement**

- Depuis 1990, environ 1.6 milliard de personnes ont eu accès à l'eau potable sécuritaire;
- L'utilisation de substances qui menacent l'ozone a été presque totalement enrayerée, ce qui a beaucoup aidé à réduire les effets de réchauffement planétaire;

La déforestation accélérée continue à travers le monde, et les populations de poissons sont en danger; les émissions de gaz à effet de serre continuent à augmenter et il y a plus de signes qui indiquent un manque de progrès vers des styles de vie durable – les conséquences des styles de vie irresponsables ont un impact disproportionné sur les pays en développement. De façon globale, l'accès aux installations sanitaires a augmenté de moitié dans les pays en développement (mais il faut doubler cette augmentation afin d'atteindre la cible OMD). Il semble qu'on aura beaucoup de difficulté d'atteindre l'objectif d'accès à l'eau potable sécuritaire. Les avis sont partagés en ce qui concerne l'amélioration des conditions de vie des personnes qui vivent dans les taudis ou la diminution du nombre de ces habitants à travers le monde; on est très loin de l'atteinte de cette cible.

### **Objectif 8 : Mettre en place un partenariat mondial pour le développement**

- Le pourcentage des revenus consacrés au service de la dette est descendu de 12,5 % en 2000 à 6,6 % en 2006, ce qui a permis à ces pays de consacrer plus de ressources à la lutte contre la pauvreté;
- Le secteur privé a augmenté la disponibilité de certains médicaments essentiels et de la téléphonie mobile à travers le monde.

Cet OMD est d'une importance primordiale pour l'atteinte de tous les autres objectifs. Malheureusement, il y a fort peu de signes indiquant que les pays développés sont

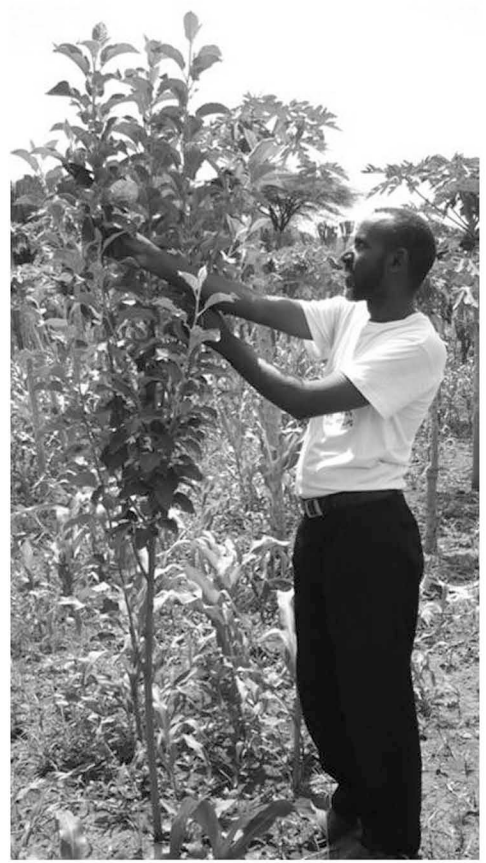


prêts à relever ce défi. Même si certaines barrières au commerce ont été enlevées au profit des pays plus pauvres, d'autres barrières demeurent et les promesses d'une entente commerciale globale n'ont jamais été réalisées. Les pays les plus riches pour la plupart n'ont pas respecté leurs engagements d'augmenter l'aide financière aux pays en développement. Il y a eu certains progrès envers l'annulation de la dette des pays en développement.

**Des efforts plus grands sont aussi nécessaires dans les domaines suivants :**

- La proportion de gens dans les pays de l'Afrique sub-saharienne qui vit de moins d'un dollar par jour ne sera probablement pas réduite de moitié à la date prévue;
- Environ le quart des enfants dans les pays en développement sont d'un poids inférieur à la norme et risquent de subir les conséquences à long terme de la sous-alimentation;
- Seulement 18 sur 113 des pays n'ayant pas encore réussi à atteindre en 2005 la parité des sexes au chapitre de la scolarisation sont susceptibles d'atteindre l'objectif cible d'ici 2015;
- Presque les deux tiers des femmes qui occupent un travail dans les pays en développement occupent des emplois vulnérables en travaillant à leur propre compte ou comme des aides familiales non payées;
- Dans un tiers des pays en développement, les femmes occupent moins de 10 % des postes au parlement;
- Plus de 500 000 femmes enceintes dans les pays en développement meurent annuellement des complications qui surviennent pendant la grossesse;
- Environ 2,5 milliards de personnes, c'est-à-dire environ la moitié de la population des pays en développement, vivent sans installations sanitaires adéquates;
- Plus d'un tiers de la population urbaine croissante dans les pays en développement vit dans des taudis;
- Les émissions de dioxyde de carbone continuent à augmenter malgré l'échéancier international adapté pour corriger le problème;
- Les pays développés ont réduit leurs dépenses en aide extérieure pour une deuxième année consécutive en 2007 et risquent de manquer les engagements qu'ils ont pris en 2005;
- Les négociations d'échanges commerciaux internationaux accusent des années de retard et le résultat risque d'être en deçà des cibles promises pour assurer le développement.

Statistiques tirées du *Rapport sur les objectifs du Millénaire pour le développement 2007 et 2008* publié par les Nations Unies







## Assessment

Each student's contributions can be observed and recorded anecdotally by the teacher. A rubric is provided that can be used for assessment/evaluation purposes by the teacher.

### Changing the World – Plants and Animals

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
	Demonstrates limited understanding of concepts	Demonstrates some understanding of concepts	Demonstrates considerable understanding of concepts	Demonstrates thorough understanding of concepts
<b>Thinking</b>	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b>	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
<b>Application</b>	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness
	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness