

# PROMISES TO KEEP

ACTIVITY  
**19**

## AIM

To highlight promises that have been made to tackle poverty globally and to show that we all have the power, and the responsibility, to make sure that these promises are kept.

## AGE

Eight years and older

## TIME

45 minutes

## MATERIALS

Large space, string or wool, blindfolds, objects for obstacle course, copies of 2015 Promises handout

## ACTION

Post your voice on *You Tube*. Our unified voice can't be ignored and will encourage our leaders to act on their promises. Take a moment and use your video camera, webcam or even camera phone to record your message and be sure to include the phrase, "The World Can't Wait. End Poverty Now."

<http://endpovertyblog.org>

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

## WHAT TO DO

In the large group, ask: Why do people make promises? How do you feel when you keep a promise or someone keeps a promise to you? What about when someone breaks a promise?

Brainstorm with the group on what the initials MDG might stand for. Explain that they are the Millennium Development Goals, a set of promises made by world leaders to tackle global poverty by 2015. The mid-way point to achieving the goals is 2007 and so we need to take stock of whether we're on course to achieve the goals or not and why.

Depending on the size of the group, focus on a few or all the MDGs. Form groups of four people (up to eight teams). Ask for a volunteer from each group. Hand out blindfolds to the other participants. Use the string or wool to link the volunteer to the other people in their group.

Lay out the obstacles around the space, remembering to respect participants' safety. Explain that each group has to complete the obstacle course. Each volunteer has to lead his/her group through the course. The teams start at one minute intervals. The winning group will be the group to complete the obstacle course in the shortest time (but whisper to leader that they don't necessarily have to have all their followers with them). At various points (either because they walk into an object or because you move the objects in the participants' way) cut a line. Keep playing until all the groups have completed the obstacle course.

Get everyone to remove their blindfold and form the large group again. Starting with the blindfolded people, ask: What happened in the game? Who had power during the game? Who had less/no power? How did it make you feel – being blindfolded; trying to get through the obstacle course; when the line was cut? Who did the people with the MDG sheets represent? Who did the blindfolded people represent? What did the obstacles represent? What did it mean when the line was cut? If a line is cut, can it be repaired? Ask if any of the groups had thought of doing this.

Hand out copies of the 2015 Promises fact boxes. Explain that the lines could represent world leaders' commitment to keeping their promises on the MDGs, the Education for All goals or the 0.7% target. Why do you think in real life some of the commitments are broken? Who has the power to make sure the promises are kept or that where they are off-course that they get put back on track? What can you and I do?

You can get more information on the MDGs, the Education for All Goals and the 0.7% Promise at:

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

[www.developmenteducation.ie](http://www.developmenteducation.ie)

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

[www.campaignforeducation.ie](http://www.campaignforeducation.ie)

[www.dochas.ie](http://www.dochas.ie)

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## 2015 PROMISES (1)

The Millennium Development Goals are a set of Goals, which aim to combat hunger and poverty and improve education and health, especially for women, and protect the environment by 2015.

All the MDGs are equally important and they are all interrelated. Progress has been made on achieving the Goals in some parts of the world, but other areas, particularly in sub-Saharan Africa, are falling behind.

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women  
(includes the target of achieving gender equality at all levels of education by 2005)
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability (including access to safe drinking water)
8. Develop a global partnership for development (including dealing comprehensively with developing countries' debt problems)

## 2015 PROMISES (2)

In April 2000 in Senegal, 189 governments, including Ireland, promised to provide a primary education for all the world's children by 2015. Currently, more than 100 million children are denied access to education, leaving them trapped in poverty. For another 140 million children, lack of teachers, classrooms, and textbooks means that their education is of poor quality. Most children denied an education are girls. HIV/AIDS is undermining education through the loss of students, parents and teachers.

The 6 Goals agreed at Dakar are:

1. Expand early childhood care and education
2. Provide free and compulsory primary education for all
3. Promote learning and skills for young people and adults
4. Increase adult literacy by 50%
5. Achieve gender parity by 2005, gender equality by 2015
6. Enhance educational quality

## 2015 PROMISES (3)

In order to meet the costs of achieving the MDGs and Education for All goals, EU member states have promised to reach the UN target of 0.7% GNP (national income) as overseas aid by 2015. In fact, Ireland has promised to achieve it by 2012, the UK by 2013.