

Primary source: Direct or first-hand evidence about an event, object, person, or work of art. Primary sources provide the original materials on which other research is based and enables students and other researchers to get as close as possible to what actually happened during a particular event or time period

- ❖ Autobiographies and memoirs
- ❖ Diaries, personal letters, and correspondence
- ❖ Interviews, surveys, and fieldwork
- ❖ Internet communications on email, blogs, and newsgroups
- ❖ Photographs, drawings, and posters
- ❖ Works of art and literature
- ❖ Books, magazine and newspaper articles and ads published at the time
- ❖ Public opinion polls
- ❖ Speeches and oral histories
- ❖ Original documents (birth certificates, property deeds, trial transcripts)
- ❖ Research data, such as census statistics
- ❖ Official and unofficial records of organizations and government agencies
- ❖ Artifacts of all kinds, such as tools, coins, clothing, furniture, etc.
- ❖ Audio recordings, DVDs, and video recordings
- ❖ Government documents (reports, bills, proclamations, hearings, etc.)
- ❖ Patents
- ❖ Technical reports
- ❖ Scientific journal articles reporting experimental research results

Secondary source: describe, discuss, interpret, comment upon, analyse, evaluate, summarise, and process primary sources. A secondary source is generally one or more steps removed from the event or time period and are written or produced after the fact with the benefit of hindsight.

- ❖ Bibliographies
- ❖ Biographical works
- ❖ Reference books, including dictionaries, encyclopedias, and atlases
- ❖ Articles from magazines, journals, and newspapers after the event
- ❖ Literature reviews and review articles (e.g., movie reviews, book reviews)
- ❖ History books and other popular or scholarly books
- ❖ Works of criticism and interpretation
- ❖ Commentaries and treatises
- ❖ Textbooks
- ❖ Indexes and abstracts

THE MILLENNIUM DEVELOPMENT GOALS (MDG's)

In the year 2000, the United Nations developed an ambitious plan to meet the needs of some of the world's poorest people by setting out the Millennium Declaration. A year later, eight Millennium Development Goals, or MDGs, were established as part of the effort. The Millennium Development Goals (MDGs) are eight international development goals that were established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Declaration.

The aim of the MDG's: To help some of the world's poorest people.

1. eradicating extreme poverty and hunger
2. achieving universal primary education
3. promoting gender equality and empowering women

4. reducing child mortality rates
5. improving maternal health
6. combating HIV/AIDS, malaria, and other diseases
7. ensuring environmental sustainability
8. developing a global partnership for development

GOAL 1: Eradicate Extreme Poverty and Hunger

Targets:

- ❖ Halve, between 1990 and 2015, the proportion of people whose income is less than \$1 a day
- ❖ Achieve full and productive employment and decent work for all, including women and young people
- ❖ Halve, between 1990 and 2015, the proportion of people who suffer from hunger

Impact/Progress:

- ❖ The number of people living on less than \$1.25 a day has been reduced from 1.9billion to 836 million. Halving narrowly missed
- ❖ People living on \$1 a day has dropped from 47% to 14%

Case study: Yemen - Food keeps girls in school

- ❖ World Food Programme's (WFP) Food for Girls' Education Programme has been tackling hunger and enrolment challenges
- ❖ more than 60 per cent of primary school-aged children who are not in school are girls. As a result of the programme, families who send their girls to school are eligible to receive an annual ration of wheat and fortified vegetable oil.
- ❖ Has reached almost 200,000 girls, benefiting almost 1 million family members.

Goal 2: Achieve Universal Primary Education

Targets:

- ❖ Ensure that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling

Impact/Progress:

- ❖ Primary school enrolment figures have shown an impressive rise, the enrolment rate increased from 83% in 2000 to 91% in 2015. Goal was not met

Case study: Cambodia: Schools connect remote villages.

- ❖ Since 2006, more than 260 Inter-Commune Cooperation projects with UNDP support, built
- ❖ a local secondary schools and have built roads, bridges and schools in remote communities.

Goal 3: Promote Gender Equality and Empower Women

Targets:

- ❖ Eliminate gender disparity in primary and secondary education, preferably by 2005 and in all levels of education, no later than 2015

Impact/Progress:

- ❖ Around 2/3 of developing countries have achieved gender equality in primary education
- ❖ Women in parliament had doubled in the 15 years

Case Study: Somalia: Scholarships help keep girls in school

- ❖ There are currently 453 girls at the primary, secondary and university levels receiving comprehensive scholarship packages which include funding for registration and tuition fees, pocket money, bus fare, school uniforms and shoes, textbooks, supplies and stationery.

Goal 4: Reduce Child Mortality

Targets:

- ❖ Reduce by 2/3 the mortality rate of children under 5

Impact/Progress:

- ❖ The child mortality rate has reduced by more than half falling from 90 to 43 deaths per 1000 live births. But this failed to meet the 2/3 target.

Case study: Chad - Children have better chances to reach their fifth birthday.

- ❖ Chad has one of the lowest vaccination rates in the world.
- ❖ With support from UNICEF, an expanded immunization programme is reaching more children using community outreach workers, radio broadcasts and campaigns.

Goal 5: Improve Maternal Health

Targets:

- ❖ Reduce by ¾ the maternal mortality ratio
- ❖ Achieve by 2015 universal access to reproductive health

Impact/Progress:

- ❖ The global maternal mortality ratio has fallen by nearly half-short of the aim
- ❖ It declined 43%

Case Study: Rwanda - SMS saves lives.

- ❖ helps community health workers track pregnancies, report on danger signs during pregnancy, and subscribe to emergency alerts to ensure that women can access emergency obstetric care if complications occur

Goal 6: Combat HIV/AIDS, Malaria

Targets:

- ❖ Begin to reverse the spread of HIV/AIDS
- ❖ By 2010, universal access to treatment for HIV/AIDS
- ❖ Begin to reverse incidence of Malaria and other major diseases

Impact/Progress:

- ❖ The target has not been met, although the number of new HIV infections fell by around 40% between 2000 and 2013

Case Study: Zambia - Free HIV treatment reaches 400,000 people

- ❖ antiretroviral therapy (ART) sites and supplying drugs to all 454 existing ART sites nationwide, giving some 400,000 people access to free HIV/AIDS treatment.

Goal 7: Ensure Environmental Sustainability

Targets:

- ❖ Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources
- ❖ Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss
- ❖ Halve by 2015 the proportion of the population without sustainable access to safe drinking water and basic sanitation
- ❖ Achieve by 2020, a significant improvement in the lives of at least 100 million slum dwellers

Impact/Progress:

- ❖ 2.6 billion people have gained access to improved drinking water since 1990
- ❖ the target of halving the proportion of people without the access was achieved in 2010 – 5 years ahead of schedule
- ❖ 663 million people still do not have access to improved drinking water

Case study: Vietnam - Largest lagoon gets a sustainable future

- ❖ local action under the Food and Agriculture Organisation's (FAO) Integrated Management of Lagoon Activities project has set targets for reducing the number of aquaculture ponds. Mangroves and other essential habitats are being replanted and shery associations have developed plans that enable locals to manage activities.

Goal 8: Develop a Global Partnership for Development

Targets:

- ❖ Develop further an open, rule based, predictable, non-discriminatory trading and financial system
- ❖ Address the special needs of least developed countries, landlocked countries and small island developing states
- ❖ Deal comprehensively with developing countries debt
- ❖ In cooperation with pharmaceutical companies, provide access to affordable, essential drug in developing countries
- ❖ I cooperation with the private sector, make available benefits of new technologies, especially ICT's

Impact/Progress:

- ❖ Between 2000 and 2014, overseas development assistance from rich nations to developing countries increased by 66% in real terms, and in 2013 reached the record figure of \$134.8 billion

How they achieved the changes:

- ❖ Interactive exercises and quizzes on mobile phones thanks to cooperation between the government, mobile carriers, Nokia and individual schools and teachers
- ❖ The World Bank Group committed \$52.6 billion in loans, grants, equity investments and guarantees to help promote economic growth, increase shared prosperity and ght extreme poverty in developing countries

What is replacing the millennium development goals?

The "Sustainable Development Goals". On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years.

What is the Millennium Villages project?

The Millennium Villages Project addresses the root causes of extreme poverty, taking a holistic, community-led approach to sustainable development

Principles of community development

- ❖ sustainability
- ❖ diversity
- ❖ human rights
- ❖ social justice
- ❖ addressing disadvantage
- ❖ valuing local knowledge, culture, skills and resources

What is a community: a network of people that have some common link or identity. Links may include:

- ❖ geographical location (e.g. the community of Esperance);
- ❖ work or occupation (e.g. the finance community);
- ❖ cultural or ethnic background (e.g. the Italian community);
- ❖ hobbies or special interest (e.g. the cycling community or the school community); and

- ❖ lifestyles (e.g. homeless people or vegetarians).

Sustainability refers to the way of shaping communities and human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present, while planning and acting for the ability to maintain these ideals in the long-term. Increasing community participation in projects will empower individuals and the community, which will lead to increased sustainability

Diversity refers to the quality of being different. Differences in gender, age, ethnicity, culture, education and health are all examples of diversity. Community development needs to respect diversity and plan to be equitable to all.

Social Justice refers to a general movement toward a fairer world where everyone has the same access and rights to care and information.

Human rights refers to the most basic rights and freedoms that all humans are entitled to. Examples include things such as the right to life and liberty, freedom of expression and equality before the law. The right to economic, social and cultural rights, including the right to participate in culture, the right to be treated with respect and dignity, the right to food, the right to work and the right to education.

Addressing Disadvantage refers to those experiencing inequities in life. Inequities may relate to personal factors such as age, disability and race or structural inequity such as access to health, education, housing or geographic isolation.

Valuing local knowledge, culture, skills and resources refers to local people who know their community and surroundings best and are likely to have the most detailed knowledge of local conditions and potential opportunities for change. Using their skills will reduce costs, decrease planning and set up time and increase chance of sustainability of the program.