

# the sustainable development goals “sdg challenge 2019”

‘get involved & be prepared  
to create a better world’



SCOUTS  *for* SDGs

## introduction:

On the 16<sup>th</sup> of November 2018 "[Scouts for SDG's](#)" was launched at the United Nations (UN) headquarters in New York – *"an unprecedented mobilisation of our Movement that will see 50 million Scouts make the world's largest coordinated youth contribution to the Sustainable Development Goals (SDG's) for 2030"*.

## what are the sustainable development goals?

The Sustainable Development Goals (SDGs) were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world.

One of the main outcomes from this conference was an international agreement to negotiate a new set of global Sustainable Development Goals (SDGs) to guide the path of sustainable development in the world after 2015. Building on the Millennium Development Goals (MDGs), the SDGs were established following the largest multiple stakeholder consultation process of its kind.

It was determined that these goals should be *"action-oriented, concise and easy to communicate, limited in number, aspirational, global in nature and universally applicable to all countries, while taking into account different national realities, capacities and levels of development and respecting national policies and priorities"*. They should be *"focused on priority areas for the achievement of sustainable development"*. They should also reflect *"the moral principles that no-one and no country should be left behind, and that everyone and every country should be regarded as having a common responsibility for playing their part in delivering the global vision"*.

On the 25<sup>th</sup> of September 2015, during the UN General Assembly in New York, an unprecedented 193 countries adopted the 17 new Sustainable Development Goals with 169 specific targets to be achieved over the next 15 years. In the words of the United Nations Development Program, the goals are designed *"to end poverty, hunger and inequality, take action on climate change and the environment, improve access to health and education, and build strong institutions and partnerships, and more"*.

All of the goals have been conceived as applying ambitions and challenges to all countries. All of the goals and targets contain important messages and challenges for developed and developing countries alike. However, for the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like us.

## The 17 Sustainable Development Goals (SDG's) are:



End poverty in all its forms everywhere.



End hunger, achieve food security and improved nutrition and promote sustainable agriculture.



Ensure healthy lives and promote well-being for all at all ages.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



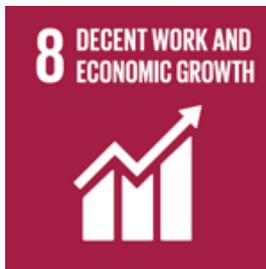
Achieve gender equality and empower all women and girls.



Ensure availability and sustainable management of water and sanitation for all.



Ensure access to affordable, reliable, sustainable and modern energy for all.



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.



Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.



Reduce inequality within and among countries.



Make cities and human settlements inclusive, safe, resilient and sustainable.



Ensure sustainable consumption and production patterns.



Take urgent action to combat climate change and its impacts.



Conserve and sustainably use the oceans, seas and marine resources for sustainable development.



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and half biodiversity loss.



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



Strengthen the means of implementation and revitalise the Global Partnership for sustainable development

## how can we help?

In order to achieve a better and more sustainable future for all, we all have a role to play.

This is where Scouting comes in.

*"Since its beginnings, Scouting has been enabling young people from every corner of the globe to create positive change in their communities, acting on challenges and needs at all levels of society. It uses an action-orientated, self-educational approach to contribute to the empowerment and holistic development of young people as autonomous individuals and active global citizens."*

SCOUTS South Africa (SSA) introduced an "SDG Champion badge" for Scouts Rovers and Adults, which can be achieved over two or more years.

This year we will focus on the first four SDG's – no poverty; zero hunger; good health and well-being; and quality education. In subsequent years we will focus on other SDGs, but you will still be able to tackle any of the challenges of the first four.

The National Challenges for Meerkats and Cubs are based on the same 4 SDGs and the challenges can be found [here](#). Can your Crew or Troop help a Den or Pack achieve the National Challenge this year?

## the sdg challenge for adults, rovers and scouts:

Adults, Rovers and Scouts can complete the challenge for 1, 2, 3 or 4 SDG's and earn a badge for each. The badges will be worn to form a square, in the same place as an event badge.

If they get eight or more SDG badges, over 2 or more years, they will receive the "SGD Champion badge"

### **Goal 1: No Poverty**

Nearly half of the world lives in poverty today, and so many people struggle for basic human needs like adequate food and clean water. Eliminating poverty is about giving all people everywhere an equal chance at living fulfilled lives.

Eradicating poverty in all its forms remains one of the greatest challenges facing humanity. While the number of people living in extreme poverty dropped by more than half between 1990 and 2015, too many are still struggling for the most basic human needs.

Globally, about 736 million people are still living on less than R26.39 a day (2015), many lacking access to adequate food, clean drinking water and sanitation. Women

are more likely to live in poverty than men due to unequal access to paid work, education and property.

Progress has also been limited in other regions, such as South Asia and sub-Saharan Africa, which account for 80 % of those living in extreme poverty. New threats brought on by climate change, conflict and food insecurity, mean even more work is needed to bring people out of poverty.

### **Facts and figures:**

- 10 % of the world's population = 736 million people still live in extreme poverty.
- Some 1.3 billion people live in multidimensional poverty. Multidimensional poverty is made up of several factors that constitute poor people's experience of deprivation – such as poor health, lack of education, inadequate living standard, lack of income, disempowerment, poor quality of work and threat from violence.
- Half of all people living in poverty are younger than 18 years old.
- One person in every ten in the world is extremely poor.
- 80% of people living on less than R26/day are in South Asia and sub-Saharan Africa.

### **Complete the following requirements:**

#### **adults:**

Complete **TWO** of the following:

1. Educate yourself on the reasons that cause poverty in a community near you or a group/ sector in society. By educating and finding out more, you can establish where best your time and effort can be spent to help the poor gain a skill or knowledge to empower or help them to improve their prospects.  
Without skills training or support to change their circumstances some people or groups of people often feel trapped in a cycle of poverty and need help to improve themselves.  
Write up a short article on your observations to help educate others and propose some interventions that could help those in your chosen community, group, or sector.
2. Select a lesser known cause and organise a short term intervention that will help the beneficiaries of the cause. Write up your story and give full reasons for choosing this cause.
3. Use your skills or knowledge to train someone, or a small group, who need your skills or knowledge. By doing this training help them see how they could start to generate an income for themselves.  
Write up your experiences (in your language), including what you and they have learnt and achieved and share the story in a blog.  
Some examples, there are plenty more:
  - If your field of expertise lies in computers, help others to become computer literate.
  - If you enjoy handcrafts, e.g. knitting, sewing, carpentry welding: teach someone else your skill.

- If your skill is in permaculture, help others to gain this skill.
4. Engage with a poor family and assist them to obtain something that they are striving for. The solution should be sustainable for the family, after you have left. Share your story.  
For example:
    - The ability or means to pay school fees or buy school books.
    - Building a better shelter.
    - Finding employment.
  5. Become a mentor to a person in need and mentor them to gain qualifications or training or find work.
  6. Partner with your company and provide a means of supporting a number of poverty stricken members of society on a sustainable basis.

### **ROVERS:**

1. Earn the Community Service Award.
2. With your Crew, develop a short video/ presentation of this goal and show it to a Scout Troop or another Scouting body.  
Share your video/presentation (if digital) with the National Office.

### **SCOUTS:**

Do **TWO** of the following:

1. Discuss in your Patrol what poverty means, what needs to be done in your community to eradicate it and what your Troop and Patrol can do to help.
2. Improve your skills and get the next scOUT Skill theme badge.
3. Put yourself in someone else's shoes. Spend a night outdoors with your Patrol on a hard surface in cardboard shelters with only one blanket. Participate in collecting and donating useful items to a charitable organisation for at least one term.
4. Create a community event to train people on permaculture.

## **Goal 2 – Zero Hunger**

We already have enough food to feed everyone on the planet, but hunger is still the leading cause of death in the world. Millions of people are malnourished, but if we simply cut down on food waste, give everyone equal access to land, and support local and sustainable farmers, no one will ever go hungry again.

Rapid economic growth and increased agricultural productivity over the past two decades have seen the number of undernourished people drop by almost half. Many developing countries that used to suffer from famine and hunger can now meet the nutritional needs of the most vulnerable. Central and East Asia, Latin America and the Caribbean have all made huge progress in eradicating extreme hunger.

Unfortunately, extreme hunger and malnutrition remains a huge barrier to development in many countries. 795 million people are estimated to be chronically undernourished as of 2014, often as a direct consequence of environmental degradation, drought and loss of biodiversity. Over 90 million children under the age of five are dangerously underweight, and one person in every four still goes hungry in Africa.

The SDG's aim to end all forms of hunger and malnutrition by 2030, making sure all people – especially children – have access to enough nutritious food all year round. This involves promoting sustainable agricultural practices; supporting small scale farmers and allowing equal access to land, technology and markets. It also requires international cooperation to ensure investment in infrastructure and technology to improve agricultural productivity. Together with the other goals set out here, we can end hunger by 2030.

### **Facts and figures:**

- One in nine people in the world today is undernourished; that's 795 million people.
- Asia is the continent with the highest number of hungry people, two thirds of the total.
- A quarter of children suffer from stunted growth. In some developing countries, it's as high as one in three.
- Agriculture is the world's largest employer, providing livelihoods for 40 percent of the global population.
- If women farmers had the same access to resources as men, the number of hungry people in the world could be reduced by 150 million.
- Since the 1900s, some 75 % of crop diversity has been lost from farmers' fields.

### **Complete the following requirements:**

#### **adults:**

Complete **TWO** of the following:

1. Identify a lesser known organisation or small group (NGO, CBO, Church congregation etc) and together plan, organise and develop a sustainable vegetable garden. The SSA Food for Life Programme contains valuable ideas and information which will help you. The booklets are for sale at your Regional Scout shop, through the National Scout shop or [online](#). Be available to advise and assist for 3 months.

Keep a journal detailing your progress.

2. Help out regularly at a soup kitchen for a period of time – but no less than 3 months.
3. Work with a family to arrange all meals for week for a needy family. This may include some cooking, sourcing ingredients, menu planning etc. Try to help them make sustain better eating.

4. Find out about at least one company that (re)distributes affordable food. Introduce at least one family to the opportunity that exists and help them benefit from it for at least a week, so they can then continue benefitting.

### **ROVERS:**

Complete **TWO** of the following:

1. Assist/co-ordinate the running of the Food for Life Starter/Silver badge programme for a Pack or Troop (80% of the Scouts / Cubs should complete the award).
2. For a period of three months or more, help a community service programme that assists in providing food/resources to people in need (e.g. soup kitchens, community food collections, etc.) OR earn the Project Award. (Note: this Award can only be recognised for one SDG)
3. With your Crew develop a short video/presentation of this goal and show it to a Scout Troop or another Scouting body. Share your video/ presentation (if digital) with the National Office.

### **SCOUTS:**

Complete **TWO** requirements:

1. Earn at least **ONE** of the following, which you do not have already: 1
  - a. Food for Life starter badge;
  - b. Food for Life silver Scout craft badge
  - c. Food for Life gold Interest badge
  - d. Gardener interest badge, growing a food crop.
2. Participate in maintaining a community food garden for at least three months OR volunteer at a soup kitchen for at least three months.
3. Design an educational poster and use it to train your Patrol on how to care for a vegetable garden.

## **Goal 3 - Good health and well-being**

Huge strides have been made in reducing child mortality, improving maternal health and fighting HIV & AIDS, malaria and other diseases. Since 1990, there has been a decline of over 50% in preventable child deaths globally. Maternal mortality also fell by 45% worldwide. New HIV & AIDS infections fell by 30 % between 2000 and 2013, and over 6.2 million lives were saved from malaria.

Despite this incredible progress, more than 6 million children still die before their fifth birthday every year. 16,000 children die each day from preventable diseases such as measles and tuberculosis. Every day hundreds of women die during pregnancy or from child-birth related complications.

In many rural areas, only 56% of births are attended by skilled professionals. AIDS is now the leading cause of death among teenagers in sub-Saharan Africa, a region still severely devastated by the HIV epidemic.

These deaths can be avoided through prevention and treatment, education, immunization campaigns, and sexual and reproductive healthcare. The SDG's make a bold commitment to end the epidemics of AIDS, tuberculosis, malaria and other communicable diseases by 2030. The aim is to achieve universal health coverage and

provide access to safe and affordable medicines and vaccines for all. Supporting research and development for vaccines is an essential part of this process as well.

### **Facts and figures:**

- Each year around the world, more than 6 million children die before reaching their fifth birthday.
- Children born into poverty are almost twice as likely to die before the age of 5 as those from wealthier families.
- Measles vaccines have averted nearly 15.6 million deaths since the year 2000.
- Over 6.2 million malaria deaths were averted between 2000 and 2015, primarily of children under 5 years of age in sub-Saharan Africa.
- Maternal mortality has fallen by almost 50 % since 1990. In East Asia, North Africa and South Asia, it has declined by around two thirds.
- An estimated 2.1 million people were infected with HIV in 2013, down 38 % from 2001.

### **Complete the following requirements:**

#### **adults:**

Complete **TWO** of the following:

1. Discuss the importance of personal and food hygiene for 10 people living in a shelter. Help them raise funds or get donations to enable them to obtain the basics that they need. (e.g. clean water, towel, facecloth and bar of soap, toothpaste and toothbrush etc)
2. Do a presentation to a Den, Pack, Troop, Crew or District or Regional meeting on the importance of eating nutritional, well balanced meals and what they are. Explain why eating 'fast foods' can be detrimental to your health in the long run.
3. Identify common health problems facing one or more a groups of people, adults or youth. Select a group where you can help them become healthier.

Develop a plan to improve their health and implement it for 2 months. Review what your intervention managed to change and if you didn't achieve what you set out to, identify how it could have been more effective.

4. Identify any interventions that you can organise to help address a health problem in a community. You can link with an existing support organisation that needs help with a specific programme they are doing.

#### **rovers:**

1. Assist with the implementation of a community service programme to promote Good Health and Living for three months or more (Lifeline, Clinics, etc.) OR earn the Public Health Award.
2. With your Crew develop a short video/presentation of how you completed this goal and show it to a Scout Troop or another Scouting body. Share your video/ presentation (if digital) with the National Office.

## **scouts:**

Complete **TWO** of the following requirements:

1. Earn the Public Health Interest badge.
2. Complete the Aids Awareness peer educator training.
3. Complete the Service Theme in your next advancement level.
4. Play a leading role in a Patrol, Troop or District activity to address at least one health challenge in the community and complete the First Aid requirements in your respective advancement level.

## **Goal 4 - Quality education**

Education can be the key that opens the door to a lifetime of opportunity, but only if everyone has access to lifelong learning opportunities, whether inside or outside of school.

Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 % in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.

Progress has also been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school. This is a worrying trend. While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 % in 1990, up to 78 % in 2012 – large disparities still remain. Children from the poorest households are up to four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

### **Facts and figures:**

- Enrolment in primary education in developing countries has reached 91 %.
- 57 million primary-aged children remain out of school, more than half of them in sub-Saharan Africa.
- In developing countries, one in four girls is not in school.
- About half of all out-of-school children of primary school age live in conflict-affected areas.
- 103 million youth worldwide lack basic literacy skills, and more than 60 % of them are women.
- Globally, 6 out of 10 children and adolescents are not achieving a minimum level of proficiency in reading and math.

## Complete the following requirements:

### adults:

Complete **TWO** of the following:

1. Identify a group of underprivileged children and spend 30 minutes to an hour per week helping out with homework or basic education for a school term. Document your time and interventions.
2. With the Pack, Troop or Crew establish a collection of books at the Group meeting place which are age appropriate and educational. Use the resources you have gathered to run a small youth or adult education group for a term.
3. Complete a recognised training course that will give you the knowledge to help school children to learn a basic reading or writing skill.
4. Find an Adult Basic Education Training (ABET) programme near you. Introduce another adult to the course, and attend for 6 months, so that you can:
  - a. Speak another language at a basic level (English if it is not your home language, or an indigenous language)
  - b. Read in your home language
  - c. Write in your home language
5. Learn to how to use the South African Sign Language (SASL) to at least level 1A.
6. Start an adult basic education programme with two or three other adults. Run it for six months, for at least 3 other adults, to teach a basic life skill, it could be teaching someone to drive, to read or write, prepare and work to a household budget, etc.
7. Tutor a university or Technikon student from a disadvantaged background for a semester.
8. For one semester, Coach a person who is in need for a semester.in at least one subject – maths, science, geography etc.
9. Train a basic vocation skill which will give someone an advantage when trying to enrol for a formal course to get a qualification, e.g., bricklaying, basic plumbing, basic electrical work. The Scout interest badges are a guide to what should be achieved.
10. Take on an intern in your workplace for a period of 6 months and use the opportunity to train them in non-formal skills they will need for employment in your sector.

11. Plan, fund, organise and carry out at least two educational outings for scholars at a disadvantaged school to provide them with an educational opportunity that they would otherwise not have – e.g. visit a dairy, fire station, factory, wastewater treatment works etc.

### **rovers:**

1. Assist with an adult/youth learning programme for three months or more (financial literacy, reading and writing, youth tutor, etc.) OR earn the Project Award. (Note: this Award can only be recognised for one SDG).
2. With your Crew develop a short video/presentation of how you completed this goal and present it to a Scout Troop or another Scouting body. Share the video and presentation (if digital) with the national office.

### **scouts:**

Complete **TWO** of the following:

1. Participate in collecting used books, and then donate them to a school in need.
2. With your Patrol, make a video about the importance of SDG's; share the video with a Cub Pack. Share your video/presentation (if digital) with the National Office.
3. Help a group of three Cubs to learn to read better for at least six weeks.
4. Start a "story reading group" for pre-school children. Read to them for at least 15 minutes every week for six weeks.
5. Participate in collecting educational toys to donate to a pre-school in a poor area.
6. With your Patrol visit a pre-school at least six times for an hour to play memory and sense training games with small groups of children.
7. Help a child who is struggling in school with their homework for one term.

### **references:**

<https://sdgs.scout.org/>

<http://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html>

<https://charity.org/sdgs-background>

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

[www.sesamestreet.org/toolkits/healthy\\_habits](http://www.sesamestreet.org/toolkits/healthy_habits)