

World poverty:

Teachers' notes and activities

Responding to the challenge

The aim of reducing global poverty brings together the interface of governments and international institutions; private sector business and industry; civil society and non-governmental organisations. Underpinning the players in this overriding aim is our own individual decision-making and democratic participation. We have a responsibility to be informed about the issues, to make sense of the complexity and alternative perspectives, in order to become active citizens.

The booklet has been prepared with a view to being used in its entirety but with emphasis on the different sections according to the age groups progressing from years 9-11 to 12 and 13.

Rebuilding after Hurricane Mitch

Global Express, published by Development Education Project, Manchester, has an issue on Hurricane Mitch available at www.dep.org.uk/globalexpress/editions/hurr.html This has links to other sites.

More background information is provided on the impact and aftermath of Hurricane Mitch at www.disasterrelief.org/ and www.honduras.com/weather/

Satellite images of Mitch and other hurricanes are accessible from www.usatoday.com/weather/hurricane

This gives links to the World Bank's work in all countries and regions, and includes links through to work on rebuilding after Hurricane Mitch: www.worldbank.org/html/extdr/regions.htm

Educating girls in Bangladesh

"The State of the World's Children 1999" published by UNICEF (ISBN 92-806-3389-9) focuses specifically on Education, including plenty of useful supplementary articles and statistical data. UNICEF also has a detailed section on "Education for All" on their website, www.unicef.org/efa. This includes information on their "Global Girls' Education Programme" in 63 different countries and the final report of the Dakar, April 2000, World Education Forum.

Oxfam International's "Education now – break the cycle of poverty" website, www.oxfam.org/educationnow, provides background material to the international development targets for primary education. There is also a page on the Bangladesh Rural Advancement Committee (BRAC) and a summary of the role of BRAC in educating girls in Bangladesh.

The website for the World Bank office in Bangladesh details all the projects that the country programme includes: www.worldbank-bangladesh.org/ The main site with details on all the World Bank's education programmes: www.worldbank.org/education

Reducing Third World debt

The BBC documentary referred to on the activity sheet was called "Earth Report III – In the balance".

Cafod, Christian Aid, and other members of the Jubilee 2000 Coalition, provide background information on the debt crisis and useful links other debt-related issues.

www.cafod.org.uk/debtfs.htm
www.christianaid.org.uk
www.jubilee2000uk.org

The World Bank Group site has an update including a map of all countries involved in the programme: www.worldbank.org/html/extdr/pb/hipc.html

A sophisticated counter-information website is presented at www.whirledbank.com

"Just Business" is a development education project producing learning activities including a role-playing game to teach about the issues of 'third world' debt. www.jusbiz.org

General resources

The Bank, the President and the Pearl of Africa (an IBT production for Channel 4) is two fly-on-the-wall documentaries first shown on Channel 4 in August 1998. It follows the negotiations between the World Bank and the Ugandan government on debt relief, exploring the relationship between donors and indebted countries. The accompanying booklet explains the origins of the World Bank and how it works, using Uganda as a case study. Suitable for years 12 and 13. Two 50 minute videos, 24pp booklet, teachers' notes £30.00 plus £3.95 p&p available from Oxfam Education. Tel: 01202 712933

For more about World Bank materials aimed at school-aged pupils: www.worldbank.org/html/schools/ It includes charts, maps and activities for teachers to use in the classroom, and also web-based activities.

Special offer for teachers

Teachers are invited to submit 400 words on how you have placed the subject of world poverty in your schemes of work or course specifications. The five most imaginative and clearly expressed will receive a copy of *World Development Indicators 2000* and the *World Bank Atlas 2000*. These have a combined retail price of over US\$80. The deadline for submissions, email preferred, is 8 December 2000 and normal competition rules apply. Worldaware may refer to teacher's submissions, and their schools, in future publications.

Information about the booklet which these Teachers' notes and activities accompany is available on the web at www.worldaware.org.uk/education/projects/wbg.html

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Tel: 020 7831 3844 Fax: 020 7831 1746
Email: education@worldaware.org.uk

Written by Olly Phillipson, Simon Scoones and Angus Willson.

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Rebuilding after Hurricane Mitch

1. Below is a table to summarise the main effects of Hurricane Mitch compared to Hurricane Andrew, a hurricane that hit the Bahamas and Florida, U.S.A. in August 1992. By quoting information from the table describe and try to explain the differences between the effects of the two hurricanes.

	Hurricane Mitch	Hurricane Andrew
Wind Speed	290 km per hour	224 km per hour
Rainfall	30– 180 mm	18– 20 mm
Death Toll	10-12,000	65
Total Damage (\$)	10 billion	30 billion
Number of Homeless	1 million	25,000

2. Managing the aftermath of a hurricane like Mitch takes a lot of careful planning. Some action needs to be taken in the short-term, whereas other measures may be more long-term; in other words, over the next 5-10 years. Imagine you are leading a relief team to help the people in a Nicaraguan village devastated after Mitch and answer the following:
- a) In order to help the people in the most appropriate way, you may need the assistance and expertise of some members of the village community. Whose help and advice would be useful to you?
- b) Listed below are a number of possible actions that could be taken after a hurricane. Sort them out into what you consider to be short-term measures or long-term measures.

Provide First Aid and medical supplies

Build a water purification plant for a clean water supply

Provide extra clothing and bedding for the homeless

Re-plant the tobacco, coffee and banana fields

Bury the dead

Mend broken power and telephone lines

Bring in extra food supplies

Repair damaged bridges and roads

Plant trees to prevent soil erosion

Improve the warning and forecasting system

Provide treatment for 'post-traumatic stress disorder'

Set up a land-use zoning plan to prevent people living in most dangerous areas

Increase awareness of people through education programmes

Improve building design by using more solid materials like concrete instead of wood

- c) Look again at all the short-term measures that could be taken. Rank these in terms of which you think is the most important to the least important. Do the same for your list of long-term measures, and be prepared to justify your rank orders.

Educating girls in Bangladesh

1. Assume the role of a village elder and write a short paragraph to explain why you think it is important to educate girls as well as boys to at least secondary level in your community.

2. The table shows the percentage of boys and girls that attend secondary school in different countries of the South. These are divided into three regions, Central and South America, Africa and Asia.

a) Construct two bar graphs to present the data for boys and girls that attend secondary school.

b) Describe the differences between the different regions in terms of the percentages of boys and girls attending secondary school. Are there any exceptions to the overall patterns that you have identified?

Country	Male (%)	Female (%)
Central & South America		
Argentina	73	81
Colombia	62	72
Costa Rica	48	52
Mexico	58	59
Venezuela	29	41
Africa		
Burkina Faso	11	6
Congo Dem. Rep.	32	19
Ethiopia	12	10
Mozambique	9	5
South Africa	77	92
Asia		
Bangladesh	28	14
China	73	66
India	59	38
Indonesia	52	44
Thailand	38	37

Source: UNICEF "State of the World's Children 1999"

Educating girls in Bangladesh

3. As more boys and girls attend school, there should be more career opportunities in skilled work, generating more money for the country as a whole and so the Gross National Product (GNP) per capita should increase.

To test the hypothesis, “As education levels improve, GNP increases too”, study the data below which shows the percentage of teenagers who attend secondary school and the Gross National Product per capita for the same countries as question 2.

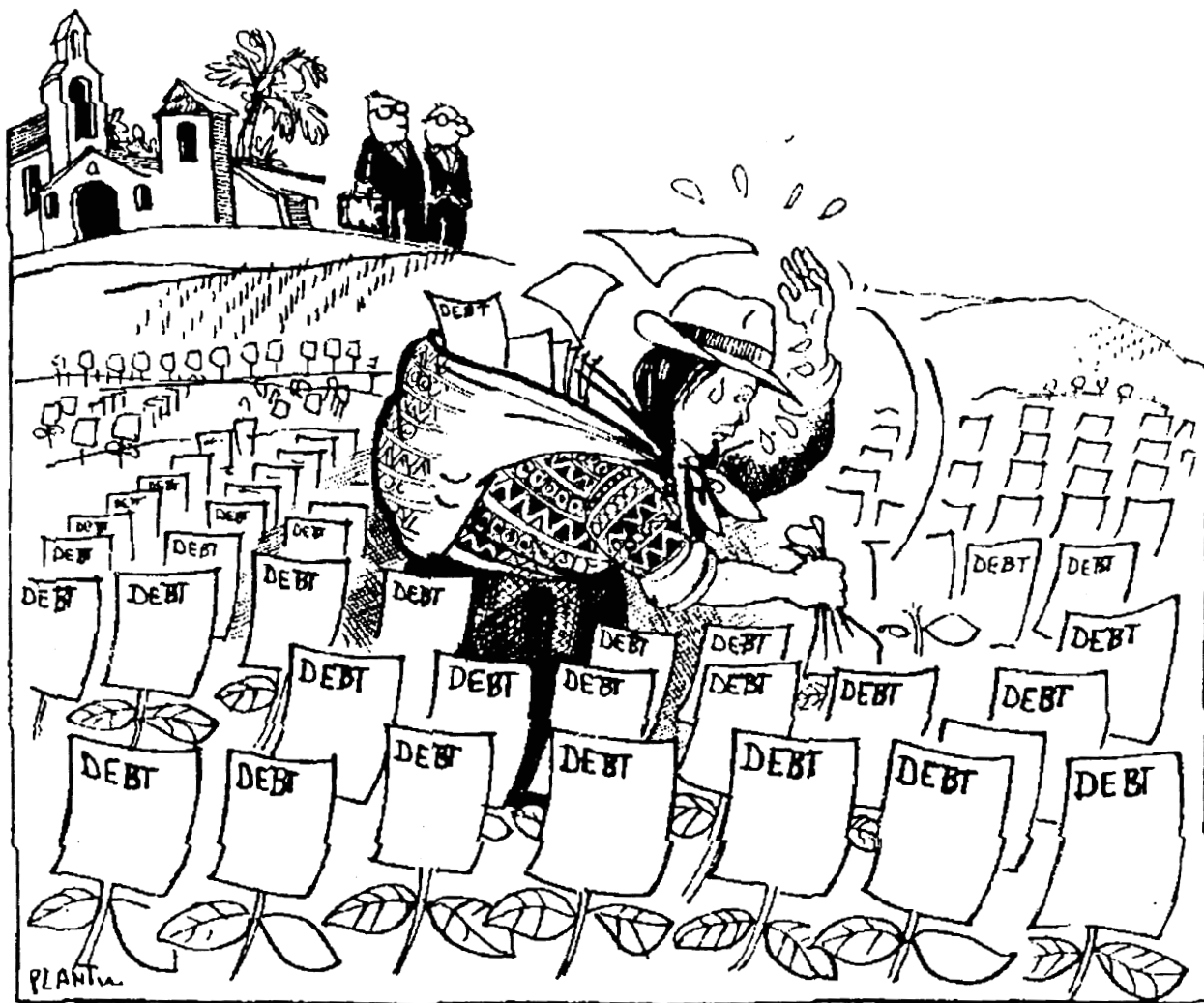
- Use the data to construct a scatter graph to see whether there is a relationship between secondary school attendance and GNP per capita. Use the x axis for secondary school attendance and the y axis for GNP per capita.
- Does your graph show that there is a statistical relationship between secondary school attendance and GNP per capita? Are there any countries that do not fit into the overall trend?

Country	% attending secondary school	GNP per capita (\$) 1998
Argentina	77	8,030
Colombia	76	2,470
Costa Rica	40	2,770
Mexico	66	3,840
Venezuela	49	3,530
Burkina Faso	13	240
Congo Dem. Rep.	37	110
Ethiopia	25	100
Mozambique	22	210
South Africa	95	3,310
Bangladesh	22	350
China	70	750
India	60	440
Indonesia	56	640
Thailand	48	2,160

Source: The World Bank, “World Development Indicators 2000”

Reducing third world debt

Plantu, Cartoonists and writers Syndicate/cartoonweb.com



1. What is the message behind the cartoon?
2. If you were in charge of an international development agency that is weighing up a country's case for debt relief what conditions would you want in place before you granted the debt relief?
3. From what you have read about Uganda, explain how easy or hard it is for a country to present a case for debt relief?
4. Discuss what is meant by, "with delays in debt relief, Museveni (President of Uganda) will find it harder to steer the complex path between donors, lenders and the people."

Reducing third world debt

5. Consider the points of view below, and divide them up according to whether they offer an optimistic or pessimistic view of debt and debt relief in developing countries. Are there any points of view that are difficult to categorise?
6. Choose two points of view from both your 'optimistic' and 'pessimistic' lists. Agree on a set of questions you might ask the people expressing them.

"I'm sorry, they've had the money, they spent it, whether it's corrupt or not, they should pay the bloody thing back." Vox pop, BBC documentary

"Everyone borrows money to improve their lives and debt is as old as money."
BBC documentary

"Not all debt is burdensome." BBC documentary

"Essentially, this problem has arisen because countries have been encouraged or allowed to borrow to fund unviable economic programmes, some of them just grotesque, where governments essentially didn't know what they were doing or, if they did, it wasn't beneficial to their population." Martin Wolf, journalist, BBC documentary

"The banks wouldn't do that unless the politicians told them to do so. The politicians wouldn't do that unless the people told them to do so." Bono

"Third World debt is going to be around for a long time as they haven't got the wherewithal to pay it back". Vox pop, BBC documentary

"That we should presume to 'forgive' the third world's debts is laughable. Rather the G8 leaders must beg the forgiveness of the third world for the dreadful and deliberate mess they have made of the global economy." George Monbiot, Guardian, 20 July 2000

"We have to ask ... why progress in resolving the debt problem is still so slow. Why so many hesitations? Why the difficulty in providing the funds needed even for the already agreed initiatives? It is the poor who pay the cost of indecision and delay."
Pope John Paul II, 23 September 1999

"If we are successful, it will be a matter not of years or months but weeks before the first country will benefit from debt relief." Gordon Brown, Chairman of IMF Monetary and Financial Committee and Chancellor of the Exchequer, UK, 24 September 1999

"Let us, above all, be clear that, without a convincing programme of debt relief to start the new millennium, our objective of halving world poverty by 2015 will be only a pipe dream."
Kofi Annan, UN 21st Century Action Plan.

"The people of Guyana appreciate the efforts of the multilateral and the bilateral agencies in making Guyana eligible for debt relief under the HIPC Debt Initiative. Guyana has made significant progress in reforming its economy. However, much remains to be done. The Government is keen to consolidate the recent economic gains and significantly reduce poverty. In this context, the HIPC debt relief agreed to this week will release resources from debt servicing and enable us to increase budgetary allocations towards improving the health, education and living standards of all Guyanese."

H.E. Bharrat Jagdeo, Guyana's Finance Minister, June 30, 1999

"The international community recognised that the unprecedented debt campaign was motivated not by debt itself, but its effects on the lives of the poor. The public wanted to see that debt relief would be used to tackle these effects. This new approach, embodied in the new commitment to co-ordinate all our efforts behind locally-led Poverty Reduction Strategies, can dramatically increase the effectiveness of the international development system." Sir John Vereker KCB, Permanent Secretary, Department for International Development on behalf of the Rt. Hon. Clare Short MP.