Poverty in Developing Countries
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Why study Poverty in Developing Countries?

Modern Studies is about learning about the world, tackling prejudice, racism, injustice, exploitation and debunking common preconceptions, and at its heart are regular themes such as rights, responsibilities and participation. This unit addresses all of these. By the end of it we will have a better understanding of why poverty is such a problem for developing countries, we will have challenged any myths surrounding the topic, we will have considered the basic rights that people living in developing countries lack, and we will have thought about our own responsibilities as global citizens. Most importantly, this unit will not just inform you about poverty in developing countries, it will let you know how you can do something about it.

Cover picture: http://www.youtube.com/watch?v=NogSXS4_H6I

Kevin Carter documentary: http://www.youtube.com/watch?v=JmmPzcBSlPk
1. **Background:**

Before you read ahead, write a sentence in your jotter defining what poverty means to you.

**Poverty** is the state of one who lacks a certain amount of material possessions or money.

**Absolute poverty** or **extreme poverty** or **destitution** refers to the deprivation of basic human needs, which commonly includes food, water, sanitation, clothing, shelter, health care and education, to the extent that a person’s living standards are beneath any reasonable definition of human decency. This unit mainly concerns absolute poverty.

**Relative poverty** is defined as economic inequality in the location or society in which people live.

The United Nations define poverty as follows:

> “Fundamentally, poverty is the inability of getting choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one’s food or a job to earn one’s living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation.”

**How do we measure poverty?**

A common method used to measure poverty is based on income or consumption levels. A person is considered extremely poor if his or her consumption or income level falls below some minimum level necessary to meet basic needs. This minimum level is usually called the "poverty line". What is necessary to satisfy basic needs, however, varies across time and societies. Therefore, poverty lines vary in time and place, and each country uses lines which are appropriate to its level of development, societal norms and values.

When estimating poverty worldwide, the same reference has to be used. For the purposes of comparison, therefore, the **World Bank** uses US dollars and they define absolute or extreme poverty as a person **living on less than the equivalent of $1.25 (around £1) a day**. Using this definition, over 1 billion people (around 20% of humanity) live in extreme poverty today.

Part of the next lesson will show you how the UN ranks 186 countries in terms of their development. Before looking at it, note down which country you think will be the highest ranked, which the lowest ranked, and where the UK will be. Compare this with the actual rankings. You may or may not note your preconceptions were wrong!
It is a simplification, but generally speaking the north of the world is rich or ‘developed’ or ‘more economically developed countries’ (MEDCs), while the south of the world (with the exception of Australia and New Zealand) is poor or ‘developing’ or ‘less economically developed countries’ (LEDCs). 85% of the world’s population live in developing countries. The developed North includes North America (USA and Canada) and Europe, and the developing south includes Central America, South America, Africa and most of Asia. It is not perfect as whole regions like South America are not entirely poor and some countries don’t fit easily into one or the other. China, for example, is technically included as a developing country, but it is a fast-growing economy and becoming a world superpower with much wealth and many rich people, although large parts of China remain desperately poor. India is a similar story.

Perhaps a more sophisticated map is the United Nations Human Development Index (HDI), which uses statistics on life expectancy, education and income to rank countries into 4 tiers of human development; very high, high, medium and low.

The 5 countries with the highest HDI rankings are Norway, Australia, USA, Netherlands and Germany. The UK are ranked 26th (still considered ‘very high’)

The 5 lowest ranked countries are Niger, Democratic Republic of Congo, Mozambique, Chad and Burkina Faso. They are all in Africa. 25 of the 26 lowest ranked countries in terms of development are from Africa. Afghanistan is 13th lowest. Note down the top and bottom 5:

Some statistics:

- According to UNICEF, 22,000 children die each day due to poverty, and they “die quietly in some of the poorest villages on Earth, far removed from the scrutiny and conscience of the world. Being meek and weak in life makes these dying multitudes even more invisible in death.”
- An estimated 40 million people are living with HIV/AIDS with millions dying of it each year. Every year there are around 500 million cases of malaria, causing 1 million deaths. Africa accounts for 90% of deaths by malaria.
- Over 1 billion people in developing countries have inadequate access to water, and 2.6 billion lack basic sanitation.
- 2 million children die each year in the developing world as a result of diarrhoea.
- For every $1 in aid a developing country receives, they spend over $25 on debt repayment.
- 1.6 billion people (a quarter of humanity) live without electricity.


**Task**

Note down a list of what you think determine a country’s development. These are known as ‘development indicators’.
**Homework:** Copy and complete the following table comparing the UK or another developed country with a developing country of your choice. Use the following link to help: [http://www.unicef.org/statistics/index_countrystats.html](http://www.unicef.org/statistics/index_countrystats.html)

Note: a dash (-) means no data is available. If the Unicef site does not have data you may find it here: [https://www.cia.gov/library/publications/the-world-factbook/](https://www.cia.gov/library/publications/the-world-factbook/). Select your country and the data may be under ‘People and Society’.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>United Kingdom</th>
<th>Your chosen developing country:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant mortality rate (population who die between birth and 1 year of age – figure is per 1,000 births) (in ‘basic indicators’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life expectancy at birth in years (in ‘basic indicators’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult literacy rate (%) (in ‘basic indicators’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary school net enrolment ratio (%) (in ‘basic indicators’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population who are moderately or severely underweight (%) (in ‘Nutrition’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to clean drinking water (%) (in ‘Health’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult population with HIV (%) (in ‘HIV/AIDS’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet users (%) (in ‘Education’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population living below international poverty line of $1.25 per day (%) (in ‘Economic indicators’)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Causes and consequences of poverty**

- **Colonialism**

Colonialism is when one (more powerful) country - known as a *colonial power* - controls another (less powerful) country - known as a *colony* - which is not part of its home territory. The resources and people of the colony are exploited and used for the benefit of the colonial power. Africa, for example, is rich in resources such as oil, gold, diamonds, silver, copper, woods, tropical fruits and cocoa, but these resources have been used to strengthen the economies of colonial powers in Europe rather than the lives of African people. Between 1500 and the mid 1900s, some European countries - mainly Britain, Spain, Portugal, France, the Netherlands and Belgium – controlled colonies in Africa, Asia, and in the American continent. The colonisation of Africa in the late 19th and early 20th century is known as the ‘scramble for Africa’. The following map shows colonialism in 1945.

Since then, the vast majority of these countries have gained independence, but the exploitative nature of what they went through continues to cause poverty today. For instance, Belgium used to control Rwanda. As well as exploiting Rwanda’s natural resources, Belgium exploited Rwandan people, by dividing them into 2 groups along racial lines; Hutus, who were considered to have broader features and darker skin, and Tutsis, who were considered to have more slender features and lighter skin. The Tutsis were given favourable treatment by Belgium, which caused Hutus to resent Tutsis. This tension ultimately led to the [Rwandan civil war](https://en.wikipedia.org/wiki/Rwandan_civil_war) or [Rwandan genocide](https://en.wikipedia.org/wiki/Rwandan_genocide) in 1994. After the Hutu President was killed when his plane was shot down, extreme Hutus blamed Tutsi rebels for the killing. A Hutu led government and Hutu military generals such as General Bizimungu took their revenge by killing approximately 800,000 Tutsis, regardless of age or gender. The conflict caused the deaths of approximately 1 million Rwandans, around 20% of the population. The story of a Hutu hotel owner named Paul Rusesabagina who sheltered thousands of innocent Tutsi and Hutu refugees who did not support the violence is told in the 2004 film [Hotel Rwanda](https://en.wikipedia.org/wiki/Hotel_Rwanda). The United Nations were criticised for not doing enough to help.

[http://www.youtube.com/watch?v=Pis5f085P3M](http://www.youtube.com/watch?v=Pis5f085P3M)

[http://www.youtube.com/watch?v=tWF4DVeXw](http://www.youtube.com/watch?v=tWF4DVeXw)

[http://www.youtube.com/watch?v=LchWLP-XsVw&feature=related](http://www.youtube.com/watch?v=LchWLP-XsVw&feature=related)
After you have watched Hotel Rwanda, answer the following questions:

1. Why was there a war in Rwanda in 1994?
2. What did the Hutus use to spread the message to kill Tutsis?
3. Why was Paul not immediately threatened in the conflict?
4. Why did Gregoire stop working for Paul?
5. Why did Paul delete the guest list from the hotel computer?
6. Do you think Paul was right to leave his wife and children in the refugee van to go back and protect the hotel guests? Give a reason for your answer?
7. How did the war stop?
8. Why have the United Nations been criticised for their response to the Rwandan genocide?

- **Debt**

Colonialism has caused the developing world’s debt crisis. Many colonised poor countries paid a huge financial price for independence. For instance, Haiti successfully gained independence from France in 1804, but France demanded the equivalent of around £15 billion in compensation. The debt was only paid off in 1947. [http://www.bbc.co.uk/news/world-europe-10988938](http://www.bbc.co.uk/news/world-europe-10988938)

Other developing countries are so impoverished that they have been forced to continue to take loans from developed countries to pay for basic needs. Developed countries have demanded massive interest on the loans, leaving developing countries crippled with debt and spending the little money they do have repaying debts rather than spending money on tackling poverty. For every $1 in aid a developing country receives, over $25 is spent on debt repayment. This has prompted some calls for much, if not all of this debt to be written off.

- **Poor trade terms**

When trading with developing countries, developed countries take advantage of their desperate circumstances. As a result, developing countries often sell off their natural resources for less than they would be worth if they were on equal trading terms.

- **Poor infrastructure**

Infrastructure is the basic services and facilities needed for a society and an economy to function. It includes roads, bridges, airports, railways, schools, sewage facilities, water supply, electricity and internet connectivity. Poor infrastructure makes everything in developing countries slow, unreliable and expensive. Ethiopia needs new networks linking towns, airports, railways and new electricity grids to power them. Its cities also lack proper water supplies and sanitation, which causes poor health.
• **Lack of health and education**

There is a lack of schools and it is not always easy for people to afford school fees or to get to available schools and health clinics. Lack of education leads to high rates of HIV / AIDS as people are uneducated about the dangers of unprotected sex. South African President Jacob Zuma has previously said showering after unprotected sex could cut the risk of contracting HIV / AIDS. He was criticised as this is not true.

http://www.bbc.co.uk/education/clips/zcygkqt
http://www.bbc.co.uk/education/clips/z7kjxnb

• **Poor governance and corruption**

Corruption is the misuse of power for illegitimate or illegal private benefit. For instance, government officials may use their power and influence to appoint their friends to important posts within the country rather than appointing the most qualified people, they may take bribes from people in return for political favours, or they may squander aid money on themselves rather than on aiding the public. Between 1960 and 1999, more than $400 billion was stolen from Nigeria’s Treasury (public funds). This means this money was therefore not being spent on health and education that could help reduce poverty. The international pressure group Transparency International ranks 176 countries in a **Corruption Perception Index** ranging from 0 (highly corrupt) to 100 (totally clean), as determined by public opinion surveys and expert opinion. Their 2012 publication rated Somalia, North Korea and Afghanistan as the most corrupt countries in the world, all with a score of 8. The UK was ranked 17th least corrupt country with a score of 74. Denmark, Finland and New Zealand were all tied on a score of 90 as the least corrupt countries in the world. Two thirds of all countries score below 50, indicating a serious corruption problem in the world, and developing countries tend to be more corrupt.

http://cpi.transparency.org/cpi2012/results/
• **Armed conflict and civil wars**

The Rwandan genocide is one example of a conflict in the developing world, but there are many more. Conflict and war cause poverty as during conflicts the government are spending money on weapons and the military as opposed to reducing poverty. Crops, water supplies, sewage facilities, schools and hospitals are destroyed during conflicts, all of which can help reduce poverty. Conflict destroys people’s homes or forces them out through fear and people often flee to refugee camps. In 2011 an estimated 42.5 million people worldwide were living in a place to which they had been forcibly displaced due to conflict or persecution. Conflicts sometimes force young children into becoming child soldiers, meaning they are not being educated. For example, a Ugandan rebel leader named **Joseph Kony** has been accused of forcing tens of thousands of children to become soldiers in his group’s conflict with the Ugandan government, who are also accused of abducting children to fight on the side of the Ugandan army. Kony was the subject of a 2012 documentary. [http://www.youtube.com/watch?v=Y4MnpzG5Sqc](http://www.youtube.com/watch?v=Y4MnpzG5Sqc)

• **Natural disasters**

Lack of secure housing can mean natural disasters such as floods, tsunamis, hurricanes and earthquakes can be devastating for developing countries. In 2010 **Haiti** was hit by one of the deadliest earthquakes of modern times. It killed over 200,000 people and left over 300,000 people homeless. This did not have to happen. Similar earthquakes hit developed countries sometimes, but they do not kill nearly as many people as housing is more secure in developed countries. [http://www.youtube.com/watch?v=ny_rUTHxozI](http://www.youtube.com/watch?v=ny_rUTHxozI)

In 2013, **typhoon Haiyan** hit the Philippines, leaving over 2,000 dead. [http://www.youtube.com/watch?v=8UJW84Fqhw](http://www.youtube.com/watch?v=8UJW84Fqhw)
- **Climate change**

Climate change is warming the world and causing areas of water to dry. This has been particularly devastating for developing countries which tend to be in the hotter south. A prolonged lack of water is known as **drought**, which leads to dehydration and **famine** (lack of food) through crops not receiving water, and even conflicts and war as groups fight for dwindling natural resources.

In 2011 a drought caused famine in East Africa. Hundreds of thousands died and millions needed assistance in affected countries of Somalia, Djibouti, Kenya, Ethiopia and Uganda.
**Consequences of poverty**

Consequence: effect, result or outcome of something (a cause) occurring earlier.

E.g. the car crash was the consequence of the man driving drunk. The man driving drunk was the cause of the car crash. Give 2 more examples of a similar event in which you can define cause and consequence.

The above causes of poverty are why poverty exists. The consequences are the problems they have created.

Complete the following table on causes and consequences of poverty. The first two have been done for you. You are free to display this information in an alternative way, e.g. mind-map or flash cards.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Consequence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonialism</td>
<td>Has resulted in country’s natural resources being diverted elsewhere, leaving the people poor and dependent on aid. Has also caused continued conflicts as people were deliberately divided and turned against each other.</td>
<td>Rwanda civil war of 1994. Hutus massacred hundreds of thousands of Tutsis after they had been given favourable treatment by Belgian colonists. This tension has not ended even though Rwanda is now independent from Belgium.</td>
</tr>
<tr>
<td>Debt</td>
<td>Has resulted in money not being spent on health and education which leads to low life expectancy, poor health, widespread HIV / AIDS and low literacy rates.</td>
<td>For every $1 dollar developing countries receive in aid, they pay $25 on debt repayment.</td>
</tr>
<tr>
<td>Poor trade terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of health and education</td>
<td></td>
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<tr>
<td>Poor governance and corruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Armed conflict and civil war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural disasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate change</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outcome question 2.2: Explain why poverty continues to exist in developing countries.

**National 4:** Candidate is able to give at least two explanations which should make the issue plain or clear, for example by showing connections/causal relationships between factors, events or ideas. These should be key, factual points with some development or exemplification.

**National 5:** Candidate is able to give at least two explanations which should make the issue plain or clear, for example by showing connections/causal relationships between factors, events or ideas. These should be key points and may include theoretical ideas. Each explanation should be detailed and may include exemplification.
**Possible solutions**

Copy and complete the following table showing how you think each cause of poverty could be solved or at least helped. For each solution you suggest, rate from 0-10 how big an impact you think the solution would have: 0 = Very little impact

10 = Very high impact

Also note how realistic you think it is to achieve this solution.

0 = very unrealistic / impossible to achieve

10 = completely realistic / easily achievable

<table>
<thead>
<tr>
<th>Cause of poverty</th>
<th>Possible solution</th>
<th>Impact (0-10)</th>
<th>Realistic (0-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonialism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor trade terms</td>
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<tr>
<td>Poor infrastructure</td>
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<tr>
<td>Lack of health and education</td>
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<td>Poor governance and corruption</td>
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<td>Natural disasters</td>
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</tr>
<tr>
<td>Climate change</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Write down your solution to each cause on a post it note and note down your rating of how big an impact it would have and how realistic that solution would be. Stick your post it note to the board, where your teacher will have drawn the following table:

<table>
<thead>
<tr>
<th>Very Realistic - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low impact (0)</td>
</tr>
<tr>
<td>High impact (10)</td>
</tr>
<tr>
<td>Unrealistic - 0</td>
</tr>
</tbody>
</table>

1. What **conclusions** can you draw from the results?
2. Add up your own realistic scores in the right hand column to give an overall rating out of 90. Can you see why poverty continues to be a problem today?
3. Which do you think has been the best solution given today?
4. Which of the solutions do you think we should focus on trying to achieve?
Attempts at resolution

Different groups attempt to resolve the problem of poverty in developing countries through aid.

Multilateral Aid - The United Nations Organisation.

http://www.youtube.com/watch?v=Qolafzc0k74

http://www.youtube.com/watch?v=bHmXZxsABm0

The UN was founded after World War II. It is an international organisation made up of 193 independent countries who are member states and who sign up to its laws and treaties. Members vote to pass international law and in this respect the UN is the closest thing to a world parliament that we have. It is responsible for international security, conflict resolution, peacekeeping, maintaining friendly relations between countries, human economic and social development, and the promotion of democracy and human rights. The UN’s Millennium Development Goals outline its key objectives:
**Outcome 1.1 and 1.2 for National 4:**

Read the following 3 sources then answer the question which follows.

**Source 1 — child soldier fact file**

| Statistics and figures | • Today, children as young as eight serve in government forces or armed rebel groups.  
|                        | • There are growing numbers of child soldiers worldwide.  
|                        | • Both girls and boys are used as child soldiers.  
|                        | • Child soldiers are found in war zones in many countries around the world.  
| Reasons children are forced to fight | • Because children are emotionally and physically immature, they are quite vulnerable to recruitment.  
|                        | • Smaller powerful weapons have contributed to the increased use of child soldiers.  
|                        | • Automatic weapons are simple to operate and often easily accessible.  
| Circumstances and conditions | • Children are most likely to become child soldiers if they are poor, separated from their families or living in a combat zone.  
|                        | • Orphaned children and refugees are generally the most vulnerable to recruitment.  
|                        | • Many children join armed groups due to financial pressure. The majority of children said this was the reason they entered conflict.  
| Duties and positions within the armed forces | • Once they are recruited, child soldiers serve as porters or cooks, guards, messengers or spies.  
|                        | • Many are forced into combat, where they may be pressed to the front lines or sent into minefields ahead of older troops.  
|                        | • Girls may be raped, or in some cases, given to military commanders as ‘wives’.  

Source 2 – approximate number of child soldiers

![Graph showing the number of child soldiers from 1999 to 2011.](image)

Source 3

Each child soldier image represents approximately 9,000 child soldiers.

You must make a conclusion about at least one of the following bullet points: (Outcome 1.1 Nat 4)

- the numbers of child soldiers
- where child soldiers are found

Your conclusion must be supported by information from two of the sources provided. (Outcome 1.2 Nat 4)
Outcome 1.1 and 1.2 for National 5: Attempt one of the following 2 Conclusions style skill questions on the success of the UN.

1.1: Candidate draws a valid, insightful conclusion using information from at least two sources of information.

1.2: Candidate uses evidence from at least two sources of information to support the conclusion.

Evidence from at least two sources of evidence should be linked to support each conclusion reached. Evidence should be synthesised within or between sources.

Conclusions should be supported by detailed, relevant and accurate use of evidence drawn from the sources.

You only need to make one conclusion to meet the outcome but will make 3 in the exam.
**Conclusions:** Read Sources 1, 2 and 3, then answer the question which follows.

**SOURCE 1**

**Millennium Development Goals**

The Millennium Development Goals were agreed by 189 countries in New York in 2000.

**Selected Millennium Development Goals**

1. Reduce child mortality
2. Achieve primary education for all
3. Remove extreme poverty and hunger
4. Combat diseases

These goals represented a commitment by rich and poor nations to expand social and economic progress in all regions of the world, as well as creating a global partnership for reducing levels of poverty and suffering in less developed countries by 2015.

Many are now questioning the commitment of the More Developed Countries to making these goals a reality as few MDCs give the UN recommended 0.7% of Gross National Income (GNI).
### SOURCE 2: Aid given by selected Donor Countries

<table>
<thead>
<tr>
<th>Selected Donor Countries</th>
<th>Aid Given</th>
<th>Largest recipients ($ millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004 $ billions (% of GNI)</td>
<td>2010 (prediction) $ billions (% of GNI)</td>
</tr>
<tr>
<td>UK</td>
<td>7.88 (0.36)</td>
<td>14.60 (0.59)</td>
</tr>
<tr>
<td>USA</td>
<td>19.7 (0.17)</td>
<td>24.00 (0.18)</td>
</tr>
<tr>
<td>Portugal</td>
<td>1.03 (0.63)</td>
<td>0.93 (0.51)</td>
</tr>
<tr>
<td>Italy</td>
<td>2.46 (0.15)</td>
<td>9.26 (0.51)</td>
</tr>
</tbody>
</table>

1. India ($419)  
2. Bangladesh ($267)  
3. Tanzania ($265)  
1. Iraq ($2286)  
2. Congo ($804)  
3. Egypt ($767)  
1. Angola ($367)  
2. Cape Verde ($39)  
3. Timor ($34)  
2. China ($52)  
3. Tunisia ($41)

### SOURCE 3

| Four Poorest African Countries – Progress on selected Millennium Development Goals |
|-----------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Selected Indicators                    | Sierra Leone | Tanzania       | Burundi        | Malawi         |
| % of population undernourished         | 44           | 50             | 50             | 44             | 63             | 67             | 50             | 34             |
| Child Mortality (per 1000 births)      | 293          | 283            | 159            | 126            | 190            | 190            | 216            | 175            |
| % 1 year olds vaccinated against measles | 37           | 64             | 49             | 91             | 80             | 75             | 90             | 80             |
| % Primary school enrolment             | 43           | 73             | 94             | 95             | 43             | 57             | 48             | 98             |

Using **only** the information above and opposite, you must **make** and **justify** conclusions about progress towards the Millennium Development Goals using the four headings below:

- Progress towards Millennium Development Goal 1
- Progress towards **all** of Millennium Development Goal 3
- The commitment of More Developed Countries to meeting the UN aid recommendation
- The commitment of Donor Countries to the world's **four poorest** nations
Study sources 1, 2, 3 and 4, then answer the question which follows.

**SOURCE 1**

The G8 Promise to Africa

The “Group of Eight” or G8 countries are Canada, France, Germany, Italy, Japan, Russia, United Kingdom and the United States. They are the world’s major industrialised democracies. On many occasions these G8 countries have committed themselves to giving the UN recommendation of 0.7% of Gross National Income (GNI) as Official Development Assistance (ODA). It is felt that this would help achieve dramatic progress in the fight against poverty in Africa. This fight has gone on for a number of years but at the 2005 “Make Poverty History” G8 summit at Gleneagles, Scotland, they promised to do the following by the 2010 G8 summit in Canada:

**Promise 1:** To improve Health Care

**Promise 2:** More than double, total ODA given to all less developed countries by 2010

**Promise 3:** To improve Education

**Promise 4:** Deliver a $22.6 billion increase in ODA to Sub-Saharan Africa between 2005 and 2010

**SOURCE 2**

<table>
<thead>
<tr>
<th>Selected G8 Countries</th>
<th>2005</th>
<th></th>
<th>2007</th>
<th></th>
<th>2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ODA $ Billions</td>
<td>% of GNI</td>
<td>ODA $ Billions</td>
<td>% of GNI</td>
<td>ODA $ Billions</td>
<td>% of GNI</td>
</tr>
<tr>
<td>Canada</td>
<td>2.6</td>
<td>0.27</td>
<td>4.1</td>
<td>0.29</td>
<td>5.1</td>
<td>0.33</td>
</tr>
<tr>
<td>France</td>
<td>8.5</td>
<td>0.41</td>
<td>9.9</td>
<td>0.38</td>
<td>12.9</td>
<td>0.50</td>
</tr>
<tr>
<td>Germany</td>
<td>7.5</td>
<td>0.28</td>
<td>12.3</td>
<td>0.37</td>
<td>12.7</td>
<td>0.38</td>
</tr>
<tr>
<td>Italy</td>
<td>2.5</td>
<td>0.15</td>
<td>4.0</td>
<td>0.19</td>
<td>3.1</td>
<td>0.15</td>
</tr>
<tr>
<td>Japan</td>
<td>8.9</td>
<td>0.19</td>
<td>7.7</td>
<td>0.17</td>
<td>11.0</td>
<td>0.20</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>7.9</td>
<td>0.36</td>
<td>9.9</td>
<td>0.35</td>
<td>13.8</td>
<td>0.56</td>
</tr>
<tr>
<td>USA</td>
<td>19.7</td>
<td>0.17</td>
<td>21.8</td>
<td>0.19</td>
<td>30.0</td>
<td>0.21</td>
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</tbody>
</table>
SOURCE 3

Aid to Sub-Saharan Africa

Sub-Saharan Africa was to be a particular target of the Gleneagles “Make Poverty History” summit in 2005. Since then individual countries have made varying degrees of progress towards meeting their individual aid targets towards this part of Africa. Canada has given 170% of their aid target, USA 158% and Japan 149%. These countries have delivered and indeed surpassed what were thought by many people to be modest targets. The UK has managed to achieve 93% of its much more ambitious aid target whilst France and Germany have achieved 25% of what were very ambitious targets. Italy has failed to meet its aid target and contributes less now than it did back in 2005.

Prior to the G8 conference in 2005, G8 ODA for Sub-Saharan Africa was a total of $17.6 billion. In 2009, the figure was $27.5 billion whilst by 2010, G8 ODA was $31.3 billion. These figures represent the largest aid increase on record from the G8 countries to Sub-Saharan Africa over a six year period.

Over and above what countries have given, there has also been 100% debt cancellation by the G8 for all qualifying Sub-Saharan African countries.

SOURCE 4

Health and Education Statistics

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</thead>
<tbody>
<tr>
<td>HIV % (age 15–49)</td>
<td>5.2</td>
<td>2.0</td>
<td>2.4</td>
<td>2.1</td>
<td>12.1</td>
<td>11.9</td>
<td>7.0</td>
<td>2.8</td>
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<tr>
<td>Infant Mortality Rate per 1000 births</td>
<td>112</td>
<td>102</td>
<td>108</td>
<td>69</td>
<td>122</td>
<td>65</td>
<td>132</td>
<td>72</td>
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<tr>
<td>Life Expectancy at birth (years)</td>
<td>45</td>
<td>51</td>
<td>49</td>
<td>56</td>
<td>52</td>
<td>53</td>
<td>31</td>
<td>72</td>
</tr>
<tr>
<td>% Primary School Completion</td>
<td>25</td>
<td>45</td>
<td>14</td>
<td>46</td>
<td>48</td>
<td>55</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>% Literacy Rate—females 15–24</td>
<td>48</td>
<td>75</td>
<td>28</td>
<td>40</td>
<td>65</td>
<td>85</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>% Literacy Rate—males 15–24</td>
<td>59</td>
<td>77</td>
<td>39</td>
<td>65</td>
<td>75</td>
<td>87</td>
<td>75</td>
<td>77</td>
</tr>
</tbody>
</table>

Using only the information in Sources 1, 2, 3 and 4 above and opposite, what conclusions can be made about the G8 and aid to African countries.

You must make and justify conclusions about each of the headings below.

- The success of the G8 in meeting Promise 1.
- The success of the G8 in meeting Promise 2.
- The success of the G8 in meeting Promise 4.
- The G8 country most committed to meeting the UN aid recommendation.
The UN aims to conquer hunger, disease and illiteracy mainly through its specialised agencies:

1. **UNICEF (United Nations Children’s Fund)**

UNICEF works to improve the lives of children in developing countries. UNICEF funds programmes to build schools, health centres, provide teachers and equipment such as textbooks, blackboards and even tents as makeshift classrooms in order that children can grow up able to read and write and be able to provide for themselves. They build wells to provide villages with access to clean water so that they do not drink contaminated water and potentially die from the dehydration caused by diarrhoea. UNICEF also funds health care projects so that infants can be vaccinated and immunised against killer diseases such as measles. They provide mosquito nets to protect children from malaria.

http://www.youtube.com/watch?v=dPWr6Eg_dC4

2. **WHO (World Health Organisation)**

WHO aims to combat disease and improve the health of people in developing countries. They fund health centres and train local people to become nurses and doctors in their own country. They are involved in information and training about health problems and how to deal with them. For example, they educate people that HIV / AIDS can be contracted by unprotected sex. WHO also works to eliminate diseases such as malaria by providing mosquito nets to prevent mosquitoes biting people in their homes and beds. WHO provide medical supplies, medical personnel and makeshift health centres and hospitals in disaster zones, such as in the Philippines after the 2013 typhoon.

3. **WFP (World Food Programme)**

WFP aims to tackle hunger and helps people who are unable to produce or obtain enough food for themselves and their families. It responds to emergencies, aiming to save lives by getting food to the hungry fast. They provide bags of rice and high energy food to local populations. Each year they provide food for 90 million people in over 80 countries. For example, they were involved in solving the food crisis following the 2013 typhoon in the Philippines. http://www.youtube.com/watch?v=XA2xkaXcyuE

4. **FAO (Food and Agriculture Organisation)**

The FAO aims to improve agricultural productivity, raise levels of nutrition and defeat world hunger. They do this by working with local farmers in order to improve the methods they use. FAO will introduce new farming techniques and teach farmers about the benefits of using fertilisers and water pumps, as well as provide modern farming equipment such as tractors. In Namibia, FAO is helping farmers to grow wild fruit trees to benefit their local economy. The farmers have been taught how to harvest, store and market the fruit products. Local women now take part in this project and have learned how to make and sell jam and juice from the fruit. This has increased the income of local people in this area.

http://www.bbc.co.uk/learningzone/clips/un-specialised-agencies/5631.html
Look at the following images of the developing world. For each one, note down which UN agency you think could help and what they might do.

It is very hard to farm the land in Ethiopia. The equipment we have is very old and we don’t know how to use it properly because none of us were educated. If only we had tractors we could grow more crops and have enough to eat.

Malaria is a big problem in Sierra Leone, and although we try hard to vaccinate lots of people here at the hospital, we need to be trained on how best to stop the disease.

My name is Paul and I am from Rwanda. The war in 1994 ruined my family’s crops and we had to leave our homes and go to a refugee camp, where we were given shelter, clothes and rice.
**Multilateral Aid- African Union**

The African Union (AU) is a union of 54 African states who joined together in 1999 to protect their mutual interests. Almost all countries in Africa are members. Morocco are not, and 4 other countries- Madagascar, Guinea-Bissau, Egypt and Central African Republic – are currently suspended from the AU as a result of political crises and conflicts.

http://www.youtube.com/watch?v=F0zisS3LHeC

The AU’s stated aims are:

- To achieve greater unity between African countries and people and to promote peace, security, stability and democracy in the continent. AU troops have been active as peacekeepers and combatants fighting against the Al-Shabaab militant / terrorist group in Somalia (they are the Somali-based cell of Al Qaeda).
  http://www.youtube.com/watch?v=hhojoXl8ios
- To defend the sovereignty, territorial integrity and independence of its member states.
- To peacefully resolve conflicts between member states. The AU tried to negotiate a peace settlement to the Libyan civil war in 2011.
- To advance the development of the continent by promoting common research in all fields, in particular in science and technology.
- To respect and promote human rights. The AU has captured, detained and tried suspected war criminals in various African countries. AU troops are currently searching for Ugandan war criminal Joseph Kony.
- To eradicate preventable diseases, promote good health, and raise the living standards of all African people.

**Bilateral Aid – from one country to another**

For instance, The British Government’s Department for International Development (DFID) aims to end poverty by promoting development of developing countries, by responding effectively when humanitarian emergencies hit, and by honouring the UK’s commitments to meeting the United Nations Millennium Development Goals by 2015, although in practise many of these goals will not be met.

DFID has a budget of over £6 billion per year which it uses to target British aid and fund many international organisations helping to tackle poverty. One example of resolution by DFID involves Haiti. Haiti was hit by one of the deadliest earthquakes of modern times in 2010. It killed over 200,000 people and left over 300,000 people homeless, many of whom continue to live in tents in temporary refugee camp. DFID has spent £5 million relocating 18,000 homeless people in Haiti into secure housing to ensure they are not vulnerable to future earthquakes, and they have also made plans to provide emergency food, shelter and medicine to any Haitians hit by similar natural disasters.

Find out about other DFID case studies: https://www.gov.uk/government/collections/case-studies
Outcome 2.1 question: Describe the ways in which international organisations try to resolve poverty.

**National 4:** Candidate is able to give at least two relevant, factual points or a single point which is developed or exemplified. These should be key points but need not be connected

**National 5:** Candidate is able to give at least two descriptions of an international issue which provide characteristics/ features.

Each description should make at least two relevant, factual points which may include exemplification.

These should be key points and may include theoretical ideas.
What you can do

If you wish to do something about poverty in developing countries, you should be realistic. You are not going to end world poverty, but you can do what you can.

You do have options:

- Fund raise for a cause of your own choosing, perhaps as part of your school. For example, Stationery Aid here in Cathkin a group of pupils have been collecting old glasses and selling stationery to raise funds for Sight Aid International. In 2012 the pupils raised £600 which has been spent on helping Kenyans see. In 2013, Mrs Connelly helped Cathkin pupils organise a coffee morning which raised £150 for victims of typhoon Haiyan in the Philippines and Modern Studies pupils created posters in class to raise awareness of the event.

- Join or fund an existing Pressure Group or organisation who are trying to tackle poverty such as Make Poverty History, Oxfam, Save the Children, UNICEF or Scottish charity Mary’s Meals. Mary’s Meals run a school feeding programme in African countries like Malawi and Kenya offering children one nutritious porridge meal a day at their place of school. Today they provide a daily meal to over 800,000 children in 16 countries around the world. Their work is featured in the documentary ‘Child 31’. www.child31film.com

The charity encourages you to share its link on Facebook and Twitter and to ‘tweet’ celebrities to raise its profile and ensure as many as people as possible know about it and watch it.

“Child 31 is inspiring, electrifying, and shows us hope. I hope Child 31 acts as a catalyst for change – for action – and that more and more people begin to understand that by taking small steps, and doing very simple things together, we can make a big difference and save lives.” – Alex Salmond

- Lobby your representatives – MSPs, MPs etc to take any action you feel is necessary.

- Campaign to raise awareness. Simply spreading the word and informing people of what you have learned makes it possible for others to help if they choose. Focus on 2 things; helping short term with necessary aid, but do not lose sight of tackling the longer-term problems of tackling the causes of poverty.

Look back at your table on page 12 where you suggested possible solutions. Is there anything you could do to make these happen?
Theory - Problems with some attempts at resolving poverty

Despite so many attempts at resolving poverty in developing countries, it remains a problem. Look back at the causes of poverty to remind yourself why this is the case. Also, there are problems with some types of aid. For instance, countries can sometimes meet their aid obligations by giving military aid to an ally, but this may not be tackling poverty. Similarly, tied aid is when one country gives another country aid, but attaches conditions to that aid which mean the donor country benefits more than the recipient country. For instance, the UK may give an African country aid but insist that it spends all or part of it on buying British tractors which the UK is struggling to sell. The African country may not need these tractors, but it helps the UK’s aid and employment figures, as it keeps the tractor company in business! Some people also feel that aid in general is not tackling the root causes of poverty, and that countries must be encouraged to modernise and develop themselves rather than be dependent on aid.

‘Give a man a fish and feed him for a day. Teach a man to fish and feed him for a lifetime.’

http://www.youtube.com/watch?v=RBofDT7Un9o

Some people think aid creates dependency on richer countries. Noted rock star ‘Bono’, who sings in a band called ‘U2’ has said he believed the modernisation of developing countries, rather than reliance upon aid, is they key to escaping poverty:

“Aid is just a stopgap. Commerce [and] capitalism take more people out of poverty than aid. We need Africa to become an economic powerhouse.” -International rock star ‘Bono’

Some criticise the very idea of charity and aid to developing countries, saying it suggests the West is not to blame but is in fact helping the situation by kindly giving aid from its own resources. It fails to tackle the root cause of poverty. If a man was throwing cats into the sea, you could keep jumping into the sea to rescue the cats, but the man would just keep throwing cats into the sea so long as he was allowed. This is the root of the problem, and it is him who must be tackled. American Professor Noam Chomsky says:

“We (colonial countries) shouldn’t be giving Africa aid, we should be paying them reparations (payments to make amends for past crimes) for centuries of destruction caused by colonialism and slavery.”

Tasks

1. What is the problem with military aid?
2. What is the problem with tied aid?
3. Why do some people not think aid / charity is the best way to tackle poverty?
4. Why does Noam Chomsky think reparations, not aid is the solution?
5. What do you think is the best solution to ending poverty?
### Rights

Your teacher will give you the UN’s Declaration of Human Rights and the Convention on the Rights of the child. A Convention is an agreement between countries to obey a law.


[http://www.youtube.com/watch?v=oh3BbLk5UIQ](http://www.youtube.com/watch?v=oh3BbLk5UIQ)


Choose 3 rights from each. For each one note down an instance where that right is not enjoyed by someone in a developing country. You may wish to re-read this unit to help you.

<table>
<thead>
<tr>
<th>UN Declaration of human rights: Article and explanation</th>
<th>Example of someone in developing world not enjoying this right</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>UN Convention on rights of the child: Article and explanation</th>
<th>Example of a child in the developing world not enjoying this right</th>
</tr>
</thead>
<tbody>
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Do you think you have any responsibilities to ensure people have these rights?