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**A CSPE/Citizenship Resource  
for Post Primary Teachers**

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# **A Question of Aid: Aid in an Unequal World**

**0.7%**

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**For us, it's not much.  
For others, it's a lifeline.**

# Using this DVD and resource

**This CSPE/Citizenship resource has been developed for teachers to explore with your students the issue of Aid in the post-primary classroom.**

It is constructed around four key questions to encourage discussion and debate, critical thinking and active learning.

The DVD explores these four questions, broken into four Chapters, and each is approximately three minutes long.

1. Did you know?: Introduction to Poverty and Aid
2. What is Aid?: Different Types of Aid and Ireland's role
3. Is Aid the Solution?: Different perspectives on Aid
4. Is Trócaire an Aid Agency?: The Role of Trócaire

This booklet contains ideas for classroom activities that can be undertaken, before, during and after the viewing of each Chapter.

We strongly recommend that the animations are used for further work and discussion. Finally, this booklet also contains ideas for Taking Action and a Glossary of Terms.

The links with CSPE focus on the concepts of Rights & Responsibilities, Development & Interdependence and Unit 4: Ireland & the Wider World. For the Northern Ireland Revised Curriculum the resource is suitable for Learning for Life and Work Geography, Global and Human Rights Education.

**Teacher's Note on Aid** Aid is the voluntary transfer of resources from one country to another, with the objective of assisting and benefiting the recipient country. Irish Aid is the Irish government's programme of assistance to developing countries. The aid budget is managed by Irish Aid and is housed in the Department of Foreign Affairs. Ireland has had an Official Development Assistance (ODA) programme since 1974 and is ranked among the top six most generous donors in the world on a per capita basis.

In 1970, the United Nations General Assembly adopted a resolution that the wealthiest nations of the world would commit 0.7% of their annual Gross National Product (GNP) to aid developing countries. The Irish government publicly re-committed to this target in 2000 as part of the UN's Millennium Development Goals (MDGs) and again in 2005 at the time of Make Poverty History, pushing back the date of its achievement to 2012. Since recommitting, Ireland has succeeded in increasing its aid. However, in 2008, in response to the global financial crisis, the government announced the first of several severe cuts to the Irish Aid budget. These cuts amounted to a figure of €222 million in 2009 and a percentage cut of 24% from projected figures.

# Chapter 1

## Did you Know?

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**Aim:** To encourage young people to start to think about aid and what it encompasses.

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### Note on activities

With each piece of animation, you will find suggestions for activities before, during and after viewing. The following icons will highlight the purpose of each activity.



#### Activity before viewing

**What to do:** Invite groups of 4-5 students to brainstorm what they understand by the word 'Poverty' and write them on flipchart. Nominate one student from each group to feedback to the whole class with what words, ideas or impressions they came up. Hang these flip chart pages around the room. Leave them displayed for the duration of the module on aid as a baseline from where the students are starting and as a reference point for future classes. Students should also take their own notes.



#### Activity during viewing

Ask students to compare the animation piece with their initial brainstorm. What is the most striking piece of information they hear about?



#### Activity after viewing

Hold a classroom discussion on the concept of 80:20 that is presented in the animation piece. Why do the students think the world is structured in this way? Where do they think they fit into this picture? Where does Ireland fit? What is the impact of living in a world like this?

# Chapter 2

## What is Aid?

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**Aim:** to inform and explore young people's understanding of aid, the different types available and to introduce Irish Aid.

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#### Activity before viewing – Understanding Terminology

See the glossary of terms at the back of this resource and make a photocopy for each student or write them on the board. Do the students know what any of these terms mean?



#### Activity during viewing

Can the students find explanations to three of the terms on the board?



#### Activity after viewing

Share what the students have found out and carry out the quiz overleaf.



# Aid Quiz

**1 Approximately how much aid was given by the world's major donors in 2008?**

- a. €84 Billion      b. €56 billion      c. €28 billion

**2 Who is the biggest donor of ODA within the OECD in monetary terms?**

- a. France      b. Japan      c. United States

**3 Where does Ireland rank in the list of most generous donors per capita (per person)?**

- a. 12th      b. 6th      c. 18th

**4 How much did Ireland give in aid in 2008?**

- a. €918 million      b. €869 million      c. €392 million

**5 When does Ireland hope to meet the UN target of 0.7%?**

- a. 2015      b. 2020      c. 2012

**6 How many partner programme countries does Irish Aid support?**

- a. 5      b. 7      c. 9

**7 How many OECD countries reached the 0.7% target in 2008?**

- a. 5      b. 8      c. 10

**8 In 2007, how much did Ireland spend on ice-cream?**

- a. €6 million      b. €167 million      c. €16 million

**9 In 2005, how much money was spent worldwide on military expenditure?**

- a. €617 billion      b. €345 billion      c. €98 billion

**10 The UN estimates that it would cost approximately how much to provide primary education for all per year?**

- a. €6 billion      b. €4 billion      c. €2 billion

## Answers

**1 (a) €84 billion**

The world's major donors provided approximately €84 billion in aid in 2008. (OECD, 2008).

**2 (c) United States**

The largest donors within OECD in monetary terms are the United States (1st), the United Kingdom (2nd) and Germany (3rd) (OECD, 2008). The top three recipient countries of aid from the US are Iraq, Afghanistan and Sudan.

**3 (b) 6th**

Ireland has promised to spend 0.7% of GDP in ODA by 2012. (OECD, 2008).

**4 (a) €918 million**

In 2008, Ireland spent 0.58% of our GNP on ODA or just 5c out of every €10. Now, in 2009, we are only giving 0.48% of our GNP in ODA. Aid represents less than 2% of our national expenditure.

**5 (c) 2012**

In 1970, the UN adopted a resolution that the wealthiest nations commit 0.7% of their GNP to aid. However, Ireland never reached this target so in 2005 we re-committed to reaching this in 2012.

**6 (c) 9**

Ethiopia, Uganda, Tanzania, Zambia, Malawi, Mozambique, Lesotho, Timor Leste and Vietnam.

**7 (a) 5**

Sweden, Luxembourg, Denmark, Norway and the Netherlands.

**8 (b) €167 million**

**9 (a) €617 billion**

This is the single biggest amount of money spent on one area of expenditure.

**10 (b) €4 billion**



## Chapter 3

# Is Aid the Solution?

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**Aim:** To encourage young people to start looking at the issue of giving aid from other perspectives.

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### Activity before viewing

Explain to the students that there are lots of different opinions as to whether aid can solve the problem of poverty and inequality. Invite each student to write on a post-it or a piece of paper what their opinion is in this topic. Keep the post-its for later.



### Activity during viewing

Encourage the students to identify the different opinions that people have on the question 'Is Aid the Solution?' See if the students can find out what the term 'remittances' means.



### Activity after viewing

Hold a Walking Debate with your class. See the ideas below.

## Suggested Statements

Giving aid does not encourage people to help themselves

Giving aid is pointless because African governments are corrupt

Giving aid is the solution to inequality

Ireland gives enough aid to Africa

Giving aid is always good

In a recession, Ireland should not give aid

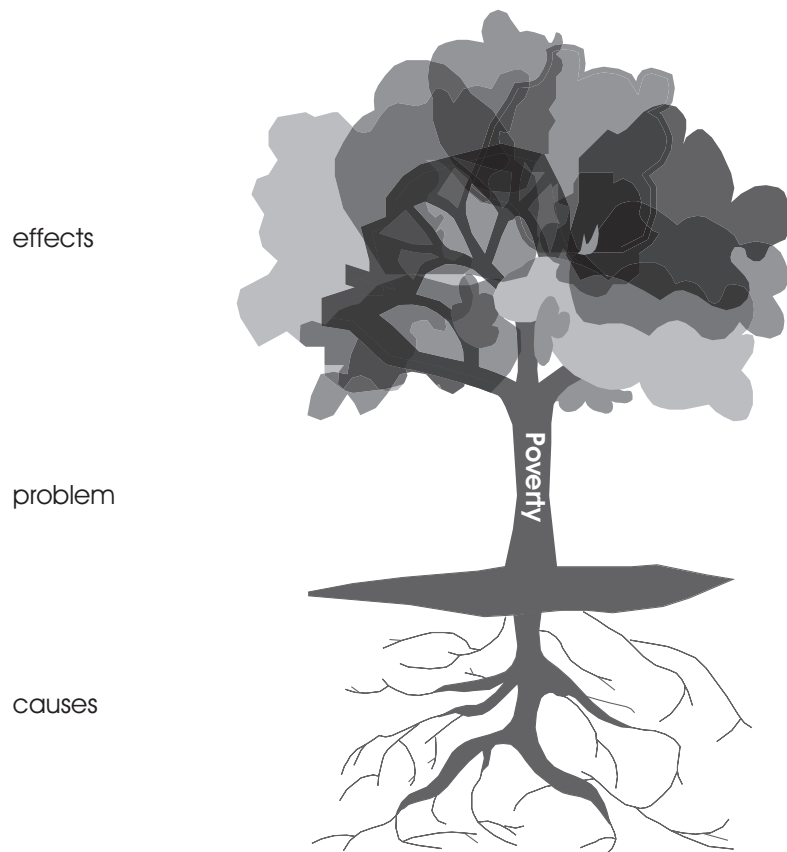
Giving aid is the 'right thing to do'

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**What to do:** Write 'Agree' and 'Disagree' on two posters and stick at opposite ends of the room. Read out the statements. Ask those who agree to move towards the 'Agree' poster and those who disagree to move towards the 'Disagree' poster. Those who are unsure stay in the middle. Encourage the students to listen to others, explain their position and to move around the room if they change their minds. Read out a new statement whenever discussion dies down. Encourage the students to think of other statements they would like to discuss as the conversation deepens. Ask students to think about where their opinions come from. Did they take any of the views expressed in the animation? Why not use the Case Study on Page 7 to explore these different perspectives further.

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**Follow up activity**  
**Digging Deeper: The Problem Tree**



**Step 1:** Break the class into groups of four or five students. Each group will need a large blank piece of paper and some pens or markers. The students will be asked to draw a tree with a trunk, branches and roots. Each represents something different.

<b>trunk</b>	the problem
<b>roots</b>	the causes
<b>branches</b>	the effects

**Step 2:** Propose that the problem each group will look at is Poverty.

**Step 3:** Ask each group to consider what the causes and effects are of this problem. Encourage them to write the causes at the root of the tree and the effects as the branches. Each cause should have at least one knock on effect.

**Step 4:** Invite one student in the group to remain at the table and ask all other students to move to another table of choice. The resident student will explain to the new group what was discussed previously. Ask the new group to look at one cause highlighted and to examine it further. What are the knock-on effects of this cause? Is there a connection between the causes and effects?

Alternatively, invite each group to feedback to the whole class and select a few causes to discuss further.

**Follow-up:** Taking aid, and some of the other solutions presented in Chapter 3, explore how some of these can tackle the causes and effects the class has identified.

## Chapter 4

# Is Trócaire an Aid Agency?

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**Aim:** To introduce students to Trócaire's work in the developing world.

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### Activity before viewing

Invite the students in groups of 4-5, to carry out a quick brainstorm on 'Trócaire' and share with the class.



### Activity while viewing

Ask the students to find out:

- Where does Trócaire work?
- How does Trócaire work?



### Activity after viewing – Human Rights

Trócaire strives to ensure human rights are respected and basic needs are met. Inequalities of wealth and power lead to poverty and a denial of human rights. In Part 3 of the DVD, Sean mentions that aid is part of the solution in dealing with these inequalities.

Invite the students to recall as many human rights as they can. Break the class into groups. Invite each group to choose one of the rights mentioned and examine how denying this right would affect an individual's level of wealth or keep them in the cycle of poverty.

## Follow up Activity - It's Your Right to Know about Your Rights!

Prompt students to think more about the link between human rights, poverty and aid.

- Who is responsible to protect people's human rights in Ireland?
- What is the role of the United Nations in promoting and protecting human rights worldwide?
- How does the UN try to fulfil this role?

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**What to do:** Provide a copy of the following story to each of your students. Invite them to read the case study and follow with a discussion on what strikes them most about the article. What is their response to the Kenyan students' opinions on Aid?

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## Case Study

# A Story of Human Rights from Kenya

**Kenya is almost 7 times bigger than Ireland with a population of 33 million people. It is on the equator and is located on the east coast of Africa. Kenya shares borders with Ethiopia, Sudan, Uganda, Tanzania and Somalia.**

Trócaire has been working with the Kenyan people for almost 30 years and established its East Africa Regional Office in Nairobi in 1994. Currently, Trócaire's support in Kenya focuses on the following:

- Preparing communities to be ready for and respond to disasters & emergencies;
- Human Rights and social justice;
- Research and education;
- Improving communities' standards of living by tackling issues such as access to education, healthcare and land.

We carry out our work together with 25 different organisations throughout Kenya. One of these organisations is the Kenya Human Rights Commission. The Kenya Human Rights Commission (KHRC) was established in 1992 in response to serious human rights abuses by the government of Kenya against its people. Today, its main aim is to work towards a Kenya that respects, protects and promotes all human rights and democratic values.

### **Pamoja Kwa Haki – Together for Rights**

One of the projects that KHRC runs, with the support of Trócaire, is Pamoja Kwa Haki (Together for Rights). It is a project aimed at supporting teachers and students interested in human rights issues to set up Human Rights clubs in their schools and to become ambassadors for human rights in their local communities and beyond. With support and training from KHRC, Pamoja students and teachers have gone on to put pressure on their local politicians to support their right to education, to support the abolition of corporal punishment in schools and to recognise how unfair trade rules effect their right to education.

When we asked the Kenyan Pamoja students to discuss the question, 'Is Aid the Solution?', this is what two of them had to say:

**'Poverty is the state of lacking basic needs such as food, shelter and clothing. Today the majority of Kenyan citizens have no access to these needs. This is because many people are jobless. Thus making them turn to Aid. Sometimes the people who handle the Aid are contributors themselves. They give themselves jobs and earn a big salary. Aid can come with strings attached like it is given to a country as a loan that should be paid with an interest; this makes it quite expensive and makes a country poorer'.**

Loice Nyapola

**'Aid is a help from donors. Yes, it can help if used wisely....if put to the use it is meant for, Aid will reduce poverty. Today in Kenya for example the gap between the poor and the rich has widened greatly, so much misery is seen. The poverty level has increased so that most Kenyans cannot afford the very very basic needs that are food and water. Therefore if Aid would assist these people improve their lives and not make them dependant on it then poverty can be reduced'.**

Uvan Chimoto

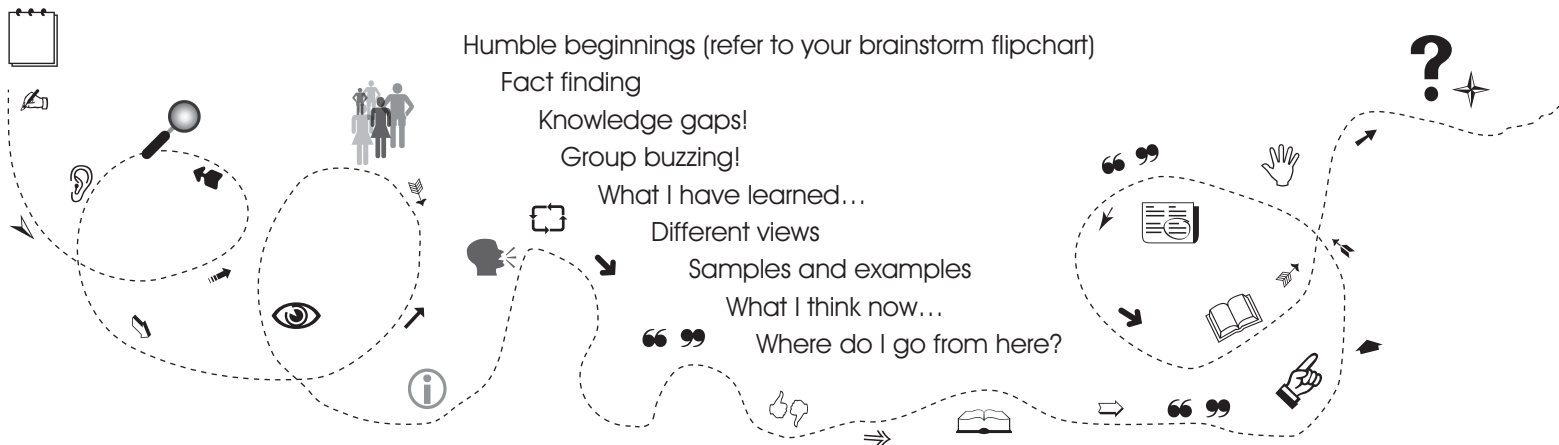


## Reflection Activity

### Reflecting on the issue... What have I learned?

**Aim:** This is a visual and creative way for your students to reflect on the learning process they have engaged with and to acknowledge the development of understanding.

**What to do:** Get a long piece of paper (lining paper or wall paper works really well!) and draw the history of the project, from where the students started to where they are going. Use the following mile-stones to initiate discussion and reflection.



Give the students a number of post-its and encourage them to comment on what they discovered at each stage. Each student places the post-its on the lining paper at the relevant stages.

To add another level to the time line, you could divide the lining paper into two. Things above the line reflect things that were discovered and understood and things below the line are things that are still challenging and difficult to understand. Discuss these challenges and how they may be addressed.

## Where do I go from here... ?

### Take Action!

Organise a Poster Campaign to highlight the issue of Aid in your school or local library.

Organise an Awareness-Raising Day in your school to inform students about the issue of Aid.

Invite a Trócaire speaker into your school to give their perspective on the Question of Aid.

Visit the Irish Aid centre to find out more about the Government of Ireland's programme of assistance to developing countries.

Publish an information booklet giving facts about Aid and hand it around your school.

Write a letter to the Minister for Overseas Development airing your concerns about the aid cuts and asking him what he is doing to keep the Millennium Promise.

Visit your local TD – what do they know about aid for developing countries, what would you like them to do?

Organise a postcard campaign in your school. Contact Trócaire's campaigns team to assist you.



# Support for Teachers

If you are thinking about tackling global issues, development issues or human rights issues, Trócaire is happy to provide you with advice and support. Our education resources include lesson plans, activities, background information and real stories. All our resources are linked to relevant curriculum areas. We can also visit your school to facilitate a workshop with a group of teachers or students and we are always happy to talk on the phone or respond to an email. Trócaire's website contains downloadable resources, information on where we work and what we do, special features and much more!

Log onto [www.trocaire.org/education](http://www.trocaire.org/education).

## Centre contact details

Please get in touch if you would like to discuss the support Trócaire can provide for you.

Trócaire, Maynooth, Co. Kildare  
Tel: 01 629 3333  
Email: [info@trocaire.ie](mailto:info@trocaire.ie)  
Visit: [www.trocaire.org](http://www.trocaire.org)

Trócaire, 12 Cathedral Street, Dublin 1  
Tel: 01 874 3875

Trócaire, 50 King Street, Belfast, BT1 6AD  
Tel: 028 9080 8030

Trócaire, 9 Cook Street, Cork  
Tel: 021 427 5622

**Registered charity number** CHY 5883

# Glossary of Aid Terms

**Aid:** The voluntary transfer of resources from one country to another, with the objective of benefiting the recipient country.

**Bilateral Aid:** Aid given by the government of one country directly to another. Ireland has bilateral agreements with nine countries including Ethiopia, Uganda, Tanzania, Zambia, Malawi, Mozambique, Lesotho, Timor Leste and Vietnam.

**Gross National Product (GNP):** A term used to describe the total national income of a country.

**Multilateral Aid:** Aid given from the government of a country to an international agency such as the World Bank, the International Monetary Fund or the United Nations.

**Non-Governmental Organisation (NGO):** An organisation, largely funded by private contributions, which operates outside of institutionalized government or political structures. In general, NGOs have as their agendas social, political, and environmental concerns.

**North-South Divide (Rich-Poor Divide):** The socio-economic and political division that exists between the wealthy developed countries, known collectively as “the North/Global North”, and the poorer developing countries (least developed countries), or “the South/Global South”.

**Official Development Assistance (ODA):** Aid given by governments to developing countries on certain concessional terms with the clear aim of economic development. It can be in the form of loans, grants, and technical assistance and can be provided bilaterally, multilaterally or through NGOs.

**Organisation for Economic Co-operation and Development (OECD):** An international organisation of 30 developed countries, of which Ireland is a member, whose objectives are to achieve the highest sustainable economic growth and employment and living standards in member and non-member countries.

**Philanthropy:** Aid given in the form of donations from private individuals and for-profit companies.

**Remittances:** A **remittance** is a transfer of money by a foreign worker to their home country. Money sent home by migrants constitutes the second largest financial inflow into many developing countries, exceeding international aid. Remittances contribute to economic growth and to the livelihoods of needy people worldwide.

**Tied Aid:** The aid must be used by the recipient country to purchase products or services from the donor country.

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