

## Millennium Development Goal 8 – To build a global partnership for development

Target – Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory.

Target – Provide more generous official development assistance for countries committed to poverty reduction.

Target – Deal comprehensively with developing countries debt problems.

The eighth goal is very important as it complements the other seven. Although it is essential that developing countries direct their own development and implement policies to achieve the other seven goals, the eighth goal shows what the world could do as a 'community' to aid this development.

The world trading system is currently very unfair, and biased against developing countries. The rules mean that richer countries can protect themselves in certain ways; for example, by giving their farmers subsidies. Trade could bring prosperity to developing countries, if the rules were applied evenly.

The eighth goal also calls for more and better aid. Rich countries have already pledged to give 0.7 per cent of their national income in aid, yet only a few have done so. However, the amount of aid is only one issue. The way aid is given also needs to be changed. It should be targeted at poverty reduction, and it should be given for several years at a time so that recipient countries can make proper plans.

Another way richer countries can help is to cancel developing countries' debts. This is something richer nations could easily afford. Rich countries should recognise their own role in creating these debts – in many cases they lent money unscrupulously, often to dictators.

If rich countries give more aid, reform trade and cancel debt, it might still be possible for the world to achieve the Millennium Development Goals in 2015.

### Making poverty a thing of the past

In February 2005, Nelson Mandela came to London to talk to the finance ministers of the G7, a group of the world's seven richest nations. He also spoke to a rally organised by the Make Poverty History coalition, a group of charities running a campaign to abolish poverty. 2005 offered several good opportunities to make changes which would help poor people (e.g. meetings of world leaders in the UK). After all, as Mandela said, 'Poverty is not natural. It is man-made and can be overcome and eradicated.'



22,000 people gathered in Trafalgar Square, London, to hear Mandela speak. Bob Geldof also appeared, as did several other speakers, both celebrities and ordinary people. Other events are planned as part of the Make Poverty History campaign, with the aim educating the public about how poverty can be overcome and influencing politicians to take action.

The more people demand changes in the way the world works, the more things are likely to change. We need to make world leaders change the rules of international trade, give poor countries more aid and cancel their debts. The effects of these changes would help large numbers of people in developing countries.

## Activity 9.1

### Aim

- To help pupils learn about 'who gets what' in international trade and to develop their skills of enquiry.

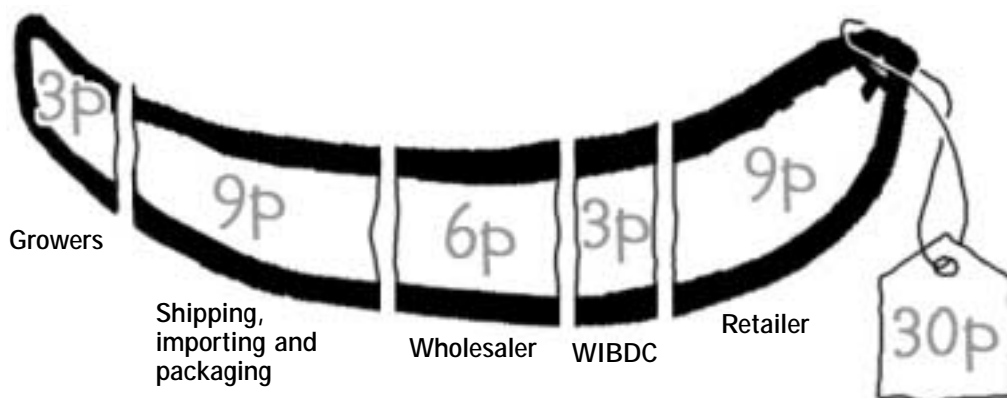
### You will need

- Photocopies of the job cards (on page 2). Pupils in the same group will need copies of the same job card.
- Two large-scale drawings of a banana for class display. One should be blank, the other divided into sections according to the income received by different groups, as illustrated opposite.

## A fair share of the profits? (ages 9–14)

1. Divide the class into five groups. Each group will take on one role. Give each group enough job cards for each pupil to be able to see one.
2. Put a large blank drawing of a banana up and tell the class it costs 30p.
3. Ask each group to decide what 'share' they should earn of the total banana price. They should consider the amount of work involved, what their job entails and the expenses they have to meet.
4. After five minutes ask each group to present its case. Write the amounts on the banana.
5. If the total comes to more than 30p, hold a discussion between the groups and get them to negotiate a division of income between themselves.
6. Now reveal the actual division of income by showing the banana drawing marked up with the true income of each group.
7. Discuss the following points
  - Who gets what?
  - How do the growers feel?
  - What division would be fairer?
  - How could the growers get a better deal?

### Actual split of income



(This activity is adapted from *Go Bananas*, Oxfam 2000)

## Activity 9.2

### Aim

- To encourage pupils to think about aid.

### You will need

- The facts in *Aid – some facts*

## Does aid help? (ages 11–14)

**Note:** This activity is intended as a short introduction to the topic of aid.

1. Ask pupils what aid is and what it is for. Establish that everyone knows that it is money that richer countries give to poorer ones to help their people.
2. Share the facts in *Aid – some facts* with pupils and ask for their reactions. They might be surprised by some of them. Tell them that an increase in aid is vital to achieving the Millennium Development Goals. Remind them that world leaders have already promised to achieve these goals.
3. Discuss any points arising from the facts as a class. For alternative views on aid, pupils could do internet research. Suggested sites: [www.dfid.gov.uk](http://www.dfid.gov.uk) (UK Department for International Development), <http://news.bbc.co.uk>.

## Market share job cards

### Grower

You are a small farmer who grows bananas. After planting it will take 9 months before the bunches of bananas are ready to cut down. During that time you must protect them against damage from the weather, pests and pesticides. To do this you must cover the bunches with plastic sheets which you have to pay for as well as fertilisers and pesticides. When the bananas are ready to pick, you cut them down with a large machete (knife) and pack them in boxes. Then you drive them to the port in your pick-up van.

### Windward Islands Banana Development Company

You are a new company, half-owned by four Windward Island governments and half by the islands' growers' associations. You are the vital link between the farmers and the outside world. You work to get a good price for the farmers' bananas and get cheaper prices for the shipping. You buy pesticides, fertiliser, boxes and plastic sheeting in bulk, which the farmers can buy from you. You offer advice about banana growing and can help arrange insurance.

### Shipping, importing and packaging company

Your company transports the boxes of bananas in refrigerated ships. The voyage from the Caribbean to the UK takes about six days. Once the bananas arrive in the UK, you organise the transporting, insurance, tax and customs clearance. Bananas are then ripened and packed in your factory. They have to be ripened in special rooms and kept at a constant temperature for about a week. They are then sorted into different sizes. Some are weighed and priced for selling direct to the supermarkets. Others are repacked into boxes to be sent to a wholesaler.

The Windward Islands are a group of islands in the southern Caribbean.

### Wholesaler

You receive boxes of ripened bananas from the packaging company and sell them to fruit shops, market stalls and supermarkets.

### Retailer

You sell the ripened bananas in your shop or market stall. You have to sell them fast, before they over ripen and turn brown.

## Aid – Some facts

In 1970, about 20 of the richest countries at the United Nations pledged to give 0.7 per cent of their national income in aid. Only a handful do so. Norway gives 0.92 per cent, the USA 0.16 per cent.

The UK gives 0.36 per cent of its national income in aid.

Richer countries give only half as much in aid, as a proportion of their income, as they did in the 1960s.

It would cost 11 to 14 billion pounds for Africa to achieve the Millennium Development Goals.

The UK, the USA and France together spend 12 billion pounds on arms exports to developing countries each year.

Aid helps achieve development. If it had not been for aid given by the USA after the Second World War, some developed countries in Europe would not enjoy their current standard of living.

Aid helped to eradicate smallpox (a deadly infectious disease) from the world.

Source: Oxfam

## Activity 9.3

## Should poor countries pay back their debts? (ages 9–14)

### Aims

- To help pupils understand what poor country debt means and what its consequences are.
- To help them reflect on debt relief.

### You will need

- Photocopies of *Poor countries and their debts* below

1. Do a quick brainstorm with the class about debt. Write the word 'debt' on the board and see what other words pupils associate with it. Write these words up, then challenge any misconceptions. See if you can use the brainstorm to explain what debt is. Check that everyone understands the concepts of debt, interest and debt repayments.
2. Have a short discussion about the reasons why people borrow money. Are some people just not careful enough about planning their finances? Does this apply to everyone who borrows money? Make sure that the pupils understand that many people borrow money to pay for basic necessities because they are poor.
3. Hand out the photocopies of *Poor countries and their debts* (below). Read it with the class then ask pupils to discuss the following questions in groups and then to feed back their answers:
  - What would happen if poor countries did not have to pay back their debts? (They would have more money to spend on services such as hospitals and schools for their citizens.)
  - Is it fair for us to ask poor countries to repay debts to much richer ones? (It can be argued that it is fair. After all, they borrowed the money. However, they are much poorer than we are, and their governments need to spend the money on their people. Besides, is it fair that some people are so poor, while others are well off?)
4. Older pupils could do further research on this topic and then write a short summary of the debate about debt relief. Younger pupils could write out one or two of the facts from the 'Debt and poverty' factbox and illustrate them.

Suggested site: [www.makepovertyhistory.org](http://www.makepovertyhistory.org)

## Poor countries and their debts

Poor countries owe money to rich countries and international organisations. They use much of their income to pay these debts back, so they can't spend enough money on schools, hospitals and other services for their own people.

### Debt and poverty

Some people are very poor. 1.3 billion of the world's people live on less than 60p a day.

Poor countries spend more repaying their debts than they receive in aid. In 2002, poor countries paid rich countries 21 billion pounds in debt repayments. They received only 9 billion pounds in aid.

Africa gets £25 million each day in aid. Africa pays £26.5 million each day in debt repayments.

Some countries, such as Zambia, spend more on debt and interest repayments than they do on education.

Debt relief works. Tanzania was let off some of its debts. The Government spent the money on making primary education free. (Parents used to have to pay fees.) Now two million more Tanzanian children can go to school.

Is it fair to ask poor countries to pay back their debts and the interest on them?