

WILDFIRE DANCE THEATRE

LESSON PLAN: POVERTY

Course Developers: Nancy Campbell Collegiate Institute
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Wildfire Dance Theatre Workshop Development Learning Curriculum Introductory Remarks

The following lesson plans have been developed as an integral part of the Wildfire Dance Theatre (WDT) performances to be implemented in the classrooms of grade 10, 11 or 12 students in a variety of classes. Though the material has been developed for students of the intermediate and senior grades, it can be used for younger grades and modified by the teacher according to the capacity and skill level of the class.

The lesson plans follow the Ontario Ministry of Education curriculum in terms of format, learning expectations, and evaluation techniques. The lesson plans themselves, however, can be used within any provincial educational standards or requirements.

There are five thematic development priorities or issues that have been identified by WDT within which all the dances can be categorized. They are: Poverty, AIDS, Human Rights, Gender Equality, and Global Turmoil. Each lesson plan is associated with a particular WDT performance and has been developed as a stand-alone unit and can be incorporated into a variety of units of study.

There are four components to the overall design of each of the lesson plans. These components (Review, Reflect, Explore, Apply) allow teachers to present background information and statistics on each of the thematic issues, as well as engage students in an exploration of the emotional and human components inherent in each. The final project is a summative activity that provides students with the opportunity to apply what they have learned in researching more about one of Canada's 25 international Development Partners and how a particular thematic development issue presents itself in that country. It is a hands-on, interactive activity, utilizing the background information provided throughout the lesson, and building capacity for action.

The WDT curriculum supports the development aims, objectives and priorities of the international community. Improvement in any one of these five thematic areas will contribute to meeting both the [United Nations Millennium Development Goals](#) and Canada's key priorities outlined in the International Policy Statement. The [Youth Zone](#) of the [Canadian International Development Agency](#) (CIDA) is an excellent access point for students and teachers to learn more about international development issues, and some of the materials incorporated in these lesson plans have been drawn from this site. Ideas for contributing to CIDA's [Butterfly 208 Project](#) have also been included in the Follow-Up Activities section of the lesson plans.

The overall aim of the lessons is to provide students with knowledge, capacities and skills that will allow them to take action in any or all of these five important thematic areas, whether in Canada, or internationally. With the knowledge and understanding these lesson plans provide, students will have built capacity to act in a meaningful way towards solutions. It is hoped that teachers will accompany their students to organize "[Make Poverty History](#)" Campaigns in their schools and communities, prepare activities for the United Nations International Human Rights Day, International Women's Day, or any

other similar special days. Proactive engagement by students is an anticipated outcome of this collective learning and action initiative.

As educators we understand that this is the starting point, not the final product in terms of the curriculum. The effectiveness of content can only really be understood after its implementation in the classroom. We wish to acknowledge and thank CIDA's Global Classroom Initiative, the Nancy Campbell Collegiate Institute and the Canadian Baha'i International Development Agency for their ongoing support and contributions to develop and improve the curriculum. We also look forward to receiving the feedback of teachers as they implement these lesson plans and share with us their experience, and provide us with suggestions and contributions to help improve the curriculum.

Lastly, we hope that the performances of the Wildfire Dance Theatre and its development curriculum will animate, encourage and inspire youth to get involved, to make a change, to transform themselves and their communities, to think and act locally and globally, and to contribute to a more just, peaceful and harmonious global community.

The WDT team

POVERTY

Activity: Poverty: Causes, Myths, and Solutions

Time: 80 minutes (not including time for completing activities)

Dance: Poverty

Description:

Learning Expectations:

Grade 10 Healthy and Active Living (Health Studies)

- LSV.03 – use appropriate social skills and positive attitudes when interacting with others.
- LS2.01 – demonstrate an understanding of the varied dynamics of conflict (e.g. the context, escalators, perception)
- LS3.01 – demonstrate behaviours that are respectful of others’ points of view (e.g. listening actively, showing appreciation, criticizing ideas not people)

Grade 10 Individual and Family Living (Social Sciences and Humanities)

- PRV.03X – understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems
- PR2.02X – demonstrate individual and collaborative problem-solving skills for home, school, and peer situations (e.g. organizing a group project, passing a difficult subject, responding to peer pressure)

Grade 12 Challenge and Change in Society (Social Sciences and Humanities)

- CH2.03 – demonstrate an understanding of how social change is influenced by poverty and affluence (e.g. consequences of unequal access to personal computers or higher education)

Grade 12 English (Language)

- LAV.02 – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

Planning Notes:

Teachers should prepare the following materials:

- Buy a baguette, loaf of bread, or some other food item to complete the activity in the Review section.
- Prepare photocopies and handouts of all appropriate resource material.
- Ensure that students have access to a computer either during class or at home.

Teaching/Learning Strategies:

1) Review

- Review with students the Poverty Dance description (see Appendix 1). Check for understanding, answer any questions students may have about the dance and its message.
- Divide the class into two groups; 85% in one group and 15% in the other group. Take a baguette or a loaf of bread, or a bag of apples and split the food into two groups of 15% and 85%. Give the large group the small portion of the food and give the small group the large portion of the food. Explain to students that this is similar to the division of resources that takes place right now in the world between the developed countries and the developing countries. The vast majority of the resources in the world are used by a small percentage of the world's population. Do not share the actual percentages with the students, as this breakdown is included in a Poverty Guesstimate Quiz.

2) Reflect

- Select 6-7 facts from the Poverty Fact Sheet Quiz (see Appendix 2). Divide the class according to the statistics presented in some of the facts about poverty. For example, divide the class in half and read Fact 1 about ½ the world living on less than \$2 a day). Teachers may also read questions aloud and have students answer the questions on a piece of paper. Have students share their numbers and ideas, and discuss what they based their numbers on.
- Put the Myths on Poverty (Appendix 3) statements without the explanations on an overhead. Have students share whether they agree or disagree with the statements and why. Hand out the Myths on Poverty Appendix with the full explanation behind each statement and ask five students to read the information aloud. Discuss as a class how that may have changed their perception of poverty, what they think about the statement now.
- Check understanding by asking if there were any myths listed there that they believed, or if there are other beliefs they have about poverty that they think they should investigate further to determine if they are true.

3) Explore

- Present Poverty Fact Sheet (Appendix 4). Hand out a copy of the Fact Sheet to students and have them review the information for background information purposes and as possible information for their research project.
- Hand out a copy of the Development World map from Canadian Geography to use as a reference throughout the lesson.
(<http://www.canadiangeographic.ca/worldmap/default.asp>) This website also contains a variety of teaching ideas designed to help students explore and analyze the data on the map.

- Hand out material from the document *Canada's International Policy Statement: Development* as developed by CIDA (Appendix 5). Explain that based on CIDA's research and analysis, those 7 trends basically identify and define the problem. The teacher may decide to read over the information with students, present on an overhead, or have students read the material on their own in groups.
- Hand out Summative Questions and Research Topics sheet containing questions related to the above-mentioned CIDA document (Appendix 6). Have students complete the questions and activities.
- Explain that the United Nations and participating countries established 8 Millennium Development Goals (MDGs) in 2000. Prior to handing out the MDG Fact Sheet, have students list as a class or individually what they think the world's top 8 or 10 goals should be. Students present their lists and explain why they prioritized world issues into this list.
- Hand out the MDG Fact Sheet (Appendix 7) and review with the students. Teachers may follow this up with a discussion about the difference between students' lists and the list made by the UN and world leaders.
- Explain that Canada is providing aid and development assistance to 25 Development Partner Countries. Hand out a list of who those countries are (Appendix 8). Explain that we will be looking at one of those countries as a case study for examining poverty.
- Present information about Cameroon from the handout Cameroon – Country Information (Appendix 9).
- As a possible discussion question, teachers may ask what impact it would have on Cameroon if the MDGs were applied fully in that country. Students will need time to read the MDG fact sheet and the information on Cameroon before participating in this discussion. The Discussion Question is listed at the bottom of Appendix 9.
- Explain that now that students have a great deal of background information on poverty in general, the Canadian development approach to aid, what the world is doing to alleviate poverty, and the situation in Cameroon, they will be examining ongoing projects happening in Cameroon today that help to alleviate poverty in that country.

4) Apply

- Divide students into 4 different groups.
- Have each group research poverty statistics and information for one of the development partner countries other than Cameroon.
- Give students information about the Heavily Indebted Poor Countries (HIPC) Initiative (Appendix 10). Students are to research an HIPC project happening in that country and include that information in their oral presentations. The HIPC information can be found at <http://www.imf.org/external/np/hipc/index.asp>.
- Groups should present a summary of the project and include an analysis of how the HIPC project addresses specific concerns as presented in the Analysis for Presentation handout (Appendix 11).
- Students should also be aware of issues of poverty at the local level. If possible, have a local community representative come in to the class as a guest speaker to speak about local poverty issues. They may work at the grassroots level with

lower income families, be from a lower income family themselves, or work with an organization trying to alleviate poverty issues in the community. They should provide students with a snapshot of the issue of poverty in the local community. The teacher may also arrange to have someone who works in international development come as a guest speaker to talk to the class about their experiences in the field. The Youth Speakers program developed by CIDA is an excellent resource for youth speakers who have had experience in developing countries. Teachers can contact the Coordinator of the program to make arrangements.

Follow-Up Activities:

The students may complete the following activities as follow-up to this lesson plan, depending on time and resources. The Criterion Checklist used for the oral presentation in the Analysis section may be used as an assessment tool for these follow-up activities. Background information for students to read to assist in the completion of these projects can be found on the CIDA website: <http://www.acdi-cida.gc.ca/index-e.htm>

- **Gender Issues** – research how poverty in Cameroon specifically affects women and children. Present your finding to the class.
- **25 Development Partners** – research another one of the 25 Development Partners and present information about poverty in that country.
- **MDGs** – Review the specific goals and indicators associated with the first MDG on Poverty. Prepare a report for the year 2015 explaining how we met our goals and targets for this Millennium Goal, referring specifically to the indicators. This information can be found at <http://www.unmillenniumproject.org/goals/index.htm>
- **G20/L20** – The members of the G20 are the finance ministries and central banks of 19 countries. A proposal has been put forth to create an L20 based on the leaders of these G20 to assist in strengthening capacity to manage critical global challenges. The L20 is not intended as a replacement for the G20. The L20 are made up of the following countries: Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Korea, Mexico, Russia, Saudi Arabia, South Africa, Turkey, the United Kingdom, The United States and the European Union. Students could be divided up into groups representing each of these countries and research strategies for alleviating poverty in the world. Have students come together and present their findings and discuss possible solutions on a global scale in a Symposium style consultation.
- **Artistic Presentation** – Have students create a video or a dance about poverty, or a dramatic presentation about the situation in Cameroon.

- **Make Poverty History Campaign** – With the information students have about poverty, have them organize a campaign in the school related to the Make Poverty History campaign.

Evaluation and Assessment:

The following activities may be used by the teacher for evaluation and assessment of the concepts and skills taught in this lesson:

| Task/Product | Tool | Achievement Chart Category |
|---------------------|---------------------|---|
| Oral Presentations | Criterion Checklist | Knowledge/Understanding Thinking/Inquiry Communication Application |

APPENDIX 1

WDT Piece – Extremes

A homeless woman seeks for help from people around her. These people are white-collar workers who are too absorbed in their own lives to really take notice or care. When she approaches them for help, they push her away and resume their business. She tries to fit in, literally, by walking as they do, within their circle but eventually falls out – a visual representation of how homeless individuals attempt to reintegrate into society but are buffeted by their circumstances. These circumstances could include lack of resources for training, and the need for rehabilitation or counselling, as histories of addictions and abuse are prevalent precursors to homelessness. Eventually one of the workers pulls money from their pocket and holds it up in an idolizing way, symbolizing the greed of society. Another worker steals the money from him and they continue to steal from each other, until finally the homeless woman manages to get a hold of the money. In a scuffle one of the workers pushes her to the ground and knocks her unconscious. Feeling regret the man carries the woman to the other workers who then help her back on her feet and provide her with shelter.

This piece demonstrates how a society based on consumption is greed-centred, marginalizing those who are less privileged thereby perpetuating the extremes of wealth and poverty.

APPENDIX 2

THE POVERTY FACT SHEET QUIZ

(From <http://www.globalissues.org/TradeRelated/Facts.asp>.)

Answer the following questions to the best of your ability based on your knowledge of poverty in the developing world. Write your answers on a piece of paper and we will review your answers at the end of the quiz.

1. How many people in the world live on less than \$2 a day?
2. How many people are unable to read?
3. What percentage of the world's budget on weapons could have been used to put every child in school by the year 2000?
4. _____ % of the population in developed nations consume _____ % of the world's goods.
5. How many children died in 2000 because of not reducing poverty levels?
6. According to UNICEF, how many children each day die because of poverty?
7. As of 2000, how many people had no access to clean water?
8. As of 2000, how many people had no access to sanitation?
9. As of 2000, how many people had no access to electricity?
10. What percentage of the world's water is used by 12% of the world's population?

ANSWERS

1. How many people in the world live on less than \$2 a day? **½ the world, or 3 billion people**
2. How many people are unable to read? **Nearly a billion**
3. What percentage of the world's budget on weapons could have been used to put every child in school by the year 2000? **Less than 1%**
4. **__20__** % of the population in developed nations consume **86** % of the world's goods.
5. How many children died in 2000 because of not reducing poverty levels? **1.7 million**
6. According to UNICEF, how many children each day die because of poverty? **30,000**
7. As of 2000, how many people had no access to clean water? **1.3 billion**
8. As of 2000, how many people had no access to sanitation? **3 billion**
9. As of 2000, how many people had no access to electricity? **2 billion**
10. What percentage of the world's water is used by 12% of the world's population? **85%**

APPENDIX 3

MYTHS ON POVERTY

(From http://www.share-international.org/archives/economics/ec_si5myths.htm)

Based on the 1998 Human Development Report:

Myth number 1: Subsidies on energy, water and other natural resources benefit poor people.

The poor are often unserved by these connections and the subsidies therefore often facilitate the waste of these resources by the rich.

The report urges an end to perverse subsidies in agriculture, energy, water and road transport totaling US\$700-\$900 thousand million a year.

“Every year, the world spends a fortune subsidizing its own destruction,” says Richard Jolly, principal co-coordinator of the report. “Cutting perverse subsidies could reduce taxes, strengthen incentives for conservation and free up resources for investing in environment-boosting technologies. Both rich and poor could benefit.”

Myth number 2: Poor people cannot contribute to the costs of basic resources.

Most poor families already pay for the basics, and in addition are often willing to contribute time to improving community water and sanitation systems.

Myth number 3: Developing countries should imitate what industrialized countries have done.

While there is much to learn from the experiences of industrialized countries in dealing with the environment, there is also an opportunity to avoid mistakes, adopt new technologies and minimize the cost of solutions.

Developing countries can ‘leapfrog’ the pitfalls of Western-style growth by turning to abundant clean energy sources, less energy-intensive crop production, and cleaner manufacturing processes that avoid the huge costs of environmental clean-up that many countries are now incurring.

Myth number 4: Developing countries should restrain consumption, industrialization and development to avoid exacerbating environmental problems.

In most developing countries, consumption is still so low that it must be increased, using emerging technologies, shifts in natural resource use, and innovative policies to avoid adverse environmental impacts.

“Poor people and poor countries need to accelerate the growth of their consumption,” says James Gustave Speth, Administrator of the United Nations Development Programme. “But they need not follow the path trodden by the rich and high-growth economies. Production techniques can be made more environmentally friendly, and environmental damage can be reversed. The need is not so much for more consumption or for less, but for a different pattern of consumption — consumption for human development.”

***Myth number 5.** The scope for alternative anti-pollution policies is limited in developing countries.*

There are many policy options for developing countries to ensure clean air, through various incentives, taxes and legislation.

The report identifies actions already taken in some poor countries to adopt cheap, effective, and politically less contentious anti-pollution policies, initiatives that its authors say have dispelled the myth that such possibilities are limited.

A significant number of countries are managing to improve human consumption patterns and protect the environment. The report points to: Singapore, which has combined congestion taxes on automobiles with improved public transportation; Chile, which has improved air quality in Santiago with an effective combination of regulation, traffic management and monitoring; and Egypt, which has reduced the hazards of solid waste disposal in Alexandria by converting high-risk solids to organic fertilizer.

APPENDIX 4

POVERTY FACT SHEET

(From <http://www.globalissues.org/TradeRelated/Facts.asp?p=1>)

1. Half the world — nearly three billion people — lives on less than two dollars a day. [source 1](#)
2. The GDP (Gross Domestic Product) of the poorest 48 nations (i.e. a quarter of the world's countries) is less than the wealth of the world's three richest people combined. [source 2](#)
3. Nearly a billion people entered the 21st century unable to read a book or sign their names. [source 3](#)
4. Less than one per cent of what the world spent every year on weapons was needed to put every child into school by the year 2000 and yet it didn't happen. ⁴
5. 51 percent of the world's 100 hundred wealthiest bodies are corporations. [source 5](#)
6. The wealthiest nation on Earth has the widest gap between rich and poor of any industrialized nation. [source 6](#)
7. The poorer the country, the more likely it is that debt repayments are being extracted directly from people who neither contracted the loans nor received any of the money. [source 7](#)
8. 20% of the population in the developed nations consume 86% of the world's goods. [source 8](#)
9. The top fifth of the world's people in the richest countries enjoy 82% of the expanding export trade and 68% of foreign direct investment — the bottom fifth, barely more than 1%. [source 9](#)
10. In 1960, the 20% of the world's people in the richest countries had 30 times the income of the poorest 20% — in 1997, 74 times as much. [source 10](#)
11. An analysis of long-term trends shows the distance between the richest and poorest countries was about:
 - o 3 to 1 in 1820
 - o 11 to 1 in 1913
 - o 35 to 1 in 1950
 - o 44 to 1 in 1973
 - o 72 to 1 in 1992 [source 11](#)
12. “The lives of 1.7 million children will be needlessly lost this year [2000] because world governments have failed to reduce poverty levels” [source 12](#)
13. The developing world now spends \$13 on debt repayment for every \$1 it receives in grants. [source 13](#)
14. A few hundred millionaires now own as much wealth as the world's poorest 2.5 billion people. [source 14](#)
15. “The 48 poorest countries account for less than 0.4 per cent of global exports.” [source 15](#)
16. “The combined wealth of the world's 200 richest people hit \$1 trillion in 1999; the combined incomes of the 582 million people living in the 43 least developed countries is \$146 billion.” [source 16](#)

17. “Of all human rights failures today, those in economic and social areas affect by far the larger number and are the most widespread across the world’s nations and large numbers of people.” [source 17](#)
18. “Approximately 790 million people in the developing world are still chronically undernourished, almost two-thirds of whom reside in Asia and the Pacific.” [source 18](#)
19. According to UNICEF, 30,000 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 the conscience of the world. Being meek and weak in life makes these dying multitudes even more invisible in death.”

That is about 210,000 children each week, or just under 11 million children under five years of age, each year. [source 19](#)

20. For economic growth and almost all of the other indicators, the last 20 years [of the current form of globalization, from 1980 – 2000] have shown a very clear decline in progress as compared with the previous two decades [1960 – 1980]. For each indicator, countries were divided into five roughly equal groups, according to what level the countries had achieved by the start of the period (1960 or 1980). Among the findings:
 - Growth: The fall in economic growth rates was most pronounced and across the board for all groups or countries.
 - Life Expectancy: Progress in life expectancy was also reduced for 4 out of the 5 groups of countries, with the exception of the highest group (life expectancy 69-76 years).
 - Infant and Child Mortality: Progress in reducing infant mortality was also considerably slower during the period of globalization (1980-1998) than over the previous two decades.
 - Education and literacy: Progress in education also slowed during the period of globalization.

[source 20](#)

21. “Today, across the world, 1.3 billion people live on less than one dollar a day; 3 billion live on under two dollars a day; 1.3 billion have no access to clean water; 3 billion have no access to sanitation; 2 billion have no access to electricity.” [source 21](#)
22. The richest 50 million people in Europe and North America have the same income as 2.7 billion poor people. “The slice of the cake taken by 1% is the same size as that handed to the poorest 57%.” [source 22](#)
23. The world’s 497 billionaires in 2001 registered a combined wealth of \$1.54 trillion, well over the combined gross national products of all the nations of sub-Saharan Africa (\$929.3 billion) or those of the oil-rich regions of the Middle East and North Africa (\$1.34 trillion). It is also greater than the combined incomes of the poorest half of humanity. [source 23](#)
24. A mere 12 percent of the world’s population uses 85 percent of its water, and these 12 percent do not live in the Third World. [source 24](#)
25. Consider the global priorities in spending in 1998

| Global Priority | \$U.S. Billions |
|---|------------------------|
| Cosmetics in the United States | 8 |
| Ice cream in Europe | 11 |
| Perfumes in Europe and the United States | 12 |
| Pet foods in Europe and the United States | 17 |
| Business entertainment in Japan | 35 |
| Cigarettes in Europe | 50 |
| Alcoholic drinks in Europe | 105 |
| Narcotics drugs in the world | 400 |
| Military spending in the world | 780 |

26. And compare that to what was estimated as *additional* costs to achieve universal access to basic social services in all developing countries:

| Global Priority | \$U.S. Billions |
|-----------------------------------|------------------------|
| Basic education for all | 6 |
| Water and sanitation for all | 9 |
| Reproductive health for all women | 12 |
| Basic health and nutrition | 13 |

27. [source 25](#)

28. Number of children in the world

2.2 billion

Number in poverty

1 billion (every second child)

Shelter, safe water and health

For the 1.9 billion children from the developing world, there are:

- 640 million without adequate shelter (1 in 3)
- 400 million with no access to safe water (1 in 5)
- 270 million with no access to health services (1 in 7)

Children out of education worldwide

121 million

Survival for children

Worldwide,

- 10.6 million died in 2003 before they reached the age of 5 (same as children population in France, Germany, Greece and Italy)
- 1.4 million die each year from lack of access to safe drinking water and adequate sanitation

Health of children

Worldwide,

- 2.2 million children die each year because they are not immunized
- 15 million children orphaned due to HIV/AIDS (similar to the total children population in Germany or United Kingdom)

[source 26](#)

29. The total wealth of the top 8.3 million people around the world “rose 8.2 percent to \$30.8 trillion in 2004, giving them control of nearly a quarter of the world’s financial assets.”

In other words, about 0.13% of the world’s population controlled 25% of the world’s assets in 2004. [source 27](#)

Notes and Sources

33 This figure is based on purchasing power parity (PPP¹), which basically suggests that prices of goods in countries tend to equate under floating exchange rates and therefore people would be able to purchase the same quantity of goods in any country for a given sum of money. That is, the notion that a dollar should buy the same amount in all countries. Hence if a poor person in a poor country living on a dollar a day moved to the U.S. with no changes to their income, they would still be living on a dollar a day. In addition, see the following:

- Ignacio Ramonet, The politics of hunger ², *Le Monde diplomatique*, November 1998
- The 9th International Anti-Corruption Conference³ Plenary Address by James Wolfensohn, August 2000
- March recognizes the billions living on less than two dollars a day⁴, EarthTimes.org, October 24, 2000
- The poverty lines: population living with less than 2 dollars and less than 1 dollar a day⁵ from PovertyMap.net provides two maps showing the concentration of people living on less than 1 and 2 dollars per day, around the world.
- Also note that these numbers, from the World Bank, have been questioned and criticized.
 - The World Bank has been criticized for almost arbitrarily coming up with a definition of a poverty line to mean one dollar per day⁶ (of which they say there are about 1.3 billion people). That figure and how it has been chosen has been much criticized by many, as shown by University of Ottawa Professor, Michel Chossudovsky in the previous link.
 - In addition, in the United States for example, the poverty threshold for a family of four has been estimated to be around eleven dollars per day. The one-dollar a day definition then misses out much of humanity to

understand the impacts. Even the two dollars per day that I have pointed out here, while affecting half of humanity, also misses out the numbers under three or four, or eleven dollars per day. These statistics are harder to find, and as I come across them, I will post them here!

- More fundamental than that though, for example, is a critique from Columbia University, called *How not to count the poor*⁷. The report describes an ill-defined poverty line, a misleading and inaccurate measure of purchasing power equivalence, and false precision as the three main errors that may lead to “a large **understatement** of the extent of global income poverty and to an incorrect inference that it has declined.” (Emphasis added). This allows the World Bank to insist that the world is indeed “on the right track” in terms of poverty reduction strategy, attributing this “success” to the design and implementation of “good” or “better policies”.
- But the statistic is not lost on some of the most prominent people in the world
 - The *New York Times* in one of their email updates, in their Quote of the Day section, for July 18, 2001 provided the following quote: “A world where some live in comfort and plenty, while half of the human race lives on less than \$2 a day, is neither just, nor stable.” — President Bush
 - See also James Wolfenson, *The Other Crisis*, World Bank, October 1998 who said: “Today, across the world, 1.3 billion people live on less than one dollar a day; 3 billion live on under two dollars a day; 1.3 billion have no access to clean water; 3 billion have no access to sanitation; 2 billion have no access to electricity.” (See also [note 21](#) below.)
 - Koffi Anan, UN Secretary General, in a speech⁸ on the International Day for the Eradication of Poverty, 17 October 2000, said “Almost half the world’s population lives on less than two dollars a day, yet even this statistic fails to capture the humiliation, powerlessness and brutal hardship that is the daily lot of the world’s poor.”

34 Ignacio Ramonet, The politics of hunger⁹, *Le Monde Diplomatique*, November 1998

35 The State of the World’s Children, 1999¹⁰, UNICEF

4) State of the World¹¹, Issue 287 – Feb 1997, *New Internationalist*

5) See the following:

- Holding Transnationals Accountable¹², *IPS*, August 11, 1998
- Top 200: The Rise of Corporate Global Power¹³, by Sarah Anderson and John Cavanagh, Institute for Policy Studies, November 2000

6) The Corporate Planet¹⁴, *Corporate Watch*, 1997

7) Debt – The facts¹⁵, Issue 312 – May 1999, *New Internationalist*

- 8) 1998 Human Development Report¹⁶, *United Nations Development Programme*
 - 9) 1999 Human Development Report¹⁷, *United Nations Development Programme*
 - 10) *Ibid*
 - 11) *Ibid*
 - 12) Missing the Target; The price of empty promises¹⁸, *Oxfam*, June 2000
 - 13) Global Development Finance¹⁹, *World Bank*, 1999
 - 14) Economics forever; Building sustainability into economic policy²⁰ *PANOS Briefing* 38, March 2000
 - 15) Human Development Report 2000²¹, p. 82, *United Nations Development Programme*
 - 16) *Ibid*, p. 82
 - 17) *Ibid*, p. 73
 - 18) *World Resources Institute Pilot Analysis of Global Ecosystems*, February 2001, (in the Food Feed and Fiber section²²). Note, that despite the food production rate being better than population growth rate, there is still so much hunger around the world.
 - 19) See the following:
 - Progress of Nations 2000²³, *UNICEF*, 2000;
 - Robert E. Black, Saul S Morris, Jennifer Bryce, Where and why are 10 million children dying every year?²⁴, *The Lancet*, Volume 361, Number 9376, 28 June 2003. (Note, while the article title says 10 million, their paper says 10.8 million.)
 - [State of the World's Children, 2005](#), UNICEF (this cites the number as 10.6 million in 2003)
- Note that the statistic cited uses children as those under the age of five. If it were 6, or 7, the numbers would be even higher.
- 20) The Scorecard on Globalization 1980-2000: Twenty Years of Diminished Progress²⁵, by Mark Weisbrot, Dean Baker, Egor Kraev and Judy Chen, *Center for Economic Policy and Research*, August 2001.
 - 21) James Wolfenson, *The Other Crisis*, World Bank, October 1998, quoted from *The Reality of Aid 2000*, (Earthscan Publications, 2000), p.10
 - 22) Larry Elliott, A cure worse than the disease²⁶, *The Guardian*, January 21, 2002

23) John Cavanagh and Sarah Anderson , World's Billionaires Take a Hit, But Still Soar²⁷, *The Institute for Policy Studies*, March 6, 2002

24) Maude Barlow, Water as Commodity – The Wrong Prescription²⁸, *The Institute for Food and Development Policy*, Backgrounder, Summer 2001, Vol. 7, No. 3

25) Consumerism²⁹, Volunteer Now! (undated)

26) State of the World's Children, 2005 ³⁰, UNICEF

27) Eileen Alt Powell, Some 600,000 join millionaire ranks in 2004 ³¹, *Associate Press*, June 9, 2005

Online Sources:

(Note that listed here are only those hyperlinks to other articles from other web sites or elsewhere on this web site. Other sources such as journal, books and magazines, are mentioned above in the original text. Please also note that links to external sites are beyond my control. They might become unavailable temporarily or permanently since you read this, depending on the policies of those sites, which I cannot unfortunately do anything about.)

1. 'PPP Glossary Definition', Biz/ed web site, <http://bized.ac.uk/cgi-bin/glossarydb/browse.pl?glostopic=1&glossid=401>
2. <http://mondediplo.com/1998/11/01leader>
Note, if the above link has expired, please try the following alternative <http://www.zmag.org/crisescurevts/hunger.htm>
3. http://www.transparency.org/iacc/9th_iacc/papers/day1/plenary/d1_pl_jwolfensohn.html
4. Web Archive's archive of the article, http://web.archive.org/web/20010321003640/http://www.earthtimes.org/oct/developmentmarchrecognizesoct24_00.htm
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7. Sanjay G. Reddy and Thomas W. Pogge, 'How not to count the poor', Columbia University, June 14, 2002, <http://www.columbia.edu/~sr793/count.pdf>
Note, if the above link has expired, please try the following alternative locations:
 - o This reposted version is in HTML, whereas the original link is to a PDF document [http://www.brettonwoodsproject.org/article.shtml?cmd\[126\]=i-126-241b14a5be9a5b47cd5a88778ac79532](http://www.brettonwoodsproject.org/article.shtml?cmd[126]=i-126-241b14a5be9a5b47cd5a88778ac79532)

- Institute of Social Analysis, an organization set up by Colombia University
<http://www.socialanalysis.org>
- 8. <http://www.un.org/events/poverty2000/messages.htm>
- 9. <http://mondediplo.com/1998/11/01leader>
- 10. <http://www.unicef.org/sowc99/index.html>
- 11. <http://www.newint.org/issue287/keynote.html>
- 12. http://www.oneworld.org/ips2/aug98/16_20_084.html
- 13. <http://www.ips-dc.org/reports/top200.htm>
- 14. http://www.corpwatch.org/trac/feature/planet/fact_3.html
- 15. <http://www.newint.org/issue312/facts.htm>
- 16. <http://hdr.undp.org/reports/global/1998/en/>
- 17. <http://hdr.undp.org/reports/global/1999/en/>
- 18. <http://www.oxfam.org.uk/press/releases/target.htm>
- 19. <http://www.worldbank.org/prospects/gdf99/>
- 20. <http://www.panos.org.uk/global/reportdownload.asp?type=report&id=1000&reportid=1006>
- 21. <http://hdr.undp.org/reports/global/2000/en/>
- 22. http://www.wri.org/wr2000/agro_food.html
- 23. <http://www.unicef.org/pon00/immu1.htm>
- 24. <http://www.thelancet.com/journals/lancet/article/PIIS0140673603137798/fulltext>
- 25. http://www.cepr.net/globalization/scorecard_on_globalization.htm
Note, if the above link has expired, please try the following alternative
<http://www.attac.org/fra/toil/doc/cepr05.htm>
- 26. <http://www.guardian.co.uk/debt/Story/0,2763,636624,00.html>
- 27. http://www.ips-dc.org/projects/global_econ/billionaires.htm
- 28. <http://www.foodfirst.org/pubs/backgrdrs/2001/s01v7n3.html>
- 29. http://volunteernow.ca/take_action/issues_consumerism.htm
- 30. <http://www.unicef.org/sowc05/english/index.html>
Note, if the above link has expired, please try the following alternative locations:
 - Actual report in PDF format
<http://www.unicef.org/sowc05/english/sowc05.pdf>
 - Home page for the report
<http://www.unicef.org/sowc05/>
 - News report mentioning these stats from Inter Press Service
http://ipsnews.net/new_notas.asp?idnews=27504
- 31. <http://www.charlotte.com/mlid/charlotte/business/industries/11853644.htm>
Note, if the above link has expired, please try the following alternative locations:
 - http://news.yahoo.com/s/ap/world_wealth
 - Google search result
<http://www.google.com/search?lr=&ie=UTF-8&oe=UTF-8&q=Some%20600%2C000%20join%20millionaire%20ranks%20in%202004>
 - <http://thinkprogress.org/index.php?p=1062>

APPENDIX 5

CANADA'S INTERNATIONAL POLICY STATEMENT: DEVELOPMENT

(From http://www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/85250E8AE4ADD9EC85256FE7007460F7?OpenDocument)

Canadians live in a world of dynamic challenges and opportunities. Recent years have seen global trends move in both negative and positive directions. These trends are not all new, and the world is always changing. What is new is an unprecedented international consensus on the key problems and what must be done about them.

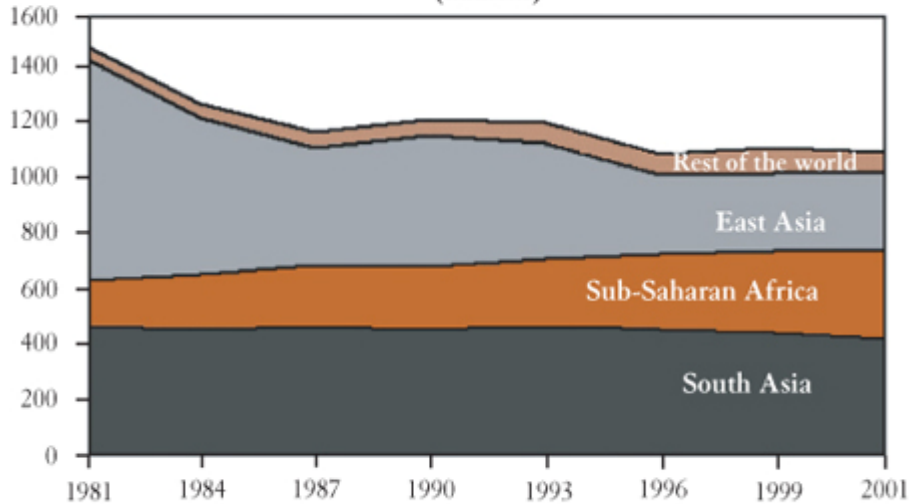
The story of the last few decades has been, in many ways, one of impressive progress in tackling poverty, inequality and injustice. Despite the progress, the challenges ahead are daunting. The following seven major, interwoven trends define the problems:

- **Uneven development.** While other parts of the world grew richer in the 1990s, the past two decades have seen the number of Africans living in extreme poverty almost double from 164 million to 314 million, most still in rural areas with minimal access to services.

There is little to suggest that this situation will improve quickly. In 2001-02, per capita GDP in sub-Saharan Africa increased a mere 0.9 percent and it is projected to grow over the next decade by only half of what is required for the region to meet the primary MDG of reducing poverty by half between 1990 and 2015. Indeed, only eight sub-Saharan countries have a reasonable chance of meeting the poverty goal based on current trends.

Regional Poverty Trends

Population living under US\$1/day
(millions)



Source: World Bank, 2004

- **Weak governance.** Many failed or fragile states are now putting millions of people at risk. There are huge demands for accountable and effective governance to provide services, security and prosperity. History has shown that democracies do this best, because they best reflect people's own local needs. However, in spite of democracy's gains, 73 countries with over 40 percent of the world's population still do not hold free elections, and over 100 governments still significantly restrict civil and political freedoms. Many of the world's states are dangerously weak or failing, providing fertile ground for conflict and extremism. More than 20 million people are either displaced within their countries or refugees in other countries. Without sound democratic governance, and the human rights that underpin it, most countries will find it extremely difficult to contend with the challenges of globalization, urbanization and demographic pressure, and so dangerous instability can result.
- **Health crises.** New global diseases are taking millions of lives, the vast majority in the developing world, especially Africa. Worldwide, some 42 million are infected with HIV/AIDS (two thirds of them in sub-Saharan Africa), and 28 million have died. In sub-Saharan Africa, the face of this epidemic is increasingly female: 76 percent of infected young people are women. Many fear a massive new wave of the disease in East and South Asia. Infectious diseases that emerge first in developing countries also pose a growing global threat, as demonstrated by the SARS outbreak in 2003.

- **Lack of access to education.** Education is key to a brighter future for millions of people in developing countries. While progress has been made—more than 84 percent of the world’s children now attend school—more needs to be done. More than 800 million people are illiterate and 115 million children, most of them girls, have never seen the inside of a school.
- **Demographic pressure—youth without work.** Although population growth is expected to level off by mid-century, two billion people—mostly in the developing world—will be added to the world’s six billion in the next 25 years. With this increase, a vast number of young people will be looking for employment and a share of the benefits of the globalization process in coming years.
- **Gender inequality.** Women and girls still face significant barriers in developing countries—for example, only 60 percent of young women are literate, versus 80 percent of young men. Too often, women have fewer economic assets than men, including land, capital, credit and marketable skills. They also have less access to education and health services. These disparities may result from law or practice or both. Empowering women can drive progress in many areas, particularly poverty reduction. Indeed, as women are empowered, population growth slows, child and maternal health improves, and more members of society are able to participate fully in their communities.
- **Environmental stresses and pressure on the global commons.** Environmental degradation and unsustainable use of natural resources disproportionately affect the world’s poorest populations, often because these groups are most directly dependent on their natural environment for daily survival. In turn, poverty contributes to environmental degradation, creating a vicious circle.

APPENDIX 6

SUMMATIVE QUESTIONS AND RESEARCH TOPICS

1. What does the term “uneven development” mean? Give an example.
2. Describe some of the challenges that arise in countries being governed without democracy.
3. Using statistics, describe the HIV/AIDS epidemic in Africa.
4. Why is education *key to a brighter future* for millions of people, especially girls, living in developing countries?
5. Describe how the projected population growth in the developing world will impact the youth over the next 25 years.
6. What specifically can be done to improve gender equality? How can empowering women reduce poverty?
7. Explain how poverty is affected by environmental challenges.

ANSWERS

Question One

- 1990s parts of the world have grown richer
- Number of Africans living in extreme poverty has almost doubled from 164 million to 314 million
- Projections predict only 8 sub-Saharan countries have a reasonable chance of meeting the MDG for poverty based on current trends
- Refer to chart

Question Two

- Do not reflect local people's needs by providing services, security and prosperity
- 73 countries with over 40 percent of the world's population do not hold free elections
- over 100 governments restrict civil and political freedoms
- weak and failing states encourage conflict and extremism
- more than 20 million people are displaced within their own countries or refugees in other countries
- lack of democracy and respect for human rights create challenges for dealing with globalization, urbanization and demographic pressure thus causing instability

Question Three

- Worldwide- 42 million are infected with HIV/AIDS, 2/3 are in sub-Saharan Africa
- in sub-Saharan Africa, 76% of infected young people are women

Question Four

- While education is improving in developing countries still more than 800 million people are illiterate
- 115 million children, mostly girls have never been to school

Question Five

- two billion people, mostly in the developing world are expected over the next 25 years
- increase to number of young people seeking employment and to share in the benefits of globalization

Question Six

- increase access to education and health services
- provide training in marketable skills and opportunities for credit
- empowered women can; control their family size, improve child and maternal health, fully participate in their communities

Question Seven

- unsustainable use of natural resources
- communities in developing countries are often directly dependent on their natural environment for daily survival
- the poor are least responsible for initiating the threat of human-induced climate change, yet are most likely to be directly and immediately affected by it. For example desertification and drought in Africa impacts health, nutrition, agriculture and can force human displacement and migration

APPENDIX 7

UNMDG FACT SHEET

What are the MDGs?

The United Nations created 8 Millennium Development Goals, also referred to as MDGs. They are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions-income poverty, hunger, disease, lack of adequate shelter, and exclusion-while promoting gender equality, education, and environmental sustainability. They are also basic human rights-the rights of each person on the planet to health, education, shelter, and security. There are certain goals that have been established by the UN to be met by the year 2015.

(<http://www.unmillenniumproject.org/goals/index.htm>)

In September 2000, 191 countries adopted the United Nations Millennium Declaration, which led to the Millennium Development Goals (MDGs). The MDGs are a set of specific targets for poverty reduction, health, education, gender equality, environmental sustainability, and global partnerships to be reached by 2015. In 2002, the international community struck a new development agreement to achieve these goals under the Monterrey Consensus. Developing countries assumed primary responsibility for them, while the industrialized countries, including Canada, committed to supporting their efforts through aid, trade, and debt relief.

(http://www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/2F996AA6A87776FC85256F81004D3D77?OpenDocument)

What are the 8 Goals?

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, Malaria, and Other Diseases
7. Ensure Environmental Sustainability
8. Develop a Global Partnership for Development

What do we know about MDG 1?

The challenge: Global poverty rates are falling, led by Asia. But millions more people have sunk deep into poverty in sub-Saharan Africa, where the poor are getting poorer. Progress has been made against hunger, but slow growth of agricultural output and expanding populations have led to setbacks in some regions. Since 1990, millions more people are chronically hungry in sub-Saharan Africa and Southern Asia, where half of the children under the age of 5 are malnourished.

Canada's contribution: Economic development is a cornerstone of Canada's strategy to reduce poverty in developing countries, especially in rural areas. Canada

spent \$1.8 billion in support of private sector development between 2000 and 2005. Agricultural production is critical not only to increase the food supply, but also to generate income for millions of people. In Africa, spending on agriculture and food security will quadruple between 2001 and 2006. (http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument)

What have we done about poverty?

There are specific things countries need to do in order to meet that MDG 1. Canada has already done a great deal of work in this area for the world's poorest countries. CIDA and its partners have contributed to:

- **Increased agricultural production.** In Mozambique, production has increased by 9 percent, 150,000 families were reached by government agricultural services, and 1,195 hectares of lost land were restored to production in 2004-2005 alone.
- **Growth in exports.** A group of 600 Ghanaian fruit and vegetable producers now ships 210 tonnes of produce worth more than \$680,000 to new customers in Europe every week.
- **Greater access to credit.** In Honduras, support to agricultural cooperatives has helped provide credit for 135 farm families, resulting in an average increase of 25 percent in productivity, and an overall increase in income of \$1,264 for 210 farms.
- **Better nutrition.** From 2000 to 2005, Canada contributed \$681.1 million to combat hunger in developing countries. This includes support to vitamin A supplementation programs run by UNICEF and the Micronutrient Initiative, which each year prevent approximately 330,000 deaths of children under the age of 5.
- **CIDA's Partners** – CIDA and its extensive network of partners are working together to develop and implement programs to alleviate hunger and poverty around the world. A complete list of those partners and their website can be found at http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a637b3ebb3f4e68525677e0071f3e1/d8ed636343cae86f85256d860063f75a?OpenDocument

(http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument)

APPENDIX 8

25 DEVELOPMENT PARTNERS

(From http://www.acdi-cida.gc.ca/cida_ind.nsf/vLookupNewsEn/1FA5B23102631F6585256FE8005299D2?OpenDocument)

“By 2010, at least two-thirds of CIDA’s direct country-to-country assistance will be focused on 25 developing countries — of which more than half are in Africa — that are among the poorest but have the capacity to use aid effectively,” (Minister Aileen Carroll, Former Minister of International Cooperation).

Canada’s 25 Development Partners:

| Africa | Americas | Asia | EUROPE |
|---|--|---|---------------|
| Benin Burkina Faso Cameroon Ethiopia Ghana Kenya Malawi Mali Mozambique Niger Rwanda Senegal Tanzania Zambia | Bolivia Guyana Honduras Nicaragua | Bangladesh Cambodia Indonesia Pakistan Sri Lanka Vietnam | Ukraine |

The following criteria have been used to select Development Partners:

- **Level of poverty.** To ensure that aid resources focus where the need is greatest, CIDA’s Development Partners were identified from among the poorest countries. The *UNDP Human Development Index*, which ranks countries based on life expectancy at birth, adult literacy, school enrolment, and standard of living measured by GDP per capita, is one of the tools used to identify Development Partners. Another is income; only countries below US\$1,000 in average per-capita annual income (measured at current exchange rates) would be considered for designation as Development Partners.

- **Ability to use aid effectively.** Criteria for assessment include economic management, structural policies, policies for social inclusion and equity, and public sector management and institutions. The World Bank's *Country Policy and Institutional Assessment*, which assesses a country's policies and institutional framework to support poverty reduction, sustainable growth, and effective use of development assistance, offers one international tool, which is used to assist in making a Canadian judgment.
- **Sufficient Canadian presence to add value.** Canada's current rank relative to other donors and the scale of our current aid effort will be factors in assessing Canada's potential for impact in a developing country. It is recognized that Canada's presence is further enhanced through a strong contribution to our priority sectors, and where we have a particularly effective and privileged policy dialogue. Canada's value-added is further strengthened through its own historical and people-to-people ties with these countries.

CIDA will target its efforts in the following sectors: governance, health (with a focus on HIV/AIDS), basic education, private-sector development, and environmental sustainability, with gender equality as a crosscutting theme that is systematically and explicitly integrated across all programming. These sectors are all fundamental to human well being and crucial to the achievement of the Millennium Development Goals, internationally agreed, time-bound, and quantifiable targets for reducing global poverty.

The 2002 Peer Review of Canadian aid carried out by the Organization of Economic Cooperation and Development's Development Assistance Committee (DAC) noted that Canadian aid is among the most dispersed of DAC members in terms of countries supported and that this could be a disadvantage for Canada in having an impact. The World Bank's influential 1999 research report "Assessing Aid: What Works, What Doesn't, and Why", concluded that development assistance should more concentrated in 'high impact' countries and that strong economic institutions and policies result in aid being more effective in reducing poverty. The United Kingdom and the Netherlands are among several major donors, which have increased the focus of their aid programs to target a more limited number of the poorest developing countries.

"Reducing global poverty represents one of the most important and difficult challenges the world will confront between now, 2015, and beyond," said Minister Carroll. "CIDA's new focus for development aid will enhance Canada's role in the fight against global poverty."

APPENDIX 9

CAMEROON – COUNTRY INFORMATION

(From <http://www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/VLUDocEn/Cameroon-Factsataglance>)

This table provides some facts about Cameroon related to international development and compares them with similar facts about Canada.

| Topic | Cameroon | Canada |
|---|---|------------------------|
| Official name: | Republic of Cameroon | Canada |
| Capital: | Yaoundé | Ottawa |
| Area (Thousands of km ²): | 475 | 9,985 |
| Population (millions): | 16.3 (2004) | 32.0 (2004) |
| Population density (per km ²): | 34 (2004) | 3 (2004) |
| Urban population (%-2003): | 51 | 80 |
| <u>Gross national income (GNI)</u> (per capita): | US\$640 (2003) | US\$23,930 (2003) |
| GNI purchasing power parity (PPP) (per capita): | US\$1,980 (2003) | US\$29,740 (2003) |
| Structure of <u>GDP</u> (%-2003): | | |
| Agriculture | 45 | 2 |
| Industry | 19 | 32 |
| Services | 37 | 66 |
| Ecological footprint (global hectares per person-2001): | 0.9 | 6.4 |
| Human development index (<u>HDI</u>) ranking: | 141 st of 177 countries (2002) | 4 th (2002) |
| Gender-related development index (<u>GDI</u>) ranking: | 111 th of 144 countries (2002) | 4 th (2002) |
| Life expectancy at birth: | 40 (1960), 46 (2002) | 71 (1960), 79 (2003) |
| Mortality rate under 5 years old (per 1,000): | 255 (1960), 166 (2003) | 33 (1960), 6 (2003) |
| Adult literacy rate (% 2000-2004): | | |
| Total | 68 | 99 |
| Men | 77 | 99 |
| Women | 60 | 99 |
| Population using improved drinking water sources (%-2002): | | |
| Total | 63 | 100 |
| Urban | 84 | 100 |
| Rural | 41 | 99 |

POVERTY IN CAMEROON

Cameroon has been recognized as an independent state since 1961, following the integration of a separate French and British colony into one united, bilingual country.

In April 2003, Cameroon adopted its own [Poverty Reduction Strategy Paper](#) (PDF, 234 pages), whose aim is to support the Government of Cameroon's goal of significantly reducing the level of poverty among its people. The paper outlines seven country-led areas of focus:

- controlling inflation and promoting tax and budget stability;
- diversifying the economy;
- revitalizing the private sector's ability to deliver social services;
- developing basic infrastructures and natural resources while protecting the environment;
- creating closer ties with other Central African countries on matters of trade, finance, transportation, forestry, education, tourism and other policies;
- strengthening human resources and the social sector, and facilitating the integration of vulnerable groups into the economy; and
- good governance.

(From <http://www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/VLUDocEn/Cameroon-Overview>)

The following excerpt from the Poverty Reduction Strategy Paper (pg. Xi) presents further information about poverty in Cameroon:

- Incidence of income poverty in Cameroon remains high, affecting 40.2 percent of the population in 2001. This is a 13.1% improvement over the 1996 level of 53%.
- Poverty in Cameroon varies considerably according to regions, roughly increasing twofold between urban (22%) and rural (50%).
- Poverty rate is higher for farmers (57%) and informal rural sector operators (54%) as well as for informal sector workers or the unemployed in urban areas (40%).
- The analysis done by Cameroon's government also highlights the importance of education and infrastructure services in explaining poverty.
- It shows that 1 out of 2 poor people live in a household where the main income provider does not have a primary education and access to basic social services (education, health, water, roads) is more difficult for the poor than for the non-poor.
- An analysis of poverty dynamics indicates that growth has contributed 11.8% of the 13% decline in poverty incidence between 1996 and 2001, whereas redistribution has accounted for less than 2%.

- Quantitative analysis of the determinants of poverty confirms the importance of such factors as the agro-economic region, the sector of economic activity, education level, and the availability of and access to infrastructure services in Cameroon.
- Cameroon's population perceives poverty as primarily a condition of material deprivation that is characterized by: (i) insufficient resources for meeting essential needs and (ii) poor access to basic infrastructure services such as water, roads, and electricity and to social services such as health and education.
- The population also perceives poverty as the result of a weakening social value system that translates in moral deprivations, loss of self-esteem, loosening of family ties and a weakening sense of family solidarity as well as widespread ethnic biases and social discrimination.
- The population also associates poverty with insecurity, a lack of protection against abuses, and a lack of basic rights and access to essential legal services.
- The participatory consultations conducted by the government have helped the authorities to collect valuable recommendations from the population regarding key strategic areas and priority actions for the poverty reduction strategy. In particular, Cameroonian populations have stressed the overriding need for public actions designed to improve their capacity to generate economic activities and "to take their development in their own hands," including government support to the rural sector and to facilitate the insertion both of the poor and the young into the economy through well-targeted actions.
- They also emphasized the need to improve access to water and to develop roads in order to integrate all regions and the poor into mainstream economic activities including productions and trade.
- They have recommended that the government pay more attention and devote adequate resources to improving education and combating contagious diseases, particularly the HIV/AIDS pandemic and malaria, which together account for most of Cameroon's high morbidity and mortality rates.

DISCUSSION QUESTION

What kind of impact would it have on Cameroon in all areas if the UN Millennium Development Goals were fully applied and met in this country?

APPENDIX 10

HEAVILY INDEBTED POOR COUNTRIES INITIATIVE (HIPC)

(<http://www.imf.org/external/np/exr/facts/hipc.htm>)

What is the Heavily Indebted Poor Countries (HIPC) Initiative?

The HIPC Initiative was first launched in 1996 by the IMF and World Bank, with the aim of ensuring that no poor country faces a debt burden it cannot manage. The Initiative entails coordinated action by the international financial community, including multilateral organizations and governments, to reduce to sustainable levels the external debt burdens of the most heavily indebted poor countries. Following a comprehensive review in September 1999, a number of modifications were approved to provide faster, deeper and broader debt relief and to strengthen the links between debt relief, poverty reduction and social policies. In 2005, in the context of accelerating progress toward the Millennium Development Goals, the HIPC Initiative has been supplemented by the [Multilateral Debt Relief Initiative \(MDRI\)](#). The MDRI allows for 100 percent debt relief by three multilateral institutions—the IMF, the International Development Association (IDA) of the World Bank, and the African Development Fund (AfDF)—for countries completing the HIPC process.

Yet the HIPC Initiative, even supplemented by the MDRI, is not a panacea. Even if all of the external debts of these countries were forgiven, most would still depend on significant levels of concessional external assistance, since their receipts of such assistance have been much larger than their debt-service payments for many years.

How the HIPC Initiative works

To be considered for HIPC Initiative assistance, a country must: (1) face an unsustainable debt burden, beyond traditionally available debt-relief mechanisms; (2) establish a track record of reform and sound policies through [IMF-](#) and [World Bank-supported programs](#); and (3) have developed a [Poverty Reduction Strategy Paper \(PRSP\)](#) through a broad-based participatory process (an interim strategy is sufficient to begin the process).

The first step is to carry out a debt sustainability analysis to determine the country's debt relief needs. If a country's external debt ratio after traditional debt relief mechanisms is above a threshold for the value of debt to exports (or, in special cases, the value of debt to fiscal revenues), it qualifies for assistance under the Initiative. Once a country has made sufficient progress in meeting the criteria for debt relief, the Executive Boards of the IMF and World Bank formally decide on a country's eligibility, and the international community commits to reducing debt to the sustainability threshold. This is called the **decision point**. Once a country reaches its decision point, it may immediately begin receiving **interim relief** on its debt service falling due. In order to receive the full and irrevocable reduction in debt available under the HIPC Initiative, however, the country must establish a further track record of good performance under IMF- and World Bank-

supported programs. The length of this second period depends on (i) the satisfactory implementation of key policy reforms agreed at the decision point, (ii) the maintenance of macroeconomic stability, and (iii) the adoption and implementation for at least one year of the PRSP. Once a country has met these criteria, it can reach its **completion point**, at which time lenders are expected to provide the full relief committed at the decision point.

<http://www.imf.org/external/np/hipc/index.asp>

APPENDIX 11

ANALYSIS FOR PRESENTATION

You have learned a lot about poverty, about the Millennium Development Goals and MDG 1, about the approach to development that CIDA takes in developing countries, and about the situation in Cameroon. You have been asked to research poverty in another Development Partner country and find out what is happening in terms of HIPC projects that have been put in place by the IMF to alleviate poverty.

In your summary of the information to the class, you should also include an analysis of the following issues:

The 7 Trends of Development and Poverty

- How does the project you researched address the 7 Trends as identified by CIDA?
- Which of the 7 trends, if any, are not addressed by the project? Why not?
- Which of the 7 trends is most applicable to the country you researched?

The Poverty Reduction Strategy Paper (PRSP)

- Which of the findings of the PRSP (Appendix 9) are addressed by the project you researched?
- “The population also perceives poverty as the result of a weakening social value system that translates in moral deprivations, loss of self-esteem, loosening of family ties and a weakening sense of family solidarity as well as widespread ethnic biases and social discrimination.” This is from the PRSP as compiled by the Cameroonian government. Does the project you researched in your country address these specific concerns in any way? If so, explain how. If not, explain how you think it could address them.

How Poverty Affects the Population

Poverty and its effects on people differ according to age, class, and sex. For women, poverty can lead to underemployment, issues of abuse, and getting involved in the sex trade. For girls, poverty can lead to abandonment and prostitution. For boys, street gangs can often provide some stability and basic needs if they come from a background of poverty. Many men turn to drugs and alcohol as a release from the conditions of poverty in which their families live. In your examination of poverty in the country you researched, please identify the specific ways that poverty has affected the population in terms of the men and women, and the boys and girls.

Summary

Your oral presentation must summarize the main components of poverty and the HIPC that is ongoing in the country you researched and include specific information about any results that have come from the project.

APPENDIX 11

RUBRIC FOR ORAL PRESENTATION

Evaluation Rubric

| <i>Task to be evaluated</i> | | | | |
|---|--|---|---|---|
| <i>Categories</i> | <i>Level 1 (50-59%)</i> | <i>Level 2 (60-69%)</i> | <i>Level 3 (70-79%)</i> | <i>Level 4 (80-100%)</i> |
| <i>Knowledge/ Understanding</i> | <i>- demonstrates limited understanding of issue</i> | <i>- demonstrates some understanding of issue</i> | <i>- demonstrates considerable understanding of issue</i> | <i>-demonstrates thorough understanding of issue</i> |
| <i>Thinking/Inquiry</i> | <i>- develops and explains argument with limited effectiveness</i> | <i>- develops and explains argument with some effectiveness</i> | <i>- develops and explains argument with considerable effectiveness</i> | <i>- develops and explains argument with high degree of effectiveness and clarity</i> |
| <i>Thinking/Inquiry (add this row to the rubric if used in 4.4)</i> | <i>- uses problem solving skills with limited effectiveness</i> | <i>- uses problem solving skills with some effectiveness</i> | <i>-uses problem solving skills with considerable effectiveness</i> | <i>- uses problem solving skills with a high degree of effectiveness</i> |
| <i>Communication</i> | <i>- communicates with limited sense of audience and purpose</i> | <i>- communicates with some sense of audience and purpose</i> | <i>- communicates with clear sense audience and purpose</i> | <i>- communicates with strong sense of audience and purpose</i> |
| <i>Application</i> | <i>- uses limited gestures</i> | <i>- uses some appropriate gestures</i> | <i>- uses appropriate gestures effectively</i> | <i>- uses natural effective gestures</i> |

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.