

NO POVERTY

RESOURCE FOR TEACHERS AND FACILITATORS



POVERTY

Despite the fact that the global poverty rate has more than halved since 1990, intensified efforts must continue to boost the incomes, alleviate the suffering and build the resilience of individuals still living in extreme poverty. In this resource you will find ways to introduce students to the epidemic of poverty and the work Concern Worldwide is doing to tackle extreme poverty in some of the world's poorest countries in an effort to leave no one behind.

What is Poverty?

The causes of poverty are varied and complex, however, broadly speaking poverty is caused by the unequal distribution of and access to power and resources in society. Through surveys and other measures we can find out how much poverty exists in our society, identify which groups are most affected and monitor changes in its level and distribution.



Extreme (Absolute) Poverty

The World Bank defines “**extreme poverty**” as living on less than \$1.90 per person per day. This measurement is based on the monetary value of a person's consumption. Currently every tenth person on the planet lives in extreme poverty. Extreme poverty is becoming increasingly geographically concentrated. Forecasts predict that by 2030 87% of the world's poorest are expected to live in Sub-Saharan Africa if current trends continue.



Relative Poverty

A person is considered poor if either income or spending falls below some minimum level that represents basic needs in their society. This is called the *poverty line*. The poverty line is not the same everywhere; it is relative to what is the norm in a particular country. People living in relative poverty do not enjoy the same standard of life as others and causes them to experience various types of exclusion.



GLOBAL STATISTICS

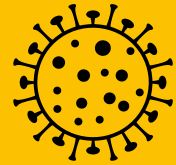


- The number of people living in extreme poverty decreased by more than half between 1990 and 2015 – from 1.9 billion to 734 million (**World Bank 2019**)
- Globally, more than 600 million people are still living on less than US\$1.90 a day (**World Bank 2020**)
- Sub-Saharan Africa accounts for 70% of those living in extreme poverty (**World Poverty Clock 2020**)
- The vast majority of the global poor live in rural areas and are poorly educated, mostly employed in the agricultural sector, and over 50% are under 18 years old (**World Bank 2020**)
- In 2018 an estimated 6.2 million children and adolescents under the age of 15 years died, mostly from preventable causes, related to poverty (**WHO 2019**)
- Children in sub-Saharan Africa are more than 15 times more likely to die before the age of 5 than children in high income countries (**WHO 2019**)
- Right now, there are 26 million children at risk of poverty or social exclusion in the EU (**UNICEF**)
- Of the 734 million people living in extreme poverty worldwide, half live in just five countries: India, Nigeria, Democratic Republic of Congo, Ethiopia, and Bangladesh (**World Bank 2019**)
- In Ireland, almost 1 in 5 children live in households with incomes below the poverty line (**SocialJustice.ie**)


COVID-19 AND POVERTY

It is expected that for the first time since 1998 poverty rates will increase due to covid-19. An estimated 40-60 million people across the globe, may fall into extreme/absolute poverty in 2020, negating any reduction in poverty rates made in the last five years since the introduction of the Sustainable Development Goals.

23 million of these new poor may be located in sub-Saharan Africa while some 16 million are expected to fall into extreme poverty in South Asia; this is mainly due to the high numbers of people living so close to the international poverty line. Unfortunately in the long-term those most vulnerable are likely to bear the heaviest burden as a result of the pandemic.

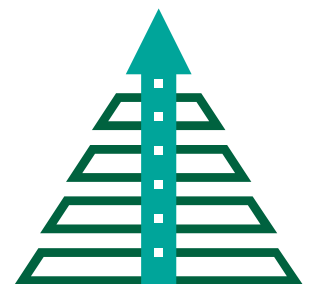


ACTIVITY ONE: Maslow's Pyramid of Needs

 40 minutes

Preparation:

Familiarise yourself with Maslow's theory and the difference between 'needs' and 'wants'.



Instructions:

1. Introduce students to the concept of basic human needs and briefly discuss the difference between physiological/emotional needs and wants. Introduce the concepts absolute/relative poverty
2. Read the introduction paragraph on page four
3. Distribute/display a copy of the pyramid on page four
4. Ask do they agree with Maslow's theory? Give students some time to read and think/pair/share with a partner
5. Students complete their own pyramid of needs
6. Students share their pyramids - create a class pyramid of needs using the most common needs. Ask would their pyramids be different if they lived in countries with higher rates of poverty?



Maslow's Pyramid of Needs

Abraham Maslow was a psychologist who thought that people grew and developed when their needs were met. He believed that human beings do their best to reach their full potential.




He set out his beliefs in the shape of a pyramid; each person starts at the bottom of the pyramid. When one type of need is met the person is motivated to reach the next highest level. For example if a person has no food to eat they are not concerned with whether they are loved or not. Not everyone agrees with Maslow, do you?

Write the needs listed to the left of the pyramid into the level of the pyramid to which you think they belong.



ACTIVITY TWO: The Web of Poverty

 40 minutes



Why are so many people living in poverty? Today the gap between rich and poor is at an all-time high, with the richest one per cent having as much wealth as the rest of the world combined.

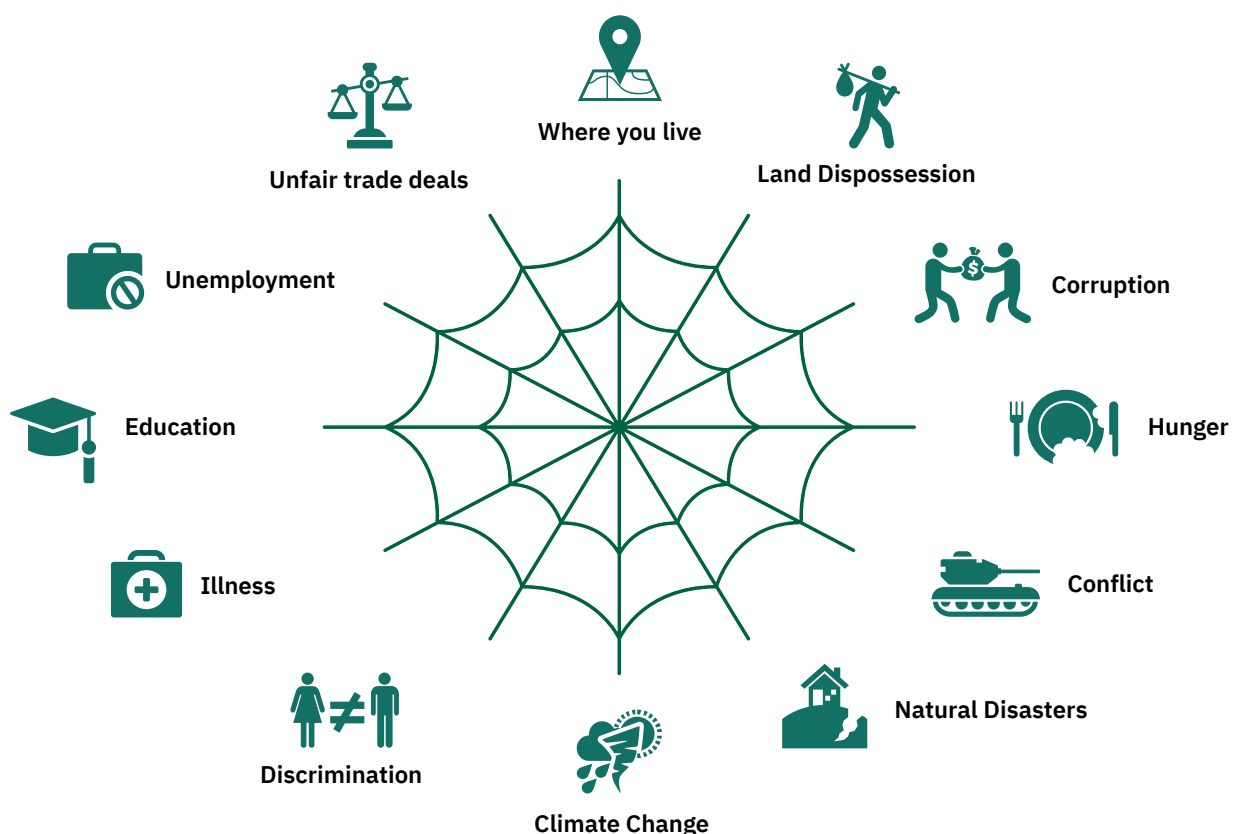
Even when we take individual histories and circumstances of particular countries and regions into account there are significant trends in the causes of poverty.

Need:

- Causes of poverty information cards on page six, printed and cut out (two copies suggested)
- Scissors
- Balls of wool/yarn

Instructions:

1. Divide the class into 2 groups. Give each group a set of info cards and a ball of wool. Each student should have a card
2. Students should discuss the information on the card with their group
3. Ask students to identify links between the causes of poverty e.g. hunger and climate change
4. Allow students 10 mins to discuss in their groups
5. Arrange everyone in a large circle
6. One person holds the yarn and they must choose someone to throw it to. The person they choose must have an info card with an issue related to their own
7. The person throwing the yarn should wrap it around a finger and then throw it. Continue until everyone has had a turn
8. Take time to discuss the connections and issues during the activity. Take a picture and display it



CAUSES OF POVERTY INFORMATION CARDS



EDUCATION <p>If children cannot go to school it leaves them without literacy and numeracy skills they need to further their careers. Their children, in turn, are in a similar situation years later, with little income and few options but to leave school and work.</p>	ILLNESS <p>Being very sick can prevent someone from going to school, work or enjoying life. The burden of caring is often taken on by a female relative, who may have to give up her education as a result, or take on waged work to help support the household.</p>	DISCRIMINATION <p>Marginalised (socially excluded) groups and vulnerable individuals are often worst affected, deprived of the information, money or access to education, health services and jobs, or are not able to make their own choices about where they live.</p>
CLIMATE CHANGE <p>Rising temperatures and unpredictable seasons make it harder for farmers to grow key crops. They are unable to feed their families or earn a proper income.</p>	NATURAL DISASTERS <p>Floods, droughts and cyclones trigger infectious disease epidemics. Natural disasters destroy homes, schools and other infrastructure.</p>	CONFLICT <p>Poverty increases the risk of civil war. During times of armed conflict, civilians are killed, infrastructures are destroyed and governance and economic performance is weakened, thus increasing the risk of conflict relapse.</p>
HUNGER <p>Very poor and vulnerable people may have to make harsh choices – knowingly putting their health at risk because they cannot see their children go hungry. Malnutrition effects development, causes long-term health issues and prevents people from going to school or work.</p>	CORRUPTION <p>The effects of corruption are personal and devastating. Corruption and bribery leaves families without healthcare, people without food and clean water, the elderly without security, and businesses without capital.</p>	LAND DISPOSSESSION <p>People who live and work on someone else's land are more vulnerable to evictions. Being landless makes it more difficult to earn money, plough and feed themselves or contribute to economic growth.</p>
WHERE YOU LIVE <p>Some families live in places where there is high unemployment and there are no schools, proper infrastructure, clean water electricity or other essential amenities.</p>	UNFAIR TRADE DEALS <p>Poor governments have to pay high taxes because of unfair trade deals. If taxes were lowered these governments could fund essential services such as education and healthcare for their people.</p>	UNEMPLOYMENT <p>If someone does not have a job they are less likely to be able to purchase food, medicine or shelter.</p>

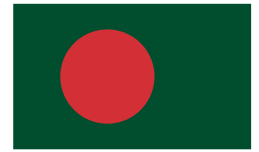
BANGLADESH AND POVERTY

Despite a reduction in poverty levels over the last few decades, there are still roughly 40 million people living in poverty and 20 million extremely poor in Bangladesh. Bangladesh's geographical location, land characteristics, rivers and climate also make it very vulnerable to natural disasters. Bangladesh furthermore remains vulnerable to food shortages.

Roughly a quarter of Bangladesh's population is suffering from extremely high rates of malnutrition.

There are also major challenges in terms of gender equality. These include completion of education, access to jobs, access to sexual and reproductive health services, eliminating child marriage, intimate partner violence and other forms of gender-based violence.

The government of Bangladesh is hosting approximately 723,000 Rohingya people who fled violence in Myanmar in what has become the world's largest refugee camp. The area continues to struggle to host the ever-increasing Rohingya community.



Watch this video about Concern's work in Bangladesh

What is concern doing in Bangladesh?

Concern Worldwide is an international humanitarian organisation dedicated to ending extreme poverty and suffering in the world's poorest countries. We work in partnership with the very poorest people in these countries, directly enabling them to improve their lives, as well as using our knowledge and experience to influence decisions made at a local, national and international level that can significantly reduce extreme poverty.

In 2018 Concern reached a total of 4.4m people through our programmes. Including our coastal resilience programmes which seek to reduce the vulnerability of coastal communities to climate change; Our urban programmes where we introduced innovative health financing schemes for squatter and pavement dweller settlements. We also supported over 800,000 people through out urban integrated programme that improves livelihoods, resilience, health and nutrition in cities like Dhaka.

Concern also supported hundreds of thousands of Rohingya refugees in Cox's Bazar. In our SDG 8 booklet you can find more information about our work with pavement dwellers in Dhaka.



360 insight into life as a pavement dweller in Bangladesh

PAPER BAG EXERCISE

In the Global South it is estimated that about 250 million children work in order to help support themselves and their families. Some work full-time and some combine work with school.


Many workers have no employer or regular wage. Instead they work as street vendors: shining shoes, selling newspapers or recycling waste materials. In the city of Dhaka, Bangladesh some people earn a living making paper bags out of recycled waste paper – such as old newspapers – and selling them to shopkeepers.

Paper bags are made mostly by women and children from poor families who then sell them to shopkeepers. They are sold in batches of 20 and on average a child makes 200 bags in a day. For this, the child will earn about 15 ₳ - which is equivalent to 16c.

The object of the Paper Bag Game is to show how people work so hard, yet earn so little. Using real cost-of-living prices and wages, players can get an idea of how they would manage if they had to survive making and selling paper bags.

ACTIVITY THREE:

Paper Bag Game

 80 minutes

Need:

- Lots of newspapers, cut into half-tabloid sheet size
- A pot of wallpaper paste for each group (If mess is a problem, use a glue stick, though this is less authentic in style)
- Sample paper bags
- 50 buttons – each representing 1 Bangladeshi Taka (₳),
- 1 photocopy for each group of:
 - How to make a paper bag
 - Family Expenses list
 - Will you survive?
- 1 set of chance cards
- Damp cloths for wiping up at the end



Preparation:

Prepare sample paper bags for each group to refer to. Make a demonstration set showing each step in the process. For each group make 1 photocopy of:

- How to make a paper bag
- Family shopping list
- Will you survive?

Photocopy and cut out the chance cards, prepare your room so that each group has paste, paper, a sample bag.

Instructions:

1. Arrange students into groups of 6 or less. Appoint a game leader and shopkeeper
2. Provide background information. Each group represents a family living in a crowded and poor slum in Dhaka. There is a huge demand for paper bags, which are mainly made by women and children from the poorest families. The glue is made by boiling water and flour, and adding an anti-fungal chemical
3. Bags will be sold in batches of 10 to shopkeepers. Shopkeepers will pay 1 ₳ per batch of 10. Each time a batch of bags is ready, a group member should take them to the shopkeeper to sell, while the others continue making bags for the next batch. (On average, one child makes 100 bags a day, earning up to 15 ₳.)
4. Introduce the students to the family shopping list and the 'Will you survive' sheet they will complete as a group
5. Show the groups how to make a bag using a sample bag so everyone can see, then ask them to start making bags

Shopkeeper duties:

- A shop keeper is appointed by the teacher. They must check that each bag is properly made, and pays the group 1 ₳ for each batch
- Hand out the chance cards randomly to change the conditions each group is working under
- Take note of how many bags each group produces
- Decide when workers can wash their hands - bag makers may not have the luxury of soap and water

Will you survive?

Remind students they have to pay for rent, food, and other supplies. To send two children to school they must save 16 ₳ by the end of the game.

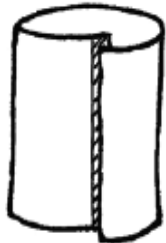


Extra! Extra!

Throughout the game, hold "health clinics" that workers could attend. The group must decide if someone can go - they will lose manpower! Not going may mean someone may later get sick or die!



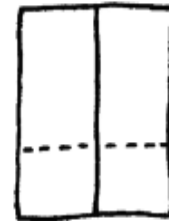
HOW TO MAKE A PAPER BAG



1. Fold the sides of the paper to the middle, overlapping by about 2cm



2. Paste one edge. Stick down the overlapping edge



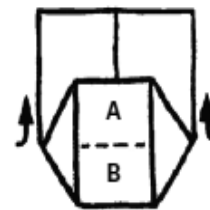
3. Turn up the bottom edge about one third of the way up the bag. Crease it then unfold it.



4. Fold up the bottom corners to the crease. Unfold them.



5. Tuck the corners up inside the tube.



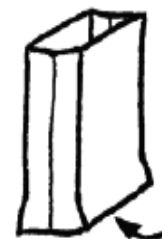
6. You now have a tube with two flaps, A and B.



7. Fold the upper flap A down on itself to the middle line



8. Paste the shaded edge of flap B very carefully.



9. Fold it over flap A and stick it down.

NOTE: IF YOU WANT TO STRENGTHEN THE BAG, STICK A STRIP OF PAPER ACROSS THE BOTTOM

Shopkeeper Change Cards



CHANCE CARD The shopkeeper has too many bags in stock and is therefore reducing the price he pays. You will be paid 1 ₮ for every 15 bags.	CHANCE CARD There is a shortage of bags so the price per batch of ten has risen from 1 ₮ to 2 ₮
CHANCE CARD The shopkeeper has changed the shape of the bags he orders - they now have to be half the size of the ones you've been making. Work out how to make them.	CHANCE CARD The shopkeeper has changed the shape of the bags he orders - they now have to be tall and narrow. Work out how to make them.



Family Expenses List

Essentials	Emergencies	Desirable
Food <ul style="list-style-type: none"> • Cooking fuel • Rice • Vegetables • Fish Cost: 15 ₮	Medicine <ul style="list-style-type: none"> • Antibiotics • Painkillers • Ointment for a relative Cost: 60 ₮	Clothes <ul style="list-style-type: none"> • Shoes • School uniform • Trousers Cost: 0.7 ₮
Paper <ul style="list-style-type: none"> • To make bags Cost: 12 ₮	Disaster <ul style="list-style-type: none"> • Dhaka is one of the most vulnerable cities in the world to earthquakes. You live in a slum along the water's edge. Flooding causes damage to your family home. Cost: 40 ₮	Savings <ul style="list-style-type: none"> • Schools fees • Health seminar Cost: 8 ₮
Rent <ul style="list-style-type: none"> • Living with family Cost: 1 ₮	Travel <ul style="list-style-type: none"> • A relative living in rural has become ill Cost: 15 ₮	Entertainment <ul style="list-style-type: none"> • Celebrations • Festivals Cost: 3 ₮

NOTE: PRICES FOR ESSENTIALS ARE PER PERSON PER DAY

WILL YOU SURVIVE?



DISCUSS

To survive people often rely on negative coping mechanisms such as withdrawing children from school, child labour, child marriage, eating fewer meals and selling possessions, What effect would each of these actions have on the lives of those living in poverty?

Section One:



1. We earned _____ ₮ in 20 minutes
2. We would earn _____ ₮ in 1 hour
3. We would earn _____ ₮ in a 10-hour day
4. We would earn _____ ₮ in 1 week

Section Two:



5. The minimum cost (of essentials) for one person each day is:

Food and fuel: _____ ₮

Paper: _____ ₮

Rent: _____ ₮

Total: _____ ₮

6. The minimum cost (of essentials) for our family for one day _____ ₮
7. The minimum cost (of essentials) for our family for 1 week _____ ₮
8. If your family had worked a 10-hour day, would you have earned enough money to buy all the essentials for 1 day? If not how many were you short?

If you had more than enough for the essentials, how much money was left over for emergencies?



Poverty is a Complex Issue

It is more than a lack of income and resources and exists in many forms including:

- hunger and malnutrition
- limited access to education
- limited access to healthcare
- social discrimination and exclusion
- a lack of participation in decision-making



By taking action on poverty you are ensuring that we are moving towards a future where the sustainable development goals can be achieved. Any economic growth must be inclusive and provide sustainable jobs and promote equality all sectors of society.

SPEAK ACT DO

Speak, Act, Do is a programme to support students and teachers in taking action on important global issues which impact our world!

Choose a topic, do your research, organise two actions (a Concern action and a local action) to address a global justice issue and then share this with other schools at our Agents of Change event!

Visit our website to find our simple guide to Speak Act Do or email schools@concern.net to find out more.

Below are a few ideas about how you can get involved!



Concern actions

- Start a campaign on social media to coincide with International Day for the Eradication of Poverty on October 17th to raise awareness
- Create a piece of art or media about poverty - publish it in a newspaper or post it online
- Organise a Project US world café in your school so people can learn more about poverty
- Start a petition about a particular aspect of extreme poverty. You could link it to campaigns like climate change, education or healthcare

Local Actions

- Buy Fairtrade and ethically sourced products which mean that people are paid decent prices for their produce and can support their families, improving living conditions for the producers and their communities
- Could you live below the Poverty line? Set a challenge in your school and get people to sign up and try experience what it would be like
- Research poverty in Ireland and make links with local organisations who work with people in poverty in your area
- Write to your local TD about poverty in Ireland - are there any bills going through the Dáil you can encourage them to support?

