

Aid – what is it?

Age range: 13-18

Time: 20-60 mins.

Outline

- The workshop will allow learners to think about common misconceptions of overseas aid and think critically about what ‘good aid’ is and how it is delivered.
- This workshop builds on the Aid presentation – it is important that students have gained the background information based within the presentation first.
- The workshop is made up of 3 activities – all of which can be done on their own or together, depending on the time you have available.

Learning Objectives

- Students will assess and analyse how mainstream negative public perception of aid differs from the reality.
- Students will understand why we give aid and think about how we give the money.
- Students will think critically about the best ways to deliver aid

Resources

- Aid Myths worksheet (page 5)
- Myth busting worksheet (page 6)
- Principles of Good Aid worksheet (page 7)
- Hard times tough choices worksheets (page 8-12)
- Money to Malawi worksheet (page 13)
- Good Aid animation (online)

Curricular links

Citizenship
Critical thinking

Keywords

Aid, international development, spending, tax

Activity	Description	Outcomes	Resources	Time
<p>Myth busting exercise</p>	<p>Split class into groups. Give each group a pack of the Aid Myths cards. They need to decide if the statements are true or false, whilst taking the time to think carefully through their decisions.</p> <p>Stop them after 5-10 minutes and get feedback from each group. Hand out the Myth Busting worksheet, do their responses match up? Are there any surprises?</p> <p><u>Optional follow up.</u> Discussion based on the myths : What do you think makes <u>good aid</u>? Try to draw out a list of principles, write up on white board.</p> <p>Watch the Good Aid video – were their points included in this – what did they miss? http://www.youtube.com/watch?v=cijLs3jAol8&list=PL48B4B24E07653DC3&index=2&feature=plpp_video</p> <p>You could also assess their points against the principles set out in the ‘Good Aid Principles’ handout.</p>	<p>Learners will analyse common misconception of aid, and consider the reality behind them. They will also explore what constitutes ‘good aid’.</p>	<p>1 Aid Myths Cards Worksheet & 1 Myth Busting worksheet per group</p>	<p>20 mins</p>
<p>What should we fund?</p>	<p>Using the ‘Hard Times, Tough Choices’ case studies, students will work in groups look at how different aid projects can contribute to other areas of life and explore what makes good aid.</p> <p>Funding Tender</p> <p>Give each group 1 case study from the ‘Hard Times, Tough Choices’ worksheet , and good aid principles handout.</p>	<p>Understanding that decisions have to be made about what to fund and how.</p>	<p>Good Aid principles worksheet. 1 Hard Times Tough Choices Case study per group</p>	<p>20 mins</p>

	<p>DfID – the UK government Department for International Development funds projects all over the world. They need assess how they spend the money in the best possible way.</p> <p>They have 10 mins to develop a 1 minute tender presentation to get funding for the project on their case study. They should use the good aid principles handout to inform what they include.</p> <p>Each group will then show their presentation to the rest of the class. The audience should mark each presentation on how they meet the Good aid principles – mark each principle out of 25, there are 100 points available in total.</p> <p><u>Plenary</u> Class discussion - which projects would be a priority for funding</p>			
<p>Who decides? How should aid be spent in Malawi?</p>	<p>Divide the class into pairs. Give each pair 1 copy of the worksheet on page 13 and give them a few minutes to read it. Now assign each pair a role to play (A-E). They must in their pair prepare arguments as to why they best placed to decide how Malawi’s aid money is spent and make notes.</p> <p>Now ask the pair to find another pair (with a different letter and debate with them why they are best placed to decide how Malawi’s aid money is spent. After a few minutes pairs should go and find another pair representing a different role.</p> <p>Go on for as long as you feel this is appropriate.</p> <p>At the end 1 pair representing each role should feedback their reasons for being best placed to decide.</p>	<p>Learners will look at who should decide how aid money is spent. They will critically asses who is best placed to make those decisions.</p>	<p>Worksheet – ‘Who decides? How should aid be spent in Malawi?’ 1 per pair in class</p>	<p>20 mins</p>

	<p><u>Plenary</u> Class discussion: They've practiced and heard all the arguments. Who is the best person to decide where the money is spent?</p>			
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Follow up ideas

Students can use the Aid action guide to raise awareness of international aid, what it is and how much we pay.

If students want to learn more they can take part in the online learning course Aid Matters go to www.oxfam.org.uk/aidmatters to sign up.

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Aid Myths Cards

Use these cards for the first part of the myth buster exercise.

<p>Increases in the international aid budget mean significant cuts to Government spending in the UK.</p>	<p>Giving aid helps Britain's reputation overseas.</p>
<p>Most of the international aid money is wasted because of corruption</p>	<p>Aid makes countries dependent, and stops economic growth.</p>

Aid Myth Busting Worksheet

This is Oxfam’s opinion on the statements relating to Aid.

<p>Increases in the international aid budget mean significant cuts to Government spending in the UK.</p>	<p>False</p> <ul style="list-style-type: none"> • The ambition for the aid budget is 0.7% of government spending – which is less than a penny in every pound the government spends. The government has committed to pay the target amount by 2013, rich country governments agreed to this level of Aid in 1970. • We currently spend 0.52%. Because the budget is so small it has very little impact on other budgets. • <i>To pay for one junior nurse in the UK (21k) you would have to take away healthcare from 50,000 people in Malawiⁱ.</i> • <i>Two bankers can earn more in a year than Malawi spends on its entire health systemⁱⁱ.</i>
<p>Most of the international aid money is wasted because of corruption</p>	<p>False</p> <ul style="list-style-type: none"> • There is no excuse for corruption and we need to tackle it wherever we find it. But, as those receiving life-saving medicines or attending school for the first time would tell you, the majority of aid reaches the people it is intended to help. It is simply not true that aid is largely misused. • Bad news makes headlines, so we are far more likely to hear about the incidences of corruption, than the difference aid makes to the lives of millions of individuals every day. • Calling for cuts in life-saving aid because some of it is misused is irresponsible. You wouldn't suggest abandoning democracy because of a rigged election – you'd work to improve the democratic process.
<p>Giving aid helps Britain's reputation overseas.</p>	<p>True</p> <ul style="list-style-type: none"> • Meeting the UK's promises to the poorest is in our national interest as well as being the right thing to do. • As well as helping people living in poverty, aid boosts Britain's reputation abroad and, by helping to make the world a fairer place, reduces the risk of armed conflict. It is also incredible value for money. • Aid projects should always be planned to help the poorest most vulnerable in society and be planned to be long term focused on poverty reduction not short term national interests for the uk.
<p>Aid makes countries dependent, and stops economic growth.</p>	<p>False</p> <ul style="list-style-type: none"> • When aid is delivered well it helps countries to invest their public services, ensuring that a country has a healthy and educated population is good for economic growth. It can also help to develop better infrastructures in countries which provides better conditions for business to thrive. • After the 2nd world war the USA gave aid money to many Western European countries to rebuild their economies, through the Marshall Plan. These countries including the U.K, France and Germany are independent and wealthy countries today, and are not dependent on Aid money to provide public services.

Principles of Good Aid

Split the right hand column into as many smaller columns – depending on how groups you have in your class.
At the end of the presentations add the scores together to get a % score.

Principles	Score (each out of 25) and notes
Money is given for long term projects – allowing projects to develop well and be sustainable	
Money is given for projects which help the poorest and most vulnerable in society.	
Money is spent on developing public services – Health, Education, police, developing democratic institutions.	
Money supports women’s rights and equity.	
Total score out of 100	

Tough times, hard choices: Real life project – case study

Education in Ghana

More than half of the children in Ghana never go to secondary school – the majority of these are girls. Early marriage, pregnancy and child labour are the most common causes for girls dropping out of education. Over the next 4 years, DFID plans to help 118,000 more children in Ghana to obtain primary education, of which around 50% will be girls. Providing education is essential to helping lift people out of poverty, as Katumi's story below highlights:

Katumi Hussein is a firm believer in the power of education to change lives for the better. At the age of 13, she was sleeping on the streets and working as a street porter for a meager income because she couldn't afford to go to secondary school. Now with support from UK aid, Katumi has been able to complete secondary school and intends to train as a nurse. Katumi's story is just one example of the millions of girls whose lives are being transformed by UK aid.



Globally, over the next four years UK aid will secure schooling for 11 million of the world's poorest and most disadvantaged children. This would have a huge impact as the UN has estimated that universal secondary education could save as many as 1.8 million lives every year.

Tough times, hard choices: Real life project – case study

Emergency response in the Horn of Africa: Kenya

As part of the response to the humanitarian crisis in the Horn of Africa, Britain is helping over 200,000 people in Kenya who have been affected by the drought through UNICEF and the World Food Programme. The majority of UK funds are targeting children – preventing malnutrition, providing supplementary feeding to those severely & moderately malnourished, feeding children under 5 as well as pregnant and breastfeeding mothers. This is in addition to the safe water, food and basic healthcare being delivered to 130,000 refugees in the Dadaab camp.

Children like Hamdi, who are suffering from malnutrition, are treated with therapeutic food such as plummynut, which has a high energy content and adequate amounts of vitamins and minerals. But investing in prevention is crucial.



British aid means that over the next five months 115,400 malnourished under-threes and breast-feeding women, like Amina and Hamdi, will be provided with a food ration of Corn-Soya Blend and vegetable oil. The ingredients make up a protein-rich fortified porridge that provides children with the essential nutrients that they need. In addition, 92,300 moderately acutely malnourished children under the age of five will be given foods that will specifically meet their own unique needs.

UK aid will continue to be focused on providing support to children like Hamdi, as one child to die from hunger is one child too many.

Tough times, hard choices: Real life project – case study

Disaster risk reduction in Africa

Although climate change affects everyone, it poses the biggest challenge to people living in the world's poorest countries – despite the fact that emissions there are typically very low. For example, India's emissions are one fifteenth of those of the United States. This means that those least responsible for the problem are going to be hardest hit.



A reliable climate and resources like forests and water play a key role in reducing poverty. Poor people depend on them for food, shelter, energy and medicines. About two in three people in Africa, and well over half the population in India, rely on farming, which makes them very vulnerable to disasters like flooding, landslides and drought.

Tackling climate change will need action on two important fronts: preventing and preparing for climate change. The international community must prevent dangerous climate change, by reducing emissions and building low carbon economies, and help poor countries prepare for the impacts of climate change.

UK aid has helped Tunu and his family to learn about and use technology that will protect their crops against climate change.

Tunu takes a break from operating the foot pump which gives him access to the most valuable commodity and the key to life – the water which lies several metres underground. The technology seems basic but it works. In addition to the environmental benefits, the farmers of the area prefer them to more costly diesel pumps, as Tunu explains: "I don't have to spend any money on diesel to operate the pump and I can repair it myself. I don't have to go to a mechanic. Earlier, I used local trees to help bring water from the well to my field, but I could only water a small portion. Today, my entire field receives water and my produce is much higher. My income has gone up significantly."

Not only has the pump provided a cheaper, more climate-friendly approach to farming, it has helped lift Tunu and his family out of poverty. Anyone meeting Tunu and his family for the first time would find it hard to imagine the journey they have made from hardship and hunger to the life they now lead. It is a journey out of poverty which has been shared by many of Tunu's fellow farmers and villagers of Larki in the Indian state of Orissa.

The journey has been made possible by the state government's Western Orissa Rural Livelihoods Programme (WORLP), funded by UK aid from DfID. WORLP had a different approach to previous government projects: it focused on improving people's livelihoods rather than just soil and water conservation. It has been a great success - in four districts it has already helped 800,000 poor people, a number which DFID hopes will eventually rise to 1.5 million.

Tough times, hard choices: Real life project – case study

Maternal health in Nepal

Due to the high rate of pregnancies and limited access to maternal care, the poorest women in Nepal have been at great risk of death during childbirth. Within the last decade however, the Government of Nepal and international donors have made great efforts to improve these outcomes. From 1996 to 2006, the rate of maternal mortality was reduced by half — from 539 to 281 women per 100,000 live births. Since then, Nepal has achieved a significant increase in the number of skilled birth attendants to deliver emergency obstetric care and it is expected that this achievement will continue to drive decline in maternal mortality. Furthermore, consistent investments in family planning have increased access to antenatal care and contraception.



Dhana worked as a government nurse for the last 23 years before she came to Jiri Hospital in Dolakha District. Here she explains how training, provided with aid money, has had a significant impact on her practice:

“ Yesterday a lady came to our hospital. She had two live births in the past and this time was pregnant again with a huge abdomen. The week before, she had gone to Kathmandu ’ s Maternity Hospital, where they did an ultrasound that showed a twin pregnancy. She was on her way back to her home in Dolakha yesterday when she began to have abdominal pain. The family decided to bring her to our hospital in Jiri.

When she arrived, she was in some pain, but her vital signs were normal. The pain increased in the night and her water broke. The next morning, her labour continued and, sadly, the twins were stillborn. But the placenta wouldn ’ t come out. I was glad that I had taken the Skilled Birth Attendant course just three months before. While I was training in Damak, a lady came in with retained placenta. The senior nurse asked me if I wanted to handle the case. She talked me through the procedure — which was something I knew would be useful after I returned to Jiri. I didn ’ t have much experience, but I knew I should try. So on this occasion, I felt very grateful that I could use this new-found skill to help this woman when she needed it. By the next day she was ready to be discharged from the hospital.”

Aid has made a really important improvement in maternal health in Nepal, childbirth is no longer the leading cause of death among women of reproductive age. This year, 58% of women are receiving antenatal care, a significant increase from 44% as recently as 2006. Deliveries performed in hospitals or maternal care facilities have increased from 18% in 2006 to 28% in 2011. Deliveries attended by a skilled birth attendant have nearly doubled in the past five years — from 19% (2006) to 36% (2011). Furthermore, the percentage of maternal deaths due to post-partum hemorrhage has decreased from 41% in 1998 to 24% in 2009, although, unfortunately, this condition still remains the leading cause of maternal deaths.

Tough times, hard choices: Real life projects – case studies

Gender equality and female empowerment in Afghanistan

DfID is supporting female empowerment in Afghanistan through small business loans that are enabling women to participate fully in social, economic and political life.

Maryam Hashami, 48, is proof of the entrepreneurial spirit which the people of Afghanistan are now demonstrating to the world. Thanks to UKaid from DFID, a small business loan has enabled her to escape from poverty and build a successful business.



Women hold the key to development and investing in them will reap rewards. Scaling up interventions to improve maternal health, to reduce malnutrition in children, to protect them from malaria, to educate girls and to give them economic opportunities will empower a whole generation of women who will marry later, have fewer and healthier children, and send those children to school. Those women, and the children they bear, will be empowered to make an economic contribution: to become doctors, engineers and businessmen who will propel their countries towards sustainable economic growth. No longer will 50% of a country's talent and workforce be wasted.

ⁱ Starting salary for an RCN is 21k a year in the UK. In Malawi it is 1,350 pounds a year. Ratio of nurse to people served in Malawi is one to 3,500.

ⁱⁱ Malawi spends \$118 million per annum on its health system (Source: Government of Malawi Ministry of Health) Barclays employees Bob Diamond and Roger Jenkins were reputedly collectively paid at least £61 million in 2007 including bonus and shares (www.guardian.co.uk/business/2008/oct/10/executivesalaries-creditcrunch). At the December 2007 market exchange rate this equates to \$123 million.