



Poverty Explored

A four-week course for Transition Year students to gain an understanding of the causes and impacts of poverty, and discover how they can help to end it.

In this lesson plan pack, you'll find all you need to teach students about the global issues that underpin poverty, and some of the changes required to shift the balance of power in favour of the poorest.

Over the course of four lessons, students will cover the concepts of human dignity, rights and responsibilities, stewardship, interdependence and development. Through role-play, case studies and discussions, students will gain understanding of how climate change and tax affect people living in poorer communities, and the action that needs to be taken to help end poverty.

About Christian Aid

Christian Aid is a Christian organisation that wants to see an end to poverty and injustice.

We work in 46 countries with people of all faiths and none to tackle the effects of poverty and its causes, and bring dignity, equality and freedom for all.

We believe poverty is a lack of power. People are not accidentally poor, rather they are made poor by the way others use their power.

We aim to tackle poverty by:

- exposing the scandal of poverty
- taking practical action to rid the world of poverty
- challenging and changing systems that make and keep people poor.

Find out more about our work, and resources to support you in the classroom, at christianaid.ie

Breakdown of course

A single class is required each week for a four-week period.

Total class contact time: 3 hours, 20 minutes.

Lesson 1: The roots of poverty: finding the problem.

Lesson 2: A taxing issue: a look into the murky world of tax.

Lesson 3: Climate countdown: the need to take action for our climate.

Lesson 4: Partnership for change: working together to end poverty.

Evaluation

A questionnaire will be provided for the students at the beginning and end of the course to track the skills they have attained, and changes in their understanding. The end-of-course questionnaire will also give them the opportunity to highlight what was enjoyable, what was most challenging and how they would adapt the course if they think it needs changing.

More information

You can find out more about the issues raised in this course from

christianaid.ie/resources

debtireland.org

www.stopclimatechaos.ie

The suggested film clips can be viewed and downloaded from the Vimeo links provided in the copy and from christianaid.ie/schools



Questionnaire: How much do you know about the causes and effects of poverty?

Name:

Age:

Please read and complete the following four questions, circling the answer that is most relevant.

1. How much do you know about the causes and effects of poverty?

- I know a lot about this issue.
- I know a few things about this issue.
- I know a little bit about this issue.
- I don't know much about this issue.
- I don't know anything about this issue.

2. How would you rate your interest in poverty issues?

- I am passionate about the issues.
- I am very interested in the issues.
- I have some interest in the issues.
- I don't have much interest in the issues.
- I have no interest in the issues.

3. Please circle what, in your opinion, are the three main causes of poverty.

- | | |
|-------------------|----------------------|
| Climate change | Sickness and disease |
| Lack of education | War and conflict |
| Drugs and alcohol | Natural disasters |
| Gender inequality | Unemployment |
| World trade laws | Corruption |

4. Do you believe we can end poverty?

- Yes No Maybe



Lesson 1: The roots of poverty

Materials required:

- a questionnaire for each student
- flipchart
- paper and markers for each group
- projector
- computer.

Introduction (5 mins)

Hand out the questionnaire at the beginning of the class to gauge the students' current level of understanding and interest in the issues surrounding poverty. Allow five minutes or so for students to complete, and then collect up the questionnaires.

Symptoms of poverty (15 mins)

Write on the chart or board:

'Symptom: a physical or mental feature that indicates a condition or problem.'

1. Split the students into small working groups (of about four or five).
2. Ask them to list as many symptoms of poverty as they can in five minutes. Ask them to imagine what they would see, hear or smell if they travelled to an area where people were living in poverty. How would they know these people were living in poverty? What would be different compared to a place where people were well off? (Try to get them to focus on symptoms alone – give an example if necessary.)
3. Give time for groups to discuss and write down answers.
4. Ask for feedback from each group, and write their answers up on the chart/board.

Some of the feedback might include:

 - lots of children with nowhere to go: could be orphans, could be trying to make a living on the street
 - no homes or shelter: people living out in the open
 - people seem listless: don't seem to have work
 - no schools or schools that lack facilities
 - lots of people are sick
 - lots of people seem to be on the move (are they refugees?)
 - people look hungry and emaciated
 - no toilets, poor sanitation
 - no clean drinking water
 - people are begging
 - no health care, clinics, doctors, nurses, or hospitals.
5. Where appropriate, ask the students to expand on their answers or share personal experiences. Challenge stereotypes that appear in the discussion, such as people living in poverty being lazy or unwilling to work.



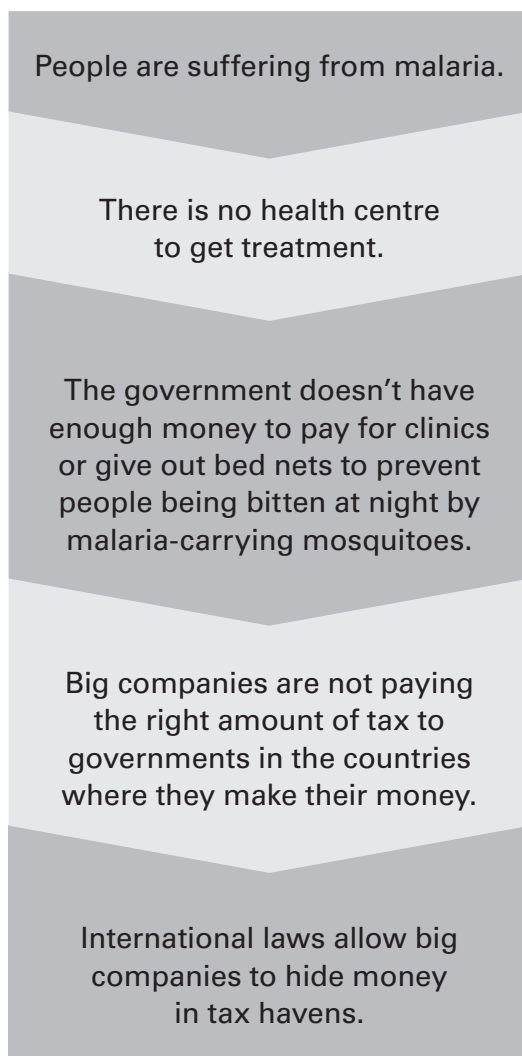
Causes of poverty (15 mins)

Write on the board:

'Cause: something that gives rise to an action or condition.'

1. Having identified many of the symptoms, explain to students that you would like them to take one (or a few) of their symptoms of poverty and track it/them back to the potential cause.

For example:



2. Give time for groups to discuss and write down answers.
3. Ask for feedback from the groups and write their answers up on the chart/board.

Be aware that some of the symptoms may be tracked to different causes. For example, people not having enough to eat could be caused by adverse weather conditions (perhaps due to a changing climate) destroying their harvest, or conflict may have displaced them from their land.

Some of the causes of poverty include:

- lack of rights
 - conflict
 - inequality
 - climate change
 - disasters
 - unjust trade rules
 - debt
 - tax injustice
 - gender inequality
 - corruption.
4. Ask whether students think it is better to spend our time changing the symptoms of poverty or the root causes of poverty. Have a discussion around which one the class would choose to do and why.



Conclusion (10 mins)

Write up on the chart/board and explain the following.

Poverty is caused by a lack of:

Personal power – health, education, mental well-being, dignified work and living conditions.

Economic power – income, freedom to earn a fair return on your labour, freedom from extreme inequality, access to or control over resources such as water and power supplies, economic security (eg being able to keep things such as harvests and money safe).

Social power – community well-being, social relations and social inclusion (eg being involved in community schemes such as food/grain banks when times are tough), ability to deal with emergency environmental conditions such as floods or droughts.

Political power – having the right to vote, being able to vote for whomever you chose without fear of violence or oppression, being able to get involved in decisions and schemes that affect your community or society.

Christian Aid, a charity that works with people from poor communities all around the world, believes that if we really want to end poverty, we must fight the root causes of it. Do you agree?



Lesson 2: A taxing issue

Aim

To understand the implications of taxes on the health and welfare of citizens and to empower students to take action to end tax dodging.

Materials required:

- copies of the 'Essential services' cards (see below)
- projector
- computer.

Tax, everywhere (5 mins)

Ask students to tell you which public services they have used in the past week that are partly or completely provided by our government.

Examples might include: public transport, schools, electricity, roads, parks, emergency services, water supply, etc.

Essential services (15 mins)

Split the students into groups of five and hand out a set of 'Essential services' cards to each group.

Ask students to order the services from the most important to the least important.

Discuss, as a class, why some of the services were chosen as being more important than others. Challenge the groups to rethink some of their decisions.

Try, as a whole class, to come to a consensus on the most important essential services, giving some time for debating.

Ask the students why they think some countries, like Ireland, have these simple, yet essential, services and some countries, like Ghana, don't? Take suggestions. See if anyone suggests tax.

Explain: Tax may be something we moan about paying, but without it we wouldn't have many of the services we rely on every day. Our pavements, roads, school buildings and teachers – all these things are funded by the tax system.

Anyone who earns money – or any company that makes money – is expected to give some of their earnings back to the government in taxes. The government is then expected to use that money to run the country and to provide things such as roads, schools and hospitals.

If people don't like the way that the government is using the money, then in a democracy – like in Ireland – they have the power to vote for a different government at the next election. So a good tax system not only provides a government with the money that it needs to provide services for its people, it should also make the government more responsible – because the government needs to spend the money wisely and in the way that people want, or it will be voted out of power.

Now ask students to imagine that the government has not been able to collect enough tax and can now only pay for seven of the 10 services. The groups have to decide which services should be dropped from the government bill.

Get them to share their thoughts and discuss as a class what the consequences would be of losing these services.



Essential services cards

**Health care
(including ambulances)**

Electricity

Water supply

Police and armed forces

Fire fighting

State pensions

Prison system

Education

Transport infrastructure

Welfare



Lukman's and Sulemana's stories (10 mins)

The consequences of losing services like these are not often felt by multinational companies. Instead it is people on the ground who shoulder the burden.

Show Lukman's and Sulemana's story: *Hungry for change in Ghana's schools.*
vimeo.com/89314855 or christianaid.ie/schools

Explain: Lots of Ghana's children do not get enough to eat, so the government has identified addressing hunger as an important goal. Recognising that poor diet not only affects children's health but also limits what they can achieve in other areas of their lives, including gaining a good education, Ghana's government introduced its School Feeding Programme in 2005.

The project provides free lunches for children attending participating schools, ensuring pupils get at least one nutritious meal every day. It also provides an incentive for the poorest families to send their children to school. (Schools are encouraged to buy ingredients locally so the project also increases demand in the local market for food, meaning local farmers get more income.)

With support from Christian Aid partner SEND, Ghana's School Feeding Programme has been hugely successful. In some areas school enrolment rates have risen by as much as 30% and more than 50,000 children now benefit from this work in Ghana's Northern Region alone.

But it is yet to reach many schools and without finding additional funds through donors or tax, Ghana's government will be unable to scale up this work to reach many communities in urgent need of this support.

The missing billions (10 mins)

Show one of the following films to help explain how tax dodging happens and what effect it has on the ground.

- *Where has all the money gone? STOP tax dodging (Ireland)*
vimeo.com/89314856 or christianaid.ie/schools
- *Tax Justice in Central America*
vimeo.com/89314857 or christianaid.ie/schools

Conclusion (5 mins)

Write this fact on the chart/board:

'For every \$10 given in aid to the developing world, \$15 is lost through tax dodging.'

Explain: Christian Aid estimates that tax dodging by business costs poor countries \$160bn a year. This is money that could be spent on essential services.

The international financial system allows multinational companies to avoid paying taxes and money to be held secretly in tax havens. The tax laws need to be updated. Too many rich companies are hiding their money and this affects those living in poverty the most.

Christian Aid is campaigning for a public register, open and accessible to all, that reveals who owns which companies, where they are located, and for whose benefit. This will make it easier for tax authorities, the media and ordinary citizens to uncover who is dodging tax, hold them to account and ensure developing countries get the tax money that's rightfully theirs.

Encourage the students to take action by visiting christianaid.ie/tax where they can find out more information and add their voices to the calls for more transparency around tax.



Lesson 3: Climate countdown

Aim

To understand the implications of taxes on the health and welfare of citizens and to empower students to take action to end tax dodging.

Materials required

- 'Real Life' conundrum cards (see below)
- projector
- computer
- whiteboard or flipchart with marker pens
- *Countdown* music (optional – available from classtools.net/education-games-php/timer)
- *Countdown* clock (optional – available from youtube.com/watch?v=M2dhD9zR6hk)

Explain to the students that they are going to play a variation of the popular TV show game *Countdown* – but in this case it's *Climate Change Countdown*! It will consist of numbers and climate change conundrum games.

Numbers game (10 mins)

Students can work individually or in pairs on this activity.

On the board, write up the three larger numbers and the three smaller numbers below.

325 150 220

4 1 30

The students' task is to complete a calculation, using some or all of the numbers (once only) to arrive at, or as close as possible to, the number 2. Give students 30 seconds on this activity. (You may wish to play the *Countdown* music in the background.)

Solution: $325 - 220 = 105$

$$105 - 30 = 75$$

$$150 / 75 = 2$$

Give students the opportunity to share their answers on the whiteboard or flipchart. They may have come up with a different solution to the one provided. (You may wish to award prizes.)

Ask if they can know, or can guess, the significance of these figures to climate change.

After taking a few responses, reveal the significance behind these figures.

- Up to **325 million** extremely poor people will be living in the 49 most hazard-prone countries in 2030, the majority in South Asia and sub-Saharan Africa.¹
- The World Health Organization estimates that climate change is already causing an estimated **150,000** deaths every year.²
- One-third of people in Africa already live in drought-prone areas and **220 million** suffer the effects of drought each year.³
- **4 billion** people are estimated to be at risk from climate change, with the effects destroying or damaging their homes and ways of earning a living.
- Throughout Asia, **1 billion** people could face water shortage, leading to drought and land degradation by the 2050s.⁴
- In Central and South Asia, crop yields are predicted to fall by up to **30%**, creating a very high risk of hunger in several countries.⁵
- A rise of **2°C** in global temperatures represents a 'tipping point' for the impacts of climate change.⁶

Scientists say that a temperature increase of 2°C must not be exceeded if we are to avoid runaway climate change and catastrophic consequences (and some say it needs to be even lower – no more than 1.5°C).

1. odi.org.uk/publications/7491-geography-poverty-disasters-climate-change-2030

2. who.int/heli/risks/climate/climatechange/en/

3. unfccc.int/resource/docs/publications/impacts.pdf

4. gwiwater.org/sites/default/files/pub/Water%20Security%20in%20Ethiopia%20.%20Risks%20and%20Vulnerabilities%27%20Assessment.pdf

5. unfccc.int/resource/docs/publications/impacts.pdf

6. www.oecd.org/env/cc/49082173.pdf



These figures show that the extreme effects of climate change are already a reality for many people and that we must act now to help those already affected. The countdown is on. There is still time to prevent these facts and figures becoming even worse, but the need for ambitious measures and effective action at the global scale is urgent.

Life behind the stats (10 mins)

Explain that you are going to meet two people who have experienced the effects of climate change first hand: Truphena and Justin Ireri from Kenya.

Show *Christian Aid Week 2013: Technology for food in Kenya*
vimeo.com/89314854 or christianaid.ie/schools

Reflection questions

Ask students what they think Truphena and Justin's carbon footprint is? How responsible are Truphena and Justin for global carbon emissions?

If you need to, you can write these definitions for students to see:

'Carbon footprint – the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organisation, or community.'

'Carbon emissions – the release of carbon dioxide and carbon monoxide into the atmosphere, produced by vehicles and industrial processes.'

Climate change conundrum (15 mins)

Explain that solving the challenge of climate change falls into two main approaches, and that students are going to find out about these solutions in this activity.

Conundrum 1

On the board write up the letters:
 U C O I E R T D N

Put students into groups of four and give them time to unravel the conundrum (do not let time exceed more than one minute – you

may choose to use the *Countdown* clock for this activity). The answer is REDUCTION. Explain that reduction means those actions needed to prevent climate catastrophe, ie carbon-cutting measures such as encouraging people to walk or use public transport rather than driving, or turn their heating down a degree or two. Ask if the students have taken any steps to reduce their carbon footprint: perhaps they are more aware of what they throw away and try to recycle more, or maybe they are using energy-efficient light bulbs in their homes.

We can also put pressure on world leaders to take action on climate change. For example, Christian Aid supporters lobbied the Irish Government to introduce a Climate Act that obliges us all – individuals, businesses and government – to find ways to reduce our carbon emissions in Ireland.

Conundrum 2

On the board write up the letters:
 D A N T A O A I P T

Give students time to unravel the second conundrum. The answer is ADAPTATION. Explain that those already being affected by climate change need to adapt to the consequences, including increased incidence of flooding and drought.

For example, cattle farming in Senegal is becoming increasingly difficult because of the lack of rainfall. Farmers have started to grow different crops and plant fruit and vegetables to sell at local markets (called market gardening) in order to adapt.

Real-life conundrum

Give each group a set of the 'Real-life conundrum' cards.

Encourage students to read the cards and sort them into two categories: adaptation or reduction. The correct categories are listed below for your information.

Adaptation category = 2, 3, 4, 5

Reduction category = 1, 6



Real-life conundrum cards

1 Fede Dunois lives in Haiti. Deforestation is a huge problem here, making the quality of the soil poorer and causing it to erode. Without trees to help bind the soil together and absorb water, natural disasters cause lots more damage to people's homes and livelihoods. Fede has been so inspired by training he received in environmental protection from Christian Aid partner GARR that he and some other members of the community are planning to plant a tree nursery together to combat deforestation. He says that the community now knows more about the relationship between trees and the environment and are cutting down trees less often as a result, explaining, 'we now understand the relationship between the dry season and deforestation, and that cutting [down] trees can cause landslides and erosion'.

2 In Malawi, Magalita Mafuta and her three children used to run out of food months before their next harvest was ready, living hand-to-mouth as Magalita struggled to provide food. 'We ate just one meal a day during the hunger months,' she says.

The climate is changing, which has made life harder. 'It is hotter than before. Now at times the rains don't come when we need them to,' she explains.

But now, with help from a Christian Aid partner, Magalita and her neighbours have built an irrigation system piping water from a nearby river. They can now grow extra food during the dry season, providing welcome relief from the worst weeks of hunger. 'It really helps. We want to do all we can to develop this area,' she says.

3 Amparo Jimenez lives in the Dominican Republic. The country is vulnerable to natural disasters, including hurricanes and earthquakes.

Amparo has lived in her community for 40 years. She says: 'I've seen many changes in the climate. We have the same rainy season, but it lasts longer and it is more intense. We don't harvest as much as we used to.'

Amparo belongs to a group that tends a plot of land where they grow crops, such as cocoa and coffee, and fruit trees. Christian Aid's partner Solidaridad Fronteriza has helped them improve their farming techniques and they now grow more fruit and vegetables, despite the impacts of climate change.

Amparo says: 'When we started we were alone. Now we have support, we will go far.'

4 John Ngari's Kenyan farm is bursting with fruit and vegetables, from maize and beans to avocados and mangoes. Since joining a project for farmers run by a Christian Aid partner, he has been able to make his farm flourish.

He explains: 'Through the training, I have learnt about the changes in weather. I help the water sink deep down into the soil and collect rainwater. I have learnt to prepare my land early and to use drought-tolerant seeds.'

Most usefully, he has recently started to receive SMS (text) messages about the local weather forecast. This is vital information that helps him to plan his farming. If he knows there won't be as much rain, he can plant crop varieties that don't need so much water. 'I feel empowered,' he says. 'I'm now carrying out farming as a business. To have the security that even if the rains are inadequate I'll still have something for my family... this has made such a difference.'

5 The only salvageable grains of maize from Concepción Martínez's harvest are spread out on plastic sheets in his front yard. Climate change is affecting his crops, and the extreme floods in El Salvador in October 2011 damaged everything. 'The heat and rains are notorious,' he says.

Christian Aid's partner Acudesbal is teaching Concepción and his community how to cope and adapt to the effects of climate change. They now monitor the weather and have plans in place to get people and animals to safety before bad weather strikes. Concepción explains: 'The early warning systems we now use save lives, and we've been able to prevent disasters. We know how to plant new crops that are resistant to floods and drought.'

6 Hundreds of years ago, the ancestors of today's quilombola communities (escaped slaves who hid in the Amazon for safety), learned how to farm and survive in the Brazilian rainforest without destroying it. In the words of Abuí community coordinator Raimundo Printes do Carmo: 'We are not greedy, we only cultivate a small patch to meet our needs. We understand the forest.' Partly because they know how to live in the forest without damaging it, and partly because they act as guardians of the land, defending it against legal and illegal exploitation, the quilombola communities are at the heart of the struggle against deforestation and climate change – a struggle supported by Christian Aid and its partner CPI.



Conclusion (5 mins)

Christian Aid is campaigning for climate justice. Climate justice means that developing countries should not be prevented from continuing to develop, despite the urgent need for stringent carbon emissions cuts.

It means that those countries responsible for current climate change impacts should shoulder the lion's share of the costs of addressing the problem: developing clean, green technologies and helping to pay for the adaptation and mitigation measures that are needed in developing countries.

To do this, we need to help people reduce their carbon footprint, and adapt to the changes that climate change brings, and we need to lobby the government to introduce bills that will agree legally binding targets to reduce emissions.

Encourage students to find out and reduce their carbon footprint (epa.ie/climate/calculators/). If they are keen to do more on the issue of climate justice, they can find out further information from **christianaid.ie** and **www.stopclimatechaos.ie**



Lesson 4: Partnership for change

Aim

To highlight that the best changes are made to people’s lives when we work in solidarity and partnership.

Please note: this lesson plan is designed for a double lesson.

Materials required:

- ‘true or false’ statements
- computer
- projector
- case studies.

Changing the world with a quote (5 mins)

Write or display this quote for students to see as they enter the classroom. Once they have settled down, spend a few minutes discussing it – do they agree with it? Does it inspire them?

‘Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.’

Margaret Mead, anthropologist

True or false (5 mins)

Read out the following statements to the whole class and get the students to decide if they are true or false. You could ask them to move to one side of the room for true and the other side for false. Or they could stand up if they think the answer is true and remain seated for false.

Statement	Answer
The level of poverty in the world has stayed roughly the same for the past three decades.	False, the number of people living in poverty has been almost halved since 1990. ⁷
The richest 1% of people today control 40% of the world’s wealth, while the poorest 50% own just 1%.	True. ⁸
1.4 billion people have no access to electricity.	True. ⁹
50% of chronically hungry people are women and girls.	False, 60% of chronically hungry people are women and girls. ¹⁰
780 million people in the world don’t have access to clean water.	True. ¹¹
Ireland is the second-worst polluter per person in the world.	False, Ireland is the second-worst polluter per person in the European Union. ¹²
In Africa, a children dies every five minutes from malaria.	False, a children a dies every minute in Africa due to malaria, a preventable disease. ¹³
Major companies dodge more money in taxes each year than the annual global aid budget.	True, major companies dodge \$160bn in taxes annually. ¹⁴

7. Christian Aid, *Poverty Over*, July 2009, christianaid.org.uk/images/poverty-over-report.pdf

8. Christian Aid, *Constrained World*, christianaid.org.uk/images/fair-shares-in-a-constrained-world-report-november-2013.pdf

9. Christian Aid, *Constrained World*, christianaid.org.uk/images/fair-shares-in-a-constrained-world-report-november-2013.pdf

10. unwomen.org/en/news/in-focus/commission-on-the-status-of-women-2012/facts-and-figures#sthash.CmCfeZCb.dpuf

11. water.org/water-crisis/water-facts/water/ - Estimated with data from WHO/UNICEF Joint Monitoring Programme (JMP) for Water Supply and Sanitation. (2012). Progress on Sanitation and Drinking-Water, 2012 Update.

12. Stop Climate Chaos, stopclimatechaos.ie

13. World Health Organization, who.int/mediacentre/factsheets/fs094/en/

14. A Hogg, J Melby, A Kwatra et al, *Death and Taxes: The true toll of tax dodging*, Christian Aid, 2008, christianaid.org.uk/images/deathandtaxes.pdf



Working together (5 mins)

Explain: There are many challenges to ending poverty. But Christian Aid firmly believes that poverty can be ended. People made it. People can end it.

International tax systems: big business takes from poorer countries without giving back. We made these systems. We can change them.

The climate: we have proven that we can change it. But we can also change it for the better.

If you think ending poverty is too big a task, ask yourself if it's any bigger than abolishing slaving? Than eradicating smallpox? Than ending apartheid? When we work together, we can achieve great things.

Reflection question: What do you think is the biggest task humans have overcome? Why? How was it overcome?

Teamwork (10 mins)

Divide the class into groups of four or five. Everyone on the team searches through their pockets, wallets, bags etc. The group tries to find 26 items that each begin with a different letter of the alphabet. The winning team is the one to have objects representing the most letters.

Explain: Nobody would have been able to complete this task alone. We all bring different things, items, or thoughts to the group. When we work together, we can see how we can complete tasks.

Case studies: partnership for change (40 mins)

With the class still in their in groups, get them to look at one of the following case studies found below.

Get each group to prepare a short presentation on:

- who the Christian Aid partner is in their case study and where it works
- the work of the partner

- how it makes a difference to the lives of people living in poverty.

After the groups present their case studies to the class, introduce the film, which looks at how Christian Aid and its partner Soppexcca is partnering with Bewleys to support coffee farmers in Nicaragua.

Show *Growing Places, Ireland Coffee*
vimeo.com/90224728 or christianaid.ie/schools

Conclusion (10 mins)

Explain: Our world is one of unprecedented technological advances and vast resources. Yet, in this global environment, extraordinary prosperity and power sit right alongside extreme poverty and lack of opportunity for people to control their own lives.

Throughout the world we can see communities in which women and men struggle for food, education and access to the medicines and technology that their neighbours take for granted. It does not have to be like this. Christian Aid believes that human action is responsible for the underlying causes of poverty and that we – the wealthiest generations in human history – have the greatest opportunity to overcome it.

Christian Aid's work is based on trusting and effective relationships. It works in partnership with others as part of a global movement committed to ending poverty and social injustice.

Encourage the students that if they want to continue to find out more and take action against poverty, they can follow Christian Aid on **Facebook** (Christian Aid Ireland) or **Twitter** (@christianaidirl).

Hand out the questionnaire and ask students to return them once they have finished filling them out.



Case studies



Case Study 1: Aprodehni

'My favourite programme is *SpongeBob Squarepants* – he's funny,' smiles Jhoselin Gabriela de Paz. At school, she enjoys science and playing football, and thinks the girls behave better than the boys. 'The boys chat during class,' she says.

Jhoselin is 12 and lives in a village in El Salvador, with her mum, Ernestina (pictured), and brother, Juan Carlos. The family used to rely on the money Ernestina made selling crabs, but she couldn't earn enough to support them all.

Christian Aid partner Aprodehni helped Ernestina improve her skills by teaching her things such as how to manage a budget and a business. She now has her own shop.

'I help my mum round the house [and] selling things in the shop. The thing we sell the most is frozen chickens. We sell sweets too, and I like the strawberry ones best,' Jhoselin says.

Aprodehni also built a bridge across the river so even in floods, the community does not get cut off. 'I use the bridge to visit friends and go to school,' Jhoselin says.

Case Study 2: The United Theological College of the West Indies

The Rev Stephen Henry is a busy man. He serves as the minister to three churches in Jamaica and he has also received training from Christian Aid partner United Theological College of the West Indies (UTCWI) in HIV-awareness. 'If we share info with others, this can help eliminate and eradicate HIV and AIDS,' he says. '

The Caribbean is one of the most heavily affected regions in the HIV epidemic, with 30,000 people living with HIV.* Stephen uses his sermons to help end the stigma surrounding the virus. He also carries out demonstrations on the correct use of condoms. 'As a minister, I have the privilege to use the scriptures [to show] that no one is outcast, and that the support is there,' he says.

As well as providing training for clergy like Stephen, UTCWI has trained 78 people in HIV-awareness. Many give voluntary counselling at inner-city health centres and within their communities, providing support and hope to those in need.

*apps.who.int/gho/data/view.main.22100



Case Study 3: Physicians for Human Rights Israel

A couple of years ago, 13-year-old Waleed Badir's life changed forever. A doctor from Christian Aid partner PHRI (its full name is Physicians for Human Rights Israel) gave him a hearing aid, which meant he could hear the voices of his family for the first time in his life.

Waleed lives in the West Bank, which is part of the occupied Palestinian territory. There has been a conflict between Israel and the Palestinians for many years. Israeli soldiers control where Palestinians (like Waleed and his family) can travel, so it can be hard for people to get to see a doctor or go to hospital. That's why Waleed didn't get the help that he needed for his deafness when he was younger.

Waleed's mum, Rufaida, says that since he got the hearing aid: 'His whole personality changed. He has become much more confident.'

But seeing that doctor was important in another way too. It was the first time that Waleed had met an Israeli who was not a soldier with a gun. People who belong to PHRI are Israeli and Palestinian doctors and nurses who give up their free time to provide help for people who find it difficult to get to a hospital. They showed Waleed and his family that many Israelis want to work for peace between their communities.

Rufaida says: '[PHRI] has changed my family's life, and it keeps changing the lives of many.'



Case Study 4: Omunga

At the age of just seven, Vanuza Felicia Sango Sabalo was living on the streets of Lobito, Angola. 'I fled my house because my mother and father were violent,' she explains.

She says her and the other street children would be abused by both men and women.

Now aged 18, Vanuza has her own home, thanks to constant and determined advocacy and campaigning by Christian Aid partner Omunga.

Vanuza's home is one of 50 built for the community by the local government. She has bars on the windows and a lock on the door and when she is inside she knows she is safe.

'I like everything,' she says with a shy smile. 'I like to have visitors. I like the silence best.'

Omunga has arranged for Vanuza to take part in a literacy course. Now she is aiming high. 'I want to be either the director of the National Institute of the Child or to be a doctor. Because they have helped us and I want to help other people.'



End-of-course questionnaire: How much do you know about the causes and effects of poverty?

Name:

Age:

Please read and complete the following six questions, circling the answer that is most relevant.

1. How much do you know about the causes and effects of poverty?

I know a lot about this issue.

I don't know much about this issue.

I know a few things about this issue.

I don't know anything about this issue.

I know a little bit about this issue.

2. How would you rate your interest in poverty issues?

I am passionate about the issues.

I don't have much interest in the issues.

I am very interested in the issues.

I have no interest in the issues.

I have some interest in the issues.

3. Please circle what, in your opinion, are the three main causes of poverty.

Climate change

Sickness and disease

Lack of education

War and conflict

Drugs and alcohol

Natural disasters

Gender inequality

Unemployment

World trade laws

Corruption

4. Do you believe we can end poverty?

Yes

No

Maybe

5. Did you enjoy this four-week course?

Yes

No

6. What things would you change if you could?
