Teacher’s notes

**Learning objectives:**
- To know and understand at least three causes of poverty
- To know and understand at least three effects of poverty
- To be able to describe how CAFOD is addressing causes and effects of poverty.

Before using this resource, you might want to tell pupils the “Babies in the River” story, many versions of which are available online. It is a great introduction to the importance of addressing the causes of poverty.

**How to use this resource**
Hand a case study to each pair and give time for reading. Pupils can answer the questions in their books or use the table provided.

A glossary of key terms below can be used alongside the case studies, where needed.

If you have time, or for pupils who are challenged by the amount of reading, show Martin and/or Proscovia’s films to further illustrate the case study. Alternatively, send pupils to view these films on our ‘Learning Hub’ for homework.

Pupils can then use the A5 Problem and Solution trees to consolidate learning. For group work, blow these up to A3 or ask pupils to draw their own trees.

Groups share the labels on their completed trees in a plenary session.

Alternatively, project the tree image onto the whiteboard and label each tree as a whole class exercise.

*(Email schools@cafod.org.uk for an editable file.)*

**Glossary**

<table>
<thead>
<tr>
<th>Key word/term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>borehole</td>
<td>A hole dug into the earth in order to find water</td>
</tr>
<tr>
<td>civil war</td>
<td>War between opposing groups in a country</td>
</tr>
<tr>
<td>colonial times</td>
<td>Relating to the times when some countries took over other countries</td>
</tr>
<tr>
<td>colonised</td>
<td>Occupied, took over, settled in</td>
</tr>
<tr>
<td>ethnic group</td>
<td>People who share the same culture, language and traditions</td>
</tr>
<tr>
<td>exploit</td>
<td>To use or develop something in order to gain a benefit</td>
</tr>
<tr>
<td>indigenous</td>
<td>The people who originate from a region or country</td>
</tr>
<tr>
<td>infant mortality</td>
<td>The death rate of children under the age of five</td>
</tr>
<tr>
<td>illiteracy</td>
<td>Being unable to read or write</td>
</tr>
<tr>
<td>life expectancy</td>
<td>The number of years that somebody can be expected to live</td>
</tr>
<tr>
<td>lobbied</td>
<td>Put pressure on</td>
</tr>
<tr>
<td>poverty line</td>
<td>Level of income below which a person is considered to be living in poverty</td>
</tr>
<tr>
<td>remote</td>
<td>Distant, far away from towns or cities</td>
</tr>
<tr>
<td>treaty</td>
<td>A formal contract or agreement between countries or political groups</td>
</tr>
</tbody>
</table>
Read the case study. Write down the causes of poverty, and the effects of poverty, and what is being done to tackle each of these.

Uganda
In 1890, Britain colonised (took over) a part of Africa which was home to many different ethnic and religious groups.

Britain drew new country boundaries, and called the area ‘Uganda’. A treaty gave the largest group – the Bagandans – more status than the many smaller groups. This inequality, as well as the different cultures and political systems of the groups, made it difficult to function as one country. This led to conflict when Uganda gained independence in 1962.

Uganda is now relatively peaceful, but conflicts have meant that the rate of development was slower than it could have been. Climate change is also having an impact; the climate there is getting drier and there is poor access to water in remote areas.

CAFOD partners
CAFOD partners help communities in rural parts of Uganda, like Moroto, to bring water to their homes by repairing water pumps in villages. The community also receives training on how to maintain and fix the pumps in case they break again. This gives thousands of people the dignity of being in control of one of their basic human rights.

A brighter future
Now, girls like Proscovia can go to school, rather than spending their time walking long distances and queueing to collect water for their families. This means that they can study and build a brighter future for themselves and for their communities.

Before the borehole, we had to go far and the queues were long. Now it feels like I can wash every day. It feels good. I can wash and I can wear clean clothes and I don’t have to be late for school.

Meet Proscovia at: cafod.org.uk/Secondary/Learning-Hub
Martin:

Read the case study. Write down the causes of poverty, and the effects of poverty, and what is being done to tackle each of these.

**Myanmar**

Martin lives in Myanmar, the country formerly known as ‘Burma’. Its population is about the same as England and Wales together, but a third of the people live below the poverty line.

A civil war started in 1948 and still continues today but, since 2011, Myanmar has had a government elected by the people. The country is slowly moving on from many years of military rule.

**Foreign investment**

Myanmar has opened up to foreign investors in recent times. This has led to many opportunities but some of these have threatened local communities through land grabs and destruction of the environment as companies exploit natural resources.

In the UK, CAFOD and other non-governmental organisations campaign for rules that will make international companies more accountable to citizens for their actions in LEDCs.

**A challenging climate**

Myanmar is prone to severe weather patterns including extreme drought or rains caused by El Niño and La Niña (large shifts in warm or cold Pacific ocean waters). As well as this, climate change causes unpredictable rainfall. Droughts, floods and erosion all destroy livelihoods, contributing to poverty and hunger.

In the UK, CAFOD supporters put pressure on the government to take steps to reduce the UK’s contribution to climate change and to support development efforts in LEDCs.

Martin

Twelve-year old Martin’s village was destroyed by a cyclone in 2008. A CAFOD partner helped the villagers put together an evacuation plan so that now, when there is a storm or cyclone, they can get everyone to a safe place, with enough to eat if crops are destroyed.

Despite rebuilding their lives, severe weather still makes it hard for the villagers to make a living. The partner also helped the community to construct water pumps and wells, and to work on adapting farming methods to help ensure that the villagers always have food.

I listened to the howling voice of the wind and rain and that was all I could hear. Afterwards it looked like there were no houses or roads, like they had never been there.

Watch Martin at: cafod.org.uk/Secondary/Learning-Hub
Guatemala

Guatemala in Central America has one of the most unequal societies in the region. Less than one per cent of the people own 70 per cent of the land. This goes back to colonial times, when Europeans invaded the region and took over.

Most people live in poverty, especially in rural areas. Just under half of the children under the age of five suffer from severe malnutrition.

The highlands

The Parish of Santa Maria Chiquimula is a CAFOD partner in the highlands, which experience both hurricanes and extended dry periods. Here, most people grow corn, which forms 90 per cent of their diet. People often fell trees to sell the wood or use the land for growing corn. Without tree roots to hold the soil together, there are often landslides during storms. When crops are destroyed by storms or drought, people are left without food.

Another issue is that politicians give free chemical fertilisers to farmers at election time, making them dependent on chemicals that they cannot afford.

To help reduce malnutrition in the area, the Parish of Santa Maria Chiquimula runs malnutrition clinics for mothers and babies. It teaches the mothers about the value of a varied diet and helps them to set up vegetable gardens. It also runs workshops in the local secondary school on good nutrition, reforestation, farming animals and crops, making natural fertilisers, growing herbs as natural remedies and cooking.

Efrain

Efrain (16) is boarding at the school and attends the workshops. Efrain earned money to fund his own schooling by finding a job selling shoes.

At home, particularly in dry times of the year or when crops were destroyed by storms, Efrain ate very little, sometimes only one or two *tamalitos* (corn sausages) a day. At the school, his diet is much better and he eats well. Efrain greatly values what he is learning at school and shares it with his family at weekends.

*We started growing tomatoes and, when we harvested them, Dad said, ‘If you want to carry on studying, that’s good!’*
Read the case study. Write down the causes of poverty, and the effects of poverty, and what is being done to tackle each of these.

**Krist:**

In the chaos of the civil war in Syria, armed gangs carry out vicious robberies and kidnappings. Krist’s family was robbed and threatened by an armed gang. Fearing further attacks, they fled to Beirut in Lebanon, where Krist, his parents and three brothers now live in one rented room.

**CAFOD partners**

Krist’s parents were successful business people in Syria but now rely on savings and the generosity of others.

Krist still has flashbacks from his experience and has trouble sleeping. As well as providing food, shelter, healthcare and medical supplies to thousands of refugees and host communities, CAFOD’s partner Caritas Lebanon provides counselling to help children recover. Caritas Lebanon has also provided Krist’s family with food and free medical care.

Other CAFOD partners build up co-operatives where Syrian refugee and Lebanese women work together to increase production of food and goods so that they can improve their living standards. They also offer training to Palestinian refugees so that they can find work.

**Lebanon**

Lebanon is only half the size of Wales, with high levels of poverty and unemployment, yet it has taken in well over a million Syrian refugees and more than 400,000 Palestinian refugees.

Palestinian refugees have been in Lebanon since the Arab-Israeli war of 1948 forced them to flee to surrounding countries. Most people live in overcrowded, poor conditions, are unemployed, do not have proper rights and are unable to access public services.

Most of the new arrivals from Syria are living in makeshift camps, cramped apartment blocks, or in abandoned or half-built buildings. The refugees often live alongside poor Lebanese communities.

They threatened us and when they left they told us that they would be watching us and if we tried to leave they would kill us. They told us that they were not afraid of killing.

More on our refugee work: cafod.org.uk/Secondary/Refugee-crisis
<table>
<thead>
<tr>
<th>Title of story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some <strong>causes</strong> of poverty in this story are:</td>
</tr>
<tr>
<td>What is being done to tackle these causes of poverty?</td>
</tr>
<tr>
<td>Some <strong>effects</strong> of poverty in this story are:</td>
</tr>
<tr>
<td>What is being done to tackle these effects of poverty?</td>
</tr>
<tr>
<td>What else do you think should be done to tackle the poverty in this story?</td>
</tr>
</tbody>
</table>
The Problem Tree: Write on the roots what causes poverty. Write the effects of poverty on the branches.

The Solution Tree: Write at the roots what can be done to stop poverty (what would solve the problems). Write the effects (or "fruits") of these actions on the branches.