

Wrap-up: How Does the Activity Relate to the Real World?

Now we're going to talk about how the activity relates to the real world.

Show each text box one by one by clicking "Enter". Before showing the "Real World" column for each row, ask the class what they think the elements of the activity relate to.

1. Each country group was given a different amount of money. What do you think this relates to in the real world? What indicator on the country profile does this relate to? *[Answer: Economy, GDP]*
The GDP is the total amount of money a country generates in a year, through goods produced, services provided and investments. This amount is divided by the total number of people in a country to give income per capita (or per person).
2. Some countries' instruction sheets were difficult to read. Raise your hand if your country group's instructions were illegible. *[Pick someone with their hand raised to explain what he/she thinks this represents in the real world.]* What indicator on the country profile does this relate to? *[Answer: Literacy]*
The illegible instructions also relates to unequal access to information. For example, while there is a lot of free information on the Internet, the dominant language of the Internet is English. Therefore, if someone is literate in a language other than English, he or she wouldn't have access to the same information as you or I.
3. The poorer countries were really creative and resourceful. *[Use actual examples of this that you observed during the activity.]* This is true in real life too. People in developing communities may not have lots of education or lots of financial resources, but they still come up with innovative ways to get by.
4. I noticed some collaboration between countries. *[Use actual examples of this that you observed during the activity. For example, sharing of resources.]* This happens in real life too. Richer countries have formed organizations such as the G8 and the OECD (Organisation for Economic Co-operation and Development). Poorer countries from Asia, Africa, Latin America and the Caribbean have formed the G24. At the last World Trade talks in Cancun last September, the G24 used their collective voice to try to urge the richer countries to lower agricultural subsidies.
5. Any signs of patronizing attitudes? A parallel to the real world is that richer countries sometimes "dump" leftover food such as wheat and milk to developing countries. Sometimes, the receiving countries are not used to eating the foreign food, so it all goes to waste. In other cases, the surplus of food caused by dumping lowers the value of the locally produced food, and farmers in developing communities become even poorer.
6. The United States and Canada groups gave some financial aid to the poorer countries. In the Real World however, the US gives only 0.11% of their GDP to developing countries. This is equivalent to only \$1 in the activity. Canada gives slightly more – 0.28% of our GDP, equivalent to about \$2 in the activity.

In 1990, the world's 22 richest countries that form the OECD, agreed to commit 0.7% of their national income towards foreign aid. However, only five of the 22 OECD donor countries have met this target – Denmark, Norway, the Netherlands, Sweden and Luxembourg.

Total official development assistance in 2000 amounted to \$53.7 billion and, according to World Bank estimates, twice this amount would be needed annually to reach the development goals by 2015.

Therefore, one way that we can all help achieve the Millennium Development Goals is to pressure our own government to increase how much money it gives in official development assistance, and to comply with the promise that Canada made in 1990.