



A Business Studies & Development Education Transition Unit

Learning Activities Resource

Produced by



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We support African producers to add value to their products and to find markets internationally. Value Added in Africa is a not-for-profit organisation started in Ireland in 2008.

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**PROUDLY
MADE IN
AFRICA**

In this TU learners will learn about Ireland's relationship with particular African countries:

Ethiopia,

Lesotho,

Tanzania,

Mozambique,

Uganda, &

Zambia.

Learners will find out more about these countries, and about how they are linked to Ireland by trade. Learners will explore some of the perspectives of people in these countries, and will examine how individuals have overcome barriers to forming successful businesses. Learners will get the chance to consider the options available in seeking ways to combat poverty through trade.

This TU is made up of 14 core learning activities, 3 extension activities and 2 literacy activities. Each activity has a descriptor highlighting various details such as aims, key skills and online sources. Many activities also come with Task Sheets for learners and Teacher Sheets with supporting information.

This TU has been accredited by the NCCA for use in Irish schools.

This Resource Pack, along with a Course Descriptor and Learner Portfolio, can be accessed and printed free of charge from VAA's website. A Word version of the Pack is also available, so that teachers can adapt the resources to their specific class needs.



www.ValueAddedinAfrica.org

TY Module

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PART ONE:



Ireland, Africa & Trade

Local and Global Perspectives on Trade

Activity 1(a): Ball Throw

| Aims | | Key Skills |
|---|--|---|
| Learners will consider prior knowledge and perceptions of Africa. | | Development of communication skills |
| Activity Description | | |
| <ol style="list-style-type: none"> Learners can be sitting in a circle. The teacher begins the activity by holding a sponge ball, or globe in their hand, and listing one thing they know about Africa. The teacher then calls out the name of a learner in the class and throws the ball to them. The learner catches the ball, and says something different that they know about Africa. The learner then calls out the name of someone else in the class and throws them the ball. When all learners have caught the ball, the final learner makes her statement, and throws the ball back to the teacher. Depending on time and number of learners, additional rounds of ball throwing may be useful. The teacher may choose to record the learners' statements to facilitate a discussion at the conclusion of the activity. | | |
| Activity Resources | | Activity Adaptations |
| Sponge ball | | How about making the task more specific? For example, names of African countries; names of famous African people. |
| Extension and Enrichment Opportunities | | The Big Questions |
| Learners could work independently to identify a reliable online or library source of information and find a number of facts about Africa. For example, the website link provides 16 facts about Africa. | | <p>What are the sources of our information on Africa?</p> <p>How can we identify what are facts and what are opinions?</p> <p>What are the problems with treating all of Africa as the same?</p> <p>How can we avoid making generalisations about Africa?</p> |
| QR Code | Website Link | Learner Portfolio |
|  | <p>16 things you didn't know about Africa: https://openknowledge.worldbank.org/bitstream/handle/10986/6094/deor_13_1_12.pdf</p> | Learners could complete introductory section 1 of the learner portfolio. |

Activity 1(b): Walking Debate

| Aims | Key Skills |
|--|---|
| Learners take part in a series of walking debates that explore challenging representations of Africa. Learners will consider, justify, and refine opinions on perceptions of Africa. | Critical analysis of perspectives. |
| Activity Description | |
| <ol style="list-style-type: none">1. In an open space within the learning area, label one side of the classroom as the “strongly disagree zone”, the opposite side of the area as the “strongly agree zone”.2. The teacher explains that the area between the two zones is a continuum, and that the learners should position themselves somewhere that represents how strongly they agree or disagree with the statements – yet try to avoid ‘sitting on the fence’.3. The teacher will read out one statement.4. Learners will move to the area of the room/continuum that best demonstrates their feelings on the statement.5. Learners will then be encouraged to explain their decision and after all learners have been given the opportunity to justify their stance, the learners will have an opportunity to reflect on what they have heard and change their position. | |
| Activity Resources | Activity Adaptations |
| Teacher Sheet 1(b): Walking Debate on Africa | If classroom space is at a premium, use one wall of the room as the continuum, and after the teacher reads out each statement, learners can stick a card with their name to the wall at the appropriate point. |
| Extension and Enrichment Opportunities | The Big Questions |
| Extension Activity 1: A-Z of Africa | How can we learn more about Africa? How can we learn more about the relationships between Ireland and Africa? |
| QR Code | Website Link |
|  |  Video of alternative perspectives on Africa: http://www.ted.com/talks/lang/en/andrew_mwenda_takes_a_new_look_at_africa.html |

“Ireland & Africa are linked”

“Africa has no technology”

“Africa benefits from Ireland”

“Africa needs more aid”

“Ireland benefits from Africa”

“There is nothing that Ireland gets from Africa that it couldn't get elsewhere”


“Trade always has a winner and loser”

“Making money is the most important thing in a business”

“A country must sort out its own problems before helping other countries”

“Africa is poor”

Activity 1(c): Fact-finding Mission

| Aims | | Key Skills |
|--|---|---|
| <p>Learners take part in a fact-finding mission in which they consider the trade relationships between Ireland and Africa with Value Added in Africa research as the source. Learners will consider their prior knowledge of facts relating to trade relationships between Ireland and partner African countries.</p> | | <p>Identifying and making use of information from online sources.</p> |
| Activity Description | | |
| <ol style="list-style-type: none"> Learners use the VAA resource 'Evidence & Opportunity: Ireland's Trade with its Development Programme Countries in Africa' (Pages 3-9) to complete a fact-finding mission, attempting to answer all questions. (This resource can be found on the VAA website: www.valueaddedinafrica.org.) Teacher provides learners with the answers to the multiple-choice questions, using these as a basis for discussion where appropriate. | | |
| Activity Resources | | Activity Adaptations |
| <p>Task Sheets 1(c) (i) and (ii): Fact-finding Quiz & Map of Africa Teacher Sheets 1(c) (i) and (ii): Fact-finding Quiz & Map of Africa</p> | | <p>The research article can be accessed online, or printed from the link below.</p> |
| Extension and Enrichment Opportunities | | The Big Questions |
| <p>Learners could design their own fact-finding quiz, along with comprehensive answers, based on a trade related article of their own choosing. This quiz could be used as a starter activity in later lessons.</p> | | <p>Is there any of the information you have discovered that you found surprising? How could the results of this fact-finding mission be used?</p> |
| QR Code | Website Link | Be a Sport |
|   | <p>www.valueaddedinafrica.org.</p> <p>http://www.valueaddedinafrica.org/wp-content/uploads/VAA_report_web.pdf</p> | <p>An alternative method is to use sport: e.g. Place two sets of goal posts beside each other, one labelled TRUE, the other labelled FALSE. The teacher reads out the statements one at a time. From a suitable distance learners must kick a ball into the correct goal-mouth. Tennis, basketball or other sporting options also work.</p> |

Task Sheet 1(c)(i): Fact Finding Mission

Task:

Using the Value Added in Africa (VAA) research (Page 3 – Page 9), complete the fact finding mission below.

Decide whether the statements are true or false (1 – 7) and then answer the questions (8 - 12).

| | | | |
|--|------------------|-------|------|
| The value of Irish imports from its African partner countries has decreased since 1995. | True | False | |
| Processing products does not stimulate job production. | True | False | |
| Less red tape may also offer opportunities for growing imports from the programme countries of Ireland. | True | False | |
| Ethiopia, Lesotho, Mozambique, Tanzania, Uganda, South Africa and Zambia are all partner countries of Ireland. | True | False | |
| Ireland's trade with its programme countries operates at a high level. | True | False | |
| In recent years, Mozambique's exports to Ireland have remained stable. | True | False | |
| Lesotho's major product traded with Ireland is a raw material. | True | False | |
| Black Tea accounted for how much of Tanzania's trade with Ireland between 1995-2010? (Choose one percentage) | 47% | 48% | 59% |
| The Irish Aid Development programme in Mozambique started in..... (choose one date) | 1996 | 1997 | 1998 |
| What are the major products exported to Ireland by Ethiopia? | | | |
| What might be a cause of the declining trend in Ireland's imports of tea? | | | |
| On the map of Africa, label each of the partner countries referred to in the research. | See map overleaf | | |

Task Sheet 1(c)(ii): Map of Africa

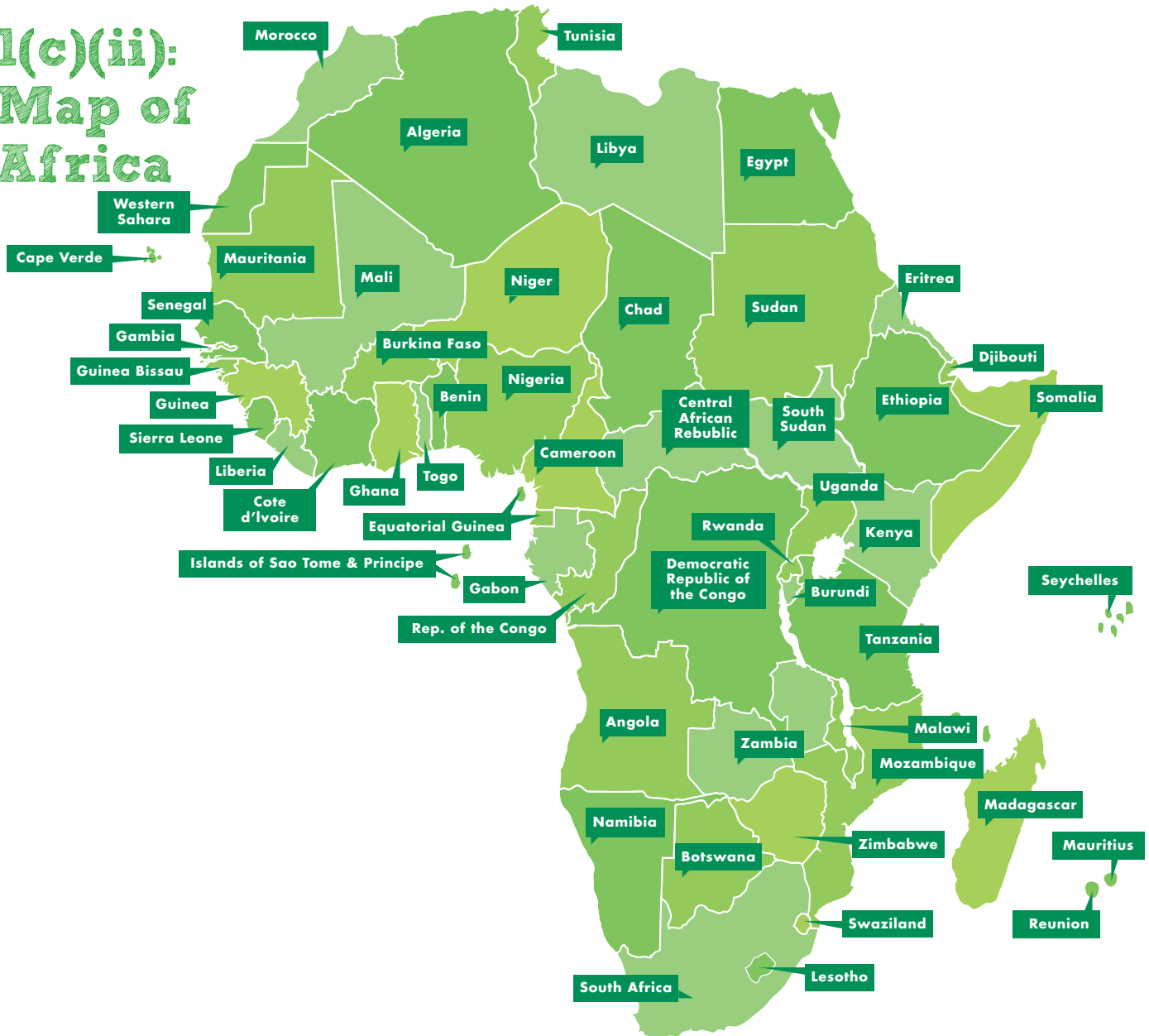


- | | |
|------------------------------|-----------------------|
| Algeria | Madagascar |
| Angola | Malawi |
| Benin | Mali |
| Botswana | Mauritania |
| Burkina Faso | Mauritius |
| Burundi | Morocco |
| Cameroon | Mozambique |
| Cape Verde | Namibia |
| Central African Republic | Niger |
| Chad | Nigeria |
| Democratic Republic of Congo | Reunion |
| Republic of Congo | Rwanda |
| Cote d'Ivoire | Sao Tome and Principe |
| Djibouti | Senegal |
| Egypt | Seychelles |
| Equatorial Guinea | Sierra Leone |
| Eritrea | Somalia |
| Ethiopia | South Africa |
| Gabon | South Sudan |
| Gambia | Sudan |
| Ghana | Swaziland |
| Guinea | Tanzania |
| Guinea Bissau | Togo |
| Kenya | Tunisia |
| Lesotho | Uganda |
| Liberia | Zambia |
| Libya | Zimbabwe |


Teacher Sheet 1(c)(i): Fact Finding Mission

| | | | | |
|--|------|-------|--|--|
| 1. The value of Irish imports from its African partner countries has decreased since 1995. | True | False | True – Research has shown a declining trend in imports from partner countries (VAA, 2011). | |
| 2. Processing products does not stimulate job production. | True | False | False – processing products can stimulate the local economy in a number of ways. | |
| 3. Less red tape may also offer opportunities for growing imports from the programme countries. | True | False | True – Less red tape can offer opportunities for developing imports. | |
| 4. Ethiopia, Lesotho, Mozambique, Tanzania, Uganda, South Africa and Zambia are all partner countries. | True | False | False - South Africa is not a partner country. | |
| 5. Ireland's trade with its programme countries operates at a high level. | True | False | Ireland's trade with the partner countries currently operates at a low level. | |
| 6. In recent years, Mozambique's imports to Ireland have remained steady. | True | False | Mozambique's imports to Ireland have fluctuated in recent years. | |
| 7. Lesotho's major product traded is a raw product. | True | False | False – Lesotho's major product traded is articles of apparel, which are processed. | |
| 8. Black Tea accounted for how much of Tanzania's trade between 1995-2010. | 47% | 48% | 49% | 48% |
| 9. The Irish Development programme in Mozambique started in | 1996 | 1997 | 1998 | 1996 |
| 10. What are the major products traded by Ethiopia? | | | | Unroasted coffee; sugar cane molasses. |
| 11. What might be a cause of the declining trend in Ireland's imports of tea? | | | | Relocation out of Ireland of a major tea processing company. |
| 12. On the map of Africa, label each of the partner countries referred to in the research. | | | | See Teacher Sheet 1cii: Map of Africa. |

1(c)(ii): Map of Africa



Activity 1(d): Riceland and Beanland

| Aims | Key Skills |
|--|---|
| Learners take part in a group trading activity, which considers the potential benefits of successful trade for all involved. | Working with Others Problem Solving |
| Activity Description | |
| <ol style="list-style-type: none"> Learners are divided into groups of four. Two learners in each group represent a country known as Riceland and the other two learners represent a country called Beanland. The teacher introduces the following scenario: The people of the neighbouring countries, Riceland and Beanland, eat rice and beans as part of their staple diet. Both countries can grow both crops. However, Riceland is better suited to growing rice than beans. One worker in Riceland can grow twice as much rice as beans. Beanland is better suited to growing beans than rice. One worker in Beanland can grow twice as many beans as rice. To represent production in one year, the Beanland group should pour two cups of beans, and one cup of rice. The Riceland group pours two cups of rice and one cup of beans. The teacher asks the groups to discuss how each country can end up with more of each product. The groups feedback their ideas. The teacher then explains that in this scenario, Riceland and Beanland have decided to work together. The groups work together to try and figure out how both countries could work together to improve their overall situation. The groups share their ideas. The teacher then describes a scenario - When Beanland produced only beans they produced four cups of beans. When Riceland produced only rice they produced four cups of rice. If they trade, each will have two cups of beans and two cups of rice, more than when both countries produced both crops. The learners conduct the exchange and consider the potential benefits of trade. | |
| Activity Resources | Activity Adaptations |
| One bag of rice; one bag of dried beans; fourteen glasses or transparent plastic cups for each group of four Task Sheet 1(d): Riceland and Beanland Teacher Help Sheet 1(d): Riceland and Beanland | Note to teacher: It is helpful to operate the two stages of the activity as two separate years. During stage two keep the produce of the first year visible so that learners can visualise the difference between the two years. |
| Extension and Enrichment Opportunities | The Big Questions |
| <p>Learner Task:</p> <p>If you were in charge of Riceland and wanted to give advantage to your own producers, what policies could you put in place a) at the border b) behind the border?</p> <p>Search through some newspapers and find statements by politicians which are based on the theory behind Riceland and Beanland.</p> | <p>In what ways is the real world like the activity and how is it different from it?</p> <p>What do we take for granted in the Riceland Beanland story?(i.e. Production; pricing; distribution)</p> |
| QR Code | Website Link |
|  | <p>This activity was extracted from the Banúlacht resource 'Looking at Poverty through Women's Eyes'. Task 'Theory of Competitive Advantage' found on pg.105: http://www.developmenteducation.ie/media/documents/Banulacht_Looking_at_the_Economy_Through_Women's_Eyes.pdf</p> |

Task Sheet 1(d): Riceland and Beanland

The people of the neighbouring countries, Riceland and Beanland, eat rice and beans as part of their staple diet.

Both countries can grow both crops.

However, Riceland is better suited to growing rice than beans. One worker can grow twice as much rice as beans.

Beanland is better suited to growing beans than rice. One worker can grow twice as many beans as rice.

By the end of the year, the quantities of rice and beans produced are represented by the cups of rice and beans. The Beanland group should pour two cups of beans and one cup of rice, while the Riceland group pours one cup of beans and two cups of rice..

Task:

Can you suggest how each country can end up with more of each product?

Task:

If both countries worked together, could they end up with more product by the end of the year?

Teacher Help Sheet 1(d): Riceland and Beanland

The Riceland-Beanland Scenario is limited by a number of assumptions.

At the stage of Production

At the stage of Trading

It assumes each country has equal resources of land, labour, etc.

The game assumes the price is one for one because it makes these assumptions: It assumes there are many countries like Riceland and Beanland, so no one has power to influence the price by themselves – but in reality monopolies exist which can influence the price.

It assumes there is no cost involved in switching from one product to the other – such as buying new equipment or barns.

It assumes there are no import taxes between the countries.

It assumes workers are able to switch from one product to the other without delays such as having to learn new skills.




It assumes one country does not have power over the other country (e.g. no colonies, no debts, etc.).

It assumes there are no subsidies to help the farmers grow their crops.

It assumes that everyone has full information about what quantities of products are produced and what prices are available elsewhere.

It assumes that advertising, branding or fashion don't make one product more popular and expensive than the other.

Activity 1(e): Sorting the Value Chain

| Aims | Key Skills |
|---|---|
| <p>Learners will consider the possible structure of a value chain that originates in one of the African partner countries, and finishes in Ireland. The chain is based around the major products of each of the six partner countries: e.g. Tea; Sugar; Fish Products.</p> | <p>Problem Solving Working in Pairs</p> |
| Activity Description | |
| <ol style="list-style-type: none"> Learners work in pairs and cut out the first set of value chain role cards. Learners discuss the possible order of the cards in a way that best represents the sequence in which the product was made and sold, and order the cards into this sequence. Learners feedback their suggestions to the class. Teachers provide learners with a definition of the value chain and differentiate that from supply chain. The teacher reveals a suggested value chain sequence for the value chain and allows learners to use this feedback to develop their own ideas. | |
| Activity Resources | Activity Adaptations |
| <p>Task Sheet 1(e): Sorting the Value Chain Teacher Sheet 1(e): Sorting the Value Chain</p> | <p>Classroom size permitting, learners could work in groups of 15. Each member of the group is designated a card, and the group must stand up and order themselves in the value chain sequence.</p> |
| Extension and Enrichment Opportunities | The Big Questions |
| <p>Learners can investigate household products that originated in Africa in the web link below, and consider what the value chains for such products might look like. They will see that many products have various ingredients/components such that real chains often reflect webs and networks of connections.</p> <p>Learners explore the shared interests among members of the value chain that would merit collaboration and the differing interests that might create tensions among them.</p> <p>You may wish to use in your class the 'Value Chains vs. Supply Chains' video, the link to which can be found below, which illustrates, in an accessible manner, the difference between value & supply chains.</p> | <p>What value chains are we involved in and in what position within those chains do we sit?</p> |
| QR Code | Website Link |
|  | <p>Accessible stories of trouble in the value chain of several everyday products: http://www.guardian.co.uk/environment/2011/oct/14/environment-home-mobile-phones-laptops</p> |
|  | <p>Value Chains versus Supply Chains video. http://www.youtube.com/watch?v=mu9TWIcjNkk</p>  |

Task Sheet 1(e): Sorting the Value Chain

Task:

Cut out the cards below and order them into a value chain for a peanut bar, starting with the producer, and finishing with the consumer.

Some of the cards will represent value chain actors while others will represent value chain supporters.

| | |
|---|---|
| <i>Shipping Company</i> | <i>Packing and Printing Company</i> |
| Retail Shop | Consumer |
| Confectionery Wholesale Distribution Company | Ingredients Import Co Ireland Ltd. |
| Farmer | <i>Commercial Bank of Ghana</i> |
| <i>Micro-credit organisation</i> | <i>Export Insurance Company of Ghana</i> |
| Tasty Peanut Bar Manufacturing Company | Ghana Agricultural Export Company |
| Farmers' Cooperative | <i>Government of Ghana</i> |
| Seed Grower | |

Definition: Value Chain

A value chain is the sequence of people or companies starting with the consumer and leading back up-stream involving each of those who own the product through its retail, wholesale and manufacture including the people who produced the raw materials at the start of the chain.

Typically each of the members of the value chain adds to the value of the product by improving it or bringing it closer to the consumer. Other actors such as transport companies or a bank support the value chain but are not part of it as they have not been owners of the product at any stage.

Definition: Supply Chain

A supply chain is the sequence of people who are further up-stream from any point of the value chain.

Teacher Sheet 1(e): Sorting the Value Chain

Learners should have developed their value chain between the primary producer and the consumer. Value chain supporters do not ever own the product, so are outside of the chain. The explanation as to how value is added can be found in the table below.


| Value Chain Actors | Value Chain Supporters (not full members of the chain) | What they add to the value chain |
|--|--|---|
| Consumer | | Demand / Money |
| Retail Shop | | Retail near the consumer |
| Confectionery Wholesale Distribution Company | | Distribution of the product throughout Ireland |
| Tasty Peanut Bar Manufacturing Company | | Manufacturing of peanut bars |
| | Packing and Printing Company | Print packaging |
| Ingredients Import Co Ireland Ltd. | | Finds a source for ingredients, pays up front, keeps supply available for factories |
| | Shipping Company | Transport and customs clearance |
| | Commercial Bank of Ghana | Lends money to the export company as it waits for payment from Irish import company during shipping, etc. |
| | Export Insurance Company of Ghana | Covers the export company lest the shipment gets damaged |
| Ghana Agricultural Export Company | | Gathers crop from several Co-ops, pays them, transports it to port and stores crop until buyers want it. |
| | Government of Ghana | Sets laws, builds roads, supports improvements in production |
| Farmers' Cooperative | | Buys from farmers, negotiates as a group with export companies. |
| Farmer | Micro-credit organisation | Grows the crop. Enabled by small 'micro-credit' loans. |
| Seed Grower | | Supplies farmer with seed and other inputs such as fertiliser. |



PART TWO:

Trade and development project work

Activity 2(a): Trade and Development Project

| Aims | Key Skills |
|--|---|
| Learners will complete a group project that examines the trade situation in one of Ireland's aid partner countries in Africa. | Research & Information Processing using online materials Working with Others |
| Activity Description | |
| <p>In groups of three, learners will plan and manage a project that examines trade within a particular partner country. The learners will be presented with a number of potential sources of information from which they must present a project which explores the following issues:</p> <ol style="list-style-type: none"> Overview of the country Overview of the economy of that country Profile of that country's trade Trade relationship with Ireland Case Study of one product from that country | |
| Activity Resources | Activity Adaptations |
| Task Sheet 2(a): Trade and Development Project | One group could conduct their project based on Africa as a whole, with the task being more difficult as the project must take into consideration the need to avoid generalising issues. |
| Extension and Enrichment Opportunities | The Big Questions |
| To take the research further, learners could seek data from primary sources such as the Eurostat database, World Bank, IMF or World Trade Organisation, each of which have searchable databases. | How can we work efficiently as a group on a large project? What are the potential sources of information for our project? |
| QR Code | Website Link |
|  | http://www.irishaid.gov.ie/what-we-do/countries-where-we-work/ |

Task Sheet 2(a): Trade and Development Project

Information:

Irish Aid, the Irish Government's programme of assistance to developing countries, provides direct funding to basic need programmes and projects in nine different partner countries (www.irishaid.gov.ie): East Timor, Ethiopia, Lesotho, Malawi, Mozambique, Tanzania, Uganda, Vietnam and Zambia.

Task:

You are a research group employed by an Irish company. You have been asked to present a report on one particular partner country in Africa and the opportunities present in terms of trade.

This report should contain:

1. An introduction to the partner countries
2. What is the important general information on the country you are researching? E.g. location; population; capital; Gross National Income (GNI); life expectancy; unemployment; etc.
3. What is the economic situation in the particular country?
4. Can you prepare a profile of the specific country's trade: exports, imports, trends, principal products, degree of processing, main trading partners, etc.
5. Can you prepare a profile of Ireland's trade relationship with that specific African country: exports, imports, trends, etc.
6. Following preparation of the above, you should prepare to make a presentation to the class of the information your group has gathered using diagrams, charts, graphs, etc.
7. You are also to prepare a Country Factsheet that will be given to other learners in your class.

HINT: Using the web links below might be useful as potential sources. Remember that you should give references naming the source of any information that you use (e.g. Irish Aid, 2010).

POSSIBLE ONLINE SOURCES

<http://www.irishaid.gov.ie/what-we-do/countries-where-we-work/>

http://www.tcd.ie/Economics/Development_Studies/link.php?id=137

<https://www.cia.gov/library/publications/the-world-factbook/>


<http://data.worldbank.org/country>

<http://hdr.undp.org/en/data/explorer/>

<http://www.valueaddedinafrica.org>

http://www.mckinsey.com/Insights/MGI/Research/Productivity_Competitiveness_and_Growth/Lions_on_the_move

Activity 2(b): Presentation

| Aims | | Key Skills |
|--|--|--|
| <p>Learners will deliver a presentation on the key findings from their group research work, as an extension of activity 2(a). Learners will complete peer assessment on the presentations of the key findings from the various research projects, focusing on key presentation skills and successful completion of the task.</p> | | <p>Peer assessment of group work Presentation skills</p> |
| Activity Description | | |
| <p>Learners will present the findings of their report into one of the partner countries to the rest of the class, focusing on the key aspects uncovered in each section. Learners could produce a one page “Country Factsheet” with the main information on their project country.</p> | | |
| Activity Resources | | Activity Adaptations |
| <p>Task Sheet 2(b)(i): Country Fact Sheet</p> | | <p>Learners can present their findings in any number of ways depending on the resources available to them.</p> |
| Extension and Enrichment Opportunities | | The Big Questions |
| <p>Learners can widen their research to the partner countries not based in Africa, namely Timor Leste and Vietnam.</p> | | <p>What are the common themes that have emerged from the presentations? What are the main differences between the partner countries?</p> |
| QR Code | Website Link | Learner Portfolio |
|  | <p>http://www.irishaid.gov.ie/what-we-do/countries-where-we-work/</p> | <p>Learners complete the Peer Assessment section from the Portfolio.</p> |

Task Sheet 2(b)(i): Country Fact Sheet

Country Name: Location:

Size: Capital:

Population:

Gross National Income (GNI): GNI per capita:

Unemployment:%

People living below the international poverty line:%

Infant mortality rate: deaths per 1,000 live births

Life expectancy:

Adult Literacy rate:%

Ranking on UN Human Development Index (HDI):

Primary Products:

Main exports:

Main imports:

Main trading partners:

Trade Trends:

.....

.....

GLOSSARY OF TERMS:

These terms comprise standard benchmarks used in the field of international development.

Adult Literacy Rate: *Percentage of the population aged 15 and older who can, with understanding, both read and write a short simple statement on their everyday life.*

(Gross National Income) GNI: *The total income for a country computed by taking the value of goods and services and adding that to all other monies received excluding net taxes.*

GNI per capita *is a country's GNI divided by its total population. Calculating GNI is a way of measuring the standard of living for the inhabitants of a country.*

The **international poverty line** *has been calculated by the World Bank as \$1.25 (in purchasing power parity terms) a day.*

Life expectancy: *Number of years a newborn infant could expect to live if prevailing patterns of age-specific mortality rates at the time of birth stay the same throughout the infant's life.*

Mortality Rate: *Probability of dying between birth and exactly age 5, expressed per 1,000 live births.*

UN Human Development Index (HDI): *A composite index measuring average achievement in three basic dimensions of human development—a long and healthy life, knowledge and a decent standard of living.*

Activity 2(c): Beef on the Hoof

| Aims | | Key Skills |
|--|--------------|---|
| Learners identify the similarities between Africa's experience of trade and Ireland's experience. | | Analysis: Identifying similarities between the experience of Ireland and African countries Working in small groups |
| Activity Description | | |
| <ol style="list-style-type: none"> Learners read the background information on Task Sheet 2(c)(i): Beef on the Hoof. In groups of four, learners are asked to list reasons why Ireland sold its beef unprocessed for so long. Each group will then share their answers with the rest of the class. The teacher may discuss the following as possible answers: <ul style="list-style-type: none"> lack of food safety expertise; lack of business expertise; cultural gaps; not understanding the way of business in foreign supermarkets; lack of access to capital investment; limited training in food safety; quality packaging industry had not developed; dearth of support industries such as food safety certification companies; poor quality of roads; animal rights issues; corruption; power of the cattle traders. Each group will write down nine potential reasons in the white boxes on Task Sheet 2(c)(ii): Ranking Issues, and cut out the cards. The learners then place the cards into a diamond shape (1-2-3-2-1) ranking which factor they believe to be most important at the top, and the factor they believe to be least important at the bottom. | | |
| Activity Resources | | Activity Adaptations |
| Task Sheet 2(c)(i): Beef on the Hoof Task Sheet 2(c)(ii): Raw Materials | | Learners could develop a drama which illustrates this piece of Irish history and perform the drama to their own or other classes. |
| Extension and Enrichment Opportunities | | The Big Questions |
| | | Does the exercise show similarities between Ireland's and Africa's experience? |
| QR Code | Website Link | Learner Portfolio |
| | | |

Task Sheet 2(c)(i): Beef on the Hoof

Read the article below and in your group, consider what factors led to Ireland selling its beef as unprocessed for so long.

Beef on the Hoof

Ireland rears far more cattle than are needed for the Irish market; therefore Ireland exports most of the produce.

For many years traders bought the cattle live at marts throughout the country and sold them to cattle traders who brought them to several ports along the East coast. The animals walked onto the ships – ‘beef on the hoof’ destined for abattoirs in Britain. The factory jobs happened in Britain. Much of the profit is made in the processing of the beef, so the profits were also made outside of Ireland.

In the 1960s that began to change. A number of beef processing factories were established by local businessmen. These prepared the meat to the standard that the UK supermarkets required – with good quality food safety standards, attractive packaging, temperature controlled transport, and certification at every stage in the process. These new companies learned to respond to the needs of the foreign markets.

This created many jobs in Ireland. The profits were made in Ireland and extra taxes came to the government. Even the farmers got better prices as they had a choice of selling ‘to the boat’ or to the factories. From then on Ireland began to sell its processed beef more broadly across Europe and later throughout the world.

This experience, known as ‘exporting beef on the hoof’ became the model for what needed to change in a modern Irish economy. It inspired Irish companies in many other areas to also reach international quality standards and to achieve export markets.

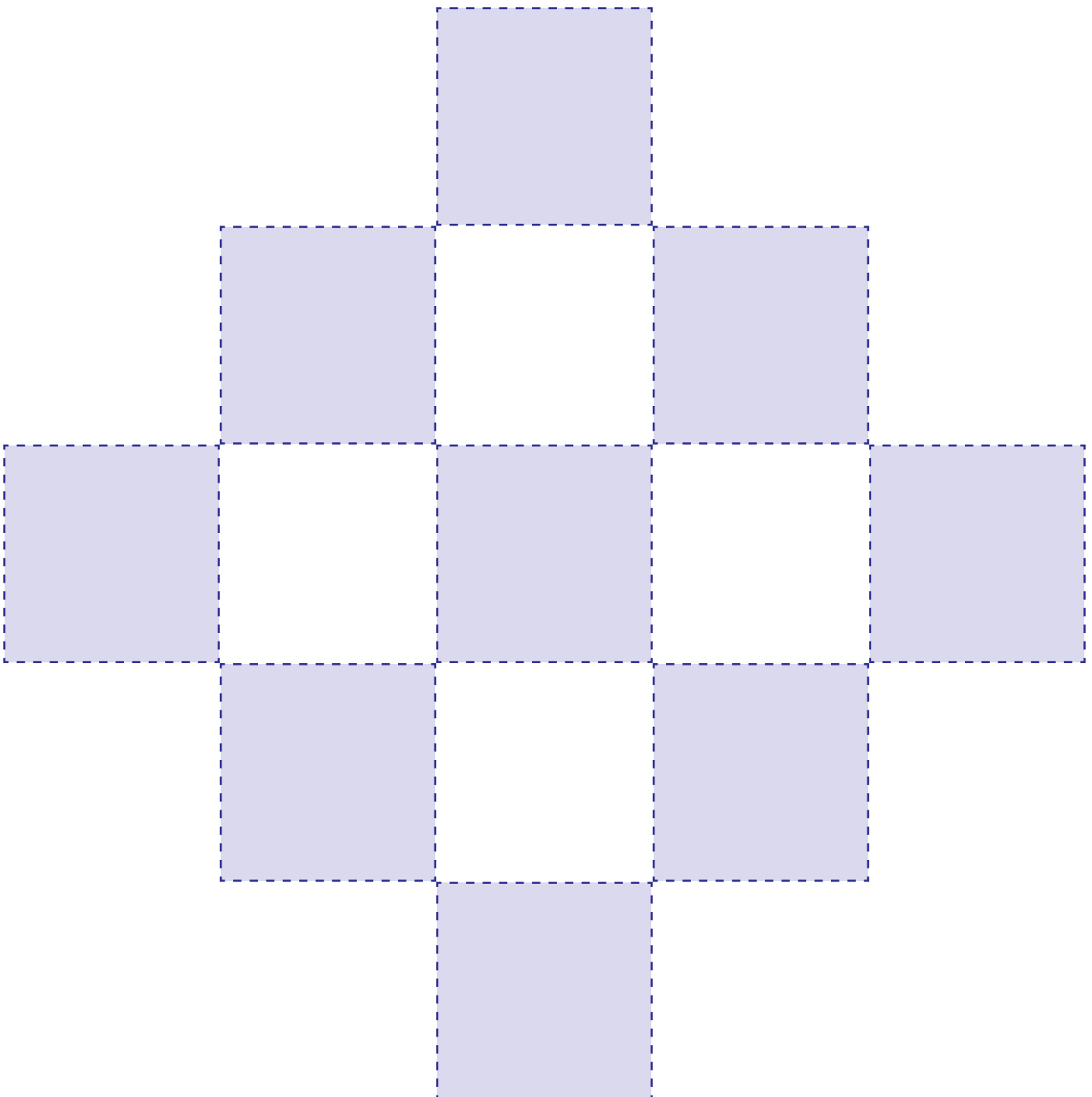
It was the precursor of what is now called ‘the smart economy’.



Task Sheet 2(c)(ii): Raw Materials

Task:

Within the white cards below, write down nine possible reasons why Ireland sold beef unprocessed. Cut out the cards and order them into a 1-2-3-2-1 formation. The most important should be at the top of the formation, and the least important at the bottom. Be prepared to justify your decision! Share among the members of your group who will justify each choice.









PART THREE:

Global Champions

Activity 3(a): Barriers to Livelihood

| Aims | Key Skills |
|--|---|
| Learners will consider the position of various barriers to livelihood, grouping challenges at company level, development level and demand side. | Analysis Communicating Working in Pairs |
| Activity Description | |
| <ol style="list-style-type: none"> In pairs, learners will cut out each of the case study cards and arrange them into the following headings: <ul style="list-style-type: none"> company challenges; country challenges; world trade rule challenges; market challenges. On the four blank cards, learners write down four additional challenges, that should fit into each of the four columns. Each pair passes these four cards to another pair, who will then attempt to add the new cards to their existing columns. Each pair then selects the challenge that they believe is the most difficult to overcome, and the challenge that they think is the easiest to overcome. Each pair feeds back to the class on the hardest/easiest challenges to overcome, and the teacher facilitates a class discussion. | |
| Activity Resources | Activity Adaptations |
| Task Sheet 3(a): Barriers to Livelihood Teacher Sheet 3(a): Barriers to Livelihood | |
| Extension and Enrichment Opportunities | The Big Questions |
| Learners can use the web links below to explore some examples of how such barriers can have real life implications for businesses. | Which barriers appear to be the easiest/ most difficult to overcome? As a business person, which would be your priority to overcome? |
| QR Code | Website Link |
|  | http://dailynews.co.tz/business/?n=26186 |
|  | http://www.newvision.co.ug/news/314794-Poor-roads-killing-business-in-Apac.html |
|  | http://www.thesupplychainlab.com/blog/africa/supply-chain-impact-some-key-challenges-in-africa/ |
|  | http://www.guardian.co.uk/uk/2013/feb/22/horsemeat-scandal-schools-frozen-beef |

Task Sheet 3(a): Barriers to Livelihood

Task:

Below, there are four column headings. Cut out each of the 12 cards at the bottom of the page and put them under the correct heading.

Extension Task:

Write down your own examples for each column. Mix these cards up and pass them on to the group next to you – can they identify which column your examples should be in?

Column Headings

| CHALLENGES WITHIN THE COMPANY | CHALLENGES WITHIN THE COUNTRY | WORLD TRADE RULE CHALLENGES | MARKET CHALLENGES |
|-------------------------------|-------------------------------|-----------------------------|-------------------|
|-------------------------------|-------------------------------|-----------------------------|-------------------|

Cards

| | | | |
|--|--|--|--|
| <p>Transit Costs: A minimum weight cost at the ferry port has reduced the profit on small orders.</p> | <p>Ethical Performance: A company has been criticised for failure to meet minimum wage standards.</p> | <p>Payment Costs: The national bank has increased the charges on international bank transfers.</p> | <p>Certification: Beauty products have been returned to their origin after a wholesaler noticed that the labelling on the bottle had been printed incorrectly.</p> |
| <p>Quality: Customers have complained that the quality of a brand of chocolate is not as high as normal.</p> | <p>Technical Rules: The EU has changed the technical rules about food safety for honey and decided Kenya no longer meets the standard, but Ethiopia, Uganda, Tanzania and Zambia still qualify.</p> | <p>Hidden Taxes: Even though the EU announced anything made in the poorest countries could come into the EU without taxes, shirts made in Ghana face 12% tax because the cloth was made in India.</p> | <p>Landlocked: The road between the processing plant and the ferry port has weathered badly in recent years, and it now takes over three days for the shipment to reach the port.</p> |
| <p>Bias: Wholesalers/ consumers would not consider sourcing/ buying products from a particular country or region.</p> | <p>Packaging: On receiving the food product, a number of customers complained that the contents had leaked.</p> | <p>Market Structure: A number of wholesalers have stopped distributing honey products.</p> | <p>Price: A company is trying to make a quick profit and has overpriced its product.</p> |
| | | | |

Teacher Sheet 3(a): Barriers to Livelihoods

The columns should be constructed as follows:

Company Level Challenges

Ethical Performance:

A company has been criticised for failure to meet minimum wage standards.

Price:

A company is trying to make a quick profit, and has overpriced its product.

Quality:

Customers have complained that the quality of a brand of chocolate is not as high as normal.

Certification:

Beauty products have been returned to their origin after a wholesaler noticed that the labelling on the bottle had been printed incorrectly.

Packaging:

On receiving the food product, a number of customers complained that the contents had leaked.

Country Level Development Challenges:

Transit Costs:

A minimum weight cost at the ferry port has reduced the profit on small orders.

Landlocked:

The road between the processing plant and the ferry port has weathered badly in recent years, and it now takes over three days for the shipment to reach the port.

Payment Costs:

The national bank has increased the charges on international bank transfers.

World Trade Rules

Hidden Taxes:

Even though the EU announced anything made in the poorest countries could come into the EU without taxes, shirts made in Ghana face 12% tax because the cloth was made in India.

Technical Rules:

The EU has changed the technical rules about food safety for honey and decided Kenya no longer meets the standard, but Ethiopia, Uganda, Tanzania and Zambia still qualify.

Market Demand Side Challenges:





Market Structure:

A number of wholesalers have stopped distributing honey products.

Bias:

Wholesalers/ consumers would not consider sourcing/ buying products from a particular country or region.

Activity 3(b): Overcoming Barriers

| Aims | Key Skills |
|---|--|
| <p>The aim of this activity is that the participants:</p> <ul style="list-style-type: none"> • Become aware of some of the challenges which communities may face in trying to improve their lives. • Recognise the significant achievement of groups who do find a way of improving their livelihoods despite the significant limitations they face. | <p>Problem solving Business planning Solidarity/Empathy – identifying with the challenges faced by people in other countries</p> |
| Activity Description | |
| <ol style="list-style-type: none"> 1. Form the participants into small groups. Give each group the Case Study task card. The groups discuss for 5 minutes before constructing a basic business plan which considers the best way for the community to improve their income. This will involve selecting which product and market they will focus on and how they will be competitive. 2. Groups report on the plan they formed. 3. The plans they develop are neither right nor wrong. The objective is to think into the situation of the other and to problem solve. The teacher should help them to understand some of the complexities of the situation – e.g. who realistically will purchase their products. 4. After the participants show their plans, the facilitator reveals what the women of Lulu Life actually did. Using the information sheet and Lulu Life video, the facilitator leads the group into a discussion of the challenges Lulu had to overcome to achieve their plan. 5. Learners will discuss how the skills used in the overcoming of trade barriers can be applied to the learners' own business decisions. | |
| Activity Resources | Activity Adaptations |
| <p>Task Sheet 3 (b)(i): Business Plan Background Information; Task Sheet 3 (b)(ii): Business Plan Template; and Teacher Sheet 3(b): The Lulu Life Business Plan</p> | <p>Learners could role play, entering the character of members of the community who are meeting to decide how to improve their income.</p> |
| Extension and Enrichment Opportunities | The Big Questions |
| <p>Learners can explore other products sourced in Africa through the web links below.</p> | <p>What are the potential benefits of value addition for business? What are the potential benefits of value addition for a society?</p> |
| QR Code | Website Link |
|  | <p>http://www.dailyethiopia.com/index.php?aid=1028</p> |
|  | <p>http://www.solerebelsfootwear.co/</p> |
|  | <p>http://www.newvision.co.ug/news/314815-kyambadde-tips-on-packaging.html</p> |
|  | <p>http://www.guardian.co.uk/global-development/2013/feb/17/andrew-rugasira-interview-good-african-coffee</p> |

Case Study

- You are living in South Sudan at the edge of the Sahara desert.
- Your community is very poor and recovering after years of war. What shall you do to improve the livelihood of your community?
- Your food mostly comes from crops, which each family grows for itself. These are deep root crops such as yam which can grow despite so little rain.
- You have traditionally exported two products:
 1. 'Gum Arabica' is a thick sap that comes from the bark of a tree that grows in the area. The Gum Arabica is used by food factories in Europe as an ingredient in making sauces, ice-cream and Coca Cola.
 2. Shea nuts which grow in the forest and which you export to companies in Europe (such as The Body Shop) that turn the nuts into skin creams and other beauty products.

Task:

Your group needs to come up with a plan to improve your income.

What will you make that will give you a good income?

Who will buy it?

How will you organise yourselves to make and sell it?

How will you make sure that everyone in the community benefits from it?

Complete the business plan in Task Sheet 3(b)(ii): Business Plan Template.

Task Sheet 3(b)(ii): Business Plan Template

Product

What are the main products that you will sell?

How are your products any different to your competitors'?

Marketing

How many potential customers are there for your product?

Who are your potential customers?

Where are your potential customers based?

How will you market your products to your customers?

How will you distribute your products to your customers?

Equipment

What equipment will you need in the production of your product?

Additional Information

Are there any other factors that may have an impact on the future operations of your business?

Teacher Sheet 3(b): The Lulu Life Business Plan

www.lululife-sheabutter.com

Lulu Life is a cooperative of 400 women in South Sudan. They decided that shea nuts provided their best chance to develop their livelihood. Instead of selling the shea nuts raw, they decided to process them into 'shea butter' and other natural beauty products. This involves a lot of hard work – crushing the shea nuts by pounding them; cold-pressing them in a type of mangle; filtering the oils; making soaps, shea butter, sugar scrub, and lip balm; and then packaging them into beautiful finished products.

Even though there are only 200 jobs, the women decided they would all work half-time so that 400 families could benefit from the work and earn wages. A local organisation, supported by Trócaire, helped the women to organise themselves and to get their product right. One of the hardest parts was finding who would buy their products – and who would pay them a fair price. Selling through fair-trade channels has greatly helped them to get a fair price. But turning the nuts into shea butter has also been crucial.

Before they used to sell the shea nuts raw, and received €3.75 / kg.

They still sell some of their product as bulk shea butter, for which they earn €7.50 / kg. That is double the price of raw nuts. Companies in Europe and the US put the shea butter into little tubs and make a lot more money on it.

But when the women of Lulu Life sell the exact same shea butter in little tubs with their logo on it, they earn €52.50 /kg. That is 7 times more than when they sell the bulk products.

Despite the challenging conditions, the women of Lulu Life are bringing real change to the livelihoods of their families and community.



Activity 3(c): The Fair Trade Movement

| Aims | Key Skills |
|---|---|
| <p>Learners will individually complete online research on one particular component of the Fair Trade Movement, before delivering the results to a small group.</p> <p>Learners will evaluate information provided by other learners and use questioning to further their understanding of fair trade organisations.</p> | <p>Online Research</p> <p>Being Personally Effective</p> <p>Communicating effectively</p> |

Activity Description

1. In groups of six, each learner will become a specialist on one particular component of the Fair Trade movement (one learner per – Trade Justice; Fair Trade Certification; Trade Unions; Cooperative Movements; Trade Facilitators; Corporate Watch).
2. Using online sources, each learner will individually research their specialist area, using Task Sheet 3(c)(i): Researching The Fair Trade Movement to support their research.
3. After completing his/her research, the specialist will report his/her findings to the rest of the group of six.
4. After listening to the presentation the remainder of the group complete Task Sheet 3(c)(ii): The Wider Fair Trade Movement. They may ask further questions to the specialist if needed.
5. The other specialists deliver their presentations. By the end of the activity, all learners should have completed Task Sheet 3(c)(ii): The Wider Fair Trade Movement, and have an understanding of the Fair Trade Movement.

| Activity Resources | Activity Adaptations |
|--|---|
| <p>Task Sheet 3(c)(i): Researching the Fair Trade Movement</p> <p>Task Sheet 3(c)(ii): The Wider Fair Trade Movement</p> | <p>In groups of varying sizes, certain learners can be extended to research more than one area – for example, Fair Trade Certification and Cooperative Movements.</p> |
| Extension and Enrichment Opportunities | The Big Questions |

Learners could explore the Fair Trade Movement in Ireland.

What do we mean by “fair”?

| QR Code | Website Link |
|---|--|
|  | <p>http://dailynews.co.tz/business/?n=26127&cat=business</p> |
|  | <p>www.fairtrade.ie</p> |
|  | <p>http://www.irishtimes.com/newspaper/world/2012/1122/1224326951179.html</p> |

Task Sheet 3(c)(i): Researching the Fair Trade Movement

Task:

In groups of six, designate one person to become a specialist in one of the following areas:

- Trade Justice
- Fair Trade Certification
- Trade Unions
- Cooperative Movement
- Trade Facilitators
- Corporate Watch

As a specialist, you will be reporting back to the rest of your group with the results of your investigation into your specialist area.

You will need to address the following:

- Describe the area of your investigation.
- What are the aims of the organisation/ sector?
- What does the organisation/ sector do to work towards its objectives?
- Can you provide references for your findings?

Task Sheet 3(c)(ii): The Wider Fair Trade Movement

After each of the specialists within the group feedback their findings, you should fill out this table.

| Name | Description | Other information |
|--------------------------|-------------|-------------------|
| Trade Justice | | |
| Fair Trade Certification | | |
| Trade Unions | | |
| Cooperative Movement | | |
| Trade Facilitators | | |
| Corporate Watch | | |

Activity 3(d): Gender Perspectives on Trade

| Aims | Key Skills |
|---|---|
| Learners will explore how gender perspectives may influence their thoughts on the social and economic effects of trade. | Empathy/Solidarity - identifying with the challenges faced by individuals from different countries, classes, occupations, gender, etc. Communicating |

Activity Description

1. Learners work in groups of three. They will cut out the role play cards on Task Sheet 3(d): Social Benefits of Trade and take one card each.
2. Without showing the rest of the group, learners will read their role play cards, and prepare to introduce themselves to the others in the group.
3. One learner at a time will introduce their role play character to the rest of the group, highlighting the key points from the role play card.
4. The rest of the group will consider the perspectives presented and ask questions to the character.
5. Each of the other learners then takes turns to introduce their role play character and field questions from the rest of the group.
6. Once all learners have completed their first card, they take another unused card and repeat the exercise with the new role play scenarios.
7. When all cards have been used, the teacher can share the following discussion prompts with the learners:
 - a) Were there any perspectives that you previously would not have considered?
 - b) What was it about those perspectives that were surprising?
 - c) Were there particular perspectives that varied dramatically?
 - d) How can we ensure that these perspectives are heard in the future?
8. In groups, the learners will discuss each of these points, with reference to the role play activity they have just completed.
9. Each group reports their findings to the rest of the class.
10. The teacher will then lead a class discussion on the statement "The arrival of The Trendy Trousers company improved the lives of both women and men".
11. Banúlacht's paper 'Looking at Trade Through Women's Eyes' (2001) provides an idea of how the discussion could be organised. It lists the key factors as:
 - Gender division of labour
 - Women's unequal access to and control over resources
 - Inequality between women and men in terms of status, job prospects, possibility of promotion, pay levels and freedom to move
 - Under-representation of women at decision making levels.

| Activity Resources | Activity Adaptations |
|----------------------------------|----------------------|
| Task Sheet 3(d): Social Benefits | |

Extension and Enrichment Opportunities

Alternatively, learners prepare and act for the class a role play drama based on the role cards. At preparation stage the teacher should encourage the learners that the drama should not only pose the problem, but also develop solutions.

| QR Code | Website Link | Learner Portfolio |
|---|---|-------------------|
|  | http://www.developmenteducation.ie/media/documents/Banulacht_Looking_at_the_Economy_Through_Women's_Eyes.pdf | |

Task Sheet 3(d): Social Benefits

“Trendy Trousers” are a company that produce a large range of trousers which are sold in Tanzania, but are also exported to a number of other countries. They have opened a factory in a Dar es Salaam, Tanzania. Here are some of the situations of people in the local area. Cut out the cards below. In groups of three, each learner should take three of the role play cards. Take it in turns to put forward each of the stories on the impact of The Trendy Trousers company.

You are Ajia, a single young woman aged 19 who has moved 400km from the Tanzanian countryside to the city of Dar es Salaam. You work in The Trendy Trousers factory. You work long days and don't feel you get paid very well. But you get the money into your own hands which did not happen in your hometown. You send home money every month using your mobile phone, and now your family listen more when you speak.

You are Buyu, a trade union leader at the Tanzanian Garment Workers Union. You are concerned because the workers at The Trendy Trousers factory have very long hours but no extra overtime pay. There is maternity leave when they have a child – but it is not paid leave.

You are Radhi, a young man of 28. Your wife works in the new Trendy Trousers factory in Dar es Salaam. She leaves early and comes home late. You cannot mind the two children because you must work as a taxi driver, so you deliver them to your sister to mind. Your wife earns more money than you do, but the factory employs very few men. She observes many of the traditional ways you have known. But your friends joke with you that you cannot provide for your wife and she has stopped having more babies.

You are the Tanzanian Minister for Trade. You have worked hard to attract The Trendy Trousers company to invest and build a new factory in Dar es Salaam. You believe the factory will bring jobs and will bring foreign money into the country as it exports most of its produce to Europe. They will also pay taxes, but not yet as to attract them you had to give a 10 year 'tax holiday' to the company. The union wants you to insist the factory pays maternity leave.

You are Panya, a seamstress (tailor) in a town 50km inland from Dar es Salaam. You have been producing trousers for the local market for 30 years. Your children are grown up, but you have no pension to provide for yourself and your husband, so you must continue working. But now fewer people ask you to make clothes for them because they can get the 'seconds' trousers from The Trendy Trousers company.

You are Mr. Laurence, owner of a small local factory employing 20 women making candles and toilet paper. The women are complaining because The Trendy Trouser company pays far more than you do and gives contracts. The trade union also says you must put in new fire equipment like the Trendy Trousers factory has installed. You can afford neither. Fewer people are buying your candles as cheap imports from China are flooding the market.

You are Nabila. You have four children and work at the Trendy Trousers factory. You are a supervisor – which means you get a little extra pay but are on your feet all day. Your husband runs a stall on the street selling telephone credit, but earns little as there are so many others competing for the same business. You have cash to pay for the children's school, but must take the night shift mostly so as to be able to cook for the family, wash clothes and clean. You are pregnant again.

You are Hasa, owner of a small cotton cloth weaving factory employing both women and men. You buy your cotton from farmers in a region 400km from Dar es Salaam. You want The Trendy Trousers company to buy your cloth. But the import taxes have changed to suit the new factory and now cheap cloth from India and China is on sale without taxes. Even Panya is now using the cheaper imported cloth. You have had to let go 30 of your staff and buy less from the farmers in Ajia's village.

You are Mario, managing director of the Trendy Trousers company. You are under pressure because the headquarters in Milan are thinking of moving the factory to Ethiopia where a new tax holiday is on offer. You feel that you have brought European quality work standards to Dar es Salaam, as well as work, wages and a shining example of the new Tanzanian industry. Your company even won an EU award for quality training of local staff in Tanzania.



PART FOUR:

Taking Action

Activity 4(a): Corporate and Social Responsibility

| Aims | | Key Skills |
|--|---|---|
| Learners will explore how responsible purchasing by businesses has positive effects on both social and business levels. | | Critical & Creative Thinking Policy Creation Being Personally Effective |
| Activity Description | | |
| <ol style="list-style-type: none"> Learners play the role of a purchaser who is developing a policy on “responsible purchasing” for her company. Before creating the policy, the learner must conduct an evaluation of particular approaches to the relationship between a buyer and a supplier, identifying the social and business reasons for the approaches on Task Sheet 4(a): Responsible Purchasing. In a question and answer session, the teacher will gather the learners’ answers, allowing the class to gain an overview of why certain approaches to business are important socially, and on a business level. Learners will then use this understanding to develop a policy of five key points which will guide responsible purchasing. | | |
| Activity Resources | | Activity Adaptations |
| Task Sheet 4(a): Responsible Purchasing Teacher Sheet 4(a): Responsible Purchasing | | |
| Extension and Enrichment Opportunities | | The Big Questions |
| Learners could explore the approaches taken by a number of companies through online research within the website listed below. | | How can a company ensure that it acts responsibly? |
| QR Code | Website Link | Learner Portfolio |
|  | http://www.responsiblepurchasing.org/ | |

Task Sheet 4(a): Responsible Purchasing

In this task, you are acting as a buyer in a company which purchases items produced in Africa.

Can you suggest both social and business reasons for particular approaches taken by a company purchasing from Africa?

| Approach | How will this approach be good for society? | How will this approach be good for business? |
|---|---|--|
| <p>You have developed a trusting and stable relationship with a supplier.</p> | | |
| <p>You have given suppliers clear expectations of the quality of chocolate you expect.</p> | | |
| <p>Prices are structured so that both buyer and supplier benefit.</p> | | |
| <p>Payment terms and deadlines are clear and consistent.</p> | | |
| <p>You develop trade with suppliers who have improved conditions at their factories.</p> | | |
| <p>Buying from small scale producers is supported.</p> | | |

Teacher Sheet 4(a): Responsible Purchasing

Learners should try to consider how certain approaches make good business sense, as well as social sense. Some examples are provided in the table below.

| Approach | What are the social reasons for this approach? | What are the business reasons for this approach? |
|---|--|--|
| You have developed a trusting and stable relationship with a supplier. | e.g. Reliable jobs, as opposed to temporary ones, have "multiplier effects" for the community. | e.g. Changing suppliers repeatedly costs time and money. |
| You have given suppliers clear expectations of the quality of chocolate you expect. | Suppliers can plan ahead which improves prospects for all involved in the business. | Poor communication could lead to supply problems for the buyer. |
| Prices are structured so that both buyer and supplier to benefit. | Workers and their families have enough money to meet their needs. | Money pressures could lead to cutting corners which may damage reputations, or lower quality of product. |
| Payment terms and deadlines are clear and consistent. | Consistent payment enables supplier to provide increased stable employment opportunities. | Late payments can put the supplier's business at risk, jeopardising supply. |
| You develop trade with suppliers who have improved conditions at their factories. | Improved conditions lead to healthier and safer employees. | Improved social conditions lead to improved quality and higher productivity. |
| Buying from small scale producers is supported. | Smallholders are a vital part of rural communities. | Smallholders can often create high quality products. |

Activity 4(b): Trade and Development Priorities

| Aims | | Key Skills |
|---|--------------|---|
| Learners will consider all of the material they have encountered over the unit, and identify which factors they believe to be priorities in combating poverty through trade. | | Information Processing Communicating |
| Activity Description | | |
| <p>Individually, learners will write down three factors that they believe should be the biggest priorities in terms of combating poverty through trade.</p> <p>Learners then form groups of four, and in these groups they each explain their reasons for their priorities.</p> <p>Within their groups, the learners discuss how each of the priorities noted by their group members could be achieved.</p> | | |
| Activity Resources | | Activity Adaptations |
| | | This activity could be supported by an overview of the material covered during the course. |
| Extension and Enrichment Opportunities | | The Big Questions |
| Learners may choose to identify one particular priority that they wish to explore further, and may use the research skills they have gathered over the course of the unit to develop their understanding of how change in one particular area could be brought about. | | <p>What are the most important things we need to tackle?</p> <p>How can we bring these changes about?</p> |
| QR Code | Website Link | Learner Portfolio |
| | | |

Extension Activities

Extension Activity 1: A-Z of Africa

| Aims | | Key Skills |
|--|---|--|
| Learners will consider and justify prior knowledge and perceptions of Africa. | | Communicating in small groups Consideration of information sources |
| Activity Description | | |
| <ol style="list-style-type: none"> 1. Teacher hands out one A to Z sheet per group of three learners. 2. The teacher explains the task: The learners have 10 minutes to try and write down words that they think are relevant to Africa, alongside an explanation of why this word is relevant. 3. The Teacher provides one example – e.g. A is for Angola.....which is a country in Africa. 4. Once the time is up, the groups feedback their attempts/answers to the rest of the class. 5. Groups are awarded one mark for an answer and an extra mark if that answer is unique. 6. The teacher may record letters that the learners have not found answers for, and discuss possible answers. | | |
| Activity Resources | | Activity Adaptations |
| Task Sheet E1: A-Z of Africa Teacher Sheet E1: A-Z of Africa | | How about adapting the task to keywords linked to particular subjects? |
| Extension and Enrichment Opportunities | | The Big Questions |
| Learners could develop their understanding of the countries in Africa – for example by attempting the timed online activity in the Website Link section below, which explores all countries in Africa. | | What are the sources of our information? |
| QR Code | Website Link | Learner Portfolio |
|  | http://www.sporcle.com/games/g/africa | |

Task Sheet E1: A-Z of Africa

Task:

For each letter of the alphabet, can you provide a word that is in some way linked to Africa?
For example, C is for....."Continent - Africa is a continent". You will receive one mark per answer and an extra mark if no other group has the same correct answer!

| | | | |
|---------------------|--|---------------------|--|
| A is for.... | | N is for.... | |
| B is for.... | | O is for.... | |
| C is for.... | | P is for.... | |
| D is for.... | | Q is for.... | |
| E is for.... | | R is for.... | |
| F is for.... | | S is for.... | |
| G is for.... | | T is for.... | |
| H is for.... | | U is for.... | |
| I is for.... | | V is for.... | |
| J is for.... | | W is for.... | |
| K is for.... | | X is for.... | |
| L is for.... | | Y is for.... | |
| M is for.... | | Z is for.... | |

Teacher Sheet E1: A-Z of Africa

Learners should receive one mark for a correct answer and an additional mark if no other group has the same answer. Some possible examples can be found below. Learners should provide explanation of each of their answers.

| | | | |
|---------------------|---|---------------------|---|
| A is for.... | is for Angola...a country in Africa | N is for.... | is for Nile...the longest river in the world |
| B is for.... | is for Botswana...a country in Africa | O is for.... | is for Ostrich...a large flightless bird native to Africa |
| C is for.... | is for Continent... Africa is a continent | P is for.... | is for Pretoria...the capital of South Africa |
| D is for.... | is for Democratic Republic of Congo...a country in Africa | Q is for.... | is for Quelea...a small bird found in parts of Africa |
| E is for.... | is for Ethiopia...a country in Africa | R is for.... | is for Rwanda.....a country in Africa |
| F is for.... | is for Football...The 2010 World Cup was held in Africa | S is for.... | is for Senegal...a country in Africa |
| G is for.... | is for Ghana...a country in Africa | T is for.... | is for Tanzania...a country in Africa |
| H is for.... | is for Harare...a city in Zimbabwe, an African country | U is for.... | is for Uganda...a country in Africa |
| I is for.... | is for Ivory Coast...a country in Africa | V is for.... | is for Victoria Falls...a waterfall in Southern Africa |
| J is for.... | is for Johannesburg...a city in South Africa | W is for.... | is for water buffalo...one of the Big Five |
| K is for.... | is for Kenya...a country in Africa | X is for.... | is for Xhosa...a language spoken in South Africa |
| L is for.... | is for Luanda...the capital of Zambia | Y is for.... | is for Yoruba...a language spoken in West Africa |
| M is for.... | is for Mozambique...a country in Africa | Z is for.... | is for Zulu...a language spoken in South Africa |

Extension Activity 2: Plotting the Value Chain

| Aims | | Key Skills |
|--|--------------|---|
| Learners will apply their understanding of the components of a value chain. | | Online Research and Analysis Communicating |
| Activity Description | | |
| <ol style="list-style-type: none"> Learners complete online research to identify a product that is sold in Ireland, and that originated in Africa, and consider which sources of information on the product are reliable. (For ideas on products of this nature, see the Products & Stockists section of VAA's website www.valueaddedinafrica.org). Learners refer to their previous examination into value chains (1(e): Sorting the Value Chain) and attempt to construct a value chain from a product sourced in one of the partner countries. Learners gather information from the online sources to present to the class detailed information on the value chain for the particular product. | | |
| Activity Resources | | Activity Adaptations |
| Task Sheet E2: Plotting the Value Chain Teacher Sheet E2: Plotting the Value Chain | | |
| Extension and Enrichment Opportunities | | The Big Questions |
| Learners can present their value chain using a chart or visual representation. If a product has more than one ingredient/input it may be that the value chain branches as it goes upstream. Learners could represent this in their diagrams. | | How satisfied are you with the information available about the products? What surprised you in the information you found? |
| QR Code | Website Link | Learner Portfolio |
| | | Enter in your portfolio an outline of the value chain you investigated, and your satisfaction with the level of information publicly available about the product. |

Task Sheet E2: Plotting the Value Chain

Task:

You are the Purchasing Manager of an Irish wholesale company. It is your task to investigate the current value chain for one particular product currently on sale in Ireland and originating in Africa.

Using your knowledge of the components of a value chain your task is to design a value chain which illustrates the movement of this product from initial stages through to the consumer in Ireland. The more details you can provide within this value chain, the better.


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Teacher Sheet E2: Plotting the Value Chain

Learners should attempt to plot the value chain using their prior learning. It is important that the chain runs from consumer down to producer. The components of the chain may vary depending on the product represented in the chain.

| | | |
|---|---------------------------------------|--|
| <p>You are the buyer for a supermarket group in Ireland - it is your task to investigate the current value chain for one particular product currently on sale in Ireland that originated in Africa. Using your knowledge of the components of a value chain diagram your task is to design a value chain which illustrates the movement of this product from initial stages through to the consumer in Ireland. The more details you can provide within this value chain, the better.</p> | Consumer | |
| | Retail Shop | |
| | Wholesale Distribution Company | |
| | Manufacturing Company | |
| | Export Company | |
| | Cooperative | |
| | Producer | |

Extension Activity 3: Current Development Interventions

| Aims | | Key Skills |
|---|--|--|
| <p>Learners will explore the Centre for Global Development – Commitment to Development Index which provides an assessment of how countries support other countries through Aid; Trade; Investment; Migration; Environment; Security and Technology.</p> | | <p>Engaging in effective debate Working in small groups Working under pressure</p> |
| Activity Description | | |
| <ol style="list-style-type: none"> Learners will work in groups of four. Each group is responsible for researching one particular area of support as listed above by using the CGDEV web link below. Learners should watch the introductory video (http://www.youtube.com/watch?v=rJjRQMQL6d8&feature=player_embedded#!) before completing Task Sheet E3 (a): Commitment to Development. After completing their research, learners must complete a five minute debate against the other groups, arguing as to why that their particular aspect is most vital as a development focus. During each presentation, the remainder of the class will complete a peer assessment on Task Sheet E3 (b): Judging the Debate. | | |
| Activity Resources | | Activity Adaptations |
| <p>Task Sheet E3 (a): Commitment to Development Debate Task Sheet E3 (b): Judging the Debate</p> | | |
| Extension and Enrichment Opportunities | | The Big Questions |
| <p>The focus of the activity could be narrowed to explore Ireland's relationship with one particular region within the index, for example, sub-Saharan Africa.</p> | | <p>How does Ireland compare to other countries in terms of its commitment to development? How does Ireland perform in terms of its commitment to development through trade? How could Ireland improve its commitments?</p> |
| QR Code | Website Link | Learner Portfolio |
|  | <p>http://www.cgdev.org/section/initiatives/_active/cdi/</p> | |

Task Sheet E3(a): Commitment to Development Debate

The Debate:

Which of the seven ways that Ireland supports other countries is the most important?

Each group will have a maximum of five minutes to put forward their argument as to why their component is the most important part of Ireland's commitment to development. (E.g. Trade; migration...)

Hints and tips:

Watch the CGDev Video at http://www.youtube.com/watch?v=rJjRQMQL6d8&feature=player_embedded#!



- Can you define your component?
- Can you explain the details of your component?
- Can you identify whom exactly your particular components support?
- Can you identify Ireland's current performance compared to other countries?
- Can you identify the best performing country? What do they do well?
- Can you identify the worst performing country? What do they do badly?
- Can you include any information that will make your argument stronger?


Task Sheet E3(b): Judging the Debate

- When another group is completing their section of the debate, it is your job to complete a peer assessment of their performance.
- Listen carefully to their presentation and consider which rating you would give the group in terms of the six criteria in the table below.
- When you have decided on a rating, put their group letter (e.g. (a)) into the corresponding column in Table 1.
- Add up the total points for each group, and complete Table 2. You SHOULD NOT rate your own group!

| Table 1. | Always (4 points) | Usually (3 points) | Sometimes (2 points) | Rarely (1 points) |
|----------------------|-------------------|--------------------|----------------------|-------------------|
| Answers question | | | | |
| Communicates clearly | | | | |
| Supports argument | | | | |
| Persuasiveness | | | | |
| Evidence of Teamwork | | | | |
| Organised | | | | |

| Table 2. | (a) Aid | (b) Trade | (c) Investment | (d) Migration | (e) Environment | (f) Security | (g) Technology |
|-------------|------------|--------------|-------------------|------------------|--------------------|-----------------|-------------------|
| Total Score | | | | | | | |

Literacy Activity 1: Keyword Bingo

| Aims | | Key Skills |
|--|--|--|
| Learners summarise the key findings from the presentations by identifying six keywords. | | Information processing Listening skills |
| Activity Description | | |
| <ol style="list-style-type: none"> 1. While listening to other groups' presentations in Activity 2(b) for example, learners are instructed to list keywords as and when they are used within the presentations. 2. Once all presentations have finished, each learner selects the six keywords that were most relevant in the presentations, and writes them onto their individual Keyword Bingo cards. 3. One at a time, the teacher reads out the top twenty keywords that he/she has noted throughout the presentations. (Note to teacher: it adds to the game if you do not call out the most obvious keywords too early in the game). 4. The learners circle the keywords that they have written down as they are read out. When a learner has circled all six keywords on their sheet, they shout "house". | | |
| Activity Resources | | Activity Adaptations |
| Literacy Activity - Task Sheet L1: Keyword Bingo | | This activity could be applied to many of the learning activities within this pack. One particular application could be that the teacher shares the six keywords at the beginning of the class and the learners must listen out for the words during the class. Learners could have written the words on a page and hold up the page each time the word is used. Or give one word each to several learners to be on watch for that word. |
| Extension and Enrichment Opportunities | | The Big Questions |
| Learners look up the keywords in dictionaries or online to find definitions for the words. | | |
| QR Code | Website Link | Learner Portfolio |
|  | www.dictionary.com | |

Literacy Activity - Task Sheet 1: Keyword Bingo


Task:

Carefully listen out for the most important keywords from today's lesson.
Write your top six keywords, one per box, into the bingo cards below.
When the game begins, if a word that you have identified is mentioned,
put a circle around the word below.

If all six words are called out, shout "house"! You've won!

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Literacy Activity 2: Literacy Value Chain

| Aims | | Key Skills |
|---|---|---|
| Learners take part in a game which provides the opportunity to self-assess and peer-assess existing knowledge relating to key trade and development definitions. | | Development of quick thinking skills Working under pressure |
| Activity Description | | |
| <ol style="list-style-type: none"> 1. In groups of four, learners cut out the word cards and sort them into a pile. 2. They lay out a board, and choose one product to represent their team. This marker is placed at the start of the value chain, on the square marked source. 3. Learners work with a partner, in competition with one other pair. 4. One partner is designated the describer. As soon as the opposing partners start the stopwatch, the describer takes the top card from the down turned pack of cards. 5. The describer explains the word or phrase written on the card to his/her partner without saying the actual word, without naming any letters of the words, and without using "rhymes with" or "sounds like". 6. The guesser can have as many guesses as required. 7. When the guesser correctly guesses the word, the describer puts down that card, and picks up a card from the top of the pack and explains the new word. 8. The describer attempts to describe as many cards as he/she can in one minute. Each describer is allowed one pass per minute. 9. Once the minute is up, the pair add the number of correct answers they have made, and then move their piece on the board the corresponding number of squares. 10. The opposition pair then designates a describer and a guesser, and has one minute to guess as many keywords as possible. 11. The first pair to reach the end of the value chain, to the square marked consumer, wins. | | |
| Activity Resources | | Activity Adaptations |
| Task Sheets 2, 3, 4 and 5 | | In addition to the cards already printed, there are a number of blank cards (Task Sheet 3) which can be used by the learners to write additional keywords as they are raised. |
| Extension and Enrichment Opportunities | | The Big Questions |
| | | |
| QR Code | Website Link | Learner Portfolio |
|  | http://dictionary.reference.com/ | |

Literacy Activity - Task Sheet 2: Keyword Cards

Cut out each of the keyword cards.

| | | | | | |
|-----------------|-----------------------|------------------|--------------|----------------|----------------------------|
| Business | Economics | Communication | Technology | Wealth | Transaction |
| Marketing | Profit | Chart | Graph | Gross | Net |
| Benefit | Calculate | Expenditure | Legislation | Import | Export |
| Source | Destination | Trade | Processing | Sustainable | Development |
| Globalisation | Rights | Responsibilities | EU | UN | Fair Trade |
| Interdependence | Poverty | Equality | Unemployment | Human Rights | Debt |
| Trade | Aid | Africa | Ireland | Mozambique | Lesotho |
| Uganda | Zambia | Tanzania | Tariff | Tax | Quota |
| Supply Chain | Jobs | Livelihood | Linkage | Social Benefit | Sourcing |
| Value Addition | Processed | Manufactured | Trade Rules | Monopoly | Multi-National Corporation |
| Inputs | Components | Parts | Fair | Equality | Working Conditions |
| Rights | Collective bargaining | Profit | | | |

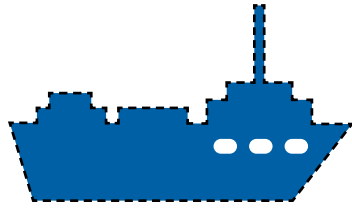
Literacy Activity - Task Sheet 3: Blank Keyword Cards

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Literacy Activity - Task Sheet 4: Keyword Value Chain Rules

1. In groups of four, learners cut out the word cards and sort them into a pile.
2. They lay out a board, and choose one marker to represent their team. This marker is placed at the start of the value chain, on the square marked source.
3. Learners work with a partner, in competition with one other pair.
4. One partner is designated the describer. As soon as the opposing partners start the stopwatch, the describer takes the top card from the down turned pack of cards.
5. The describer explains the word or phrase written on the card to his/her partner without saying the actual word, without naming any letters of the words, and without using "rhymes with" or "sounds like".
6. The guesser can have as many guesses as required.
7. When the guesser correctly guesses the word, the describer puts down that card, and picks up a card from the top of the pack and explains the new word.
8. The describer attempts to describe as many cards as he/she can in one minute. Each describer is allowed one pass per minute.
9. Once the minute is up, the pair add the number of correct answers they have made, and then move their piece on the board the corresponding number of squares.
10. The opposition pair then designates a describer and a guesser, and has one minute to guess as many keywords as possible.
11. The first pair to reach the end of the value chain, to the square marked consumer wins.

Literacy Activity - Task Sheet 5: Source to Consumer Board



Source →

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Cover Photo Page 1:

Garment manufacturer in the One Way garment factory. Location: Nairobi, Kenya. Date: Oct. 7, 2010.

Cover Photo Page 2:

Tea processor & Fairtrade co-op member sorting tea for processing in the Iria-ini Tea Factory. Location: Mathira division of Nyeri North District, Kenya. Date: Oct. 4, 2010.

Photos Page 5 & 39:

Workers in the Formosa denim factory. Location: Lesotho. Date: Oct. 17, 2012.

Photo Page 19:

Mosquito net maker in the Alliance Garment Industries factory. Location: Nairobi, Kenya. Date: July 27, 2012.

Photo Page 27:

Meru Herbs co-op workers shelling hibiscus flowers to prepare their herbal teas. Location: Mount Meru region of Northern Kenya. Photo courtesy of Meru Herbs Co-op.

Photo Page 34:

Women of Lulu Life crushing shea nuts into butter. Selection of Lulu Life products. Images taken from Lulu Life website. <http://www.lululife-sheabutter.com>

Inside Back Cover:

Worker in the Alliance Garment Industries factory. Location: Nairobi, Kenya. Date: July 27, 2012.

Back Cover Photo:

Participants of a Networking & Export Marketing Event organised by VAA & Strathmore Business School. Location: Nairobi, Kenya. Date: Dec. 5th, 2012.

Contributors

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