Global Inequality

GLOBAL INEQUALITY

Global inequality has reached enormous dimensions - despite international efforts it continues to increase in many areas of life: 1% of the world's population still has more wealth than the rest of the world all together, the number of billionaires has never grown as fast as in 2017 - it increased every other day. According to a recent study by OXFAM, there are currently more than 2000 USD billionaires worldwide.

Although the number of people living in extreme poverty on less than 1.90 US dollars a day has halved between 1990 and 2010, more than half of the world's population still lives on an income of between 2 and 10 US dollars a day. The global income gap between countries, measured by gross national income per capita, continues to widen.

The causes of the gap between rich and poor, centre and periphery, north and south are diverse and the significance of global inequality goes far beyond the differences in the distribution of wealth and income. Global inequality destroys social cohesion, endangers democracy and damages the environment.

Following the adoption of the sustainable development goals, the issue was discussed for the first time in history by almost all countries worldwide: If we want to make our planet a habitable place for future generations, poverty and inequality must be combated; only then can ecosystems be preserved for the future.

The fight against inequality is represented by sustainability goal number 10, through which the international community has set itself the goal of reducing inequalities within and between countries by 2030, achieving income growth for the poorest 40% of the population or giving developing countries more decision-making power in international economic and financial institutions (to name only a few sub-goals).

GLOBAL EDUCATION

The topic "Global Inequality" is a central topic of Global Education - achieving more global justice, together with other values, is the basis and goal of Global Education.

Global Education does not convey a specific content or opinion. Global Education should rather empower students to critically examine themselves and their environment in a global world, to form their own opinion and to actively stand up for their views. Knowledge of globality and respect for all people and the environment are guiding principles and ideology. Global Education certainly does not provide answers to all contemporary questions, but it does enable young people to become aware global citizens who ask critical questions and commit themselves to their ideals. Capacities that are needed to mitigate climate change and to preserve the earth as this extraordinary place for future generations.

References:
OXFAM (2018): Reward work, not Wealth. In: www.oxfam.de/system/files/bericht_englisch_-_reward_work_not_wealth.pdfpp. 10-12 (Retrieved on 28 Oct., 2018)

// INTERNATIONAL INEQUALITIES //
Teaching Learning Unit 1: The read couch

GET UP AND **GOALS!**
Global Education Time

ACTION:

1

DURATION:

10 – 30 min

AGE:

12+

OVERVIEW:
On the subject of "global inequality", most students already have ideas, images and assumptions in their heads. It is important to obtain this prior knowledge in order to then deal with the topic in depth.

TO WHICH SUBJECT IT IS CONNECTED?
Geography and Economics, History, Social Studies and Political Education, Languages

TOPICS:
Topics around global inequality, connection with your own life reality

REQUIRED MATERIALS:
Chairs for all students
Couch for three persons, if not available, 3 chairs to simulate a couch
Flipchart with pens or blackboard

LEARNING OBJECTIVES:

- The students reflect on their previous knowledge on the topic of "global inequality".
- They approach the term "global inequality".
- They examine their own ideas and assumptions on the topic as well as those of their fellow students.

PROCEDURE:
The students sit in a semicircle across from three side by side chairs. The three chairs should represent the "red couch". A person sits in the middle of the couch and says "I am global inequality. Who matches me?" Whoever in the group finds a term for it, will sit down next to the person and say, for example: "I am... poverty." Another person will take the second and last free chair and mention another term on the topic of "global inequality" to the group. The person in the middle decides which one of the two couch neighbours should take the place in the middle. The chosen one sits in the middle, the other two leave the couch. Repeat the whole activity with the new term in the middle of the red couch.

> **NOTES ON THE REALIZATION**
> During the game, you can write down the mentioned terms on a flipchart or on the blackboard in the form of a mind map in order to repeat them afterwards or discuss them in the group.

ACTION:

2

DURATION:

30 – 50 min

AGE:

12+

OVERVIEW:

Justice always relates to equality, equal rights and equal treatment - or rather inequality, lack of equal rights and unequal treatment. We perceive an inequality that is too extreme or unjustified as socially injust. But the fact is: No two people in the world are exactly alike. People are born in different places and often have different starting conditions to master their lives. The following method offers the opportunity to approach the concept of justice and to find out whether and which inequalities/ injustices are socially changeable.

TO WHICH SUBJECT IT IS CONNECTED?

Geography and Economics, History, Social Studies and Political Education, Languages

TOPICS:

(In)justice, (In)equality, social change, political measures against inequality

REQUIRED MATERIALS:

Biography cards Julia and Saed (material 1)
Note pads or flipchart

FROM THE SAT
See:
getupandgoals.eu/resources/sats

BIG IDEAS
See: getupandgoals.eu/big-ideas-on-international-inequalities

LEARNING OBJECTIVES:

- Students sharpen their understanding of justice and can differentiate between justice and equality.
- Students approach the concept of (in)equality and (in)justice and recognise the differences between the two concepts.
- They are aware that inequalities can be changed, e.g. by political measures.

// INTERNATIONAL INEQUALITIES //
Teaching Learning Unit 2: equal = fair? unequal = not fair? The example of Julia and Saed

GET UP AND GOALS!
Global Education Time

PROCEDURE:

Step 1:
Divide the class into small groups and provide each group with Julia and Saed's biography cards. After reading about the situation of the two people, the students should discuss and answer the following questions in their small group.
a) Inequality means being different. What are the differences between Julia and Saed?
b) Is there something about the situation of Julia and Saed that seems unfair to you?
c) Which of these differences have something to do with society and could be eliminated by changing the social conditions?

The results should be written down on a sheet of paper/flipchart paper for presentation to the plenary session. Each group elects a spokesperson who presents the results.

Step 2:
The results of the groups can be discussed again together in plenary session. The respective group members briefly present their results, which can then be discussed in more detail. Please note that the biographies of Saed and Julia are not representative of the Austrian population.

FOLLOW-UP:
In a further step, the "representativity" of the living conditions of Julia and Saed can be considered. Students can research the following questions on the Internet:
How is income distributed in your country?
What is the average income in your country?
Where is the poverty line and why do women earn less than men on average?
How much money is available to an asylum seeker in your country on average?

Infobox Subsidiary protection beneficiaries (subsidiary protection)

Subsidiary protection is a refugee status that exists specifically in Austrian law. Subsidiary protection is granted to persons whose asylum application has been rejected for lack of persecution but whose life or integrity is threatened in their country of origin. They are therefore not entitled to asylum, but receive temporary protection against deportation.

Persons entitled to subsidiary protection have a right of entry and residence in Austria. In particular, they are allowed to reside in Austria, have full access to the labour market and the possibility to apply for a Foreigner's passport if they cannot obtain a passport of their country of origin.

The status of beneficiary of subsidiary protection may be extended (possibly several times) if the conditions for such extension are still met at the end of the temporary protection period. Subsidiary protection is **granted for one year** for the first time and for **two years** when it is **renewed.** Under certain circumstances the status can be revoked (e.g. because of a crime).

Source: www.help.gv.at/Portal.Node/hlpd/public/content/321/Seite.3210001.html (Retrieved on 28 Oct., 2018)

Material 1 - Biography cards

Julia, 33 years old, married, 1 child, Austrian citizen, after finishing secondary school she trained as a retail saleswoman, works in a clothing store as head of a sales department, earns 2,500 euros net per month with overtime bonuses, enjoys sports in her spare time and travels once a year, lives with her husband and daughter in a village near Innsbruck in a house with a garden, which she inherited from her parents.

Saed, 64 years old, comes from the city of Mogadishu in Somalia, where he escaped the civil war, has so-called subsidiary protection in Austria, as his return to Somalia would involve risks to life, is a trained doctor, but his professional qualification is not recognised in Austria, looking for work, lives on needs-based minimum income amounting to € 650 plus rent for his one-room apartment, lives in Innsbruck. Saed fears the currently discussed amendment of the law (November 2018) which stipulates that beneficiaries of subsidiary protection are not provided with a minimum income. For Saed this would mean more than halving his monthly financial resources and - in all probability - losing his home.

ACTION:

3

DURATION:

30 – 45 min

AGE:

14+

OVERVIEW:
With the quiz, the students gain knowledge about central facts about the topic "global inequality" in a playful way. The quiz can be used as a fact provider (at the beginning of a priority setting) or as a fact check (at the end of a project).

TO WHICH SUBJECT IT IS CONNECTED?
Geography and Economics, History, Social Studies and Political Education, Languages

TOPICS:
global income and wealth distribution, poverty, wealth, indices measuring wealth/inequality

REQUIRED MATERIALS:
Quiz questions (material 1)
Quiz answers (material 2)
Paper and pens

FROM THE SAT
See:
getupandgoals.eu/resources/sats

BIG IDEAS
See: getupandgoals.eu/big-ideas-on-international-inequalities

LEARNING OBJECTIVES:

- The students know facts and figures on the topic of global inequality.

PROCEDURE:
Divide the students into teams (3-5 people), each sitting around a table. Provide all teams with the quiz questions. The students should solve the quiz together, one quiz sheet per team is sufficient. Now give the teams 15-20 minutes to answer the questions together. The aim is for the students to find the right answers together and in mutual exchange, so give them enough time. When the time is up, you can solve the quiz questions together with the students.

REFLECTION:
After the quiz has been solved, the following questions are used for debriefing:
How was the quiz? Easy, difficult or interesting?
Which questions were the most difficult to answer, which the easiest, and why?
Have you learned anything new, and if so, what?
What surprised you?

NOTES ON THE REALIZATION
Depending on the age, available time and level of knowledge of the students, you can leave out some questions or add others.

Material 1 - Quiz questions

1. Which of these statements is true?

a) 5% of the richest people own more than the rest of the world put together
b) 10% of the richest people own more than the rest of the world put together.
c) 1% of the richest people own more than the rest of the world put together.

2. Which statement is true? High inequality..

a) ..is mainly found in poor and underdeveloped areas.
b) ..is a phenomenon that cannot be controlled.
c) ..can be reduced by political measures of governments.

3. How many years would the richest man in the world - Jeff Bezos (Amazon/USA) - have to spend $1 million a day to get rid of his fortune?

a) 221 years
b) 67 years
c) 438 years

4. Complete the statement:

The 62 richest people in the world own as much as the ... poorest people in the world.
 a) 60,000
b) 1.6 billion
c) 3.6 billion

5. Arrange the countries according to the income inequality in the country. Start with the country with the most equal distribution and move towards the country with the most unequal distribution.

a) USA
b) Niger
c) Portugal

6. Which statements are correct?
(multiple answers possible)

In a country with very high inequality..

a) ... a small group of people has a lot of possibilities (holidays, hobbies and suitable equipment, travelling abroad etc.), while the large majority has few possibilities.
b) ... a small group of people has a lot of money and a high income, while the large majority has very little money and low income.
c) ... a small group of people lives very safely and comfortably, while the vast majority lives in very confined spaces and in very unsafe areas.

7. Which factors are taken into account in the "Happy Planet Index" to measure "sustainable well-being for all"? (multiple answers possible)

a) Ecological Footprint
b) Life expectancy
c) Inequality (life expectancy, satisfaction)
d) Well-being and satisfaction

8. Right or wrong:
Unequal societies are bad for the people affected, but good for those who posses more.

a) Correct
b) Incorrect

9. What percentage of the world's CO2 emissions is accounted for by the richer half of the world's population?

a) 20%
b) 50%
c) 90%

10. What factors are used in the Human Development Index (HDI) to measure the prosperity of a country?
(multiple answers possible)

a) Life expectancy
b) Economic growth
c) Education level
d) Respect for human rights
e) Per capita income

11. What can help to reduce inequalities in societies?
(multiple answers possible)

a) close tax havens in order to prevent tax evasion and avoidance
b) make high quality and free education accessible to all
c) increase the wages of the lowest earners

Material 2 - Quiz answers

Question 1 - Correct answer: c)
In 2016, one percent of the richest people owned more than the rest of the world combined.

Reference: :http://policy-practice.oxfam.org.uk/publications/an-economy-for-the-1-how-privilege-and-power-in-the-economy-drive-extreme-inequ-592643

Question 2 - Correct answer: c)
Inequality can be found everywhere, in industrialised countries like Austria but also in countries of the so-called Global South or in developing countries. Inequality can take various forms, income can be unequally distributed, but also educational opportunities or access to health services. For example, the USA is a very "rich country" with a high economic performance, but the distribution of income is very unequal. Historically, inequality has changed again and again within and between countries. But: unequal social conditions are not a law of nature - but can be shaped and reduced by political changes or measures.

Question 3 - Correct answer: c)
Jeff Bezos (Amazon / USA) would have to spend one million US dollars a day for 438 years to use up his 160 billion US dollar fortune. Jeff Bezos was the first billionaire to break the $100 billion asset barrier in 2018. The richest people in the world own wealth for which they would need several lives to spend it - while hundreds of millions of people live in abject poverty. The number of billionaires worldwide has doubled since the 2008 financial crisis.

References:
www.cbsnews.com/pictures/richest-people-in-world-forbes/21/
www.theguardian.com/news/datablog/2014/oct/29/oxfam-report-220-years-richest-man-spend-wealth

Question 4 - Correct answer: c)
This comparison shows that the super rich make such high profits with corporations that they exceed the national budgets of entire states. Tax evasion plays a crucial role in inequality.

References:
www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bp210-economy-one-percent-tax-havens-180116-en_0.pdf

Question 5 - Correct answer: b), c), a)
Income inequality in a country is represented by the so-called Gini coefficient or Gini index. It is a number between 0 and 1 - the higher the index, the more unequally income is distributed in a society. In Niger the Gini index is 0.34, in Portugal it is 0.35 and in the USA it is 0.42. Which means income inequality is highest in the United States. For comparison: In Austria the Gini index is 0.28.

References: http://wdi.worldbank.org/table/1.3

Question 6 - Correct answer: a), b), c)
An unequal society can have many dimensions. It is often the unequal distribution of income or wealth in a country, but inequality can also be caused by a lack of educational opportunities or access to health services. Crime rates and security, political participation or the possibility to pursue hobbies and make one's own decisions - these are also dimensions of (in)equality in a society.

Question 7 – Correct answer: a), b), c), d)
The Happy Planet Index (HPI) offers an interesting alternative for measuring the prosperity of a country in comparison to the gross domestic product (GDP), which exclusively reflects the economic performance of a country. The highest HPI is currently achieved by Costa Rica.

Question 8 - Correct answer: b)
One might want to believe that it would be better for rich people to live in unequal societies to get more "of the pie". However, by now there are numerous studies confirming the opposite: In principle, unequal societies also have a negative impact on the richer sections of the population (crime rates, health).

References: www.equalitytrust.org.uk/resources/the-spirit-level

Question 9 - Correct answer: c)

Although the poorest population groups live in areas most affected by climate change, they are only responsible for about 10% of global CO_2-emissions.

The average ecological footprint of the richest 1% worldwide can be up to 175 times larger than that of the poorest 10%.

References: www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bp210-economy-one-percent-tax-havens-180116-en_0.pdf

Question 10 - Correct answer: a), b), c)

All the above measures can help to reduce inequalities in a society. They help to distribute money more equitably or ensure people to have access to services that enable them to have a better life.

Question 11 - Correct answer: a), c), e)

The HDI is calculated every year by the UNDP (United Nations Development Programme). The HDI offers an interesting alternative for measuring a country's prosperity in relation to its gross domestic product (GDP), which exclusively reflects a country's economic performance.

// INTERNATIONAL INEQUALITIES //
Teaching Learning Unit 4: World game

ACTION:

4

DURATION:

1 h

AGE:

12+

OVERVIEW:
Very few students are enthusiastic about a lot of numbers on a piece of paper. They can make out what they mean even less The world game brings statistics to life, including the global distribution of income or CO_2-emissions. Who contributes most to climate change? How are wealth and population distributed worldwide?

TO WHICH SUBJECT IT IS CONNECTED?
Geography and Economics, History, Social Studies and Political Education, Languages

TOPICS:
Population distribution, distribution of GDP, distribution of CO_2-emissions

REQUIRED MATERIALS:
1 world map (preferably Peters-Projection)
100 game cones (= 100 % of the world population)
100 money chips (= 100 % of world income/Gross Domestic Product GDP)
100 CO_2-chips (=100 % of global CO_2-emissions)
Statistical data sheet (material 1)
„Worldmapper" maps (material 2)

FROM THE SAT
See:
getupandgoals.eu/resources/sats

BIG IDEAS
See: getupandgoals.eu/big-ideas-on-international-inequalities

LEARNING OBJECTIVES:

- Students become aware of their perception of the world population, global wealth and energy consumption and its distribution.
- Students "see" how their assessments correlate with the actual numbers.
- Statistical data become tangible and comparable.
- The unequal distribution of world income (GDP) becomes apparent.

PROCEDURE:

Preparation:
The money chips and the CO2-chips can be handmade together, alternatively different coloured game cones can be used. At the beginning of the game, the game cones and chips are placed in groups of ten on the edge of the world map for a better overview.

Step 1: A look at the world map
At the beginning, ask the students to look at the world map carefully, ask if they notice anything. In comparison to the usual world map (angle-true, Mercator projection), the world map in the Peters Projection displays the countries in their actual size, it is an equal-area map. Moreover, it is not Eurocentric, i.e. Europe is not the centre of the world on this map.
Mention that the creation of world maps always happens from a political perspective and that there are many different world maps that include certain world views:
Who's the center of attention? What's the map for? What is it supposed to represent and what not? Who is at the top and at the bottom and what does it mean for us?
At the top is often the "North", the so-called industrialized countries, at the bottom the South with its so-called developing countries. These terms are often associated with certain value judgments, top = developed, bottom = underdeveloped. The orientation is completely dependent on the perspective.

Step 2: Estimating and distributing the world population
Now let the students estimate the population by continent and position the 100 cones on the world map. When all cones have been distributed, check the result with the students using the Statistical Data Sheet.
> *What do you think about the actual distribution compared to the distribution you chose?*
> *Does the number of people in a certain region surprise you? Why?*
> *What could be the reason that in our minds we have a certain picture of the distribution of the world population? (e.g. the media, reports on certain countries)*

Step 3: Estimation and distribution of world income

The money chips are used to estimate the distribution of the total world income. When all the chips have been distributed, once again, check the result with the students using the Statistical Data Sheet.

Possible questions to or information for the players for reflection:

What could be the reasons for the distribution of wealth between the regions?

Reference to the unequal distribution of income between women and men

Step 4: Estimation and distribution of global CO_2-emissions

The CO_2-chips are used to estimate the distribution of global CO_2-emissions. When all the chips have been distributed, once again, check the result with the students using the Statistical Data Sheet.

What do you think about the distribution of CO_2-emissions in relation to global wealth and population?

What could be the reason for this? (e.g. outsourcing of production, use of air conditioning, heating, cars, infrastructure, consumer behaviour)

Follow-up:

Present the weighted world maps of the world population, global income distribution and CO_2-consumption to the students (see Worksheet 2).

Present the website "Worldmapper" - www.worldmapper.org - and inform the students that other interesting maps on topics such as environment, migration or identity can be found there.

https://worldmapper.org/maps/population-year-2018/?sf_action=get_data&sf_data=results&_sft_product_cat=population

Material 1: Statistical data sheet for the World Game

Population

Continent	Total in million	%	Game cones
Europe and Russian Federation	745	10	10
North America*	362	5	5
South and Central America	643	9	9
Asia	4,494	59	59
Africa	1,250	16	16
Australia and Oceania	42	1	1
World	7,536	100	100

Gross Domestic Product (GDP)

Continent	Total in billion US dollars	%	Money Chips
Europe and Russian Federation	21,987	32	32
North America*	16,831	24	24
South and Central America	5,614	8	8
Asia	21,678	31	31
Africa	1,880	3	3
Australia and Oceania	1,669	2	2
World	69,659	100	100

CO_2-emissions

Continent	Total in million tons	%	CO_2-chips
Europe and Russian Federation	1,560	17	17
North America*	1,544	17	17
South and Central America	509	6	6
Asia	5,158	56	56
Africa	346	4	4
Australia and Oceania	116	1	1
World	9,233	100	100

References:
Population German Foundation for World Population, Data Report 2017
CO2 and Gross Domestic Product: German Foundation for World Population, Data Report 2016
*Geographically, Mexico is part of North America, but in UN statistics it is counted as Central and South America.
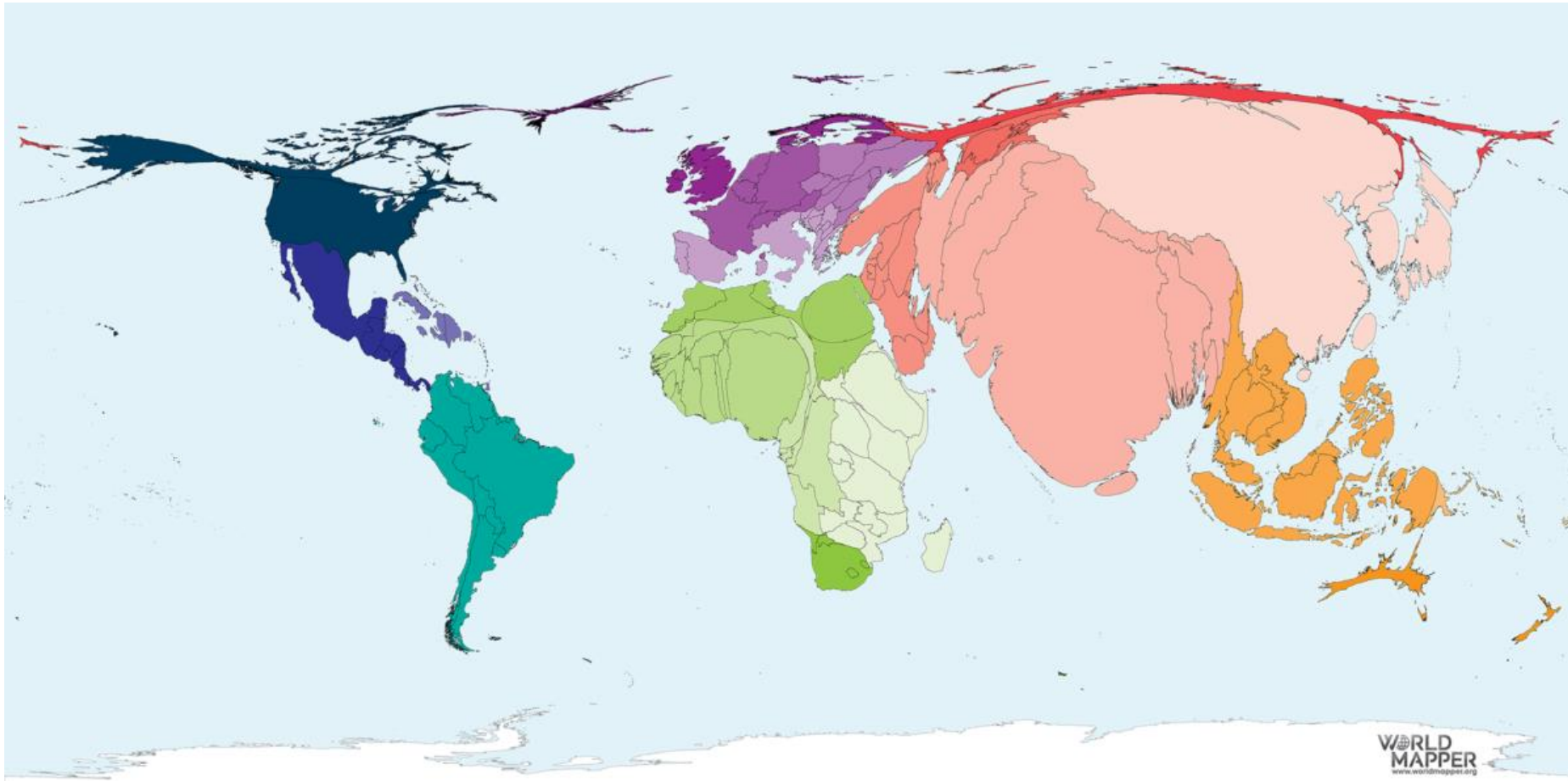
NOTES ON THE REALIZATION
You must be aware that in this game we generalize. Not all people in North America are extremely rich and energy is also consumed in Africa. You should therefore be prepared to answer critical questions.
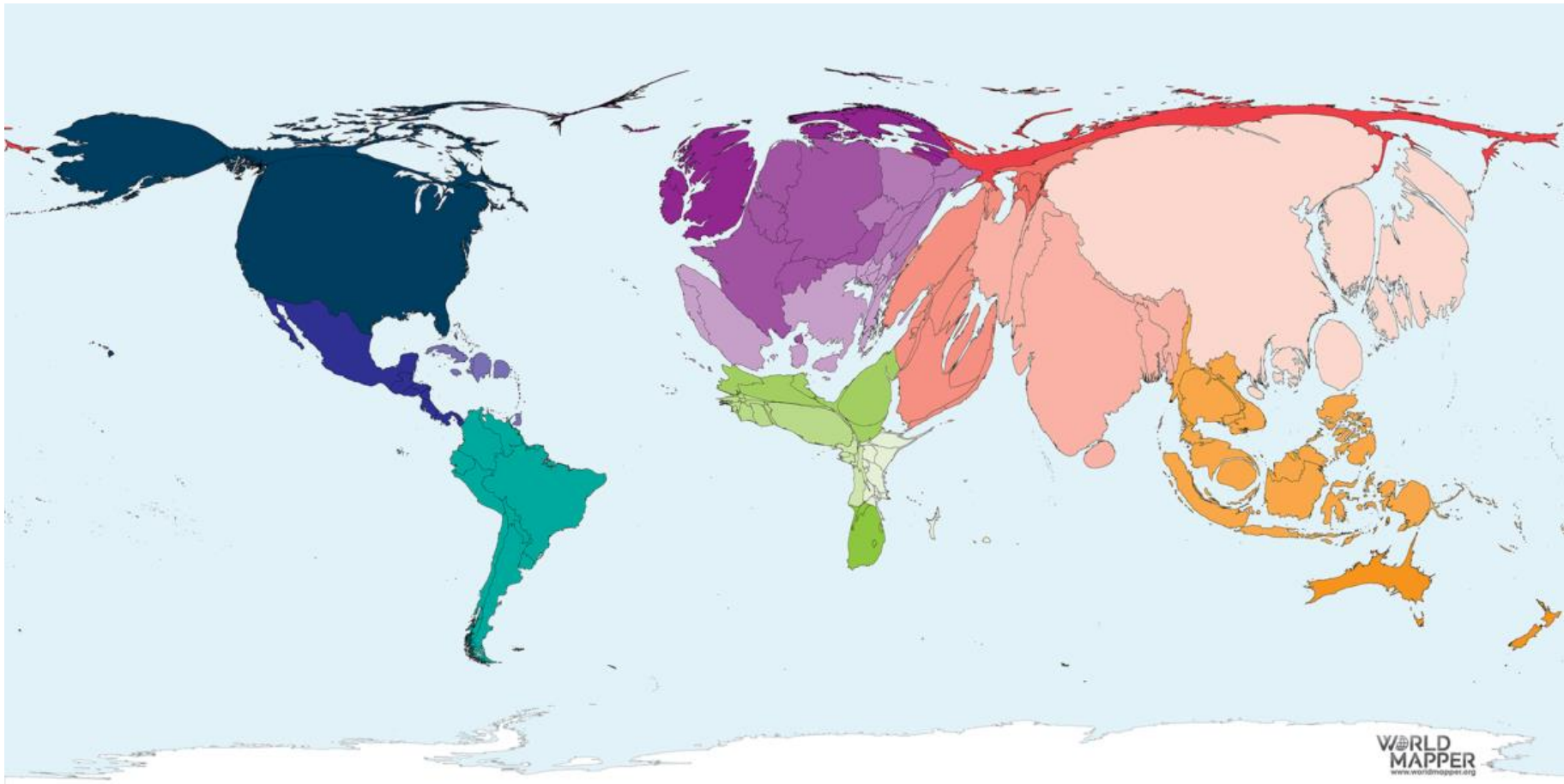
Material 2

Worldmapper: Population in 2018

References: Worldmapper, Population Year 2018:https://worldmapper.org/maps/population-year-2018/, license: CC BY-NC-SA
4.0, https://creativecommons.org/licenses/by-nc-sa/4.0/deed.de

Worldmapper: Gross domestic product 2018

Worldmapper: CO_2-emissions 2015

ACTION:

5

DURATION:

1 - 2 h

AGE:

14+

OVERVIEW:
The level and distribution of income within and between countries is a crucial factor in dealing with the issue of national and/or global inequality. The following unit is about getting to know the Gini index (or Gini coefficient), an indicator that represents the distribution of income in a country. Using the "Gini ranking" method, students can approach the topic in a playful way, in order to then explore the issue of income inequality in greater depth, doing their own research and in joint discussion.

TO WHICH SUBJECT IT IS CONNECTED?
Geography and Economics, History, Social Studies and Political Education, Languages

TOPICS:
Income distribution, Gini index, wealth

REQUIRED MATERIALS:
Country pictures (material 1), Gini Indices (material 2), Answers (Material 3), Power Point presentation - Gini coefficient (Slide 59 to 61) PPP available in the annex, starting slide 47, Posters

FROM THE SAT
See:
getupandgoals.eu/resources/sats

BIG IDEAS
See: getupandgoals.eu/big-ideas-on-international-inequalities

LEARNING OBJECTIVES:
- The students know about the Gini index.
- They get an idea of the worldwide distribution of income.
- They recognise the causes and effects of unequal income distribution within and between countries.
- They practice conducting independent data research from reputable sources.

PROCEDURE:

Preparation:
With the help of PPP, show your students the Gini index, which measures the distribution of income within a country.

Step 1: Division into groups and instructions
Divide the class into small groups and distribute the 10 country pictures and the 10 Gini indices to the groups. Ask the students to cut out the Gini indices and, as a first step, to match them with the respective country. After matching them, the students should rank them: From the country with the highest income inequality to the country with the lowest income inequality.

Step 2: Answers and discussion
When all groups are finished, let the students come back to the plenary and solve the ranking. Attach the series of pictures and the corresponding Gini indices to a blackboard or a pinboard where they are visible to everyone. Discuss the results with the students - possible questions could be:

> *Do you know the countries? What continent are they on?*
> *What surprised you about the results?*
> *Why do you think the income in country A is more unequally distributed than in country B? What could be the reasons for that?*
> *Is it fair that certain professions earn more than others? (e.g. professional footballers vs. teachers or construction workers vs. managers)*
> *Is a high income associated with a person working a lot?*

Step 3: Further work - Causes of unequal income distribution

Ask the respective groups to decide on a country and then to conduct their own research (Internet, research in relevant libraries, interviews with experts on the topic) to get to the bottom of the causes of high/low income distribution in the respective country. Ask the students to illustrate their results on a poster.

Possible questions for the independent research:

Which factors affect the equal/unequal distribution of income in the country?

What are the income differences in the respective country: What is the lowest income, what is the highest?

Which actors have the possibility to distribute income more equally/fairly?

What steps/measures could be taken?

Step 4: Presentation of results and discussion

After the research, let the groups present their results and discuss them in the plenary.

Background information:

Interview with Thomas Piketty on "Unjust income distribution endangers democracy"

www.youtube.com/watch?v=or6KAZG_b2I

Infobox: The Gini index

The Gini index or Gini coefficient is an internationally recognised index to represent the distribution of income in a country. It is a number between 0 and 1 - the higher the index, the more unequally income is distributed in a society.

Material 1: Country pictures

GREAT BRITAIN

London/Great Britain: Market in the district of Whitechapel, one of the poorest districts in London. In the background is the City of London, one of the richest regions in Europe. © Alex Lieb

MONGOLIA

Ulaanbataar, Mongolia: Migration from rural areas to the Mongolian capital: Many find their home in huts and yurts on the outskirts of the city. © Ganzorig Lhamsuren

SLOVAKIA

Bratislava, Slovakia: Bratislava - the capital of Slovakia - is located on the south-western border of Slovakia at the border triangle with Austria and Hungary, making it the only capital in the world bordering on more than one neighbouring country.
Photo: Pixabay/Walkerssk, CC0 1.0 Creative Commons, https://pixabay.com/de/bratislava-slowakei-1905408/

AUSTRIA

Tyrol/Austria: The Inntal motorway with the Europabrücke bridge is one of the most important north-south transport links in Europe.
Photo: Pixabay/Hans Braxmeier, CC0 1.0 Creative Commons, https://pixabay.com/de/europabrücke-brücke-autobahnbrücke-2799683/

MOROCCO

Morocco Oasis Fint near Ouarzazate. Morocco's climate zones are diverse - there are deserts and oases, but also snowy mountain villages. The centre for winter sports is located at Djebel Toubkal, the highest mountain in North Africa with over 4000 meters. © Ilse Koza

GHANA

Accra, Ghana: Religion is omnipresent in Ghana, here the Central Mosque in Ghana's capital. However, Christianity is the most widespread religion, with 72% of the population affiliated with a variety of Christian churches. © Caroline Sommeregger

UNITED STATES

Highway/USA: Abandoned and little used American highways as we know them from the movies. But appearances are deceptive: The car density in relation to the population is one of the highest in the world, 910 out of 1000 inhabitants own a car (buses, trucks included).
Photo: Pixabay/MaxWaidhas, CC0 1.0 Creative Commons, https://pixabay.com/de/highway-usa-america-wolken-amerika-2699542/

ECUADOR

Quito/Ecuador: Quito is the capital of Ecuador and is located 20 kilometers south of the equator in a 2,850 m high basin of the Andes. This makes it the highest capital city in the world.
Photo: Pixabay/Albert Decetter, CC0 1.0 Creative Commons, https://pixabay.com/de/ecuador-quito-vulkan-aktiven-vulkan-1423059/

CHINA

Haikou/China: Haikou is the economic centre and capital of the Hainan province in the north of China, which consists of several islands. Haikou is located on the largest island called Hainan Dao.
Photo: Pixabay, CC0 1.0 Creative Commons, https://pixabay.com/de/haikou-china-stadt-bucht-hafen-95949/

SOUTH AFRICA

Cape Town/South Africa: Cape Town is the second largest city in South Africa after Johannesburg. Since 2004 it has been the exclusive seat of the South African Parliament.
Photo: Pixabay/Aloysius, CC0 1.0 Creative Commons, https://pixabay.com/de/tafelberg-kapstadt-südafrika-berg-836847/

Material 2: Gini indices

Gini index: 0.23
Gini index: 0.28
Gini index: 0.32
Gini index: 0.32
Gini index: 0.40
Gini index: 0.42
Gini index: 0.42
Gini index: 0.42
Gini index: 0.45
Gini index: 0.63

Material 3: Answers "Gini ranking"

Slovakia 0.23 (2017, Eurostat)

Austria 0.28 (2017, Eurostat)

England 0.32 (2016, Eurostat)

Mongolia 0.32 (2016, World Bank)

Morocco 0.40 (2013, World Bank)

USA 0.42 (2016, World Bank)

China 0.42 (2012, World Bank)

Ghana 0.42 (2012, World Bank)

Ecuador 0.45 (2016, World Bank)

South Africa 0.63 (2014, World Bank)

References:
EUROSTAT: http://appsso.eurostat.ec.europa.eu/nui/setupModifyTableLayout.do (Retrieved on 19 Oct., 2018)
OECD data: https://data.oecd.org/inequality/income-inequality.htm (Retrieved on 19 Oct., 2018)
World Bank: https://data.worldbank.org/indicator/SI.POV.GINI?locations=CN&view=chart (Retrieved on 19 Oct., 2018)

// INTERNATIONAL INEQUALITIES //
Teaching Learning Unit 6: What lenses do you wear?
Learning about indicators of prosperity and global (in)equality

ACTION:

6

DURATION:

1 –
1,5 h

AGE:

15+

OVERVIEW:

Global inequalities have multiple causes. Science, civil society and international organisations such as the United Nations have developed a wide range of indicators and instruments to measure the "prosperity" of a society but also to identify "global inequalities". The following unit enables you to take a closer look at three well-known indices and to critically question them using concrete examples (development game).

TO WHICH SUBJECT IT IS CONNECTED?

Geography and Economics, History, Social Studies and Political Education, Languages

TOPICS:

Indicators to measure wealth and/or inequality, GDP, HDI, HPI

REQUIRED MATERIALS:

Power Point presentation to introduce the indices, available in the annex (Slide 47),
Computer and projector,
3 sets of 15 Event cards each from the development card game (material 1),
3 signs for GDP, HDI and HPI with short info and game instructions (material 2),
One table with chairs per group
Blackboard and chalk or flipchart and pencils,

FROM THE SAT
See:
getupandgoals.eu/resources/sats

BIG IDEAS
See: getupandgoals.eu/big-ideas-on-international-inequalities

LEARNING OBJECTIVES:

- The students know the indices Gross Domestic Product, Human Development Index and the Happy Planet Index.
- They recognise that there are different, sometimes contradictory indices (e.g. economic growth vs. conservation of natural resources).
- They recognise that behind measures there are always values (how is "prosperity" defined and by whom?) and certain objectives and approaches to action.

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PROCEDURE:

Preparation:
With the help of PPP, show your students the Gini index, which measures the distribution of income within a country.

Step 1: Introduction to the world of indices
Introduce your students to the three indices Gross Domestic Product (GDP), Human Development Index (HDI) and Happy Planet Index (HPI) using the Power Point presentation: What are the different "lenses" for looking at global inequalities about? Which countries are at the top of the ranking?

Step 2: Explanation of the development card game
The development card game (material 2) allows for an in-depth examination of the indices using concrete examples. Divide the students into three groups and provide tables and chairs for each group.

Now explain the card game to the students:

Each group represents one of the three indices (GDP, HDI, HPI). You get Event cards and evaluate these events from the point of view of your indices. Here is an example:

"Mrs. Huber receives a diamond ring as a birthday present from her husband". Now the question is:
Table one: Does this event contribute to an increase in GDP?
Table two: Does this event contribute to an increase in the HDI?
Table three: Does this event contribute to an increase in the HPI?
You pass out the well-shuffled cards in your group. Each player places his/her cards face down in front of him/her. Then the first person starts, turns one card over and reads it out loud. The person should then assess whether this event contributes to the increase of your index. It is not only about right or wrong, but about your assessments of it. The card remains open at the table, then the others take their turn. When everyone has uncovered a card, you discuss: Which of these events contributes most to the increase of your index? Place this card in the middle, the other cards on the side. You play several rounds until all the cards are revealed. In the middle are your chosen cards, which you think contribute the most to the increase of your index. You have 20 minutes for the game. We then collect and discuss the results together.

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Step 3: Game and debriefing

Now pass out the cards - each group gets all 15 Event cards. Give the students between 20 and 30 minutes to complete the game.

If the groups are ready or the time is up, the joint debriefing takes place. Three columns are made on the board or a flipchart: GDP- HDI - HPI. Each group names the events they believe contribute most to the increase in their index. The trainer writes the events in the respective column.

This is followed by a discussion:

> *What did you find difficult / easy about this exercise?*
> *What do you notice when you look at and compare the results of the three indices?*
> *Which factors come into view with the respective "lens"? What is not included?*
> *Which of the three "lenses", in your opinion, best manages to highlight global inequalities in a country?*
> *Do these "lenses" leave something out that also seems important to you?*

Further links and information:

The development card game is a method developed by Südwind within the workshop "Young Voices for Development". The complete card game (25 Event cards) can be obtained by purchasing the material box "Young Voices for Development" in all Südwind regional offices.

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Material 1: Event cards

An avalanche buries the small village of Murhausen. Several houses were destroyed. The road is completely buried. After a rough clean-up, reconstruction begins. Houses have to be rebuilt, streets and sidewalks are renovated.

Nils buys a new pair of jeans in the newly opened shop in the pedestrian zone.

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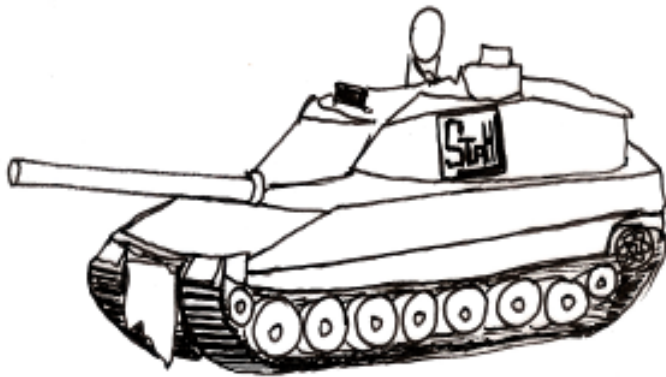In her free time, Mrs Ergün voluntarily trains the youth football team in her district.

Agnes wants to renovate her apartment and needs a drill. Instead of buying one, she borrows it from her neighbour.

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The company "Stahl-Quadrat" developed a new tank. It is particularly all-terrain and robust. It sells well. Numerous countries worldwide order the new tank from "Stahl-Quadrat".

Claudia can't go on, she has to change her life: Previously a stressed full-time manager, she has now found a part-time job. Since her income is lower now, she moves to a smaller apartment.

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In Brazil, a huge dam is being built on the Rio Xingu in the Amazon region. It is supposed to supply large parts of the country with cheap electricity. 40,000 inhabitants from the immediate vicinity have to leave their villages and move because of the dam.

The Mirkovic family pays attention to fair trade when shopping: For breakfast, they have Fair Trade coffee and cocoa

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Guatemala: The company "Guatemala Progreso" buys a large piece of land near a village to mine nickel and silver. The villagers, most of whom live from the cultivation of cut flowers, are sceptical.
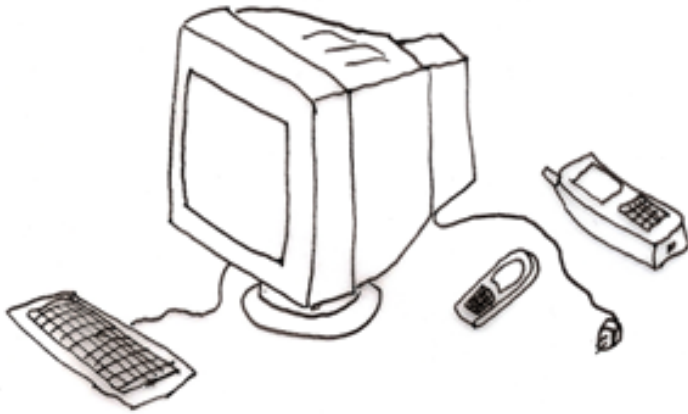

Bhutan: Pema Choden cooks the favourite dish for her family. The cheese she needs for it is made by the farmer from the milk of her own yaks.

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The Adamec company recycles electronic waste. Iron, copper and aluminium are extracted from old mobile phones, cameras and computers. 95 percent of the raw materials can be recycled.

Good news: India hopes to have finally eradicated polio. After years of widespread vaccination campaigns, there have been no new cases for three years.
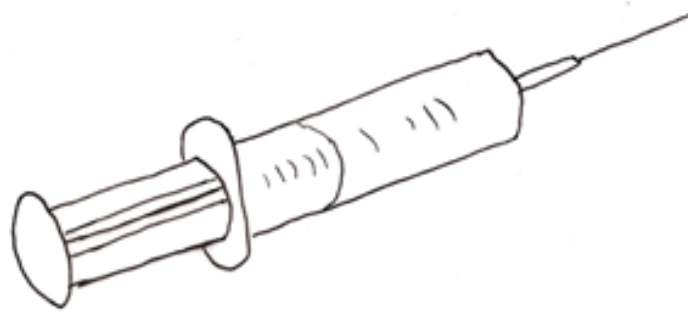
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In the rainforest area of Ecuador, oil is to be produced. A total of 360 drill holes are planned. It is expected to bring the state treasury 42 million dollars per year.

The price of copper is high. The African country Zambia has many copper mines. The revenues from copper exports are used to upgrade roads, bridges, hospitals, schools and shopping centres.

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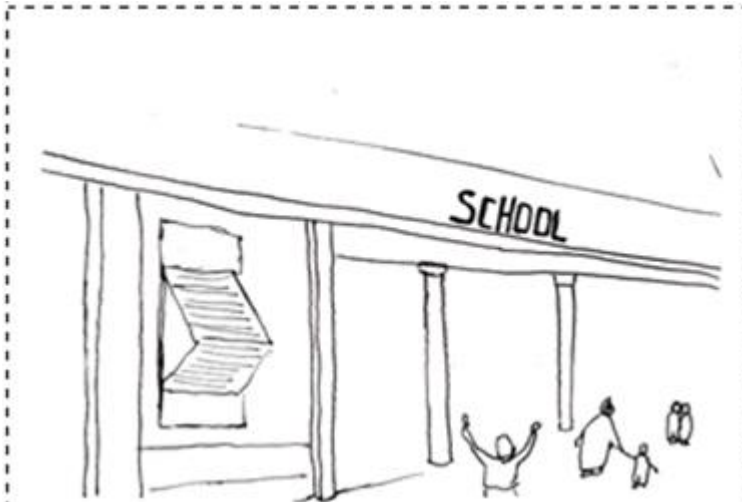
Dori, in northern Burkina Faso: The new vocational training centre in this remote village is officially inaugurated. 140 children and adolescents will be able to attend school here in the future and receive education in their mother tongue.

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Material 2: Sigtns short info

The development card game

In this game, your group represents the "Gross Domestic Product" (GDP) development lens.

> Reminder:
>
> Gross domestic product (GDP) is the sum of the value of all goods and services produced in a country within a year.
>
> **GDP = economic output / number of inhabitants**
>
> GDP is expressed in US dollars.
>
> Very often GDP is seen as an indicator of how developed a country is.

The card game works as follows:

- Shuffle the Event cards and pass them out face down.
- Now it's your turn: one player reads a card and places it in the middle.
- Then you discuss whether or not you think the event on the card contributes to the increase in GDP.
- Once everyone has placed a card in the middle, you will jointly select the card that you think contributes the most to increasing GDP. This card remains in the middle, the other cards are placed on the side.
- A new round starts: Cards are read and discussed one after the other. The card that you think contributes the most to the increase in GDP stays in the middle, the others are set aside.
- In the end, the cards in the middle should show the events that you think contribute most to the increase in GDP.

In the subsequent discussion all groups will present and discuss their results.

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The development card game

In this game, your group represents the Human Development Index (HDI) development lens.

Reminder:

The HDI is calculated every year by the UNDP (UN Development Programme). Three factors are taken into account:

Average per capita income

Life expectancy

Average duration of education

The HDI is regarded as an important benchmark for development and prosperity in a country.

The card game works as follows:

- Shuffle the Event cards and pass them out face down.
- Now it's your turn: one player reads a card and places it in the middle.
- Then you discuss whether or not you think the event on the card will help increase the HDI.
- Once everyone has placed a card in the middle, you will jointly select the card that you think contributes the most to increasing HDI. This card remains in the middle, the other cards are placed on the side.
- A new round starts: Cards are read and discussed one after the other. The card that you think contributes the most to the increase in HDI stays in the middle, the others are set aside.
- In the end, the cards in the middle should be the ones that show events that you think contribute the most to increasing the HDI.

In the subsequent discussion all groups will present and discuss their results.

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The development card game

Your group represents the Happy Planet Index (HPI) development lens in this game.

> As a reminder:
>
> According to the HPI, the aim is to achieve the highest possible level of **life satisfaction** for people while causing minimum environmental damage ("**ecological footprint**").
>
> **HPI = number of happy years per inhabitant divided by resources consumed**
>
> The HPI is calculated by the London-based New Economics Foundation. The Happy Planet Index is an alternative development index

The card game works as follows:

- Shuffle the Event cards and pass them out them face down.
- Now it's your turn: one player reads a card and places it in the middle.
- Then you discuss whether or not you think the event on the card will help increase your HPI.
- Once everyone has placed a card in the middle, you will jointly select the card that you think contributes the most to increasing HPI. This card remains in the middle, the other cards are placed on the side.
- A new round starts: Cards are read and discussed one after the other. The card that you think contributes the most to the increase in HDI stays in the middle, the others are set aside.
- In the end, the cards in the middle should be the ones that show events that you think contribute the most to increasing the HPI.

In the subsequent discussion all groups will present and discuss their results.

ANNEX

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Material 3: Power Point GDP, HDI, HPI

GDP, HDI, HPI - what is that?

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Lens 1: GDP - gross domestic product

Gross domestic product (GDP) is the sum of the value of all goods and services produced in a country within a year. GDP is expressed in US dollars.

GDP/capita in purchasing power parities (PPP)

GDP/capita or per capita income is obtained by dividing GDP by the population of a country. In order to improve comparability between countries, GDP/capita can be adjusted by the purchasing power (Purchasing Power Parities, PPP) of a country.
The indication of GDP in PPPs is very common and allows more realistic comparisons between countries.
https://www.lai.fu-berlin.de/e-learning/projekte/vwl_basiswissen/bip/kaufkraftparitaet_kkp/index.html

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The world seen through the lenses of GDP/capita

1.   Qatar   8. United Arab Emirates
2.   Macau   9. Kuwait
3.   Luxembourg   10. Switzerland
4.   Singapore   …
5.   Brunei   22. Austria
6.   Ireland
7.   Norway

(GDP per capita, adjusted for purchasing power, IMF estimate for 2017, status: April 2018)

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When GDP rises, it is called **economic growth**.
Every year we hear that the economy has grown by xy %.
This measures the increase in GDP compared to the previous year.
The question "How well has our country developed this year?" is still tied to economic growth.

Austria´s GDP has increased approximately eightfold since 1950
(adjusted for inflation). That means: The production of goods and services
is 8 times higher.

How much more can this value increase?

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Which factors are not taken into account in GDP?

➢ The entire informal economy and also the subsistence economy
➢ Unpaid activities (housework, do-it-yourself, elderly care)
➢ Distribution of income and wealth within a country
➢ Education, social peace, health, happiness and much more

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Lens 2: Human Development Index (HDI)

The HDI is calculated every year by the UNDP (UN Development Programme).

It includes:

- Average per capita income

- Life expectancy

- Average duration of education

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Seeing the world through the "development lens" of HDI

1.	Norway	9. Singapore
2.	Switzerland	10. Netherlands
3.	Australia	…
4.	Ireland	20. Austria
5.	Germany	
6.	Iceland	
7.	Hong Kong, China	
8.	Sweden	

Reference: http://www.hdr.undp.org/en/2018-update

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BUT: the average per capita income says nothing about how fairly the income is distributed among the population.

If this were to be considered, the USA, for example, would lose its position in the top 15.

The GINI coefficient provides information on the distribution of income.

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Lens 3: Happy Planet Index (HPI)

According to HPI, the goal is to achieve the highest possible level of **life satisfaction** for people while causing the least possible environmental damage **("Ecological Footprint")**.

$$HPI = \frac{\text{number of happy years of life per inhabitant}}{\text{Resources consumed}}$$

The HPI is calculated by the London-based New Economics Foundation.

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"Ecological footprint": a measure of the resource consumption caused by our lifestyle (how much land is needed to secure my consumption of goods?)

"happy years of life": the evaluation is based on different survey results from the respective countries.

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Seeing the world through the "development lens" of HPI

1.	Costa Rica	8. Bangladesh
2.	Mexico	9. Thailand
3.	Colombia	10. Ecuador
4.	Vanuatu	
5.	Vietnam	
6.	Panama	…
7.	Nicaragua	43. Austria

Data for 2016, Reference: www.happyplanetindex.org

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The HPI is about the question:

Which countries enable their inhabitants to live a good life without putting too much strain on nature?

After all, this is the basis for ensuring that future generations can also succeed in living a good life.
(→ sustainable development)

The Gini index or Gini coefficient is an internationally recognised index to show
the distribution of income in a country.

It is a number between 0 and 1.
The higher the index, the more unequally income is distributed in a society.

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The Gini index or Gini coefficient

The Gini index or Gini coefficient is an internationally recognised index to show the distribution of income in a country.

It is a number between 0 and 1.
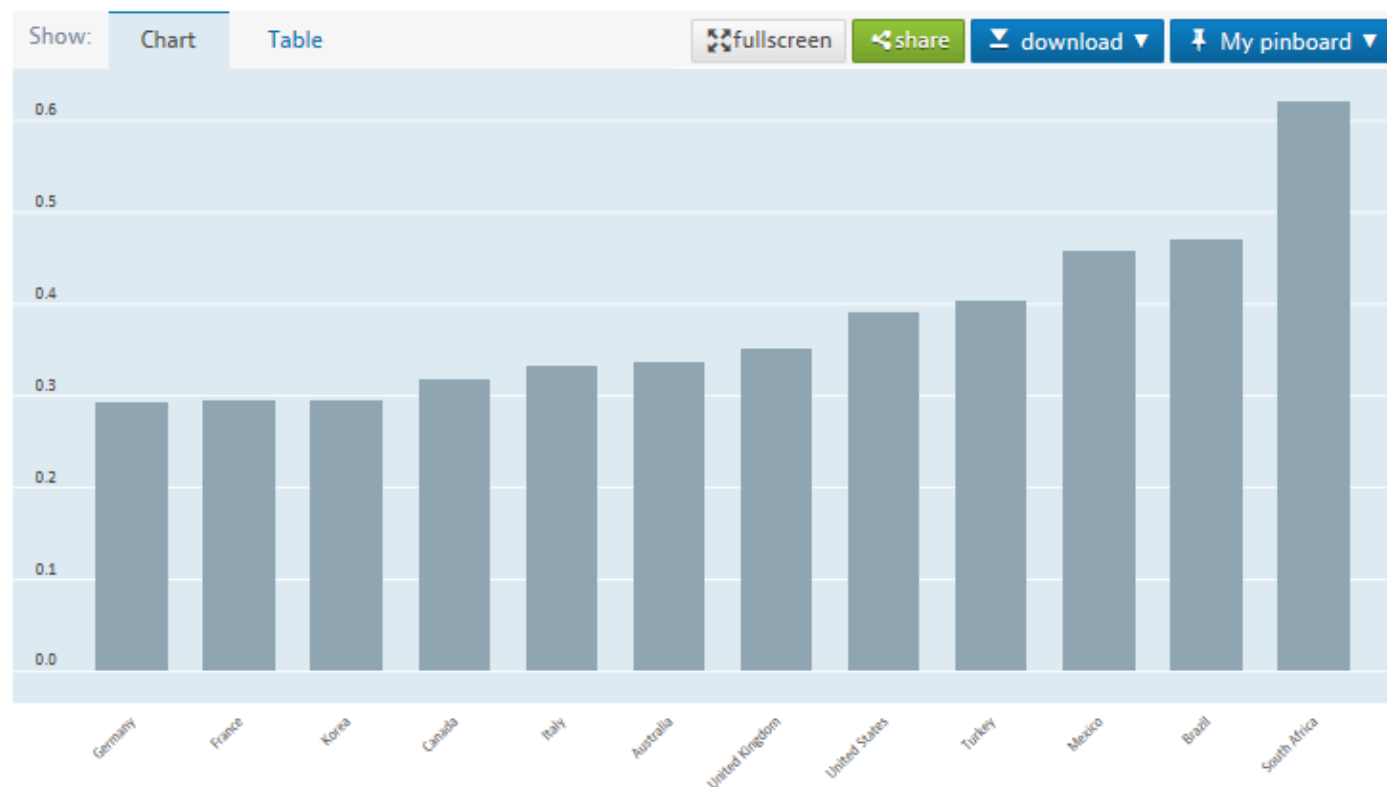The higher the index, the more unequally income is distributed in a society.

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Income distribution - selected EU countries

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Income distribution - selected G-20 countries