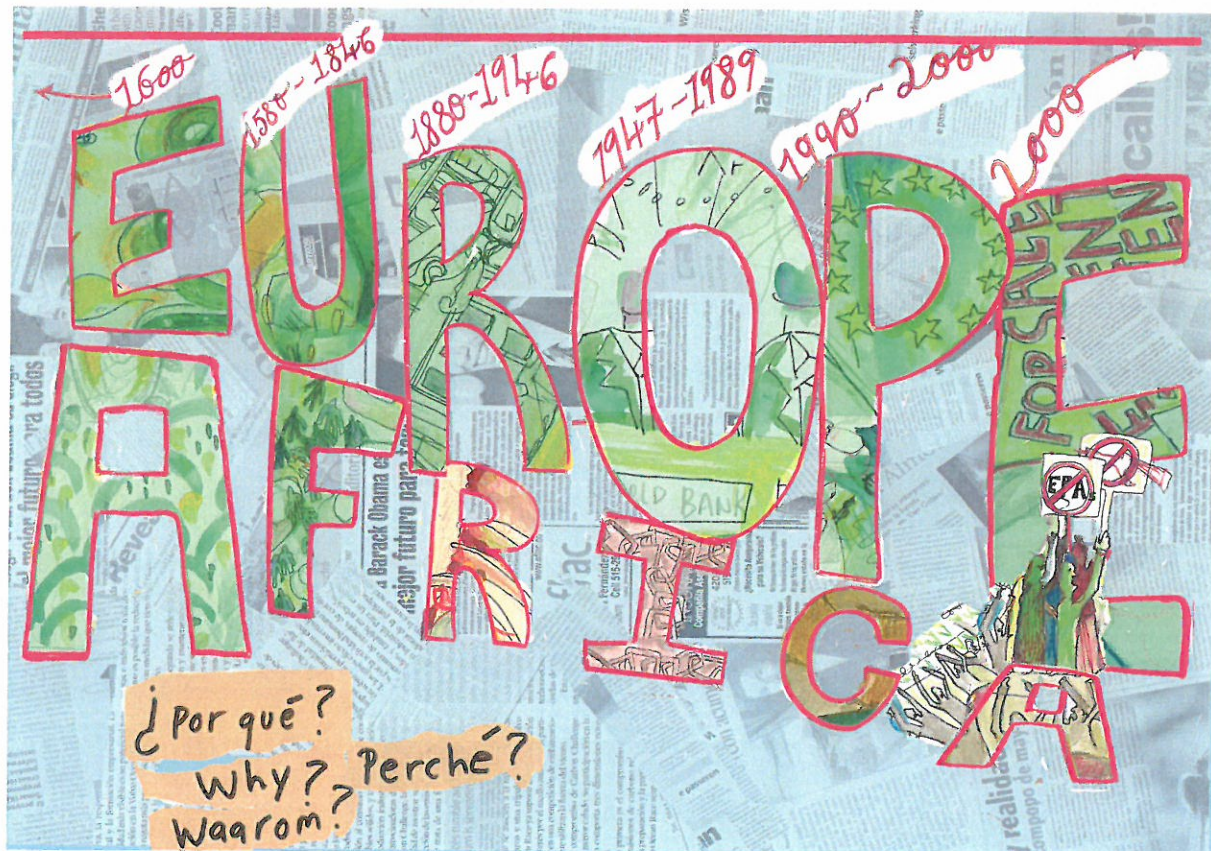


African poverty European wealth



text

Liz Allum, Barbara Lowe, Bente Madeira, Dave Richards, Louise Robinson

artwork

Shehnoor Ahmed

design

Dave Richards

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Contents

| | | |
|---------------------|--|-----------|
| | Introduction | 1 |
| pre-16th century | Myth 1 Africa has always been poorer than Europe | 3 |
| 17th-19th centuries | Myth 2 European campaigners ended slavery | 7 |
| 1880s-1940s | Myth 3 Europeans gave Africans an infrastructure | 12 |
| 1950s-1980s | Myth 4 Africans are corrupt, that's why they're poor | 16 |
| 1990s-2000 | Myth 5 Africans can have the same standard of living as Europeans | 19 |
| 21st century | Myth 6 More trade will bring development to Africa | 22 |
| Action for change | Myth 7 The best way to help Africa is to give more aid | 27 |
| Weblinks | Sources of background information and action for change | 30 |

EUROPE'S NEW GRIP ON AFRICA!



JOIN THE PETITION AGAINST EPAs!

African governments are negotiating for **Economic Partnership Agreements (EPAs)** with the European Union (EU). EPAs are **free trade agreements** based on the principle of reciprocity, meaning that Africa will be required to open its borders to duty and tariff-free goods and services from Europe.

These will have disastrous consequences even worse than structural adjustment programs:

- As a farmer, you will lose your livelihood when faced with increased competition from Europe's highly subsidized, cheaper products.
- As a consumer, you will risk food insecurity because of the collapse of the domestic and regional food markets and your increased reliance on imports.
- As a citizen, you will lose the benefit of most of your government's social welfare schemes, which will be dropped because of loss of revenue.
- As a woman, you will carry the burden of "adjustment costs": losing your livelihood as an agro-processor, taking on more care-giving as social services are dropped, being forced into the informal sector.
- As a government, you will lose policy space to protect, respect and fulfill your citizens' human rights.
- As Africa, our regional integration processes will be slowed rather than enhanced.

YOU CAN STOP EPAs BEFORE IT IS TOO LATE.

STOP. THINK. RESIST EPAs. Sign this petition.

www.stopthinkresist.org



Please give us your details:

Name: _____
 Country: _____
 E-mail: _____
 Tel: _____
 Address: _____
 Comment: _____

Introduction

This pack challenges seven key myths about the relationship between countries in Europe and Africa. Each myth can be explored using one of the posters and the information and activities in this booklet. It has been designed for History and Global Citizenship at KS3 and beyond, as well as providing a basis for cross-curricular work with Geography, RE, English, Drama, Art & Design and ICT. It can also be used as a basis for work with older students in Economics and Media Studies.

History

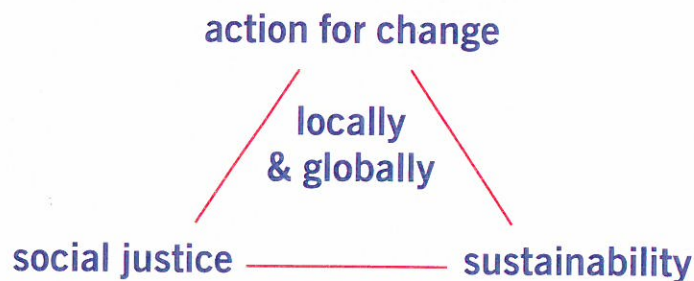
As a History resource it addresses the problem that pupils are often unable to connect discrete periods of history.

To answer the question "Why is Africa so poor and Europe so rich?", we have chosen to start with the Tudor period and trace the relationship between the two continents to the present day.

Global Citizenship

Global Citizenship education increases pupils' knowledge and understanding about social justice and sustainability, explores pupils' values and attitudes and develops skills to enable them to take action. It supports a range of initiatives, including Every Child Matters, Rights Respecting Schools, Community Cohesion and sustainability initiatives.

Global Citizenship is about...



- **A Global Citizen is someone who**
- • is aware of the wider world and has a sense of their own role as a world citizen
- • respects and values diversity
- • has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- • is outraged by social injustice
- • participates in and contributes to the community at a range of levels from local to global
- • is willing to act to make the world a more equitable and sustainable place
- • takes responsibility for their actions

Oxfam GB *Education for Global Citizenship: a guide for schools* Oxfam, 2006

Key concepts for global citizenship

Knowledge and understanding

- social justice and equity
- diversity
- globalisation and interdependence
- sustainable development
- peace and conflict

Skills

- critical thinking
- ability to argue effectively
- ability to challenge injustice and inequalities
- respect for people and things
- co-operation and conflict resolution

Values and attitudes

- sense of identity and self-esteem
- empathy and sense of common humanity
- commitment to social justice and equity
- value and respect for diversity
- concern for the environment and commitment to sustainable development
- belief that people can make a difference

Oxfam GB *Education for Global Citizenship: a guide for schools* Oxfam, 2006

Using this poster pack

The posters have been designed for use as a complete set or independently, depending on where they fit into the course being taught.

- Choose the relevant myth(s) and poster(s), depending on the particular historical period you are teaching about, or key concepts of Global Citizenship you are exploring, eg reasons for poverty in Africa.
- Explain that the poster set aims to debunk some common myths about the reasons behind the poverty experienced by many people in sub-Saharan Africa, and the relationship between Africa and Europe over the past 600 years.
- Ask small groups of students to deconstruct the poster(s) – discuss the symbolism and how this relates to the myth/focus of the poster(s). Ask them to list the exchange that is taking place between the continents, and then present to the class, highlighting how the myth has been challenged.
- Hand out copies of the notes that accompany each poster in the following section to the groups. Compare the analysis presented by the students with the notes.

Whole group discussion

- What surprises you about the information presented in the notes?
- Why do we have such misconceptions about Africa?
- How would you describe the relationship between Africa and Europe over the period you have studied?
- What aspects of the history do you need to explore further?
- Use the **Key directions for enquiry** and **Weblinks**, p30, for suggestions for further research.
- Further ideas for using this pack can be found on the RISC website www.risc.org.uk/education/resources.php.

Pre-16th century

Myth 1

Africa has always been poorer than Europe

In the centuries before the slave trade the lives of Africans and Europeans were similar in many ways. In both continents there were empires and states that dominated their neighbours, had powerful leaders and strong government. The histories of some are better known than of others, which may explain why many people have believed Africa has no history (apart from Ancient Egypt) before the arrival of Europeans.

Until lions have their historians, tales of the hunt will always glorify the hunter.

African proverb

So, while in Europe we learn about Tudor England, the Spanish Empire, Renaissance Italy and the Dutch East India Company, how many of us have even heard of the empires of Mali, Songhai, Benin, Oyo, Great Zimbabwe, Kanem Bornu, Kongo, the Ife Kingdom or the Hausa States? The parallels were documented by visitors and travellers and are supported by art from the period, archaeological finds and local oral histories.

These parallels can be found in descriptions of the structure of society, with powerful leaders surrounded by their courts, the evidence of their patronage of the arts, and of industries organised into guilds. Systems of law and order were in place to regulate the lives of ordinary people, as were religious beliefs. Both European and African societies benefitted from plentiful natural resources which resulted in significant trade with other nations. Rivalries often gave rise to the use of military power against other nations. Descriptions of the built environment: cities, towns and villages confirm ever more similarities in the lives of the citizens and subjects of these African and European states.



Bronze plaque from Benin, British Museum credit: CC-BY-SA-3.0-2.5-2.0-1.0 via Wikimedia Commons

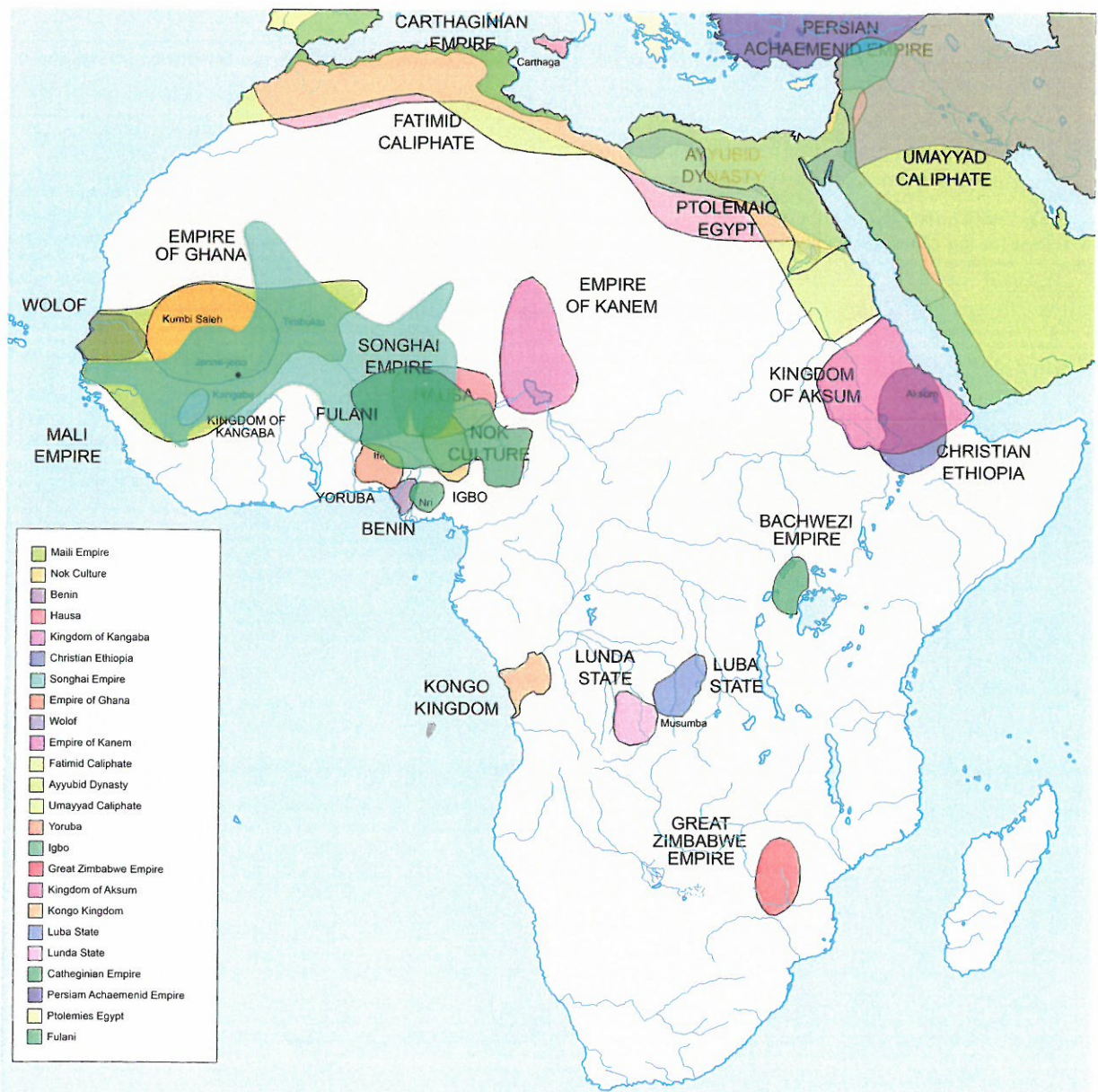
Benin compared with England

They are people who have good laws and a well organised judicial system. They live on good terms with the Dutch and other foreigners who come to trade with them and to whom they show a thousand marks of friendship.

Benin City, described by a Dutchman who wrote about Benin from traders' accounts, but had not been there, 1688

The main city of Benin is very great. When you go into it you go into a great broad street, which is thought to be four miles long. At the gate where I entered, I saw a very high wall, very thick, made of earth. This wall completely surrounds the city. The houses in this town are very neat and close together, like those in Holland. The king's palace is very large. There are courtyards without end. The people are very hard-working and clean. In many ways Benin city reminded me of Amsterdam, except that Amsterdam is dirtier and the people there are not as honest.

Piet van Huijs, Dutch explorer, 1602



Source: <http://upload.wikimedia.org/wikipedia/commons/thumb/e/e7/African-civilizations-map-pre-colonial.svg/2000px-African-civilizations-map-pre-colonial.svg> credit: Jeff Israel