



Global Voices Information Sheet

Diaspora bonds



Through diaspora bonds, these new Canadians could help fight poverty in the countries they came from. (Photo: Canada.com)

Background Info

- According to the UN Population Fund, 214 million people live outside their country of birth today.
- The World Bank estimates that 161.5 million people from developing countries have immigrated to other countries.
- People who have emigrated from developing countries often send money home to family members who stayed behind. The World Bank predicts that by 2013, all the immigrants in the world put together will be sending more than \$404 billion dollars *every year*.
- Many governments sell savings bonds to their citizens to help pay for national programs. The Government of Canada first started selling Canada Savings Bonds during World War II to help pay for the war effort.
- Diaspora bonds are government savings bonds sold specifically to former citizens who now live in other countries.
- Israel was the first country to sell diaspora bonds starting in 1951, and has raised more than \$25 billion since then to support the country.
- India raised \$1.9 billion through diaspora bonds to fight an economic crisis in 1991.
- Other developing countries now selling diaspora bonds include Sri Lanka, Ethiopia and Kenya. Ethiopia is using the money from bonds to build the Grand Ethiopian Renaissance Hydroelectric Dam.

Key terms

- **Diaspora** – From an ancient Greek word meaning “scattered or dispersed”. Today diaspora refers to people who are living away from their ancestral homelands.
- **Government savings bond** – A way to save money and support your country. You buy them from a bank or other financial institution, or sometimes directly from the government. The government uses the money to support programs like health care. When you redeem the savings bond months or years later, you get your money back with interest.

Global Voices Secondary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Immigration, emigration, diaspora, multiculturalism, savings
- Course Connections: Canadian and World Studies, Business, English

Materials

- Chart paper or blackboard
- Computers and internet
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Knowledge and Understanding

1. Human Migration and Diaspora (estimated time: 10 minutes)
 - a. To begin the activity, ask the class, popcorn style, why someone might leave their home country to migrate to a different place. Record answers on the board.
 - b. Once the brainstorm is over, explain to students that migration is caused by two overarching factors known as **push and pull factors**.
 - c. As a class, define push and pull factors, and give examples of historical events that caused mass migrations (For example, World Wars, Famine in Somalia, Cuban Revolution etc.). Next, categorize the answers written on the board from the brainstorm as push or pull factors.
 - i. Teacher Note: Refer to the *National Geographic's* [Human Migration Guide](#):

<http://www.nationalgeographic.com/xpeditions/lessons/09/g912/migration/guidestudent.pdf>

- d. Explain to the class that Diaspora comes from an ancient Greek word meaning “scattered or dispersed”. Today, Diaspora refers to people living away from their homeland or country of origin.
- e. Next, hand out copies with the following paragraph, taken from [an article](#) from the November 19, 2011 print edition of *The Economist*.
 - i. “Diaspora networks—of Huguenots, Scots, Jews and many others—have always been a potent economic force, but the cheapness and ease of modern travel has made them larger and more numerous than ever before. There are now 215m first-generation migrants around the world: that’s 3% of the world’s population. If they were a nation, it would be a little larger than Brazil. There are more Chinese people living outside China than there are French people in France. Some 22m Indians are scattered all over the globe. Small concentrations of ethnic and linguistic groups have always been found in surprising places—Lebanese in west Africa, Japanese in Brazil and Welsh in Patagonia, for instance—but they have been joined by newer ones, such as west Africans in southern China.”
- f. Explain to students that later in the lesson they will learn more about how Diasporas send money back to their families, but for now, ask them to reflect on why the article in *The Economist* refers to Diaspora as “a potent economic force.” They can write their answers in point form.

Thinking

1. Reading Comprehension: Global Voices column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they have after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 10 minutes)
 - a. Ask each student to perform an OPVL on the Global Voices column.
 - i. Origin: what is the source of this column?
 - ii. Purpose: why was this column written?
 - iii. Value: what are the facts and statistics in this column that give it value?
 - iv. Limitations: what perspective is the column written from, does this cause limitations?
 - b. When this is complete, bring the class back together and discuss student answers.

Communication

1. Class Debate (estimated time: 30 minutes)
 - a. Explain to students that the Global Voices column lists some benefits as well as challenges of using diaspora bonds. Ask them to think about some of these benefits and challenges, and make a list individually.
 - b. Divide the class into groups of four. Then explain that they are all going to be participating in a class debate.
 - c. Two students from each group of four must argue in favour of diaspora bonds, and the other two must argue against diaspora bonds.
 - i. Teacher Note: Groups arguing against diaspora bonds may read the following article from *The Economist* for a different perspective on the issue: <http://www.economist.com/node/21526324>
 - d. Give pairs 20 minutes to conduct research and organize their arguments, then have them debate the issue within their group.

Application

1. Write a news article
 - a. Invite a guest speaker from the Historica-Dominion Institute Passages to Canada program (<http://www.passagestocanada.com/en/>) who will share with the class their experiences in their native countries and the trials and travails they encountered prompting their departure as immigrants to Canada and their experiences here as new Canadians.
 - b. Have the class prepare interview questions they would ask the speaker.
 - c. Ask the class write a news article to be published in the school newspaper about this guest speaker and his or her experience.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children www.freethechildren.com

Weday.com www.weday.com

The Economist <http://www.economist.com/node/21526324>

National Geographic

<http://www.nationalgeographic.com/xpeditions/lessons/09/g912/migrationguidestudent.pdf>

Daily Ethiopia <http://www.dailyethiopia.com/index.php?aid=1012>