

Canadian and World Issues: A Geographic Analysis

**University Preparation
(CGW4U)**

A Proposal for Combating World Hunger

The Task

Students were presented with the following scenario and instructions:

People often feel overwhelmed and helpless in the face of world hunger. You have been hired by Feed the World, a non-governmental organization (NGO) that believes that solutions to world hunger are feasible and sustainable. Feed the World intends to present practical strategies for combating world hunger at its next annual convention. Your role is to prepare a proposal for the conference that outlines a practical, three-step strategy for addressing *one* of the causes of world hunger.

Final Product

Each student was to submit a written proposal of approximately 600 words that included the following:

- a description and analysis of one of the causes of world hunger
- a three-step strategy for combating the problem
- a justification for the strategy

Note: Students were also required to submit a bibliography, but the bibliography was not assessed as part of the exemplar task.

Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Geographic Foundations: Space and Systems and the Methods of Geographic Inquiry and Communication strands.

Students will:

1. explain how the earth's natural and human systems are interconnected in multiple, complex ways;
2. analyse the causes and effects of economic disparities around the world;
3. communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms and including geographic visual supports, both conventional and geo-technological;
4. develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem-solving strategies;
5. draw conclusions or make judgements or predictions on the basis of reasoned analysis and supporting evidence.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 47–53 of this document.

Task Rubric – A Proposal for Combating World Hunger

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding					
The student:					
1	– effectively describes a cause of world hunger (e.g., provides relevant, accurate, detailed information)	– describes a cause of world hunger with limited effectiveness	– describes a cause of world hunger with some effectiveness	– describes a cause of world hunger with considerable effectiveness	– describes a cause of world hunger with a high degree of effectiveness
Thinking					
The student:					
2	– effectively analyses one of the causes of world hunger (e.g., shows evidence of in-depth research, accurately interprets issues and factors involved)	– analyses one of the causes of world hunger with limited effectiveness	– analyses one of the causes of world hunger with some effectiveness	– analyses one of the causes of world hunger with considerable effectiveness	– analyses one of the causes of world hunger with a high degree of effectiveness
Communication					
The student:					
3	– clearly communicates information and ideas in the proposal	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity
Application					
The student:					
4	– develops an effective three-step strategy to combat a cause of world hunger (e.g., proposes a feasible and sustainable strategy)	– develops a three-step strategy that is limited in its effectiveness	– develops a somewhat effective three-step strategy	– develops a considerably effective three-step strategy	– develops a highly effective three-step strategy

(continued)

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
The student:					
5	– effectively justifies the three-step strategy to combat world hunger (e.g., employs well-reasoned and well-supported arguments)	– justifies the three-step strategy with limited effectiveness	– justifies the three-step strategy with some effectiveness	– justifies the three-step strategy with considerable effectiveness	– justifies the three-step strategy with a high degree of effectiveness

*The expectations that correspond to the numbers given in this chart are listed on page 8.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

A Proposal for Combating World Hunger B E L O W L E V E L 1

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at “below level 1”. (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at “below level 1”. Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge and Understanding

The student:

- does not focus on a major cause of world hunger;
- provides an overly simplistic cause of world hunger;
- provides irrelevant and/or inaccurate information;
- provides insufficient detail in describing a cause of world hunger;
- fails to provide appropriate examples.

Thinking

The student:

- shows little or no evidence of in-depth research;
- misinterprets issues and factors related to a cause of world hunger;
- provides little or no elaboration and/or examples in analysing the selected cause;
- attempts only a general analysis of the issue.

Communication

The student:

- makes numerous errors in spelling, punctuation, and grammar that hinder readability;
- frequently uses awkward sentence structures;
- fails to provide organization and structure for the proposal;
- uses inappropriate language for a formal proposal.

Application

The student:

- fails to develop a three-step strategy to combat a cause of world hunger;
- develops a strategy that is unfeasible and unsustainable;
- fails to justify the three-step strategy;
- fails to include supporting arguments;
- does not include evidence to support arguments;
- provides illogical or irrational arguments.

Comments

The student demonstrates little or no understanding of the requirements of the task and little or no grasp of the causes of world hunger. The student fails to develop a logical and practical three-step strategy to combat world hunger.

BELOW LEVEL 1

Next Steps

In order to improve his or her performance, the student needs to:

- select an appropriate focus for the proposal;
- conduct and show evidence of in-depth research;
- provide relevant and accurate information about a cause of world hunger;
- provide an appropriate and thoughtful analysis of a cause of world hunger;
- develop a feasible and sustainable three-step strategy to combat world hunger;
- include sufficient detail in describing the chosen cause and strategies;
- provide logical and rational supporting arguments for each step of the strategy;
- use appropriate evidence, including examples from real-world situations; to support arguments and information provided;
- develop an appropriate organizational structure for the proposal;
- communicate ideas and information clearly;
- use appropriate language in the proposal.

A Proposal for Combating World Hunger L O W L E V E L 1

A

WORLD HUNGER: ONE COMMON GOAL

Introduction

How is it, in this world today, that there is a massive problem with obesity and also, at the exact same time, worry about half of the world dying from starvation? In North America there are fad diets, liposuction and weight loss surgeries that are equipped to “shed those last 10 pounds!” however in the countries that are known as third world, if some were to lose those last ten pounds, they would be dead. The difference between these two regions is financial stability. Northern America is classified as a wealthy region while third world countries are mostly categorized as poverty stricken. Poverty is one of the major causes of world hunger today. Money is the reason why people are dying from access fat clogging their arteries and money is also the reason why people are dying from lack of nutrients and minerals. The amount of money that a country possesses is the deciding factor as to how much a person will eat or will not eat; who will die, who will not die.

Poverty is tragedy. Poverty may be a result of many different outcomes; weather it be war, drought, land use and rights, poor agricultural practices or lack of structure. There are many different factors that could cause poverty. Usually in third world countries the cause of poverty is a combination of many of these things. The world’s 497 billionaires in 2001 registered a combined wealth of \$1.54 trillion, well over the combined gross national products of all the nations of sub-Saharan Africa (\$929.3 billion) or the total of the oil-rich regions of the Middle East and North Africa (\$1.34 trillion). It is also greater than the combined incomes of the poorest half of humanity (Cavanagh 12). These facts prove just how much money is being generated in one half of the world while the other half (Africa, Middle East etc.) is struggling to find water or grow seeds. North Americans view poverty as a distant crisis and do not consider themselves to be in any threat of it. Therefore, they do not feel the need to help out considering that this problem is not local.

Reasons for why poverty happens in different regions vary. However, one thing is for certain that wherever there is poverty there is hunger. The two go hand in hand. Without any money there is no way to buy food, plant food, buy land or property or pay workers. Poverty combined with many other causes of hunger is deadly. This is why the world needs to take notice. This three-step plan will include erasing interna-

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tional debt, educating people on proper use of land and money and installing qualified workers to help these nations overcome this massive problem.

Step 1

Erasing national debt will of course not be an easy accomplishment. Wealthy countries didn’t become wealthy by erasing debts or handing out money. These wealthy nations (First World regions) need to be fully aware of why they must do this in order to save millions of lives. By erasing debt the Third, Fourth and Fifth world countries may have a chance to start over. With this opportunity, these countries will feel more secure and willing to welcome help and support from other countries. The world needs to start working together for the reason that we all have one common goal, which is survival.

Step 2:

Education is the most important step of this strategy. Without people being properly educated by professional businessmen/women, farmers, teachers and other people we rely on in North American culture. Those people who come from an impoverished situation do not have the means by which to better themselves (Anderson 5). These people need education to better their lives simply because they know of no other way. They need order and direction in order for them to boost their economy, better their land, control rations and lastly learn how to save and invest money. This system is all about control and without control it will be a very hard task for this strategy to work. These people will be sent over to these struggling nations from all of the wealthier regions of the world (Canada, United States, Germany, Australia etc.). They will bring supplies such as tools, seeds and water with them in order for the people of the struggling region to learn with proper utensils. They will be paid by each government to instil work habits and share methods of growth in the locals and teach them how to live their lives without hunger. With proper education these struggling regions can prevail.

Step 3:

The third step involves supervision by all of the wealthier regions. It is easy enough to teach people how to grow seeds, hand over some money then leave. However, in order for this plan to work, there needs to be an outlet where these hungry people can go for questions and concerns. These people will be changing their lives as well as their culture so there has to be a group of willing citizens who will provide guidance. The amount of people sent will all depend on how many are in demand in the certain area. There still needs to be a directional guide for these people who deal with hunger

LOW LEVEL 1

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everyday because they are so used to a life of sorrow; they know no other way of life. These people from the wealthier countries are not going to be there to manage these people, they will be there to work and help them.

Conclusion

With each step carried out with effectiveness, this strategy could result in the control of the world's hunger problem. There is enough food and money in this world to go around to everyone. This would result in nobody going to bed hungry. It is vital that these wealthier countries see that with their help it is possible to prevent many deaths as well as control or stop many of the world's crises.

DBibliography

- Anderson, Kerby. World Hunger. 1992. June 1, 2003.
www.probe.org/docs/hunger.html.
- Cavanagh, John and Anderson, Sarah. "World's Billionaires Take a Hit, But Still Soar". The Institute for Policy Studies. March 6, 2002. June 1, 2003.
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- Anderson, Kerby. World Hunger. 1992. June 1, 2003.
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Teacher's Notes

Knowledge and Understanding

- The student identifies and describes poverty as a cause of world hunger with limited effectiveness. In attempting to compare the affluence of North America with the poverty in Third World countries, the student focuses on obesity versus starvation. Although the contrast is dramatic, the student exaggerates supportive statements to the point of distorting facts (e.g., money is the reason people's arteries are clogged with fat, money determines who will live or die).

Thinking

- The student analyses poverty as a cause of world hunger with limited effectiveness. A number of reasons for poverty in Third World countries are provided (e.g., "war, drought, land use and rights, poor agricultural practices"), but they are not expanded upon. In addition, there is little evidence of research, except when the student refers to billionaires. The analysis of individual wealth is only remotely connected to the topic, and more relevant factors are not discussed in any depth.

Communication

- The student communicates information and ideas with limited clarity. Although the student structures the report into appropriate paragraphs and uses appropriate headings, the ideas within paragraphs are not always coherently grouped or fully developed. The student tends to jump from one idea to another, making the arguments difficult to follow. The student also displays an inappropriate, patronizing attitude towards people in Third World countries (e.g., suggesting that they "know of no other way" and that they need North American professionals to "instil work habits" in them and "teach them how to live their lives without hunger"). Spelling errors (e.g., "*access* fat", "*weather* it be war") also detract from clarity.

Application

- The student develops a three-step strategy to combat world hunger that is very limited in its effectiveness. The student proposes erasing national debt as a first step in the strategy, which is not feasible, and does not suggest

how the proposal might be accomplished. In the second and third steps, the student proposes sending human resources to developing countries and maintaining them there, but does not provide any details about funding such an expensive endeavour, except to say that "each government" would supply the money.

- The student justifies the three-step strategy with very limited effectiveness. The proposals are not supported by evidence or by well-reasoned arguments. Details about how the strategy would work are often vague, suggesting that it has not been thought through (e.g., "The amount of people sent will all depend on how many are in demand in the certain area.").

Comments

This work is representative of a low level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge and Understanding, Thinking, and Communication categories of knowledge and skills. In the Application category, however, the student demonstrates a very limited degree of achievement.

Next Steps

In order to improve his or her performance, the student needs to:

- conduct more research into poverty in developing nations;
- include relevant, specific, and accurate information;
- provide a feasible and sustainable three-step strategy;
- structure paragraphs to focus on a particular idea, and provide supporting details;
- provide accurate and appropriate examples to support arguments;
- proofread carefully to eliminate patronizing comments and errors in spelling and grammar.

A Proposal for Combating World Hunger LEVEL 1

A

Combating World Hunger

World Hunger is a very serious problem facing many of today's developing nations such as Africa. There are many different explanations out there as to why so many people are hungry. One of the causes of world hunger is recurring famine. Many of the African nations suffer from famine caused by natural disasters like droughts. Frequent warfare and disease can also cause famine. Famine has a drastic affect on many African nations. In these regions there is lack of food, seeds for growing food, training, as well as death and disease.

Governments of these developing nations need help from the rest of the world so that they can fight against long-term famine in their own countries. In order to do this, the governments of developing countries need money.

Step 1 – Getting rid of International Debt

The first step in solving on-going famine is to get rid of international debt. Countries from all worlds carry debts, but it is the fourth- and fifth-world countries that suffer the most. Interest rates rose in the 1980s- 90s, causing their debts to increase; world prices also fell at this time, meaning that developing countries were receiving less money than they needed to repay their debts (Jubilee). Debt repayments now cost between one-quarter and one-third of their total income, money that could be used to provide food, fund education and health-care projects. Governments of poor countries have to ask to have their debts forgiven. Once this happens, developing countries *can* and most likely *will*, put their money towards health-care and education.

Step 2 – Providing Proper Supplies and Education

In order to eat people must know how to grow the nutritious food they need to survive. The government needs to provide people with the proper supplies and education they need to grow healthy and nutritious food. This is vital to solving on-going famine. With the proper supplies and education people will not suffer from a lack of vitamins and so decrease their risk of disease. The only problem with this strategy is that most of these countries experience major weather conditions that limit their ability to grow food. Due to this the Government must also teach the people when the good time of year to grow food is, and provide them with enough supplies to last them through the harsh weather conditions. This is a very crucial step because providing people with the education they need they will no longer be suffering from hunger or health problems.

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Step 3 – Providing Proper Health Care

Health care in underdeveloped nations is practically non-existent. Because of the lack of food in these countries people suffer from many diseases because of malnutrition and starvation. Diseases that will eventually lead to an early death. Health care in these countries is very limited because it is expensive, and most people do not have the money to get the proper health care they need. The Government could start up a Doctors internship in the needed countries. This will not only give the country a second chance it will also give the doctors a very good experience and give those in need a second chance at survival. Proper health care is very crucial for survival in a country like Africa. "Their extreme vulnerability to malnourishment leads to many deaths and many serious diseases." (Africa's Fight Against Famine) Children are affected severely without proper health. Most children only live to their fifth birthday. These countries deserve the health care they need. The government can do this.

By taking these three steps, governments can combat the world hunger problem we face in our world today. The governments of these struggling countries need to open their eyes and actually see what is going on in their countries and try to prevent it. Thousands of people are dying of hunger each day. Governments can solve this by taking these three steps. These steps are manageable and could work.

Works Cited

World Vision Organization. *Africa's Fight Against Famine*. 2003. 16 May 2003.
<http://who.int/mediacentre/release/who63.html>

"Causes of Famine" (no date) 16 May 2003.
<http://webspawner.com/users/oalopez>

Jubilee 2000 – Debt Cancellation
<http://www.globalchange.com/debtrelief.htm>

Teacher's Notes

Knowledge and Understanding

- The student describes recurring famine as a cause of a world hunger with limited effectiveness. The student correctly notes that famine can be an ongoing condition, generated by both natural and manmade causes (e.g., drought, disease, warfare), and that it affects “many African nations”. However, the student tends to state the obvious (e.g., that there is a lack of food in famine-stricken regions) and does not provide enough detail (e.g., does not explain that food supplies and livestock are often destroyed during times of military action) for the examination of such a complex issue.

Thinking

- The student analyses famine as a cause of world hunger with limited effectiveness. The student recognizes that famine involves an immediate shortage of food and understands that it can have long-term effects on a region (e.g., shortage of seeds to produce future crops; the spread of disease). However, the student's analysis is superficial and does not show evidence of in-depth research.

Communication

- The student communicates information and ideas with limited clarity. The student provides an appropriate structure for the proposal and includes a three-step strategy to be carried out by the government of a region experiencing ongoing famine conditions: applying for release from foreign debt; providing the local population with the means to sustain agriculture; providing adequate health care. However, some arguments are circular (e.g., “Because of the lack of food in these countries people suffer from many diseases because of malnutrition and starvation.”). In other places, meaning is unclear because of missing words or confusing wording (e.g., “This is a very crucial step because providing people with the education they need they will no longer be suffering from hunger or health problems.”).

Application

- The student develops a three-step strategy that is limited in effectiveness. The student acknowledges that debt relief is essential to the rest of the strategy, but does not explain how it can be obtained. The student also assumes that a government relieved of debt will invest in feeding and educating the population and providing health care. Steps 2 and 3 are practical approaches to relieving the effects of long-term famine, but the student does not explain how the steps will be implemented or what support will be needed.
- The student justifies the three-step strategy with limited effectiveness. The student reasons that immediate debt relief followed by long-term programs could alleviate the problem of recurring famine. However, this solution does not apply, for example, to war-torn areas. Also, the student suggests that governments are unaware of the problem of hunger, which is unlikely and reflects a simplistic view on the part of the student.

Comments

This work is representative of solid level-1 performance. The student demonstrates a limited degree of achievement of the expectations in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student needs to:

- make reference to specific areas in Africa that experience recurring famine;
- support the feasibility of each step by providing more details about implementation and examples of successful implementation in specific countries;
- acknowledge the difficulties involved in implementing certain strategies (e.g., reducing international debt) by offering more detailed suggestions;
- avoid stating the obvious and making simplistic conclusions;
- proofread carefully to ensure that wording is clear and sentences are properly structured.

A Proposal for Combating World Hunger HIGH LEVEL 1

A

A Proposal for Combating World Hunger Famine and the Economy

Living in such a food-surplus world, it's shocking to know that millions of people are dying of hunger each year. Lack of food, despite what we are led to believe, is not the problem. Famine is mostly due to a poor economy, which increases because of surges in unemployment, civil war, and an increase in population. People who suffer from hunger are impoverished; they cannot buy enough food to sustain themselves. Also, food prices have been rising, making it even more difficult for the poor to obtain what they need to survive. The solution to famine is very complex and hard to apply but a deteriorating economy, however, can be improved through a series of steps that must work in conjunction in order to bring about positive results in respect to poverty and famine in developing nations.

Step 1.

The first step in alleviating a poor economy is the set up of small-scale support programs for financial support. This ensures that people in the region have enough money to sustain themselves and buy essentials such as food. These organizations would also provide locals with job training and education so that they may land jobs. This promotes local businesses, which in turn, bring more money into the country and stabilize the economy. The money that would be going to these organizations would come from a variety of sources, from celebrity charities, sponsors, to other non-governmental organizations.

Step 2.

In order for money to be saved, there should be more focus placed on self-reliant food production. Millions of dollars are spent every year on importing food when it can just as easily be produced in the country. An example of this is a case study done in Mozambique that showed that although aid was given, the country fell back into depression after relief workers left (International Symposium '93). Aid only temporarily helps the country, but if they are taught how to fend for themselves and produce their own food, things would take a much more positive turn. The economy would start improving because money would be saved and people would gain more jobs in the food production business. New agricultural practices would rise from the clouds of success

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and the country would take its first steps into modernization. All of this comes from independence.

Step 3.

Lastly, in order for a region to be successful, they must have proper management of finances. This includes the elimination of corruption and fraudulence, which actually cause the loss of millions of dollars in many third world countries. Zimbabwe, for example, is a hotbed of corruption and poverty. Malnutrition plagues the country's entire population and has not been dealt with by the leader President Robert Mugabe, who blames natural causes for famine while still maintaining a grip on the country's food supply and relief money (Florida State Univ. article, 2002). Money should either be managed by a third party, such as an NGO, or by someone not connected to the government. The NGO would teach locals how to manage their own money and prevent the budget from being spent in unnecessary ways. Better management of finances ensures that important areas of the society would be paid attention to, such as water irrigation systems, food production, and trade.

Economy is a huge determining factor in the stability of a country. An improved economy would result in a significant decrease in poverty and famine. The "natural scourge" known as famine cannot be stopped without taking proactive steps towards a solution; that is why it is crucial that individuals, their governments, not just charitable organizations, take the initiative to assist those less fortunate than they are. Through the economy, anything can be achieved but only when the proper steps are taken.

HIGH LEVEL 1

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Bibliography

- 1) *War, Economic Crises Increase World Hunger*
<http://www.disasterrelief.org/Disasters/991207FA0/>
- 2) *World Hunger Notes – Southern Africa Food Crisis*
<http://www.disasterrelief.org/Disasters/991207FA0/>
- 3) *Hunger Persists Despite Booming Economy*
<http://www.disasterrelief.org/Disasters/991207FA0/>
- 4) *Towards Sustainable Food Security*
<http://www.fao.org/waicent/faoinfo/SUSTDEV/Fsdirect/Fbdirect/Especial.htm/>
- 5) *The Political Economy of Hunger and Famine*
<http://www.epiic.com/archives/1993/sympos93/famine93.html>
- 6) *Zimbabwe: Famine, Politics, and Terror*
<http://garnet.acns.fsu.edu/~mjs7649/zimbabwe>
- 7) *World Vision*
<http://www.worldvision.ca>

Teacher's Notes**Knowledge and Understanding**

- The student describes “a poor economy” as a major cause of world hunger with limited effectiveness. Because the terms used (“poor economy”, “deteriorating economy”) are vague, it is not evident that the student clearly understands this cause. The student also confuses world hunger with “famine”, which is only one cause or aspect of the problem.

Thinking

- The student analyses one of the causes of world hunger with limited effectiveness. The student lists three reasons for a poor economy (i.e., “surges in unemployment, civil war, and an increase in population”), but does not interpret their influence, instead shifting the focus to poverty. The student correctly identifies economic development as important in improving standards of living and reducing hunger, noting that poor people “cannot buy enough food to sustain themselves”.

Communication

- The student communicates information and ideas with some clarity. There is evidence of structure and ideas are often expressed in a straightforward manner. However, the student uses some awkward and inappropriate expressions (e.g., “a food-surplus world”, “the ‘natural scourge’ known as famine”).

Application

- The student develops a three-step strategy that is limited in its effectiveness. Some attempt is made to give specific detail, such as the references to situations in Mozambique and Zimbabwe. For the most part, however, the solutions are limited in feasibility and sustainability without more practical details. The first step is too vague (e.g., the explanation of funding sources); the second step underestimates the difficulty of introducing “self-reliant food production” (e.g., “it can just as easily be produced in the country” and “new agricultural practices would rise from the clouds of success”); the third step, which is to have a government’s money managed by “a third party, such as an NGO”, is politically impossible.

HIGH LEVEL 1

- The student justifies the three-step strategy with limited effectiveness. The student links all three steps to the main idea of strengthening poor economies, but is less effective at connecting the solutions to the reduction of hunger.

Comments

This work is representative of a high level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge and Understanding, Thinking, and Application categories of knowledge and skills. However, in the Communications category, the student demonstrates a higher level of achievement – i.e., achievement that is more representative of level 2.

Next Steps

In order to improve his or her performance, the student needs to:

- clarify concepts used, particularly with respect to the economies of poor countries and economic development;
- more effectively relate aspects of economic development to solving the hunger problem;
- provide practical details that could make the plan more feasible and politically acceptable;
- proofread carefully to correct awkward expressions, to catch missing words, and to eliminate errors in grammar.

A Proposal for Combating World Hunger L O W L E V E L 2

A

A Proposal for Combating World Hunger Uneducated on Poverty

How is it that a world designed by endless advances in technology can be filled with suffering? Of the estimated 6 billion people who inhabit Earth, 800 million “suffer from chronic malnutrition and hunger” worldwide (www.un.org). Not only are these numbers alarming, but also due to the scientific and technological growth widespread hunger and poverty are unacceptable. To battle these consuming statistics, the Non-Governmental Organization (NGO) *Feed the World* feels that the link between poverty and education is one that cannot be overlooked. This proposal to fight world hunger starts with the teaching of the basic skills such as farming, nutrition and education.

Step 1. Every day millions of people migrate from their once sufficient land to the already overpopulated urban areas in hope of a better life; yet most never reach it. The basic skills of farming have not been upgraded due to the lack of teachings that are available; therefore their primary instinct to provide for themselves cannot be met. Schooling “empowers the poor not only with basic knowledge, skills, but also with commitment to modern ideology” that can help “combat the problems of poverty” (www.accu.or.jp). Due to the bad farming techniques that go on around the world, 20 billion tons of soil are lost to erosion, and the agriculture chemicals that are used poison much of the remaining soil. “In Vietnam, 68 per cent of the families living in poverty are headed by someone with no education” therefore the knowledge being passed down repeats itself. (www.oxfam.org). By learning farming techniques people will be able to provide sufficient food for their families, and become independent, thus bringing hope for them for the future.

Step 2. It is not only imperative that the basic fundamentals of farming are taught, but also the concept and importance of nutrition. Even in developed countries most people do not know the value of a balanced diet, as malnutrition is one of the leading causes of illness and death, especially among children. In the developing world each year “50 per cent of the ten million deaths” among children under five are associated with malnutrition. Nutrition promotion has shown remarkable success as “25 out of a sample of 60 developing countries now show a measurable improvement in nutritional status in their under-five populations” (www.who.org). These improvements can be attributed to the

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acknowledgment of the importance of the consumption of iodine and vitamin A throughout the world. The realization of these essential needs have offered an approach to avoid such outcomes as brain damage, mental retardation and “needless childhood blindness” (www.who.org).

Step 3. This year the Global Campaign for Education (GCE) started a campaign to “get every child in the world into school by 2015” as there are a total of 115 million children who do not attend any form of school (www.oxfam.org). Knowledge is the basis for power in every society, as it instils ability and confidence to make a difference. By attaining an education, the choice to leave the poverty stricken area becomes an option, an option that many do not realize they have. “In Zambia, rural women with no education are twice as likely to be living in extreme poverty as those who have benefited from between 8 and 12 years of education” (www.oxfam.org). By offering schooling, opportunity arises for the individual and their community.

Conclusion

The number of people who do not have enough to eat is overwhelming and rapidly increasing. Growing more food will not solve this problem. The teachings of independence must be given so people can learn how to provide for their families and eventually rise out of poverty. “Education brings with it improved health, the chance of prosperity, and hope for the future” (www.oxfam.org). With the technology that is available today the knowledge exists to eliminate world hunger; let it be put to use *now*.

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LOW LEVEL 2**Teacher’s Notes****Knowledge and Understanding**

- The student describes a cause of world hunger with some effectiveness. Background information on world hunger is given in some detail and is somewhat relevant. However, the cause – the link between poverty, education, and hunger – is only described in general terms (i.e., it “cannot be overlooked”).

Thinking

- The student analyses one of the causes of world hunger with some effectiveness. There is evidence of research in a statistic and quotation about world hunger from the United Nations website. Several ideas related to eradicating hunger are introduced, but they are not well interpreted (e.g., “The basic skills of farming have not been upgraded due to the lack of teachings that are available ...”). The factors are discussed in a logical order, but often lack specific connections. For example, in step 3 it is unclear what the connection is between world hunger and the sentence that begins, “By attaining an education, the choice to leave the poverty stricken area becomes an option ...”.

Communication

- The student communicates information and ideas with some clarity. The proposal is not written in a manner that makes the three-step strategy obvious. It is organized in paragraphs, but they do not follow proper paragraph structure. The concepts discussed within the paragraphs are only loosely connected (e.g., the second paragraph includes ideas about urban immigration, lack of education, and soil erosion, but none is obviously linked to the main paragraph topic, the teaching of proper farming techniques).

Application

- The student develops a three-step strategy that is limited in its effectiveness. The strategy involves two reasonable steps that are developed in a limited way (improving farming techniques, improving the level of education) and a third step (improving awareness of nutrition) that is not developed. For example, it says nothing about who will teach nutritional awareness and fund the provision of supplements. The student also fails to make a link between poverty and nutritional deficiencies.
- The student justifies the three-step strategy with limited effectiveness. Each step is reasonable, but not always supported with relevant information (e.g., the quotations and statistics used to support the step on nutritional awareness and those used to support the step on education, such as “get every child in the world into school by 2015”, are not related by the student to the problem of global hunger).

Comments

This work is representative of a low level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge and Understanding, Thinking, and Communication categories. However, in the Application category, the student only demonstrates a limited degree of achievement – i.e., achievement that is more characteristic of level 1.

Next Steps

In order to improve his or her performance, the student needs to:

- provide more specific detail about the cause of world hunger;
- analyse the links between hunger, poverty, and education, using examples wherever possible;
- ensure that all references and quotations are relevant;
- use headings to create a better organizational structure;
- develop a strategy that is feasible and sustainable, and provide well-reasoned arguments supported by examples of similar strategies that have been implemented successfully in Third World countries.

A Proposal for Combating World Hunger LEVEL 2

A

World Hunger

Hunger is occurring all around the world. For the black and the white, and the old and the young, hunger continues to be a daily struggle for many. 800 million men, women, and children die each day, due to severe poverty and malnutrition in their countries. (www.solcomhouse.com/hunger.htm) Poverty is not the lack of wants but the lack of needs. People who live in poverty may live without enough food, shelter, clothing etc. These are items that most in the developed countries take for granted. Poverty is a key cause of world hunger and in order to combat this issue, the international debt must be reduced, people must be better educated, and an increase in technology must be made.

Step One: Reduction of International Debt

International debt is a major factor affecting poverty, as it is a continuous strain on the developing countries, which are the primary group who are being threatened by world hunger. The interest payments on this debt are so immense that no matter how hard the people work it never seems to be hard enough. The developing countries are working so hard at producing cash crops for the developed countries in order to make money to pay off their debt that they are unable to feed their own people. If this debt were to be eliminated or reduced, then world hunger could be reduced. This could be done under the supervision of the United Nations. Third world countries could then use their crops to provide food for their own people.

Step Two: Education

Once they are debt-free, third world countries then need to turn their attention to the task of education. They should have more money to invest in schools that would enable all their people to become literate. Through poverty, world hunger becomes a 'circle of life.' Poor children who have little to no access to an education become adults who are less economically productive due to malnutrition and therefore will make way for a new generation, who will then repeat the same circle, (www.library.thinkquest.org) resulting in the 'circle of life.' When people can read and write and learn some basic skills they have a better chance of supporting themselves and their families. This would be a big step in reducing world hunger. International organizations could help by providing teachers to start with and so on.

B

Step Three: Technological Advancement

Once the problem of education has been taken care of, the lack of technological advancement can be addressed, as developing countries will have the educated people they need to operate the technologies. With new technologies, the people of the developing countries would be able to plant bigger and better crops to feed their own population. They would also be able to produce cash crops which would lead to an improved economy, so reducing poverty still further. With more education, people in developing countries they would be able to create new crops using biotechnology and reduce the amount of crop loss. (www.tomorrowsbounty.org)

Conclusion

Poverty is the main cause of world hunger. (www.sponsor-child.com) UNICEF estimates that approximately 1.3 billion people live on less than one dollar per day, (www.sponsor-child.com) which shows the extent of the problem. The poor lack the education needed in order to provide themselves and their families with proper nutrition, as well as an income. In order to combat this problem many steps must be taken. With the reduction of international debt, money in third world countries can be used for food, education, and technological advancement and poverty can be on the decline.

LEVEL 2

C

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<<http://www.tomorrowsbounty.org>>.

Teacher’s Notes**Knowledge and Understanding**

- The student describes a cause of world hunger with some effectiveness. The cause is identified as poverty, but the description of the relationship between poverty and hunger is too general (e.g., “Poverty is not the lack of wants but the lack of needs”). Some of the information provided is incorrect (e.g., “800 million men, women, and children die each day”).

Thinking

- The student analyses poverty as a cause of world hunger with some effectiveness. Some evidence of research is evident, but for the most part the references cited only provide general background about the cause (e.g., statistics on poverty and malnutrition).

Communication

- The student communicates information and ideas with some clarity. The proposal is well structured, with a clear three-part strategy. However, some of the ideas are expressed in vague terms (e.g., “International organizations could help by providing teachers to start with and so on” and “In order to combat this problem many steps must be taken.”). Some of the terms used are clichéd (e.g. “circle of life”, “plant bigger and better crops”).

Application

- The student develops a somewhat effective three-step strategy – reduction of debt, improved education, and technological advancement – but does not provide enough detail about implementing the steps to make them seem feasible. For example, the statement “This [elimination of the debt] could be done under the supervision of the United Nations.” does not acknowledge the enormity of the problem or the reluctance of the lending countries to forgive these debts. Similarly, the steps required to improve education are not spelled out.

LEVEL 2

- The student justifies the three-step strategy with some effectiveness. Each step is explored and the student makes clear connections between the three types of improvement and combating hunger. However, the student's arguments are weakened by a lack of supporting information about how the steps would be implemented and about countries where similar actions have succeeded.

Comments

This work is representative of solid level-2 performance. The student demonstrates some degree of achievement of the expectations in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student needs to:

- be more specific and provide more detail when describing the connection between poverty and hunger;
- base all ideas and concepts on accurate, substantiated information, and take care to read source material accurately, to avoid misconceptions;
- support the feasibility of each step with specific examples of successful implementation in specific countries, and acknowledge the difficulties involved in implementing some strategies;
- proofread carefully to ensure that language and terminology is clear and specific.

A Proposal for Combating World Hunger HIGH LEVEL 2

A

A Proposal for Combating World Hunger

Land degradation is defined as a reduction in the soil's capacity to produce in terms of quantity, quality, goods, and services (Natural resources and conservation services, United States Department of Agriculture. 2003). Land degradation can result from numerous human activities, including pollution, irrigation, land clearing and deforestation, for example, pollutants such as NO₃ can cause acid rain, thus resulting in land degradation. Land degradation can also have natural causes such as accelerated erosion through wind and water, for example, extended periods of harsh conditions causing desertification. Land degradation decreases the amount of land that can be used for agriculture, which in effect depletes a major source of food (crops and vegetables can't be farmed, etc.) Consequently, land degradation has a serious negative impact on world hunger. With the help of the U.N., land degradation can be diminished using the following three-step action plan.

First Step

A problem has to be recognized before a solution can be determined. Therefore, the first step to this strategy is education and awareness – people have to be aware of the initial signs of land degradation and its consequences. Through programs funded by the government, educators will show communities how land degradation starts and the effects that it has on the land. The program will touch on subjects such as land preservation, for example, that planting trees and plants will help hold the soil together. Also, it will outline how the land can be protected from nature. Although this cause of land degradation is not preventable, its impact can be diminished. Education is the first, and possibly most important key to stopping land degradation.

Second Step

The second step is to enact the techniques and ideas presented throughout the teaching programs. The pupils will put their new knowledge into action, and with the help of the U.N. they will take on endeavours such as planting trees, as well as creating wind barriers to help prevent the land from being exposed, and consequently destroyed. Communities will be taught how to dry farm, which entails certain techniques such as harvesting crops, or different rows of crops, every other year, as well as deep ploughing their fields which will save water and help keep the soil moist. This will help farmers because they only work to be paid for this year but they will learn that they will have better crops for next year. This step will be the longest process of this strategy, but also the most rewarding.

B

Third Step

The third step is to try and diminish the environmental causes of land degradation, for example, acid rain. This would be on a global scale and very difficult to accomplish, but steps can be made through programs and scientific research. Studies will be done regarding the leading causes of pollution, for example, it could be found to be car exhaust, and a worldwide effort would be made to make cars more environmentally friendly. The U.N. will try to set up agreements with car companies to build cars that release less harmful bi-products, and will consequently diminish their large negative impact on the environment. For example, one possibility would be to facilitate the research and distribution of cars fuelled on hydrogen, etc. This is a huge step, but one which will also help other environmental problems, such as global warming. Pollution is a leading cause of many other world issues and hopefully this third step will help solve them.

In conclusion, many factors contribute to world hunger, but the foremost is land degradation. Without adequate land on which to grow crops, many countries are lacking the resources that could otherwise use to provide starving communities with food. There are many factors that lead to land degradation, and hoping to eliminate all of them is unrealistic; however, an effort can be made to diminish them. By increasing awareness, providing instruction on how to reconstruct/preserve land, and making a united effort to alter many human-related activities that ultimately lead to land degradation, world hunger could be reduced. When combined with effort and cooperation, three small steps could add up to one huge change.

Teacher's Notes**Knowledge and Understanding**

- The student describes a cause of world hunger with some effectiveness. The cause, land degradation, is described well, using accurate information, but the link between hunger and land degradation is left too vague (e.g., land degradation “depletes a major source of food crops and vegetables can't be farmed, etc. Consequently, land degradation has a serious negative impact on world hunger ...”).

Thinking

- The student analyses land degradation as a cause of world hunger with some effectiveness. The analysis shows evidence of research into land degradation. Analysis of the problem is integrated throughout the proposal, and the factors involved in preserving agricultural land (e.g., creating wind barriers) are discussed. However, the student does not always make a strong connection between activities that can cause land degradation and their effect on the soil (e.g., “pollutants such as NO₃ can cause acid rain thus resulting in land degradation”).

Communication

- The student communicates information and ideas with considerable clarity. The proposal is well organized. The strategy is easily identifiable and the student provides detailed information to support the ideas (e.g., “Communities will be taught how to dry farm, which entails ...”). However, some of the lengthy sentences can be difficult to read.

Application

- The student develops a somewhat effective three-step strategy. The first two steps are somewhat feasible and sustainable (education and awareness programs, the application of preservation techniques), but the third step (reducing pollution) is not. In particular, the solution proposed (i.e., “The U.N. will try to set up agreements with car companies ...”) is not feasible.

- The student justifies the three-step strategy with some effectiveness. Each step is well reasoned, but the student makes simplistic assumptions about government funding, UN assistance, and the cooperation of automobile manufacturers. The supporting arguments also include an inaccuracy (i.e., “... deep ploughing their fields which will help keep the soil moist”).

Comments

This work is representative of a high level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge and Understanding, Thinking, and Application categories of knowledge and skills. However, in the Communication category, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

Next Steps

In order to improve his or her performance, the student needs to:

- make a stronger connection between land degradation and world hunger;
- analyse information from sources carefully to avoid making inaccurate statements;
- create a more feasible third step of the strategy, one that can be integrated with the first two;
- proofread carefully to improve clarity and flow (e.g., break up some of the longer sentences, particularly those containing examples).

A Proposal for Combating World Hunger LOW LEVEL 3

A

A Proposal for Combating World Hunger

In the entire existence of man there has been no accomplishment so significant, so monumental, as that of agriculture. Once civilized human beings realized they could grow as much of their own food as they desired the entire world was permanently affected. While this triumph enabled humans to consume and store as much food as they wanted, it was not without negative consequences. Conflict broke out among the different people resulting in ceaseless power struggles, and while some gained food others lost it. As well, crops being planted changed the face of the environment and its ecosystems. Like they did thousands of years ago, these activities are still occurring. Because of things such as political conflict millions of people are left without an adequate supply of food while other millions bask in the knowledge that they will never run out. Because of things such as 'civilized' people taking resources for granted there is an extreme global resource crisis. Because of things such as intense land degradation, land necessary for crops and agriculture are becoming more scarce, resulting in a severe food shortage in many parts of the world. As well as these factors, there are at least a dozen more that can help explain how and why so many of the world's citizens, roughly one billion, suffer from chronic hunger and malnutrition.

Land degradation is a major cause of global hunger. The rate at which arable land is being lost is increasing and is currently 30-35 times the historical rate. If land is not suitable for the production of food, how are people to eat? Poverty stricken people have always had to place enormous stress on their land; crops were their key to survival. While some causes of land degradation are natural, such as erosion, most of the causes are human inflicted, such as overcultivation and overgrazing, which continually accelerate the level of desertification occurring. It is unpractical to believe any plan will stop land degradation or even decelerate its rate quickly, but if a plan can be implemented to assist people in using their land more efficiently the effects may be more favourable. This three-step proposal is meant to accomplish just that.

Step One

Perhaps the most obvious action to take is to heighten awareness and create strategies to improve and guard the environment against further degradation. Because this is mainly a result of human activity, it can certainly be controlled by human effort. Encouragement is key; people have to want change. One plan could be to encourage the integration of environmental concerns into research on dry land management and crop yield maximization. Also helpful might be reviewing current policies for combining desertification, and making amendments as rendered necessary to fit current concerns.

B

Many countries have already adopted programs to deal with protection against erosion, degradation and other specific concerns for their given areas. An important step in turning the problem around is promoting afforestation; the planting of trees on land supporting non-forest types; grasslands for example. If governments and organizations recognize this possibility and provide funding, then for each plant destroyed, a tree or another plant can be planted in its place. For many people this would hold the prospect of a better future, encouraging them to do what they can to reach it.

Step Two

As well as protecting the environment, protecting water supplies are vital, as well as planting crops that can grow with less water. This allows resources to be stretched further and be used more efficiently. If less water is used on one crop, the water that is saved contributes to creating an extra crop, or can be used for other things such as drinking water. This is a practical step as it is a relatively simple concept, and initiating and maintaining a lower level of water use, if regulated, would be fairly trouble-free.

Step Three

Profoundly helpful in terms of resource management and efficiency is the introduction of better farming techniques and technology into countries where traditional methods are used. Many regions facing land degradation today are cultures that have used the same methods of farming for thousands of years. As technology spread through the western world these people continued to use preferred methods that had always worked for them in the past, either oblivious, unable, or unwilling to use newer techniques. Unfortunately, as land is becoming less available so are options. These people are being forced to begin using land more efficiently. It is true that wealthier and developed countries could simply provide these impoverished people with rations to feed their families, but the result of that would be an avoidable dependence on these developed countries for food. Teaching them how to grow their own food and giving them tools to do such will allow them in the future to pass this knowledge on so that they are not forced to be dependent on anyone.

Providing these countries with improved farming tools and techniques is priceless for them to get the most out of their crops and land. Examples of simple techniques could be rotating crops on a regular basis, to keep areas refreshed and arable, and introducing new and effective fertilizers and pesticides. Every method that is introduced will more or less in the long run have a positive impact on soil erosion, land degradation, and the way crops are grown.

C

Each of the three above steps proposed will contribute in different ways to the deceleration of land degradation, and will hopefully encourage further steps to be taken to improve the quality of land and soil. Once these are under control the people who depend upon their land and crops will be able to produce more food not just for themselves, but for other regions and countries as well. Human survival begins with food production, and food production all begins with the earth's land. If something is not done to improve the stress that the planet's land is under chronic hunger will continue to be a growing crisis for millions around the world. To ensure survival all humans and cultures need to work together to conserve the land, regardless of economic and continental boundaries. It is the obligation of every human being to do what is in their ability to help any others who may need help and support.

D

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LOW LEVEL 3**Teacher's Notes****Knowledge and Understanding**

- The student describes a cause of world hunger, land degradation, with considerable effectiveness, supporting the description with a variety of historical information about agriculture and differentiating between natural and human causes of land degradation. The student also demonstrates a solid understanding of the connection between land degradation and hunger in the statement “If land is not suitable for the production of food, how are people to eat?”. However, not all of the supporting information is relevant (e.g., the statements about political conflict are not well integrated).

Thinking

- The student analyses land degradation as a cause of world hunger with considerable effectiveness. The work shows evidence of research in most areas, as the student introduces a variety of factors associated with land degradation (e.g., technological, political, and environmental). The student also correctly interprets the factors involved (e.g., “Poverty stricken people have always had to place enormous stress on their land; crops were their key to survival.”). However, although the student states that “Many countries have already adopted programs to deal with protection against erosion, degradation ...”, no countries where such programs have been successful are cited, indicating a lapse in the depth of the research in some areas.

Communication

- The student communicates ideas and information with considerable clarity. The proposal is well organized and includes a thought-provoking statement in the introduction: “While this triumph enabled humans to consume and store as much food as they wanted, it was not without negative consequences.” The student is generally articulate, but does use an inappropriate term (i.e., “‘civilized’ people”) and uses the term “combining desertification” when it is likely that “containing desertification” was meant, thereby somewhat impeding the readability of the paper.

Application

- The student develops a considerably effective three-step strategy, proposing feasible and sustainable solutions (i.e., heightening awareness of land degradation and promoting conservation measures, reducing the amount of water used in agriculture, introducing farming techniques that will keep the land “refreshed and arable”). However, the student is somewhat unrealistic about the implementation of these strategies (e.g., with respect to conservation of water, the student says, “This is ... a relatively simple concept, and initiating and maintaining [it], if regulated, would be fairly trouble-free.”). By suggesting both short- and long-term measures, the student demonstrates an understanding that the proposal will contribute to a process of change, and that there is no simple solution.
- The student justifies the three-step strategy with some effectiveness. The student provides practical arguments to support the validity of each step, but does not provide enough supporting detail. For example, the student points out that “If less water is used on one crop”, the water saved can be used for an additional crop or for drinking water, but no mention is made of the kind of crop that could be grown with less water. In addition, the student’s support of the steps in the strategy is unbalanced: the second step receives very little comment and the third step includes somewhat irrelevant arguments (e.g., about wealthier nations providing food to impoverished people).

Comments

This work is representative of a low level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Knowledge and Understanding, Thinking, and Communication categories of knowledge and skills, as well as in the “effective strategy” part of the Application category. However, in the “justification” part of the Application category, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

Next Steps

In order to improve his or her performance, the student needs to:

- exclude irrelevant information, or provide links and support to make all information relevant;
- provide sufficient support for each step in the strategy;
- review wording to avoid implying that the strategies proposed are easy to implement;
- proofread to eliminate inappropriate and unintended words.

A Proposal for Combating World Hunger LEVEL 3

A

Economic Inequality and World Hunger: United Solution

Introduction

22.7% of the world lives on less than \$1 a day, which is nearly 1.2 billion people according to the United Nations Development Report, 2002. Many interrelated problems stem from economic inequality including political instability, violent conflict, trade handicaps, debt and the hardest to accept – hunger. 24,000 people a day die from chronic hunger and close to 1 billion people live in conditions where they are not able to reach their daily nutritional requirements¹. Action must be taken to stop world hunger, but simply providing food is not the answer. Because the problem of world hunger is deeply rooted in economic inequality, taking steps toward ending world hunger must be done indirectly by helping solve the problem of inequality. Feed the World is in the position to help such a cause and this proposal will be a guideline for needed action.

Three-Step Strategy

Feed the World believes that a three-step strategy of trade management, natural resource management and debt relief would help to relieve economic inequality and in time solve the serious problem of world hunger

Step One – Trade Management

Providing a troubled nation with education and temporary management from our people at Feed the World will be an integral part of solving the hunger problem. Awareness and campaigning in countries such as New Zealand, fair trade, and alternative trade supporters like IFTA can be taken as great examples. Driving campaigns on ‘conscious consumerism’ and promoting the commodities that 3rd World countries can produce such as cocoa, coffee, carpets and art can be helpful and provide the threatened people of the country with some income and eventually lead to a successful economy.

¹ No Author. “Confronting the Challenge of Ending Hunger” The Hunger Project: Effective Action to End World Hunger. 2003. The Hunger Project. 16 May 2003.
<<http://www.thp.org/programs/index.html>>

B

Step Two – Natural Resource Management

A problem that many people face in underdeveloped countries is that the resources they have are abused, exploited, or ineffectively harvested. One component of poor resource use is water management. A model of helping solve this problem would be the water resource development project put in place by fellow NGOs in the Gujarat area of India in the late 80’s and early 90’s. Funding was provided by the NGOs to develop checkdams, pumps and well systems. The effect – a 50% increase in agriculture yields within 2 years, all for the mere cost of 825 rupees per acre. Such a model could be used for other resources that could be beneficial economically too – mining equipment, farming equipment and education for the people -- so that self-sustainability is a reality and our services are not needed infinitely.

Step Three – Campaigning for Debt Relief

In the past governments have borrowed money for development projects, but due to political instability these funds have often been misused. Today, many countries that have borrowed money are unable to pay off even the interest on these loans and are forced to decrease spending on social development and the public sector. A project such as Jubilee 2000, that continues to campaign for ‘dropping the debt’ has been very successful in their efforts. They raise awareness on debt relief and could be given recognition as the body that has set in motion recognition and progress in relieving these debts. Providing relatively focused campaigns for the heavily indebted nations would help progress towards the main goal of allowing these countries to apply the funds that they do have to towards social services, economic development and technological advances – all of which directly or indirectly would help the hunger crisis.

Conclusion

One can see that hunger is caused by many different factors interconnected with the major issue of economic inequality. By implementing this strategy that specifically addresses economic inequality, we could battle world hunger in every country that is affected by it.

C

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Teacher’s Notes**Knowledge and Understanding**

- The student describes a cause of world hunger, economic inequality, with considerable effectiveness. The student uses accurate and relevant statistics to describe the extent of both poverty – referred to as economic inequality – and hunger. The student also recognizes that hunger is one of several interrelated problems stemming from economic inequality, but does not provide sufficient detail about the interrelationships.

Thinking

- The student analyses economic inequality as a cause of world hunger with considerable effectiveness. The student’s description of the cause shows evidence of research and refers to specific sources. The student recognizes that hunger cannot be tackled alone, but does not analyse the connections between hunger, the other problems that result from economic inequality, and economic inequality itself.

Communication

- The student communicates information and ideas with considerable clarity. The paper has a logical, easy-to-understand structure, complete with headings, an introduction, a clearly identified three-step strategy, and a conclusion. Although the paper is generally articulate, some word choices are awkward (e.g., “Driving campaigns”, “raise awareness on debt relief”).

Application

- The student develops a considerably effective three-part strategy. The student supports the practicality, feasibility, and sustainability of each step of the strategy by providing examples of current or recent projects that are successfully working to reduce economic inequality (e.g., IFTA, the International Fair Trade Association, in step 1, a water resource development project in Gujarat in step 2, and the Jubilee 2000 project in step 3).

LEVEL 3

- The student justifies the three-step strategy with considerable effectiveness. Each step in the strategy is supported with a well-reasoned justification, which is placed at the end of the step (e.g., improves incomes in step 1, improves self-sufficiency in step 2, redirects government expenditures to essential services in step 3). However, the description of step 1, trade management, is vague, and part of it is not feasible (i.e., the idea of “temporary management [of trade in a developing country] from our people at Feed the World”).

Comments

This work is representative of a solid level-3 performance. The student demonstrates a considerable degree of the achievement of the expectations in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student needs to:

- make a more explicit link between hunger and the cause of economic inequality;
- ensure that all aspects of implementation are feasible;
- make better word choices to improve clarity.

A Proposal for Combating World Hunger HIGH LEVEL 3

A

Combating World Hunger

World Hunger is an enormous and troubling problem that faces the world today. More people die from hunger, an estimated 35,000 per day, than from any other cause (Chasmer, Perry-Globa 145). Hunger must be reduced dramatically or in the future the world will face an ever increasing crisis of starvation and malnutrition.

Cause of World Hunger

World Hunger is caused by a wide array of factors, but this proposal will only concentrate on one. Hunger is caused not only by a lack of food, but by unequal distribution of it (Fine 75). This distribution problem stems from poverty. Poverty causes hunger because the poor are unable to purchase food. A reduction in poverty around the world would dramatically lower hunger as well. Therefore, the author proposes that to eliminate hunger, poverty must be lowered first.

This will be accomplished in three steps:

- The cancellation of Third World Debt
- The promotion of Fair Trade and global worker's rights
- The creation of a world-wide "safety net" organization for those vulnerable to hunger

Cancellation of Third World Debt

Third World Debt has a crippling effect on the economies of many developing nations. Despite Foreign Aid, more money leaves the Third World, in the form of interest payments, than enters them (Chasmer, Perry-Globa 173). This imbalance is drastically stifling on the potential of developing nations. Governments are obligated to pay huge amounts of interest, and therefore are strained to produce funds for social programs, economic development, education, healthcare, and so on. Cancelling this debt would allow developing countries to spend revenue on improving education, industry, healthcare, environmental protection, sustaining resources and a myriad of other things that are essential to a stable and healthy country. Third World debt must be cancelled to reduce poverty, and therefore to eliminate hunger.

Promotion of Fair Trade and Global Worker's Rights

International trade has been drastically imbalanced by the immense power and wealth of Western nations. Free trade currently disadvantages developing countries, due simply to the economic power of developed countries to flood markets or to undercut prices

B

(Raine 120). These unfair trade practices hurt the economies of developing nations badly. This problem is also amplified by the fact that Third World countries are targets for multinational corporations seeking cheap labour and lax environmental protection laws. (New Internationalist June 2001) These corporations are able to exploit desperately poor workers in near-slavelike conditions at sweatshops where they are paid less than what is needed to survive. In the majority of cases, they are also denied the right to worker's unions and other benefits, and are threatened with the loss of their job if they protest (New Internationalist June 2001). Thus, the numerous employees of these factories around the world live in poverty and often go hungry. A set of worker's rights must be set into place around the world to ensure that labourers receive fair pay for their work, and that they receive benefits such as the right to form unions, a minimum wage, health coverage, and the right to good working conditions. Making this change would in fact bolster economies around the world, as well as increase consumer confidence, and would therefore reduce poverty. A reduction in poverty would likewise lead to a reduction in hunger rates around the world.

Creation of a "Safety Net" Organization for those Vulnerable to Hunger

A reduction in poverty rates around the world would be extremely effective in lowering hunger for the majority of the world's people. However, it would not aid those who live separately from the industrialized, economic based world. Furthermore, it is these people, such as subsistence farmers and nomadic tribes, who are often the most vulnerable to hunger in times of emergency such as droughts, wars, or natural disasters (Fine 233). Therefore, to ensure that these vulnerable people are protected from hunger, a world-wide, UN-sanctioned organization must be created to ensure the storage of surplus food and food reserves. In times of need, such as a drought in North Africa, a war in Afghanistan, or an earthquake in Turkey, this organization would co-ordinate the redistribution and dispersal of the emergency food reserves. In this way, those who are most vulnerable to hunger would be protected from it in times of need.

Summary and Justification for Strategy

The strategy detailed above would lower hunger by reducing poverty and ensuring a backup for emergencies. The cancellation of Third World Debt would spur the economies of developing nations, creating jobs and revenue, and reducing poverty. The institution of rules for fair trade and the establishment of global worker's rights would

HIGH LEVEL 3

C

cement the economic bounty of debt cancellation by ensuring a level playing field for trading amongst nations and by protecting workers from mistreatment. The subsequent creation of a global organization to manage food surplus storage and its distribution in times of need, would be a backup for those who are separated from the economy, and also those who are vulnerable to disasters such as drought or war. This three-step strategy would therefore lower poverty and lower hunger as well.

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Teacher’s Notes

Knowledge and Understanding

- The student describes a cause of world hunger with considerable effectiveness. Concise, relevant, and accurate statistics and statements provide background information on hunger, and a clear, although somewhat simplistic, connection is made between poverty, which is the chosen cause, and hunger (i.e., “Poverty causes hunger because the poor are unable to purchase food.”). Throughout the proposal, the student demonstrates understanding of the complexities of the issues discussed and their relationship to poverty and hunger.

Thinking

- The student analyses one of the causes of world hunger with considerable effectiveness. Evidence of research exists and the student cites reference material to support the interpretation of ideas and the influence of factors (e.g., in discussing the link between fair trade and the economies of developing nations). However, the student needs to provide more detail in the introduction to more fully explain the link between the unequal distribution of food and poverty.

Communication

- The student communicates information and ideas with a high degree of clarity. The student is highly articulate, and the proposal is well organized, with effective headings and an effective format. Each section is well introduced, supported, and concluded, and the sections work well together. All the ideas are summarized and linked in an effective conclusion.

Application

- The student develops a considerably effective three-step strategy. The steps work well together to address some of the underlying causes of hunger. The student clearly outlines current situations and the sustainable improvements that would result from implementation of the proposals. However, the student’s failure to address the issue of how these solutions would be implemented, given the high level of international cooperation required, detracts from their feasibility.

HIGH LEVEL 3

- The student justifies the three-step strategy with considerable effectiveness. Each concept is well reasoned and supported with specific details and examples (e.g., a “safety net” organization would be able to provide food in emergency situations such as a drought in North Africa).

Comments

This work is representative of a high level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Knowledge and Understanding, Thinking, and Application categories of knowledge and skills. However, in the Communication category, the student demonstrates a high degree of achievement – i.e., achievement that is more characteristic of level 4.

Next Steps

In order to improve his or her performance, the student needs to:

- provide more detail to explain the link between the unequal distribution of food and poverty;
- acknowledge and address the difficulties involved in implementing the proposals, suggesting steps that may make them more feasible.

A Proposal for Combating World Hunger LOW LEVEL 4

A

Foreign Aid – Helping the Right Way

Introduction

There is a Chinese saying that reads: “Give a man a fish and you have fed him for a day; teach a man to fish and you have fed him for a lifetime.” This idea needs to be considered when determining what type of foreign aid is most beneficial in combating world hunger. Donations of food are always welcome and appreciated in times of emergency situations, such as floods, droughts and earthquakes. This is appropriate food aid and successfully deals with short-lived situations.

However, world hunger is an ongoing and huge problem that exists outside of emergency situations, in fact, “. . . some one sixth of humanity goes hungry each day in non-emergency situations.”¹ Unfortunately, food aid is not always appropriate or beneficial when trying to combat world hunger. Exported food does not always reach the people it is intended to help – the starving. Food dumping and so-called free trade often have a negative impact on developing nations. There are, however, various ways in which foreign aid can be improved to better help those in need.

A Three-Step Strategy to Combat World Hunger

Step 1

The first step in combating world hunger is to eliminate food dumping (except in emergency situations.) “The dumping of surplus production for free or nearly no cost to poorer nations means that the farmers from such countries cannot compete and are driven out of jobs . . .”² When food is dumped in developing nations, farmers are no longer able to generate profit from their crops because everyone has received free food; jobs are lost and farms fall victim to debt. Once the food runs out people are once again hungry but farms continue to struggle due to the newly imposed debt. Farmers are now unable to purchase necessities such as seeds and hunger becomes an even greater issue than it was before. Food dumping must be stopped in order to prevent this from happening. Steps must be taken to ensure that struggling economies and businesses are not pressured more than necessary. By allowing them to grow their own crops and sell them locally or internationally, we are encouraging a more stable economy.

¹ <http://www.globalissues.org/TraderRelated/Poverty/FoodDumping.asp?p=1>

² Ibid.

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Step 2

The second step is to provide development aid instead of inappropriate food aid. Every day, some 800 million people go hungry.³ By using aid money to educate people and supply them with tools, seeds and irrigation systems, a positive and long-term solution to hunger may eventually be reached. Educating farmers about proper crop cultivation and planting methods would give them the knowledge to be able to know how to produce greater quantities at more effective rates. If foreign aid money is used for these types of projects, the possibility of a decrease in hunger will be greater. In order for developing nations to be able to improve hunger issues, they must first become self-reliant, only then will they be able to prosper.

Step 3

Fair trade, though usually considered an economic issue, can also be a method of appropriate foreign aid. Developed nations can help developing nations by agreeing to purchase products from small, private farming industries rather than big companies. The prices of goods cultivated by the smaller farms may be slightly more expensive than those produced by the larger companies; however, the poor farmers will see much more profit than they would if their products were to be filtered through larger industries. With more profit coming in, struggling farmers will eventually be able to update their equipment and cultivation methods and as a result will be able to better compete with the larger international companies. This will be a huge step in reducing world hunger.

Summary

There are many ways that foreign aid can be properly distributed throughout developing countries. The termination of food dumping will allow local farmers to continue to sell their crops; this provides jobs, money and income as a result of exporting. Using foreign aid money to purchase items such as seeds and tools will provide a long term solution to the war against hunger. It allows the people to do things for themselves rather than depend on temporary aid from others. By negotiating fair trade agreements, rich countries can help smaller farming industries indirectly therefore allowing them to help themselves. If these types of foreign aid are taken into consideration and put into action, the chronic hunger present in many countries could be reduced and perhaps eventually eliminated. It is, however, up to developed nations to take the proper steps to making such a goal attainable.

³ N/A. *Promoting Sustainable Rural Development Through Agriculture*. Canadian International Development Agency. 23/503. p.1.

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Teacher's Notes**Knowledge and Understanding**

- The student describes inappropriate foreign aid as a cause of world hunger with a high degree of effectiveness. He or she understands that food aid is a short-term solution in emergency situations, but not a long-term way to alleviate world hunger, and that "so-called free trade" is not always beneficial to developing nations. The information provided is accurate and relevant (e.g., "Exported food does not always reach the people it is intended to help - the starving.").

Thinking

- The student analyses inappropriate foreign aid with a high degree of effectiveness. The paper shows evidence of in-depth research, with citations from several sources, and the student clearly understands the issues involved. For example, the student notes that, "When food is dumped in developing nations, farmers are no longer able to generate profit from their crops because everyone has received free food; jobs are lost and farms fall victim to debt", and that, as a result, developing countries become more and more dependent and less and less self-sufficient.

Communication

- The student communicates information and ideas in the proposal with a high degree of clarity. The proposal is well organized and coherent. The ideas are well developed and linked throughout the proposal (e.g., the negative effect of food dumping, the positive effect of developmental aid, and the additional positive effect of fair trade). The student clearly shows how each step in the strategy would contribute to the reduction of hunger.

Application

- The student develops a considerably effective three-step strategy to combat a cause of world hunger. The detailed and well-thought-out strategy includes the elimination of food dumping, using aid money to enable farmers to grow their own crops, and a fair trade practice that would help

LOW LEVEL 4

farmers to be self-sustaining. However, the student does not refer to the substantial costs to developed nations of instituting “fair trade” and the question of whether they would be willing to incur these costs to alleviate world hunger. The student’s failure to address this important issue detracts from the strategy’s feasibility.

- The student justifies the three-step strategy with a high degree of effectiveness. The student’s strategy is well reasoned (e.g., “It allows the people to do things for themselves rather than depend on temporary aid from others.”). It is also nicely tied together. All aspects are directed towards the long-term alleviation of hunger among the small farmers who live in rural areas in the developing world (e.g., “If these types of foreign aid are taken into consideration and put into action, the chronic hunger present in many countries could be reduced and perhaps eventually eliminated.”).

Comments

This work is representative of a low level-4 performance. The student demonstrates a high degree of achievement in the Knowledge and Understanding and Communication categories of knowledge and skills as well as in one criterion in the Thinking category. However, in the Application category, as well as in the other criterion in the Thinking category, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

Next Steps

In order to improve his or her performance, the student needs to:

- acknowledge the difficulties in implementing the strategy.

A Proposal for Combating World Hunger LEVEL 4

A

The Never-Ending Cycle?

Poverty: A Major Cause of World Hunger

Hunger and poverty go hand in hand. Of the 1.2 billion poor people in developing countries who live on less than \$1.00 a day, 780 million of them suffer from chronic persistent hunger (www.wfp.org). The food is there in abundance, but if people don't have the money, they don't get the food. Approximately 24 000 people a day die from hunger and related causes often because they simply can't afford to buy or grow their own food (www.wfp.org).

A variety of factors contribute to poverty, including hunger itself. Poor health, low levels of energy, and even mental impairment caused by hunger, render a population helpless in the face of poverty. In developed and developing countries, lack of education is a proven leading cause of poverty. A UNESCO survey showed that in countries with adult literacy rates of about 40 percent, GNP per capita averaged \$210; in those countries with at least 80 percent literacy rates, GNP per capita was \$1000 and above. New revelations also prove that the unfair, unequal treatment of women has played a large role in the ongoing issue of poverty. In the past, women were not given a chance at education or work and as a result seven out of ten of the world's hungry are women and girls (www.wfp.org).

A Strategy for Combating World Hunger

Step 1:

To resolve poverty and alleviate world hunger, simple steps must be taken. It is already well known that proper developmental aid can make a world of difference. NGO (Non-Governmental Organization) programs in developing countries should be based on food, water and energy. Volunteers and governments should work directly with people to improve their farming techniques and expertise. Farmers need to be taught how to improve their crops. To maintain crops and a healthy population, water is vital, and therefore finances should be put towards the building of wells and small dams. In addition to being taught how to secure, maintain and protect their own water supply, communities need help forming committees to better manage and share water. Introducing renewable energy options to rural communities, and educating villagers to use renewable energy technology, will help ensure improved health for villagers while causing less harm to the environment.

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Step 2:

The next step in resolving poverty is education. Regardless of their income, location or religion, children should all be in school. Research confirms that basic education is the most effective investment to improve economies and create literate, self-reliant and healthy societies (www.wfp.org). For far too many children though, going to school is not important; having enough food to eat is. To solve the problem of hunger and education among children in the developing world, NGOs have set up school feeding programs in approximately 57 countries. While focussing on the individual child, school feeding programs yield substantial results for society. Ensuring malnourished children at least one nutritious meal a day improves their education opportunities and helps create the human foundation needed by nations to overcome poverty.

Step 3:

It is proven that self-directed educated women contribute to a community's success. Many believe that the education of women is the first and fastest solution to reducing hunger and poverty. In both emergency and development operations, NGOs should place women top on the priority list. Experience reveals that in the hands of women, food is far more likely to reach the mouths of needy children (www.wfp.org). In Honduras, women supervise a tree-planting project that restores their town's ecological balance. In Iraq, the General Federation of Iraqi Women is responsible for allocating nutritional supplements to malnourished children. Through prioritization, education and equality, women can and will change the cycle of poverty.

Justification for Strategy

Hunger and poverty form an ongoing cycle and therefore they must be examined together, rather than separately. Focussing on education – food, water and energy education, basic school education and women's education – will over the years greatly reduce poverty. As poverty is reduced through education, the number of people dying of starvation will also decrease. Eventually as NGOs and governments learn and follow the above outlined steps towards improving education, a new cycle of reduction in poverty and hunger will replace the current cycle of increasing poverty and hunger.

LEVEL 4

C

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- N/A. “Focus on Women.” *World Food Programme*. 2003.
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Teacher’s Notes**Knowledge and Understanding**

- The student describes poverty as a cause of world hunger with a high degree of effectiveness. The statistics supporting the description are accurate and relevant, creating a strong link between poverty and hunger (e.g., “Of the 1.2 billion poor people . . . who live on less than \$1.00 a day, 780 million of them suffer from chronic persistent hunger”). The depth of the student’s understanding of the issues involved is clearly evident in the description of the interrelationship of poverty and hunger (i.e., “Poor health, low levels of energy, and even mental impairment caused by hunger, render a population helpless in the face of poverty.”).

Thinking

- The student analyses poverty as a cause of world hunger with a high degree of effectiveness. The variety of factors identified to support the link between poverty and hunger (e.g., the UNESCO survey, the “new revelations” about women and poverty) shows evidence of in-depth research. In addition, the student accurately interprets information found in research.

Communication

- The student communicates information and ideas with a high degree of clarity. The paper is well organized; ideas are clearly established and analysed. Further, the link between hunger and poverty is reinforced throughout the paper (e.g., “Ensuring malnourished children at least one nutritious meal a day improves their education opportunities and helps create the human foundation needed by nations to overcome poverty.”)

Application

- The student develops a highly effective three-step strategy to combat a cause of world hunger. The strategy, which consists of targeted developmental aid, the education of children, and an enhanced role for women, is clearly thought through. The student’s focus on NGOs as the driving force behind the strategy makes it feasible and increases the likelihood that it will be sustained.

LEVEL 4

- The student justifies the three-step strategy with a high degree of effectiveness. Each step is supported with well-reasoned arguments (e.g., “To maintain crops and a healthy population, water is vital, and therefore finances should be put towards the building of wells and small dams.”). To support the strategy’s feasibility and sustainability, the student includes examples of similar approaches that are already being implemented (e.g., “NGOs have set up school feeding programs in approximately 57 countries”, “In Honduras, women supervise ...”). The student’s conclusion (entitled “Justification for Strategy”) focuses on the need to address both hunger and poverty, which the student recognizes as existing in an “ongoing cycle”.

Comments

This work is representative of a solid level-4 performance. The student demonstrates a high level of achievement of the expectations in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student could:

- in step 1, provide an example of a country where NGO-driven renewable food, water or energy programs have been successful.

A Proposal for Combating World Hunger HIGH LEVEL 4

A

Combating World Hunger with Practical Strategies for Rural Development

Introduction

World hunger claims approximately 24 000 lives a day. Developing countries face the problem of hunger because of poverty generally created by a lack of development. In third world countries, the financial resources that can be spent on agricultural development, basic seeds, and farming tools is limited. “The poor are hungry and the hungry are usually poor” (Anderson, p.1). Therefore, because of the financial situation related to lack of development, citizens of developing countries are often overwhelmed and helpless when faced by chronic hunger. Countries such as Nepal are targeting the problem of hunger by taking aim at poverty. Poverty in this country has persisted due to “low economic growth, inadequate social and economic infrastructure, relatively high population growth, low access to land, low access to non-agricultural income and deep-rooted cultural and historical practices” (Nepal Human Development Report, 2001). These causes can be seen in many countries facing the same problems.

Feed the World believes that solutions to world hunger are feasible and sustainable by addressing poverty at the village level thus enabling people in poor communities to attain sustainable livelihoods. The following three-step development strategy that involves education, financial support, and agricultural resource development in rural areas will provide practical strategies for combating poverty caused by lack of development, and, therefore, hunger in developing countries of the world found in the Americas, Africa and Asia.

Step 1: Reducing Poverty Through Education

Educating people in developing countries about the effects of poverty is the first step towards a successful future. Feed the World believes that its central aim will be to improve basic education in developing countries. Currently many effective strategies are being implemented in Nepal. “Basic education programs focus on primary education and non-formal education for children as well as adults” (Nepal Human Development Report, 2001). Education programs that incorporate activities where the community could be improved would be a positive force in decreasing poverty. Education programs that provide basic education and awareness campaigns relating to health care, agriculture, and development issues should be provided: “. . . awareness campaigns to change attitudes concerning schooling for children, especially girls, have been extremely suc-

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cessful” (Nepal Human Development Report, 2001). These programs would coincidentally promote gender equality and empower women, placing more women in the workforce. With a decrease in population growth, due to female independence and a delay in reproduction, hunger would become a problem to fewer women with more access to funds and less dependents.

Step 2: Funding Rural Development

Funding is needed at the local level to generate opportunities to create sustainable solutions to poverty and hunger. If poverty is the cause, how can the problem be solved without first alleviating poverty? However, the problem for many countries facing hunger is a large foreign debt, accompanied by large interest payments. Feed the World believes that an important step would be to negotiate a different structure for funding rural development. A new plan in Nepal implements more projects involving the communities’ hard work, instead of huge loans from the developed world. “Donors should move away from providing ‘supply-driven’ aid and implement projects facilitating financial and technical support that promotes local ownership, institution building and long-term sustainability” (Nepal Human Development Report, 2001). This idea is not new and has been used successfully to provide developing countries with the basics to get started instead of merely providing immediate aid. Furthermore, any program that avoids adding to a large foreign debt will benefit the country. Feed the World will negotiate with multilateral development banks and other bilateral donors to secure funding that will be provided at the community project level in the form of donations or micro-loans suited to the needs of the project. (Canadian Hunger Foundation)

Step 3: Providing Technical Advice and Support of Good Governance for Agricultural Resource Management and Rural Development

Feed the World believes that this solution should include improved management of agricultural resources to support rural development. For example, Nepal has favoured rural infrastructure techniques that are currently bringing more land under cultivation and providing protection from floods and diseases. These labour intensive projects have also provided local employment. Control of projects and resources in developing countries needs to be put in the hands of people who live in these countries, not rich investors and trading partners who currently tend to have the power over large decisions. Nepal has found recent success due to good governance. “Good governance is crucial, as it

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requires the limitations of the government and encourages the participation of civil society organizations to reach the poor more effectively and efficiently” (Nepal Human Development Report, 2001). Issues such as land allocation and export control can only be solved effectively through good governance. Feed the World would support local governments by providing technical advice in areas of resource management and rural development by providing teams of consultants at the project level.

Conclusion

Through expanding knowledge and changing attitudes at the local level, a new generation could be created with a different outlook on life. Through establishing a financial funding structure that supports rural development, developing countries, such as Nepal, would be given the basis to change their situations at the local level using projects controlled by local governments. Through better management of agricultural resources, jobs would be created and poverty alleviated. It is possible to decrease poverty and therefore hunger through rural development in developing countries and begin to help the currently one billion people who are suffering from chronic hunger world wide.

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Teacher’s Notes

Knowledge and Understanding

- The student describes a cause of world hunger – poverty resulting from a lack of rural development – with a high degree of effectiveness. The connection between hunger and poverty/lack of development is well described. The supporting information is accurate and relevant, and the student uses references effectively to highlight the connection (e.g., “The poor are hungry and the hungry are usually poor”). The student demonstrates a high degree of understanding of the issues surrounding world hunger and integrates these issues into an effective description of the cause (e.g., “Therefore, because of the financial situation related to lack of development, citizens of developing countries are often overwhelmed and helpless when faced by chronic hunger.”).

Thinking

- The student analyses poverty as a major cause of world hunger with a high degree of effectiveness (e.g., “In third world countries, the financial resources that can be spent on agricultural development, basic seeds, and farming tools is limited.”). Evidence of research is apparent, and the use of Nepal as an example works well to illustrate the complexities of the issue. The factors described by the student as a cause of hunger are analysed in terms of finding “feasible and sustainable” solutions to the problem of poverty “at the village level”.

Communication

- The student communicates information and ideas with a high degree of clarity (e.g., the conclusion provides an excellent summary of the paper). The paper is well organized, each of the three steps has an effective heading, and each step has an appropriate introduction and conclusion. The ideas being developed are linked and integrated throughout the proposal.

HIGH LEVEL 4**Application**

- The student develops an outstanding three-step strategy. Each step is well explained and logically integrated into the strategy. The student provides references to support the sustainability and feasibility of each step. The student integrates brief discussions of related factors (e.g., the empowerment of women) that illustrate, and show an understanding of, the complexity of the issue.
- The student justifies the three-step strategy with a very high degree of effectiveness. Concrete examples from Nepal support the feasibility and sustainability of the strategy. Each step reflects the overall goal of the strategy, which is rural development to alleviate poverty. All steps conclude by describing the actions recommended by the Feed the World organization.

Comments

This work is representative of a high level-4 performance. The student demonstrates a high degree of achievement of the expectations in the Knowledge and Understanding, Thinking, and Communication categories of knowledge and skills, and a very high degree of achievement in the Application category.

Next Steps

In order to improve his or her performance, the student could use examples from other countries as well as Nepal.