

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

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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*.

Bibliography

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“Xinjiang Aims to Eliminate Poverty in Three Years.” People’s Daily. 19 January 2002. 1 June 2003 <<http://english.peopledaily.com>>.
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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.