

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>>

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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.

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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.