

## 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](http://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](http://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](http://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.

**B**

##### **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](http://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](http://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

**Bibliography**

- N/A. “Our Programs.” *Canadian Hunger Foundation*. 2003.  
<[http://www.partners.ca/our\\_programs.htm](http://www.partners.ca/our_programs.htm)> (26 May 2003)
- N/A. “Into School, Out of Hunger.” *World Food Programme*. 2003.  
<[http://www.wfp.org/aboutwfp/introduction/school\\_feeding.html](http://www.wfp.org/aboutwfp/introduction/school_feeding.html)>  
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- N/A. “Focus on Women.” *World Food Programme*. 2003.  
< <http://www.wfp.org/aboutwfp/introduction/women.html> > (26 May 2003)

**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.

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- 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.