

14

Living Standards

FOCUS ON

- What are the different ways of measuring a country's development?
- How does improving the status of women improve a country's level of economic development?
- Why are the mortality rates of some countries increasing?
- What is the relationship between the levels of health of populations and their economic development?
- What is the impact of population growth on a country's standard of living?
- What role does Canada play in aiding developing countries?
- What problems are created by the indebtedness of developing countries?
- How do we determine the success of aid programs in assisting developing countries?

Counterpoints Issue

- Should Canada link its foreign aid to human rights?



(Left) A woman returns from market carrying her supplies alongside an open sewage drain in Port-au-Prince, Haiti.

(Right) Shoppers browse at County Arcade, a showcase pedestrian mall in Leeds, England.

Imagine living with no running water in your one-room home, being sent to beg on the streets or work long hours at the age of seven, never knowing if you will go to bed hungry, and never having the opportunity to learn to read or write. These are the conditions that millions of people around the world live in. This gap in living standards between these people and people living in countries like Canada could become the most important issue in the twenty-first century.

Expressing ideas What is your reaction to this contrast in living conditions?

Introduction

Each year the United Nations publishes a Human Development Report. The report contains an index that ranks its member countries according to three measures: adult literacy (people who can read); life expectancy; and the **per capita GDP**. (GDP, or *gross domestic product*, is the total value of all goods and services produced in a country in one year. If you divide this number by the number of people in the country, you get the average GDP per person, or per capita.) For each of the last six years of the twentieth century, Canada ranked first overall on the Human Development Index.

The purpose of the U.N. index is to give a crude indication of different levels of economic

and social development among the countries of the world. As you can see from Figure 14-1, there is a huge gap between the ten countries at the bottom of the index and the ten at the top. The 1999 report focussed on this continuing gap between rich and poor countries, and between rich and poor people in those countries. It showed that people in eighty-five countries were worse off than they were in the 1980s. In more than twenty countries, life expectancy at birth was still under fifty years, a full thirty years less than in Canada. Yet the wealth of the 200 richest people in the world—over a thousand billion dollars in 1998—was greater than the combined income of 41 per cent of the world's population.

Rank	Country	Life Expectancy at Birth (Years)	Adult Literacy Rate (%)	GDP Per Capita (\$U.S.)
1.	Canada	79.0	99.0	22 480
2.	Norway	78.1	99.0	24 450
3.	United States	76.7	99.0	29 010
4.	Japan	80.0	99.0	24 070
5.	Belgium	77.2	99.0	22 750
6.	Sweden	78.5	99.0	19 790
7.	Australia	78.2	99.0	20 210
8.	Netherlands	77.9	99.0	21 120
9.	Iceland	79.0	99.0	22 497
10.	United Kingdom	77.2	99.0	20 730

165.	Central African Rep.	44.9	42.4	1 330
166.	Mali	53.3	35.5	740
167.	Eritrea	50.8	25.0	820
168.	Guinea-Bissau	45.0	33.6	861
169.	Mozambique	45.2	40.5	740
170.	Burundi	42.4	44.6	630
171.	Burkina Faso	44.4	20.7	1 010
172.	Ethiopia	43.3	35.4	510
173.	Niger	48.5	14.3	850
174.	Sierra Leone	37.2	33.3	410

Source: United Nations Human Development Report, 1998.

Figure 14-1 Top ten and bottom ten countries, U.N. Human Development Index, 1998.

Thinking critically

Which two continents contain most of the top countries? In which continent are all the bottom countries? From what you learned in Chapter 13, what are the characteristics of the birth, death, and infant mortality rates in the top countries and the bottom countries? Do you think these three measures are adequate to show human development in a country? Explain your answer.

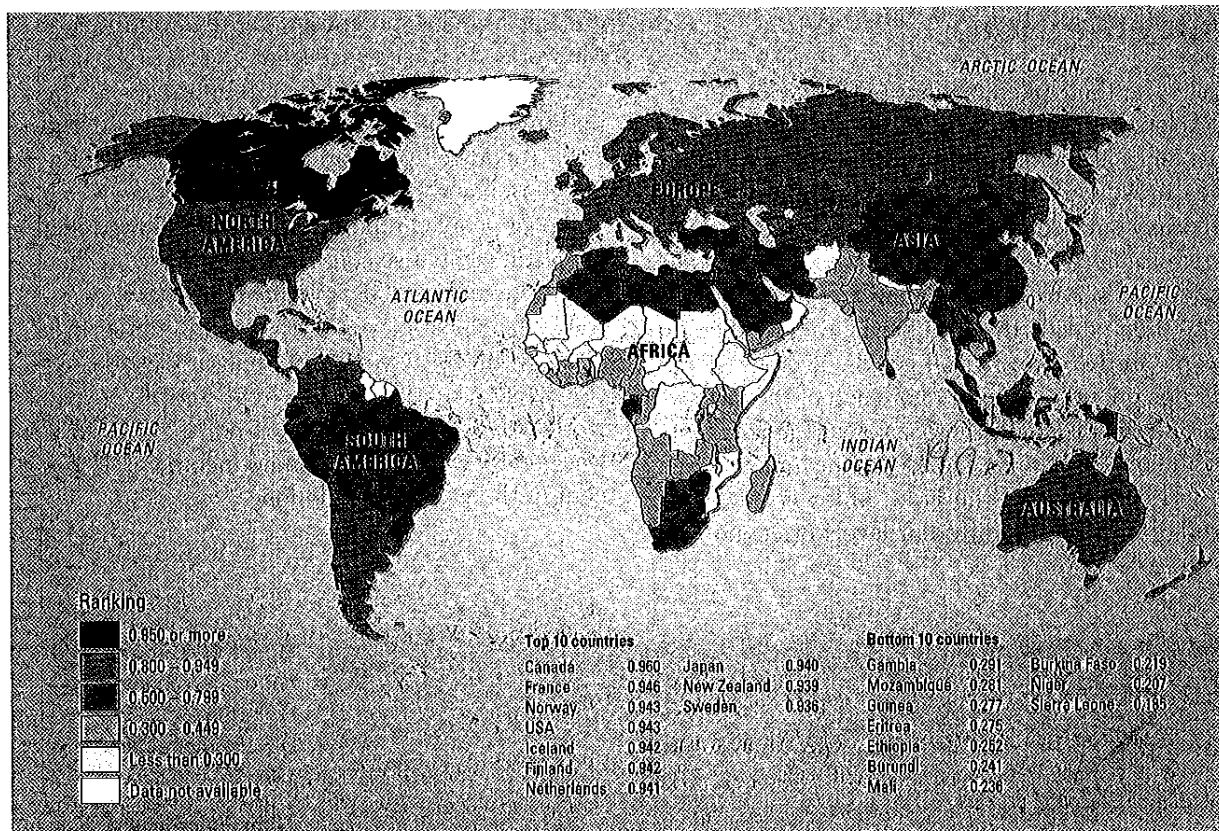


Figure 14-2 The UN Human Development Index for 1995. The minimum score is 0; the maximum, 1.0.

Reading a map

1. Which continents have a majority of countries in the highest category of human development? The lowest category? The 0.600 to 0.949 categories?
2. The world is often described as a developed North and a developing South. How does the map support this description? How does it not?
3. Which continent has the widest range of countries in all categories? How might you account for this?

4. Compare this map with the map of birth rates in Figure 13-7 (page 323). Write a short paragraph to summarize the similarities and differences that you can see.
5. Compare the list of countries in this 1995 map with the 1998 list in Figure 14-1. Which countries that appear in the top ten 1995 list no longer appear in the 1998 list? Which countries appear in 1998 that did not appear in 1995?

Efforts have been made to close the gap. Still it continues to grow, despite the efforts of organizations such as the United Nations, aid from government agencies, and non-governmental organizations (NGOs) such as Save the Children or Oxfam. In this chapter you will explore stan-

dards of living in various developed and developing countries, and consider the problems in comparing standards of living. How and what do we measure? Why is there such a huge gap between the wealth of the "have" and "have-not" countries? What is Canada's policy with regard to this gap?

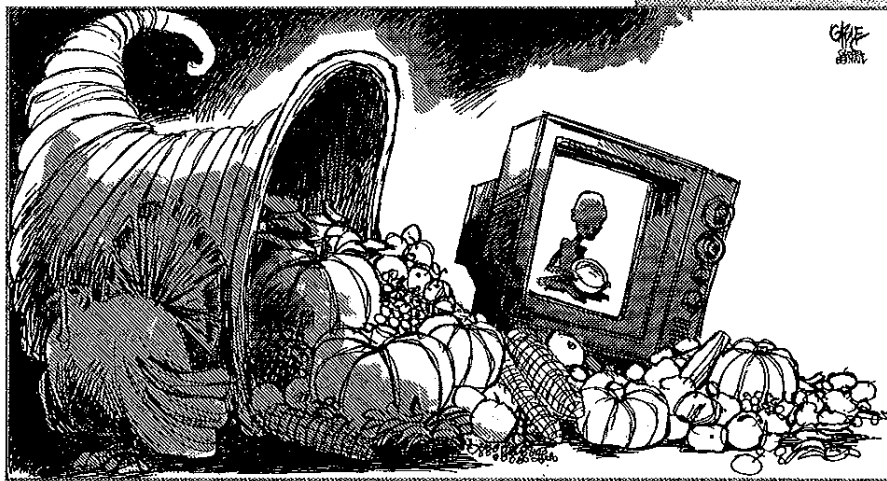


Figure 14-3 The horn of plenty represents the bounty of food that Canadians enjoy at Thanksgiving.

Interpreting a cartoon

Discuss why the cartoonist showed the starving child on television. Write a caption suitable for the cartoon.

The Divided Planet

In 1949, President Truman of the United States referred to a world of “developed” and “underdeveloped” nations. By this he meant that some countries were industrialized, with their people well-housed, healthy, and educated. Their **infrastructure**—such things as transportation and communications links, electric-power distribution systems, schools, and hospitals—was well-developed. The “underdeveloped” countries had few schools, doctors, and hospitals; roads were mainly unpaved; there were few railways; few people had telephones; and only the cities had electrical power.

For a time, the “developed” countries were called the First World, and the “underdeveloped” the Third World. The countries between these two categories were called the Second World. In the mid-1970s, the geographical location of countries in each category led some to refer to the industrialized countries as the North and the countries with lower incomes as the South. Now the accepted terms are **developed countries** for the most wealthy countries, **newly industrializing countries** for places like Indonesia that are building up their industries and infrastructure, and **developing countries** for countries that do not have a modern infrastructure or many industries. Most of the countries at the bottom of the U.N. Human Development Index are in debt to

the developed nations, and they are now being called **highly indebted poor countries (HIPCs)**.

Comparing Living Standards

Levels of economic development are hard to measure accurately. The developed world has accounting systems that can determine such things as the level of industrialization, value of services, and exports and imports. It is much harder to measure these things in developing countries.

What to measure is another problem in trying to compare levels of development. Developing economies have many people who make goods at home and trade them in local communities. Money may not be used in these transactions. This makes it impossible to measure this output. This kind of production is not included in the countries’ accounting systems.

If the wealth of the country is not shared among the people, the average income figure does not reflect the standard of living for the majority. In Saudi Arabia, for example, the average per capita income is \$9000 (U.S.) because of the income from the sale of oil resources. However, the wealth from these sales is concentrated in the hands of a few very wealthy families.

Standards of living are not only measured in incomes people earn. The quality of life includes such things as health, levels of nutrition, life expectancy, literacy, and the status of women and

Figure 14-4 On March 24, 1989, the fully loaded oil tanker, *Exxon Valdez*, hit a reef in Prince William Sound, Alaska. Forty million litres of oil was spilled. Over 6000 sea otters died, as well as over half a million birds. Over 1500 km of shoreline was contaminated. Yet, the accident contributed to a rise in GDP because of the costs of clean-up, fees paid to lawyers, and other income it generated.

Thinking critically How might a car accident in which people are critically injured add to the GDP? How does this example and the *Exxon Valdez* accident illustrate the limitations of GDP as a measure of quality of life and standards of living?

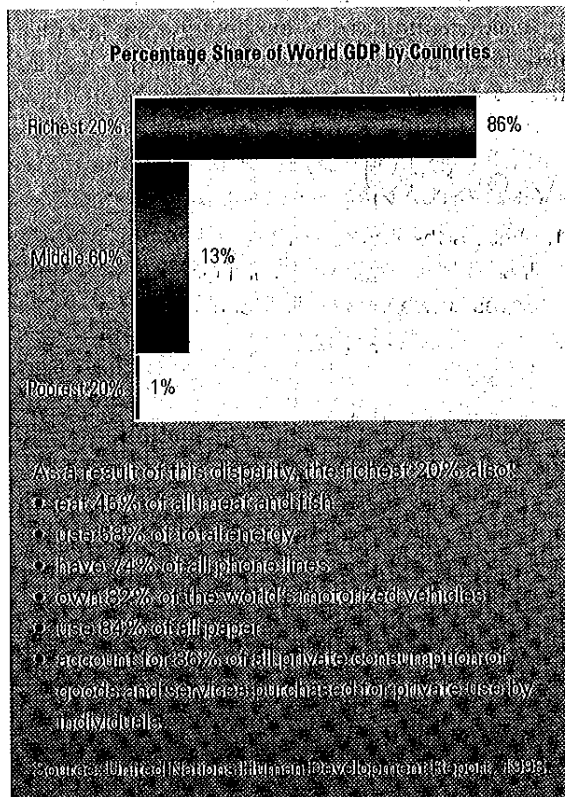
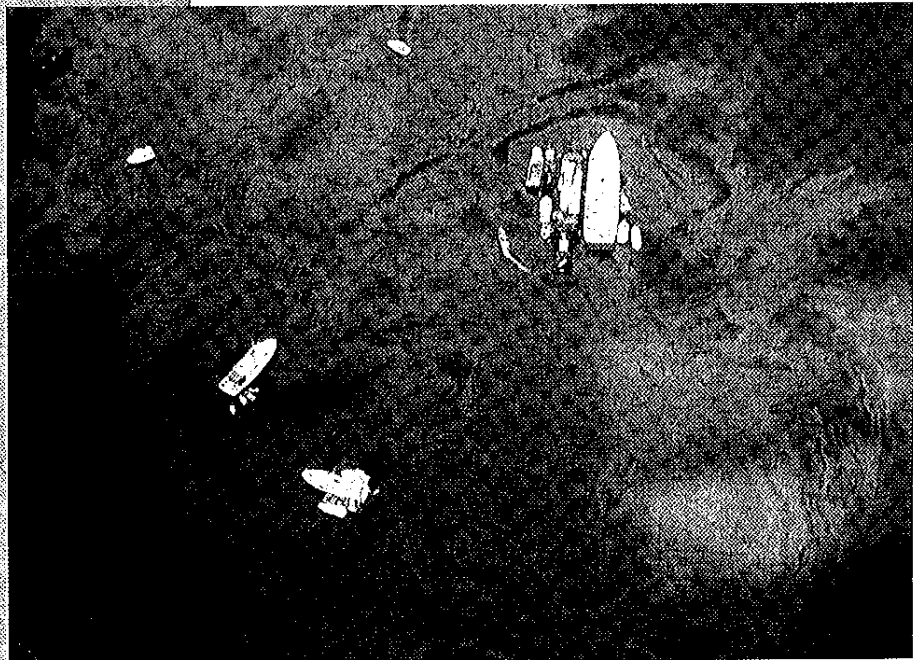


Figure 14-5 Disparities between rich and poor countries, 1998.

children. A person living in poverty in Canada has access to health care, education, and other services. There are government programs and private agencies that provide a safety net of services that do not exist for most of the poor people in developing countries. A very poor family in a city there is likely to live in a dwelling made from scrap materials with no electricity, sanitation, or access to safe water. Getting water and basic food-stuffs may take women many hours of the day. The people also may be in debt to a local money-lender whose high interest rates seldom allow them to pay off the original debt. Figure 14-5 shows some of the economic disparities between the richest and poorest countries in the world.

Measuring Poverty

Poverty is also measured differently in developed and developing countries. One measure sets the absolute poverty line in developing countries at less than one dollar per person per day. Using this measure, the World Bank—an international lending agency—estimates that 1.3 billion people live below the poverty line. Yet there are people who earn two, three, or even five dollars a day in these countries who remain poverty-stricken. Critics of



Figure 14-6 Single-parent families headed by females are among those most likely to live below the poverty line in Canada. Others falling below Statistics Canada's low-income cut-off include the elderly, particularly women.

the World Bank measurement prefer to look at individual countries and determine at what level people are unable to afford a minimum of food, clothing, shelter, health care, and education services. This is closer to the way poverty is measured in Canada and the United States.

Until recently in Canada, a set income figure was used to measure poverty. This figure did not take into account the differences in cost of living across the country. A 1999 report by the National Council of Welfare, a federal government agency, redefined living in poverty as spending more than 56 per cent of a person's or family's income on the necessities of life, such as food, shelter, and clothing. Using this figure, the report found that 17.2 per cent of Canadians, or 5.1 million people, lived below the poverty line in 1998. In the United States, poverty is measured against the "cost of a minimum adequate diet multiplied by three to allow for other expenses." In 1998, this translated into an approximate per capita income of eleven dollars (U.S.) per day.

The quality of life also depends on freedom of expression, economic freedom, and the right to a safe and clean environment. For example, advocates for the poor in Canada are free to promote their cause. In some developing countries, the homeless and the illiterate may be denied the

vote, or may be intimidated by government-hired thugs if they try to improve their conditions. Even in countries that are recognized as democracies, the illiterate may have no way of confirming that their vote is recorded as requested.

ACTIVITIES

1. What is the purpose of the Human Development Index? How effective is it in highlighting the differences between rich and poor countries?
2. List a number of characteristics, apart from those used in the Human Development Index, that would be common to the top ten countries.
3. What are the limitations of measuring development in a country by the gross domestic product? What are the advantages?
4. a) How is poverty defined in Canada?
b) What difficulties are there in comparing poverty in Canada with poverty in developing countries?
5. a) How useful do you think the terms *developed* and *developing* are in describing the differences in standards of living between countries? Explain.
b) Brainstorm with your group to think of other terms to describe the differences in standards of living in countries.

building your skills

Using Scatter Graphs to Compare Statistics

When comparing living standards of countries it is useful to see the relationship between various factors. For example, the U.N. Human Development Index (Figure 14-1) shows that there is a relationship between GDP per capita, life expectancy at birth, and adult literacy rates. Scatter graphs help us to see clearly any relationship between two factors. One set of figures is plotted on the horizontal axis and the other is set on the vertical axis.

	Life Expectancy (years)	GDP per Capita (\$U.S.)
Mexico	72.1	6769
Brazil	66.6	5928
Botswana	51.7	611
Gabon	54.5	3766

Figure 14-7 compares the life expectancy in years and the real GDP per capita of countries using the 1998 Human Development Index (HDI) figures. It shows that the top ten countries from the HDI countries with a high GDP per capita also have a longer life expectancy. Conversely, there seems to be a relationship between low GDP per capita and lower life expectancy. Gabon,

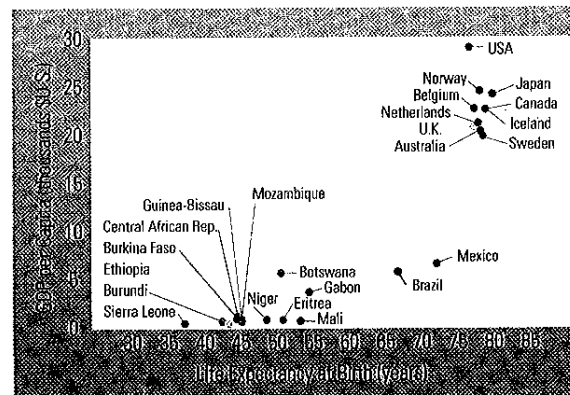


Figure 14-7 Scatter graph of GDP per capita (\$U.S.) and life expectancy, 1998.

Botswana, Brazil, and Mexico have been included on the graph for comparison.

Applying the Skill

Country	Secondary School Enrolment (% female)	Birth Rate /1000
Afghanistan	8	52
Australia	86	13
Benin	7	41
Bhutan	2	39
Burkina Faso	6	46
Canada	100	11
Germany	100	9
Italy	82	9
Japan	97	10
Mali	6	47
Mexico	58	24
Mozambique	6	43
Nepal	23	34
Niger	4	48
Pakistan	13	36
Russia	91	10
Sierra Leone	12	46
Somalia	5	52
U.K.	94	12
USA	97	14

Figure 14-8

Making a scatter graph

1. Use the statistics in the table to make a scatter graph showing the relationship between the two columns of information.
2. a) Describe the pattern shown on your graph.
b) What relationship between secondary school enrolment and birth rates does your graph indicate?
3. a) How would you describe the development level of countries with low secondary school enrolments? With high enrolments?
b) What other pairs of factors would show a relationship that highlights the differences between developed and developing countries?

The Poverty Trap

It is estimated that almost 800 million people in developing countries are starving or malnourished. Yet, the world produces enough food to feed all six billion people an adequate diet. For many of the poor, the problem is not being able to purchase the food that is available. Farmers who do not own their own land and migrant labourers are the first to feel the effects of droughts, crop failures, or economic downturns.

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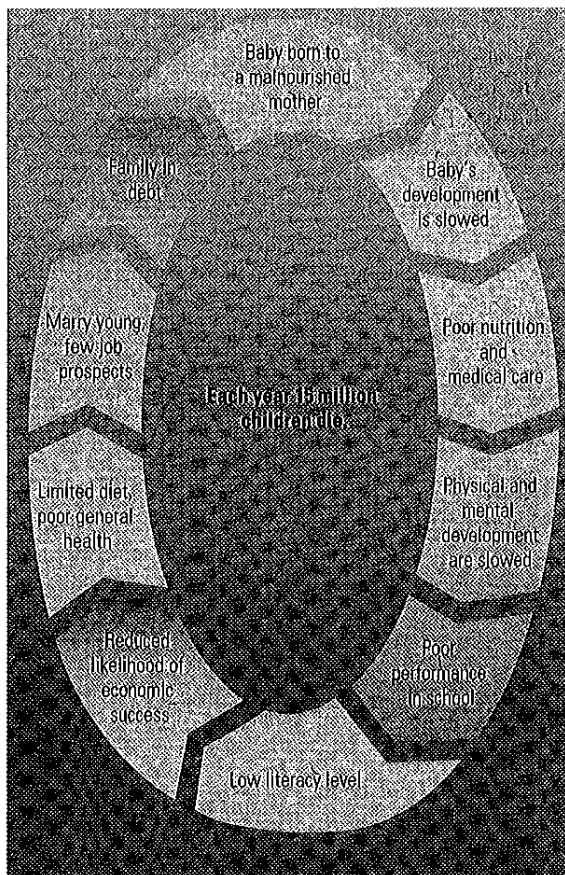


Figure 14-9 The cycle of poverty.

Thinking critically At what stage do you think intervention in the poverty cycle would be most effective? How might remedies applied to developing countries differ from those applied to poverty in Canada?

The Burden of Debt

How did the developing countries get into debt? The International Monetary Fund (IMF) and the World Bank were set up at the close of World War II as agencies of the United Nations. They were to provide loans and development assistance to help countries improve their standards of living through economic growth. The World Bank and IMF encouraged governments in developing countries to engage in megaprojects, such as dam building and agricultural irrigation, to promote economic growth. Many of these initiatives caused environmental damage and did not improve the countries' economies.

In the 1960s, Western banks were eager to lend billions of dollars for these projects to newly independent African countries, which were exporting minerals and agricultural products. Then, a world economic slowdown led to a collapse in prices for these commodities, making repayment of the debts difficult. Also, some of the loaned money had gone into the overseas bank accounts of corrupt dictators.

The Western banks and their governments encouraged the IMF and the World Bank to lend countries the money they needed to pay off their debts. The lenders had changed, but the debt remained. Today, African countries alone owe \$227 billion. In return for the loans, the IMF told the debtor countries to restructure their economies to ensure repayment. The IMF wanted the debtor governments to agree to encourage foreign investment, grow cash crops for export, and have some government services run by private companies. These measures are called **structural adjustment programs** (SAPs). In the 1980s, a SAP in Zambia forced the government to stop paying the subsidy on maize meal (the staple food of most Zambians), which kept the price lower than the cost of production. Thousands of unemployed Zambians, who had lost their jobs, rioted.

Many debtor countries have few natural resources or receive low prices for them on the world market because there is an oversupply, or their resources are under the control of foreign **multinational companies** (MNCs). For example, Ghana, which produces 70 per cent of the world's

CASE STUDY

Kenya: Trapped in Poverty

Kenya is an example of a country where most people are caught in the cycle of poverty. This East African country is about 60 per cent of the size of British Columbia, but in 1999 was estimated to have a population of twenty-nine million. Its population had increased from 5.4 million in 1948 to 28.4 million in 1997. Nearly one million people are added to its population each year. Economic opportunities are limited, with education unaffordable for many, and few jobs, making employment prospects dim.

Kenya has three main geographic regions. The tropical coast has rainforests and sandy beaches that are now a destination for tourists from Europe. In the highland plateau region there are natural parks with abundant wildlife that form the basis of a tourist industry. About one-quarter of the northern interior plateau area is too dry for farming and has scrub vegetation that is poor grazing land. Another 37 per cent is tropical grassland, and is traditionally used by nomadic herders for grazing cattle. The highlands in the west have the one good farming area in the country, but it represents only about 7 per cent of the land. This area produces tea and coffee for export, as well as cut flowers to sell in Europe.

About 80 per cent of the population make a living from farming. There is now less food produced per capita than thirty years ago, partly because of the population increase, and partly because good cropland is being used to produce cash crops for export. Unemployment is estimated at 50 per cent. Less than half the population has access to safe drinking water, and nearly 30 per cent of children are underweight. Nearly two-thirds of its population are under eighteen years of age. Thousands are infected with HIV/AIDS, yet Kenya must provide basic medical and sanitation

Figure 14-10 Kenya, a country in East Africa.

Reading a map

1. Match each of the photographs above with the appropriate region on the map.
2. Approximately what percentage of Kenya's land area is usable for agriculture?

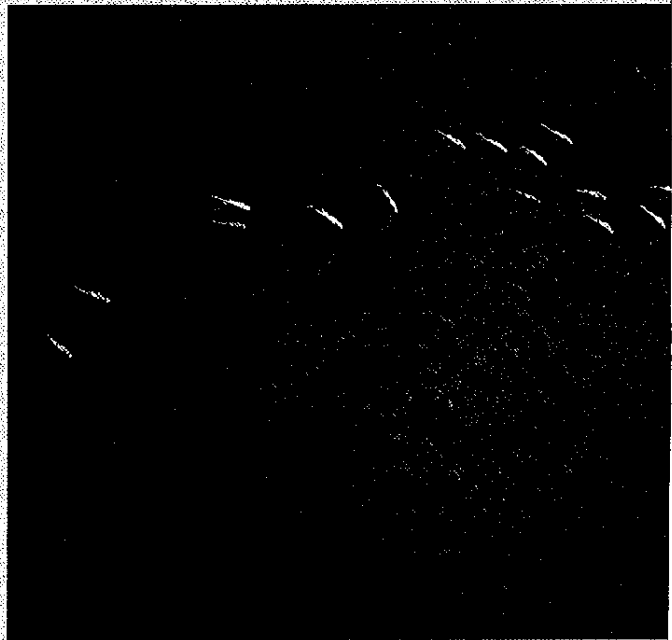
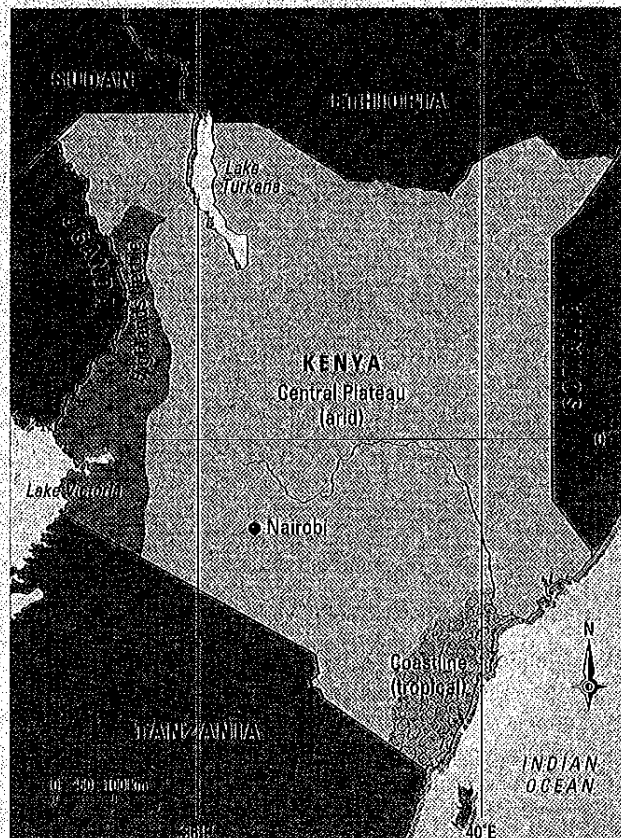
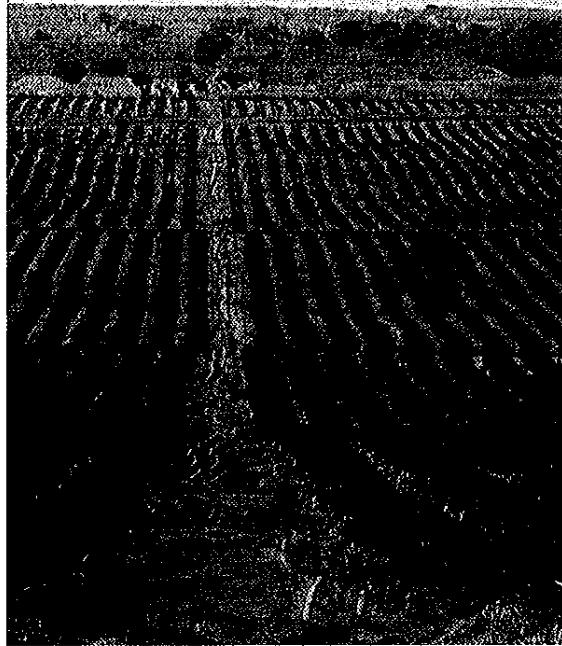


Figure 14-11 Kenya's three main geographical regions.





	Total Population	Urban	Rural	Telephones (per 1000)	Personal Computers (per 1000)	Population per Doctor
Canada	29 000 000	77%	22%	590	193.0	465
Kenya	29 000 000	20%	80%	9	0.7	5954

Figure 14-12 Canada and Kenya: A comparison, 1995–1998.

services from a budget of \$2.6 billion (U.S.). The per capita income is about \$340 (U.S.).

Kenyans are leaving the countryside to move to shanty towns outside Nairobi, the nation's capital. Since 1990, about one million people have moved to the capital, which has industries and is the centre of tourism. In one of the shanty towns in the Mathare Valley, one-room shacks made of wood and cardboard are home to an estimated 400 000 people. The settlement has one paved road and no electricity, running water, or sanitation system. People live in a maze of lanes littered with garbage, which turn into rivers of mud in the rainy season. The shanty towns provide a pool of cheap labour for Nairobi.

Since 1978, Daniel Arap Moi has run the government as president and head of state. Corruption in government is widespread. The transients and migrants in

the shanty towns have little influence on the government. The new arrivals from the countryside put added pressure on the few services available. All the problems facing Kenya are made worse by a crushing debt.

Questions

1. List the principal problems faced by Kenya as a result of the increasing population.
2. Which two of the factors in Figure 14-12 do you think most clearly illustrate the differences in development between Kenya and Canada? Explain your answer.
3. Make an illustration modelled on the diagram of the cycle of poverty in Figure 14-9 for people leaving the countryside in Kenya and moving to Nairobi.
4. What two strategies would you suggest to help Kenya break out of the cycle of poverty?

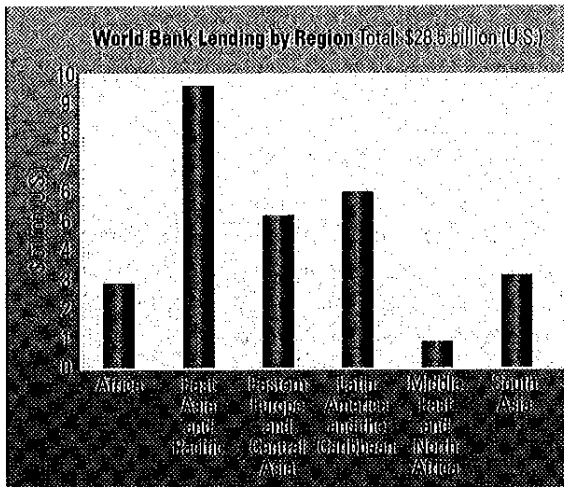


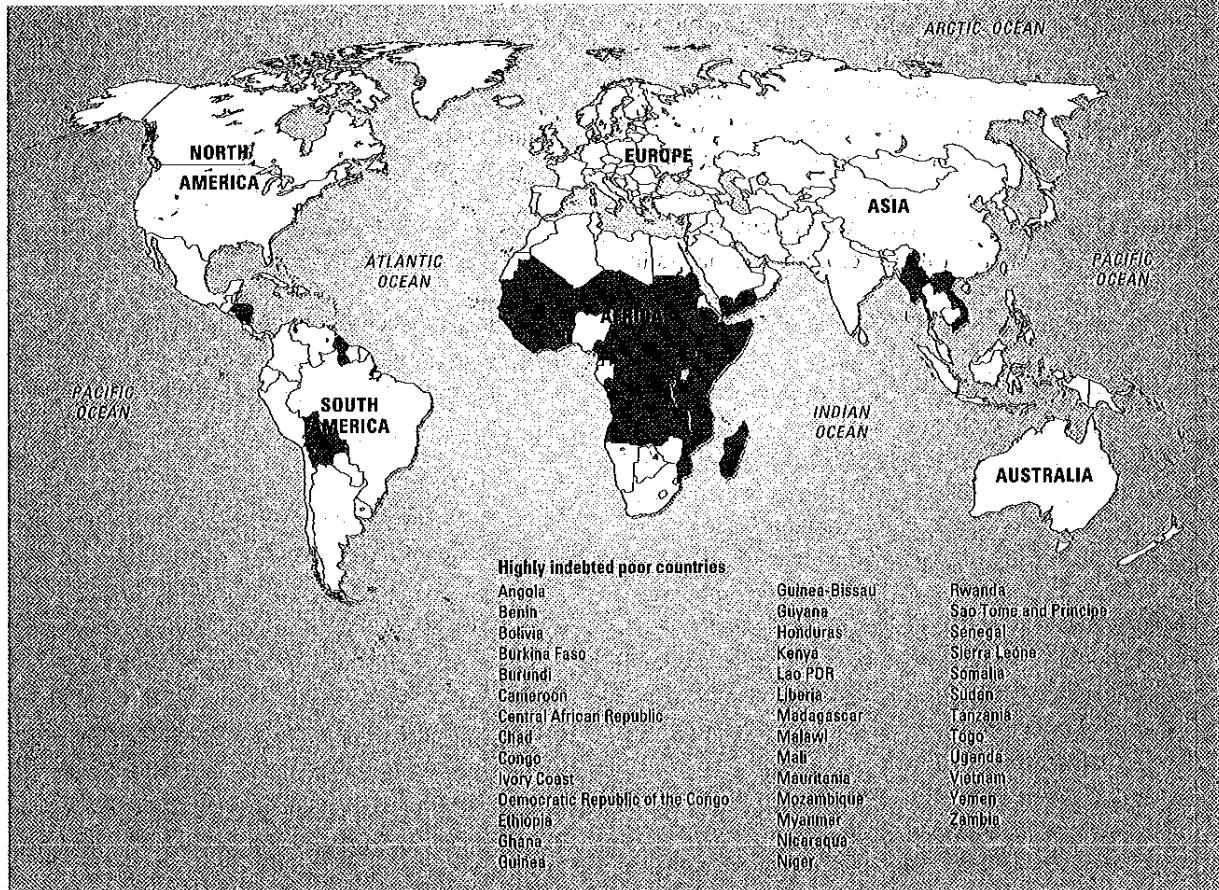
Figure 14-13 World Bank lending by region, 1998.

Thinking critically Why do you think the Middle East and North Africa received little funding?

cocoa, must sell the crop to four multinational companies who control the price. Very little of the profit filters back to the Ghanaian farmer. This makes it very difficult for farmers to earn the money to pay off their debts.

The debt burden of governments in developing countries means they are hard pressed to pay for services that could improve the standard of living of their people. Mozambique, for example, spends ten times more on debt repayments than on health care. As well, many African countries have suffered natural disasters, such as the devastating floods in Mozambique in 2000, or brutal civil wars like those in Rwanda and Sierra Leone.

Figure 14-14 The forty developing countries classified by the International Monetary Fund as being highly indebted poor countries.



Some lenders have begun to act to reduce the debt. In 1999, an agreement was reached at an international summit to cancel about \$111 billion of the \$354 billion owed by the highly indebted poor countries. Mozambique became the third country (after Uganda and Bolivia) to be offered relief through the HIPC agreement. About half of Mozambique's \$2.5 billion debt will eventually be wiped out, but only if Mozambique puts in place some harsh austerity measures. Critics claim that the HIPC initiative does not go far enough. For instance, Mozambique's relief will amount to only a 15 per cent reduction in its debt-servicing charges.

Canada has been in the forefront in calling for an easing of the debts owed by HIPC's. In 2000, the federal budget set aside \$175 million for a debt reduction plan. The goal is to reduce the debt load of highly indebted countries so their scarce resources can go towards poverty reduction programs rather than to debt servicing. Canada has forgiven all overseas development aid debt to all the HIPC's except Myanmar, which is governed by a military dictatorship.

Since 1986, all *bilateral aid* for development (assistance from one government to another) has been in the form of grants, as opposed to loans. Also, ten Latin American countries have been allowed to repay debts by investing in environmental and other sustainable development projects in their own countries.

ACTIVITIES

1. How has the debt burden in developing countries prevented governments from looking after the basic needs of their people?
2. How is the HIPC program meant to help the poorest developing countries?
3. In a two-column chart, list the reasons for and against completely forgiving the debt of developing countries with the highest debt loads.
4. Write a letter to your member of Parliament explaining your point of view on debt forgiveness.

The Vulnerable Ones: Women and Children

The Position of Women

The burden of poverty creates particular hardships for women and children. Many developing countries have male-dominated societies where females and children have lower status than men. Women and children may have no legal rights, or the legal system may allow them to be treated as property. Women may even be killed to satisfy a family's honour. In some tribal societies, women and children may have to eat whatever is left after the men have finished their meals, which can lead to malnutrition.

A woman in a developing country may have to work for over twelve hours a day to ensure the survival of her family (see Figure 14-15). Women are often left to support the family when men migrate in search of work.

In much of the developing world, the rate of literacy is lower among women than among men.

Amina's Day

Activity	Hours Spent
Wake up at 5 a.m.	—
Walk to field with baby on her back	0.5
Plough, plant, hoe until 3 p.m. (taking meals in the fields)	9.5
Collect firewood and carry it home	1.0
Round or grind grain	1.5
Carry water from the well or river	1.5
Tend the fire and cook meal	1.0
Serve food, eat, clean up	1.0
Wash herself, children, and clothes	1.0
Go to bed about 10 p.m.	—
Total	17.0

Figure 14-15 This Zambian woman's day during the planting season is typical of women in other parts of the developing world.

Making a graph Group the information into categories and present it in graph form. How would this workload prevent a woman from improving her status?

Education is often a luxury that is restricted to males. Only one-third of girls in rural India go to school compared to more than one-half of boys. The feeling is that education is wasted on girls. Many families will keep girls at home to look after the younger children and help with chores until they are married and move to their husband's village. Cultural tradition dictates that when a woman is married she is reborn into her husband's family, so there is an incentive for her to be married young.

Demographers agree that economic development and the fertility rate of countries are connected. A decline in the number of children a woman has in her lifetime frees her to improve her lot and that of her children. Study after study shows that better educated women have fewer children. They tend to marry later and bear children later. A World Bank report found that in places where women do not receive a secondary education, the average number of children was seven. When women have secondary school education, the figure drops to three. Because they are literate they have a better understanding of contraception, and may be able to resist family pressures to have more children.

Their children are also more likely to survive. Educated women know more about the importance of immunization, clean water, and good nutrition. A study in Peru showed that the infant mortality rate dropped for every year of schooling the mother had. When mothers are sure that their children will survive, they are less likely to have large families. The key to improving the status of women is education.

Women in Niger

The African country of Niger, which lies almost entirely in the Sahara Desert, is one of the world's least developed countries (see Figure 14-1). The life expectancy is under forty-nine years, literacy is 14 per cent, and 65 per cent of the population survive on less than \$180 a year. A recent drop in the price of uranium, its only major export, has reduced the country's export earnings. As well, donor aid has been withheld until the military government returns the government to civilian rule.

Niger's women are taking a larger role in the economy, making pottery, selling firewood, cloth, and anything else that they can to keep their families from starving. Yet, in a traditional Muslim society, they are bound to obey the wishes of their

Women's Literacy Rates

Countries with 70%–79% of women illiterate	Countries with 80%–89% of women illiterate	Countries with 90% and over of women illiterate
Angola	Afghanistan	Burkina Faso
Bangladesh	Benin	Niger
Bhutan	Guinea-Bissau	Sierra Leone
Central African Rep.	Nepal	
Ethiopia	Somalia	
Gambia	Yemen	
Guinea		
Liberia		
Mali		
Mauritania		
Mozambique		
Pakistan		
Senegal		

Figure 14-16 Countries where 70 per cent or more of adult women are illiterate.

Interpreting statistics Colour and name these countries on a world map. Compare your map with Figure 14-2. What pattern is evident?



Figure 14-17 Women in Niger, one of the world's least developed countries, are forced into the economy to support their families, yet are still second-class citizens.

husbands, fathers, brothers, and other male relatives. Polygamy, or the practice of having more than one wife, is widespread, and the average marrying age for women is fifteen. The average number of children per woman is 7.4. When Niger ratified the U.N. convention on women's rights, there was criticism of those who supported this measure. Niger is an extreme example of the situation for women in many developing countries.

Children in Crisis

Children are often the first victims of underdevelopment. Famine, disease, war, and a host of other problems prey on society's most vulnerable dependents. Even if they survive the critical first five years, children in some developing nations have few educational opportunities and are all too often exploited as child labour. Some are even

trapped in the sex-trade. The high birth rates in many developing areas ensure that this problem will remain with us into the future.

Since 1990, the United Nations Children's Fund (UNICEF) has published an annual Progress of Nations Report (PNR) on the welfare of children. The PNR launched the twenty-first century with a new child-risk index that measures the risk of children in countries worldwide on a scale of zero to 100. The measure is based on five factors: the mortality rates of children under the age of five, the percentage of children who are moderately or severely underweight, numbers of children who do not attend primary school, risks from armed conflict, and risks from the disease HIV/AIDS.

Canada, the United States, Australia, Japan, and other highly developed nations had risk scores of five or below—differences that are of no consequence, according to UNICEF. Africa is the continent where children face the greatest risks. Africa's average score was sixty-one, compared to Europe's average of six, and the world average of thirty.

Top Ten Countries for Child Risk

Country	Rating
1. Angola	96
2. Sierra Leone	95
3. Afghanistan	94
4. Somalia	92
5. Ethiopia	85
6. Guinea-Bissau	80
7. Niger	76
8. Democratic Rep. of Congo	76
9. Burundi	74
10. Eritrea	74

Figure 14-18 These are the ten countries in which children are at greatest risk, according to UNICEF's Child-Risk Index.

Interpreting statistics Based on what you learned in Chapter 13 about how census figures are collected, how accurate do you think these figures are? Explain your answer.

Poverty on Aboriginal Reserves

The United Nations General Assembly declared 1995 to 2004 the International decade of the World's Indigenous People. The aim was to address the problem of widespread poverty among many of these people around the world, including in Canada.

People in First Nations communities such as British Columbia's Sechelt Band have a good standard of living, but on too many reserves people must deal with problems that would challenge the resources of much more prosperous communities. High rates of infant mortality, substandard housing, few social services, and low life expectancy create conditions closer to those found in countries associated with the bottom half of the Human Development Index.

On October 14, 1988, the *Winnipeg Free Press* reported on conditions at a reserve in northern Manitoba that are typical of many reserves:

Poverty beyond imagination—like a shanty town in Mexico or Sao Paulo, with sometimes ten to fifteen people in one shack. The people are condi-

tioned to live on welfare; more than 70 percent don't work. There is no work, apart from a little trapping and fishing along the Churchill. Life has improved in recent years, thanks to band initiative and good leadership, but there is still no work... People have nothing to do here. Especially the young people. Children start drinking as early as six.

Conditions like this led to the 1996 report of the Royal Commission on Aboriginal Peoples. The Report found that: "The current state of Aboriginal housing and community services poses acute threats to health." Poor sanitation and water quality, substandard housing and health care are linked to high levels of infant mortality, infectious diseases, and safety concerns.

The Report warns of a rapidly growing population straining the resources of Aboriginal communities. It points out that reserves are too small even to support existing numbers. Most Aboriginal peoples in Canada have neither effective control over their existing lands

Under-Five Mortality Rate

The principal measure of human development used by UNICEF is the under-five mortality rate (U5MR). The difference in U5MR between developing and developed countries is widening. In some African countries the rate is more than fifty times as high as in the industrialized world. The link to poverty is clear. More than half of the under-five deaths in developing countries are due to malnutrition. Diseases such as measles that can be controlled by vaccines are often widespread. According to UNICEF, three million children die each year of diseases such as gastroenteritis that are related to poor sanitation and lack of hygiene and clean water. Diarrhea and malaria remain important causes of childhood suffering and death in the developing world.

Children at War

Approximately 540 million children in the world live in dangerous and unstable situations. Civil wars, land mines, ethnic cleansing, and other dangers affect children and their mothers in disproportionate numbers.

According to the 1999 Amnesty International report, *In the Firing Line*, there were at least 300 000 children and young adults under the age of eighteen who were actively engaged in thirty-six armed conflicts around the world, many of them in Africa. Amnesty International and other human rights organizations would like to outlaw the participation of these young people in armed conflict. They would like the U.N. Convention on the Rights of the Child to disallow military recruitment before the age of eighteen.

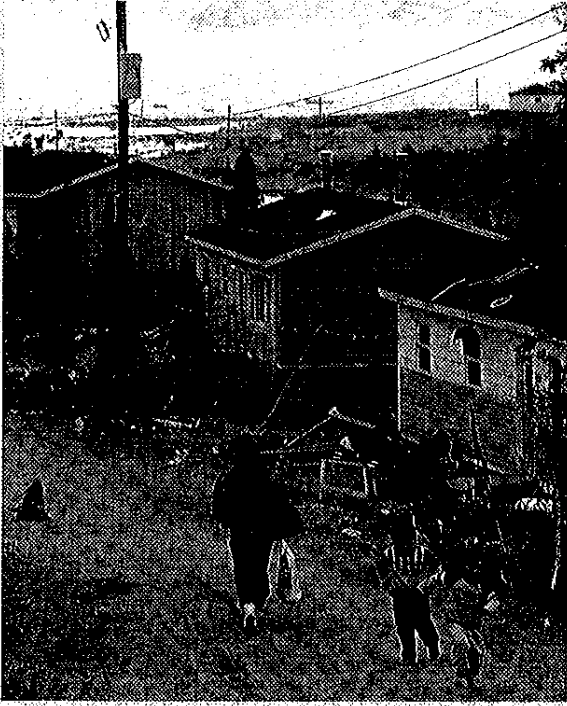


Figure 14-19 Residents of the reserve in Davis Inlet, Labrador, have high unemployment and a low standard of living.

nor sufficient access to lands and resources outside their reserves and communities.

These are the issues that Matthew Coon Come has pledged to address as leader of Canada's Assembly

of First Nations. He thinks that Aboriginal Canadians deserve a greater share in the benefits of Canada's natural resources. He sees this as a way to remove dependence and achieve Aboriginal rights (see Chapter 12). He points out that "If the government of Canada wishes to continue to stand tall as a member of the international community, [it] will have to recognize our right to share in the wealth of the land."

Questions

1. In an organizer, compare and contrast conditions on Canada's reserves with those in developing countries.
2. a) Identify solutions that First Nations suggest to improve conditions and lessen dependence.
b) Brainstorm ways in which the federal government could support these suggestions. Then develop three to five detailed suggestions you would send to the prime minister's office.
3. a) Investigate the tactics used by Matthew Coon Come to gain a share of the resources from Hydro Quebec for the Northern Quebec Cree, of which he was grand chief for twelve years.
b) Do you agree with Chief Coon Come that winning a share of natural resources will improve conditions for most Native Canadians? Explain.



Figure 14-20 A fourteen-year-old soldier for the Sierra Leone Army patrols a small town during his country's violent civil war in 2000. How voluntary his actions are is not known. What is certain is that he represents a loss of innocence, the collapse of order in his country, and the likelihood of continued violence in that society.

Expressing ideas What do you think would cause a fourteen-year-old to risk death in war?

Countries that have sixteen-year-old soldiers in their armies oppose this proposal. Other critics point out that the African population is generally younger than eighteen, and that in many tribal societies a sixteen- or seventeen-year-old is not considered a child. In wars in Sudan and Somalia, eleven- and twelve-year-olds have been involved in battle. The key issue, critics argue, should be whether the involvement of young people in military activity is voluntary or not.

Working Children

In many developing countries, children are working to help support themselves and their families. Abandoned children in cities live by their wits, begging, stealing, or selling sex. In 1996, the International Labour Organization, an agency of the United Nations, reported that 250 million children between the ages of five and fourteen were working, half of them in full-time jobs. Nearly 153 million children were working in Asia, 80 million in Africa and 17.5 million in Latin America. In Asia, child prostitutes number about one million. The report identified international sex networks that take Latin American children and Southern Asian children to Europe and the Middle East.

There are no labour laws that regulate safety conditions or the hours that children work. *The*

Hindustan Times reported in 1997 that “children are widely employed in restaurants, canteens, garages, tanneries, and brick kilns where they work for up to fifteen hours a day, without leave for months together. Those working as household help are just slightly better off.”

Craig Kielburger, Canadian activist for the rights of children, has recounted his experiences with children forced into bonded labour in a carpet factory in India:

While I was [in India], Kailash Satyarthi, a social activist working to help free children enslaved in bonded labour, led a raid on a carpet factory in which twenty-one children were rescued. These children had been tricked into thinking that they were going to a training school to learn how to make carpets. They were even told that they would be paid while learning this trade. Instead, they were taken to another state far away from their homes and forced to work fourteen hours a day for twenty-five cents a day. They had to give the twenty-five cents back to the carpet owner in exchange for one bowl of rice and dal, which is all that they were fed for the day. One nine-year-old boy, who had been working at the factory for three years, showed me a deep scar across the top of his head where he had been hit with an iron bar by the loom master for making a mistake. Another nine-year-old boy, Munilal, told me how he would go to bed crying at

Figure 14-21 Young girls and boys work under scorching sun to construct this road in Batapur village, Pakistan.



night because he missed his mother so much. He couldn't cry during the day because the loom master would beat him for not doing his work. So he would speak to his mother in his dreams when he went to bed.

ACTIVITIES

1. Explain why women and children are more likely than men to face hardships in developing countries.
2. **a)** What is the relationship between female literacy and reduced birth rates?
b) Give three reasons why the literacy rate for women in developing countries is often lower than that for men.
3. **a)** Choose five abuses of children in the developing world. Match them against the list of rights guaranteed by the U.N. Convention on the Rights of the Child on pages 309–310.
b) How effective do you think the Convention on the Rights of the Child will be in dealing with some of these abuses? Explain your answer.
4. Design posters, or write announcements or other forms of communication, that will make others in your school aware of the conditions under which children in the developing world often suffer.

The Health Crisis

Clean Water: A Basic Health Need

An estimated 1.2 billion people around the world lack safe water, a figure that is expected to double by the year 2025. Open water sources are contaminated. Rivers that supply water for human use are also used for washing and disposal of wastes. Irrigation for agriculture takes the largest share of water supplies in the developing world, much of it used for growing crops for export. Many developing countries in the tropics have a dry season. The lack of water during this time affects agriculture and, ultimately, people's health. Aid programs and water subsidies often end up helping those who can afford to pay, leaving the poor with the filthiest water and the consequent risks of disease and death.

The World Health Organization estimates that 80 per cent of the world's diseases are caused in some way by contaminated water. It makes an easy breeding ground for diseases such as cholera, typhoid, malaria, leprosy, and bilharzia. Bilharzia is a widespread waterborne disease in Africa. Parasites in contaminated water enter the body through



Figure 14-22 The Ganges is considered a sacred river in India, a country where 50 to 70 per cent of people do not have access to a safe water supply. Here in Banarès, devout Hindus come to the riverbank daily to bathe, clean their teeth, and say morning prayers. The river is also used to wash clothing, water livestock, irrigate and drain croplands, and carry away the cremated remains of the dead.

ingestion or cuts, and breed near the liver or bladder. Damage to the liver affects the blood and urine, resulting in loss of energy and anaemia. Tests of urine samples can detect the disease, and tablets can cure it quickly. However, such simple remedies may not be available in poorer countries.

The 1980s was designated the International Drinking Water Supply and Sanitation Decade. Although progress was less than anticipated, nearly 1.5 billion people received safe water supplies, and over 750 million received sanitation facilities for the first time.

Canada has an enviable safety record in providing safe water for Canadians. Yet in May 2000, an *E. coli* outbreak in Walkerton, Ontario, showed how the system can fail and result in tragedy for a small town. The deadly bacteria contaminated wells supplying municipal water. Over 2000 people became ill, and several died.

The Scourge of Epidemics

Despite advances in medicine, epidemics of tuberculosis, sexually transmitted diseases, HIV/AIDS, and malaria are widespread in the developing world. These scourges pose a threat to the health of Canadians and fellow citizens of the global village. Tuberculosis and malaria, between them, cause over five million deaths annually around the world. The 400 million cases of malaria cause untold suffering and loss of productivity in tropical countries. Most serious, now and for the future, is the uncontrolled spread of the AIDS pandemic.

The HIV/AIDS Pandemic

The virus that causes HIV/AIDS destroys the immune system, which protects the body from disease. The virus passes from person to person through sexual acts, through blood transfusions, from used hypodermic needles, or from mother to child during birth. There is no cure; even with the most expensive treatments, death is a certainty. The latest research traces the origins of AIDS to a virus that spread from chimpanzees to humans in west equatorial Africa in about 1930.

In 2000, this *pandemic*—an epidemic that occurs over a wide geographic area—was affecting

thirty-five million people in the world. Every day, 16 000 people become infected worldwide, and 7000 die. UNICEF reported that of the fourteen million people worldwide who have died of AIDS, more than eleven million have been Africans, one-quarter of them children. At least one-third of all people living with HIV/AIDS are between the ages of ten and twenty-four. Developed countries, such as Canada, have kept their infection rates for HIV/AIDS to less than one per cent of the adult population, but in many sub-Saharan countries the infection rate is out of control (see Figure 14-24).



Figure 14-23 A young girl and her sister receive the oral polio vaccine during National Immunization Day in Zambia. Fifty countries are still not free of this disease; 100 000 cases are diagnosed every year. The Salk vaccine that prevents this disease has been available since 1955.

HIV/AIDS Infection Rates in Africa

Country	Population (millions)	Adult Population Infected (per cent)
Zimbabwe	11.7	26
Botswana	1.5	25
South Africa	43.3	22
Namibia	1.6	20
Zambia	8.5	19
Swaziland	0.9	18
Malawi	10.1	15
Mozambique	18.3	14
Rwanda	5.9	13
Kenya	28.4	12
Central African Republic	3.4	11
Ivory Coast	14.3	10

Figure 14-24 These countries have the highest numbers of HIV/AIDS infections in Africa.

Thinking critically What common factors might apply to most of these countries?

The effect of the pandemic in Africa is being felt in the structure of populations, as those dying are often the productive workers. In 2000, there were at least eight million AIDS orphans in Africa. In Botswana, life expectancy fell from sixty-one years to forty-one years in the last decade of the twentieth century. It is projected to drop to thirty-nine years by 2010. The long-term effects will be cultural and economic. Scarce resources will have to be used to deal with the epidemic, and it is likely to add to problems of poverty, illiteracy, and malnutrition.

The international community has been slow to react to the seriousness of the problem. Even the 70 to 85 per cent reductions in the price of HIV/AIDS drugs that the major pharmaceutical companies have promised will be of little help. Few countries in sub-Saharan Africa have the resources to provide large-scale programs for their infected populations. In some hospitals in South Africa, AIDS patients occupy 70 per cent of the beds. Zimbabwe spends half its health care budget on AIDS.



Figure 14-25 Dorika Gabriel of Tanzania carries her thirty-year-old son Joseph, who in 1997 had had AIDS for ten years. Like many parents in Africa, she has to support him and care for his family.

Thinking critically What facilities would Joseph be lacking that a person with AIDS in Canada might have access to?

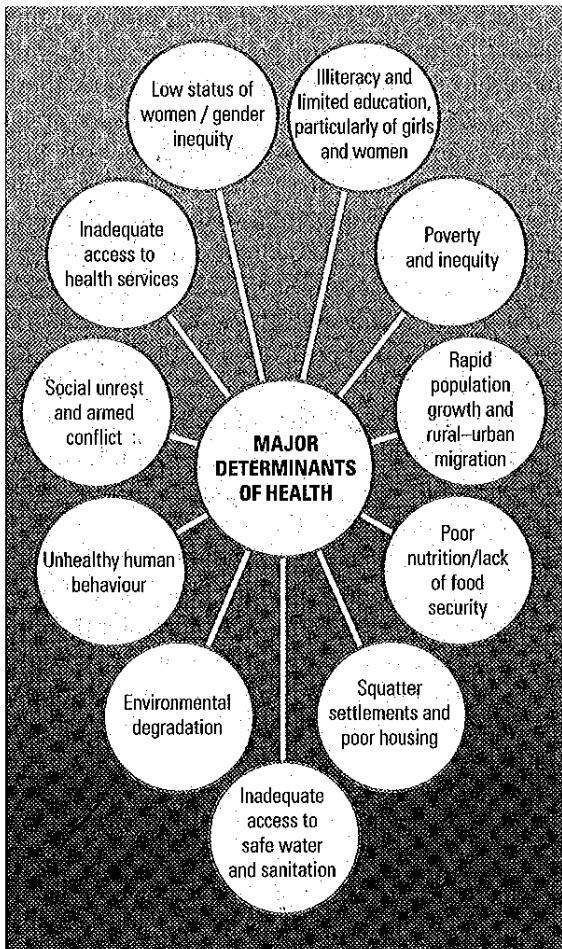


Figure 14-26 Major determinants of health in developing countries.

Thinking critically From what you have learned, identify the causes and effects that are linked in this web.

Dealing with the problem of HIV/AIDS requires multilateral cooperation of many national and international agencies. Canada has been one of the leaders in the establishment of the Joint United Nations Programme on HIV/AIDS (UNAIDS). UNAIDS coordinates the work of such U.N. bodies as UNICEF, UNESCO, WHO, and the World Bank. It helps countries respond to HIV/AIDS, and helps health workers so they can educate people and limit the transmission of the disease.

ACTIVITIES

1. Describe three difficulties in providing basic health care in developing countries.
2. Why should people in the developed world be concerned about the health of people in the developing world?
3. Research one of the diseases caused by contaminated water. Write a short report explaining what causes the disease, its effects, and how safer water supplies might contain its spread.
4. Predict how the loss of productive workers from the HIV/AIDS pandemic will affect the future of countries like Botswana.

Solutions

Since World War II, the developed world has been providing aid to the nations of South America, Africa, and Asia. A lack of political and economic stability in most of the newly emerging former colonies in Asia and Africa made the transition into independence a difficult one. Foreign aid programs were chosen as the way to foster development in these countries, while at the same time countering the growing influence of the communist bloc. As the volume of aid grew, the political and humanitarian motives of aid donors became interconnected.

The money spent on aid is still dwarfed by the amount spent on armaments in the world. In 1998, military spending was estimated to be \$780 billion (U.S.), making it the world's largest industry. The United Nations aid agencies estimate that a fraction of this total would give universal access to basic social services in all developing countries. For \$6 billion everyone could have a basic education, \$9 billion would supply water and sanitation, and \$12 billion would ensure reproductive health for all women. Basic health and nutrition could be achieved for \$13 million.

Foreign Aid

The aid received by developing countries takes a number of forms. **Multilateral aid** is funded by

a number of governments, and usually involves large-scale programs like dam building. Often, bilateral aid is **tied aid**, given with conditions attached. More than 30 per cent of Canadian bilateral and multilateral aid is tied to Canadian purchases. A criticism of Western aid projects is that they have been tied too much to the trade system that benefits the industrialized countries at the expense of the developing world.

Developing nations receive foreign aid from various sources. It can be provided to countries through international bodies such as the United Nations, national government agencies such as the Canadian International Development Agency (CIDA), and many non-governmental organizations (NGOs) representing religious groups, service organizations such as Rotary International, and other non-profit organizations, such as Oxfam.

Many agencies of the United Nations are dedicated to improving the living standards of people in the developing world. For example, UNICEF has been in the forefront in fighting iodine deficiency disorder, a disease that can cause mental retardation and stunt growth. The addition of a few grams of inexpensive iodized table salt to the daily diet prevents this disorder. In the early 1980s, more than 60 per cent of primary school children in Bolivia suffered from iodine deficiency. In 1996, Canada contributed 88 per cent of the budget for UNICEF's salt iodization program in Bolivia.

Canada's Foreign Aid Program

CIDA distributes aid projects through U.N. agencies, directly to governments, and through NGOs. It supports foreign aid projects in more than 100 of the poorest countries of the world. Its objective is to work with people in developing countries and to develop the tools for them to meet their own needs eventually. Yet, excluding emergency food aid, it is estimated that less than 20 per cent of Canadian development aid is spent on meeting basic human needs.

NGO aid projects often operate at the grassroots level, providing direct assistance to people. Initiatives range from well-known, large organizations such as the Red Cross and Doctors without Borders to smaller groups dealing with local



Figure 14-27 This eleven-month-old boy was buried under rubble for seven hours after an earthquake in Turkey, August 1999. He was the first patient to be treated at the Canadian Disaster Assistance Response team's medical aid station in the town of Serdivan.



Figure 14-28 The NGO World Vision is helping the village of Kasanga, Uganda, to build this new school. When the school is completed, students will be able to meet in classrooms instead of under trees.

projects. Often the development assistance of NGOs has been more effective than the large projects sponsored by governments, as the aid goes directly to the people who benefit from the projects.

Should Canada Link Its Foreign Aid to Human Rights?

Most Canadians would likely agree that the estimated 1.3 billion people living in extreme poverty in the world should benefit from our foreign aid programs. Yet, many of these people live under regimes that are regularly accused of abusing human rights. To what extent should Canadian aid be tied to the human rights records of governments?

Afghanistan, a landlocked country of about twenty-six million people, is one of the poorest countries in the world. Late in 1979, Soviet troops invaded the country. In the subsequent war, between one and two million Afghans, 90 per cent of them civilians, were killed. Six million became refugees. The Soviet invaders spread mines, slaughtered livestock, and committed atrocities such as rape. The United States supported the resistance fighters against the invaders.

When the troops left in 1989, civil war broke out. Gradually a group called the Taliban, or Religious Students Movement, took over two-thirds of the country. They confiscated all weapons and stopped the civil war in the areas they controlled.

The Taliban enforced their strict interpretation of Islamic law. The rules were harshest towards women, who were not allowed to appear in public without being covered head to foot in a *burqah*. They had to stay at home behind blacked-out windows. The only women allowed to work were doctors in women's hospitals. While some schooling for girls was tolerated, in 2000 the ban on female education remained in force. Women found guilty of adultery were stoned to death. Religious police patrolled the streets. People found guilty of offences such as failing to attend prayers, displaying photographs of living creatures, or possessing cassettes or videotapes could be publicly whipped. Thieves faced public amputation of hands and feet.

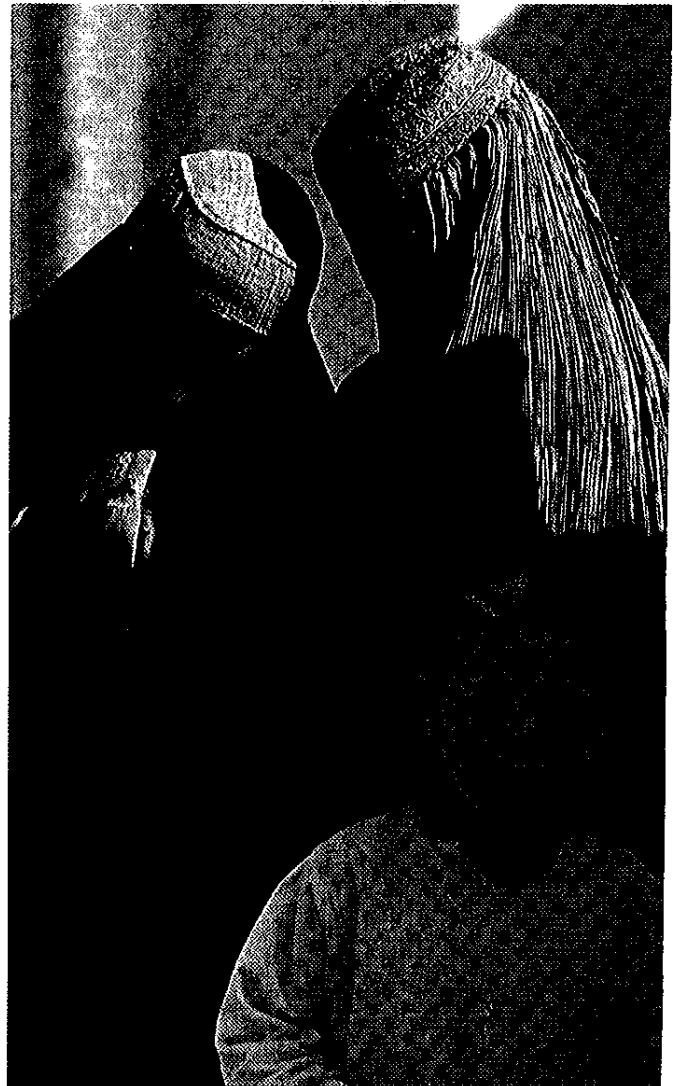


Figure 14-29 Many Afghan women lost their husbands during the twenty years of war and are without jobs because of the Taliban government's strict interpretation of Islamic law. Most widows must rely on donations from other community members to survive.

A U.N. Food and Agricultural Organization report in June 2000 warned that millions of Afghans had little or no access to food and that the situation would deteriorate because of a severe drought. This compounded problems in a country that had been ravaged and im-

poverished by more than twenty years of war. This situation clearly seemed to warrant Canada's immediate response with offers of aid. However, some claimed that the poor human rights record of the Taliban government of Afghanistan should be an issue in granting aid to that country.

The Universal Declaration of Human Rights and other U.N.-sponsored agreements, such as the Convention of the Elimination of all Forms of Discrimination against Women, call for protection of the political, legal, and social rights of women. CIDA's *Policy Framework for Women in Development* calls for women to be involved in planning and delivering aid programs in countries receiving aid. Should Canada insist that Afghanistan comply with these requirements?

The Case for Denying Aid

Those in favour of denying aid say that it is not enough for Canada just to support U.N. conventions and formulate policy, such as CIDA's regarding women's rights. The best way to change the practice of these governments is to deny aid whenever human rights violations occur. Also, there is no guarantee that the aid will get to the poor and underprivileged. In Afghanistan, the aid may not get to the women who need it.

The Case for Giving Aid

Those opposed to denying aid point out that different cultures have different interpretations of rights. They claim the U.N. Declaration of Human Rights represents a Western view of rights, a view not all framers agreed on when the declaration was written in 1948. People must be allowed to follow their own culture's teaching with regard to rights and toleration—including the treatment of women. Good causes are not made better by confusing needs with rights, these critics maintain, and change can be brought about more readily through dialogue.

There are some basic rights that can be agreed on by all cultures. According to Canadian author Michael Ignatieff, the purpose of the U.N. Declaration of Rights was "to put ... racism, sexism, and anti-Semitism for example, under eternal ban." A person supporting human rights could argue that capital punishment in the United States is as much an abuse of human rights as amputation or death by stoning in Afghanistan.

In supporting an increase in Canadian aid to Afghanistan, Maria Minna, Federal Minister for International Cooperation, claimed in June 2000 that working with the Taliban regime had brought little progress. A Canadian-financed maternal and childcare centre could help those most in need. The minister condemned the Taliban:

... for taking cultural traditions that discriminate against women to a new and intolerable level by enforcing them as official policy. However difficult dialogue is with the Taliban, it is only through dialogue that they will consider changes to their restrictive and harmful practices.

Analysing the Issue

1. In a two-column organizer, list the reasons for and against giving aid to countries where the government is a dictatorship.
2. Which side of the debate do you support? Explain your reasons.
3. Do you agree with Ignatieff's list of basic human rights that could be accepted by all cultures? Explain your answer. Name other rights that might be added to the list.
4. Write a letter to the Minister for International Cooperation outlining the precautions you would advise her ministry to take to ensure that Canada's development aid gets to poor and needy people.
5. Humanitarian groups have criticized developed countries for abuses of human rights, such as the disproportionate number of Aboriginal people in Canadian prisons, and the executions of mentally handicapped people in the United States. What is your reaction to the suggestion that Western countries should not impose standards for human rights on developing countries until all human rights claims against themselves have been dealt with? Explain your answer.

In Bangladesh, women—many of them landless labourers or wives abandoned by husbands—work on a CARE scheme repairing dirt roads for a three-year period. A portion of their wages of one dollar a day is held back and then given to them as a lump sum to invest. Some women buy engine-driven rickshaws or plots of land, or establish small businesses. Most are able to stop the cycle of poverty, improve their living conditions, and provide for their children's education.

In recent years, governments have followed the lead of NGOs in promoting small-scale, sustainable projects that are appropriate to the local environment and that can be maintained locally. Wells with simple pumps replace irrigation projects, tools are made from local or recycled materials, and local people are given the means to sustain their own development initiatives.

The amount Canada contributes to foreign aid has been decreasing for the past two decades.

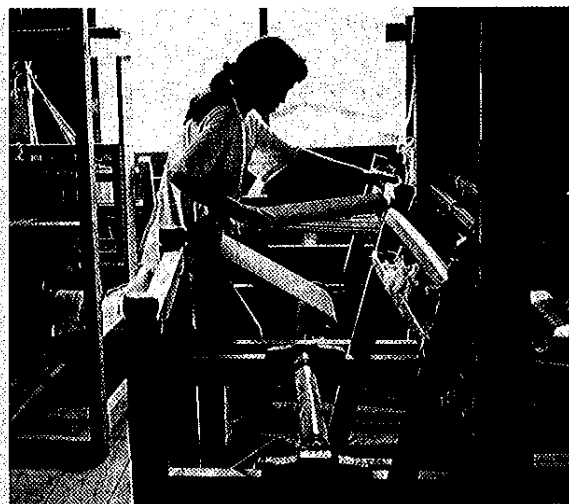


Figure 14-30 This women's weaving cooperative in Banaue, Ifugao Province, Philippines was started with a grant and loan from a local development agency. Members pay a small annual fee, which goes towards the purchase of yarn. The weavers sell their products through local craft shops to tourists. To generate income in the months when there are few tourists, the co-op buys and sells rice. Membership in the co-op also entitles the weavers to small, low-interest loans.

The Canadian government in 1984 pledged to reach the U.N. aid target of 0.7 per cent of GDP by the year 2000. Since then, cutbacks in federal government programs have affected foreign aid contributions. By 1998, Canadian development assistance had reached a thirty-year low, dropping to 0.27 per cent of GDP.

ACTIVITIES

1. In an organizer, list the types of aid Canada sends to developed countries and comment on the pros and cons of each type of aid.
2. With a partner, make a list of the top three priorities Canada should follow in distributing aid to the developing world. Support each of your choices.
3. Make a list of reasons for and against a proposal to increase the amount of aid Canada gives to developing countries.
4. Organize a debate on the topic: *Resolved—Funding NGOs is the most effective way to get aid to the developing world.*

Global Problems, Local Solutions

It is clear that poverty is at the root of problems in the developing world. Women and children in particular are trapped in a cycle of poverty. High birth rates, high infant mortality rates, low levels of literacy, high instances of disease, and other problems are all linked. Too many of the world's people are still malnourished, in poor health, poorly housed, and without a secure economic future. An improvement in the status of women has been shown to reduce fertility and improve children's health.

Billions of dollars in aid have been spent in developing countries, much of it without improving conditions for the poor. Dictators or local elites are often the winners in the aid sweepstakes. The most successful forms of aid have come from programs that consult the local people and listen to their suggestions, giving the help of outside donor agencies if required.

LOOKING BACK

Develop an Understanding

1. Use a Venn diagram to compare and contrast the life of a child in a developing country suffering from civil war with that of a child you know in Canada. Summarize the similarities and differences in a paragraph.
2. Review the five factors measured by UNICEF's Child Risk Index. Rank them in order of importance. Explain your choices.
3. As a group, list in priority the five most pressing problems facing Africa if standards of living are to be raised.
4. A Nigerian said: "If the developed world sends money it is only temporary. Send tools and technology and we will solve our own problems." In a group, brainstorm a mind map that shows the tools and technology that would be most useful in solving the developmental problems common to African countries.

Explore the Issues

5. The United Nations, International Monetary Fund, World Bank, and Organization for Economic Cooperation and Development have set a goal of cutting in half extreme poverty in the world by 2015. What steps do you think should be taken to achieve this aim by:
 - a. these world financial institutions?
 - b. the developing countries?
 - c. Canada?
6. Almost 20 per cent of Canada's children are estimated to be living in poverty. With a partner, list in order of priority five steps the government should take to improve their standards of living. Display the list, with appropriate artwork, in a poster.
7. Role-play a conversation between a Canadian and a person from one of the least developed countries on the benefits of local development projects as opposed to large schemes.
8. With a partner, develop a Charter of Aid. Include in it the criteria Canada should use in deciding which countries will receive Canadian assistance.

9. In a group, develop a strategy to convince governments to divert 10 per cent of military spending to development aid to developing countries.

Research and Communicate

10. Research the effects of a structural adjustment program of the IMF. Report your findings to the class.
11. Develop a brochure for distribution in your community describing the five most pressing problems facing Africa, and indicating the international and government agencies and NGOs that Canadians could contact if they want information or wish to send donations.
12. Have each member of your group choose a country from Figure 14-16 (page 352). Research natural resources, demography, government, ways of making a living, culture, and other factors in the country that you feel may be relevant to explaining the statistic. Compare your findings with others in the group who have studied other countries. Compile a list of factors that are common to most countries where women's literacy rates are low.
13. Visit Craig Kielburger's Web site at www.freethechildren.org. Suggest a class project that could contribute in some way to the work done by Craig and his supporters to help child labourers.
14. Prepare a two-minute radio talk on the Human Development Index. In particular, address the question of why all but two of the bottom twenty-five countries in the Human Development Index are in Africa.
15. Use a two-column organizer to list the problems in one of the developing countries shown in Figure 14-2 on page 342. In one column, list the problems that come from within the country; in the other, list the problems that have come from outside.
16. Make a poster that informs Canadians of the connections between water and diseases in the tropical world.