Understanding International Development

Lesson plans to accompany the World Vision video: *Transforming Lives: the Story of Development in Samuye, Tanzania*

Designed for the Ontario Grade 12 course: *Canadian and World Issues: a Geographic Analysis* (may be adapted for other senior geography and social science courses)

*Produced by World Vision Canada, with financial assistance from the Canadian International Development Agency (CIDA), 2002*
<table>
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<th>Lesson</th>
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</table>
| 1      | **Perspectives on international development** | Students explore their own and others’ perceptions of international development by defining the term and by looking at various quotations on the subject. | Handouts:  
“Matching Messages”  
Overhead:  
“Development Messages” |
| 2      | **How I see international development**    | The video Transforming Lives and pre- and post-viewing exercises help students discover the need for complex, integrated approaches to international development. | Handouts:  
“How I See International Development”  
Video:  
Transforming Lives |
| 3      | **The role of the local community**        | Beginning with a look at the implications of power in their own lives, students explore the role of the local community in international development. | Handouts:  
“Community Ownership and Participation”  
“Trends in International Development” |
| 4      | **Gender equality and development**        | Students examine the importance of gender equality in international development by looking at gender expectations in Canada and in Africa. | Handouts:  
“Gender Expectations”  
“Women and Work in Rural Africa”  
Overheads:  
“Gender Division of Labour”  
“Women’s Triple Role” |
| 5      | **Sustainable development**                | Building on what they’ve learned throughout the module, students define and explore the concept of sustainable development. | Handouts:  
“Definitions of Sustainable Development”  
“Searching for Sustainability” |
Ontario curriculum expectations addressed
Grade 12 – Canadian and World Issues: a Geographic Analysis

Lesson 1: Perspectives on international development

- Analyze selected global trends and evaluate their effects on people and environments at the local, national and global level.
- Describe biases that may inform different viewpoints and perspectives on geographic issues.

Lesson 2: How I see international development

- Analyze the causes and effects of economic disparities around the world.
- Evaluate factors (e.g., physical geography, growing of cash crops, foreign monetary assistance) that may compound problems of hunger and poverty in a selected country.
- Demonstrate an understanding of the possibility of a number of alternative solutions to any geographic problem or issue.

Lesson 3: The role of the local community

- Demonstrate an understanding of the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global issues.
- Evaluate the effectiveness of methods used by different organizations, governments and industries to find short- and long-term solutions to geographic problems and issues at the local, national and global level.
- Explain how local participation in the development process can build sustainable communities.

Lesson 4: Gender equality and development

- Demonstrate an understanding of the roles and status of men and women in different parts of the world.
- Demonstrate an understanding of the need to consider social differences (e.g., race, gender, class) when analyzing global problems and issues.

Lesson 5: Sustainable development

- Analyze geographic issues that arise from the impact of human activities on the environment in different regions of the world.
- Explain how people perceive resources and sustainable development differently at different times and in different places.
- Evaluate some of the ways of promoting sustainable development (e.g., polluter-pays principle, zero population growth, local community initiatives) and assess their effectiveness in selected places and regions of the world.
- Identify the contributions made by a variety of individuals, organizations and institutions to sustainable development strategies for the developing world, and evaluate their economic, environmental and social impacts.
- Evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world in promoting sustainable development and resource management.
- Use geographic terms correctly in written and oral communication (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, Gaia hypothesis, ethnocentrism, anthropocentrism, sustainable development, human development index).
Background information

**Tanzania**

A beautiful East African country, Tanzania boasts both the highest and lowest points in all of Africa (Mount Kilimanjaro and Lake Tanganyika). But amidst its diverse landscape and colourful culture, many Tanzanians face difficult living conditions. More than 50 per cent of the country’s 36 million inhabitants live below the national poverty line. Health facilities are poor, especially in rural areas, where there is only one doctor for every 25,000 people. The average life span for a Tanzanian born today is only 45 years.

Children are often greatly affected by a country’s low human development status. In Tanzania, ongoing and deep poverty has created a situation where more than 30 per cent of children under the age of five are malnourished. A severe economic crisis in the 1980s negatively affected many sectors of the Tanzanian economy, including education. School enrolment declined and curriculum and teaching materials became outdated. The loss of student potential continues to affect the country today.

**World Vision Tanzania and the Samuye community**

World Vision Tanzania was established in 1981. Today, World Vision has 89 active projects in Tanzania, reaching approximately three million people. In the early 1990s, village leaders invited World Vision into Samuye (pronounced Sam-oo-way), a rural area comprised of 14 villages. Samuye is located near the town of Shinyanga in north central Tanzania, and is one of the poorest regions of the country.

Most people in Samuye survive through subsistence farming—growing only enough food for their own needs. Dry spells and food shortages are common. World Vision baseline surveys, undertaken as the work began, revealed that in some villages 50 per cent of the children suffered moderate to severe malnutrition. The baseline surveys also revealed that close to half of Samuye’s children were not immunized. There were few health care facilities in the region and existing facilities were poorly equipped. When the work started in 1992, child death rates in the region were high—for every 1000 children born, 92 would not reach their fifth birthday.

In addition, the poor state of children’s education was of great concern to community members. Run-down schools, inadequate housing for teachers and the general poverty made it difficult to attract and keep teachers. This unproductive learning environment kept many children from attending school, compounding the negative trends in the national education system.

Today, the story of the Samuye community is very different. The video and study guide show how the people of Samuye—together with World Vision Tanzania, the government of Tanzania and Canadian donors—are working to transform their own lives.

**Canadian funding**

The work in Samuye is funded by Canadian child sponsors. Currently, there are 2,200 sponsored children in Samuye. Child sponsorship funds are used to do the community development work featured in the video, thereby benefiting the sponsored children and many other children and families in the community. This funding base enables World Vision Tanzania and the people of Samuye to undertake development that leads to lasting change.

The video also mentions funding from the Canadian government. The Canadian International Development Agency (CIDA) funds similar work in other parts of Tanzania, though it is not directly involved in the Samuye community development program.
Some positive changes in Samuye  
(over the first 10 years of the program)

Agriculture

• 900 farmers participated in small neighborhood
groups to learn improved farming methods and
then pass knowledge on to other farmers
• improved seed supply, including drought-
resistant seed stocks
• 363,000 trees planted
• crop yields increased by three to four times
• improved food storage and food preparation

Health

• Village Health Days initiated: mobile teams have
reached all villages with basic health education
and services
• renovation and construction of health clinics in
14 villages
• child immunizations now at 100% coverage (only
56% at start of program)
• severe malnutrition in children reduced from 17% to
0.2%
• construction of nine wells and 44 water tanks
leading to a decline of water-borne diseases

Education

• construction of 75 classrooms, 38 teachers’
offices, and 17 teachers’ houses
• provision of desks and school supplies
• school enrolment increased from 65% to 90%
• drop-out rate declined from 14% to 4%
• increased number of teachers working in Samuye
• above-national averages in school performance
Lesson 1
Perspectives on international development

Lesson overview

Stage 1: Students explore their own ideas about international development. Consensus skills are strengthened as students work in small groups to create a paragraph defining development. These paragraphs are saved for reworking in Lesson 5.

Stage 2: Students work in pairs to reconstruct quotations on international development. This introduces issues to be covered in this learning unit, and prompts reflection on different viewpoints of international development.

Curriculum expectations

- Analyze selected global trends and evaluate their effects on people and environments at the local, national and global level.
- Describe biases that may inform different viewpoints and perspectives on geographic issues.

Materials needed

- a blank piece of paper for each student

- newsprint and markers for each group of four students

- one copy of the “Matching Messages” handout (page 8), each message cut in half as indicated

- copies of “Development Messages” (page 9), one for each student

In the classroom

Stage 1: Development is . . .

1. Have students divide a blank piece of paper into four quadrants. Working individually, each student writes four different statements beginning with “Development is . . .” in each quadrant. The statements should capture the students’ own understandings and perceptions about the concept of international development. There are no “right” or “wrong” answers.

2. Form small groups (three or four people) to share and discuss what has been written and to prepare a mutually acceptable short paragraph defining international development. The paragraph should be written out in large letters on a sheet of newsprint to make a poster. Graphics could be added if the students choose.

3. Each group displays its poster. A short class discussion of the various posters/ideas about development follows. Key concepts can be identified and written on the board as they arise in the discussion.

Note: Have group members put their names on the posters and submit them. Keep the posters for Lesson 5, when they will be used as part of another activity.

1 Source: Activity idea borrowed from James Gray-Donald, Cultivating Peace in the 21st Century: Ready-To-Use Student Activities, Toronto, Ontario: Classroom Connections, 2002. Used with permission
Lesson 1
Perspectives on international development  (continued)

Stage 2: Development message match

1. Give each student a randomly selected message cut from the “Matching Messages” handout (page 8). Have students then look for another student with whom they can join to form a message that makes sense.

2. When the task is complete, each pair reads out its message.

3. Ask each pair to join with another pair. Distribute the handout “Development Messages” (page 9), one to each student. Groups should determine which messages are
   - the most insightful
   - the most challenging
   - the most outrageous
   - the least interesting
   - the most inspiring

4. Have groups share and explain some of their choices with the entire class. Give students the opportunity to raise questions about any of the statements. Discuss with the class any common themes they see in the messages. Subsequent lessons will give students the opportunity to further explore current issues in international development.

Journal reflection

Choose one or two favourite messages from the handout and explain why you prefer them. What do they say to you about international development?
**Lesson 1 - Matching Messages**

<table>
<thead>
<tr>
<th>You can’t measure wealth</th>
<th>by cash alone</th>
</tr>
</thead>
<tbody>
<tr>
<td>to the country’s leaders I say: give us back our dignity</td>
<td>and allow us the tools with which to help ourselves</td>
</tr>
<tr>
<td>the poor do not want you to impose your programs to empower us</td>
<td>we want your support for our decisions</td>
</tr>
<tr>
<td>a poor woman in Nairobi, Kenya, was asked what she would change in her life</td>
<td>she replied: “I would be born a man”</td>
</tr>
<tr>
<td>we need a change in attitude; if only people could stop looking down on the poor and</td>
<td>recognize they have the same rights, the world would be a better place</td>
</tr>
<tr>
<td>the single most important factor in eradicating poverty is</td>
<td>the way we think</td>
</tr>
<tr>
<td>to overcome poverty we need the poor</td>
<td>to have control over land and resources</td>
</tr>
<tr>
<td>people have to be given access to education, health care, safe water, adequate nutrition and family planning</td>
<td>if they are to be helped to break vicious cycles of poverty</td>
</tr>
<tr>
<td>the way we define the poor is</td>
<td>a reflection of the kind of society we live in</td>
</tr>
<tr>
<td>poverty is</td>
<td>the worst form of violence</td>
</tr>
<tr>
<td>in our every deliberation</td>
<td>we must consider the impact of our decisions on the next seven generations</td>
</tr>
<tr>
<td>as human beings, our greatness lies not so much in being able to remake the world</td>
<td>as in being able to remake ourselves</td>
</tr>
<tr>
<td>let us measure the success of [a country] not by its number of billionaires</td>
<td>but by the number who are not hungry, or homeless, or in need of medical attention</td>
</tr>
<tr>
<td>why do we confuse development</td>
<td>with economic growth?</td>
</tr>
</tbody>
</table>

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You can’t measure wealth by cash alone.  

Wolfgang Sachs

To the country’s leaders I say: give us back our voice—you have stolen it. Give us back our dignity and allow us the tools with which to help ourselves.  

UK Coalition Against Poverty

The poor do not want you to impose your programmes to empower us. We know how to empower ourselves. We want your support for our decisions.  

Karuawathie Menike, People’s Rural Development Association, Sri Lanka

A poor woman in Nairobi, Kenya, was asked what she would change in her life. She replied: “I would be born a man.”  

Breaking the Barriers: Women and the Elimination of World Poverty, Department for International Development, UK

We need a change in attitude; if only people could stop looking down on the poor and recognize they have the same rights, the world would be a better place.  

ATD Fourth World, France

The single most important factor in eradicating poverty is the way we think.  

Food First, U.S.A.

To overcome poverty we need the poor to have control over land and resources.  

Chathi, tribal from India

People have to be given access to education, health care, safe water, adequate nutrition and family planning if they are to be helped to break vicious cycles of poverty.  

Casa Alianza, Honduras

The way we define the poor is a reflection of the kind of society we live in.  

Zygmunt Bauman

Poverty is the worst form of violence.  

Mahatma Gandhi

In our every deliberation, we must consider the impact of our decisions on the next seven generations.  

The Great Law of the Iroquois Confederation

Let us measure the success of [a country] not by its number of billionaires but by the number who are not hungry, or homeless, or in need of medical attention.  

Journey into Freedom

Why do we confuse development with economic growth?  

D. Seers
Lesson 2
How I see international development

Lesson overview

Stage 1: Students complete a diamond ranking activity to clarify their own ideas about international development.

Stage 2: Students watch the video Transforming Lives. Immediate post-viewing discussion focuses on “how” international development is done today, particularly the role of community ownership and community participation. Students revisit the diamond ranking activity to see if their ideas about development have changed.

Stage 3: The class works together to better understand the “what” of international development, highlighting examples of development in the video and noting the complex and integrated nature of modern development work.

Materials needed

~ class copies of “How I See International Development” (page 13)

~ World Vision Canada video Transforming Lives: the Story of Development in Samuye, Tanzania (17 minutes)

~ television and VCR

~ flip chart and markers

In the classroom

Stage 1: Diamond Ranking

1 Distribute a copy of the handout “How I See International Development” to each student. Have students rank the statements according to the instructions. Remind students that there is not necessarily one “right” ranking.

2 When individual students have completed this task, ask them to pair up with another student. In these pairs, each student explains and justifies his or her ranking. Students do not need to come to consensus but may adjust their own ranking if they wish. Leave the second set of boxes to complete after viewing the video in Stage 2.

3 Follow up the ranking process with an open class discussion, using the following questions:
   • Which statements did the groups find the most agreeable and why?
   • Which statements did the groups find the least agreeable and why?

Note: Tell students to keep their diamond ranking pages available for completion after viewing a video.

Curriculum expectations

• Analyze the causes and effects of economic disparities around the world.
• Evaluate factors (e.g., physical geography, growing of cash crops, foreign monetary assistance) that may compound problems of hunger and poverty in a selected country.
• Demonstrate an understanding of the possibility of a number of alternative solutions to any geographic problem or issue.
Lesson 2
How I see international development (continued)

Stage 2: The video

1 Locate Tanzania on a world map or globe. Briefly discuss what the group knows about Tanzania and East Africa. Introduce the film by paraphrasing the material in the “Background Information” section of this guide (page 4).

2 Have students watch the video Transforming Lives.

3 Give students an opportunity to discuss “top-of-mind” the most important messages about development that they learned from the video. Was there anything in the Samuye story that surprised students? Discuss.

4 The video demonstrates “how” development is done today with emphasis on the importance of community ownership and community participation. Have students discuss in pairs the role that these principles play in the development underway in Samuye. Then hold a group discussion using these questions:
   • What evidence of community ownership and community participation do you see in the video?
   • Why are these principles important?

Note: You may wish to limit discussion at this point, as the ideas of community ownership and community participation will be explored further in Lesson 3.

5 Have students revisit their own diamond ranking exercise with the nine statements on development. Give them time to fill out the second set of boxes now that they have seen the video and talked with others about development process. Invite students to use the space at the bottom of the page to make comments on what changed in their perspective on development and what was confirmed.

6 Wrap up this part of the lesson by having students share their observations on the following:
   • Did you change the position of any statements?
   • How does this reflect what you have learned today?
   • How has today’s learning confirmed your ideas about international development?
Lesson 2
How I see international development  (continued)

Stage 3: Charting development outcomes from the video

1 Create the “Development Outcomes” table below (without the examples given) on a blackboard or flip chart. As students brainstorm the difficulties of life that people in Samuye face, write these in the first open column beside the appropriate heading. Use details from the “Background Information” section of this guide (page 4) to add to the students’ ideas.

2 Have the class recall responses to these difficulties as seen in the video. List these, supplementing the students’ recall with the positive changes in Samuye as outlined in the “Background Information (continued)” section on page 5.

3 Now have the class think about the results they would expect from implementing these responses. Invite the students to think about both immediate and long-term results. List these in the final column.

4 Finally, use chalk or marker to connect items in the last two columns wherever a response in one area has an impact on another area. For example, digging wells provides clean water, which is linked to better health, which in turn leads to better attendance in school and improved education. The chart might be a bit messy by the end, but the exercise will help students understand the need for complex, integrated approaches to development. Help them to see that if one of the responses were removed, it would cause problems in multiple areas.

<table>
<thead>
<tr>
<th>Development Outcomes</th>
<th>Difficulties</th>
<th>Responses</th>
<th>Results</th>
</tr>
</thead>
</table>
| Agriculture          | • drought, crop failure
                       | • etc.                            | • improved farming techniques
                       |                                    | • etc.                            | • families are food secure
                       |                                    | • nine wells constructed
                       |                                    | • etc.                            | • reduction in water-bourne
diseases
                       |                                    | • 75 classrooms constructed
                       |                                    | • etc.                            | • school enrolment increased
                       |                                    | • small business started           | • etc.                            | • increased family income
| Health               | • long distance to water sources
                       | • etc.                            |                                    |                                    |
| Education            | • inadequate school facilities
                       | • etc.                            |                                    |                                    |
| Other                | • lack of employment              |                                    |                                    |
Lesson 2
How I see international development

Read through the nine statements about development below. Use the first set of diamond ranking boxes to rank the statements by your level of agreement with them. Place the letter of the statement you most agree with in the top box, with the letters of the two statements you find next most agreeable in the next row, and so on. The statements you least agree with will be in the bottom boxes.

Note that these are opinions, and there are no “right” or “wrong” rankings. Leave the second set of diamond ranking boxes and the spaces at the bottom for later use.

A. Development work should focus on meeting people’s most basic needs.
B. Canadian-funded development programs should be run by Canadian aid experts.
C. Building local leadership capacity is a good use of development funds.
D. Good development focuses on concrete, short-term results such as wells and seeds.
E. Money and technical expertise are important factors in development.
F. Development programs are effective in addressing underlying problems in poor communities.
G. Development programs must take into account the role of women in the community.
H. International development is good but does not really make a difference.
I. The local community should plan and implement development.

1. What changed:

2. What was confirmed:

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Lesson 3
The role of the local community

Lesson overview

Stage 1: A quick exercise grounds the lesson in students’ personal experience using the concepts of ownership and participation.

Stage 2: Using a quote and recall from the video, students discuss the importance of community ownership.

Stage 3: Students use a quote and recall from the video to discuss community participation.

Stage 4: Students explore global trends in community development over the past five decades to better understand key principles of development practice today.

Curriculum expectations

• Demonstrate an understanding of the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global issues.

• Evaluate the effectiveness of methods used by different organizations, governments and industries to find short- and long-term solutions to geographic problems and issues at the local, national and global level.

• Explain how local participation in the development process can build sustainable communities.

Materials needed

~ (optional) class copies or an overhead of “Community Ownership and Participation” (page 17)

~ class copies of “Trends in International Development” (page 18)

In the classroom

Stage 1: The importance of ownership and participation—examples from our own lives

1 Ask students to individually recall a simple accomplishment they were involved in that required self-motivation and commitment. It could be personal, such as earning swim badges, or group, as in the class successfully raising money for a project.

2 As students are thinking, write on the board the questions below. Then have students pair up and share their experience with one another. Each student should interview the other with the following questions:

   • Tell me about your accomplishment.
   • How did it feel when you or your group achieved your goal?
   • Tell me about your role in the task. How important was it that you “owned” the process?
Lesson 3
The role of the local community  (continued)

Stage 2: The importance of community ownership in Samuye

1 Read aloud the following quote by World Vision Program Coordinator in Samuye, Mrs. Kimambo, taken from an off-camera interview (reproduced in the black-line master “Community Ownership and Participation”(page 17))

We have learned a lot through other organizations that came and built wells for the village. The wells were brought to the community and then the organization left. Within two years, the wells were all broken and nobody took care of them.

From this we learned that if the community is not involved in a project, then they will not be affected if something goes wrong. Now, before World Vision constructs any well, we make sure that there is a group in the village who will own that well. The group forms a management committee and contributes money, materials and labour towards the construction of the well. After the construction is complete, they make regulations as to how the well will be used and maintained.

We have nine wells today and they are all functioning in different villages.

2 Questions for discussion:
• List evidence from the video of community ownership of the development in Samuye. (Examples: participation and leadership in the Area Development Program Committee; active role of women; programs are based on local people’s needs and desires; people like Lucia have increased their leadership skills and confidence through the program—these are in turn applied to their own lives, etc.).
• In your own words, explain why strong local ownership is important to the success of the program.

Stage 3: The importance of community participation

1 Read aloud the following quotation from Lucia in the video (reproduced in the handout “Community Ownership and Participation” (page 17))

World Vision said that there were resources from other countries to help us, but that we ourselves were the greatest resource.

2 As a class, brainstorm a list of ways in which the local community plays an important role in development today (e.g., knowledge of community history, familiarity with seasons and traditional crops, provision of labour, vested interest in development of the community, understanding of cultural norms such as the dynamics between genders, etc.). Note that World Vision generally works with indigenous staff and not people from outside the country. Local people are often best suited for local tasks. Also, hiring local staff helps to build national capacity for the longer term.

3 Have a mini-debate on the relative importance of these community resources as compared with resources from outside of the community (such as money and technical assistance).
Lesson 3
The role of the local community  (continued)

Stage 4: Global trends in international development

Distribute a copy of the handout “Trends in International Development” (page 18) to each student. This page outlines general trends in international development over the past five decades. Ask four students to read aloud the descriptions of the four trends described in the handout.

As a class, discuss which of the four models best fits the Samuye story (students should be able to see evidence of the fourth model in the video).

1 Discuss as a class the relative advantages and disadvantages of each of the models. Help students decipher the inherent logic in how development practitioners would have progressed through the four development models.

2 As a classroom creative thinking exercise, or individually for homework, speculate on what the next major “trend” or progress in development practice might be.

Additional

Journal reflection
Go to the Canadian International Development Agency (CIDA) Web site, www.acdi-cida.gc.ca, and locate CIDA’s six program priorities (look under “What we do”). In one page, explain how these development priorities support and/or depend upon the principles of community ownership and participation.
We have learned a lot through other organizations that came and built wells for the village. The wells were brought to the community and then the organization left. Within two years, the wells were all broken and nobody took care of them.

From this we learned that if the community is not involved in a project, then they will not be affected if something goes wrong. Now, before World Vision constructs any well, we make sure that there is a group in the village who will own that well. The group forms a management committee and contributes money, materials and labour towards the construction of the well. After the construction is complete, they make regulations as to how the well will be used and maintained.

We have nine wells today and they are all functioning in different villages.

*World Vision Program Coordinator in Samuye, Mrs. Kimambo (off-camera interview)*

World Vision said that there were resources from other countries to help us, but that we ourselves were the greatest resource.

*Samuye resident, Lucia (video)*
Lesson 3
Trends in International Development

1) 1950s–1970s: Development TO the people
Local people were seen as separate from the development process. There was heavy emphasis on capital and technical investment by outside agencies. Local people were considered to be passive recipients rather than active participants in development processes.

2) 1970s–1980s: Development THROUGH the people
People were seen as important for achieving development. However, decisions for development were still made from outside the community.

3) 1980s–1990s: Development WITH the people
People’s participation was seen as a necessary part of development processes. Communities were defined as “partners” in development.

4) 1990s–today: EMPOWERING people for development
The focus now is on developing local capacity for self-development. People are seen as the primary focus and owners of their own development process.

Lesson 4
Gender equality and development

Lesson overview

Stage 1: Students examine the expectations that they perceive are required of their gender. Class discussion on the reasons for gender expectations follows.

Stage 2: The class analyzes the work load of women in rural Africa. Concepts of the gender division of labour and women’s triple role are introduced.

Stage 3: Students participate in a class discussion about the role of development organizations in promoting greater gender equity.

Curriculum expectations

• Demonstrate an understanding of the roles and status of men and women in different parts of the world.

• Demonstrate an understanding of the need to consider social differences (e.g., race, gender, class) when analyzing global problems and issues.

Materials needed

~ class copies of “Gender Expectations” (page 22) and “Women and Work in Rural Africa” (page 24)

~ overheads of “Gender Division of Labour” (page 23) and “Women’s Triple Role” (page 25)

~ for homework, class copies of “Searching for Sustainability” (page 30 - 33)

In the classroom

Stage 1: Gender expectations¹

1 Distribute a copy of “Gender Expectations” (page 22) to each student. Working alone and without discussion, students complete the four squares of the sheet, giving as many examples as they can. Since the questions on the sheet could generate personal and/or sensitive responses, the teacher should facilitate the activity with care and ensure students know that what they write could be shared with others later on in the exercise.

2 Participants then move around the classroom, meeting with other students one-on-one to share and discuss responses. Enough time should be allowed for each student to meet five or six classmates. Encourage students to talk to both male and female classmates.

3 Class discussion follows, with participants reporting on similarities and differences among responses and on any surprises that they encountered. In giving examples, classmates’ names and particular details should not be revealed. Discussion as a class should focus on the societal implications of gender expectations, rather than on personal cases/experiences.

Lesson 4
Gender equality and development  (continued)

4 At an appropriate point in the discussion, the teacher can open an exploration of the distinction between sex (the biological characteristics that define male and female) and gender (society’s construction of a system that identifies what is masculine and feminine). The following questions can be used to guide the class discussion:

• Are there more limitations on one gender than on the other?
• What do you think are the reasons behind the gender expectations you observed?
• How do you feel about these gender expectations? Are you OK with them? If so, why? If not, why?
• From the video, what sort of gender expectations and limitations do you think exist in the Samuye community in Tanzania?

Note: Teachers should be careful that students do not judge other societies by North American values and norms. Different cultures have different values and there are both progressive and non-progressive elements in all cultures. For example, many observers of North American society would be shocked at the excesses of consumption or at the reliance on institutions in the care of the elderly.

Stage 2: Gender division of labour

1 The goal of this lesson is for students to understand the multiple roles—and corresponding work loads—of women in rural Sub-Saharan Africa. Ask students to think about the work they saw women doing in the video on Samuye, Tanzania. Then ask the class to brainstorm a preliminary list of tasks/work undertaken by women in a rural African community like Samuye. List these activities in the appropriate column on the overhead “Gender Division of Labour” (page 23). The list can remain very short at this point in the lesson.

2 Have students form groups of two or three. Distribute the handout “Women and Work in Rural Africa” (page 24), one to each student. Give the groups 10 minutes to read the information on the handout and note any additional forms of work that women do. Have groups share their lists with the entire class and add new items to the main list on the overhead.

3 As a class, estimate the amount of time per day that each listed task might take. This part of the activity involves some guess work, but is important in helping students to better understand the effects that the multiple tasks have on women’s lives.

4 Show the overhead “Women’s Triple Role” (page 25) and have a volunteer read it aloud. Based on these definitions, ask the class to go through the list of tasks and determine which type of gender role is reflected in each of these tasks. Write this information into the appropriate column of the table, using the symbols “R” (reproductive role), “P” (productive role) and “CM” (community management role). Fill in the final column by deciding with the class whether or not each task is financially rewarded by society. Write a “yes” or “no” in this section of the table.

5 Use the following questions to encourage class discussion in order to debrief this activity:

• Are you surprised about the work load demanded of women in rural sub-Saharan Africa?
• Why do you think that some of women’s roles are not valued or rewarded?
• Think about the activities involved in the daily life of a woman that you know (your mother/aunt/grandmother). Do you think that this woman’s work is valued or rewarded by our society? If so, how? If not, why not?
Lesson 4
Gender equality and development  (continued)

Stage 3: Working for gender equity

1 Read to the class the following statements made by women in Samuye:

Women are the key to development in the communities. Before, it was thought that women should not talk in a meeting with men. Now the women are not only talking, they are making decisions.
— Bernadeta (video)

The development program promotes that women and men should be treated as equals and my husband has done very well with this. Now there is more give and take between us. I think that is the way it should be.
— Mary (video)

2 Discuss the following questions as a class:
• Looking at the list we’ve generated on the overhead, how would community development activities make a difference in women’s lives?
• What evidence do you see in the Transforming Lives video that World Vision is working to bring about greater gender balance or equity in Samuye? (Examples: women involved in community meetings; women as equal participants in development committees; priority given to areas important to the women such as health and education; women in farming groups.)
• Do you think it is right for non-governmental organizations such as World Vision to be pro-active in promoting gender balance? Why or why not?

Extension
Marilyn Waring’s video Sex, Lies and Global Economics is a useful tool to enable students to consider the role of women in food production. This video is available in local libraries or through the National Film Board (1 800 267-7710).

Homework
Distribute one copy of the article “Searching for Sustainability” (page 30-33) to each student to read before the next class. As they read the article students should highlight (or note in a few words in the margins) concepts that the author feels are key to sustainability.
**Lesson 4**  
**Gender expectations**

<table>
<thead>
<tr>
<th>Things you like doing that are expected of your gender.</th>
<th>Things you don’t like doing that are expected of your gender.</th>
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<td>Things you like doing that are expected of the other gender.</td>
<td>Things you like doing but <em>can’t</em> because of gender expectations.</td>
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### Lesson 4
#### Gender division of labour

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<th>Role</th>
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</table>
Lesson 4
Women and work in rural Africa

I wake up at five in the morning and the first thing I do is fetch three buckets of water from the garden. After I am finished, I have to clean the whole compound and inside the house. Then I bring in the vegetables from the garden. I prepare a special porridge for the children and also food for the man who helps to herd the cattle. Then I go to the fields to help with farming. At lunch time, I have to prepare food for those at home and for those who are in the fields. After lunch time I get water for my husband for his bath. After this I don’t rest. I have to start working on the food for the evening. Sometimes I have to pound the rice or else I go to the mill, which is very far away. Then I go back to the field to get more firewood. Then I have to fetch more water for bathing the children. A woman’s life is very difficult because I have to be accountable for everything for my family. I am responsible for everything.

Lucia (off-screen interview)

African women food farmers
African women farmers are the backbone of food production on the continent. Women in Africa account for some 80 percent of the work involved in food production. Given the extensive constraints under which women work, their productivity is truly heroic.

The work that women do in the fields is only one facet of a wide array of daily responsibilities. Women’s daily work load can be double that of men’s. They spend an extraordinary amount of time on tasks that are essential for family maintenance and survival. Girls are often kept out of school to help meet these burdens.

Water
Women’s daily work includes collecting, transporting, boiling, purifying and storing water for drinking, cooking and washing household items and laundry. They are in charge of wastewater disposal, and they maintain household sanitation standards and facilities. One of the most strenuous and time-consuming tasks is the acquisition of water, which may involve walking six hours per day to fetch water in large earthen jugs that are carried on the head.

Collecting wood
Women rarely have access to labour-saving technology in the acquisition (cutting and transport) of wood. In some cases, they may carry loads of up to 77 pounds (even though in many countries 44 pounds is the maximum legally permissible head load for women) over distances of up to nine kilometres.

Energy
Women are the primary managers of household energy needs through fuel preparation and use. The amount of fuel that they obtain is directly related to nutrition within the household, since fuel scarcity may lead to fewer meals being cooked or meals being cooked less well.

Care-giving
Women are at the crux of the life cycle, providing care and maintenance for both children and the elderly. In many cases, the importance of bearing children means that women are often at work in the fields with one baby on their back, and one in their womb. Additionally, women are in charge of food preparation for their families’ daily consumption.

1 Information adapted from “The African Woman Food Farmer: an Initiative of The Hunger Project” (www.thp/awffi/)
Lesson 4
Women’s triple role

In many societies, poor women have a triple role: (1) reproduction, (2) production, and (3) community management. The tasks allocated to women often are given lower value by society than those assigned to men.

**Reproductive role:** Child-bearing/rearing responsibilities and domestic tasks done by women. This role includes tasks that help with the care and maintenance of the work force (male partner and working children) and the future work force (infants and school-aged children).

**Productive role:** Work done by women for pay in cash or kind. This role includes work done for subsistence or home production such as farm labour.

**Community Management role:** Activities undertaken by women at the community level, as an extension of women’s reproductive role, to ensure the provision and maintenance of collective resources, such as water, health care and education. This is voluntary unpaid work, undertaken in women’s “free” time.

If African women were to stop working for one day, there would be no food, no caring for the sick, now sewing, no trading in the market—life would stop for that day.

Ruth Bamela Engo-Tjega, founder of Advocates for African Food Security

Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.

Kofi Annan, UN Secretary-General
Lesson 5
Sustainable development

Lesson overview

Stage 1: Students add to their understanding of international development by considering various groups and individuals’ opinions on sustainable development.

Stage 2: Reviewing their homework assignment in pairs, students further their understanding of sustainable development.

Stage 3: Students follow-up on the “Development is...” activity done in Lesson 1. Students incorporate into new posters key concepts they have learned in this unit.

Final Projects that could be used for assessment are suggested at the conclusion of the lesson.

Curriculum expectations

• Analyze geographic issues that arise from the impact of human activities on the environment in different regions of the world.
• Explain how people perceive resources and sustainable development differently at different times and in different places.
• Evaluate some of the ways of promoting sustainable development (e.g., polluter-pays principle, zero population growth, local community initiatives) and assess their effectiveness in selected places and regions of the world.
• Identify the contributions made by a variety of individuals, organizations and institutions to sustainable development strategies for the developing world, and evaluate their economic, environmental and social impacts.
• Evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world in promoting sustainable development and resource management.
• Use geographic terms correctly in written and oral communication (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, Gaia hypothesis, ethnocentrism, anthropocentrism, sustainable development, human development index).

Materials needed

~ students’ “Development is...” posters from Lesson 1
~ a blank piece of paper for each student
~ newsprint and markers for each group of four students
~ class copies of “Definitions of Sustainable Development” (page 29)
~ class copies of “Searching for Sustainability” (page 30-33)

In the classroom

Stage 1: Defining sustainable development

To this point students have been working at understanding international development as it is practiced today. In this lesson students expand their understanding of development by introducing the concept of sustainability.

1 Distribute the handout “Definitions of Sustainable Development” (page 29). Have students go through the definitions individually, using underlining and notes in the margin to highlight major contributions of each idea to the concept of sustainable development.
Lesson 5
Sustainable development (continued)

2  As a class, talk about the individual definitions and have the class to agree on one or two key concepts that each definition offers to our understanding of sustainable development. List these on the board.

Stage 2: Article analysis

1  In pairs, students work with the assigned homework reading, “Searching for Sustainability.” This article by Wayne Ellwood brings a more global perspective to the question of what is sustainable. Have each pair compare their homework notes and create a short list of key contributions the article makes to our understanding of sustainable development. Add these concept to the list on the board.

2  Optional: People perceive the use of resources and sustainable development differently at different times and in different places. From the article and from previous lessons, demonstrate your understanding of these differences by writing a one paragraph answer to the question “What is sustainable development?” for each of the four people below:

- a woman in Samuye, Tanzania
- the director of a large international corporation
- an environmentalist in Canada
- a development worker with a non-governmental organization.

3  Optional: The “Searching for Sustainability” article is critical of the impact of over-consumption in the industrialized world and of globalization. It ends with calls for governments to take on a greater redistributive role and for consumers to reduce the size of their environmental footprint. As a class, discuss what you respond to most positively in the article; what you respond to least positively; and why.

Stage 3: Sustainable development is . . .

1  This activity follows up on the first activity in Lesson 1. It can be used to help students recognize their learning throughout this module. Before class, hang the students’ posters from the Lesson 1 activity around the room. Let students know that they will now do a similar exercise and will be able to compare their new answers to their old answers.

2  Have students divide a blank piece of paper into four quadrants. Working individually, each student writes four different statements beginning with “Sustainable Development is...” in each quadrant. The statements should capture the students’ own understandings and perceptions about the concept of sustainable development from what they have learned in the preceding lessons. Once again, there are no “right” or “wrong” answers—this is a chance for the students to demonstrate what they have learned.

3  Students form in the same small groups as in Lesson 1 (three or four people) to discuss what they’ve written and to prepare a mutually acceptable short paragraph defining sustainable development. Have them write out the paragraph in a poster format as they did in Lesson 1.

4  Each group displays its new poster beside its original poster. Groups present to the rest of the class how their understanding of development itself developed over the lessons. Follow this with a short class discussion highlighting what students have learned.
Lesson 5
Sustainable development  (continued)

Journal reflection
The article “Searching for Sustainability” asks the following important questions: “Can human beings devise a sustainable way of living with each other and with the Earth? And how can we ever expect to get there from here?” How would you answer these questions? Consider what you as an individual can do. What can Canadian government and business leaders do?

Final project suggestions
• You have been hired by a local newspaper to write a feature article on the state of international development today. Submit a one-page outline of your article based on what you have learned in this unit about development in Samuye, Tanzania. Be sure to include the role played by non-governmental organizations and by the local community.

• Research and write about the “Simple Living” movement. Reflect on how this movement might impact goals for sustainable development. (Use the following Web site as a starting point for your research: www.simpleliving.net)

• Choose an individual, organization or institution to research. Identify the key contributions that the individual, organization or institution has made to sustainable development. Evaluate their economic, environmental and social impacts.
**Lesson 5**
Definitions of sustainable development

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Bruntland report: Our Common Future

Sustainable development recognizes the need to ensure and facilitate:
- the integration of conservation and development
- the maintenance of ecological integrity
- satisfaction of basic human needs
- achievement of equity and social justice
- provision of social self-determination and cultural diversity


Sustainable development must be in harmony with nature. It must be people-centred and oriented. It must be women-centred. It must cater to the needs of the majority. There must be decentralization of decision-making and control over resources within countries and internationally. At every level, sustainable development must promote the politics of peace, nonviolence, and respect for life.

Khamla Bhasin, “Some Thoughts on Development and Sustainable Development”

Sustainable development focuses on improving the quality of life for all of the Earth’s citizens without increasing the use of natural resources beyond the capacity of the environment to supply them indefinitely.

International Institute for Sustainable Development

Since the Rio Earth Summit in 1992, sustainable development has emerged as a new paradigm of development, integrating economic growth, social development and environmental protection as interdependent and mutually supportive elements of long-term development.

Nitin Desai, Secretary-General, World Summit on Sustainable Development, 2002
Sometimes the pieces just seem to fit together and the predicament in which we find ourselves comes home with a sobering thud. This past summer is a case in point. Two brief news events seemed to sum up the increasingly fragile state of our global environment. The first was a small story that faded from sight as quickly as it appeared. But it bears repeating.

In the endless day of an Arctic summer a Russian cruise ship, an icebreaker, steamed towards the North Pole. The trip was without event, until the ship eventually approached within a few kilometres of the magnetic pole. Instead of metre-thick ice, the Russian captain, who’d made the trip a dozen times previously, was astonished to find miles of open water at the top of the world. And in the clear, bracing air, seabirds circled where none had been seen before. Scientists had already told us that the Arctic ice sheet had thinned by 40 per cent over the last 35 years. And they’d warned that Greenland’s ice (3,000 metres thick in some places) is also starting to melt. But the evidence that human activities are altering the Earth’s climate had never seemed so stark as this story from the unfrozen North Pole.

The second news event, a few weeks later, was by now more predictable – but none the less worrying for that. Every August for the past decade new data has been released measuring the depletion of stratospheric ozone over the other end of the planet – the South Pole. And the numbers just keep getting worse. (Ozone acts as an absorbent layer in the upper atmosphere, filtering out cancer-causing ultraviolet rays.) Again, this past August, aerial photos confirmed that the hole in the ozone layer over the Antarctic continues to grow and is now three times the size of the United States. This has occurred despite valiant efforts to reduce the use of ozone-depleting CFCs (chlorofluorocarbons) since the 1986 Montreal Protocol. Both these events, at opposite ends of the Earth, add further weight to the claim that climate change, triggered by rising CO2 levels from the burning of oil and other fossil fuels, is a reality from which we can run, but not hide. Mountains of data from reputable scientific and environmental organizations document the erosion of the global environment and the unwinding of the basic life-support systems of the planet. No matter where we look – from our ravaged fisheries and vanishing forests to the dwindling variety of species, dying coral reefs and the emptying of freshwater aquifers – there are warning signs that the natural world, which gives life and sustenance to our human economy, is nearing a point of collapse from which there may be no return. According to the World Wildlife Fund, the Earth lost 30 per cent of its natural wealth in just 25 years from 1970 to 1995 – a nanosecond in the history of the planet. There are no longer any blank spaces on the map. The process of economic globalization which started 500 years ago with the launch of European colonialism has turned the world into both a global market and a global factory – where no corner of the Earth is safe from the depredations of industrialization, the dead-zone of consumerism or the accumulation of human-made garbage and toxic waste.

In the market-mad 1980s sustainability had little impact on the direction industrial society was heading

‘During the last few decades, humans have emerged anew as a force of nature,’ says Jane Lubchenco, President of the American Academy for the Advancement of Science. ‘We are modifying physical, chemical and biological systems in new ways, at faster rates, and over larger spatial scales than ever recorded on Earth. Humans have unwittingly embarked upon a grand experiment with our planet. The outcome of this experiment is unknown, but has profound implications for all of life.’

As evidence mounts and alarm bells ring there are insistent calls for a different kind of ‘progress’. Instead of a system
which mindlessly chews up and spits out ever more of the planet’s irreplaceable natural wealth with no thought for tomorrow, serious debate is swirling around the concept of ‘sustainable development’. The search is on for a new approach to economics and a new set of relationships – with each other and with the Earth itself – based on a rational sharing of the planet’s riches. Can human beings devise a sustainable way of living with each other and with the Earth? And how can we ever expect to get there from here?

Back in 1987 the UN World Commission on Environment and Development (aka The Brundtland Report) first popularized the concept of ‘sustainable development’ as a way out of this cul-de-sac. Unplanned economic growth has pushed the planet to its limits, Brundtland said. If each of the Earth’s six billion people were to live like the average European, North American or Australian we would need a planet roughly four times as large.

To deal with the thorny issue of over-consumption by the rich and bone-wrenching poverty – both of which are combining to trash the earth – Brundtland called for ‘development which meets the needs of the present without compromising the ability of future generations to meet their own needs’.

The notion was warmly received and the phrase ‘sustainable development’ quickly entered the mainstream. But in the market-mad 1980s, with deregulation, privatization and economic ‘adjustment’ in full swing, sustainability had little impact on the overall direction in which industrial society was heading.

The report was strong on the key issues of over-consumption and inequality. But the Commission confused things by advocating more growth as the way out of the problem. The report called for greater private investment in the Third World to spur economic growth and fight poverty, advocating a ‘five- to ten-fold increase in world industrial output by 2040’.

Brundtland also endorsed an ‘efficiency revolution’. New technology would make production vastly more efficient – producing more with less, using fewer resources and producing less waste, thus providing growth space for the Third World to become prosperous.

Corporations loved it because it validated their role as agents of progress. It called for more international trade and investment, more involvement by transnational firms and the removal of ‘artificial’ barriers to free trade.

Even major environmental groups were swayed because the report acknowledged the urgent need to deal with global poverty as a key step towards reducing ecological destruction. The problem was that Brundtland paid scant attention to the political and economic roots of poverty; nor did it tackle the equity issue in a substantive way. ‘Sustainable development’ was on everyone’s lips, but no-one knew exactly what it meant. Or rather, different interest groups tended to interpret it in whatever way suited their purpose.

The era of corporate ‘greenwashing’ was born and sustainability was twisted and reshaped by shameless self-interest. In its most debased form it has become a code word for the rich keeping what is claimed to be rightfully theirs. For example, Negative Population Growth and the Federation for American Immigration Reform, two anti-immigration groups in the US, blame foreigners for creating ‘unsustainable strains on our environment and our resources’. Both lobby for a highly restrictive immigration policy in the name of ‘environmental sustainability’. The tragedy of this is that it plays into the hands of Third World élites who are doing very well from a ‘take-the-money-and- run’ approach to their own natural resources. Often the official position from the Majority World is that sustainability is a ploy for letting the rich keep their wealth while denying the fruits of development to the poor. Sustainability translates as ‘losing out’. So why should they want any part of it?

But the truth is that sustainability is at root as radical an idea as you’re likely to come across. It opens a deep fissure in the bedrock of conventional economic thinking.

The new discipline of ecological economics introduces some key analytic tools for understanding the basics. Central is the idea of ‘natural capital’. This embraces the complete stock of the Earth’s natural assets – fish, forests, arable soil, fresh water, clean air. But it also includes the life-support systems which are maintained by the planet itself – the water cycle, the carbon cycle, the protective capacity of the ozone layer, and the waste-absorbing abilities of land, air and water.
Some of this capital is renewable as long as we don’t over-harvest and disrupt the balance (the Atlantic cod fishery is a glaring example of renewable natural capital ruined by greed). And some of it is replenishable over a longer time, like groundwater supplies or stratospheric ozone. Other kinds of natural capital like petroleum or minerals are non-renewable and any use diminishes the stock for ever. The environmental economist William Rees uses a water-bucket analogy to illustrate that sustainability means living off our natural income, rather than our natural capital, using it no faster than it can be replenished.

‘Imagine that nature is a bucket that is continuously replenished by the sun,’ Rees writes. ‘Photosynthesis produces plant matter, the basis of all biological capital and most other life; and climate, hydrological and other biophysical cycles are solar powered too. The water in the bucket is capital stock that can be drawn on only as rapidly as the bucket is being refilled. This balanced withdrawal rate is a form of sustainable income.’

The human economy is a subset of the ecosphere, maintained by the ecosphere not the other way around

Unfortunately, says Rees, ‘even today’s levels of appropriation are unsustainable’. The human load has grown so that current consumption exceeds natural income. In the words of one of Rees’s colleagues, Herman Daly, we are ‘liquidating’ our natural capital for short-term gain.

Conventional economic thinking conveniently ignores the environment. Natural resources are under-priced or not priced at all. How do you put a price on the ozone layer? Or on clean water?

At the other end, waste products from the economy are disposed of with little regard for the biophysical processes which neutralize and dissipate them. But the human economy is a subset of the ecosphere, maintained by the ecosphere, not the other way round. That is a key lesson of the natural-capital analysis.

Fair share

There is another critical strand: the idea of ‘overshoot’. Analysis by the environment agency, Friends of the Earth (FOE), has shown that average Westerners (and the Third World’s burgeoning middle class) consume far more than their fair share of the world’s natural wealth. Back in 1992 FOE in Holland estimated that if each Dutch citizen were to use their fair share of resources (based on global averages) then by 2010 the country would have to cut its per-person consumption of energy by 60 per cent, piped water by 38 per cent, wood by 65 per cent and agricultural land by 45 per cent. Rees calls the excess of consumption ‘appropriated carrying capacity’ or ‘overshoot’ – by which he means that the rich are living off the resources of the poor.

In today’s high-speed era of expanding world markets and unregulated global capital it is easy to lose sight of the notion of ‘overshoot’. The disparities in consumption and wealth are lost in a dizzying glut of numbers about trade deficits and gross national product. But the reality is no different from what George Orwell wrote in The Road to Wigan Pier in the 1930s. ‘In order that England may live in comparative comfort, a hundred million Indians must live on the verge of starvation – an evil state of affairs, but you acquiesce in it every time you step into a taxi or eat a plate of strawberries and cream.’

A study by the London-based International Institute for Environment and Development using the ‘ecological footprint’ concept shows that Britain still consumes far more than it produces itself. For example, the IIED study found that the country’s forest products ‘footprint’ was three times the area of its own productive forest. Britain’s per-capita consumption of timber products is two-thirds higher than its fair ecological share.

That is the real nub of the sustainability debate. We ‘overconsumers’ don’t see the invisible connections between our lives and the ecological systems and processes which undergird them. Living in cities, anaesthetized by television and technology, far away from the slums of Bombay, the sweatshops of China and the copper mines of Zambia, we are alienated, physically and psychologically, from the impact of our lifestyle on the rest of the planet. And what we can’t see, we fear.

Globalization heightens this separation by allowing industrial nations to enrich themselves further by sucking in under-priced natural capital from resource-based economies of the Third World. As long as economic power is so unbalanced and terms of trade so skewed, the resources of the weak will always be appropriated to further the ‘development’ of the rich. It’s built into the system. The neo-liberal economic agenda of the World Trade Organization, the IMF and major global corporations further accelerates the depletion of the Earth’s natural resources and the destruction of its life-support systems. Which is why a global economy geared to freeing up investment capital and boosting world trade can never be
part of the sustainability agenda. As the last two decades have shown, the further that Southern nations have integrated themselves into the global trading system the more intractable have become the problems of debt and dependency.

We can do more to improve the way we use the Earth’s resources – so that we take less from the planet and dramatically reduce our waste. We can improve the design of industrial processes, we can tweak the market with ‘green’ taxes and the realistic pricing of ecological inputs where possible. But at the end of the day even ‘factor ten’ efficiency improvements – a tenfold reduction in resource and energy use per unit of economic output – will not be enough. The dynamic of capitalism is such that efficiency gains normally translate into more profits, which are in turn funnelled into further investment opportunities. As long as the efficiency gains keep circulating within the economy they merely end up stoking growth for the over-consumers.

**Political pressure**

Capitalism needs a firm hand on the tiller. If efficiency improvements create room for growth then it must be to the benefit of those 1.2 billion people who survive on less than a dollar a day. The only way to make this happen is for any efficiency gains to be captured by the State (whether in national or global terms) and directed towards not just rehabilitating natural capital but also meeting the needs of the poor. We will need strong political pressure by activists, non-governmental organizations, environmentalists and ordinary citizens to force our governments and the United Nations to take on this redistributive role.

Maybe the best place to start is with ourselves: to look into the mirror and ask ourselves, ‘how much is enough?’ Research confirms the age-old truism that money does not buy happiness. Describing the US over the past four decades, psychologist David Myers says: ‘We’ve got twice as many cars per person, we eat out two-and-a-half times as often, we enjoy all the technology that fills our lives. Yet we’re slightly less likely to say we’re very happy, we’re more often diagnosed with depression... the divorce rate has doubled, the teen suicide rate has tripled, the juvenile violence rate has quadrupled.’ Myers says the greatest contributors to happiness are close, committed, mutually supportive relationships, a nurturing community and a sense of meaning and mission in life.

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2 Quoted by Donella Meadows in ‘How many scientists does it take to screw in a message?’, The Global Citizen, August 1999.
6 The Toronto Star, 6 August 2000.
7 Contact the New Road Map Foundation, PO Box 15981, Seattle, WA 98115, USA. Web: www.newroadmap.org
Feedback: Understanding International Development

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   Clarity of facilitator instructions.
   □ □ □ □
   Breadth and depth of subject matter covered.
   □ □ □ □
   Effectiveness of format/layout.
   □ □ □ □
   Comments

6. What did you find most useful?

7. What did you find least useful?

8. Please comment on the impact(s) you perceived from using this resource? (E.g. changed attitudes, actions taken by your group or by yourself)

Please send this form, along with any comments to Global Education, World Vision Canada, 1 World Drive, Mississauga, ON, L5T 2Y4 or fax to (905) 696-2166. Thank you!