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# International Development Education

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**Development Education:  
Creating Political Will for Necessary Change**

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**Abstract:**

In 2001, the former United Nations Secretary General, Kofi Annan, proclaimed that “Our biggest challenge in this new century is to take an idea that seems abstract -- sustainable development -- and turn it into a reality for all the world's people.” Defined by the 1983 Brundtland Commission as “development that meets the needs of the present without compromising the ability of future generations to meet their needs,” the term sustainable development has been the guiding force in the development community for the past 20 years.

Despite significant initiatives on the part of many organizations, including the United Nations, development goals set by the international community are not being met on schedule. The cost of this inaction is significant – hundreds and thousands of lives lost. The world, and particularly the developed nations, need to wake up to the fact that change in international development policy must come now.

In order to create a public will for this change the general public must be more fully educated on the topic of sustainable development, and the plight of poor nations. While this can be done at all levels, this paper focuses more specifically on steps that can be taken to educate high school age youth about the topic, and help them grow into responsible citizens of the international community.

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## **Introduction**

The Miram-Webster dictionary provides several definitions for the word ‘develop’, “to make active or promote the growth of ... to make available or usable... to move from the original position to one providing more opportunity for effective use.” So when the same dictionary tells one that the term ‘development’ means the “act, process, or result of developing,” development can essentially be defined as the process or result of moving to a position in which there is more opportunity for effective use (Miriam-Webster). For the purposes of this paper, ‘international development’ will specifically refer to the current efforts underway to lift poor nations out of poverty and improve, in a very broad sense, the living conditions of the world’s poor by helping societies to move towards a more productive and efficient use of their human, capital, and physical resources. More specifically, the notion of ‘sustainable development’ has become increasingly prevalent in since 1983, when the Brundtland Commission, convened by the United Nations, defined it as, “development that meets the needs of the present without compromising the ability of future generations to meet their needs.”

While the notion of development is not a new one, as international relations and trade are literally thousands of years old, the modern era of development in which the world currently finds itself in can be traced back to the post-World War II period. This age of development in the latter half of the 20<sup>th</sup> century, which has now extended into the 21<sup>st</sup> century, has its roots in the massive reconstruction efforts following World War II and the new geopolitical landscape that emerged following the conflict. With the United States and the Soviet Union vying for influence in the so-called ‘Third World’, and the simultaneous breakdown of the colonialist order during

the following decades, a new set of relationships emerged between the 'developed' and 'underdeveloped' countries.

These new relationships were further ingrained into the international order with the establishment of several institutions, most notably the United Nations, as well as the International Monetary Fund and the World Bank (also referred to as the Bretton Woods institutions). The World Bank and IMF would later be joined by the World Trade Organization in 1995, as the new international institution replaced the secretariat that administered the General Agreement on Tariffs and Trade (Krugman 228). The GATT, a looser agreement established by 23 nations in 1947, had been the basis for world trade policies until this time.

The United States' enactment of the Marshall Program in 1947, a comprehensive approach to reconstructing Western Europe while strengthening political and economic ties between the two sides of the Atlantic, was a significant step in modern international development. While the U.S. sought to prop up its allies both in Europe and in various Third World nations through economic and other types of aid, the Soviet Union countered with similar incentives for those nations in Eastern Europe and other areas in its sphere of influence. Throughout the 1960's and 1970's the West used this aid to stem the tide of communism, giving rise to neoliberal economic thought and the creation of structural adjustment programs aimed at opening up developing nations economies' and privatizing industry. These initiatives, heralded by the IMF and World Bank, saw mixed results, causing a backlash against neoliberalism in the form of many 'bottom up' approaches, such as 'conscientization', championed by Paulo Freire in *The Pedagogy of the Oppressed*, 'appropriate technology', and 'Rapid Rural Appraisal'. To this day the Bretton Woods institutions remain highly unpopular with many developing nations due to the failings of structural adjustment programs.

Since the 1990's and the end of the Cold War, the focus on modernization has shifted to one more concerned with poverty and human development. Short-term initiatives, embodied by the United Nations Millennium Development Goals, are now becoming the norm. As this occurs, corporate social accountability is being promoted with the idea that international development and economic globalization are now inextricably linked. Of course, many critics argue that corporate giving and action on the part of international governmental organizations is coming at too slow a pace. They argue that it will take social movements and greater involvement on the part of civil society to bring about the results that the U.N. MDG's hope to achieve. Truth be told, it will likely take significant action on the part of civil society groups and NGO's to push corporations and IGO's to fulfill their obligations to the developing world; nevertheless the Millennium Development Goals, and the initiatives that have been created as a result of their establishment, remain the best hope that the world has for making significant progress in international development.

In 2001, former U.N. Secretary General Kofi Annan stated that, "Our biggest challenge in this new century is to take an idea that seems abstract -- sustainable development -- and turn it into a reality for all the world's people." It was in this spirit that the U.N. Millennium Development Goals were set forth in the year 2000, with every nation pledging to work towards the fulfillment of 8 comprehensive goals that would mean significant progress in bettering the lives of millions of the world's poor and disenfranchised (UNDESA 3). With the timetable for reaching them set at 2015, the 8 goals are as follows:

1. Eradicate extreme poverty and hunger
  - a. Reduce by half the proportion of people living on less than one U.S. dollar a day.
  - b. Reduce by half the proportion of people who suffer from hunger.
  - c. Increase the amount of food for those who suffer from hunger.

2. Achieve universal primary education
  - a. Ensure that all boys and girls complete a full course of primary schooling.
  - b. Increased enrollment must be accompanied by efforts to ensure that all children remain in school and receive a high-quality education
3. Promote gender equality and empower women
  - a. Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.
4. Reduce child mortality
  - a. Reduce the mortality rate among children under five by two thirds.
5. Improve maternal health
  - a. Reduce by three quarters the maternal mortality ratio.
6. Combat HIV/AIDS, malaria, and other diseases
  - a. Halt and begin to reverse the spread of HIV/AIDS.
  - b. Halt and begin to reverse the incidence of malaria and other major diseases.
7. Ensure environmental sustainability
  - a. Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources.
  - b. Reduce by half the proportion of people without sustainable access to safe drinking water (for more information see the entry on water supply).
  - c. Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020.
8. Develop a global partnership for development
  - a. Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory. Includes a commitment to good governance, development and poverty reduction—nationally and internationally.
  - b. Address the least developed countries' special needs. This includes tariff- and quota-free access for their exports; enhanced debt relief for heavily indebted poor countries; cancellation of official bilateral debt; and more generous official development assistance for countries committed to poverty reduction.
  - c. Address the special needs of landlocked and small island developing States.

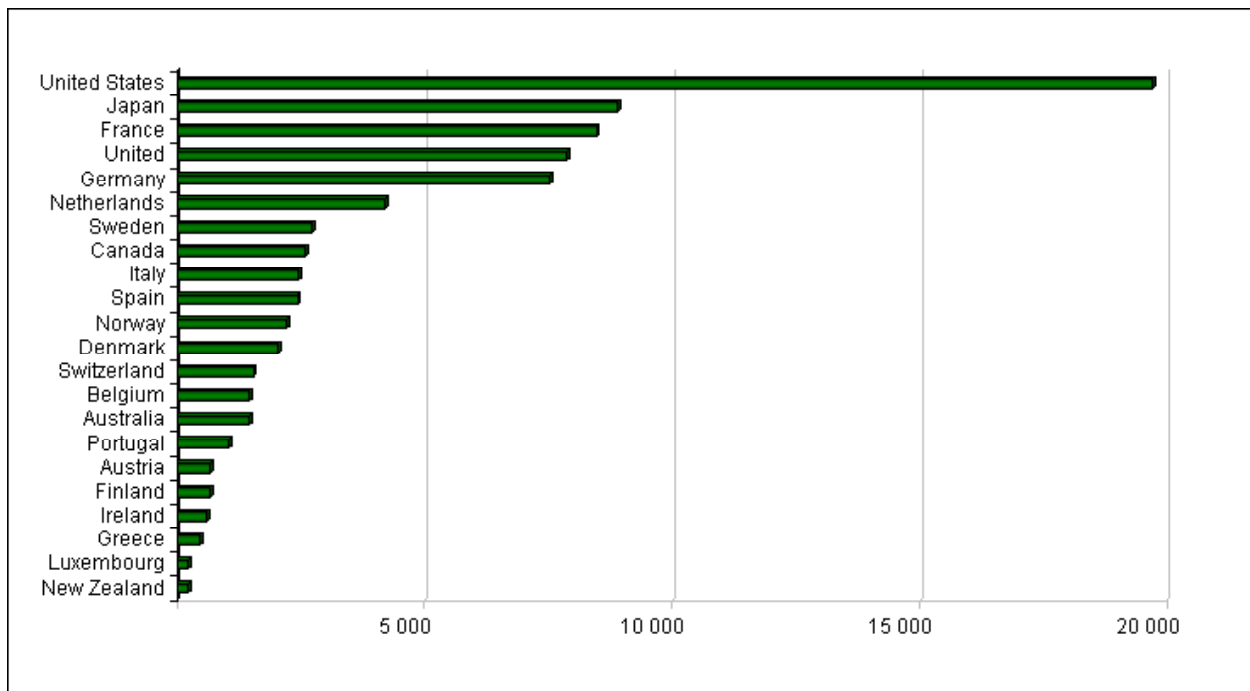


- d. Deal comprehensively with developing countries' debt problems through national and international measures to make debt sustainable in the long term.
- e. In cooperation with the developing countries, develop decent and productive work for youth.
- f. In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.
- g. In cooperation with the private sector, make available the benefits of new technologies—especially information and communications technologies (UNDESA).

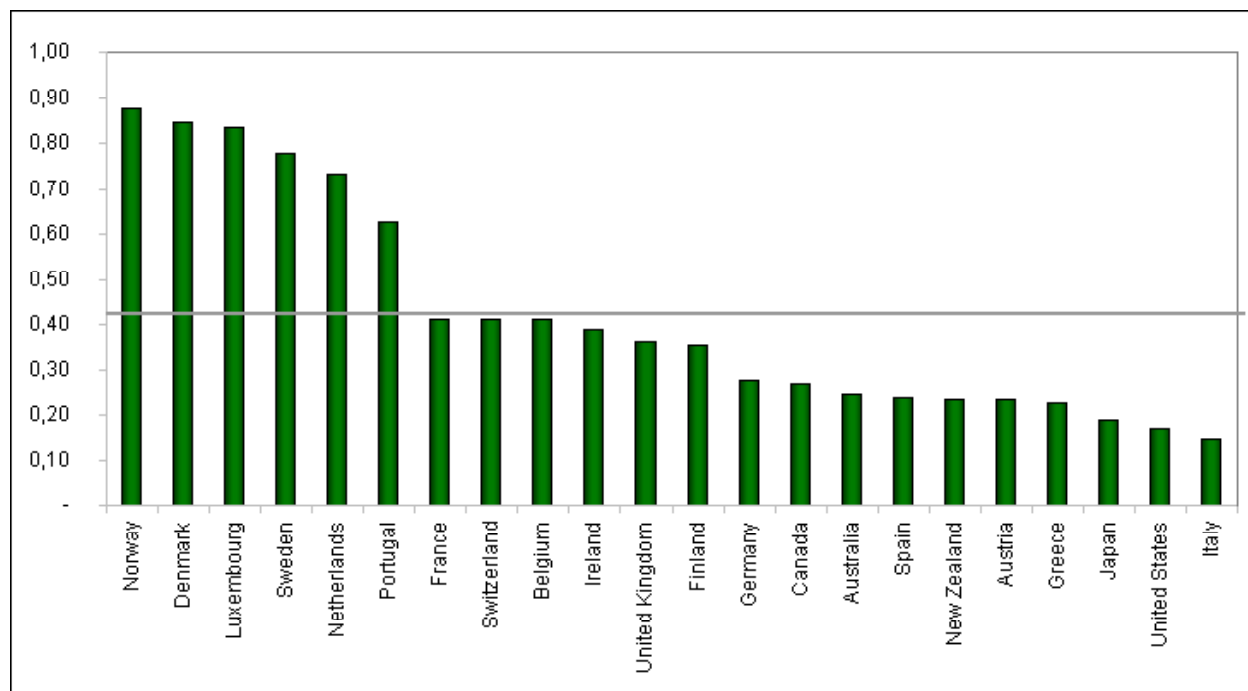
It has been nearly seven years since these goals were adopted by the United Nations, and while progress has been made in many sectors, there have still been significant shortcomings in most areas, all of which threaten to derail serious efforts to meet the MDG's. For instance, while there has been an overall marginal decline in the African poverty rate, 140 million people have fallen into the sub-category of 'extreme poverty', meaning they survive on less than \$1 per day. Progress that was made against hunger in the 1990's in areas such as Africa, and South and East Asia is now eroding. The number of people living with HIV continues to rise, and AIDS related deaths continue to increase (UNDESA).

While survival prospects for children in nearly all areas of the globe have improved, 10.5 million under the age of five still died in 2004, mostly from preventable causes. And although energy use worldwide is becoming more efficient, based on the measurement of the ratio of energy used per \$1,000 of GDP, global CO2 levels are still rising, fueled largely by the rapid industrialization of nations such as China (UNDESA). Perhaps the most damning failure of the Millennium Development Goals has been the lack of financial support the developed nations of the world have given to their developing counterparts and the organizations attempting to support them.

Of the 22 developed nations in the world who have dedicated themselves to reaching the international aid target of 0.7% of their GNP, only Norway, Denmark, Luxembourg, Sweden, and the Netherlands have met this target. Norway leads the group, devoting 0.87% of GNP to Official Development Assistance (ODA), while the United States and Italy trail the group at 0.16% and 0.15% respectively (OECD). Critics of this style of measurement contend that the United States contributes more *real* ODA than any other nation by far, which is true, due to its large economy, but the U.S. has nevertheless failed to be a leader in providing the necessary amounts of aid to effectively work towards meeting the MDG's.



ODA in **real** terms in USD million in 2004. Source: OECD

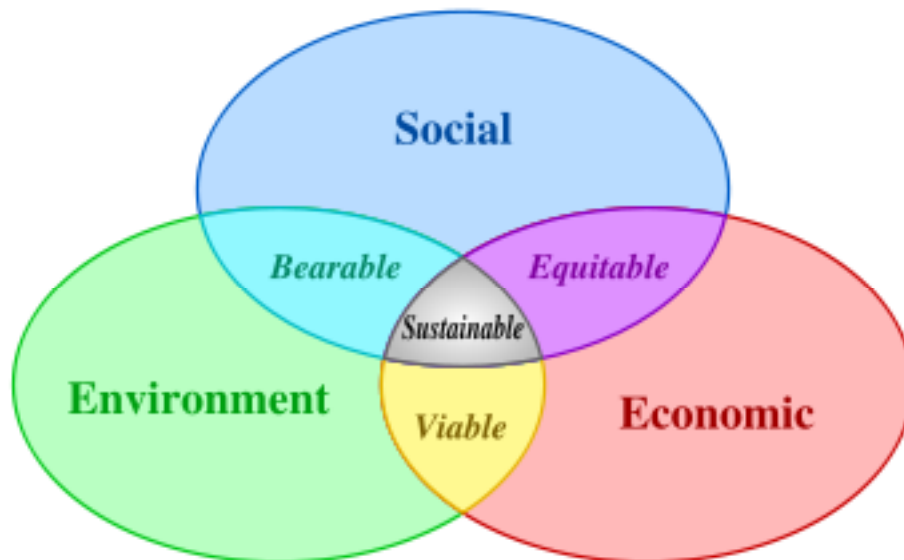


ODA measured in GNP in 2004. Grey line marks average country effort (.42 %). Source: OECD

It is clear that the political will is not present in many developed countries to move forward with supporting the MDG's by taking decisive action to fulfill the pledges they have made. Despite the fact that we live in an increasingly globalized world, the topic of international development is a foreign one to most people. Without understanding what purposes their tax dollars are serving, the citizens of developed nations will never support official development assistance at a level which will allow politicians to increase ODA to necessary amounts. To propose that the United States spend billions more dollars per year to help *other* nations is political suicide, as long as the public fails to understand how vital every nation's success and stability is to our own prosperity and security. It is by this reasoning that one can conclude that 'development education', educating individuals about topic of development, is vital to the success of international development programs, the future of developing nations, and perhaps the world.

## The Sustainable Development Pillars

Development is a very expansive and diverse topic; in order to better understand it, it must first be broken down into sub-topics that are more manageable, though rather broad in their own right. Since the 2005 World Summit, the U.N. has generally referred to economic development, social development, and environmental protection as the three ‘mutually reinforcing pillars’ of sustainable development. A fourth ‘pillar’ both encompasses, and is encompassed by, these three topics, with that fourth pillar being the political process.



The diagram above represents the convergence of these three areas and how they relate to one another. All three aspects of development are clearly interrelated, with economic and social concerns needing to be equitable, economic and environmental concerns needing to be viable, and environmental and social concerns needing bearable solutions. Certainly all three aspects of development must be sustainable in order to truly make progress in improving the living

conditions in our world. It is worth discussing some of the details of each of the sustainable development pillars in order to better understand the larger picture.

### **Economic Development**

Economic issues are often at the forefront of the debate over international development. Development has traditionally fallen into the realm of economics, considering such factors as growth, foreign aid, trade, and debt relief; it has only been more recently that environmental and social concerns have gained as prominent a place in the debate. With the world economy being the driving force behind globalization, and therefore having a significant and direct effect upon developing nations, it is important to understand some of the basic tenets of development economics.

For decades now most orthodox economists have prescribed a healthy regimen of trade liberalization and industry privatization to countries seeking to lift themselves out of poverty. This adheres to the neoliberal thinking that has become the dominant mode of thought for economists in the West – they believe that the invisible hand of the market will help those countries that specialize in whatever goods and services they have a comparative advantage in. By focusing resources in this manner, they can be used most efficiently by each nation, therefore making the most out of what they have. Trade liberalization is key to this theory, as it allows nations to make gains from trade through focusing in their area of comparative advantage, and then subsequently trading with other nations. In order to facilitate this process, proponents of these ideas preach the removal of tariffs, quotas, and other barriers to trade in order to allow the free flow of goods. By privatizing industries that might be government controlled, these industries can become more competitive, and therefore reach a higher level of production.

Though this viewpoint has predominated among Western economists for some time now, in the wake of the failures that some structural adjustment programs resulted in, there has also been some augmentation of this viewpoint by many. At first overlooked, many are now claiming that legal reform within developing nations, as well as the presence of social safety nets are essential to helping nations through the often-turbulent transition from a closed economy to a free-market economy. Other critics of the orthodox approach, such as Dani Rodrick, take the argument further and claim that the current focus on growth and development should be replaced by a shift in focus to development and poverty reduction. He argues that while taking elements from the orthodox playbook, local knowledge and experimentation need to replace the 'one-size-fits-all' mentality concerning trade liberalization, and that domestic institutional innovations should not be overlooked (Rodrick). Essentially he is saying that every country is different, and a tailored approach to development must be designed for each. In his argument, he notes that while most argue that economic openness will lead to growth, the historical data for developed nations shows rather that they only opened their economies once they achieved growth. Perhaps the developed nations and international lending institutions are forcing a double standard on the developing nations of the world.

Theoretical debate aside, it is clear that although there has been significant progress in opening new markets to trade, as well as an overall increase in development assistance, many trade policies being imposed on poor nations are exploitative, and rich nations are not doing enough to provide those poor nations with the resources they need to reach the first rung on the ladder that leads out of poverty. The latest round of talks being held by the World Trade Organization – known as the Doha Round – seems doomed to failure as developed and developing nations continually butt heads over a range of issues from farm subsidies to market

access for foreign products. Additionally, rich lenders such as the Group of Eight Leading Nations and the European Union have recently been chided for failing to increase aid money to Africa.

At the G8 summit in 2005, held in Gleneagles, Scotland, the UK's Prime Minister, Tony Blair, led the charge in extracting pledges from member nations to increase aid spending by \$50 billion each year until 2010 – half of that amount to be directed to Sub-Saharan Africa (Beattie). A recent report by the Organization for Economic Co-Operation and Development, however, cited aid levels for 2006 totaling \$103.9 billion, a 5.1% fall in real terms. While this number was exaggerated by one-off debt relief to Nigeria and Iraq in 2005, which was not calculated in 2006, overall aid still fell by 1.8%. And while the European members of the G8 actually increased their total aid spending by 5.7%, the overall decrease was largely due to significant drop-offs in Japanese and American aid (Beattie).

While the Americans and Japanese should bear the brunt of the blame, the EU still only gave a total of \$62 billion in 2006, equaling 0.42% of its overall GNP. Four member states actually gave less than in 2005 (Bounds). In order to stop this trend, in which nations such as Italy and Greece are falling behind on their aid promises, Louis Michel, the European Union's development commissioner is proposing 'road maps' to be drawn up for individual countries within the EU. In addition to this proposal, he is seeking to secure promises of greater giving from member states to be used toward enticing poor nations to sign new trade agreements this year. This proposal is set to be debated by EU ministers in June of 2007.

While governments are slowly moving towards addressing the problem, they may not be acting quickly enough. Economist Jeffery Sachs, a professor at Columbia University and author of the book "The End of Poverty", recently criticized the lack of initiative of the G8, as well as

the shrinking role of the World Bank as it pursued what he dubbed at 'single-minded focus' on tackling corruption since Paul Wolfowitz became the bank's president. Rather than relying on rich nation donors, Sachs has recently raised the notion that private philanthropists could do more with their combined wealth than the G8 could do even if they began to move in the right direction. "There are 950 billionaires whose wealth is estimated at \$3.5 trillion. An annual 5% 'foundation' payout would be \$175 billion per year – that would do it. Then we don't need the G8 but the 950 people on the Forbes list." (Boulton)

The Bill and Melinda Gates Foundation, for instance, is the largest charitable foundation in the world, recently bolstered by a \$40 billion fortune donated by investor Warren Buffet. If more billionaires from the private sector could be enticed to invest in developing nations, the payoff for both the investors themselves, as well as for the developing world, could be huge.

If private investors and Western governments fail to act soon to assist poor nations, the results could be an increase in rogue aid – aid deemed less transparent than that given by reputable lenders, often coming from nondemocratic regimes. The prime example of rogue aid would be the economic assistance being given out to nations such as Nigeria by China. With the world's largest reserve of foreign exchanges, at \$1.06 trillion, China is beginning to flex its economic muscle in the previously untested waters of development assistance. What worries many experts, however, is the lack of transparency and controls involved in lending huge sums to poor governments (Naim).

The example of the Nigerian railway is a case in point. The three railways operated by the Nigerian government, all notoriously corrupt, were in bad need of repair. As the World Bank sought to finalize a \$5 billion project that would bring in private companies to assist in the revitalization of parts of the railways, China stepped in and instead offered \$9 billion to



reconstruct the entire network without any conditions attached and without any need for the government to reform. This example is indicative of China's activities across the continent. In 2003 aid from China to Africa reached the level of \$700 million; in 2005 and 2006, that number more than tripled to almost \$3 billion each year (Naim).

China's goal in providing this kind of 'no-strings-attached' aid is likely to build good will with African nations and gain access to the kinds of resources and raw materials that are vital to China's rapidly expanding economy – most notably oil, which Nigeria is awash in. And while this tactic of using aid to advance political and economic interests abroad is not new – the Americans and Soviets routinely propped up loyal dictatorships during the Cold War – it is bound to harm the more legitimate lending institutions that have made strides in tackling institutional problems since the early 1990's. The combination of the news media and new watchdog groups has ensured that both lending institutions and developing country governments have had to clean up their acts, or else face international condemnation. With China's new approach to aid disbursement, corrupt governments will once again be free to do as they wish with aid, harming ordinary citizens in the process (Naim).

Similar, though smaller-scale, problems exist as other nations with cash to burn, such as Venezuela, Iran, and Saudi Arabia, attempt to gain some influence through distribution of aid – Venezuela to the Cuban government, Iran to Hezbollah and Hamas, and Saudi Arabia to religious schools in Pakistan. All of these transactions pose serious threats to the world order that the West is trying to foster, but without increased action on their part, this trend is likely to continue.

The action necessary to reverse course and create a viable plan for assisting developing nations needs to be spearheaded by the World Bank, as it is the world's premier development

assistance organization. The current state of affairs at the World Bank, however, hardly lends itself to creating meaningful change. The president of the bank, Paul Wolfowitz, is currently under heavy pressure to resign over a scandal in which he secured a transfer, promotion, and pay raise for his friend Shaha Ali Riza in a manner that the bank's staff association says violated bank rules (Weisman). Despite the association's calls for his resignation, as well as pressure from many European nations, Mr. Wolfowitz has so far refused to quit his post. While he maintains that it would cause unnecessary turmoil at the bank, it is clear that the majority of his staff has lost faith in him over a wide range of issues.

In order to chart a new course in development assistance for the rich nations of the world, it is imperative that Mr. Wolfowitz step down and be replaced by an individual capable of forcing the developed world to look at the consequences of its inaction. Working with organizations such as the EU and the G8, a new president must secure fresh commitments from donor nations to meet their 0.7% goals by 2015. The establishment of the proposed 'road maps' for European donors would be one step in the right direction, and should be expanded to cover non-European nations such as the United States, Japan, and Canada. In this way developing nations will be able to once again have faith in the promises made repeatedly by the West, and will not have to rely so heavily on aid from non-democratic nations such as China.

Furthermore, the World Bank should seek to bring China's aid policies in line with the rest of the donor world and make use of a China's extensive foreign reserves in a controlled and viable manner. By creating new partnerships with nations such as China and reevaluating their priorities, the rich nations of the world, in conjunction with private philanthropic foundations, can hope to provide the economic backing to achieve the Millennium Development Goals and create lasting improvements in some of the world's poorest nations. This type of economic

initiative must go hand in hand with continued efforts to address the remaining two pillars of sustainable development, environmental protection and social development.

### **Environmental Protection**

Easily the most notable environmental issue in the world today is the topic of global warming and climate change. There is by no means room in this paper to discuss even the basics of such a broad topic, but an overview is nevertheless due. While the past few years have seen a significant scientific consensus regarding the causes and nature of global warming, there is still significant debate over how governments and the human race as a whole should address the problem. Curbing emissions will take a concerted international effort that will involve regulating industries' emissions from factories and the like, pursuing sources of cleaner forms of alternative energy, and altering our lifestyles that contribute so heavily climate change, particularly in the developed world.

While the rich world has the resources to adapt to the changes that will be necessary, the same cannot be said for developing countries. For instance, China's lust for coal comes as a result of its rapid industrialization and economic growth. If China were to switch to more expensive, alternative forms of energy, its economy would be strained at best, resulting in economic and perhaps political turmoil. Many developing nations find themselves in similar situations. While the West built its economic empire on the back of coal, oil, and other dirty fuels, the developing world is now being told that they cannot do the same. It remains to be seen if the initiatives currently being undertaken to create 'greener' industries will bring about the desired results without increased action on the part of governments who may very well need to push these industries further than they are willing to go on their own.

Despite the fact that nations should be moving towards cleaner forms of energy, the quest for oil has never been a higher priority for societies the world over. What many do not yet realize is that this quest may very well soon be overshadowed by a scramble to secure and even more basic necessity – fresh water. Oil, fresh water, along with timber and many types of minerals are all precious resources that must be managed properly and delicately, as mismanagement could spell not only economic trouble for one nation or another, but could easily provoke an international conflict.

The developing world is rapidly industrializing, particularly China and India, two nations who together house one-third of the world's population. These nations, along with many others, are gaining an increased appetite for resources such as oil and water which, when combined with the western world's already voracious appetite for these limited resources, presents serious problems of sustainability. In light of this, many nations are now rethinking their global strategy to ensure access to adequate quantities of these precious resources.

The new global security system, focused on access to resources as a matter of national security, has already, and will continue to shift the focus of conflict away from former Cold War hotspots, such as Germany, to previously unconsidered areas such as the Persian Gulf, the Caspian Sea, the South China Sea, major rivers that traverse international boundaries (such as the Nile and Euphrates) and central Africa. These are the homes to large oils reserves, plentiful sources of fresh water, old-growth timber, and precious gems and minerals.

Without a doubt, the most hotly contested natural resource on Earth is oil. It is the lifeblood of industrialized societies, being necessary to run machinery, operate automobiles, heat homes, and provide electricity. Because of this reason many nations have recently contributed a great deal of their military assets to assuring that their supply of oil is not interrupted. While oil

can be found the world over, from China, to Russia, to the United States, to Venezuela, by far the largest oil reserves in the world can be found in the Persian Gulf region, with Saudi Arabia, Iraq, the United Arab Emirates, Kuwait, and Iran being the top five producers of oil in the world (Klare 45).

But the Persian Gulf is not the only region of the world that could erupt into an oil-driven conflict: newly detected reserves of oil in both the Caspian Sea and the South China Sea have caused a spike in tensions in both of those regions. What complicates the situations in the Caspian and the South China Seas is the fact that the oil in both regions is claimed in part by several different nations that border the area as part of their EEZ's (Exclusive Economic Zone), which, according to the International Law of the Sea, extends 200 miles from a nation's shorelines. The problem here, in the case of the Caspian, is that it is not clear if the Law of the Sea applies to it, as both Russia and Iran contend that the body of water is a lake, and thus falls under different guidelines, which include historic use, a major plus for both nations.

The case of the South China Sea is perhaps even more complex, with several nations including China, Vietnam, the Philippines, Brunei, Indonesia, Malaysia, and Taiwan all laying claim to part of the vast oil reserves suspected to be under the sea. At the center of the conflict are the Spratly Islands, an archipelago of nearly 400 small, rocky, and often barely visible islands that cover over 80,000 square miles of ocean in the South China Sea (Klare 119). China has laid claim to the entire group of islands, which would give it significant rights to the majority of the oil reserves in the South China Sea. China's claim, however, has been contested by the other nations bordering the sea, resulting in Vietnam and China engaging in low-level naval warfare on occasion, with China most often prevailing.

These conflicts over oil will not be easily resolved. The current international agreements that govern rights to these resources are inadequate for such complex situations. Without a sound diplomatic solution, the nations in these areas will resort to ramping up their military capabilities in order to deter other nations from interrupting their flow of oil. In many cases more developed nations will create agreements to provide these nations with military capabilities in return for access to their oil; the United States has sought to do this in the Caspian Sea region, and no doubt will do so in the South China Sea, in addition to its already significant naval presence in the area.

While oil may provoke the heated international debate, especially among the major powers of the world, water, on a more regional basis, is also a strong candidate for provoking conflict in the arid and semi-arid regions of the world where access to water is limited. With the average human requiring 265,000 gallons of water per year, fresh, potable water is a highly valued resource. Making it all the more valuable is the fact that of the 3% of the world's water that is fresh water, less than 1% of the world's fresh water is accessible to the human population, as much of it is either locked in glaciers or deep underground (Klare 143). The limit of fresh water relates directly to one of the MDGs, specifically the target of halving the number of people without access to safe water and sanitation by 2015. According to the 2006 MDG report, while the world is on track to meet its target for those with access to improved water sources, it is unlikely to match this feat in terms of sanitation (UNDESA).

Limited international conflict and tension over access to water has already occurred in the Nile, Tigris-Euphrates, Jordan, and Indus river basins, to name a few. Often conflict is the result of an upstream nation damming a river to create hydroelectric power or siphoning off water for irrigation projects, leaving those downstream with less water for their growing populations. The case of the Nile river basin is interesting, however, because the nation at the mouth of the river,

Egypt, has long intimidated its upstream neighbors into compliance with its heavy use of the Nile's waters.

The Nile is shared by a total of nine countries, Burundi, Congo, Egypt, Ethiopia, Kenya, Rwanda, Sudan, and Tanzania. With Egypt being the dominant military power in the region, its interests have often been served at the expense of other nations. The only nation to actually sign an agreement governing the allocation of water with Egypt is Sudan, with Egypt receiving 55 billion cubic meters (bcm) per year, and the Sudan 18.5 bcm per year. The other upstream nations have made few moves to harness the Nile, in light of threats by Cairo, such as when President Anwar Sadat threatened to bomb irrigation projects in Ethiopia that would have diverted water from the Nile. Open conflict could certainly break out in the coming years as populations grow and the upstream nations are forced to access Nile waters for the purpose of survival.

Situations similar to the Nile exist in many areas of the world. As mentioned before, the Jordan, Tigris-Euphrates, and Indus river basins have experienced conflict over rights to water, but one key difference between these situations and the scenario in the Nile is that there have at least been attempts by nations to reach a water-sharing agreement, and while some have failed, there is at least hope of continuing dialogue. The Jordan River is shared by Israel, Jordan, and Lebanon, with the populations of these nations expected to more than double over the next fifty years. The Tigris-Euphrates is shared by Iraq, Syria, and Turkey, a region that will see a population increase of close to 90% over the next fifty years. Lastly, the Indus River is shared by Pakistan and India; two nations who have a long and violent history and also share the problem of rapidly increasing populations.

What these scenarios show is that these areas of potential conflict will continue to become more volatile with each passing year, as the same amount of water must be used for more and more people. Military action by these states to secure their rights to adequate supplies of water will be a likely course of action if other alternatives to the problem are not pursued.

Oil and water are, unfortunately, not the only natural resources on the planet that are the cause of contention. On a national and local level the prospect of conflict over timber, gems, and minerals exists as well. There are currently conflicts over these resources in Angola, Borneo, Brazil, Burma, Cambodia, Columbia, Congo, Indonesia, Liberia, The Philippines, and Sierra Leone (Klare 2008). In nearly all cases warlords, government officials, or rebel groups all vie for control over regions rich with these resources in order to extract whatever profit they can from the land; most often using the money to enrich themselves and to finance wars. While these situations may not garner as much attention as international disputes over water or oil, they are just as important to the stability of many areas of the world.

With much of the world now poised to resort to military action in order to protect the natural resources that are key to their economies, a peaceful way to govern the distribution of resources must be found. Any successful method of allocation is going to depend heavily on international institutions such as the United Nations to provide the structure necessary to bring together nations in conflict with one another. The problems posed by the limited resources in the world can only be solved by collective action. The Law of the Sea and the EEZ's that it defines must be revisited in light of complex situations such as the one in the South China Sea. Regional water-sharing agreements must be reached by nations sharing a common source of fresh water, such as those in the Nile River basin. And of course, the international community needs to



address 'resource wars' that are occurring on local levels by banning goods such as the 'blood diamonds' of Sierra Leone that are being used to finance wars in many developing nations.

Different regimes must be established to coordinate and execute international plans for dealing with the problems posed by the environment and natural resources in a sustainable and manageable way. By instituting these systems of international cooperation, more effective solutions can be implemented, and the 'free-rider problem', where a handful of nations reap the benefits of agreements without making any sacrifices, can be more easily controlled through international sanctions and other actions.

The problems posed by the global environment require truly global solutions, because the world is one very large ecosystem. International agreements will not be truly functional until all members of the United Nations agree to them. These types of solutions require a liberal point of view that places hope in international cooperation. The process of globalization is making the world a smaller and smaller place, and nations can no longer afford to ignore the actions of one another. By cooperating with one another, the nations of the world can work towards sustainable development, the type of development that will ensure that there are just as many resources for the next generation as there are for us today.

### **Social Development**

It is clear that the previous two pillars of sustainable development have serious implications for the third pillar, social development. With economic issues regarding aid threatening to further impoverish those in developing nations, and many countries finding themselves in conflict over limited resources, methods to allocate both economic and

environmental resources in a sustainable manner must be established before these issues further imperil social development, perhaps the most important pillar of all.

Social development refers broadly to improving the ability of a society to fulfill its objectives. This can include human rights issues such as religious freedom, democratization, labor rights, and women's rights, issues regarding education, and may also include public health issues such as prevalence of infectious disease, maternal health, and child mortality rates – all specifically mentioned in the MDG's.

With economic prosperity often comes political stability, increased education, and therefore more calls for democratic ideals and fundamental human rights. Similarly, with sound environmental protection policies, disease can be reduced, drinking water and sanitation can be made more widely available, and overall public health will be better off for it. Social development is very much a product of economic and environmental development. Yet at the same time, it requires aspects of social development to address economic and environmental concerns.

Perhaps the most important indicator of social development is the level of education in a given nation. While it is difficult to say that public health or human rights are less important, only education has the potential to affect the other factors in such a meaningful and significant way. By focusing on education a population can become more aware of the risks of disease, attempt to organize politically, better understand the global marketplace, and build upon more effective ways to manage the environment. With education having the power to do some many things and have such a wide reaching effect, it is important that a recent U.N. initiative, put forth through the U.N. Education, Scientific, and Cultural Organization, meets with worldwide success.

## **The U.N. Decade of Education for Sustainable Development**

In conjunction with the MDG's, the United Nations Education, Scientific, and Cultural Organization (UNESCO) launched an initiative in 2005 named the 'Decade of Education for Sustainable Development'.

The United Nations Decade of Education for Sustainable Development is a complex and far-reaching undertaking. The environmental, social, and economic implications are enormous and touch many aspects of life of the world's population. The overall goal of the DESD is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations. (UNESCO) This initiative is being conducted along with national partnerships that have been established in the United States, Germany, and Japan, while nations such as the Philippines, India, Portugal, Greece, and Sweden are busy building similar partnerships. They seek to make the resources necessary to integrate the topic of sustainable development into all levels of education available to policy makers and educators across the world. This is a bold program, and frankly one that should have been created as a precursor to the Millennium Development Goals, rather than as what seems like an afterthought.

Regardless of the time timing, this type of program is precisely what is needed to help grow today's children and young adults into responsible members of the international community, and to raise awareness in the adult population of sustainable development practices. The DESD outlines several groups that it seeks to target, which reflect the vast majority of society. They are:

- Government
- Faith Communities
- Business

- Higher Education
- Secondary Education

By targeting each of these groups in specific manners tailored to each, the DESD hopes to reach a vast majority of the population with its educational initiatives. In order to do so it has developed what are described as four key ‘action areas,’ they are:

- Promotion & Improvement of Basic Education
- Reorienting education at all levels to address sustainable development
- Developing public understanding and awareness of sustainability
- Training the workforce with the necessary skills to perform work in a sustainable manner

All of these action areas, as well as all of the demographic sectors that the DESD seeks to address are of equal importance. However, for the purpose of my field research I focused specifically on the ‘secondary education’ demographic, meaning high school students.

### **High School Development Survey**

The field research for this project was conducted by administering a sample survey to four public Rhode Island high schools: Barrington High School, East Providence High School, North Kingstown High School, and Westerly High School. The survey, which can be found in the appendices (along with an answer key), consisted of 10 multiple choice questions concerning random facts about development issues, such as the cost of preventing malaria, how many illiterate people live in the world, and how much the United States gives to foreign aid. While eight of the questions were objective, two were opinion questions, asking whether or not students supported giving more development aid, and what they considered the biggest threat to the United States to be.

The surveys were emailed to social studies department heads at each school, who in turn administered them to a number of their classes. Students ranging from grades 9 to 12, with 331

males and 290 females participating, completed a total of 621 surveys. A more complete breakdown of the data, such as the total participants from each school and the proportion taking the survey from each grade can be found in the appendices, as well as the results displayed in graphs broken down by gender, grade, and school district.

The results from the survey yielded the following facts:

- Out of the 8 objective questions, the overall sampling body produced a majority of correct answers only for question 2. It produced a plurality of correct answers in 4 other cases. In two cases the correct answer was between a plurality and minority, and students produced minority of correct answers for one question.
- Out of the 8 objective questions, males had a higher percentage of correct answers, averaging 5.5% more than females.
- There was no significant correlation between grade level and the ability to answer the objective questions correctly. This points to the fact that these are not issues specifically taught in high school classrooms.
- A vast majority (84%) understood that Africa is the poorest continent on Earth.
- Significant pluralities (38-48%) of students understood that it costs only \$5 to help prevent malaria, that the three richest people in the world own more than the poorest 48 nations, and that the United States has the largest inequality gap of developed nations.
- Only 20% of students understood how little the U.S. gives to ODA, while only 25% realized the extent of illiteracy in the world.
- Only 14% of students understood how much control the richest 2% of the world has over the global marketplace.
- While 2/3 of students surveyed were in favor of increasing U.S. foreign aid, only slightly more than half the males surveyed favored this, compared with 4 out of 5 females favoring increased aid.
- Nearly 60% of students felt that terror, nuclear war, and global warming were all equally significant threats to U.S. security.

From these results it is clear that following conclusions can be drawn:

- 2/3 of students (50% of males, 80% of females) favor increased aid to developing nations – this points to an increasing interest and/or understanding of the importance of international development. Students realize that we live in an interdependent world.
- There was significant correlation between grade level and number of correct answers – this points to a lack of formally instituted development education. Students are not apt to learn more about these subjects as they progress through high school.
- Students clearly understand what is at stake; the importance and significance of development work is not lost on them, yet they need to be empowered with the proper knowledge to affect change.
- The Decade of Education for Sustainable Development must be accelerate initiatives by working with the Department of Education to provide schools with legitimate development education materials and establish statewide and perhaps national standards regarding what is taught in these classrooms.

## **Conclusion**

Development education is essential if the world hopes to increase efforts to meet the U.N. Millennium Development Goals. Without a constituency educated on the matter and willing to support action taken to increase foreign aid, politicians will be loath pass any such increases into law. This type of public awareness is necessary not only in order to help those in developing countries, but to help those of us in the United States as well. We must be aware of the effects that our actions have on our economy, environment, and society, and on those in other nations. Similarly, we must be aware of how events in other nations can affect us in the United States in significant ways. Educating children and young adults in this manner will help them to become more responsible citizens who understand their stake in the international order.

While educating nearly the entire world, as the U.N.'s DESD hopes to do, is perhaps overly ambitious, it is nevertheless necessary to try. This process can begin by teachers using the

resources that the DESD has collected and made available on its website in their classrooms. From there it can progress to school districts incorporating a bit of development education into a variety of classes: development economics basics in social studies class, public health lessons in health class, environmental management in science class, and social development in various humanities classes – all with an international focus. Without these first small steps, there can be little hope for a more unified and comprehensive educational plan.

While the survey conducted was far from comprehensive, it did reveal interesting trends that should be further investigated. After a trial run many aspects of the survey that could be corrected emerged, and it could easily be expanded upon or edited in order to gain a more significant amount of data from a more diverse population. Only by continually teaching and testing can we hope to educate students about what may be the most significant topic of our generation.

## Appendix 1: Sample Survey

### International Development Survey

Circle One: Male / Female

Grade & Age: \_\_\_\_\_

Please circle one answer per question...

1. There are over 6 billion people in the world, how many do you think live on less than \$1 per day?
  - a. 10 Million
  - b. 100 Million
  - c. 500 Million
  - d. Over 1 Billion**
2. What is the poorest continent per capita (meaning all the money divided per person) on Earth?
  - a. South America
  - b. Africa**
  - c. Asia
3. Every 30 seconds, a person dies from Malaria, a disease spread by mosquitoes. How much do you think it costs to protect 1 person from this disease?
  - a. \$5**
  - b. \$50
  - c. \$175
4. The richest 2% of the people in the world own much more than 2% of the goods on Earth, how much do you think they own?
  - a. 10%
  - b. 25%
  - c. 40%
  - d. 50%**
5. Do you think the United States should do more to help poor countries, even if it means your parents, and one day you, might have to pay higher taxes?
  - a. Yes
  - b. No



6. What do you feel the biggest threat to the United States is?
  - a. Terrorism
  - b. Global Warming
  - c. Nuclear War
  - d. All of the above
7. What percentage of all the money made in the United States in one year (GNI) do you think the United States Government spends on assisting poor countries?
  - a. Less than 0.5%**
  - b. Between 0.5% and 1%
  - c. Between 1% and 3%
  - d. Between 3% and 5%
8. Of the 6 billion people in the world, how many are illiterate?
  - a. 10,000,000
  - b. 50,000,000
  - c. 500,000,000
  - d. 1,000,000,000**
9. How many of the world's richest individuals would it take to have more money than the poorest 48 countries in the world?
  - a. 3**
  - b. 10
  - c. 17
  - d. 90
10. Which developed country has the largest gap between its richest citizens and its poorest citizens?
  - a. Brazil
  - b. The United States**
  - c. Nigeria
  - d. Germany

**Thanks for your help!**

## Appendix 2: Survey Data Statistics & Summary

### Development Survey Statistics (621 Surveys)

#### Westerly High School: 161

Males – 77

9<sup>th</sup> Grade – 26

10<sup>th</sup> Grade – 22

11<sup>th</sup> Grade – 16

12<sup>th</sup> Grade – 13

Females – 84

9<sup>th</sup> Grade – 27

10<sup>th</sup> Grade – 31

11<sup>th</sup> Grade – 17

12<sup>th</sup> Grade – 9

#### North Kingstown High School: 48

Males – 29

10<sup>th</sup> Grade – 9

11<sup>th</sup> Grade – 20

Females – 19

10<sup>th</sup> Grade – 8

11<sup>th</sup> Grade – 11

#### East Providence High School: 165

Males – 85

9<sup>th</sup> Grade – 9

10<sup>th</sup> Grade – 19

11<sup>th</sup> Grade – 37

12<sup>th</sup> Grade – 20

Females – 80

9<sup>th</sup> Grade – 9

10<sup>th</sup> Grade – 20

11<sup>th</sup> Grade – 31

12<sup>th</sup> Grade – 20

#### Barrington High School: 247

Males – 140

9<sup>th</sup> Grade – 87

10<sup>th</sup> Grade – 9

11<sup>th</sup> Grade – 15

12<sup>th</sup> Grade – 29

Females – 107

9<sup>th</sup> Grade – 65

10<sup>th</sup> Grade – 8

11<sup>th</sup> Grade – 21

12<sup>th</sup> Grade – 23

**Totals: 621 Surveys**

9<sup>th</sup> Grade - 221  
10<sup>th</sup> Grade - 126  
11<sup>th</sup> Grade - 168  
12<sup>th</sup> Grade - 114

**Males - 331**

9<sup>th</sup> Grade - 122  
10<sup>th</sup> Grade - 59  
11<sup>th</sup> Grade - 88  
12<sup>th</sup> Grade - 62

**Females - 290**

9<sup>th</sup> Grade - 101  
10<sup>th</sup> Grade - 67  
11<sup>th</sup> Grade - 80  
12<sup>th</sup> Grade - 52

**Percentage Key:**

% = Percentage Correct

p = Plurality

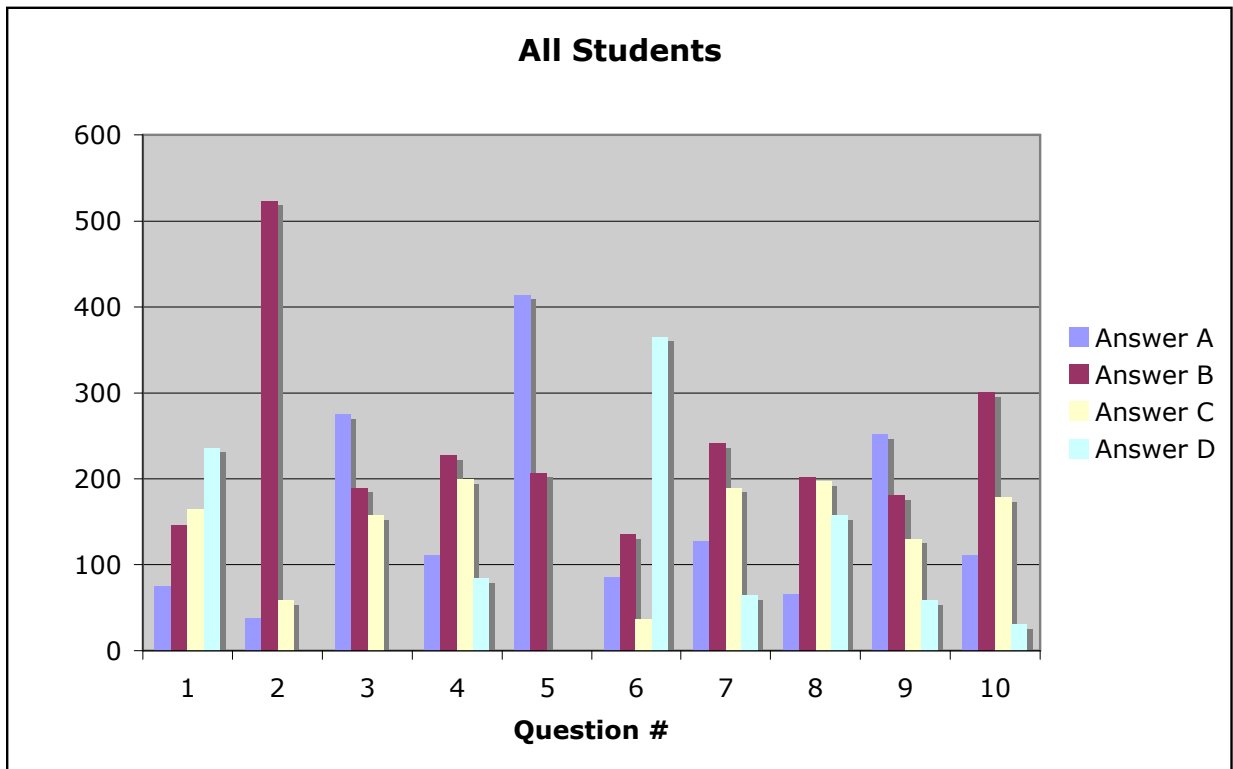
M = Majority

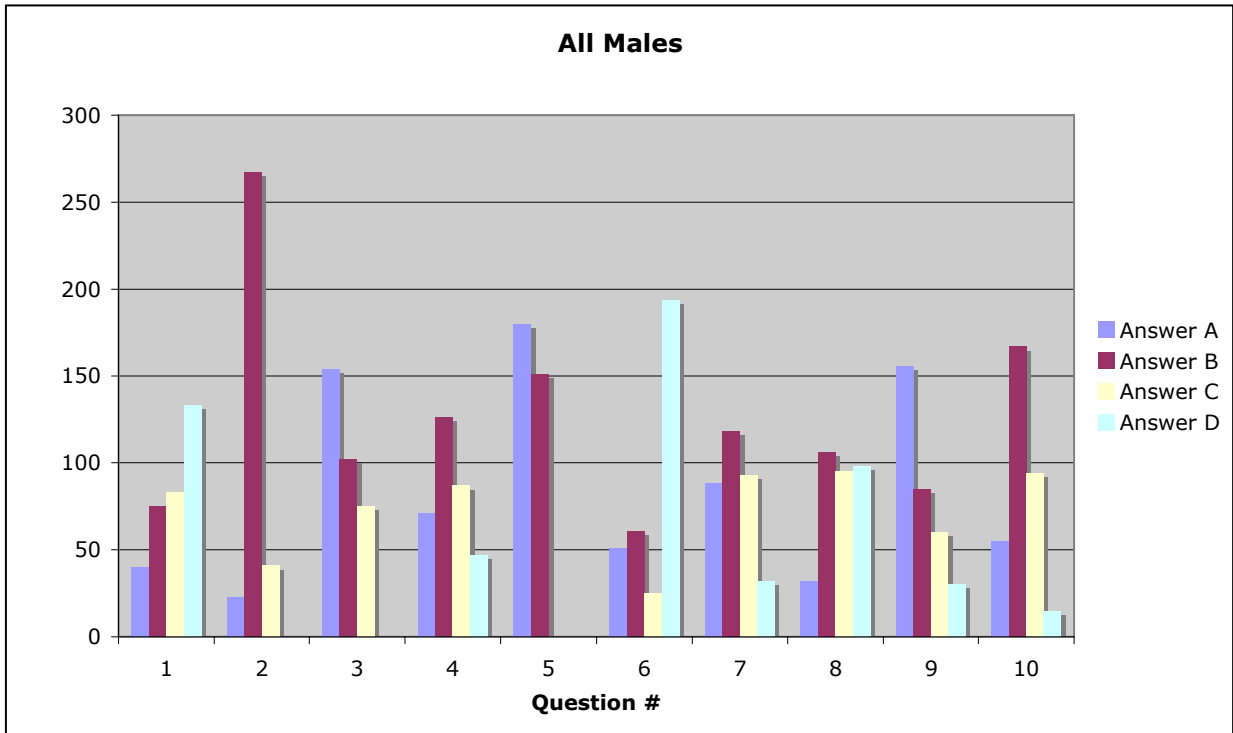
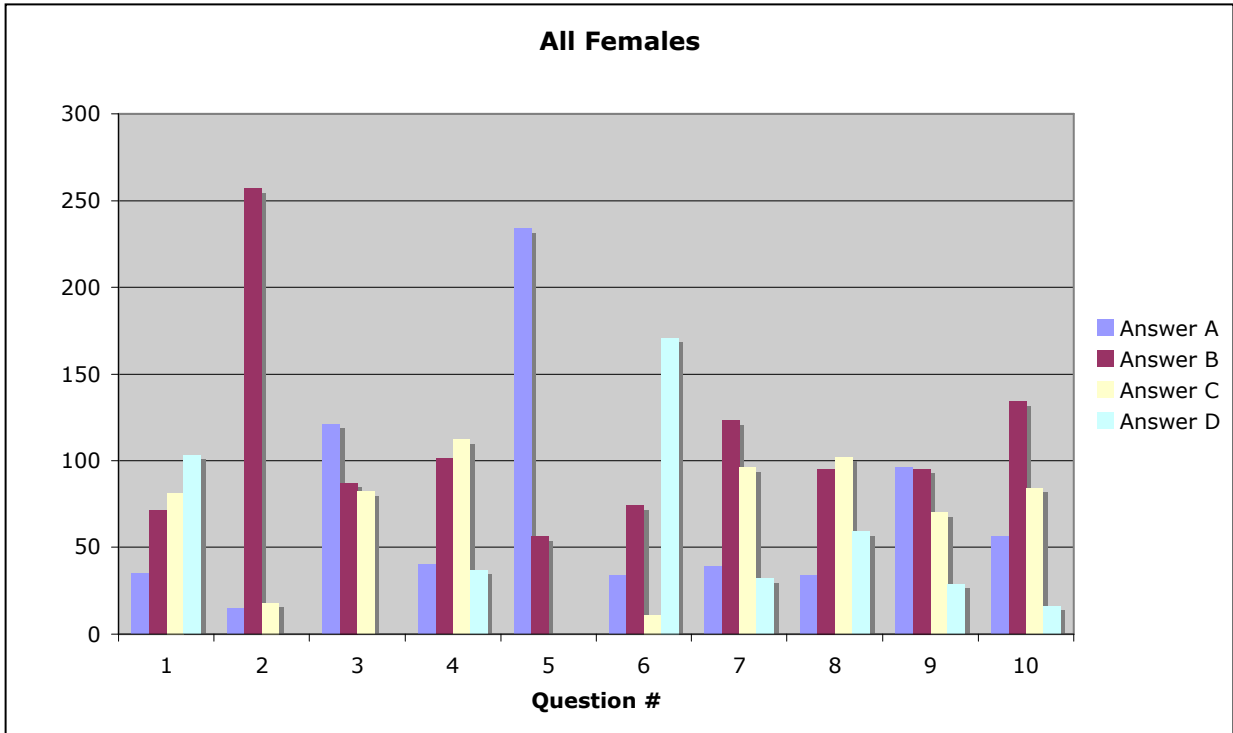
m = Minority

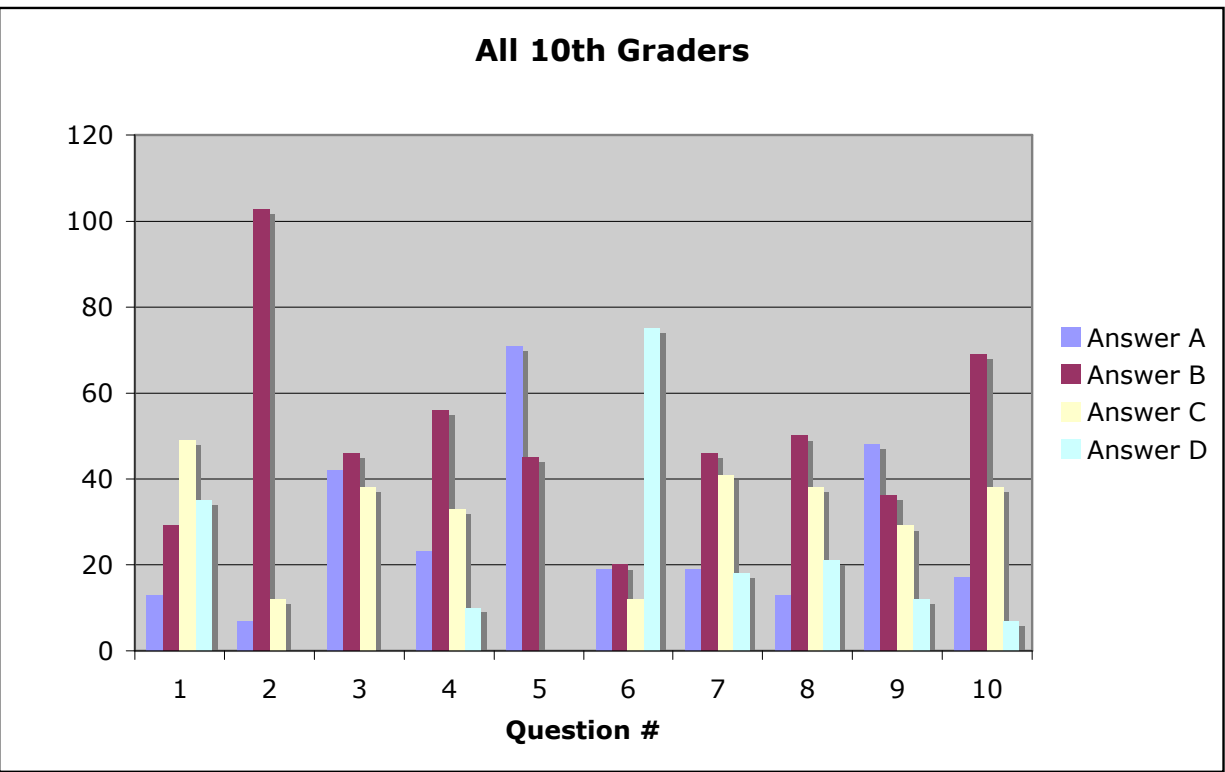
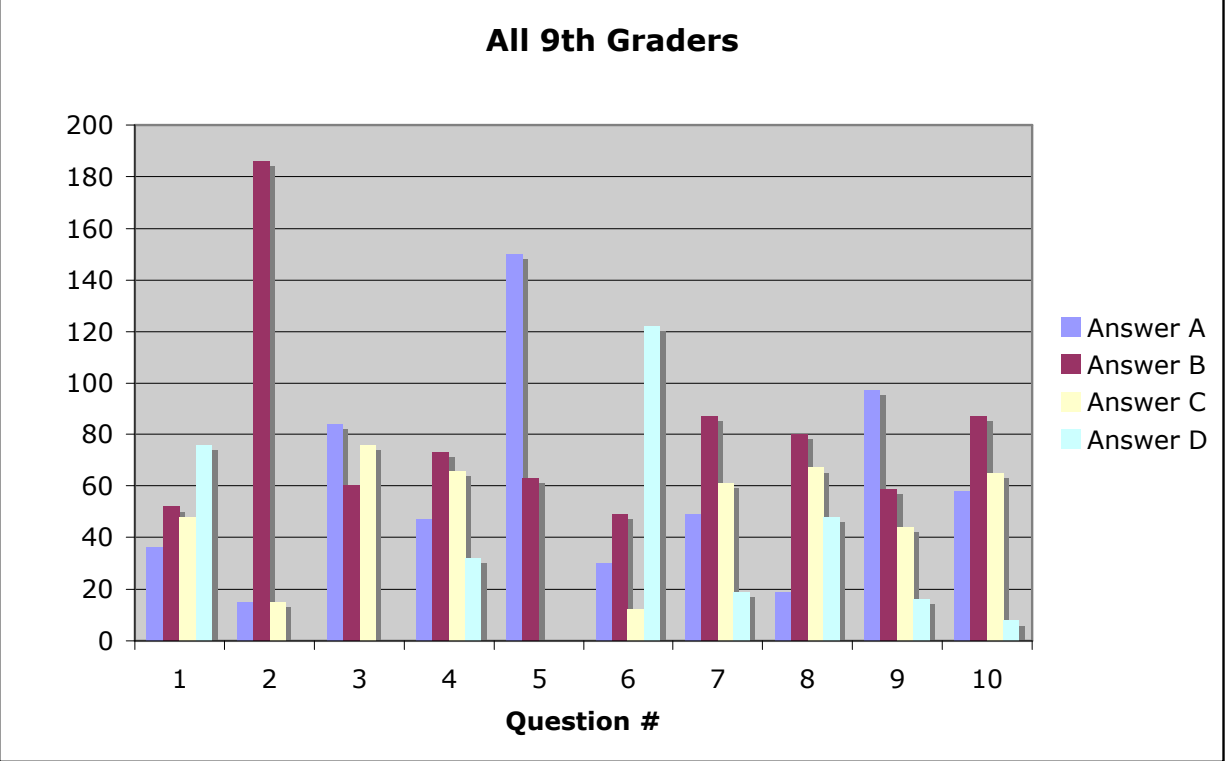
b = Between Plurality & Minority

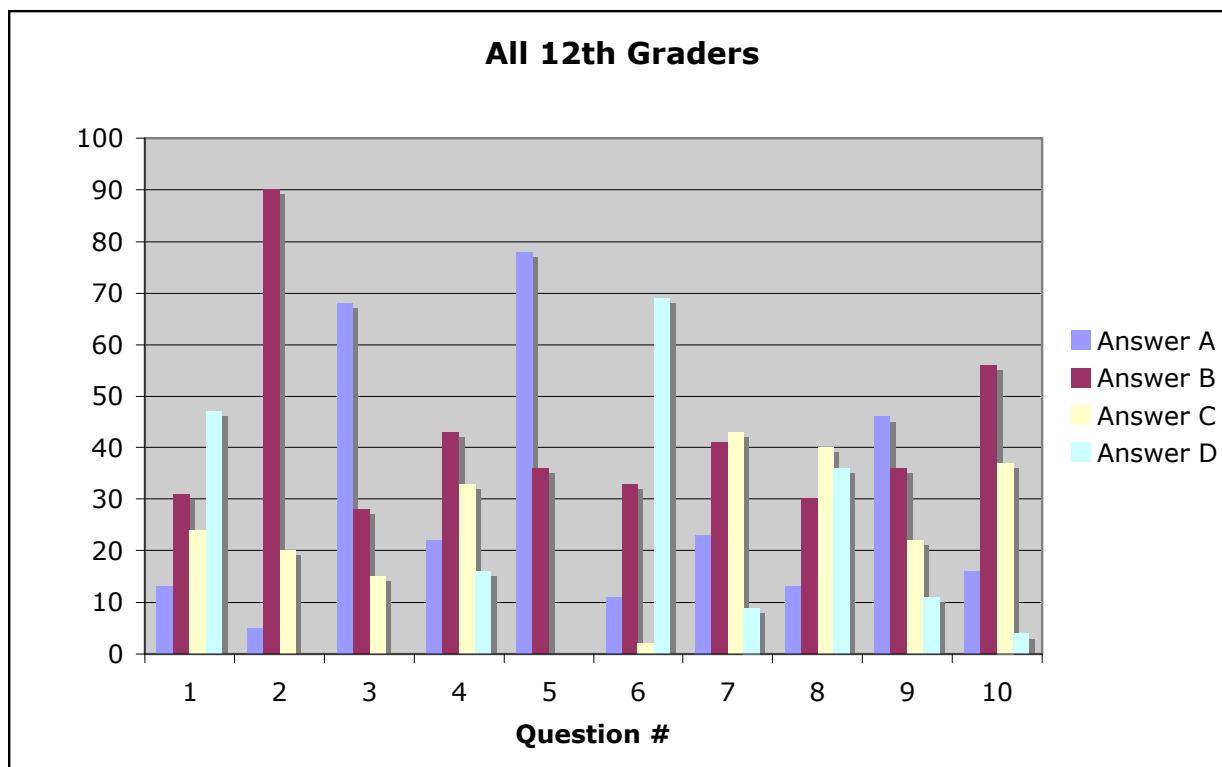
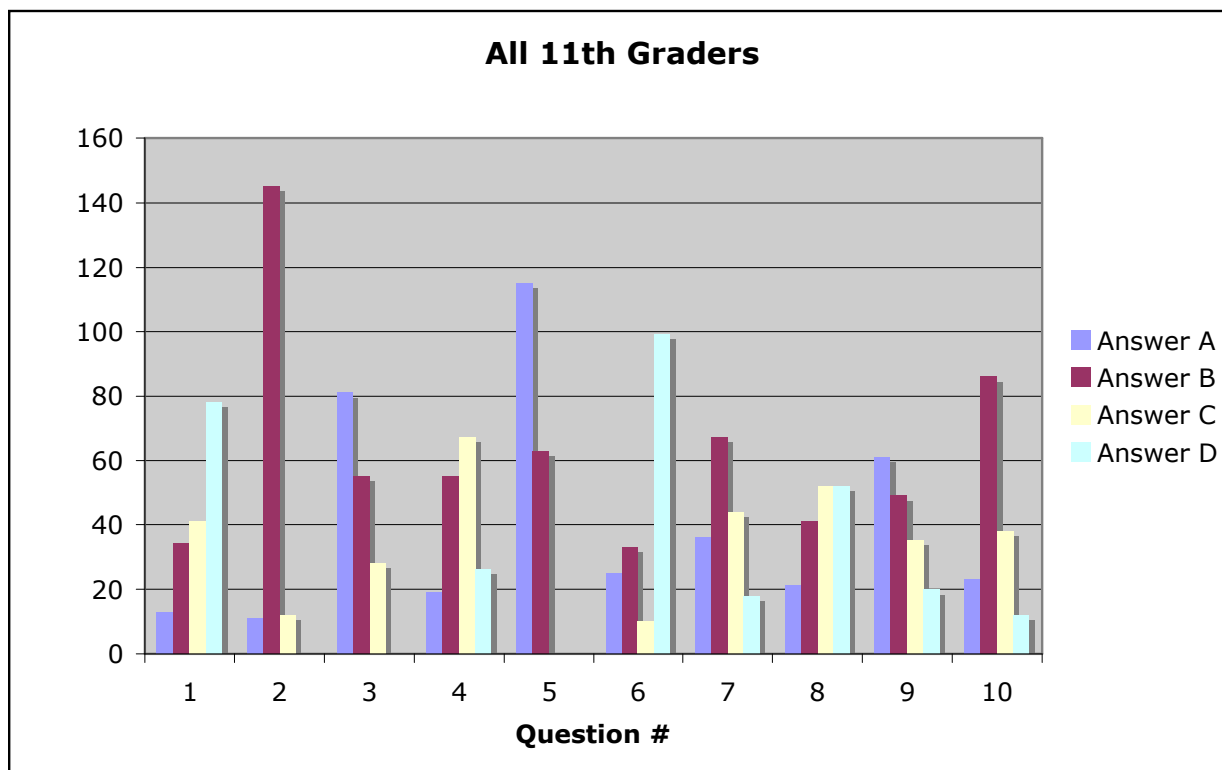
1. **D** (All – 38%p) (Males – 40%p) (Females – 36%p)
  - a. 9<sup>th</sup> - 34%, 10<sup>th</sup> - 28%, 11<sup>th</sup> - 46%, 12<sup>th</sup> - 41%
2. **B** (All – 84%M) (Males – 81%M) (Females – 89%M)
  - a. 9<sup>th</sup> - 84%, 10<sup>th</sup> - 82%, 11<sup>th</sup> - 86%, 12<sup>th</sup> - 79%
3. **A** (All – 44%p) (Males – 47%p) (Females – 42%p)
  - a. 9<sup>th</sup> - 38%, 10<sup>th</sup> - 33%, 11<sup>th</sup> - 48%, 12<sup>th</sup> - 60%
4. **D** (All – 14%m) (Males – 14%m) (Females – 13%m)
  - a. 9<sup>th</sup> - 14%, 10<sup>th</sup> - 8%, 11<sup>th</sup> - 15%, 12<sup>th</sup> - 14%
5. **Opinion** (All - 67% Yes, 33% No)
  - a. (Males - 54% Yes, 46% No)
  - b. (Females - 81% Yes, 19% No)
6. **Opinion** (All - 14% Terror, 22% Global Warming, 6% Nukes, 58% All)
  - a. (Males - 15% Terror, 18% Global Warming, 8% Nukes, 59% All)
  - b. (Females - 12% Terror, 26% Global Warming, 4% Nukes, 58% All)
7. **A** (All – 20%b) (Males – 27%b) (Females – 13%b)
  - a. 9<sup>th</sup> - 22%, 10<sup>th</sup> - 15%, 11<sup>th</sup> - 21%, 12<sup>th</sup> - 20%
8. **D** (All – 25%b) (Males – 30%b) (Females – 20%b)
  - a. 9<sup>th</sup> - 22%, 10<sup>th</sup> - 17%, 11<sup>th</sup> - 31%, 12<sup>th</sup> - 32%
9. **A** (All – 41%p) (Males – 47%p) (Females – 33%p)
  - a. 9<sup>th</sup> - 44%, 10<sup>th</sup> - 38%, 11<sup>th</sup> - 36%, 12<sup>th</sup> - 40%
10. **B** (All – 48%p) (Males – 50%p) (Females – 46%p)
  - a. 9<sup>th</sup> - 39%, 10<sup>th</sup> - 55%, 11<sup>th</sup> - 51%, 12<sup>th</sup> - 49%

**Appendix 3: Graphs – Survey Summaries  
By Gender, Grade, & School District**

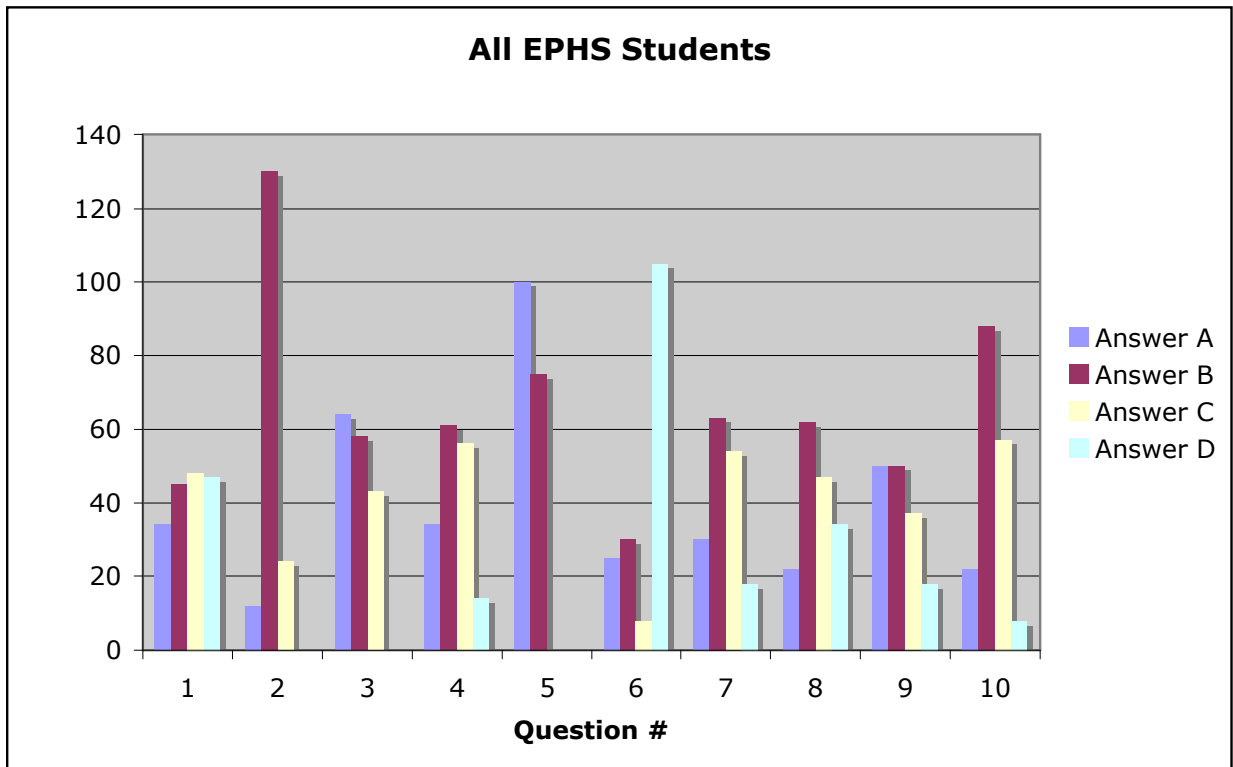
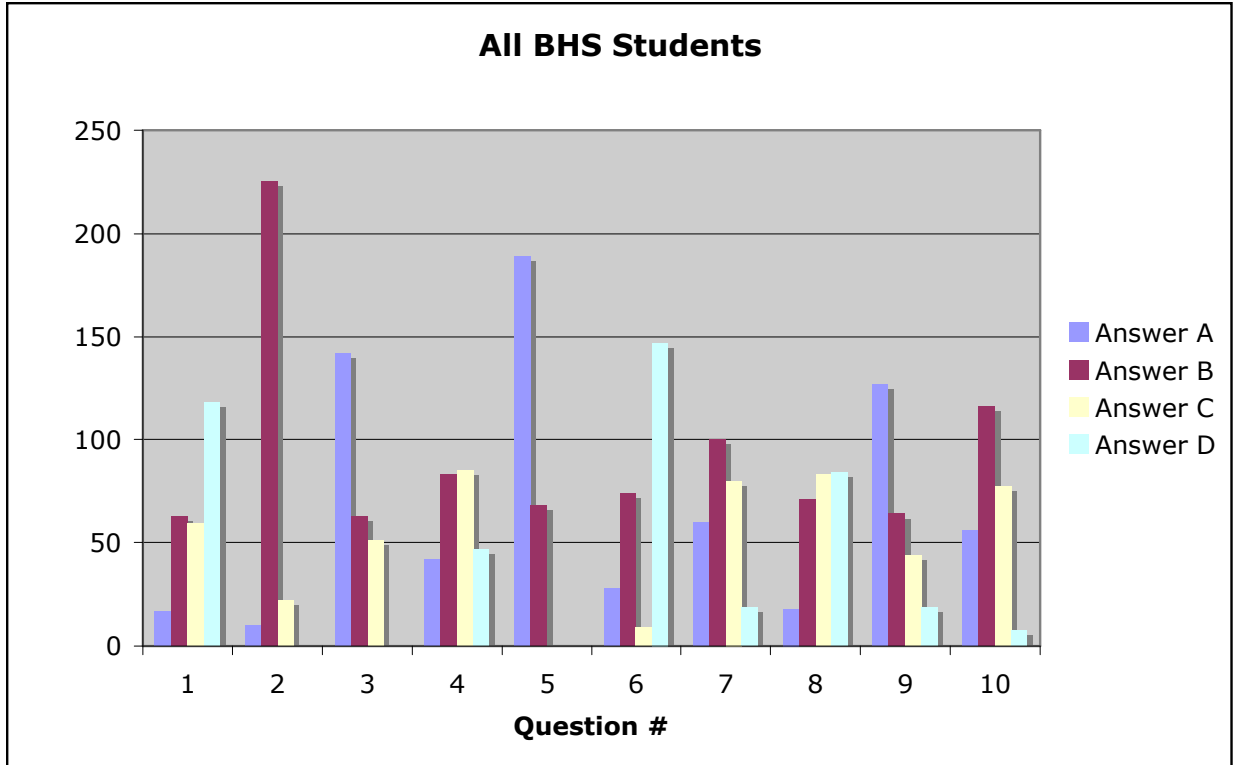


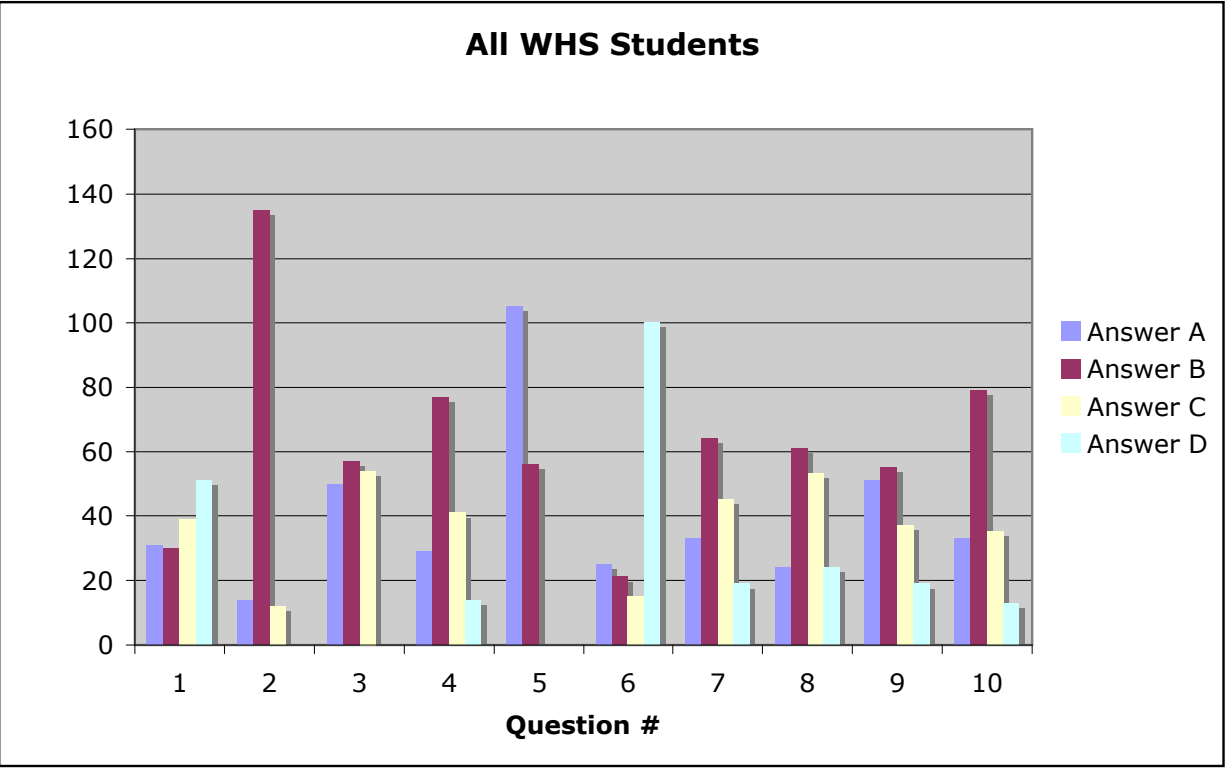
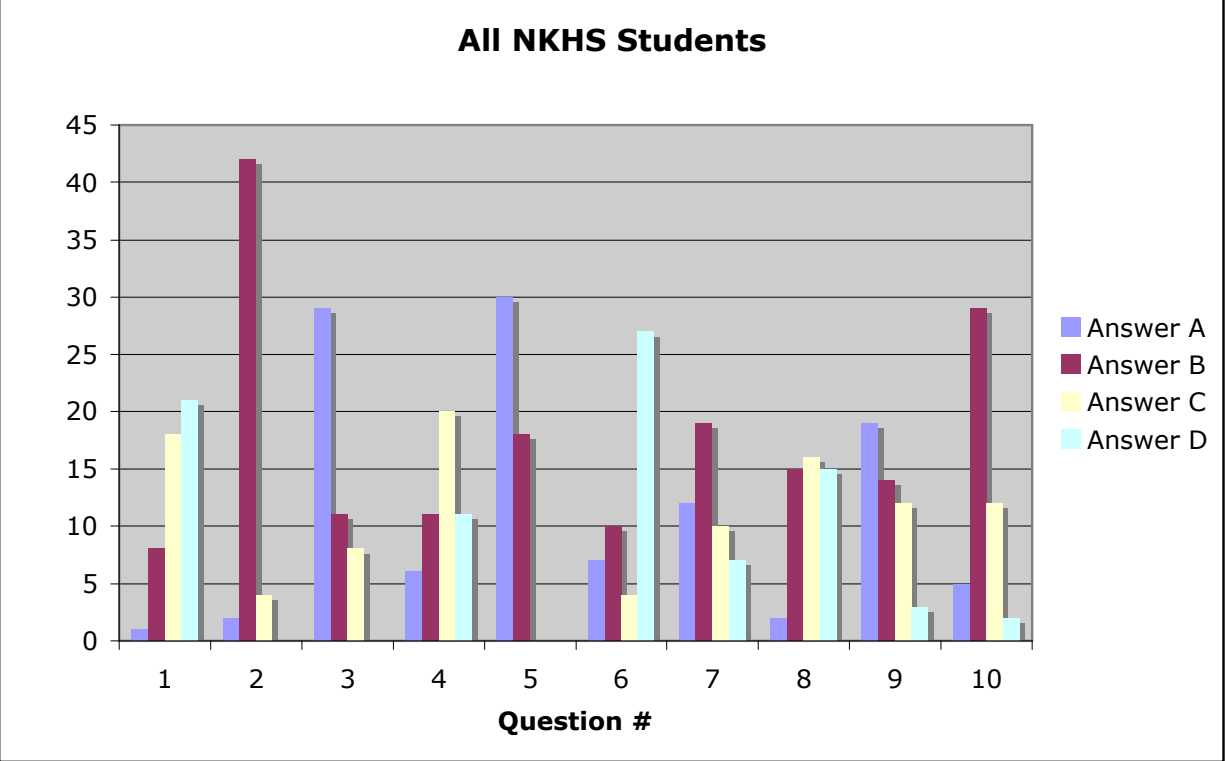




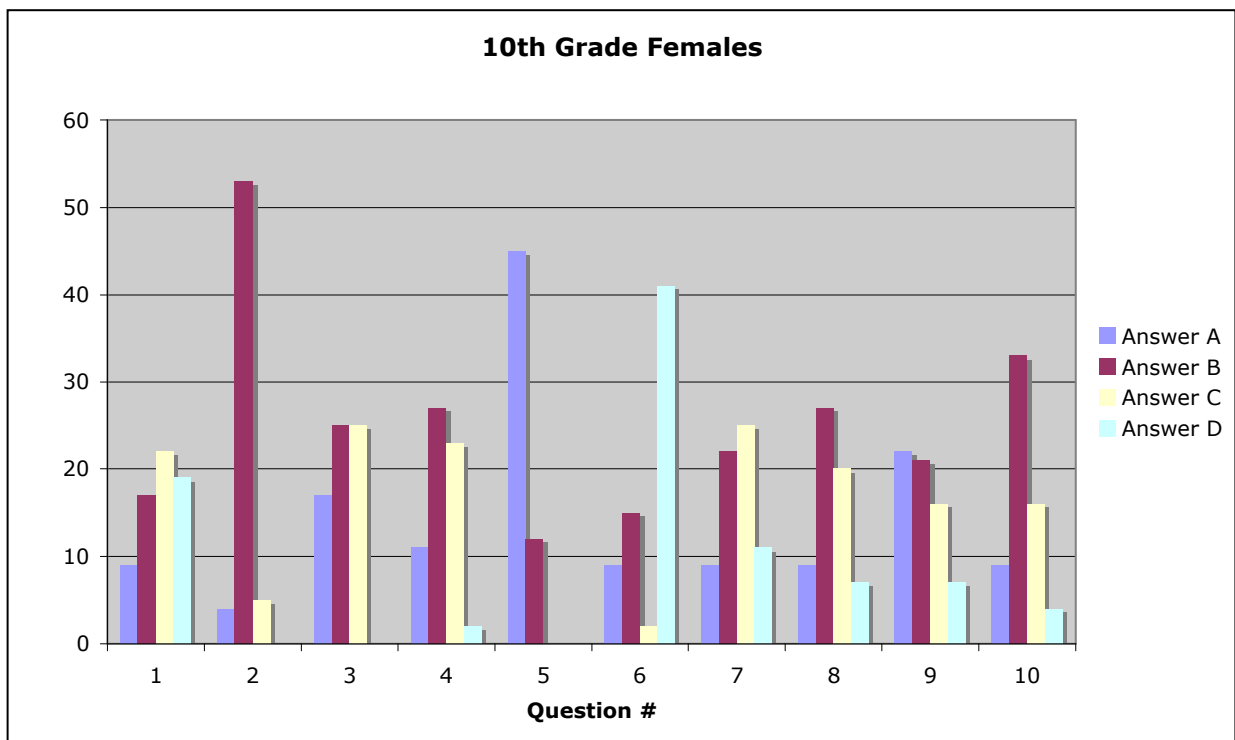
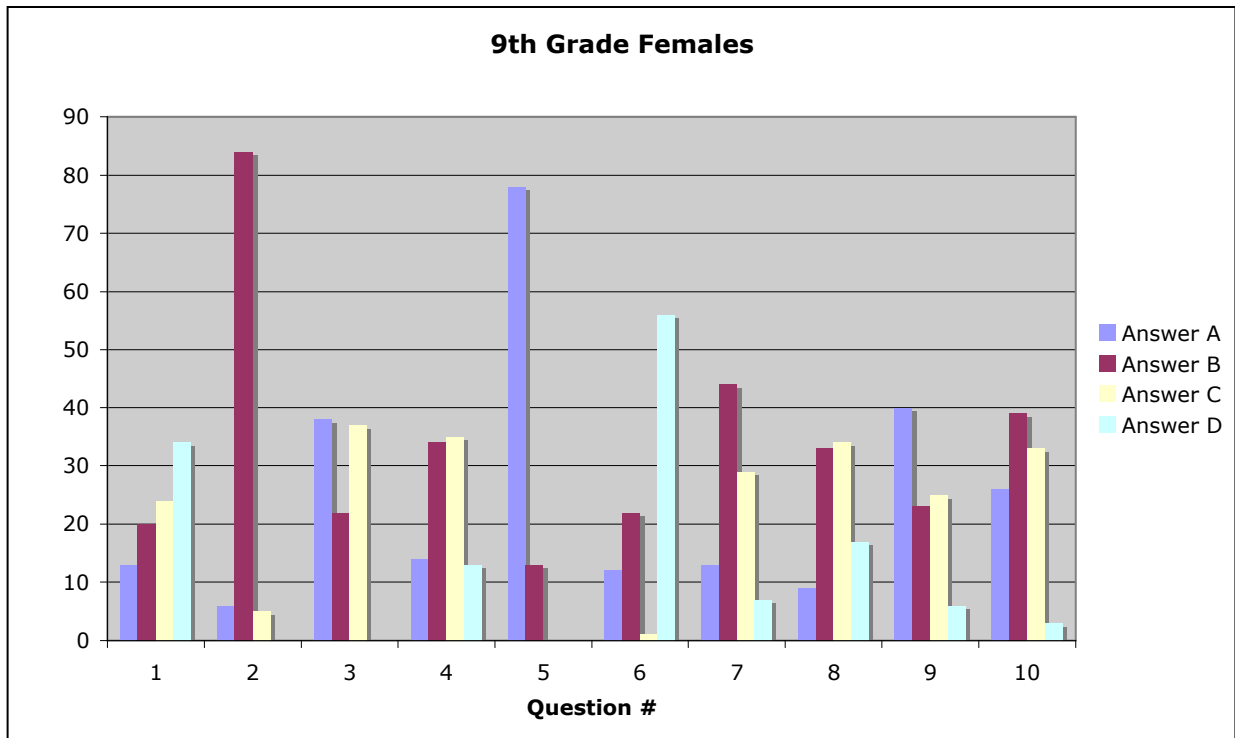


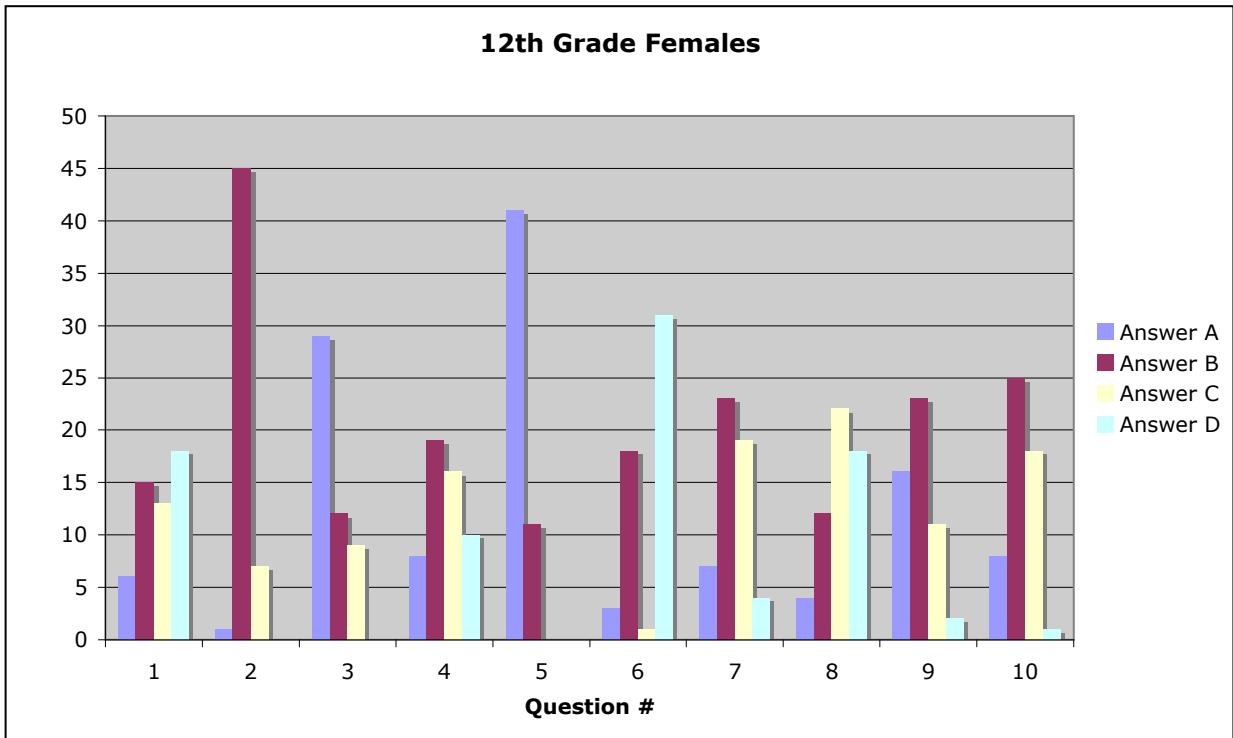
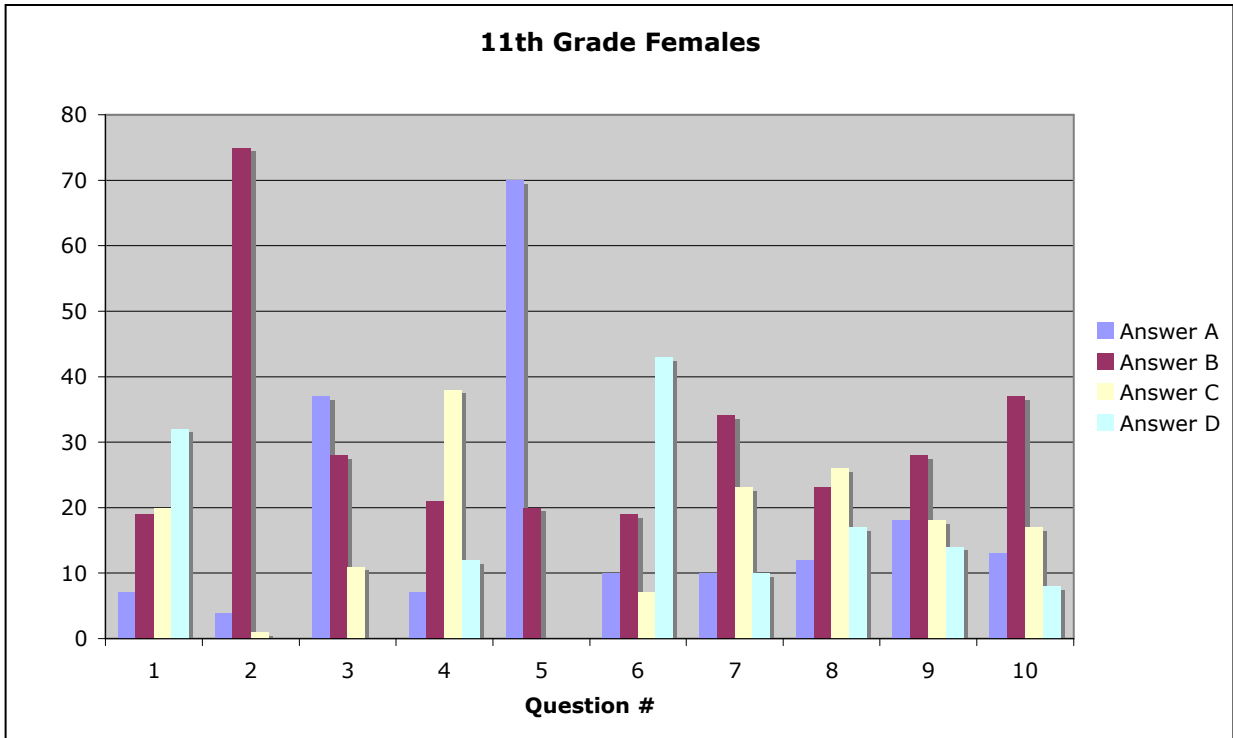




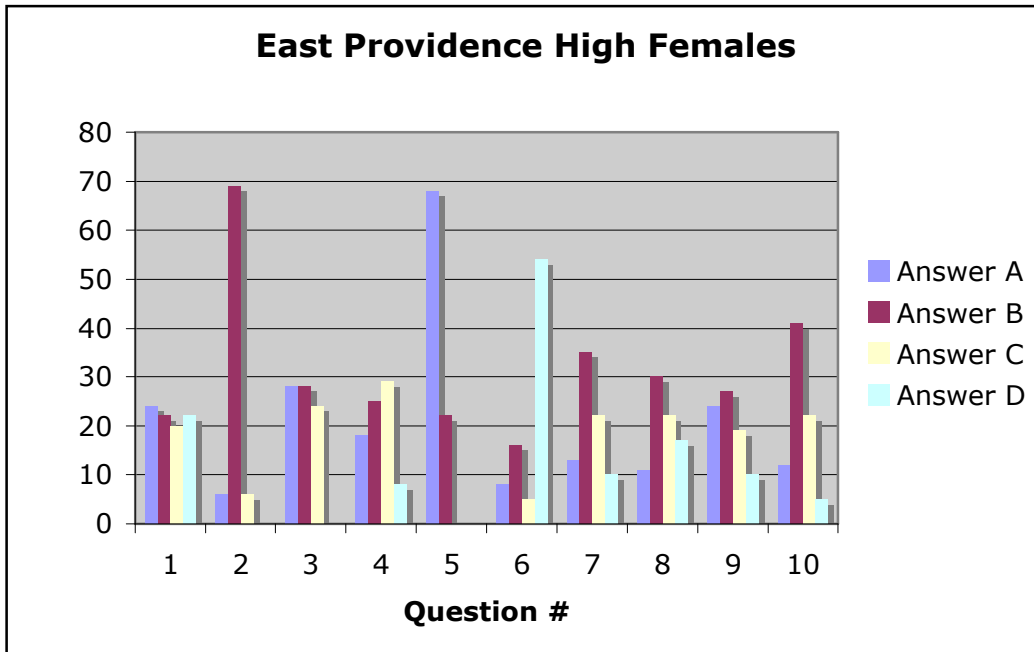
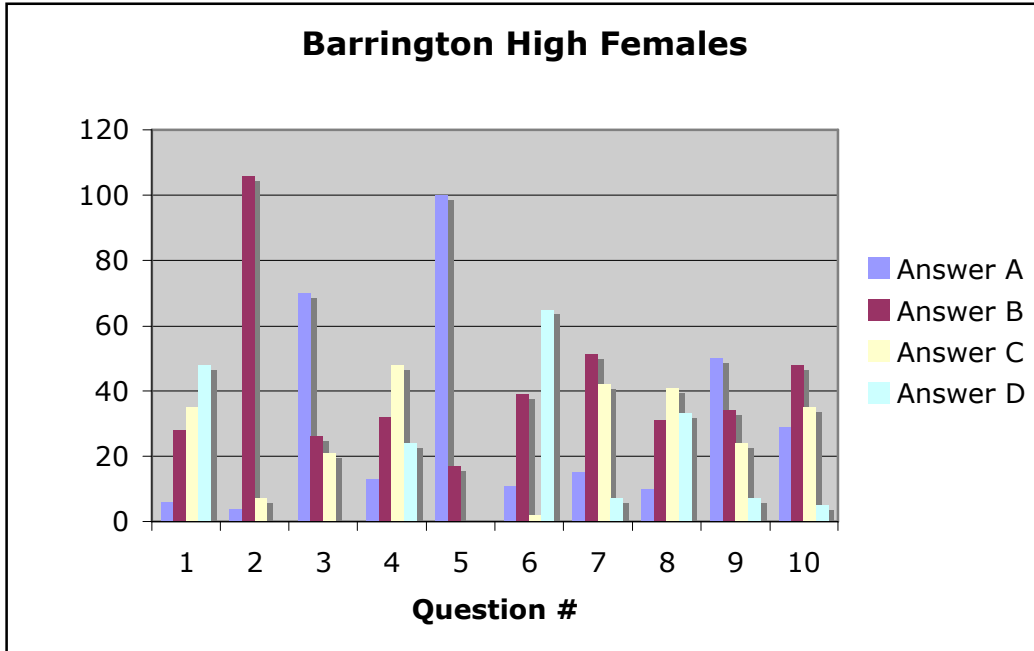


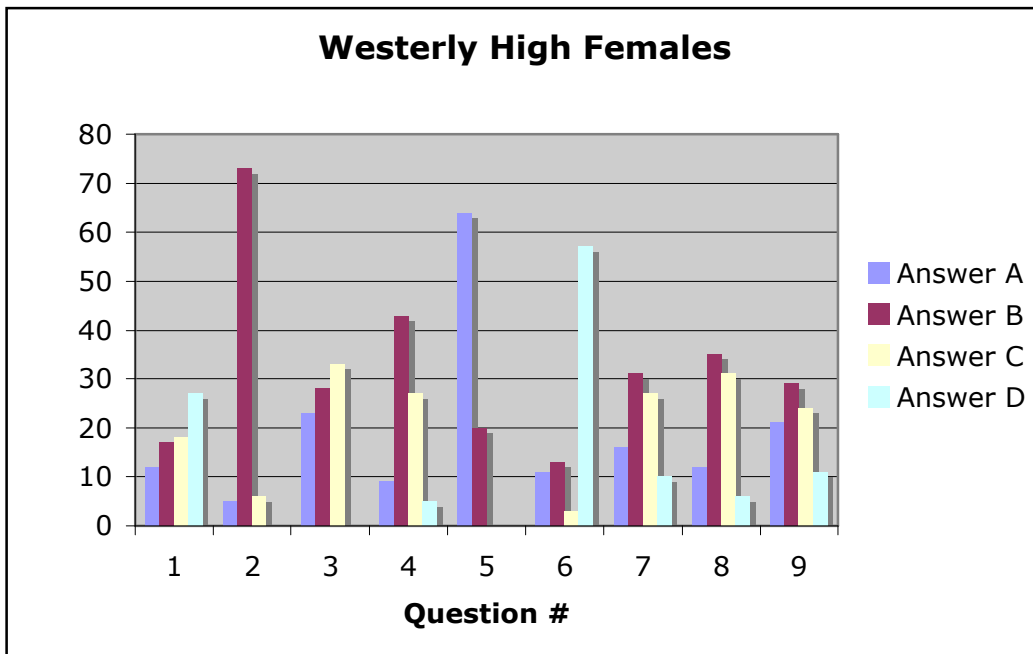
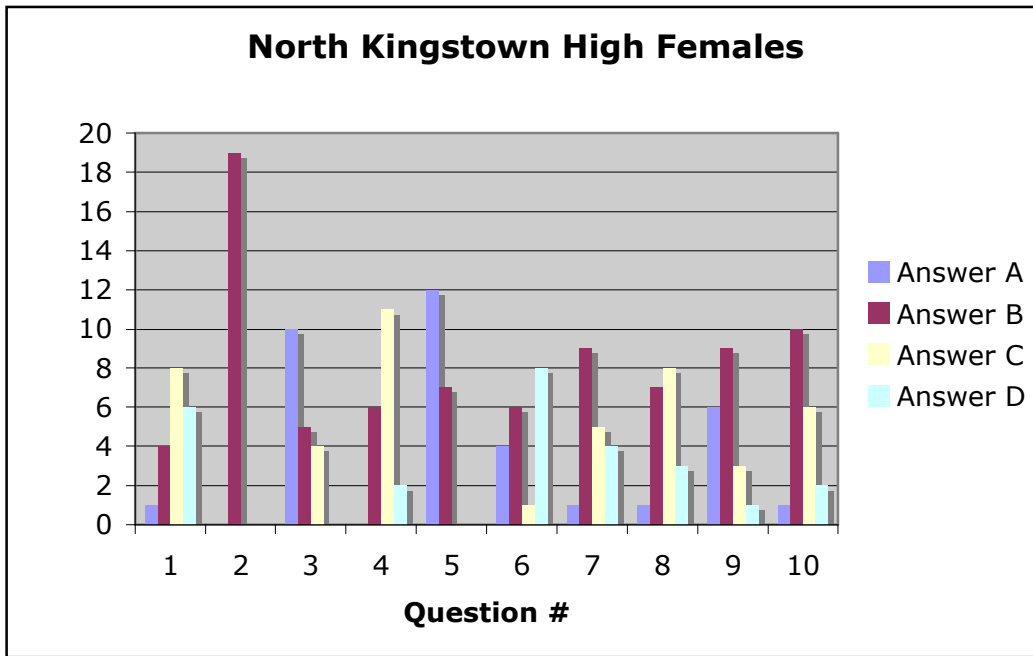
**Appendix 3: Graphs – Female Summaries by Grade**



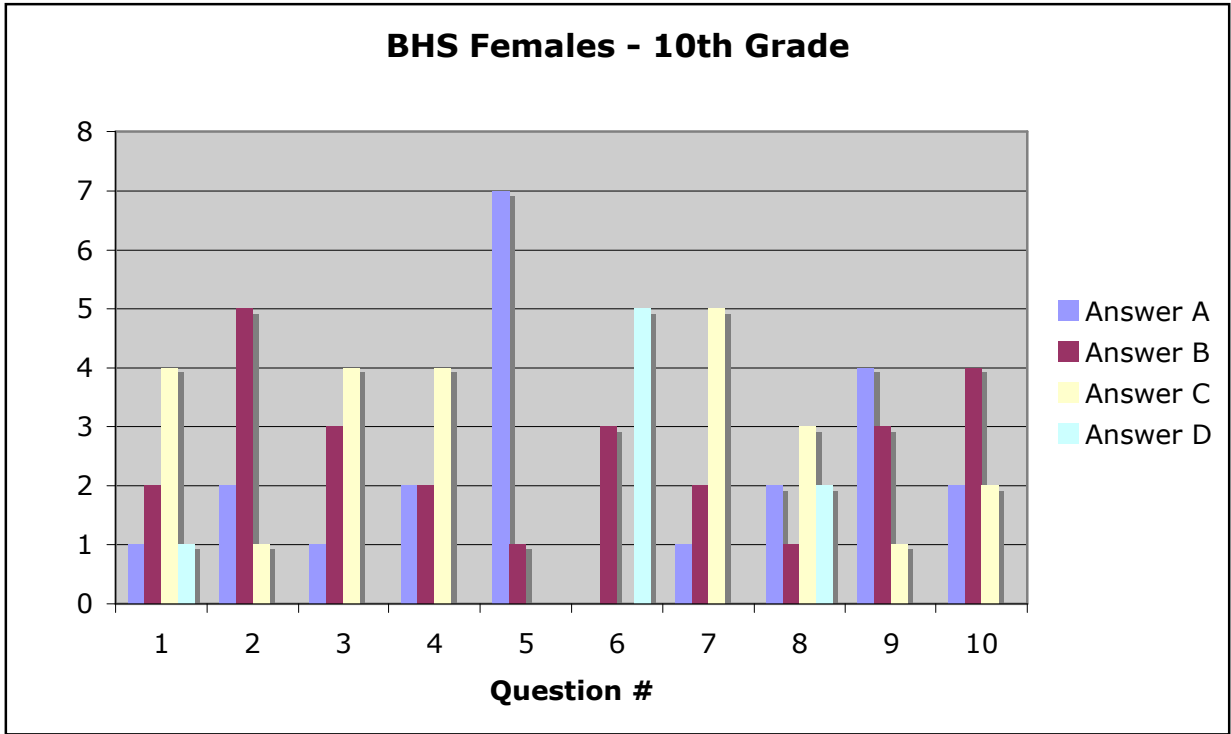
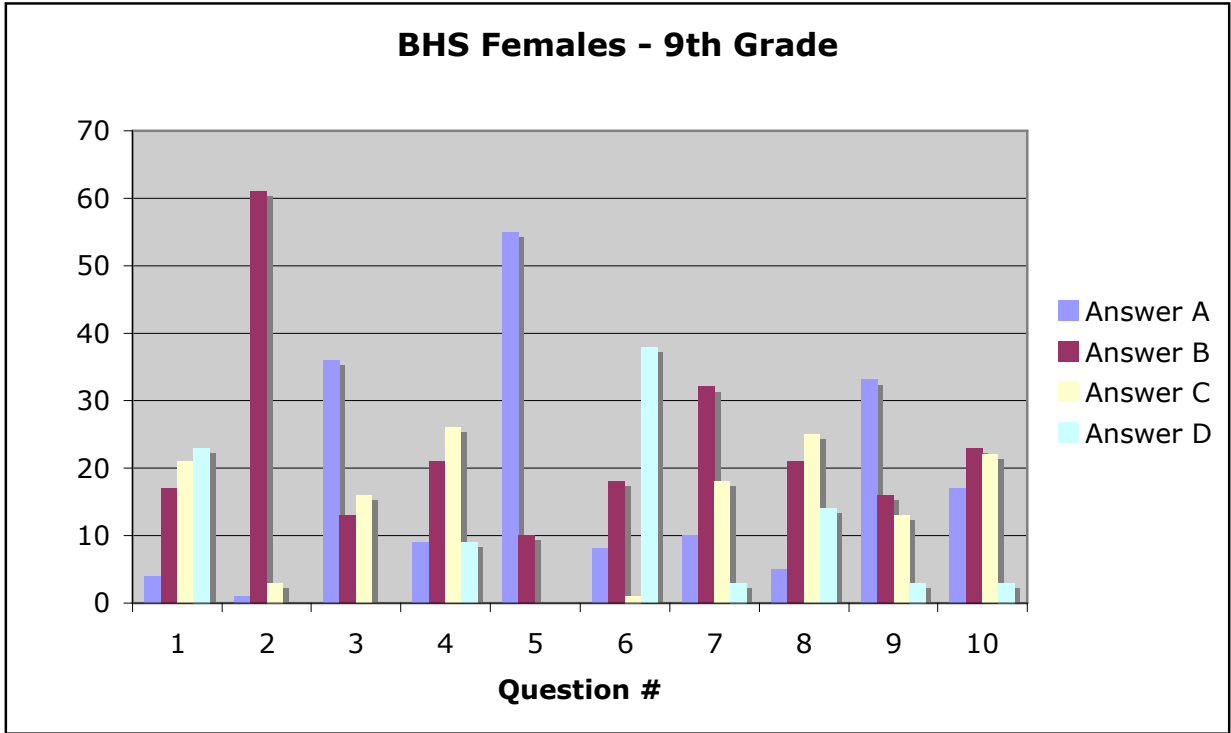


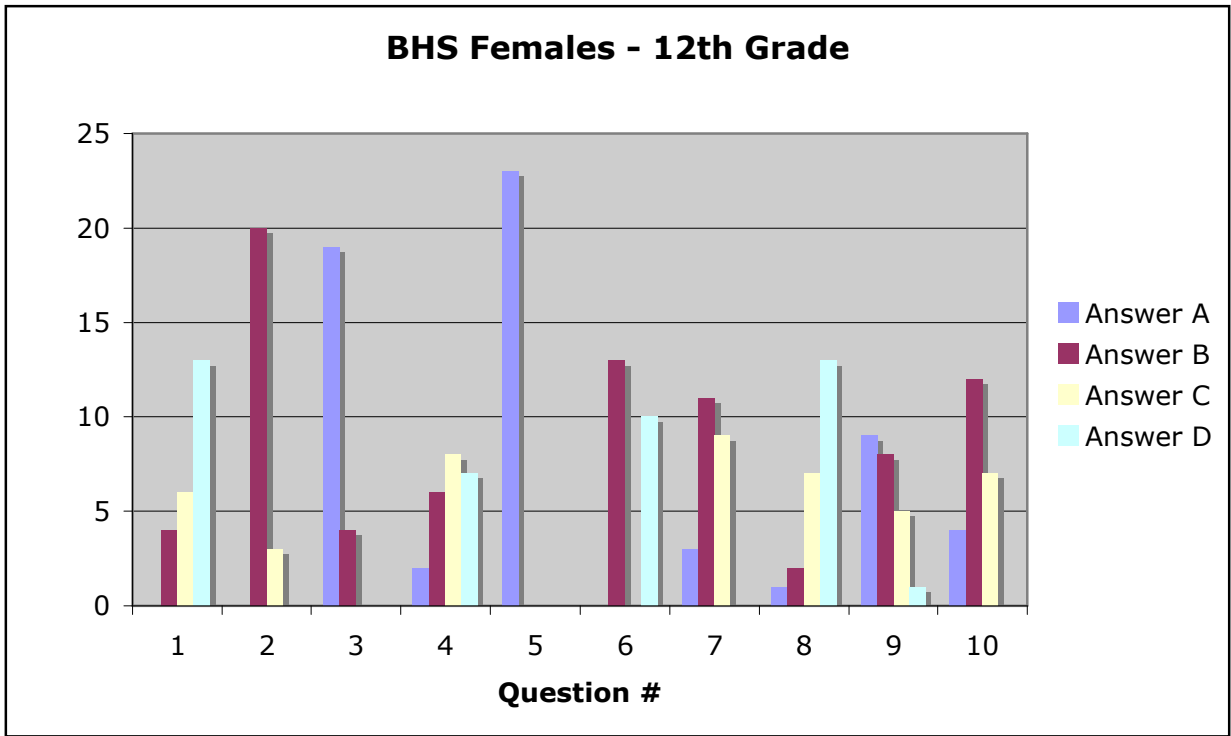
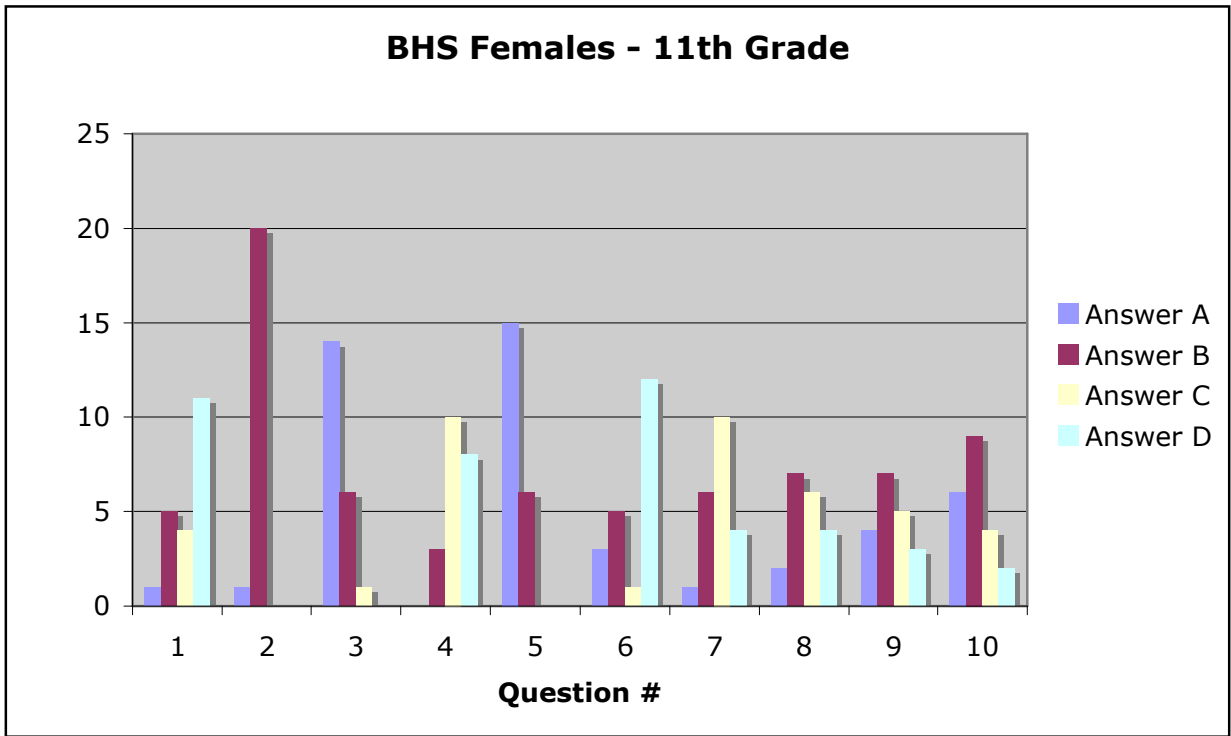
**Appendix 4: Graphs – Female Summaries by School District**



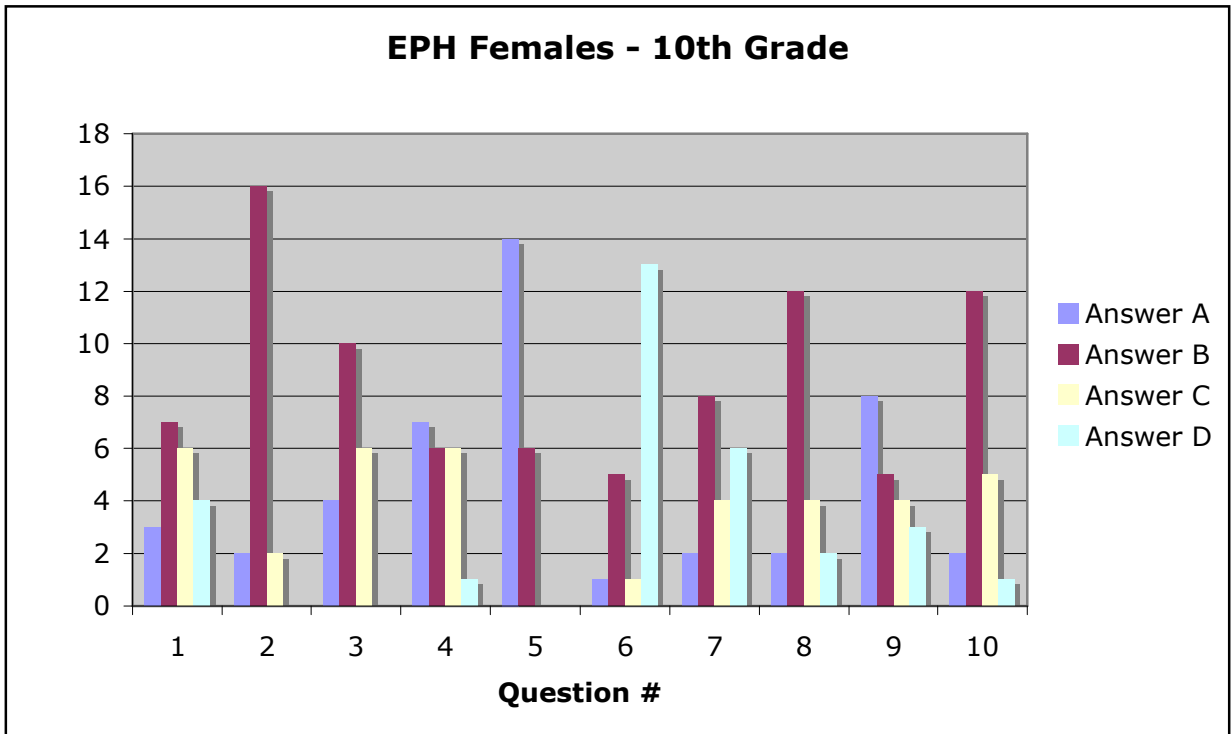
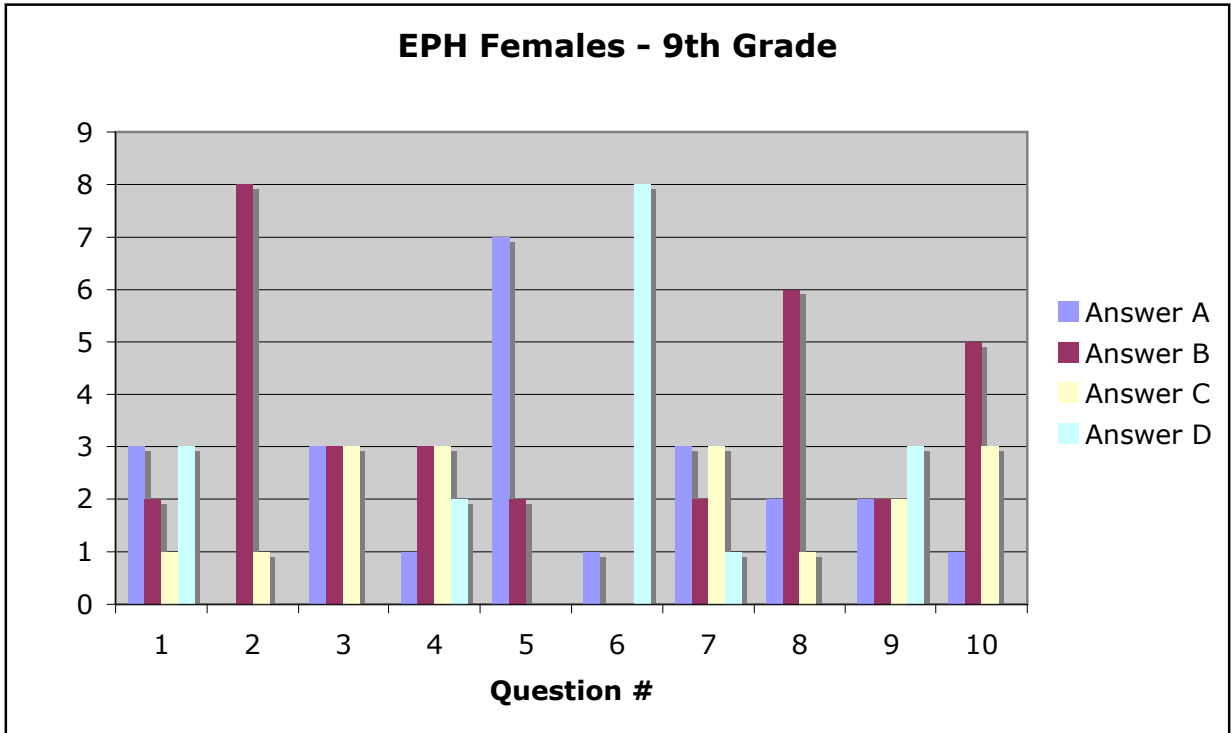


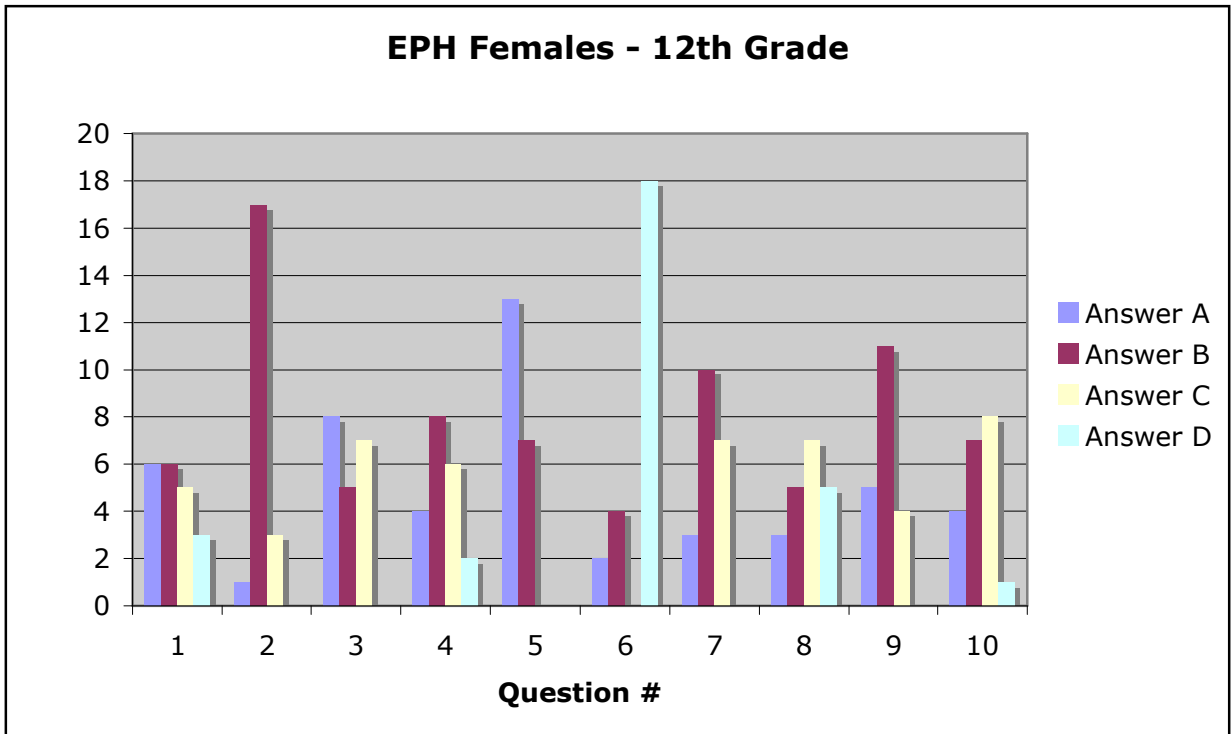
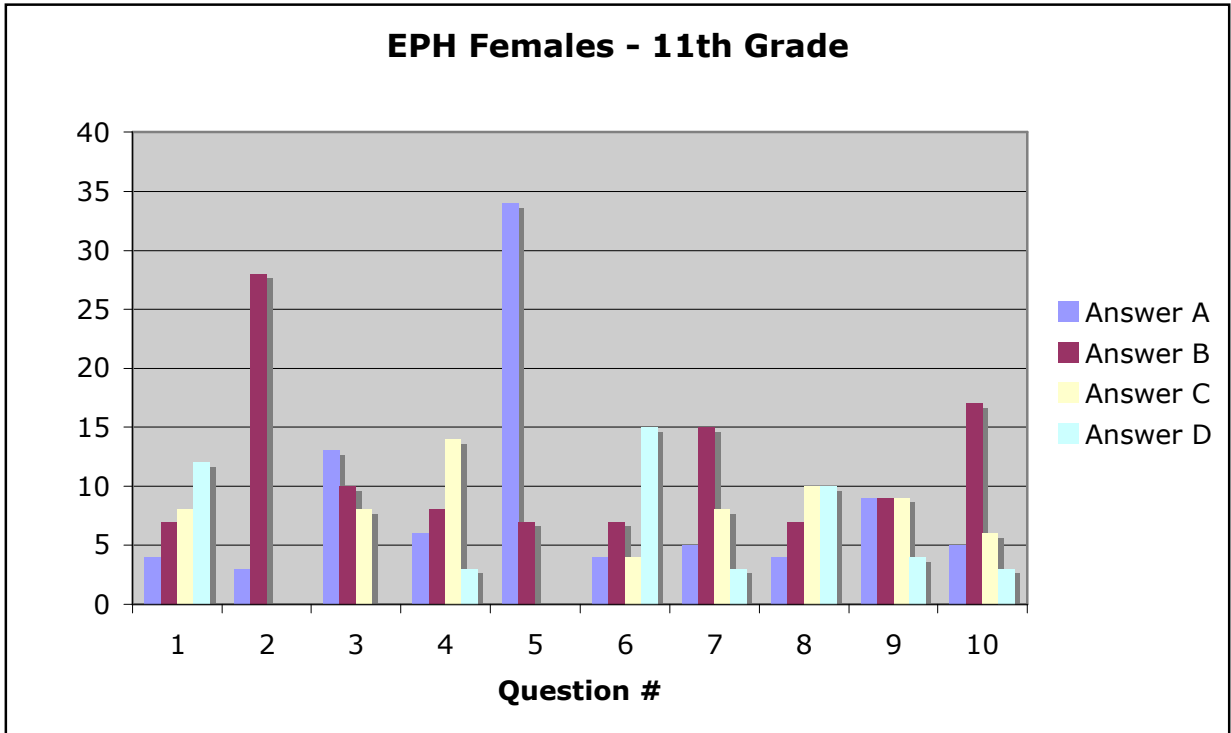
**Appendix 5: Graphs – Female Breakdown by Grade & School District**

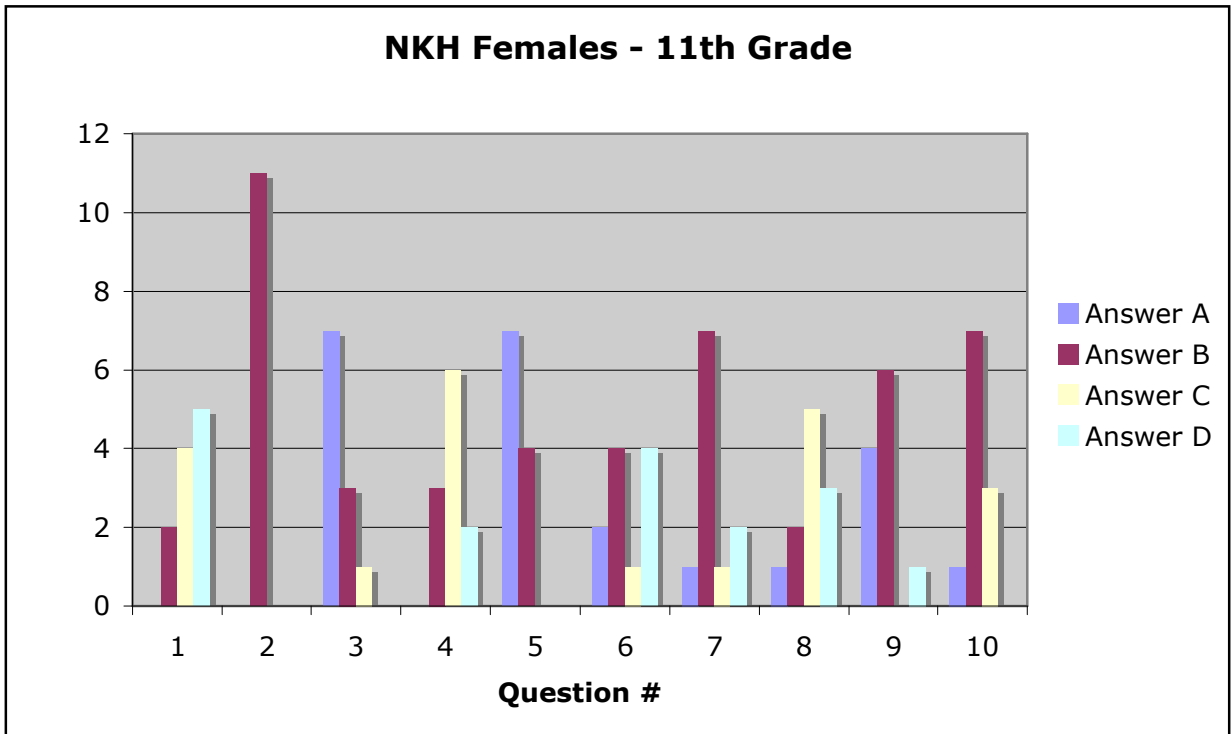
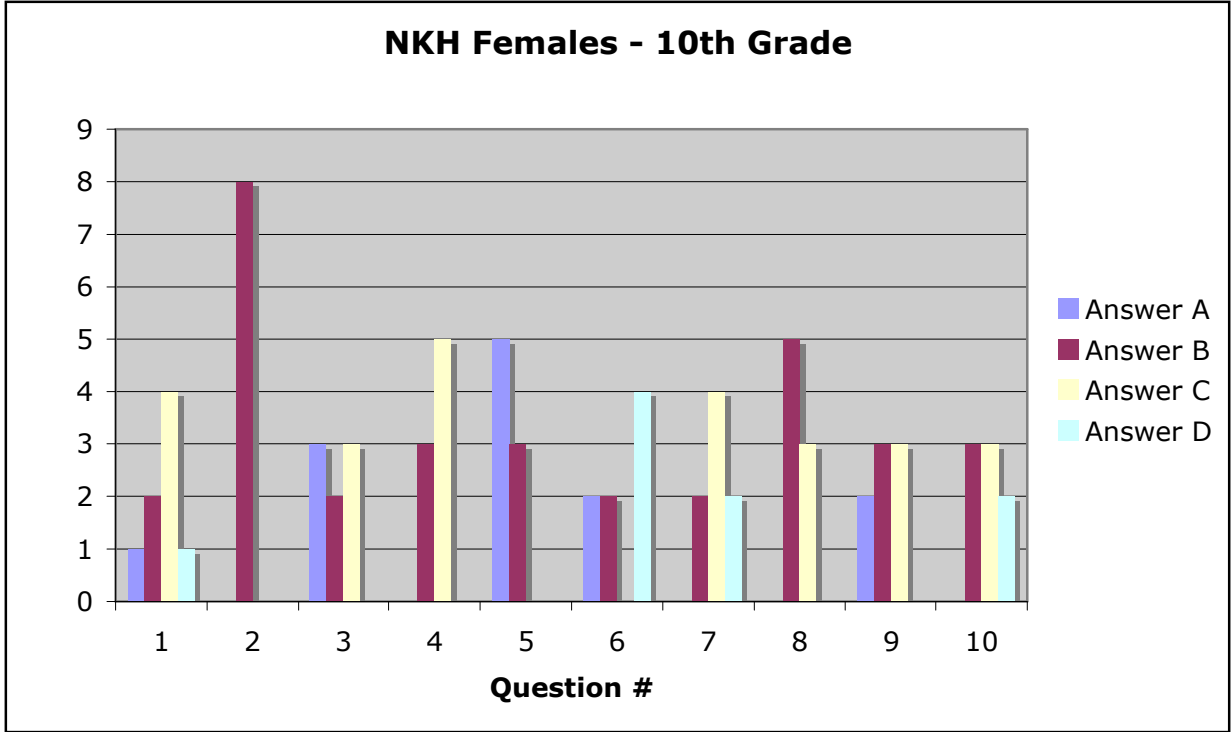


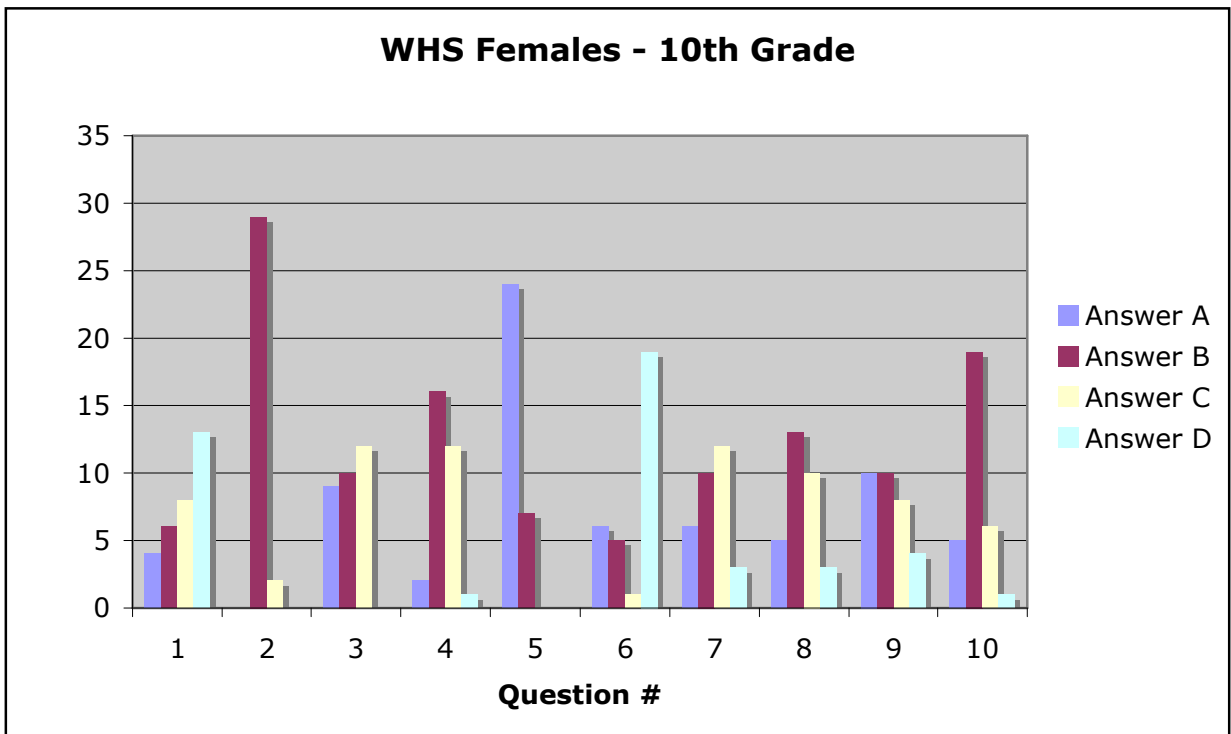
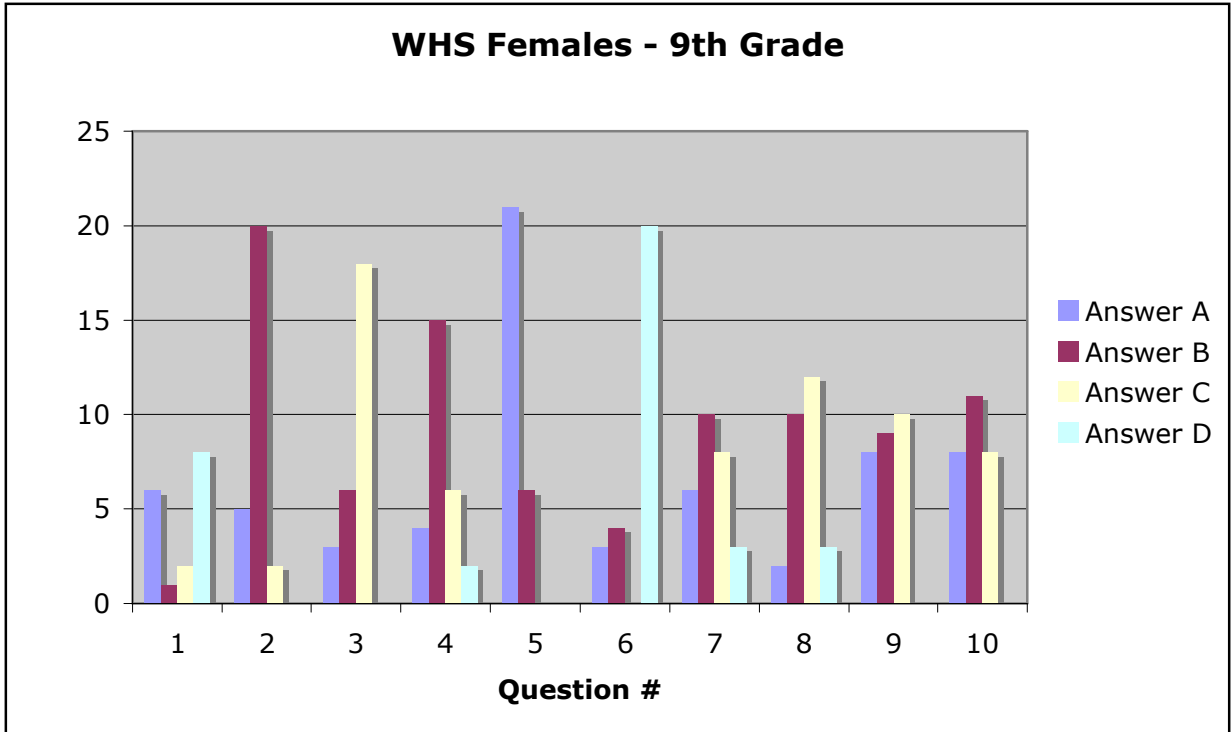


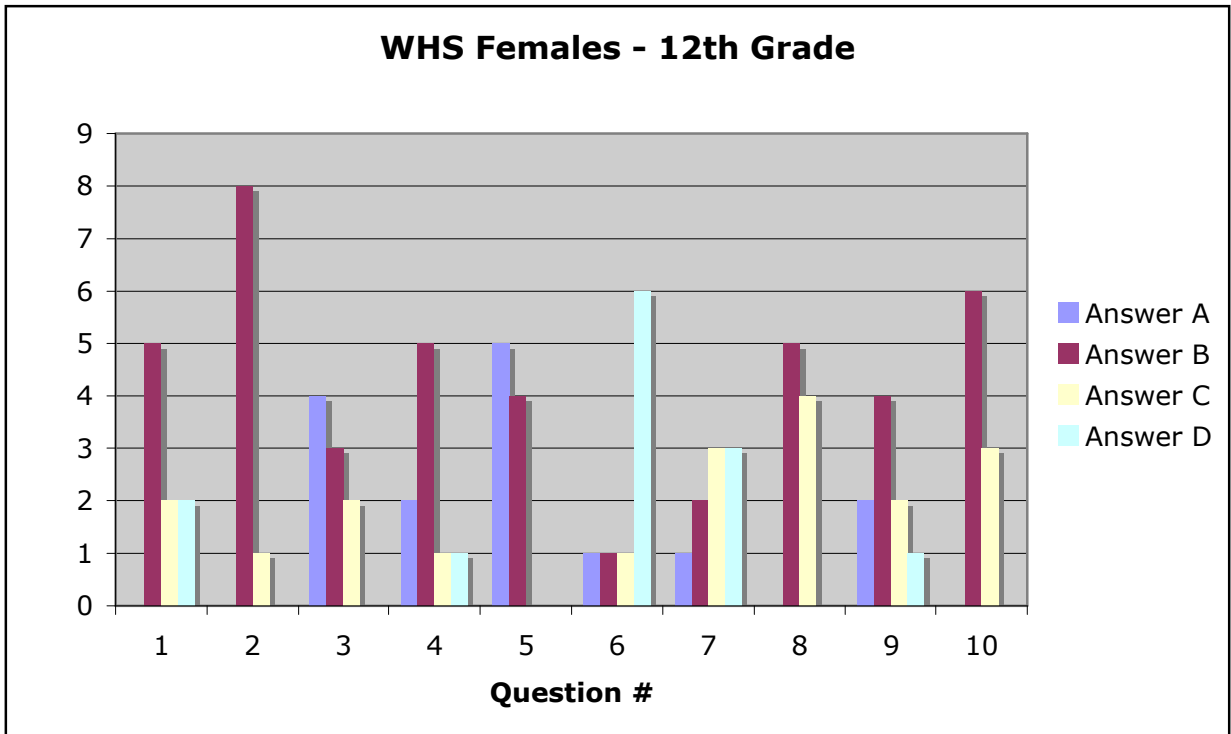
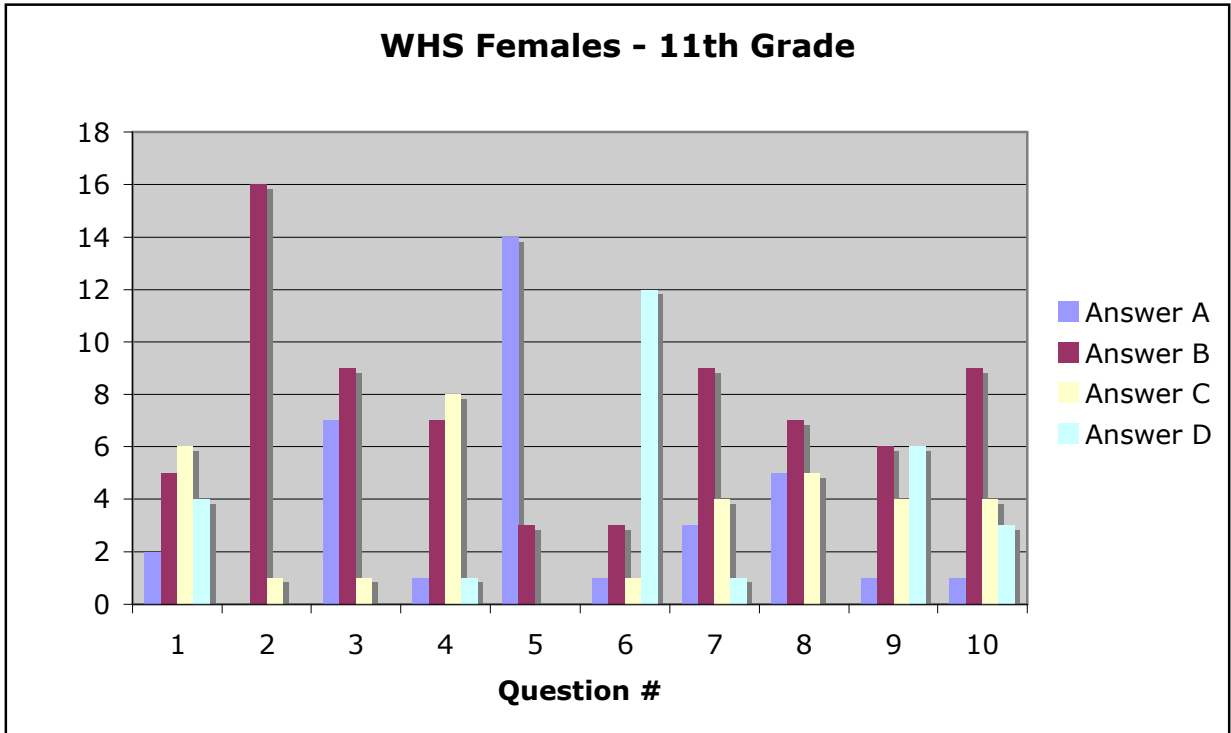




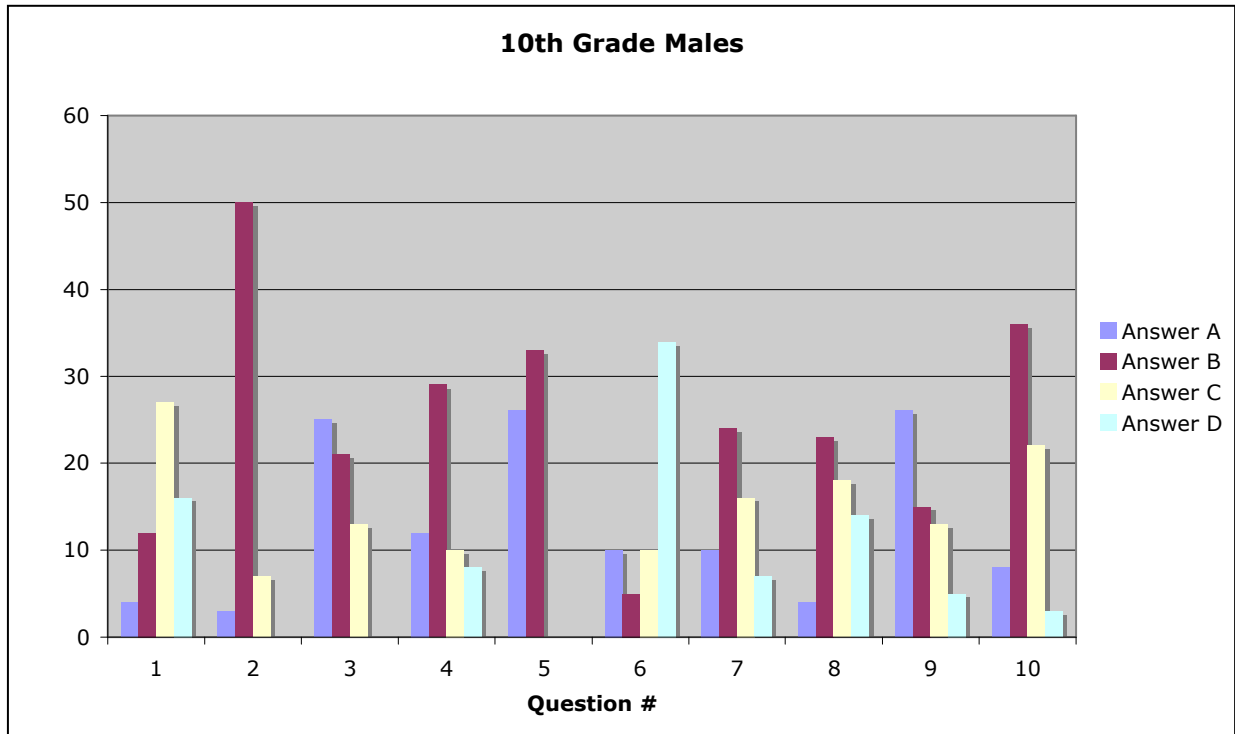
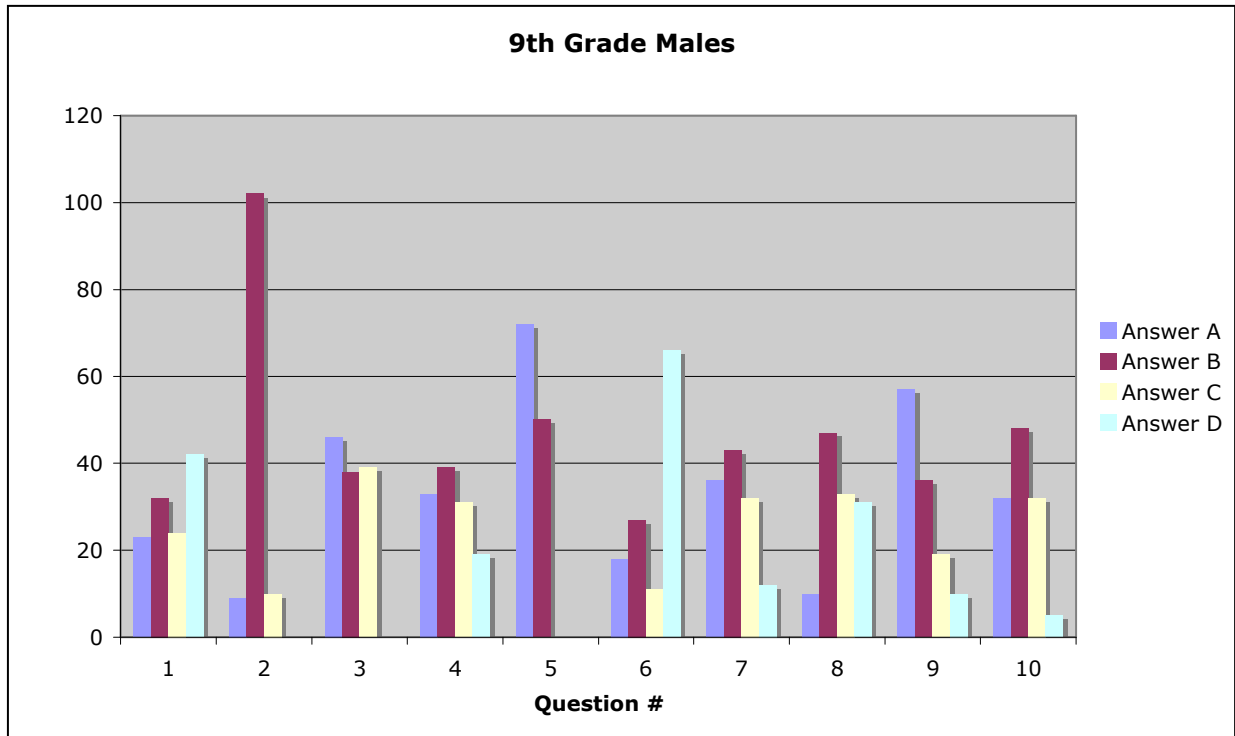


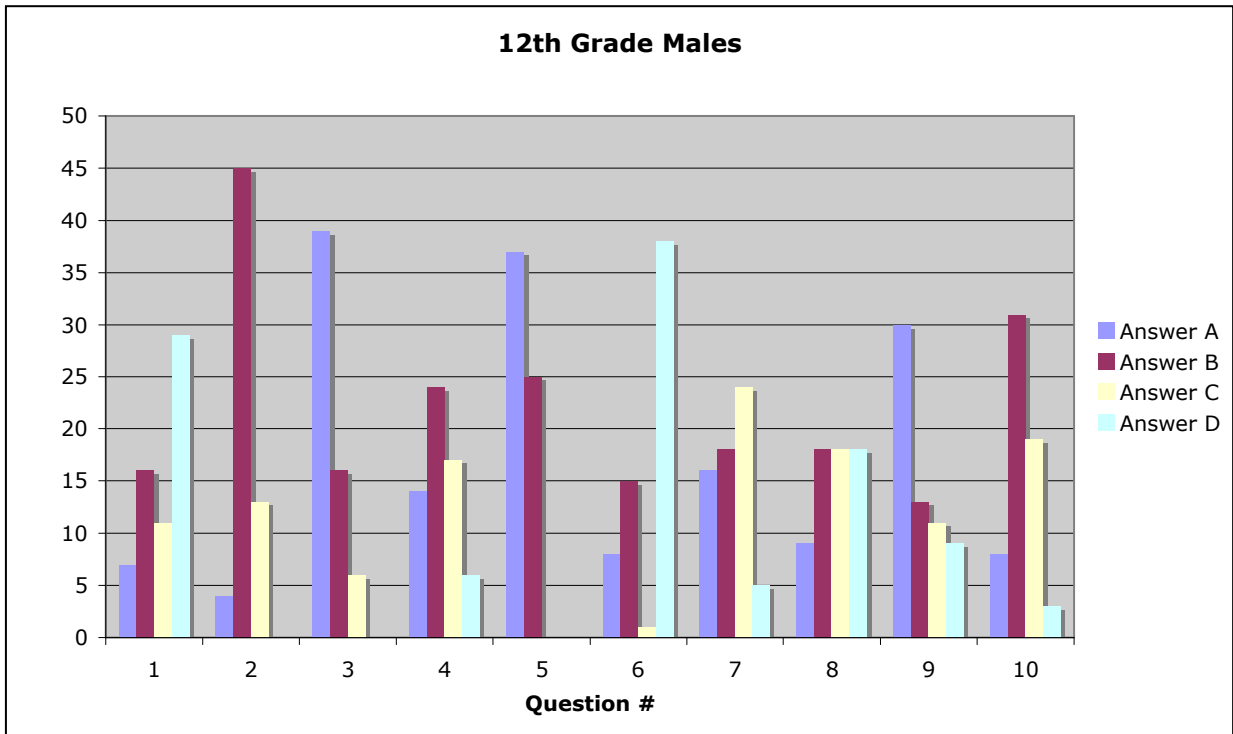
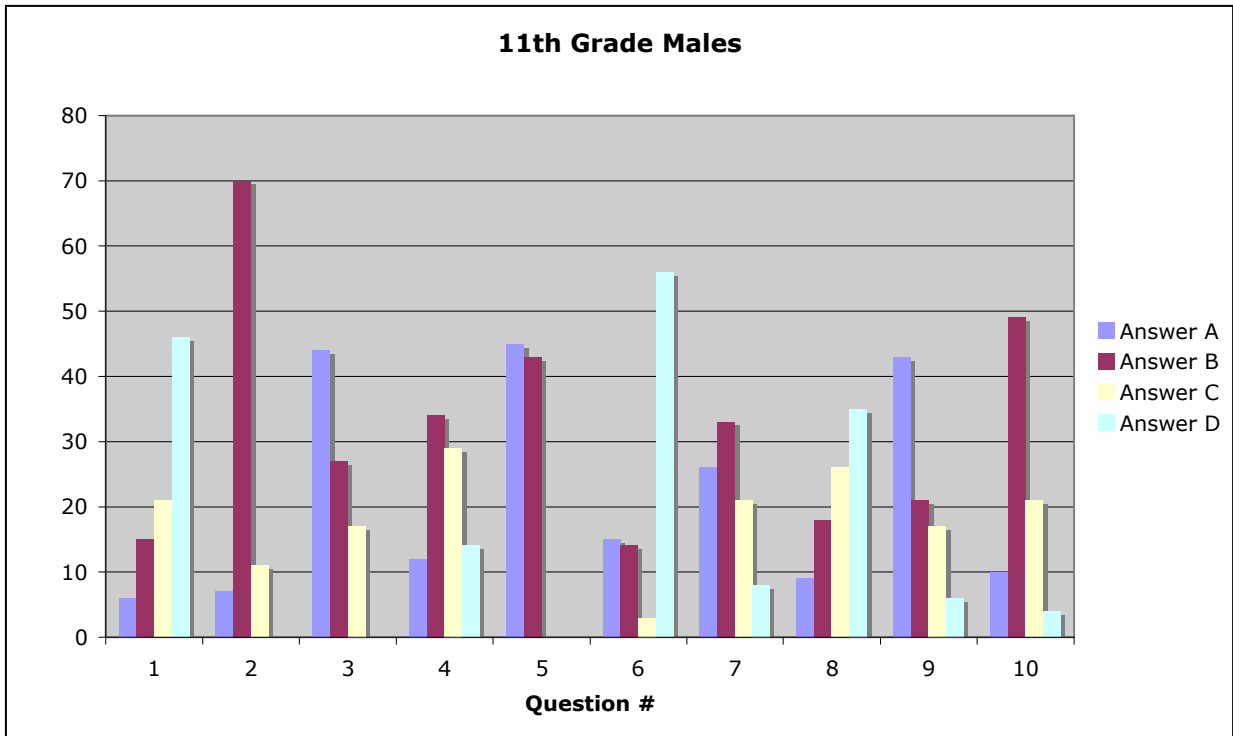




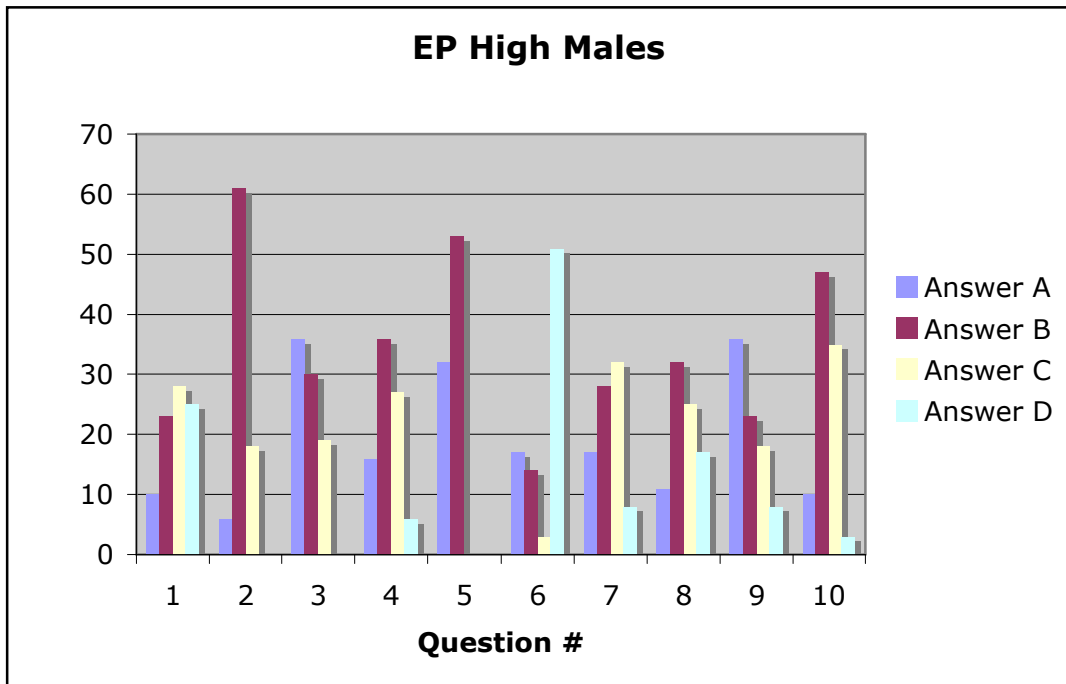
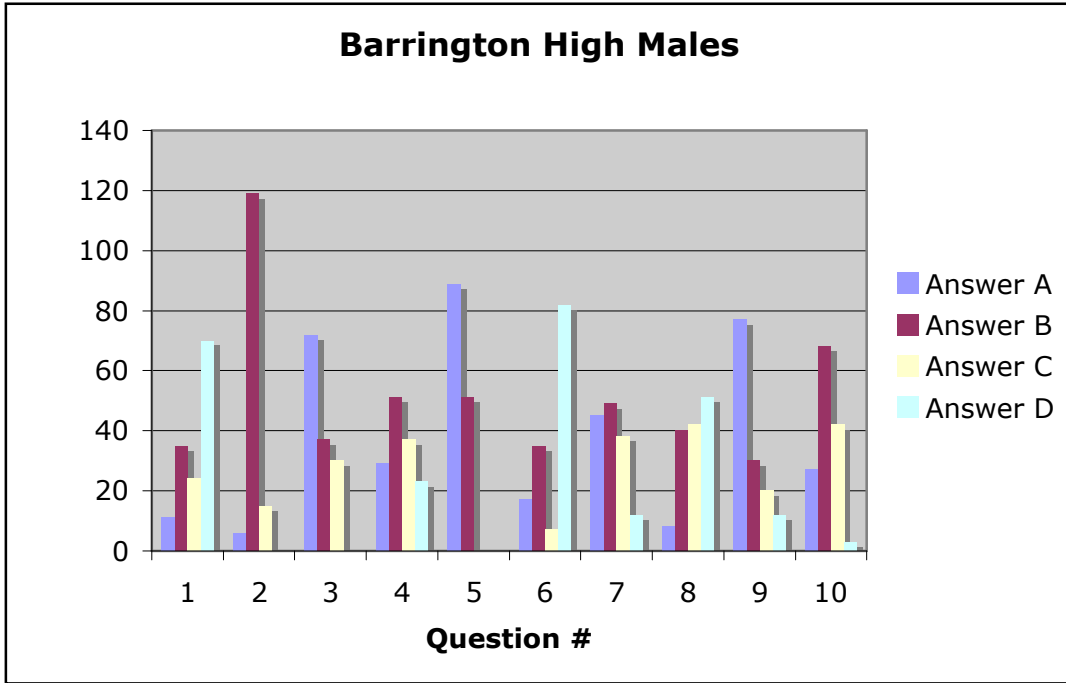


**Appendix 6: Graphs – Male Summaries by Grade**

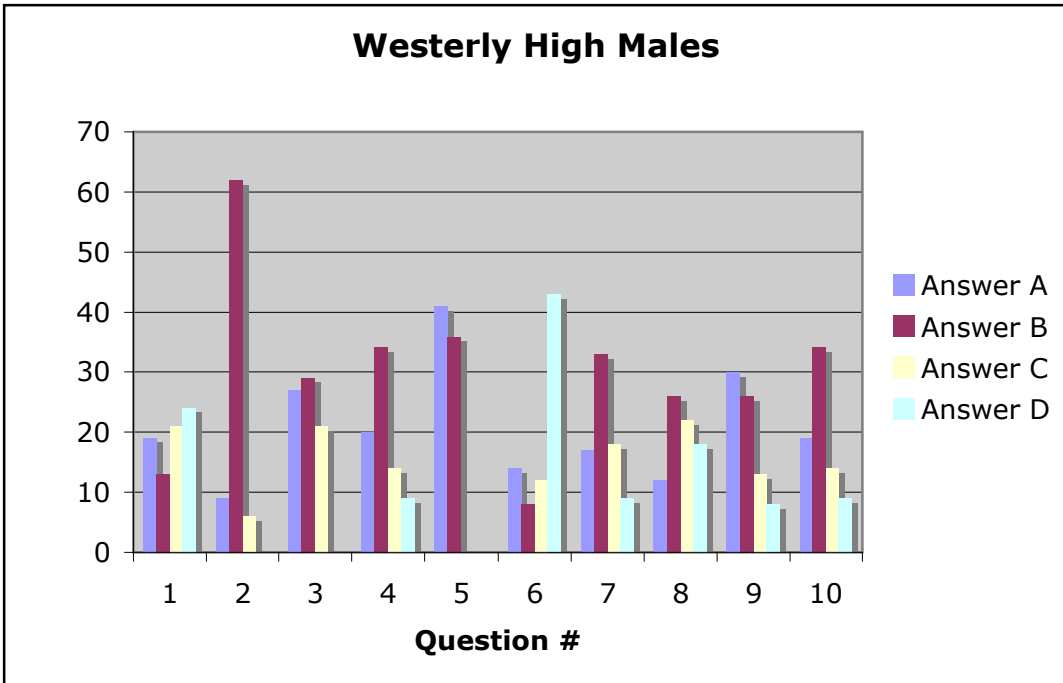
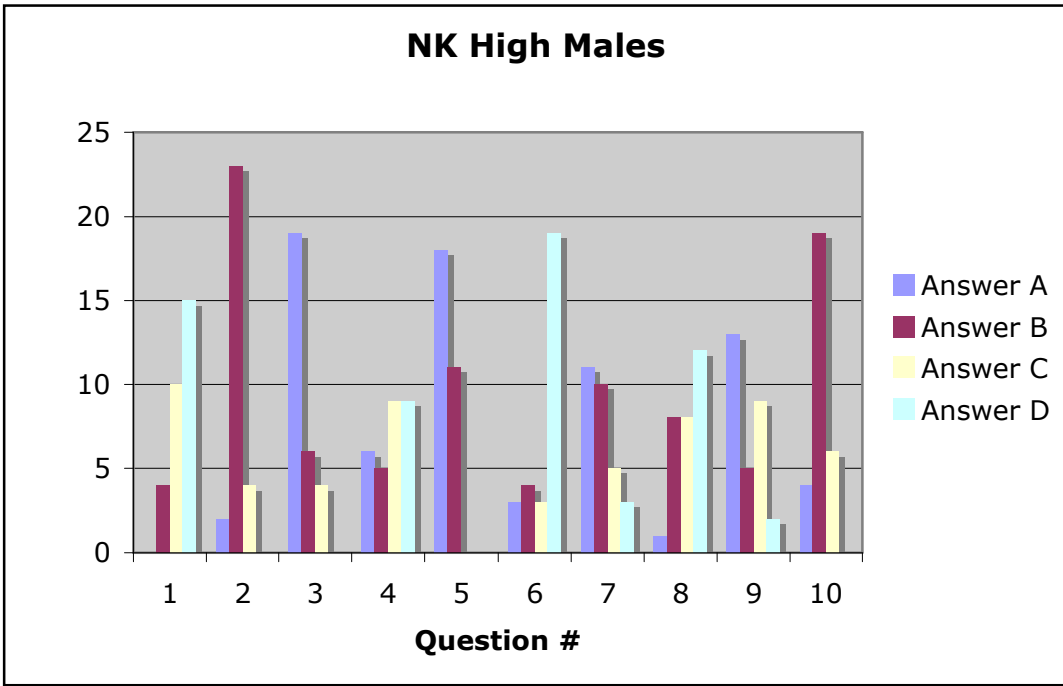




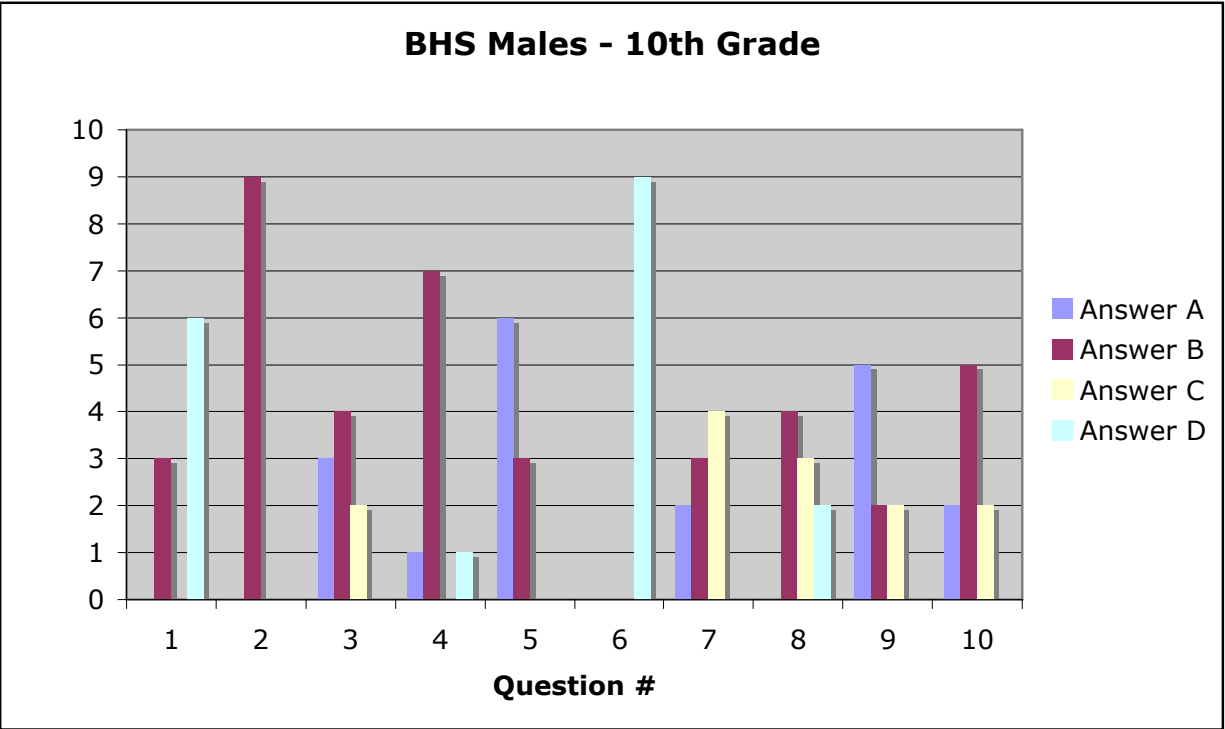
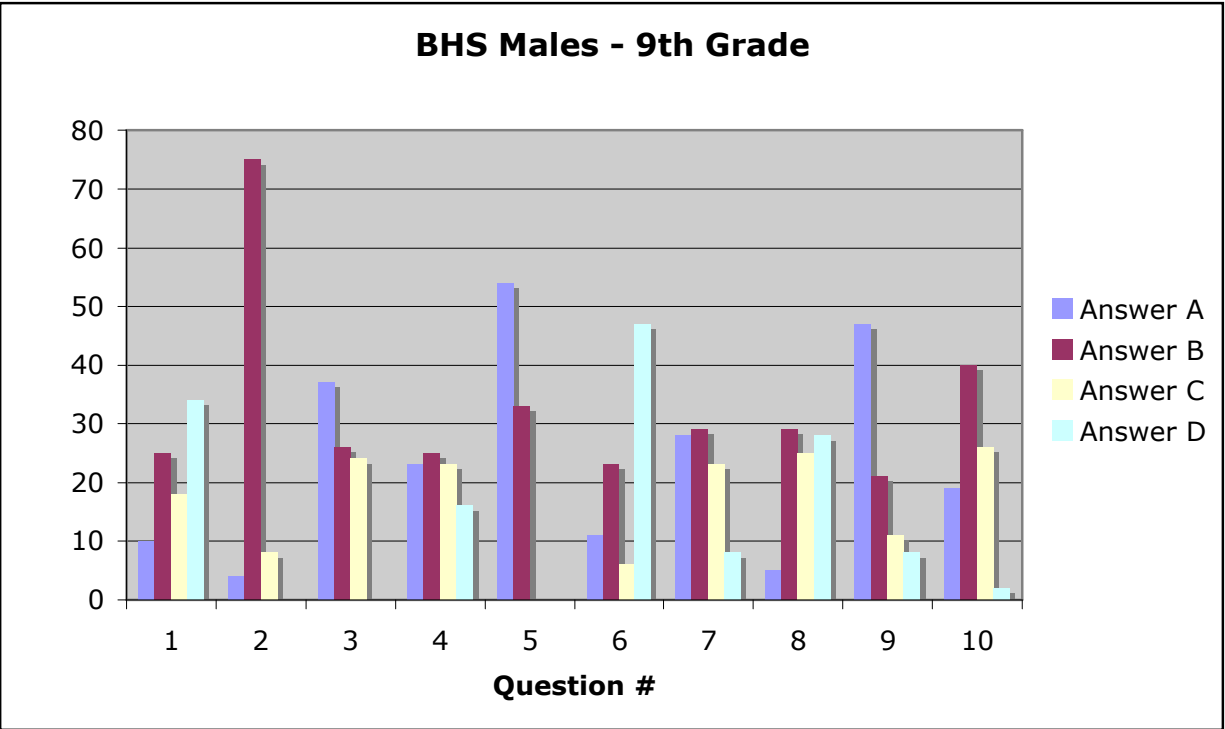
**Appendix 7: Male Summaries by School District**

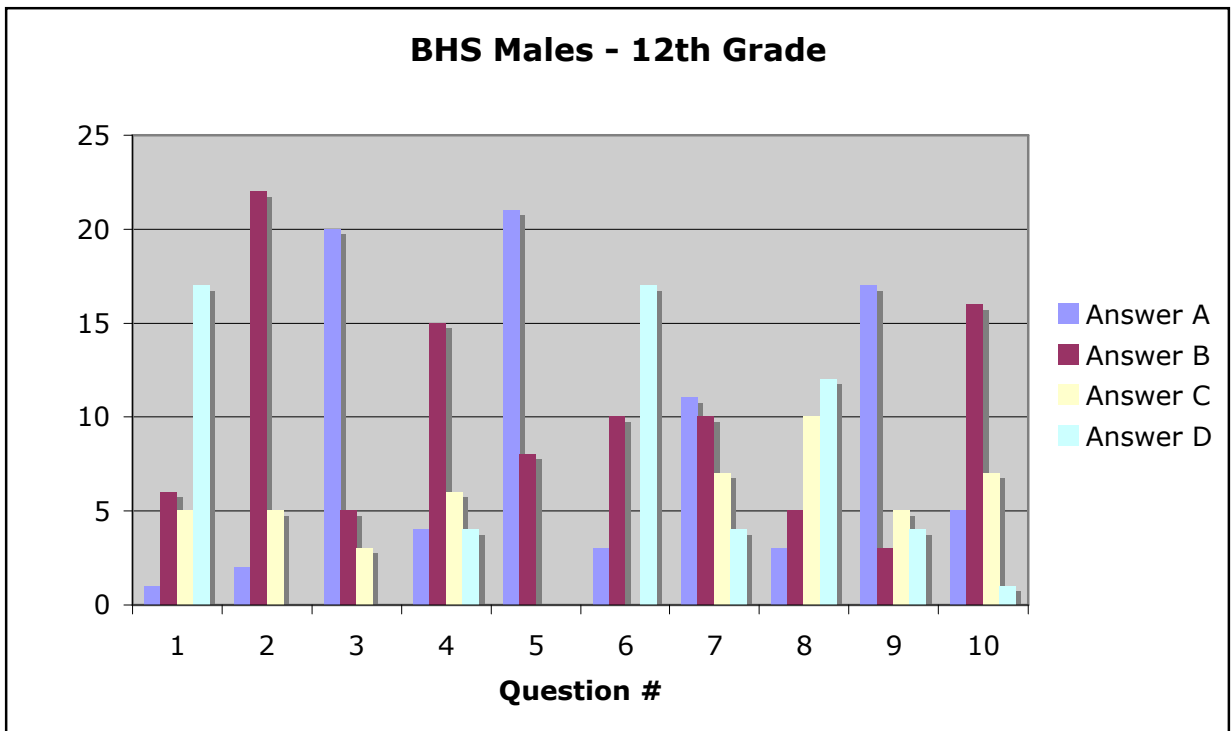
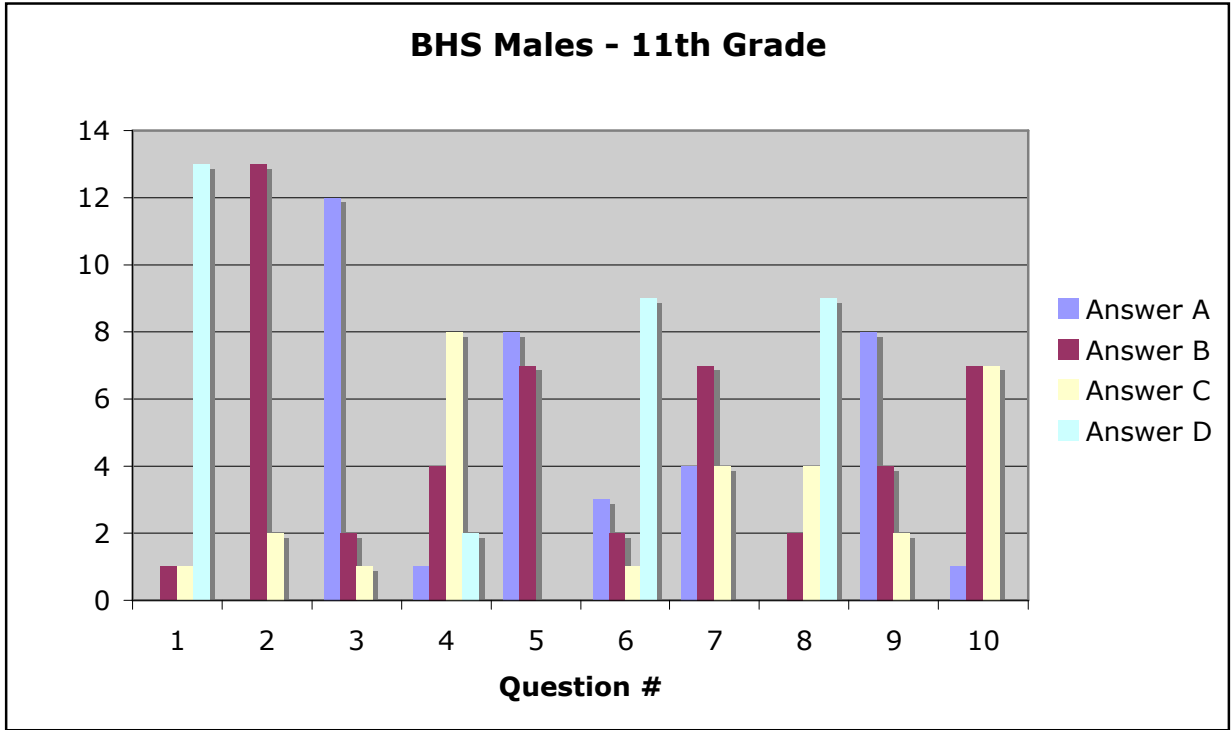


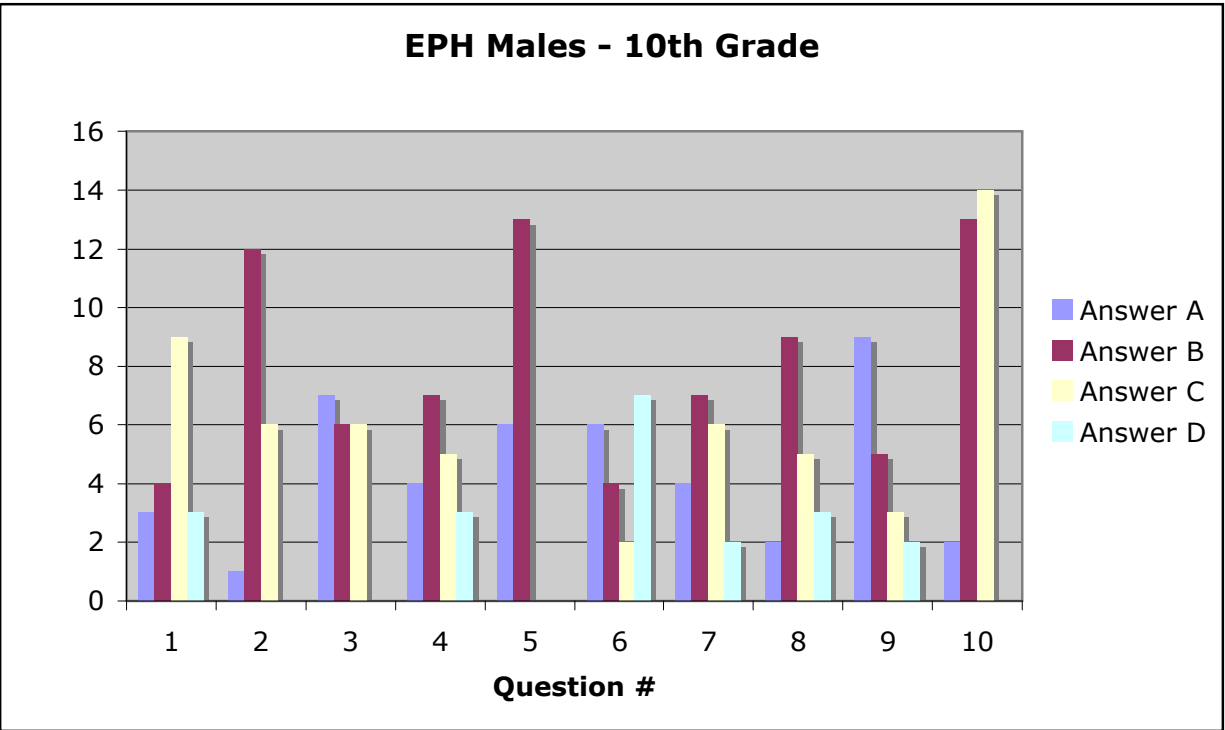
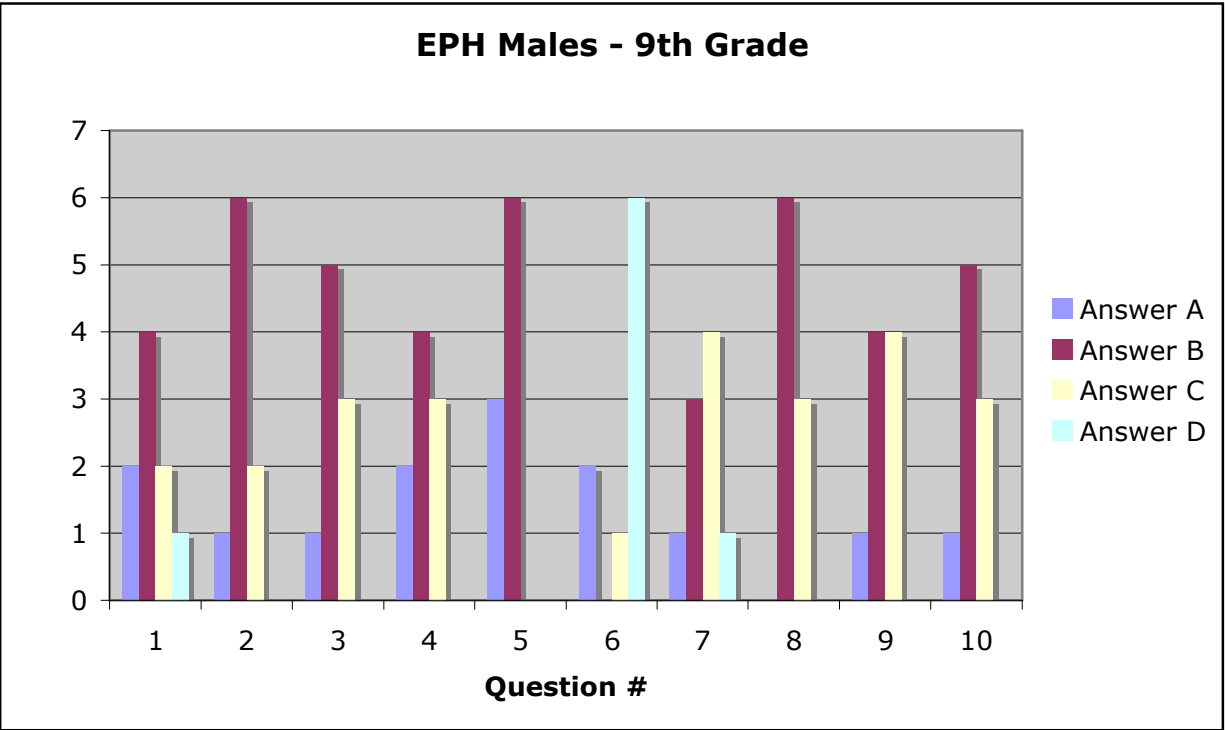


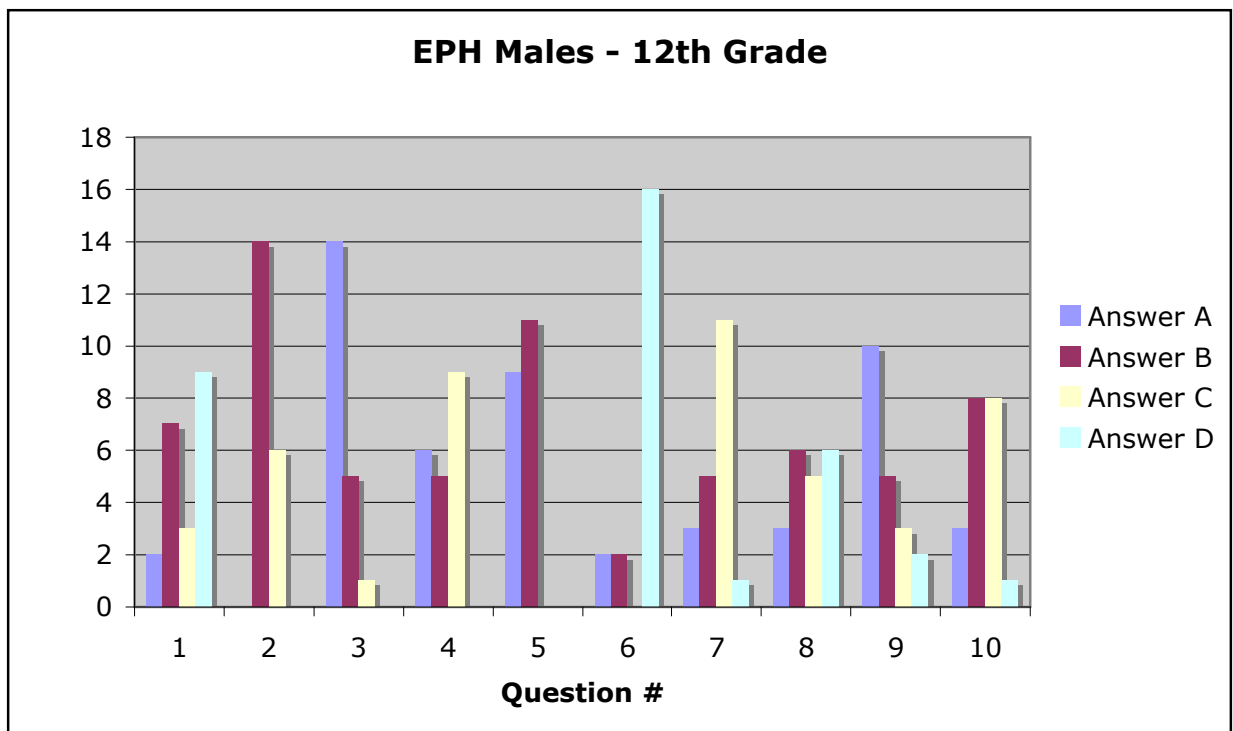
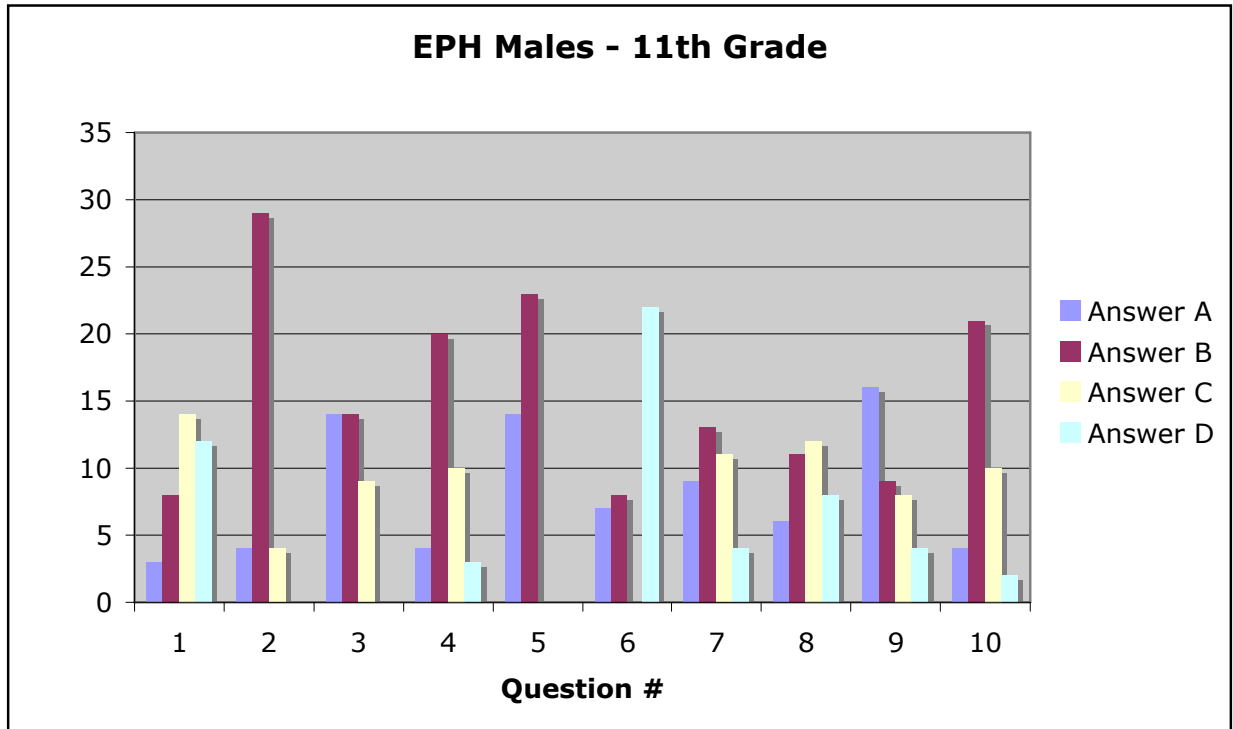


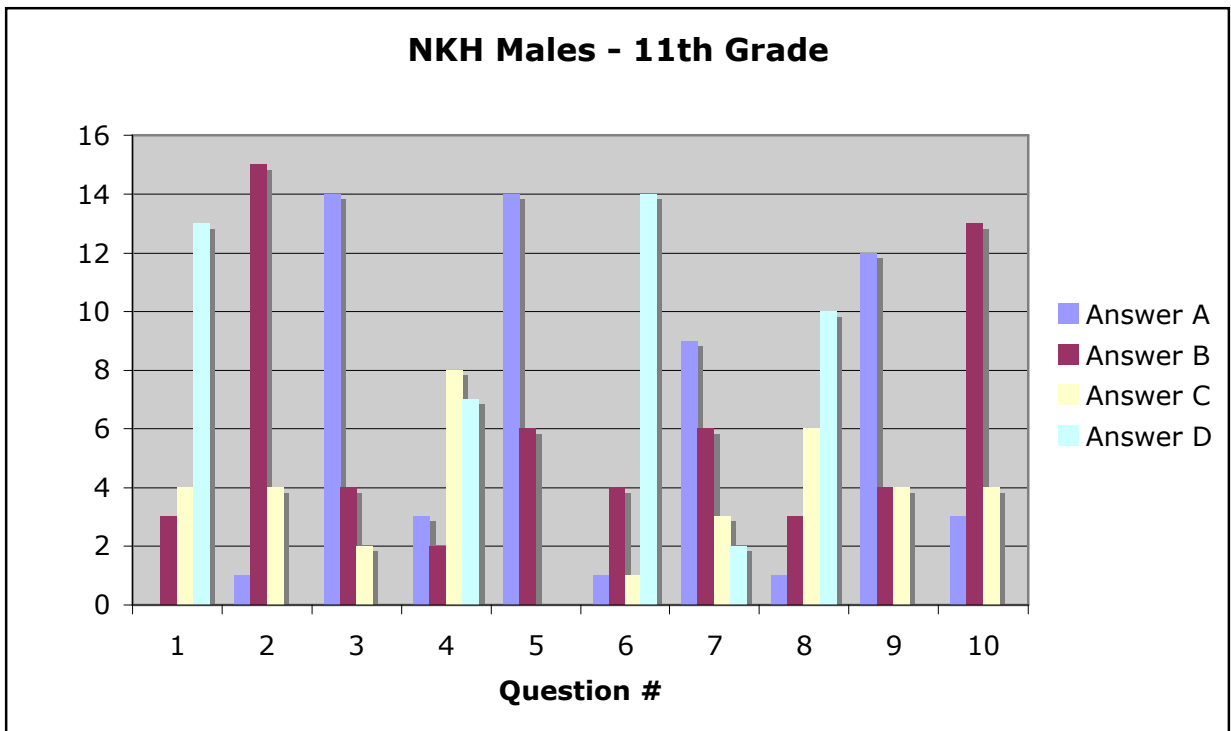
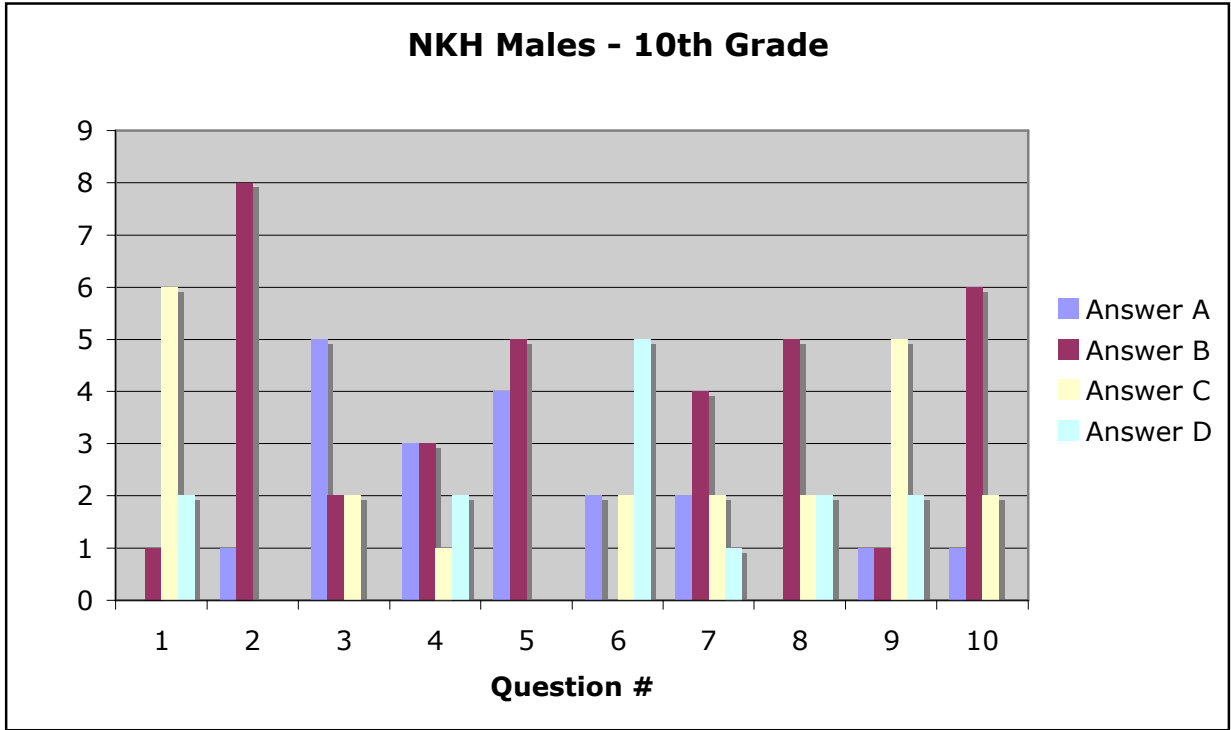
**Appendix 8: Graphs – Male Breakdown by Grade & School District**

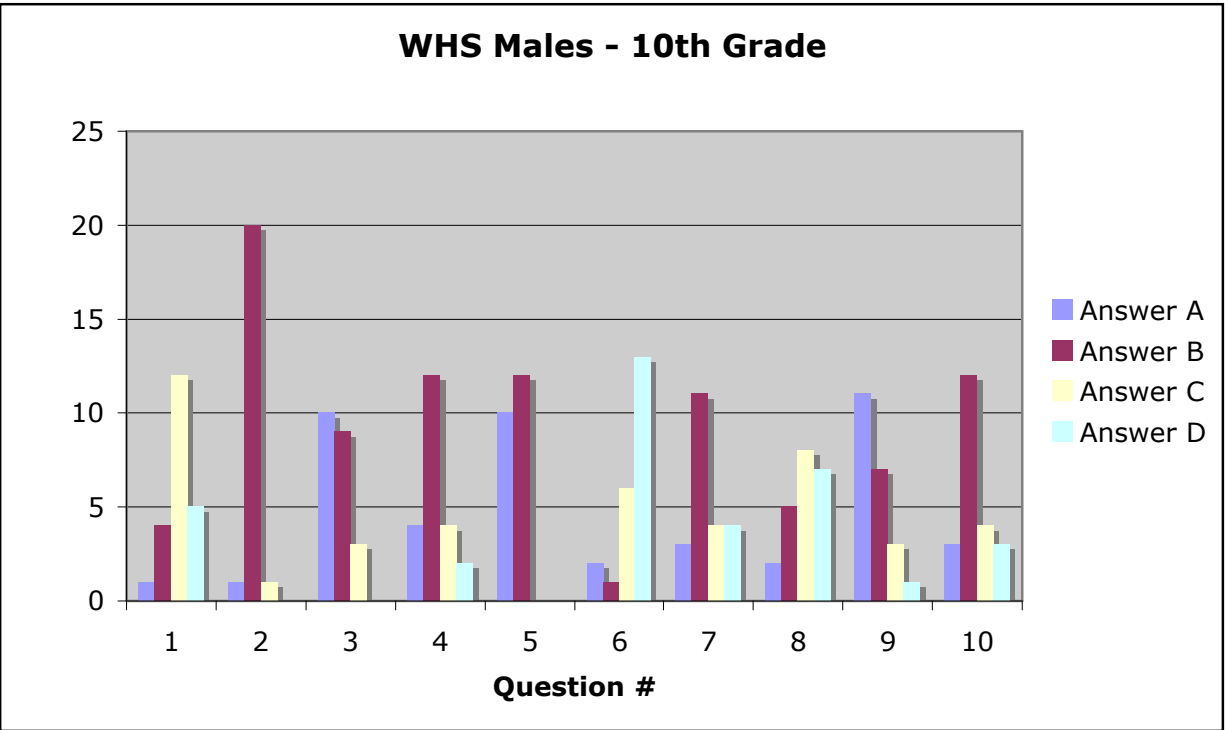
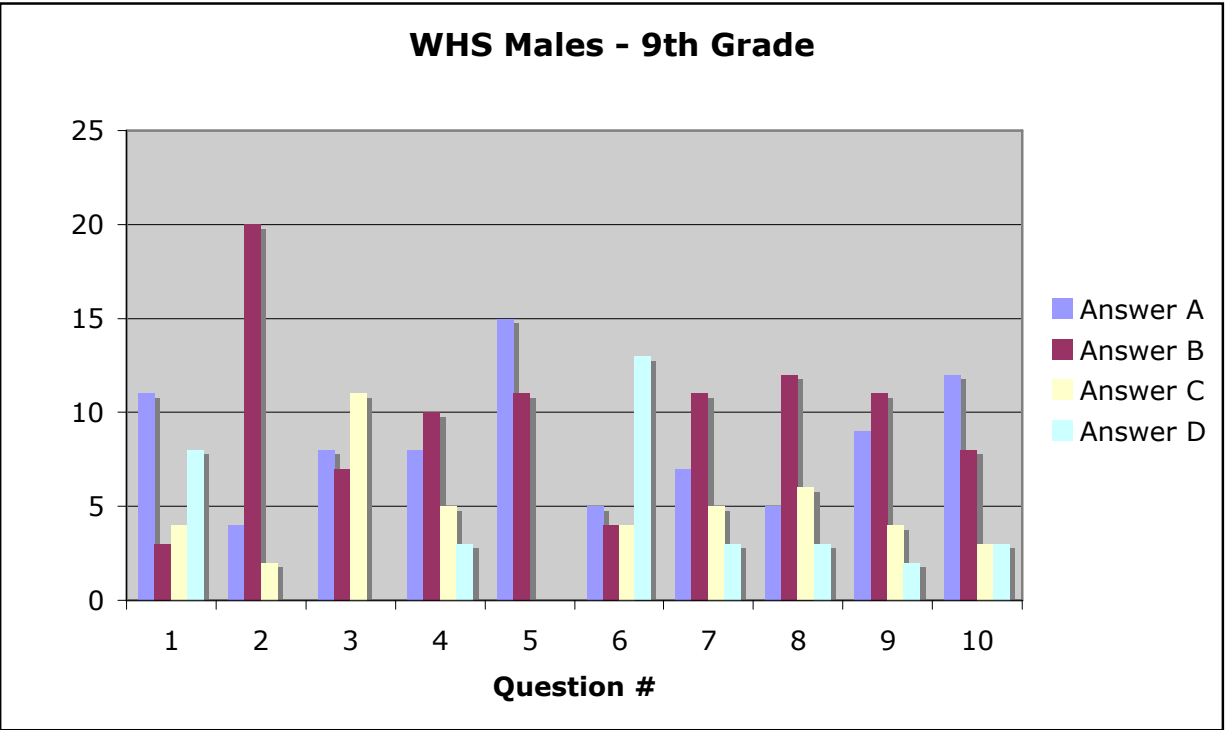


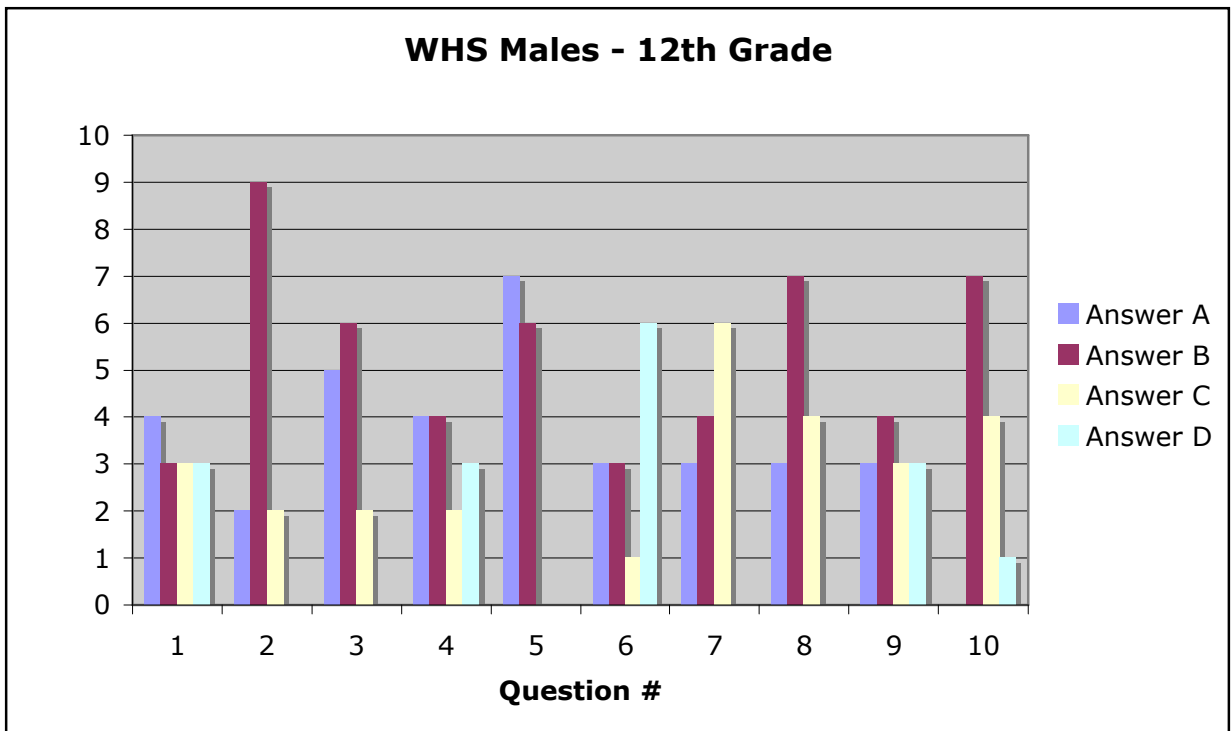
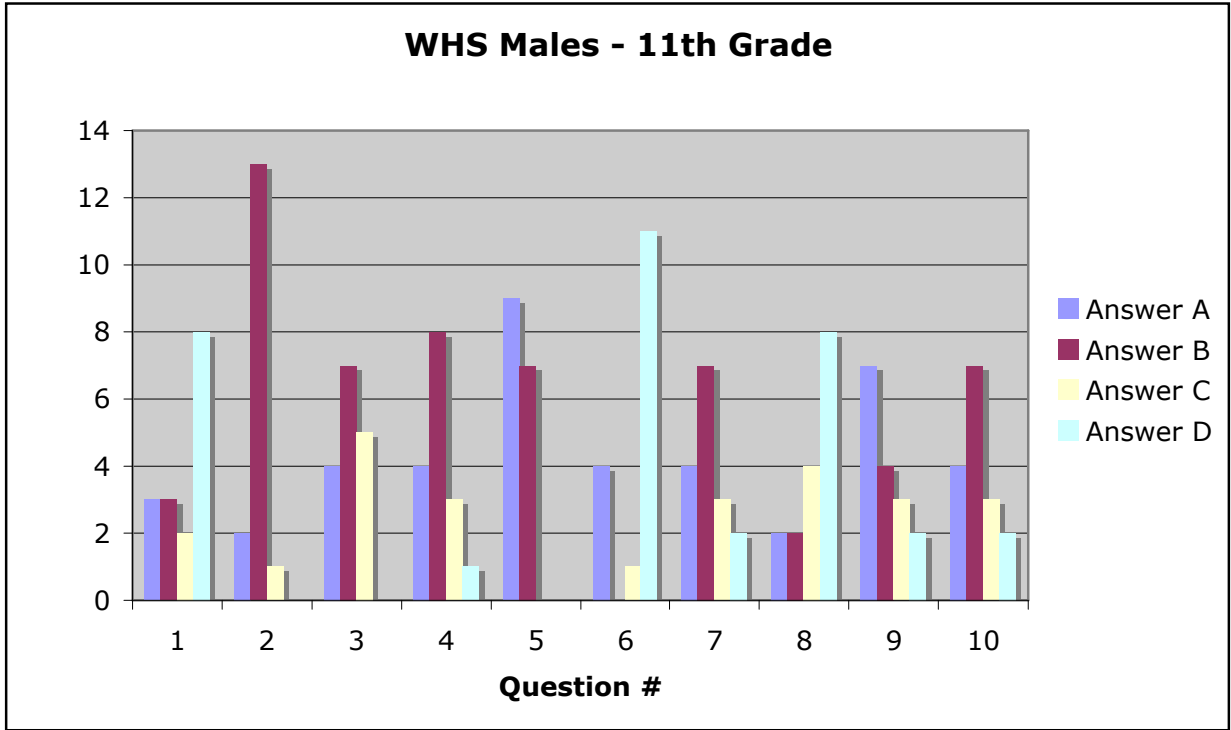






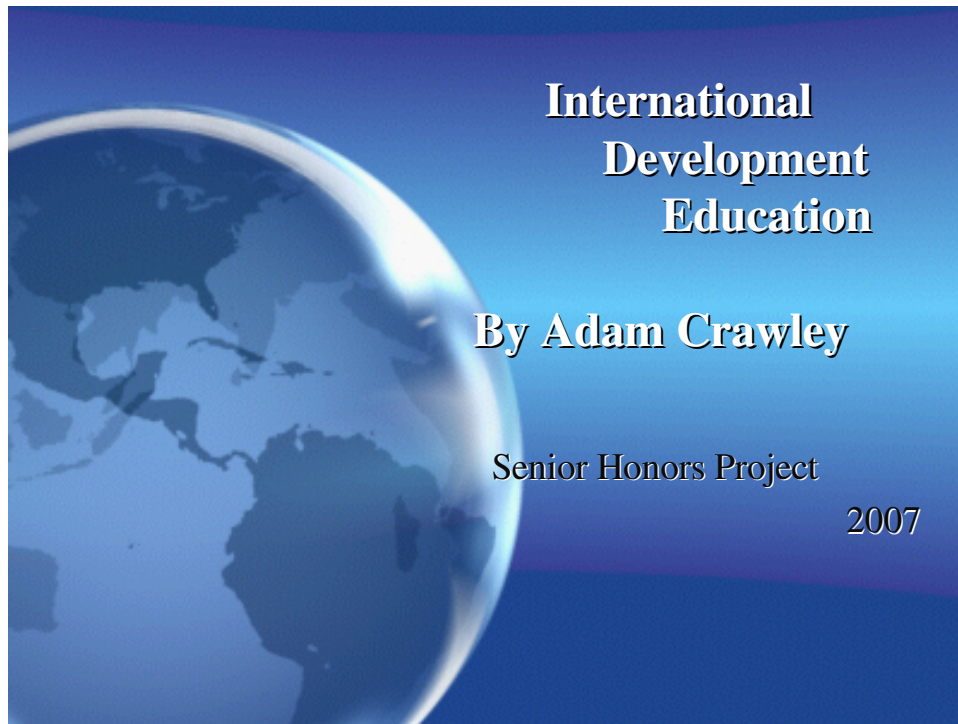


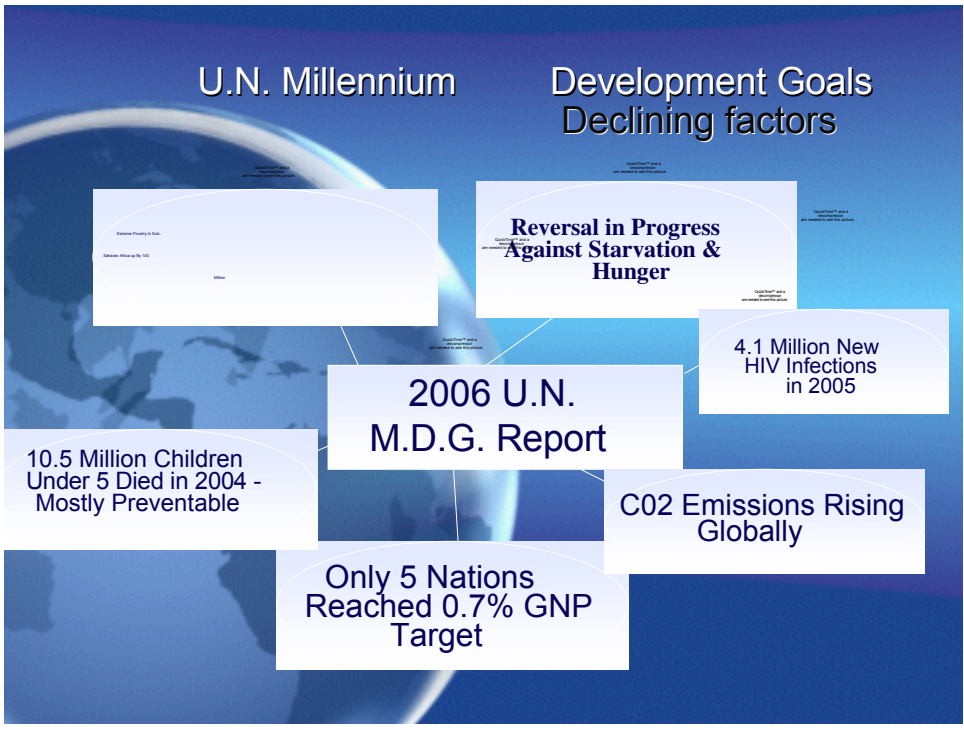
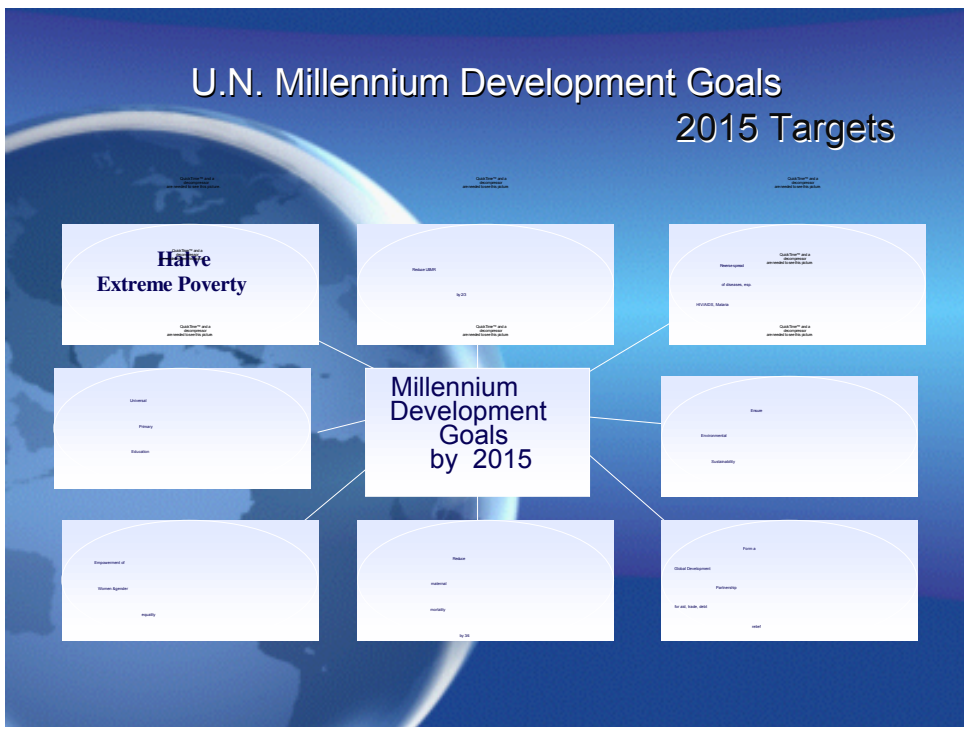




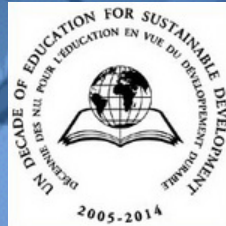


## Appendix 9: PowerPoint Slides





UNESCO Decade of Education For  
Sustainable Development  
2005 - 2014



Four Action Areas

- **Improve Basic Education**
  - Reorient Existing Education
  - Increase Public Awareness
- **Workforce Training**

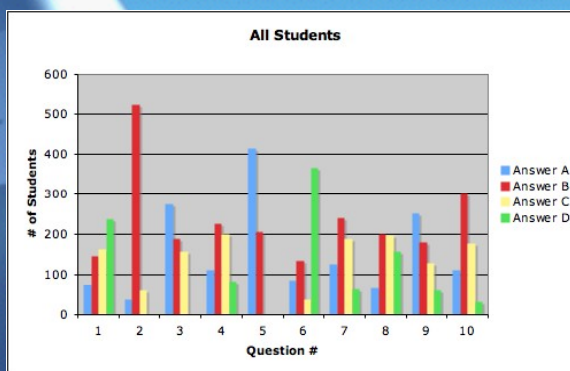
Development Education  
Who To Target?

- Government
- Faith Communities
  - Business
- Higher Education
- Secondary Education

## Targeting Secondary Education Rhode Island High Schools

- 621 Surveys
- 4 High Schools
  - Barrington High
  - East Providence High
  - North Kingstown High
  - Westerly High
- Grades 9-12 Sampled

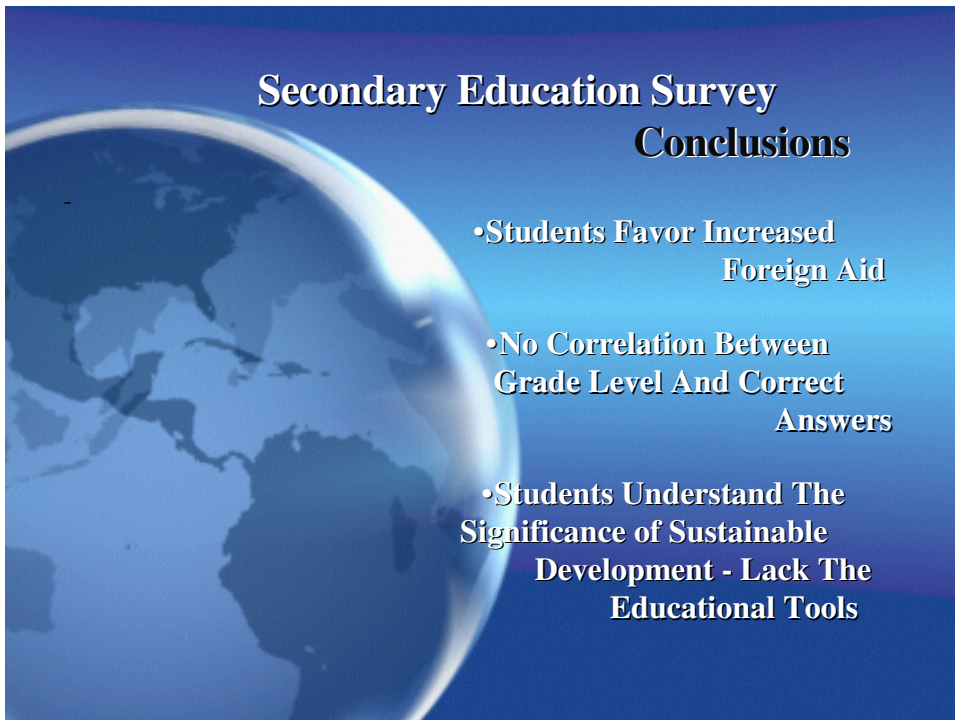
## Secondary Education Survey Results Graph





## Secondary Education Survey Results

- Only 1 Question Answered Correctly By A Majority of Students.
- Others Range From 14-44% Correct
- Students Overestimate U.S. Foreign Aid & Underestimate Western Wealth



## Secondary Education Survey Conclusions

- Students Favor Increased Foreign Aid
- No Correlation Between Grade Level And Correct Answers
- Students Understand The Significance of Sustainable Development - Lack The Educational Tools

## Appendix 10: PowerPoint Presentation Notes

### Honors Project Presentation Notes

#### Slide 1 - Introduction Slide

- Introduce Self, Sponsor, Topic...
- 1983 Brundtland Commission
  - Sustainable Development - "Development that meets the needs of the present without compromising the ability of future generations to meet their needs"
  - *"Our biggest challenge in this new century is to take an idea that seems abstract -- sustainable development -- and turn it into a reality for all the world's people."*
    - Kofi Annan, UNSG, 2001

#### Slide 2 - What Is Development Education?

- Economic -
  - Aid, Trade, & Debt Relief
  - Alleviation of Poverty
- Environmental -
  - Climate Change
  - Resource Protection & Management
- Political -
  - Human Rights
  - International Peace
- Social -
  - Public Health (Infectious Disease, Maternal Health, Child Mortality)
  - Gender Equality

#### Slide 3 - U.N. Millennium Development Goals

1. Eradicate Extreme Hunger & Poverty
2. Achieve Universal Primary Education
3. Promote Gender Equality & Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, Malaria, & Other Diseases
7. Ensure Environmental Sustainability
8. Develop A Global Partnership For Development
  - Aid, Trade, and Debt Relief

## Slide 4 - 2006 U.N. MDG Report

- Progress Towards MDG's, But Not Enough
  - Marginal decline in African poverty rate, but 140 million fell into extreme poverty.
  - Progress against hunger in Africa, South & East Asia during 1990's is eroding, hunger is again rising in these areas
  - Survival prospects everywhere have improved, but 10.5 million children under 5 still died in 2004, most from preventable causes.
  - The number of people living with HIV continues to rise; 4.1 million new infections in 2005. AIDS related deaths also increased.
  - Energy use is becoming more efficient (ratio of energy used per \$1,000 of GDP), but global CO2 levels are still rising.
  - Only Denmark, Luxembourg, the Netherlands, Norway, and Sweden have met the U.N. aid target of 0.7% of GNP.
    - ½ Aid increase since 1997, ¾ since 2005 has been debt relief

## Slide 5 - What Do We Do?

- Decade of Education for Sustainable Development (UNESCO)
  - American, German, & Japanese Partnerships
  - Portugal, Greece, Sweden, India, The Philippines..
- Four Key Action Areas
  - Promotion & Improvement of Basic Education
  - Reorienting education at all levels to address sustainable development
  - Developing public understanding and awareness of sustainability
  - Training the workforce with the necessary skills to perform work in a sustainable manner

## Slide 6 - Who To Target?

- Target all aspects of society -
  - Government
  - Faith Communities
  - Business
  - Higher Education
  - Secondary Education

**Slide 7 - High School Surveys**

- o 621 surveys administered to four RI high schools
  - 331 Males
  - 290 Females
    - 9<sup>th</sup> - 221
    - 10<sup>th</sup> - 126
    - 11<sup>th</sup> - 168
    - 12<sup>th</sup> - 114

**Slide 8 - Survey Graph**

- See Data Sheet

**Slide 9 - Results**

- See Data Sheet

**Slide 10 - Conclusions**

- 2/3 of students (50% of males, 80% of females) favor increased aid to developing nations - this points to an increasing interest/understanding of the importance of international development.
- No significant correlation between grade level and number of correct answers - this points to a lack of institutionalized development education.
- Students clearly understand what is at stake; they need to be empowered with the proper knowledge to affect change.
- Decade of Education for Sustainable Development must be accelerate initiatives - work with Department of Education to provide schools with legitimate DE materials.



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