

80/20 A Tropical Paradise

"... these people have a very different experience of the Dominican Republic than tourists do."

This first program in the series asks what makes a third world country? Why are they called third world? What are the conditions in developing countries? How is Canada different? We are introduced to the concept of the developing world, the terms first, second and third worlds; explains the 80/20 split where 80% of the world's population has 20% of its wealth.

Facts and fallacies are discussed as well as the chief contributing factors, such as the debt crisis, "free" trade policies, loss of autonomy and failures of foreign aid. Explains the term GNP and compares Canada's GNP with those of several developing countries.

A Study Guide is available on-line.

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Canadian Learning Company Inc.

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80/20 A Tropical Paradise

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80/20 A Tropical Paradise



80/20 Interdependence

*The average North American consumes 30 times
what someone in India consumes each year.*

The question posed at the end of part one was why people in more developed nations should be concerned about conditions in developing nations. This program begins by examining trading relationships which appear to benefit residents of the world's richer nations more than they benefit residents of poorer nations.

The program examines other patterns of interdependence among nations, the ways in which these nations are linked by health issues, environmental issues, economics, and global security.

It ends with an examination of the way in which enculturated points of view affect our understanding of other nations and cultures.

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80/20 Interdependence

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80/20 Interdependence



80/20 Legacy of Colonialism

Histories of the era have suggested that the profits for these "sugar islands" financed the British Industrial Revolution

Part three of the program begins an analysis of the historical structures which have contributed to the current status of many of the world's nations. One characteristic that most developing nations have in common is that they were at one time or another colonies or occupied territories, and, as such, their resources were not developed for the benefit of their residents but for the benefit of the occupying power. We look at the difficulties former colonies faced after achieving independence and their susceptibility to local autocrats.

We end the program looking at the signs of improvement and hope which occurred in the late 1960s and 70s.

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80/20 Legacy of Colonialism

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80/20 Legacy of Colonialism



80/20 Development and Debt

Developing countries paid \$31 billion more in interest than the foreign aid they received.

If the 1970s was a time of promise for many developing nations, the 80s was the decade of reversal. Part Four of the series examines many of the factors which led to the "Third World Debt Crisis." It also looks at the assumption upon which foreign aid policies were based and the ways in which those assumptions often contributed to new difficulties.

The program emphasizes that patterns of development must be appropriate to the nation in which they are implemented. It also examines the impact of "structural adjustment" programs on indebted nations.

A Study Guide is available on-line.

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80/20 Development and Debt

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80/20 Development and Debt



80/20 Where To Next?

In 2003, the United Nations Special Envoy to Africa on the AIDS issue, Stephen Lewis ... called it "genocide by complacency..."

This last program in the series begins with a rehearsal of some of the greatest difficulties developing countries face as well as examples of the greatest accomplishments they have achieved. The role of NGOs (Non-Governmental Organizations) in promoting community-based social development is considered.

The program examines how personal choices made by individuals living in more developed countries can have a direct impact on people in other nations.

It concludes with an examination of the issues that need to be addressed to ensure long-term improvement throughout the developing world.

A Study Guide is available on-line.

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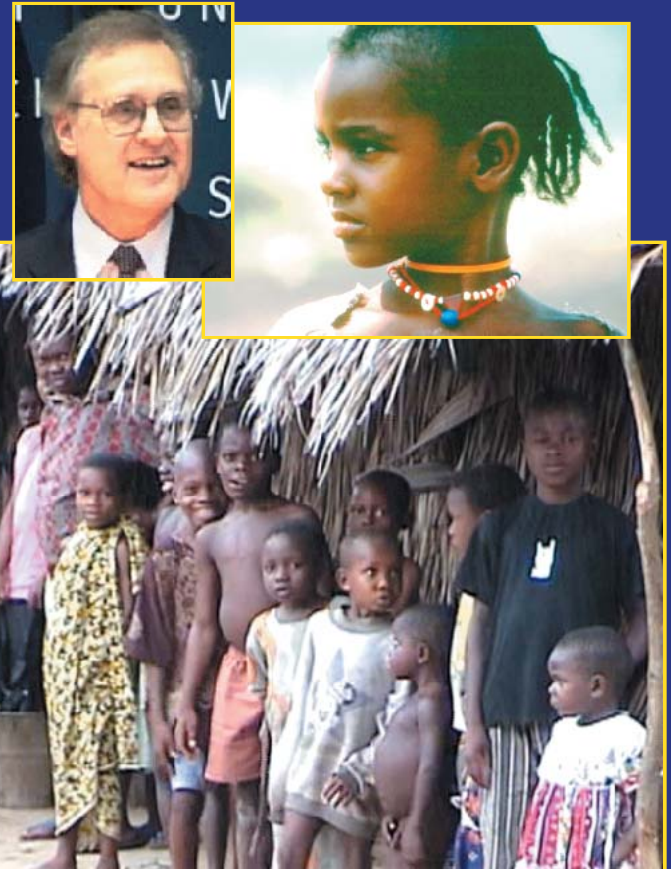
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