Project of Change
A study of the United Nations Millennium Development Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. A global partnership for development

GlobalScope
A Global Connect @ UC Irvine Publication
Teacher Edition
Fall 2014
Volume II

PROJECT OF CHANGE
A STUDY OF THE U.N. MILLENNIUM DEVELOPMENT GOALS

GLOBALSCOPE PUBLICATIONS
University of California, Irvine • School of Social Sciences
GlobalScope Publications

University of California, Irvine • School of Social Sciences

GlobalScope is a series of innovative curriculum guides created by the University of California Irvine's School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

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Global Connect @ UCI is an original educational partnership developed by UC Irvine’s School of Social Sciences to enrich California’s secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge-gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events – not as history.

The study of worldwide issues through Global Connect @ UCI establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation’s secondary students.

Global Connect @ UCI dedicates its educational program and publications to addressing California’s History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is being accomplished through the creation of an original year long course, “Globalization and International Relations”; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical–reflective thinking about global issues.

For additional information, please visit our website at:

http://www.socsci.uci.edu/globalconnect/
COMMON CORE STANDARDS IN THE SOCIAL SCIENCES & LITERACY

The pursuit of Common Core Standards is redefining America’s educational priorities. One of the most central and elusive problems in addressing these Standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California, Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science and sociology.

This integration occurs through concepts, readings, and “problem sets” found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive, and literacy building workshops that realize the Common Core objectives.

Global Connect specifically targets and meets the Common Core Standards by:

- Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings
- Emphasizing Evidence Based Writing Skills through the introduction of formal-academic forms of in-class writing, take-home assignments, and unit capstone projects
- Building a discipline-based vocabulary (a set of new terms are defined to complement each week’s academic theme)
- Expanding the students’ abilities to: Use Quality Academic Sources/Organize Data/Analyze/Cite & Discuss
- Integrating contemporary use of technology for online research and general inquiry

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle for acquiring college ready critical thinking abilities and organizational skills. These
strategies include the creation of effective teacher training modules for each unit; an expanded online topic specific video library of presentations by UCI faculty and graduate students; and the continued development of GlobalScope Curriculum Guides.

This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our Program, please visit our website at: www.socsci.uci.edu/globalconnect

Ellen Schlosser
Global Connect @ UCI
Founding Director & Curriculum Development Advisor

Note:

In 2011, the University of California recognized Global Connect’s course, “Globalization and International Relations,” as an approved A-G academic elective course for California’s secondary students.

The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, Sunburst: A Publication of the California Council for the Social Studies.
GUIDELINE TO GLOBALSCOPE

GlobalScope is an expanding library of in-print and online guides that mirror UCI School of Social Sciences’ contemporary research and teachings related to 21st Century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes that are influencing their educational and personal opportunities, and ultimately, their lives and careers.

Explanation of GlobalScope format:

Unit Presentations vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate, or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher. An annotated version with additional information has been included in the Teachers’ Edition. Some presenters have also provided lesson outlines.

Workshop Scripts seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 12) by Global Connect undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

Literacy Building Readings and Assignments provide students with exercises that will require them to read non-fiction, original-source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

International Relations & Globalization Course Workbook is a two part workbook to be used in conjunction with the thematic module presentations throughout the semester.
Part I: “A Sense of Place: Identifying Nations by Name and Location”
includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s 205 nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

Part II: “People of Purpose: 21st Century Global Citizens (‘Real Heroes’)”
will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews/feature stories and assigned readings. Students will be asked to analyze the problems, strategies and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or as take home assignments. Grading of these assignments is recommended.

Identification of Curriculum Standards:

Each workshop and presentation addresses an objective identified in the National Council for the Social Studies Curriculum Thematic Strands and/or the objectives set-forth by the California State History/Social Science Standards & Framework. For your personal reference, we have included a copy of the National Council’s Thematic Strands in the Appendix.

Complimentary Disk: All of the primary GlobalScope materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All the original materials are for individual classroom use only and not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

Website: All materials contained in GlobalScope will be posted on the Global Connect @ UCI website: http://www.socsci.uci.edu/globalconnect
THE PROJECT OF CHANGE

How does the world identify the needs of the global population?
What organization has developed a strategy for seeking solutions?
Who are the problem solvers?
What is an NGO?
Can you become an agent of change?

These questions are addressed through the Project of Change curriculum unit developed by UC Irvine’s School of Social Sciences Global Connect Educational Initiative. The lessons and exercises can be presented in individual classrooms or as a centerpiece for an academic enrichment program. Through this new academic adventure, secondary students are able to participate in a college level experience and be introduced to the issues and events that are defining our globalized world.

Focusing on the Main Ideas

The Project of Change has four basic curriculum components

- **Faculty Presentations:** University faculty, doctoral candidates, or classroom teachers will provide formal presentations on topics of globalization.
- **Breakout Workshops:** Undergraduate interns or the classroom teacher will facilitate small, group-based discussion sessions.
- **High School Student Team Projects:** Student teams will develop their Project of Change. The projects will be exhibited and judged according to an established matrix.
- **Individual Global Issues Journals:** Each participant will be responsible for creating his or her personal Global Issues Journal. This form can be used to monitor students’ progress.

Making a College Connection

Through the presentations of student generated NGOs, the secondary school learners are able to envision some of the ways to actively address local and global social problems. The curriculum is structured on the University “lecture-discussion” model and serves as a college preparatory
experience. The Global Journal assignments allow individual students to define and express their perspectives on important issues and to develop more effective expository, non-fiction writing skills.

**Background and Implementation**

The *Project of Change* was developed in Fall 2006 by the School of Social Sciences at the University of California, Irvine. This original curriculum unit was introduced to secondary students through a four day on-campus “Global Issues Forum”. This curriculum is currently being taught as a general classroom academic unit at Global Connect site schools in Orange County, California. More than 5,000 students have been introduced to the unit and have created their own NGOs. The curriculum has been taught to AVID students, MUN students, and AP World History students. The *Project of Change* can be taught as a stand-alone unit in any literacy building or social studies course. The unit addresses the Common Core Standards. In the Saddleback Valley School District, Project of Change is a component of the year-long state approved academic elective course on *Globalization and International Studies*. 
GLOBAL CONNECT VISIONARIES

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Barbara Dosher, Professor of Cognitive Science
Caesar D. Sereseres, Professor of Political Science
Mark Petracca, Associate Dean of Undergraduate Studies
Dave Leinen, Assistant Dean, Administration, Planning, and Resources
Louis DeSipio, Professor of Political Science
Nurudeen Alao, Professor of Geography

NEWPORT MESA UNIFIED SCHOOL DISTRICT

NEWPORT HARBOR HIGH SCHOOL
Principal Sean Boulton
Host Teacher: Jennifer Thompson

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL
Principal Brian Ferguson
Vice Principal Dan Bode
Host Teachers: Yoleisy Avila & Paul Weinberger

MISSION VIEJO HIGH SCHOOL
Principal Ray Gatfield
Vice Principal Dan Sullivan
Host Teachers: Jack Opkins, Chris Ashbach, & Kim Gerwatosky
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Sunny Thai, *Sociology, Political Science, & Education Sciences*

Mark Barcelona, *History & Political Science*

Jung Eun Kim, *International Studies & Statistics*
# GLOBALSCOPE

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Online Resources

Throughout this textbook, many video resources are used. On this page, you will find links to them.

Unit I

**Lecture: Introduction to the Millennium Development Goals**

Millennium Development Goals for 2015  
http://www.youtube.com/watch?v=v3p2VLTowAA

Unit III

**Lecture: Hunger and Poverty**

Poverty in America  
http://www.youtube.com/watch?v=bhokXc905ds

Promise for the Future  
http://www.cbsnews.com/stories/2007/10/19/60minutes/main3386661.shtml

**Lecture: Universal Primary Education**

Education For All: Class of 2015  
http://www.youtube.com/watch?v=Jieco-43WNI

**Lecture: Gender Equity**

The Girl Effect  
http://www.youtube.com/watch?feature=player_embedded&v=WIvmE4_KMNw

**Lecture: Child Mortality**

Millennium Development Goal 4: Reduce Child Mortality  
http://www.youtube.com/watch?v=dH_VAA6JwaA

**Lecture: Environmental Sustainability**

Big Heads, Small Brains: The Story of Easter Island  
http://www.youtube.com/watch?v=5yhnETtF64

MIDWAY - Film by Chris Jordan - Trailer  
http://www.youtube.com/watch?v=PLkTTJW4xZs

Parks and Recreation: Ron's swivel chair  
http://www.youtube.com/watch?v=awqvLnCzmU

Saving The Environment  
http://www.youtube.com/watch?v=Vkq_srFGW5I
Lecture: Global Partnerships

UN Millennium Campaign Goal 8 Global Partnership
http://www.youtube.com/watch?v=EXDDNLDiFw&feature=related

Humanitarian Day 2012 - Behind The Scenes with Beyoncé
http://www.youtube.com/watch?v=Aj6ivVMDoFk

Community Technology Centers of the Dominican Republic | Bill & Melinda Gates Foundation
http://www.youtube.com/watch?v=mEt2sYyCs7Y
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Project of Change

Homework Assignments
The Global Citizen

Read articles “A Nobel Cause” and “Making Sure ‘Motel Kids’ Don’t Go Hungry.” Address each of the questions listed below in a complete paragraph (4-5 sentences each). Please submit your responses on the assignment due date. Be sure to include your name, your teacher’s name, and your class period.

Questions:

1. What issue or community need do you feel most passionately about? Why?

2. Can you suggest some ways to improve the situation or right the wrongs related to the given issue?

3. Can you imagine some ways that you can share your concern with others and motivate others to work with you to achieve change?

This assignment is due ____________________.

Be sure to bring a printout of your journal to class on the due date.
A Nobel Cause

By Elizabeth Mehren, Published: October 16, 1997

It was a long, exhilarating weekend: turning 47 years old, riding her horse Frank, keeping track of the beaver's construction on the pond and winning the Nobel Peace Prize. Exhaustion was taking its toll.

"I'm Jody," she announced, "and I'm not getting up."

But moments later, the first American to win the peace prize since Elie Wiesel in 1986 did arise from the cozy love seat where she had all but collapsed beneath a rose-colored blanket. Her two young nieces were about to leave after a weekend-long birthday celebration. Emma and Libby, their aunt declared with the insistence that makes her relatives refer to her as Attila the Hun, were going nowhere without a hug.

"They're my anchor," Jody Williams said of her large, loving family, so close they all live in the same area code.

On Saturday, the day after the peace prize was awarded to Williams and the group she coordinates, the International Campaign to Ban Land Mines, most of her kin converged on her sunny, wooden home beside the beaver pond. Since the occasion coincided with Williams' birthday, they came bearing gifts. Along with the decorated Halloween pumpkin that said "Happy Nobel Prize," Williams' favorite was a scrapbook her mother made in honor of her daughter's unconventional career.

It has pictures of Canada geese on the outside, just like the flocks that fly over Williams' Putney retreat at the end of a winding dirt road. Inside are newspaper clippings that date from Williams' early involvement as an antiwar protester at the University of Vermont in the late 1960s.

Williams nearly split a side laughing when she came across one headline from the 1970s, when she was working for a Central American rescue project. It described her as an "Angel of Mercy."

"Angel of Mercy, ha!" Williams exclaimed, crumpling back on the love seat. "My family calls me the Angel of Mercy from Hell."

Along with her family members, who have grown tolerant of her dictatorial ways, Williams was besieged this week by members of the media, like a Vermont congressional candidate in a hot campaign year.

Stella, Williams' white German shepherd, assumed that the news people had all come to play fetch with her.

Williams loved it. Winning the Nobel Peace Prize was a buzz, an astonishing achievement for the head of an organization that has existed only since 1991 and that has made the Nobel committee's short list four times since then.

But how could she let her head swell when there were network TV crews outside in her field, throwing rubber rings for her dog?

Williams displayed her own brand of youthful restlessness. In the Brattleboro of the 1950s, her family lived a version of "Leave It to Beaver." Her
father was a county judge. Her mother wore dresses while she vacuumed. She ironed the sheets.

"I didn't know what I wanted to be when I was a kid, but I knew what I didn't want to be," Williams said. "I didn't want to grow up, have 2.2 kids, be married. I knew that girls grew up to be teachers or nurses or secretaries. I didn't want that either."

On the other hand, "I certainly didn't want to be an activist. I didn't know what one was. I had never heard the word."

But Williams did grow up to trace an activist trajectory that began with Vietnam, "the pivotal issue of our generation."

Vermont was hardly a hotbed of political activity, "sort of small and cold," she remembered. Still, with students from all over the country, she did go to Washington for protests. Days and nights of sit-ins at the White House may have marked the beginning of her sometimes fractious responses to occupants of 1600 Pennsylvania Ave.

Because of his failure to support a United Nations ban on land mines, Williams has been known to refer to the current president as "a weeny." On Sunday, she was still fuming about the lack of a congratulatory phone call from Bill Clinton.

"I guess it's a lot easier to call the winners of the Super Bowl and say rah-rah, all that testosterone stuff," Williams said. (At a news conference last Friday, White House spokesman Mike McCurry said that President Clinton "has not had the opportunity to personally congratulate Ms. Williams, but he certainly does congratulate her and the International Campaign to Ban Land Mines for the receipt today of the Nobel Prize.")

After college, Williams picked up a master's degree in Spanish, then headed to Mexico.

"I went from Vermont, this beautiful green state with white church steeples everywhere, and where everyone lives in white houses--or at least that's the illusion--to a place where, for the first time, I saw extremes of wealth and poverty," she said.

She was 25, tall, blond and sturdy, with turquoise-blue eyes that still flash equally with anger and amusement. The scion of one of Mexico's wealthiest families fell in love with her. Riding his Arabian horses across the countryside, "we would spend hours arguing about the inequities. I would tell him, 'Excuse me, you sound like something out of the old American South.'"

When he proposed, Williams said no and headed to Washington. By now she had gotten the bug to think of the world as a lot bigger than Vermont.

Coming out of the subway in the capital one day, someone handed her a pamphlet comparing U.S. actions in Central America to the war in Vietnam.

"I thought, 'Oh, my god! The U.S. is doing it again,'" Williams said.

While supporting herself as an English teacher at a Washington law school, she began volunteering to work with an El Salvadoran rescue group. "I never looked back," Williams said.

Soon it became clear that with "this rather radical political work," it wouldn't hurt her credibility to "go to an elitist school and get an elitist degree."

At Johns Hopkins' School of Advanced International Studies, Williams became the resident political troublemaker. After graduation, while her classmates marched off to jobs with the CIA and the World Bank, Williams took a $13,000-a-year job with the Nicaragua-Honduras Education Project. Meanwhile, graduate school had left her $18,000 in debt.
"My mother kept saying, 'You have all these degrees. Why don't you get a job where you make some money?'" Williams recalled. "And I said, 'Because I don't care about money, Mother.'"

By 1986, Williams was commuting between Washington, Los Angeles and El Salvador, running the Children's Project of Medical Aid for El Salvador, an effort launched by actor Ed Asner.

In the early 1990s, as peace began to take hold in Central America, she began casting her sights wider.

"I wanted to do something with other issues, more global issues," she said. Specifically, she decided, "war in general, raising public awareness about war issues was what was important to me." Through her work in El Salvador, Williams was known to many international groups, said Vietnam Veterans of America Foundation President Bobby Muller. He approached Williams in 1991 about heading the fledgling International Campaign to Ban Land Mines.

Williams said she took the job because "I pretty quickly saw that land mines could be a vehicle for discussion of broader issues about war."

While they have been used since the Civil War, land mines gained notoriety in the aftermath of the Cold War as international relief groups moved into battle zones, says Philip Winslow, author of the recently published book *Sowing the Dragon's Teeth: Land Mines and the Global Legacy of War* (Beacon Press). More than 100 million mines are believed to be still planted in 70 countries. At least 26,000 people are killed or maimed each year by land mines.

Ninety percent of the casualties occur as the victims go about normal activities, gathering water, working the fields or traveling on rural roads. Children often uncover and play with mines, and workers are often killed or injured while attempting to remove mines.

"Aid agencies found to their absolute horror that their work was impeded by the presence of land mines," Winslow says. "Aid agencies started to see these terrible civilian casualties, long after the soldiers had taken away their other weapons."

As a consequence, "the world started to look at this as a very peculiar weapon, the weapon that stayed behind."

With so many organizations and individuals involved in the global effort to ban land mines, Muller, for one, said he wishes the Nobel Prize committee had not singled out Williams, or even the International Campaign to Ban Land Mines that he founded.

"In 1991, when we started this group, everybody was talking about land mines," Muller said. "What we did was such a tiny step. I think it's, frankly, almost embarrassing that this broad international effort gets reduced down like this."

The movement to ban land mines "represents an extraordinary amount of work by an extraordinary number of people," agreed Susannah Sirkin of Boston-based Physicians for Human Rights, which in 1990 issued a report documenting land mine devastation in Cambodia.

Still, Sirkin says, "with so many disparate groups, there has to be a linchpin--and Jody has been the linchpin among linchpins, the nerve center. She's an extraordinarily determined individual."

Indeed she is. Williams continues to pound away at President Clinton for backing off on U.S. support of the international treaty banning land mines, scheduled to be signed in Ottawa in December.

Among major nations, only the United States and China have not agreed to sign the document. The White House and presidential defense advisors remain unmoved, Williams conceded. "This
weapon has been used since the U.S. Civil War and the Crimean War. And so, all of a sudden, the tree-huggers from Vermont are going to tell the White House and the Pentagon what to do? I think that's the issue," she says.

Where does Williams' resoluteness come from? Once again, she turns to her family.

"Where does it come from?" she repeats. "I have a deaf, schizophrenic brother. I couldn't save him, so I decided to save the world instead." She pauses, momentarily taken aback by what she has just said about her brother Steven, 50. "I've never quite put it like that," she says.

The Nobel Peace Prize will be awarded Dec. 10 at a ceremony in Oslo. After that, Williams says, again showing the giddy effects of exhaustion, "I'm going to sell doughnuts."

No, wait. That's not really what she meant. What she meant is that she's going to keep on pushing for grass-roots world diplomacy, for real cooperation between government and civilian organizations.

"I'm going to continue this work," Williams said. "We have to bring this treaty into force. If those of us who have been most involved declared victory, I'd worry about our commitment."

For more information, visit:
http://proquest.umi.com/pqdweb?did=18500151&sid=19&Fmt=3&clientId=1568&RQT=309&VName=PQD
Making sure ‘motel kids’ don’t go hungry

By Kathleen Toner, Published: March 24, 2011

In the shadows of Disneyland, often referred to as the "happiest place on Earth," many children are living a reality that's far from carefree.

They are living in cheap motels more commonly associated with drug dealers, prostitutes and illicit affairs.

It's the only option for many families that are struggling financially and can't scrape together a deposit for an apartment. By living week to week in these cramped quarters, they stay one step ahead of homelessness.

"Some people are stuck, they have no money. They need to live in that room," said Bruno Serato, a local chef and restaurateur. "They've lost everything they have. They have no other chance. No choice."

While "motel kids" are found across the United States, the situation is very common in Orange County, California, a wealthy community with high rents and a large number of old motels. In 2009, local authorities estimated that more than 1,000 families lived in these conditions.

When Serato learned that these children often go hungry, he began serving up assistance, one plate at a time. To date, he's served more than 270,000 pasta dinners -- for free -- to those in need.

"Kids should not be suffering," Serato said. "[I had] to do something."

Serato, 55, has always given back to the community where he achieved his American dream. When the Italian immigrant arrived in the U.S. 30 years ago, his poor English skills forced him to settle for a job as a dishwasher. But within five years, he had become chef and owner of the Anaheim White House, an Italian restaurant that is now a local hot spot.

In 2003, he created Caterina's Club, which raises money for underprivileged children. The charity is named after Serato's mother, who taught him how to cook at the family's trattoria in Verona, Italy.

When she came to California in 2005 to visit her son, he took her to the local Boys & Girls Club, the main recipient of the charity's funds. There, they saw a small boy eating a bag of potato chips and learned that this snack was his supper.

Bruno said his mother was shocked by the boy's meager meal. She had raised seven children and always made sure food was on the dinner table, even during the lean years after World War II.

"My mama ... her whole life was to feed kids," he said.

The Seratos found out that the boy lived in a motel with his family. The situation was so common in the area that the Anaheim Boys & Girls Club had a "motel kids" program, where vans pick up the children after school and drop them off at the motels every night. While these children receive free breakfast and lunch through school programs, their parents often don't have the resources to give them dinner.

Caterina found it unacceptable that the children would go to bed without supper. Speaking in rapid Italian, she made her feelings clear to her son.

"Mom said, 'Bruno, you must feed them the pasta!'" Serato recalled.
When he discovered that this meant feeding around 70 children, he demurred. But his mother insisted. He went back to his restaurant and prepared 70 pasta dinners to serve at the club.

His mother helped him that first night, and Serato has maintained the ritual nearly every night for more than six years -- even through the recession.

The economic downturn was a challenge, though. Serato lost 30% to 40% of his customers, and the number of children he fed each night more than doubled. He often found himself giving away more meals than he served in his restaurant, and he was forced to refinance his home to keep going. But Serato found that his work with the children helped sustain him, at least on a personal level.

"So many nights ... it was not too many customers," he said. "[To] know that I served 150 kids ... it made me feel better."

Today, Serato's business has rebounded, and his program feeds nearly 200 children, in two locations, seven days a week. He also pays for drivers to transport the kids to the Boys & Girls Club, and he has purchased another van. All told, he estimates that the endeavor costs him around $2,000 a month.

Michael Baker, the executive director of the Anaheim Boys & Girls Club, says many of the "motel kids" he serves depend on Serato's meals. He also relishes the irony of the situation.

"These are some of the poorest kids in Anaheim eating from one of the most exclusive restaurants every night," he said. "I love that!"

Carlos Gomez, 12, has lived in a motel room with his family -- a total of six people -- for almost his entire life. He and his younger brother Anthony often eat Serato's pasta, and his father, Martin, says it's a relief to know that his children can get a free meal.

"I no longer worry as much, about them [coming home] and there being no food," he said. "I know that they eat over there at [the] Boys & Girls Club."

This spring, Serato plans to expand his program to an additional 100 kids a night, and he will partner with another organization to give 100 children three meals a day.

He is also calling on other restaurants around the country to work together to feed "motel kids." He believes that providing just a few dinners a night could make a significant difference.

"Every restaurant in the country -- Chinese, Indian, Mexican, French -- let's do it all together," Serato said. "We would have no hungry children."

Serato's love for the children is clear, but he's quick to give all of the credit to his beloved "mama" back in Italy. Although she suffers from Parkinson's disease, he still talks to her via Skype every morning and believes that if she knew how their work has grown, she would be proud.

Although his mother made him start the work, he now says he could never stop helping the children.

"They're customers," he says with a smile. "My favorite customers."

For more information, visit:
In Search of Long Term Solutions

Read “Care” article. Address each of the questions listed below in a complete paragraph (2-3 sentences each). Please submit your type-written responses on the assignment due date. Be sure to include your name, your teacher’s name, and your class period.

Questions:

1. What is the meaning of the following quote? “Give a man a fish and he eats for a day. Teach a man to fish and he eats for a lifetime.” How does it apply to the efforts of the Care Pathways program? Provide examples.

2. In your neighborhood, school, or place of worship, have you witnessed any activities taking place that are assisting people to help themselves? (Consider opportunities that allowed people to acquire better work skills, helped people speak or read, or helped improve dietary or other health habits.)

3. Which skills do you possess that would help you to help others? Are you currently assisting others? How? Whom? (No specific names required.)

This assignment is due ____________________.

Be sure to bring a print-out of your journal to class on the due date.
Care Pathways

Pathways is currently being implemented in six countries—Bangladesh, Ghana, India, Malawi, Mali, and Tanzania. These diverse settings present a range of difficult food security and agricultural productivity challenges, but also offer promising opportunities for agricultural development successes due to government commitment, private sector investment, and growth. These six countries were selected for Pathways based on demonstrated organizational capacity and participation in a 12-month planning process, in which local teams conducted detailed analysis on the drivers of poverty and exclusion among smallholder women farmers as well as the different sub-groups within this broad bucket of rural women farmers. It was these analyses that defined the global Pathways model. Implementation in these six countries will provide invaluable knowledge about how the Pathways model can be adapted to diverse contexts and local realities to achieve depth and scale of impact well beyond the initial initiative.

Malawi

Malawi is one of the poorest countries in the world, ranking 164th out of 177 in the Human Development Index. This landlocked, chronically food insecure nation is characterized by high population density, high rates of HIV/AIDS, decreasing soil fertility, increasing exposure to climate change in the form of droughts and floods, and poor transport links to international markets.

Representing 70% of agricultural labor and 30% of all smallholders in Malawi, women play a significant role in the sector that often goes unrecognized. Women farmers also face significant constraints in pursuing their livelihoods, due discriminatory attitudes and practices that favor a male-dominated land tenure system. Women also receive lower wages than men, are allocated the lowest quality plots of land for household crop production and are blocked from producing higher value crops or engaging in agro-enterprise due to high input costs and a male-dominated society.

While these barriers persist, there are also growing opportunities to promote sustainable livelihood security for women smallholders. Malawi's Poverty Reduction Strategy demonstrates a commitment to the poor, and the national Lilongwe Declaration (2005) urged microfinance lending institutions to target women.

With this context in mind, CARE Malawi is implementing Pathways in three districts across the central region of the country – Lilongwe (rural), Dowa, and Kasungu. The overall objective of Pathways Malawi is to enable more productive and more equitable participation of specific segments of poor women smallholder farmers in sustainable agriculture while simultaneously contributing to their empowerment. The initiative will have a direct impact on 12,000 poor women farmers and 48,000 of their household members who are engaged in agriculture, natural resource management, and gender equity activities. More broadly, the initiative aims to benefit 160,000 other community members as a result of improved local governance and management of land and water resources.

Key interventions being pursued by Pathways in Malawi include: engaging groups and community organizations, especially village savings and loan associations (VSLAs) and village umbrella
committees, to build solidarity and support for women smallholders, foster improved access to finance and income generating opportunities, and promote better governance.

Building women farmers’ capacities and skills in sustainable agriculture, literacy, civic participation, business management, and other areas.

Diversifying livelihood strategies and promoting sustainable agricultural practices with a focus on resilient farming systems; access to agricultural inputs like seeds, irrigation, and extension services; processing technologies and practices; and crop and livestock diversification.

Developing more inclusive high-value markets that provide opportunities for women in agricultural sectors that are currently dominated by men.

India

Orissa State, in east India, has the highest poverty levels in the country, with 46.4% of its population living below the poverty line. Agriculture continues to be the primary source of employment in the region, but over the years, the sector has suffered from minimal investments, declining growth, and frequent natural disasters.

While women farmers throughout India face gender-based inequalities, women belonging to the historically poor and socially excluded communities such as the Scheduled Castes (SC) and the Scheduled Tribes (ST) are particularly marginalized, experiencing multiple layers of discrimination. Women in SC and ST communities are heavily engaged in agricultural activities, but their work is seldom appreciated, and they are generally not viewed as farmers, either in their communities or by wider society and government. In spite of these challenges, several trends represent promising opportunities for Pathways—particularly the growing presence of women’s collectives in the region, as well as government policies to promote investment in agricultural development.

With this context in mind, CARE India’s is implementing its Pathways initiative in three districts in Orissa – Kalahandi, Kandhamal, and Gajapati. The objective of the initiative is to enable more productive and more equitable participation of SC and ST women farmers in sustainable agriculture and to contribute to their empowerment. The initiative will directly impact 10,000 women from SC and ST households, with direct wellbeing benefits on 40,000 others in their households and 12,900 other women in collectives.

Key interventions that make up CARE India’s Pathways initiative include: strengthening collectives to build solidarity and support for SC and ST women smallholders, with a specific focus on existing Self Help Groups in Orissa.

Promoting sustainable and intensified agricultural practices in order to promote greater productivity, livelihoods diversification, and community capacity to assess and mitigate environmental risk.

Using a value chain approach to advance women’s access to markets and services by identifying and addressing the most critical structural barriers that limit the productivity of women farmers.

Improving the availability of information that smallholders need, including information on farming techniques, nutrition, markets, public and private sector services, and other development opportunities to diversify livelihood strategies.

Additional approaches include: improvements in seed varieties and crop diversification; expansion of income generating opportunities outside of agriculture; promotion of food and nutrition security; engagement of boys, men and elites; and development of a set of learning approaches designed to enhance the quality of CARE’s work.

For more information, visit:
http://www.carepathwaystoempowerment.org/countries/
Universal Primary Education

Read articles “War denying millions of children an education” and “Ahead of Malala Yousafzai’s UN visit, Ban spotlights universal right to education.”

“Education is the pathway to saving lives, building peace and empowering young people. That is the lesson that Malala and millions like her are seeking to teach the world. International partners and governments must listen and act.”

- U.N. Secretary-General Ban Ki-moon

Questions:
1. Secretary General Ban Ki-moon’s quote asks governments and international partners to listen and act. In your own words explain why the role of the government is crucial in meeting the educational needs of its citizens.
2. Do you think Malala’s individual actions and words have had an impact on a global level? Explain your position.
3. Is it realistic to think that the United Nations and other international organizations can assist nations that lack school systems and are failing to educate millions of young people? Yes or No. Explain your response.

This assignment is due _____________________.
Be sure to bring a print-out of your journal to class on the due date.
Almost 50 million children and young people living in conflict areas are out of school, more than half of them primary age, and reports of attacks on education are rising, according to figures published on Friday.

Civil war in Syria has contributed to the sharp increase in reported incidents of children being stopped from accessing education, physically attacked for trying to go to school or having their school bombed, or recruited by armed groups, found Unesco’s Education for All global monitoring report and the NGO Save the Children. Of more than 3,600 incidents recorded last year, more than 70% occurred in Syria.

The report comes as the Pakistani schoolgirl, Malala Yousafzai, 16, addresses the UN general assembly in her first public speech since she was shot in the head by gunmen on her way to school in Pakistan last October.

Two other secondary school girls, Kainat Riaz and Shazia Ramzan, suffered serious injuries in the attack. The Pakistani Taliban behind the attack threatened further attacks if Malala continued her public outreach, and issued warnings against anyone seen to support her or the principle she stands for: ensuring every girl in Pakistan can access education.

The report found that 48.5 million children between the ages of six and 15 living in conflict areas are out of school. Of that number, 28.5 million are aged between six and 11 and more than half of them are girls.

According to the Unesco report, globally, 57 million children are out of primary school.

One particularly damaging, but often ignored, effect of conflict on education is the proliferation of attacks on schools, said the report, as children, teachers or school buildings become the targets of attacks. Parents fear sending their children to school. Girls are particularly vulnerable to sexual violence.

The 3,600 documented attacks on education last year included violence, torture and intimidation against children and teachers, resulting in death or serious injury, the shelling and bombing of schools, and the recruitment of school-aged children by armed groups. In Syria, 3,900 schools have been destroyed, damaged or occupied for purposes other than education since the start of the conflict over two years ago.

In the Democratic Republic of the Congo, the M23 rebels were largely responsible for putting 250 schools out of use last year, either as a result of occupation for military purposes or looting. Between April and December more than 240,000 students went without schooling for weeks.

In the Central African Republic, more than half of the country's schools remain closed following the Séléka rebel coalition's takeover of the country in April. The education of 1 million children has been jeopardised as a result.

In Mali, following widespread attacks, more than 1,500 schools in the north of the country need
repair, new equipment and removal of weapons. The conflict has disrupted the education of more than 700,000 children.

Despite the impact of conflict on young people's schooling, the report said only a small amount of humanitarian funding is earmarked for education. In 2011, education represented 2% of overall humanitarian funding. But even from this low starting point there has been a fall: funding amounted to 1.4% last year.

Save the Children called on world leaders to protect education by criminalising attacks, prohibiting the use of schools by armed groups, and working with schools and communities to preserve schools as centres for learning – especially in a conflict. It urged the international community to cover the cash gap by increasing education funding to a minimum 4% of global humanitarian funding.

"The classroom should be a place of safety and security, not battlegrounds where children suffer the most appalling crimes. Children who are targeted in this way will be paying the price for the rest of their lives," said Justin Forsyth, chief executive of Save the Children.

Pauline Rose, director of the global monitoring report, said: "The decline in humanitarian aid for education is especially bad news because funds are needed more than ever. There are more refugees now than there have been since 1994; children make up half of those who have been forcibly displaced. Nowhere is this more painfully visible than in Syria. These girls and boys face a disruption of their learning process at a critical time – and the risk of a lifetime of disadvantage as a result."

For more information, visit:
Ahead of Malala Yousafzai’s UN visit, Ban spotlights universal right to education

Published: July 8, 2013

With Malala Yousafzai’s set to visit United Nations Headquarters on Friday, Secretary-General Ban Ki-moon today highlighted the importance of ensuring global access to quality education, and stressed that no girl or boy should face unsafe circumstances when exercising this basic right.

“One on 12 July, Malala will be joined by hundreds of students from more than 80 countries in a unique Youth Assembly, where diplomats will take a back seat as young people take over the UN,” Mr. Ban said in an op-ed for the Huffington Post. “They will gather to issue a global call for quality education for all.”

Malala is the Pakistani schoolgirl and education rights campaigner who, along with friends, was shot by the Taliban for attending classes. During her UN visit, which coincides with her 16th birthday, Malala will share her experiences and raise awareness about the importance of education, particularly for girls around the world.

“In far too many places, students like Malala and their teachers are threatened, assaulted, even killed,” Mr. Ban said. “Through hate-filled actions, extremists have shown what frightens them the most: a girl with a book.”

“We must do all we can to ensure that schools are safe and secure learning spaces. Nowhere in the world should it be an act of bravery for an adult to teach or a girl to go to school.”

Mr. Ban noted that there is still a long way to go to achieve universal education as there are currently some 57 million children out of primary school, many of whom live in countries mired by conflict. In addition, more than 120 million young people between the ages of 15 and 24 lack basic reading and writing skills, putting them at odds with the evolving job market. The majority of them are women.

“In today's knowledge-based society, education is a foundation for the future we want: a world without poverty, violence, discrimination or disease. Building this future will require a new, concerted push,” Mr. Ban said.

He also drew attention to the UN Global Education First Initiative, which seeks to put every child in school, improve the quality of learning, and foster global citizenship by the end of 2015.

“Education is the pathway to saving lives, building peace and empowering young people,” Mr. Ban said. “That is the lesson that Malala and millions like her are seeking to teach the world. International partners and Governments must listen and act.”

Last month, Ms. Yousafzai was the first person to sign a new worldwide petition calling for urgent action to ensure the right of every child to safely attend school. The petition was launched with the backing of the United Nations Special Envoy for Education, Gordon Brown.

For more information, visit:
Exploring Gender Equity

Read articles “Saudi activists face jail for taking food to woman who said she was imprisoned” and “Women leaders are key to Afghanistan’s progress, says UNDP.” Address each of the questions listed below in a complete paragraph (4-5 sentences). Please submit your responses on the assignment due date. Be sure to include your name, your teacher's name, and your class period.

Questions:

1. Why do you think more women are speaking up for several causes in the public sphere despite the consequences and dangers that they may face as a result?

2. Do you think that early marriages would limit the ability of females to take active decision making and leadership roles in the government, the economy, or within the educational or judicial systems of their nations?

3. Have you considered gender equity as an issue in the United States? Do you think there is an equity gap between American men and women? Yes or no. Explain.

This assignment is due _________________.

Be sure to bring a printout of your journal to class on the due date.
Saudi activists face jail for taking food to woman who said she was imprisoned

Court finds women’s rights campaigners guilty of inciting wife to defy husband’s authority

By Alexandra Topping, Published: Friday, July 5, 2013

Two female human rights activists are facing prison sentences in Saudi Arabia for delivering a food parcel to a woman who told them she was imprisoned in her house with her children and unable to get food.

Wajeha al-Huwaider, who has repeatedly defied Saudi laws by posting footage of herself driving on the internet, and Fawzia al-Oyouni, a women’s rights activist, face 10 months in prison and a two-year travel ban after being found guilty on a sharia law charge of takhbib – incitement of a wife to defy the authority of her husband.

But campaigners argue the women have been targeted because of their human rights work, and fear that the sentences send out a chilling message to other activists who dare to criticise the repressive regime, under which women cannot drive and can only cycle in recreational areas when accompanied by a male guardian.

"These women are extremely brave and active in fighting for women’s rights in Saudi Arabia, and this is a way for the Saudi authorities to silence them," said Suad Abu-Dayyeh, the Middle East and North Africa consultant for Equality Now, which is fighting for the women’s release. "If they are sent to jail it sends a very clear message to defenders of human rights that they should be silent and stop their activities – not just in Saudi Arabia, but across Arab countries. These women are innocent – they should be praised for trying to help a woman in need, not imprisoned."

The women were arrested in June 2011 after going to the aid of the Canadian national Nathalie Morin, who contacted Huwaider and said her husband was away from their home in the eastern city of Dammam for a week and her supplies of food and water were running out. When they arrived they were immediately arrested and released a day later.

More than a year later, in July 2012, they were called in for further questioning. Huwaider previously said she was repeatedly asked about her involvement in the Women2Drive campaign, which lobbies for women to be allowed to drive in the kingdom. In May 2011 Huwaider and Manal al-Sharif defied Saudi law and gained international media attention by driving a car, posting widely viewed footage on YouTube. She was also asked about a women’s rights protest she organised in 2006 on the King Fahd causeway and her 2009 attempt to cross to Bahrain without the approval of a male guardian.

In a statement Huwaider said: "These harsh sentences that have been imposed on us will not prevent us from pursuing [the cause that is] dictated by our Muslim faith and our humanitarian and moral duty – to help the oppressed, the deprived and the needy, and to protect the rights of women in our country, in all domains, including their right to social, political and employment empowerment, and her right to drive."

Following a trial which concluded last month the judge deemed the pair were guilty of "supporting a wife without her husband’s knowledge, thereby
undermining the marriage". Their appeal is to be heard on 12 July and they are asking the Saudi king, Abdullah bin Abdul Aziz, for a pardon.

Huwaider had been in contact with Morin – a Canadian who married a Saudi and has been trapped in Saudi Arabia since 2005, according to her blog – since Morin's mother, Johanne Durocher, contacted her in 2009. Durocher told them Morin's husband, a former police officer, Sa'eed al-Shahrani, was abusing her and denying her adequate food and water. Speaking from Quebec, Durocher said Huwaider was the only person who helped get money to her daughter so she could feed her children. "These women have shown enormous courage in trying to help my daughter. Why are they trying to put these women in jail, just for giving another woman food? I am a Canadian, and for me this is simply unbelievable," she said. "The authorities think that if you put these women in prison, other women will not speak up – they will be even more scared than they were before."

Writing on her blog Morin, who was not called to give evidence in the trial of Huwaider and Oyouni, said she could not leave Saudi Arabia as she did not have permission to take her children and called on the Canadian government for help. She wrote: "The charges against Wajeha al-Huwaider must be cleared, she has not asked to be involved in my story and she should not suffer the consequences. She never knew me and knew nothing about me. She only wanted to help me as a woman, a wife, a mother and human being herself from what she heard by others. She never tried to make any kind of interference in my relationship with my husband and she never had a discussion directly with me."

For more information, visit:
http://www.theguardian.com/world/2013/jul/05/saudi-activists-food-woman-husband
Women’s empowerment and full participation in the future of Afghanistan was top of the agenda during a visit to the country this week by Rebeca Grynspan, United Nations Under-Secretary-General and UN Development Programme (UNDP) Associate Administrator.

Grynspan’s first stop was at the Ministry of Women’s Affairs where she discussed UNDP’s role and actions in promoting women’s rights with a group of female leaders, including parliamentarians, police officers and members of Afghanistan’s academia and civil society.

“Gender equality is not just the right thing to do. It’s also the smart thing to do,” said Grynspan at the meeting. “Evidence consistently shows that where women are given opportunities, societies develop more rapidly.”

Among those present at the meeting were women who won parliamentary seats in 2010 and now form some 27 percent of all parliamentarians in the assembly, exceeding the 25 percent quota reserved for them.

UNDP has supported a range of efforts to improve the position of women in Afghanistan, including in the police force, where one thousand female officers are currently serving and the goal is recruitment of an additional 4,000 by 2014.

More than 60 percent of girls are now enrolled in primary school, compared to zero 10 years ago. The number of girls graduating to secondary and higher education levels is rapidly increasing.

Afghanistan also has a number of specific legal provisions and laws on gender equality and is a signatory to the UN Convention on the Elimination of All Forms of Discrimination Against Women.

Grynspan said that while Conventions and other frameworks are an essential first step: “Words must be followed by deeds; the gap between expressed will and the real challenges is still huge.”

According to Afghanistan’s Central Statistics Office, only about eight percent of the country’s decision makers are women. Most women are unemployed and those who work are often unpaid or paid half the salary of their male counterparts.

Between 70 and 80 percent of women experience early marriages, 87 percent face physical, psychological and/or sexual abuse, and Afghan women are more likely to die during childbirth than women in any other country.

“Many women are simply not aware of their rights,” said Qazi Asisa Kakar, a supreme court judge.

Husn Banu Ghazanfar, the Minister of Women’s Affairs, said that while women are united in their will to create a positive change, the challenge is that “decision-making positions are disproportionately occupied by men.”

For more information, visit: http://www.undp.org/content/undp/en/home/presscenter/articles/2011/07/14/women-leaders-are-key-to-afghanistan-s-progress-says-undp.html
Preventable Tragedies

Read articles “Maternal Mortality across the World” and “Too many Mothers Still Dying.” Address each of the questions listed below in a complete paragraph (4-5 sentences). Please submit your responses on the assignment due date. Be sure to include your name, your teacher’s name, and your class period.

Questions:

1. Why do you think the governments of the developing nations (e.g. India, Nigeria, etc.) have not been able to use up-to-date knowledge to protect their country’s children and pregnant women?

2. Think about the effective use of bicycle-ambulances or the billboard messages posted on village trees that have helped address the needs of women in Malawai. Do you think you are an innovative thinker? Have you ever considered an easy solution for some community or school challenges? Explain.

3. Have you ever shared your knowledge with others to help them protect themselves or to help them advance in some way? After college would you consider working in a developing nation? Explain.

This assignment is due ____________________.

Be sure to bring a printout of your journal to class on the due date.
Maternal Mortality across the World

Published: October 26, 2009

In a country where a staggering number of women die in childbirth, the BBC's Karen Allen discovers one Malawian village where a novel solution - a bicycle ambulance - has apparently helped to wipe out the problem.

Nearly half of all children in Malawi are born without the assistance of a trained health specialist.

They rely instead on traditional birth attendants like Dailes Silage, the wise old woman of Mangochi village.

The BBC is publishing a series of reports to mark the occasion.

She often gets summoned at the last minute when it is too late to make the journey to hospital.

But she is not medically trained and her "labour suite" is a spartan mud hut with a mat on the floor for a bed.

She delivers about seven babies a month and she says not a single woman has died in her care.

Nevertheless, she admits it is far from ideal.

"The main problem is that the community here doesn't have the money to hire a car to get to the nearest hospital," she says.

"And traditional birth attendants usually care more about the women than the staff at the hospital."

Nationwide, some 16 Malawian women die every day in childbirth or from related complications - the second-highest figure in Africa behind Sierra Leone.

A woman is 14 times more likely to die in childbirth in Malawi than in a developed country like the UK.

Malawi is not a conflict zone and it has a stable government.

Midwife Barbara Mlewah shows Karen Allen around Mchinji District Hospital

But much of the country suffers from high levels of illiteracy and grinding poverty.

For those personally involved, like Emma Aliki, the consequences are devastating.

She cares for five grandchildren, aged between two and 10 years old, whose mother Mwalimi died just days after giving birth at home.

"It was a normal delivery... but three days later my daughter developed complications and died," she says.

It is almost certain that 30-year-old Mwalimi suffered from massive blood loss and an infection, which led to her death.

Her mother believes she would still be alive had she given birth in a hospital.

Mwalimi was the family's sole breadwinner.

Cultural battles

Yet despite childbirth in Malawi being like a medieval curse, the country's fortunes are slowly beginning to turn around.

Maternal deaths are now following a downward trend.

They currently stand at 807 deaths per 100,000 live births.

During a recent visit to the country, former Irish President Mary Robinson, now a prominent...
women's rights campaigner, praised the steps taken in Malawi.

"The first thing you need is political will," she said.

"We need to ensure women have access to emergency obstetric care, and we need to address cultural and legal battles that keep women as second-class citizens without a voice in their own country."

Malawi has gone some way to achieving some of this, although campaigners are warning against complacency.

In the village of Pitala, not far from the capital Lilongwe, maternal mortality rates have fallen to zero, according to anecdotal evidence given to the local UN agency.

Village chief Margaret Thole explains that they have started to tell people in the village of the importance of delivering in a hospital.

The message is reinforced with billboard-like inscriptions on the village trees.

But cultural norms dictate that in Malawi the first-born should be delivered at home.

"We can prepare for it early and the hospital can deal with any complications," she says.

"It's now the main role of the birth attendant to visit the women and deliver this message."

And with the closest health facility some 30km (18 miles) away, Pitala village now has its own bicycle ambulance to ferry patients to hospital.

It is not rocket science, but it is a start.

One of the biggest obstacles to forcing maternal death rates down is the shortage of specialist staff.

Malawi recently trained 200 doctors but now only 50 remain.

Most have been poached by countries that can offer them more pay.

Dorothy Ngoma, head of the main nursing union in Malawi, says countries like Britain have to take some responsibility for Malawi's appalling record on maternal deaths.

A mother and baby in a Malawi hospital

In hospital complications can be dealt with quickly

"We have more Malawian doctors in Manchester than in the whole of Malawi," she says.

"There are more than 200 of them. Imagine if those doctors came back and spread out across our hospitals here, how many women's lives would be saved?"

"That is why Great Britain should be our primary target for support."

Africa is hopelessly behind on delivering on two of the key targets set out in the millennium development goals - reducing maternal deaths by 75% by 2015 and ensuring universal access to reproductive healthcare.

What is clear, though, from Malawi's bitter experience is that this is not simply a problem of its own making.

For more information, visit: http://www.bbc.co.uk/news/magazine-25548060
Too Many Mothers Still Dying

By Babatunde Osotimehin, Published: Wednesday, July 11, 2012

Editor's note: Babatunde Osotimehin is under-secretary-general of the United Nations and executive director of UNFPA, the United Nations Population Fund.

The number of women dying of pregnancy and childbirth-related complications has been cut nearly in half over the past two decades, reflecting important and hard-won gains in improving access to family planning and maternal health across the world.

The annual number of maternal deaths worldwide dropped from more than 543,000 to 287,000, according to a report, "Trends in Maternal Mortality: 1990-2010," released last month by the World Health Organization, the U.N. Population Fund, UNICEF and the World Bank.

This is good news to celebrate Wednesday, which is World Population Day. From these latest estimates, we can see that investments in improving access to reproductive health are bearing fruit. Although things are moving in the right direction, there is an urgent need to do more.

Every day, some 800 women die in pregnancy or childbirth from complications that are very often preventable, such as severe bleeding, infections, high blood pressure during pregnancy and unsafe abortion. For every woman who dies, a further 20 women suffer debilitating childbirth injuries, such as obstetric fistulas.

As the lead U.N. agency for sexual and reproductive health, we at UNFPA are working closely with the U.N. secretary-general's Global Strategy for Women's and Children's Health and the Every Woman, Every Child initiative, which involves sister U.N. agencies, governments, businesses and foundations in working toward saving the lives of 16 million women and children by 2015.

We have the tools for preventing these tragedies. Measures such as expanding access to voluntary family planning, investing in health workers with midwifery skills and ensuring access to emergency obstetric care when complications arise have been shown time and again to work.

These interventions not only help save lives, but also support the healthy development of families, communities and nations.

Ninety-nine percent of maternal deaths happen in the developing world, where millions of women are still denied even the most basic levels of care during pregnancy. Thirty-six of the 40 countries with the highest maternal death rates are in sub-Saharan Africa. In that region, the lifetime risk of maternal death is 1 in 39. In the United States, it is 1 in 2,400. In Sweden, it is 1 in 14,100.

Yet many countries have shown remarkable commitments to reversing these trends and ensuring that women have access to skilled health care during pregnancy and childbirth, regardless of where they live.

Ten countries so far, including Nepal, Lithuania and Vietnam, have already met the Millennium Development Goal target of reducing maternal deaths from 1990 levels by 75% by 2015. Another nine countries, including Eritrea and Bangladesh, are on track for meeting their targets.

In other regions, we already know what needs to be done. Fortunately, the new data also show us where to target our efforts. Two countries account for a full third of all maternal deaths: India with 56,000
deaths and Nigeria with 40,000 deaths. Just 10 countries account for 60% of all maternal deaths.

Expanding access to modern contraception for women across the developing world is another highly cost-effective measure that has proven results, and which could in itself reduce the numbers of maternal deaths by a third. In sub-Saharan Africa, just 22% of the women have access to modern contraception.

In addition, there is a particular need for investment in health and education for the roughly 500 million adolescent girls who live in the developing world. Many of them never have a chance to fulfill their potential, because they marry too young and become pregnant too early. All too often, they lack access to adequate health care during pregnancy and at the time of birth. As a result, 70,000 teenage girls die in pregnancy or childbirth each year, making maternal death the most common cause of death for girls between 15 and 19 years old.

Often, a high prevalence of maternal death reflects the low status of women in a society. With greater access to health and education, however, new generations of girls will be empowered to delay pregnancy, advance gender equality and contribute to the economic development of society.

As educated mothers, they will be more likely to invest in the health and education of their children, thus empowering future generations as well. Empowered young people, women and others can beat the poverty trap, propel national development and ensure a more sustainable future for the world.

For more information, visit:
The Dollars and Cents of MDGs

Read articles “Aids breakthrough as study says treatment should cost less” and Malaria deaths are down but progress remains fragile.” Address each of the questions listed below in a complete paragraph (4-5 sentences each). Please submit your responses on the assignment due date. Be sure to include your name, your teacher's name, and your class period.

**Questions:**


2. If nations fail to donate the money to address the Millennium Development Goals, do you think individuals, corporations, or philanthropic groups will be able to fill the void? Be specific.

3. Do you think knowledge of distant needs will help you develop a “global conscience”?

4. What are some ways you could actively support the prevention/treatment efforts for these borderless diseases?

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*This assignment is due ________________.*

*Be sure to bring a printout of your journal to class on the due date.*
Aids breakthrough as study says treatment should cost less

Clinton Foundation delivers report showing cost of treating people with HIV is four times less than previously thought

By Sarah Boseley, Published: Friday, July 20, 2012

Lack of money can no longer be considered a reason – or an excuse – for failing to treat all those with HIV who need drugs to stay alive, following game-changing work about to be published by the Clinton Foundation that shows the real cost is four times less than previously thought.

The striking findings of a substantial study carried out in five countries of sub-Saharan Africa are hugely important and will set a new hopeful tone for the International Aids Conference in Washington, which opens on Sunday. It will help make the argument for Barack Obama and other international donors to dig deeper into their pockets – because the cost of saving lives, slowing the spread of HIV and achieving the ambition of an Aids-free world is lower than anyone assumed.

The work by the Clinton Health Access Initiative (CHAI) shows that the total cost of treatment in health facilities – including drugs, lab tests, health workers' salaries and other overheads – comes to an average of $200 a patient a year across Ethiopia, Malawi, Rwanda and Zambia – four of the Aids-hit African nations studied. That rises to $682 in South Africa, which has higher salaries and lab costs.

Until now the generally accepted total cost of treating a patient for a year was an average of $880 – based on a study by the US president's emergency plan for Aids relief (Pepfar) released at the last International Aids Conference two years ago in Vienna.

Bernhard Schwartländer, director of strategy at UNAids, believes the CHAI work should lead to new optimism. "I think the cost argument is just a false argument and it has been used as an escape. We do need more money but it is not at a level that will be impossible," he said.

The costings are particularly important in the wake of recent scientific findings that show putting people on antiretroviral drugs makes them far less likely to infect others – helping to stop the spread of HIV as well as keeping people alive. CHAI will also announce that it has negotiated down the prices of some of the newer and most important drugs needed for treatment by around a third.

Former US president Bill Clinton hailed the findings as evidence that all 15 million people with HIV in need of treatment could affordably get it – the target for 2015. At the moment, 8 million are being treated. "We now have compelling evidence that universal access to high-quality HIV treatment is achievable, sustainable, and within our means," said Clinton.

"Together, the costing study and price reductions open the door to scaling up and sustaining services for the 7 million people who currently lack access to HIV treatment. Providing treatment will save lives and help prevent the spread of HIV."

CHAI worked with the Centre for Global Development and the governments of those African countries involved to collect data from 161 health facilities for the last financial year on record – mostly 2010.

The original aim of the study was to find out whether there was any potential to reduce waste, cut costs and save money, but researchers found salaries and other costs were already so low that this was unlikely, except possibly in South Africa.
Average costs per patient were lowest in Malawi, at $136 a year. That rose to $186 in Ethiopia, $232 in Rwanda and $278 in Zambia. Nearly half the cost, on average, was the price of drugs – which will increase slightly as countries begin to use more effective and more expensive drugs now recommended by the World Health Organisation. CHAI, however, is about to announce a deal with generic drug companies, which will reduce tenofovir-based regimens, which are the "gold-standard" in the USA and recommended by the World Health Organisation, to $125 from $339 in 2007. CHAI says this will save countries over $500 million between now and 2015.

Kate Condliffe, executive vice-president for HIV programmes at CHAI, said finances were thought to be a bottleneck to expanding the numbers of drugs in many countries. "The perception that treatment costs are higher is casting a cloud over conversations on how to accelerate treatments," she said.

"You sit through conversations on treatment and prevention where there should be incredible optimism, given the science, and yet there is concern about feasibility and cost that lead to an incremental approach."

But while there are not huge opportunities to save money on treatment in the clinics, there is a disparity between the costs at health facilities and the costs at government level. That was illustrated this week in the major UNAIDS report, which referred to national costs in Zambia – around a third higher than costs in the clinic.

Schwartländer said that even if one assumed a cost of $300 a patient a year, the bill to put 20 million people on HIV treatment would be $6bn a year. "It is not outrageous. It can really be handled," he said. "Look at the amount of money moving around in low-income countries. $6bn should not shock us – it is not impossible. We need a different view from that of the 'treatment timebomb'."

For more information, visit:
Malaria deaths are down but progress remains fragile

Published: December 13, 2011

Malaria mortality rates have fallen by more than 25% globally since 2000, and by 33% in the WHO African Region, according to the World malaria report 2011, issued today by WHO. This is the result of a significant scaling-up of malaria prevention and control measures in the last decade, including the widespread use of bed nets, better diagnostics and a wider availability of effective medicines to treat malaria.

However, WHO warns that a projected shortfall in funding threatens the fragile gains and that the double challenge of emerging drug and insecticide resistance needs to be proactively addressed.

Malaria incidence and mortality rates fall

"We are making significant progress in battling a major public health problem. Coverage of at-risk populations with malaria prevention and control measures increased again in 2010, and resulted in a further decline in estimated malaria cases and deaths," says Dr Margaret Chan, WHO Director-General. "But there are worrisome signs that suggest progress might slow."

During the past decade, malaria incidence and mortality rates have been cut in all regions of the world, according to the report. In 2010, there were an estimated 216 million cases of malaria in 106 endemic countries and territories in the world. An estimated 81% percent of these cases and 91% of deaths occurred in the WHO African Region. Globally, 86% of the victims were children under 5 years of age.

There were an estimated 655,000 malaria deaths in 2010, which is 36,000 lower than the year before. While this 5% year-on-year decline represents significant progress, the mortality figures are still disconcertingly high for a disease that is entirely preventable and treatable.

"With malaria deaths in Africa having fallen significantly since 2000, the return on our investment to end malaria deaths has been greater than any I have experienced in the business world. But one child still dies every minute from malaria - and that is one child and one minute too many," says Raymond G. Chambers, the UN Secretary General's Special Envoy for Malaria.

"The toll taken by the current economic crisis must not result in our gains being reversed, or progress slowed. With Secretary-General Ban Ki-moon’s charge for near zero deaths by end of 2015, turning back now is not an option,” Mr Chambers adds.

Steady progress in malaria control measures

Long-lasting insecticidal nets have been one of the least expensive and most effective weapons in the fight against malaria. According to the new report, the number of bed nets delivered to malaria-endemic countries in sub-Saharan Africa increased from 88.5 million in 2009 to 145 million in 2010. An estimated 50% of households in sub-Saharan Africa now have at least one bed net, and 96% of persons with access to a net use it.

There has also been further progress in rolling out diagnostic testing, which is crucially important to separate malaria from other febrile illnesses. The number of rapid diagnostic tests delivered by manufacturers climbed from 45 million in 2008 to 88 million in 2010, and the testing rate in the public sector in the WHO African Region rose from 20% in 2005 to 45% in 2010.
Worldwide, the volume of antimalarial medication delivered to the public sector has also increased. In 2010, 181 million courses of artemisinin-based combination therapies (ACTs) were procured, up from 158 million in 2009, and just 11 million in 2005. ACTs are recommended as the first-line treatment for malaria caused by the most deadly malaria parasite, Plasmodium falciparum.

Projected shortfall in funding

Despite significant progress in 2010, the projected shortfall in malaria funding threatens the hard-earned gains of the last decade.

International funds for malaria control reached US$ 1.7 billion in 2010 and US$ 2 billion in 2011, but remained significantly below the US$ 5-6 billion that would be needed annually to achieve global malaria targets. According to projections in the report, despite increased support from the United Kingdom, malaria funding will slightly decrease in 2012 and 2013, and will likely drop further to an annual US$ 1.5 billion by 2015.

Triggered primarily by the reduction in available funding within the Global Fund to Fight AIDS, Tuberculosis and Malaria, this decrease will considerably alter the malaria control landscape and threaten the sustainability of the multipronged approach to fight the disease, which relies heavily on investments in bed nets, indoor residual spraying, diagnostic testing, treatment, research and innovation.

"We need a fully-resourced Global Fund, new donors, and endemic countries to join forces and address the vast challenges that lie ahead. Millions of bed nets will need replacement in the coming years, and the goal of universal access to diagnostic testing and effective treatment must be realized," says Dr Robert Newman, Director of WHO’s Global Malaria Programme. "We need to act with urgency and resolve to ensure that no-one dies from malaria for lack of a 5 dollar bed net, 1 dollar antimalarial drug and a 50 cent diagnostic test."

Emerging threats

Plasmodium falciparum resistance to artemisinins, which was confirmed on the Cambodia-Thailand border in 2009, has now also been identified at additional sites in Myanmar and Viet Nam. WHO has recommended that all countries ban the marketing of oral artemisinin-based monotherapies, which have been one of the major factors fostering the emergence and spread of resistance. Despite continued international pressure, 25 countries still allow the marketing of oral artemisinin-based monotherapies and 28 pharmaceutical companies continue to market these products (down from 39 in 2010).

The problem of mosquito resistance to insecticides also appears to be growing, although to date has not been linked to widespread failure of malaria vector control efforts. According to the World malaria report 2011, which includes data on insecticide resistance for the first time - 45 countries around the world have identified resistance to at least one of the four classes of insecticides used for malaria vector control; 27 of these are in sub-Saharan Africa. Resistance has been reported from all WHO Regions except the WHO European Region. India and malaria-endemic countries in sub-Saharan Africa are of greatest concern due to widespread reports of resistance - in some areas to all classes of insecticides - combined with a high malaria burden.

Current malaria control efforts are heavily reliant on a single class of insecticides, the pyrethroids, which are the most commonly used compounds for indoor residual spraying, and the only insecticide class recommended - and currently used - on long-lasting insecticidal nets. In response to this emerging threat, WHO is currently working with a broad group of stakeholders to develop a Global Plan for Insecticide Resistance Management in malaria vectors, which will be released in early 2012.

For more information, visit:
Read articles “Afloat in the Ocean, Expanding Islands of Trash” and “Esource: Cycling solution to gadget recycling.” Address each of the questions listed below in a complete paragraph (4-5 sentences each). Please submit your responses on the assignment due date. Be sure to include your name, your teacher’s name, and your class period.

Questions:
1. In California, the MDG #7: Environmental Sustainability seems to be the goal that many citizens actively address. Gas emissions, smart use of water resources, and protection of the species that inhabit our Pacific Ocean coastline are all noticed in public activities and media coverage. Within your community, what is one environmental challenge that you have observed? Have you or your family actively supported any local environmental activities? Explain.

2. Does your school conduct any on-going efforts to serve the environment (recycling of household goods that can be toxic, planting of trees or vegetation)? Describe.

3. Can you suggest an environmental activity your high school can implement? Or one way your family can adopt a pro-environmental habit?

This assignment is due _________________.

Be sure to bring a printout of your journal to class on the due date.
Afloat in the Ocean, Expanding Islands of Trash

By Lindsey Hoshaw, Published: November 9, 2009

ABOARD THE ALGUITA, 1,000 miles northeast of Hawaii — In this remote patch of the Pacific Ocean, hundreds of miles from any national boundary, the detritus of human life is collecting in a swirling current so large that it defies precise measurement.

Light bulbs, bottle caps, toothbrushes, Popsicle sticks and tiny pieces of plastic, each the size of a grain of rice, inhabit the Pacific garbage patch, an area of widely dispersed trash that doubles in size every decade and is now believed to be roughly twice the size of Texas. But one research organization estimates that the garbage now actually pervades the Pacific, though most of it is caught in what oceanographers call a gyre like this one — an area of heavy currents and slack winds that keep the trash swirling in a giant whirlpool.

Scientists say the garbage patch is just one of five that may be caught in giant gyres scattered around the world’s oceans. Abandoned fishing gear like buoys, fishing line and nets account for some of the waste, but other items come from land after washing into storm drains and out to sea.

Plastic is the most common refuse in the patch because it is lightweight, durable and an omnipresent, disposable product in both advanced and developing societies. It can float along for hundreds of miles before being caught in a gyre and then, over time, breaking down.

But once it does split into pieces, the fragments look like confetti in the water. Millions, billions, trillions and more of these particles are floating in the world’s trash-filled gyres.

PCBs, DDT and other toxic chemicals cannot dissolve in water, but the plastic absorbs them like a sponge. Fish that feed on plankton ingest the tiny plastic particles. Scientists from the Algalita Marine Research Foundation say that fish tissues contain some of the same chemicals as the plastic. The scientists speculate that toxic chemicals are leaching into fish tissue from the plastic they eat.

The researchers say that when a predator — a larger fish or a person — eats the fish that eats the plastic, that predator may be transferring toxins to its own tissues, and in greater concentrations since toxins from multiple food sources can accumulate in the body.

Charles Moore found the Pacific garbage patch by accident 12 years ago, when he came upon it on his way back from a sailing race in Hawaii. As captain, Mr. Moore ferried three researchers, his first mate and a journalist here this summer in his 10th scientific trip to the site. He is convinced that several similar garbage patches remain to be discovered.

“Anywhere you really look for it, you’re going to see it,” he said.

Many scientists believe there is a garbage patch off the coast of Japan and another in the Sargasso Sea, in the middle of the Atlantic Ocean.

Bonnie Monteleone, a University of North Carolina, Wilmington, graduate student researching a master’s thesis on plastic accumulation in the ocean, visited the Sargasso Sea in late spring and the Pacific garbage patch with Mr. Moore this summer.

“I saw much higher concentrations of trash in the Pacific garbage patch than in the Sargasso,” Ms. Monteleone said, while acknowledging that she might not have found the Atlantic gyre’s highest concentration of trash.
Ms. Monteleone, a volunteer crew member on Mr. Moore’s ship, kept hoping she would see at least one sample taken from the Pacific garbage patch without any trash in it. “Just one area — just one,” she said. “That’s all I wanted to see. But everywhere had plastic.”

The Pacific garbage patch gained prominence after three independent marine research organizations visited it this summer. One of them, Project Kaisei, based in San Francisco, is trying to devise ways to clean up the patch by turning plastic into diesel fuel.

Environmentalists and celebrities are using the patch to promote their own causes. The actor Ted Danson’s nonprofit group Oceana designated Mr. Moore a hero for his work on the patch. Another Hollywood figure, Edward Norton, narrated a public-service announcement about plastic bags, which make their way out to the patch.

Mr. Moore, however, is the first person to have pursued serious scientific research by sampling the garbage patch. In 1999, he dedicated the Algalita foundation to studying it. Now the foundation examines plastic debris and takes samples of polluted water off the California coast and across the Pacific Ocean. By dragging a fine mesh net behind his research vessel Alguita, a 50-foot aluminum catamaran, Mr. Moore is able to collect small plastic fragments.

Researchers measure the amount of plastic in each sample and calculate the weight of each fragment. They also test the tissues of any fish caught in the nets to measure for toxic chemicals. One rainbow runner from a previous voyage had 84 pieces of plastic in its stomach.

The research team has not tested the most recent catch for toxic chemicals, but the water samples show that the amount of plastic in the gyre and the larger Pacific is increasing. Water samples from February contained twice as much plastic as samples from a decade ago.

“This is not the garbage patch I knew in 1999,” Mr. Moore said. “This is a totally different animal.”

For the captain’s first mate, Jeffery Ernst, the patch was “just a reminder that there’s nowhere that isn’t affected by humanity.”

For more information, visit:
Before you snap up the new iPhone 5, a new Kindle or one of the shiny new Nokia handsets, consider the probable fate of the gadget they will replace.

The United Nations Environmental Program (UNEP) estimates that tens of millions of tons of electronic waste, or e-waste, are generated around the world each year. Yet, only about 10% of that is properly recycled, according to the agency. A good proportion of the rest, according to the UK-based Electronic Investigation Agency (EIA), ends up being "illegally exported and dumped in developing countries." These countries, notes a 2011 report from EIA, simply don't have the capacity to properly recycle this kind of waste.

But that doesn't stop people from trying.

That’s because the waste contains tiny, yet valuable, amounts of gold and copper. In fact, in a country such as Ghana, burning computer wires to reclaim the copper is, unfortunately, one of the better-paying jobs a teenager or 20-something can land.

A local businessman hands over the wires to the kids, who take the material to a place like the Agbogbloshie dump near Accra. They set it alight, wait for the plastic coatings to burn off, and then take the copper back to the businessman. Most of that copper is eventually sold to manufacturers in Western Europe, completing a grim kind of recycling.

It comes at great cost to the young kids, and to the environment. As EIA says: "Copper wires are bundled and set alight to remove flame-resistant coatings, emitting toxic dioxins...The potential health consequences for those involved in this kind of work are dire - reproductive and developmental problems, damaged immune, nervous and blood systems, kidney damage and impaired brain development in children."

The economic reality of the situation is that most of the teams of recyclers are going to carry on what they are doing, no matter what the potential consequences. So, what is needed is a cleaner, healthier way to mine the waste for its valuable elements.

**Gold mine**

And that is precisely what Hal Watts decided to do as part of his design degree at London's Royal College of Art. He has spent the last year designing and building a device he hopes will not only offer a viable alternative to burning the wires, but may even net the youngsters who do the dirty work more money.

Watts calls his invention Esource, and it is a wonder of simplicity that he dreamed up after witnessing first-hand the dire working conditions at the Agbogbloshie dump for himself. Watts tells me that he knew he had to create "a system that's as cheap as possible, and that didn't require much infrastructure".

The first challenge was finding a cheap and reliable power source. He knew no one would want to pay the ongoing costs of running, say, a generator that powered some wire-stripping machine. He looked around, and then it hit him. "Everyone out there has a bicycle."
The bike powers two different machines that help separate the copper from the plastic coating. First, you use a shredder that Watts specifically designed using materials available in local workshops. You feed the plastic-coated copper wires into the shredder, and the bits get ground up, smaller and smaller, until they fall through a sieve at the bottom. "That," says Watts, "guarantees that the copper and plastic are no longer stuck together."

Then, you use a second machine, which Watts says was inspired by gold-panning technologies. "It has a rotating wheel with water being pumped around it," says Watts. As you pedal, water is pumped into the spinning wheel. Then you put the small bits of copper and plastic into it. The different weights of the particles, driven by the spiral, mean that "the plastic washes out, and you're left with a pile of copper."

The issue, Watts admits, is throughput. The kids normally get through about 65 lbs (30kg) pounds of wire a day through burning. And, as it stands, it would be hard for them to get through that amount as quickly with Esource.

"The process is limited by the shredder," says Watts. "It takes a lot of energy to shred. In testing, I got to where you could do about 11 pounds (5kg) of wire in an hour." Watts says that's not bad considering that "an industrial machine that could handle 220 pounds (100kg) in an hour would cost more than $50,000." In contrast, Watts says he can put together his bicycle powered system for around $120.

But the low cost of the device isn't the only selling point. When you burn the wires, Watts says, you end up with bits of plastic melted onto the valuable copper. But with Esource, the copper comes out much cleaner. And clean copper, Watts notes, is worth about 20% more on the market. For exporters in Ghana, who can go through up to 110 tonnes (250,000Lbs) of copper a week, that's a lot of money. And so moving forward, Watts hopes he can make a strong economic argument to exporters to invest in the Esource system.

He also hopes to convince the young people doing the work, many of whom can make up to $15 a day, that Esource is worth it. These kids, he notes, often work in groups to burn the wires. He's hoping that instead they will pool their money, buy into an Esource set-up that they can share, and then recoup their initial expenditure through the increased value of the cleaner copper they give back to the exporters.

Watts will soon get the chance to make his case. His Esource idea recently won a grant from The Wates Foundation to further develop his designs over the next six months. He'll be returning to Ghana in October. He has also released a freely available manual for building an Esource system, complete with ideas for different materials that might be substituted in the original design.

"I don't think there will ever be a business for me personally in making and selling the machines," Watts admits. "For me, the incentive was to make it open source, and have it produced locally where it's needed. I designed it so that it could be made entirely in country."

For more information, visit:
http://www.bbc.co.uk/news/magazine-25548060
Post 2015

Read articles “Dream with a Deadline: The Millennium Development Goals,” Global Partnership key to achieving Millennium Development Goals by 2015- UN report,” and “Millennium Development Goals: 2013 Progress Chart.” Address each of the questions listed below in a complete paragraph (4-5 sentences each). Please submit your responses on the assignment due date. Be sure to include your name, your teacher’s name, and your class period.

Questions:

1. Does it surprise you that some of the targeted goals have been achieved prior to the 2015 deadline? If you were a member of the UN, which of the goals would you devote your intellect and energies towards achieving? Why?

2. Do you agree or disagree with the following statement: “Sometimes providing solutions to physical problems is not as difficult as overcoming cultural differences and misunderstandings.” State your response and explain your position.

3. These goals were written on your behalf and on behalf of future generations. Do you think your peers and you will have the same foresight to consider and act as a unified world? Can you suggest a new global target that should be put forth for a new set of MDGs to be achieved by 2030? Explain.

This assignment is due ____________________.
Be sure to bring a printout of your journal to class on the due date.
Dream with a Deadline: The Millennium Development Goals

By Bill Gates, Published: September 18, 2013

An Uncertain Beginning

Although it was several years ago, I still remember how Melinda and I felt when we learned about the Millennium Development Goals. We were hopeful, but we had reservations.

We were hopeful because the goals—eight specific targets for improvements in health, education, and other areas—shone a light on issues we were passionate about. We had been learning a lot about poverty, and about diseases that disproportionately affect the poor. We learned that millions of children die of preventable causes every year, and yet much of the world didn’t seem to be paying attention. So we were glad to see that three of the MDGs were specifically about global health, including reducing childhood deaths.

But as I said, we also had reservations. The MDGs were hardly the first time someone had declared that children shouldn’t die. And the U.N. had passed many resolutions calling for things that never came to pass. Why would this time be different?

Why I came to Love the MDGs

It’s hard to pinpoint exactly when it happened, but over time Melinda and I moved from cautious optimists to full-throated fans. I think the MDGs are the best idea for focusing the world on fighting global poverty that I’ve ever seen. Next week in New York City, I will attend the U.N. General Assembly, where I’ll be meeting with a number of partners to talk about the progress of the MDGs and what comes next.

First, unlike so many vaguely worded international resolutions, the MDGs came with concrete numbers. You can use the goals to measure progress around the world and in specific countries. And the measures apply to things that everyone can rally around, like saving children’s lives and preventing maternal mortality. I’ve been writing about measurement a lot this year, because I’ve found that measuring progress is the only way to drive lasting success.

Second, the MDGs quickly got on the global agenda, even if they’re not that well-known here in the United States. I would visit a country like Ghana, and the leaders would be eager to discuss how they were doing on the MDGs. (Quite well, in Ghana’s case: They cut hunger by 75 percent between 1990 and 2004, for example.) I remember going to the World Economic Forum in Davos, Switzerland, and seeing for the first time a series of sessions on health and development. I doubt that would have happened without the MDGs. And Melinda and I never would have expected that in 2008, one of our daughters would come home from school with an assignment to learn about the Millennium Development Goals.

Third, the MDGs show how we can solve problems that might seem intractable. Sometimes people look at poverty or childhood deaths and say, “I feel bad about that, but there’s no way we can make progress on that in my lifetime. It’s just too depressing and complex.”

The MDGs cut through that complexity. The results prove that success is possible and real. Fewer children are dying and fewer people are living in poverty. The death rate from malaria has fallen by more than 25 percent since 2000. The proportion of people in extreme poverty has been cut by more than half, meeting MDG 1 five years early. The success has been infectious. When donors see that their money is having an impact, they want to do more. Net foreign aid has gone up
since 2000, and a large part of the increase has gone to global health.

How much credit do the MDGs get for this progress? There’s no way to put a precise number on it, but they probably had a bigger impact on health and education than on poverty. About three quarters of the drop in extreme poverty is due to China’s economic growth, which would have happened with or without the MDGs. But without the goals, it’s unlikely the world would have focused as much as it did on malaria, HIV/AIDS, maternal mortality, or childhood diseases.

**A Report Card for the World**

We have to acknowledge that we’re not going to meet all the goals.

Some people point to this fact and say, “Oh no, we’re failing.” But I don’t look at it that way. The MDGs aren’t a test that the world will either pass or fail. They’re more like a report card. Some country is getting an A in every subject. The ones that aren’t doing as well can go learn from the ones that are. Without the MDGs, we wouldn’t have any idea who was acing the test and who was struggling to get by.

In some cases, we’ll miss an MDG because the goals were unrealistically high to begin with. For example, MDG 4 is to reduce childhood deaths by two thirds. We won’t hit that number by 2015. But we have achieved the largest reduction in child deaths ever recorded. Millions of children’s lives have been saved. I dare anyone to call that a failure.

**Time to Double Down**

We can’t be satisfied with this progress. We have to double down on it. Various groups under the auspices of the U.N. are now talking about the new round of goals that will be adopted after the current ones expire in 2015. I don’t have a position on what the new goals should be, but I do think they should build on what made the current goals so successful—starting with the fact that there were only eight MDGs, which let the world zero in on the most important areas.

Next week in New York, I’ll be making the case for four other qualities that I hope the new MDGs will also reflect:

Focused on extreme poverty, including childhood deaths in the poorest countries. We can cut the number of childhood deaths by more than half—to well below 3 million—by 2030. In addition, the next round should focus on the poorest of the poor. Much of the progress in fighting poverty over the past 15 years has been among people who lived just below $1.25 a day. Those living on far less have largely been left behind. They are harder to reach, but just as deserving of the chance to make the most of their lives.

Measurable. The MDGs create a positive feedback loop by setting clear, specific targets and measuring the progress toward them. If the new goals are going to have lasting impact, they too need to have concrete targets that can be measured.

Actionable. The MDGs are focused on areas where we have the tools that will drive progress, like vaccines to stop childhood diseases and bednets to prevent malaria. The new goals should meet this same test. For example, improving governance is a worthy end, but do we have the tools to make it happen? It’s not clear.

Built on consensus. I hope people stay focused on goals that will get unanimous support. Otherwise, the U.N. could get bogged down in endless debate that could sap our momentum. No one can object to saving children and mothers.

**Moving Ahead**

Let’s remember what the MDGs have accomplished. They saved lives, and they helped rich and poor countries come together to make measurable progress on reducing inequity. That had never happened before. It is a wild success. It should inspire us and guide our actions in the years ahead.

Global partnership key to achieving Millennium Development Goals by 2015 – UN report

Published: July 2, 2012

With three important targets on poverty, slums and water having been met, a new United Nations report stresses the need for a true global partnership to achieve the remaining Millennium Development Goals (MDGs) by the 2015 deadline.

The 2012 MDG Report offers “the most comprehensive picture yet” on global progress towards the Goals, Secretary-General Ban Ki-moon said as he launched the report at the high-level segment of the annual session of the UN Economic and Social Council (ECOSOC).

The eight MDGs, agreed by world leaders at UN summit in 2000, set specific targets on poverty alleviation, education, gender equality, child and maternal health, environmental stability, HIV/AIDS reduction, and a “Global Partnership for Development.”

The report states that meeting the remaining targets, while challenging, is possible – but only if governments do not waiver from their commitments made over a decade ago. Further success depends on fulfilling MDG 8 – the global partnership for development, Mr. Ban notes in his foreword to the report.

“The current economic crises besetting much of the developed world must not be allowed to decelerate or reverse the progress that has been made. Let us build on the successes we have achieved so far, and let us not relent until all the MDGs have been attained,” he said in the foreword.

The 2012 report says that, for the first time since poverty trends began to be monitored, both the number of people living in extreme poverty and the poverty rates have fallen in every developing region, including sub-Saharan Africa, where rates are highest.

Preliminary estimates indicate that in 2010, the share of people living on less than a $1.25 a day dropped to less than half of its 1990 value. This means that MDG 1 – cutting the extreme poverty rate to half its 1990 level – has been achieved at the global level, well ahead of 2015.

The report notes that the target of halving the proportion of people without access to improved sources of drinking water by 2010 has been achieved. The proportion of people using improved water sources rose from 76 per cent in 1990 to 89 per cent in 2010.

In addition, the share of urban residents in the developing world living in slums has declined from 39 per cent in 2000 to 33 per cent in 2012. More than 200 million have gained access to either improved water sources, improved sanitation facilities, or durable or less crowded housing. This achievement exceeds the target of significantly improving the lives of at least 100 million slum dwellers.

The report also points out that the world has achieved another milestone: parity in primary education between girls and boys. Driven by national and international efforts, many more of the world’s children are enrolled in school at the primary level, especially since 2000. Girls have benefited the most. There were 97 girls enrolled per 100 boys in 2010 – up from 91 girls per 100 boys in 1999.
The report says that enrolment rates of primary school age children have increased markedly in sub-Saharan Africa, from 58 to 76 per cent between 1999 and 2010. Also, at the end of 2010, 6.5 million people in developing regions were receiving antiretroviral therapy for HIV or AIDS, constituting the largest one-year increase ever.

“These results represent a tremendous reduction in human suffering and are a clear validation of the approach embodied in the MDGs,” Mr. Ban said in his remarks at the launch. “But, they are not a reason to relax.”

He noted that projections indicate that in 2015 more than 600 million people worldwide will still lack access to safe drinking water, almost one billion will be living on an income of less than $1.25 per day, mothers will continue to die needlessly in childbirth, and children will suffer and die from preventable diseases.

The report warns that the 2015 deadline is fast approaching and in order to achieve outstanding goals, governments, the international community, civil society and the private sector need to intensify their contributions.

“There is now an expectation around the world that sooner, rather than later, all these goals can and must be achieved. Leaders will be held to this high standard. Sectors such as government, business, academia and civil society, often known for working at cross-purposes, are learning how to collaborate on shared aspirations,” said the Under-Secretary-General for Economic and Social Affairs, Sha Zukang.

For more information, visit: http://www.un.org/apps/news/story.asp?NewsID=42372&Cr=mdg&Cr1=#.UFu8Rt_JH7q
# MDG 2014 Progress Chart

<table>
<thead>
<tr>
<th>Goals and Targets</th>
<th>Africa</th>
<th>Asia</th>
<th>Oceania</th>
<th>Latin America and the Caribbean</th>
<th>Caucasus and Central Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Northern</td>
<td>Sub-Saharan</td>
<td>Eastern</td>
<td>South-Eastern</td>
<td>Southern</td>
</tr>
<tr>
<td><strong>Goal 1</strong></td>
<td>Eradicate extreme poverty and hunger</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduce extreme poverty by half</td>
<td>low poverty</td>
<td>very high poverty</td>
<td>moderate poverty</td>
<td>moderate poverty</td>
<td>very high poverty</td>
</tr>
<tr>
<td>Productive and decent employment</td>
<td>large deficit</td>
<td>very large deficit</td>
<td>moderate deficit</td>
<td>large deficit</td>
<td>very large deficit</td>
</tr>
<tr>
<td>Reduce hunger by half</td>
<td>low hunger</td>
<td>high hunger</td>
<td>moderate hunger</td>
<td>moderate hunger</td>
<td>high hunger</td>
</tr>
</tbody>
</table>

| **Goal 2** | Achieve universal primary education |  |  |  |  |  |  |  |
| Universal primary schooling | high enrolment | moderate enrolment | high enrolment | high enrolment | high enrolment | high enrolment | moderate enrolment | high enrolment |

| **Goal 3** | Promote gender equality and empower women |  |  |  |  |  |  |  |
| Equal girls' enrolment in primary school | close to parity | close to parity | parity | parity | parity | close to parity | close to parity | parity | parity |
| Women's share of paid employment | low share | medium share | high share | medium share | low share | low share | medium share | high share | high share |
| Women's equal representation in national parliament | moderate representation | moderate representation | low representation | low representation | very low representation | moderate representation | very low representation | moderate representation |

| **Goal 4** | Reduce child mortality |  |  |  |  |  |  |  |
| Reduce mortality of under-five-year-olds by two thirds | low mortality | high mortality | low mortality | low mortality | moderate mortality | low mortality | moderate mortality | low mortality |

| **Goal 5** | Improve maternal health |  |  |  |  |  |  |  |
| Reduce maternal mortality by three quarters | low mortality | very high mortality | low mortality | low mortality | moderate mortality | low mortality | moderate mortality | low mortality |
| Access to reproductive health | moderate access | low access | high access | moderate access | moderate access | moderate access | low access | high access | moderate access |

| **Goal 6** | Combat HIV/AIDS, malaria and other diseases |  |  |  |  |  |  |  |
| Halt and begin to reverse the spread of HIV/AIDS | low incidence | high incidence | low incidence | low incidence | low incidence | low incidence | low incidence | low incidence |
| Halt and reverse the spread of tuberculosis | low mortality | moderate mortality | low mortality | moderate mortality | moderate mortality | low mortality | moderate mortality | low mortality |

| **Goal 7** | Ensure environmental sustainability |  |  |  |  |  |  |  |
| Halve proportion of population without improved drinking water | high coverage | low coverage | high coverage | moderate coverage | high coverage | low coverage | high coverage | moderate coverage |
| Halve proportion of population without sanitation | high coverage | very low coverage | low coverage | very low coverage | medium coverage | very low coverage | medium coverage | moderate coverage |
| Improve health of slum dwellers | moderate proportion of slum dwellers | very high proportion of slum dwellers | moderate proportion of slum dwellers | high proportion of slum dwellers | high proportion of slum dwellers | moderate proportion of slum dwellers | high proportion of slum dwellers | — |

| **Goal 8** | Develop a global partnership for development |  |  |  |  |  |  |  |
| Internet users | high usage | moderate usage | high usage | high usage | moderate usage | high usage | moderate usage | high usage |

---

The progress chart operates on two levels. The words in each box indicate the present degree of compliance with the target. The colours show progress towards the target according to the legend below:

- **Target already met or expected to be met by 2015.**
- **Progress insufficient to reach the target if prevailing trends persist.**
- **No progress or deterioration.**
- **Missing or insufficient data.**
Unit I: Introduction to the Millennium Development Goals
Millennium Development Goals Worksheet

Before the PowerPoint, try to identify four problems that you consider to be global issues.

1. 

2. 

3. 

4. 

Now that you have learned about the Millennium Development Goals, what two goals would you want to address? Why?

MDG # __________

Why?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

MDG # __________

Why?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Do you think the two you selected overlap in any way? In other words, can specific projects address both of the goals at the same time?
Identify four problems that you consider to be global issues.

Why the United Nations?
- An association of 193 nations
- Aims to facilitate international cooperation
- Serves as a forum that prompts collaborative thinking to resolve global issues

Millennium Development Goals
- In 2000, 8 main global problems that affected most of the nations were addressed
- MDGs were a milestone in international cooperation
- In past 12 years, goals have improved the lives of millions of people

Goal 1: Eradicate Extreme Hunger and Poverty
- Target 1A: Halve proportion of people whose income is <$1/day
- 1B: Achieve full and productive employment in safe environments, including women and young adults
- 1C: Halve proportion of people who suffer from hunger
Goal 2: Achieve Universal Primary Education

- **Target 2A:** By 2015, both girls and boys will be able to enroll in and complete a full course of primary schooling.

Goal 3: Promote Gender Equality & Empower Women

- **Target 3A:** Eliminate gender disparity in primary and secondary education, preferably in 2005, and in all levels of education by 2015.

“...you can do for a girl is to empower her with her education.”

Goal 4: Reduce Child Mortality

- **Target 4A:** Reduce mortality rate by 2/3 among children under the age of 5.

Goal 5: Improve Maternal Health

- **Target 5A:** Reduce maternal mortality rate by 3/4.
- **5B:** Achieve universal access to reproductive health.

“...a woman dies from complications of pregnancy or childbirth. Every year, over 1 million children are left motherless.”

Goal 6: Combat HIV/AIDS, Malaria, and other diseases

- **Target 6A:** Have halted by 2015 and begun to reverse the spread of HIV/AIDS.
- **6B:** Achieve universal access to HIV/AIDS treatment.
- **6C:** Have halted and begun to reverse the incidence of malaria and other major diseases by 2015.

Goal 7: Ensure Environmental Sustainability

- **Target 7A:** Integrate sustainable development into policies, and reverse loss of environmental resources.
- **7B:** Reduce biodiversity loss.
- **7C:** Halve proportion of population w/o sustainable access to safe drinking water & basic sanitation.
- **7D:** Improve lives of ~100 million slum-dwellers.
Goal 8: Develop a Global Partnership for Development

- **Target 8A**: Open, rule-based, predictable, non-discriminatory trading and financial system
- **8B, 8C, 8D**: Address special needs and debt problems of least developed and developing countries
- **8E**: Pharmaceutical companies – access to essential drugs in developing countries
- **8F**: Private sector – make available benefits of new technologies

Has the UN made any progress?

**Achieved Targets**

- **MDG 1**: Number of people living in extreme poverty has been halved
- **MDG 7**: Improved access to safe drinking water and improved lives of slum dwellers

Targets within Reach!

- **MDG 1**: Proportion of undernourished people in developing regions decreased from 23.2% in 1992 to 14.9% in 2012
- **MDG 2**: # of children out of school declined from 102 mil in 2000 to 57 mil in 2011
- **MDG 3**: Gender parity is closest to being achieved at the primary level
- **MDG 4**: 87 child deaths per 1,000 births in 1990 to 51 in 2011 – 14,000 fewer child deaths per day

Targets within Reach!

- **MDG 5**: Maternal mortality rate declined – 400 maternal deaths per 100,000 live births to 210 between 1990 and 2010
- **MDG 6**: Malaria mortality rates declined by 25% globally between 2000-2010
- **MDG 7**: Deaths from tuberculosis likely to be halved by 2015
- **MDG 8**: Low debt burden and improved trading climate in developing countries

Despite progress…

There are pressing global concerns!

- Increasing world population
- Shifting demographics
  - Environmental degradation
  - Lack of governances at all levels
  - Insecurity and violence

Inequalities

- Wealth
- Gender
- Location
“We must not fail the billions who look to the international community to fulfill the promise of the Millennium Declaration for a better world.”

Together Achieving the Millennium Development Goals by 2015

World Goals

Discussion

Now that you’ve learned about the MDGs, which two goals would you want to address? Why?

Do you think the two you selected overlap in any way? In other words, can specific projects address both of the goals at the same time?
Key Terms

1. **Acquired Immunodeficiency Syndrome (AIDS):** The final stage of HIV infection. People at this stage of HIV disease have badly damaged immune systems.

2. **Biodiversity:** The variety of all living organisms within a particular area or region.

3. **Child Mortality:** The death of children before reaching the age of 5.

4. **Gender Disparity:** Unequal treatment or perceptions of individuals based on their gender.

5. **Human Immunodeficiency Virus (HIV):** A condition caused by the human immunodeficiency virus (HIV). The condition gradually destroys the immune system, which makes it harder for the body to fight infections.

6. **Maternal Mortality Rate:** The number of female deaths per 100,000 live births in a given area caused/influenced by pregnancy rather than accident.

7. **Primary Education:** The first years of formal education which occur in childhood. In many Western countries including the United States, this is referred to as elementary school.

8. **Sustainable Development:** Using resources to meet human needs and preserving the environment without compromising future needs.

9. **UN Millennium Development Goals:** The eight goals created by the United Nations in 2000 aimed at affecting significant change in world issues ranging from poverty to environmental sustainability by 2015.

10. **United Nations (UN):** An international organization of 193 nations whose aim is to solve global issues through cooperation.
Workshop:
Agent of Change: On Becoming an Agent of Change

Related PowerPoint: Introduction to the Millennium Development Goals

DrawerToggle(s):

- To review the Millennium Development Goals
- To distinguish the differences between local and global needs
- To reinforce concepts of global responsibility and the individual’s ability to become an agent of change

DrawerToggle:

I. Review the Millennium Development Goals [5 min]
II. Deciphering Global Issues [15 min]
III. The Meaning of Global Citizenship [15 min]
IV. Introduce Capstone Project and Global Issues Journal [5 min]

DrawerToggle:

- Headline News Worksheet
- Video: “Global Citizen” [1.44]

DrawerToggle:

- *Italicized words indicate role/action.*
- **Bolded sentences are questions to be posed to class.**
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Review the Millennium Development Goals

Intern A:
- Review the Millennium Development Goals
- Who can define the purpose of the Millennium Development Goals?
- Let's reconstruct the list of 8 issues the United Nations is targeting through the Millennium Development Goals. (Ask the students to help reconstruct the list of goals and record their responses on the board)
- In what year are these goals to be achieved? (2015)
- Who is responsible for achieving these goals? (193 members of the United Nations)

Part II: Deciphering Global Issues

Intern B:
- Define the characteristics that are associated with the term “Global Issue”.
  - Use an MDG as an example of a global issue
- What do you think makes a global issue?
- Let's consider the different aspects that constitute a global issue.
- Geographically, does the issue impact more than one country? Continent?
- What population does the issue specifically affect?
- Conclusion: “A global issue is a shared problem or concern that impacts a large amount of people. It has the ability to affect anyone, anywhere, regardless of race, gender, ethnicity, or social class.”

Intern C:
- Conduct an identification of headlines using the Headline News Worksheet.
- In today’s technology driven world, information about the worldwide events and issues is available via the instant world of the internet, newscasts, and through our daily access to newspapers in print and online.
- Let’s take a look at a list of front page headlines from newspapers. Take a few minutes to consider which of these headline you consider global.
- Give 5-8 minutes to place a “G” next to the headlines concerning global subjects.
- Let’s see which of the 30 titles you identified as global. (Proceed to read off the list one by one and ask the students to vote on whether each headline is global or not. Raised hands indicate that the students think the specific headline is global.)
• Who can tell me why some of the headlines were not global in scope?

Part III: The Meaning of Global Citizenship

Intern D:
• Earlier this week, you were asked to identify the goals that concern you the most.
• Do you believe that as an individual you should assume some responsibility for addressing one or more of the global issues?
• Show Global Citizen video to students.
• Conduct a discussion about the meaning of Global Citizenship.
  ○ How do you define the phrase?
  ○ Can anyone be a global citizen?
  ○ Can they live anywhere?
  ○ Are there any specific qualifications in terms of wealth? Gender? Background?
  ○ What values do you think a global citizen possess?
• Record a list of descriptive adjectives or phrases that students suggest on the white board.
• How many of you think that you have the potential to impact issues or problems locally? Globally?

Part IV: Introduce Capstone Project and Global Issues Journal

Site Supervisor:
• We know that everyone in this room has the potential to make a positive change, whether you begin locally or globally. For the next few weeks, we want you to start thinking of yourselves as individuals who can make a difference in your global community. Starting today, you are to think of yourselves as “Agents of Change”.
• What is an Agent of Change?
• In terms of “global citizenship,” an agent can either be an individual or a group of people who can have a significant impact on society. The changes they bring about can impact human behavior (MADD – Mothers Against Drunk Drivers), environmental conditions (Greenpeace), legal or political positions (National Union of Women’s Suffrage Societies), economics (ISO – International Organization for Standardization), and human rights (Relief International, Doctors Without Borders, Red Cross, etc.)
• Over the next several weeks, we will be covering a number of global issues and the organizations that have been developed both by governments and citizens to address and improve the quality of life and freedoms worldwide.
• In this unit of study you will be asked to develop a Project of Change. You will demonstrate and suggest a way you can become an agent of change by creating an original philanthropic organization that targets one or more MDGs. The philanthropic organizations are also called non-governmental organizations (NGOs).
• You will be working as a member of a specific team. Next week, you will be assigned to your teams and assigned specific project responsibilities.
• In addition to your team project, you will be required to address eight global issues through specific journal prompts. Your written responses to each prompt will be graded and represent 40% of your unit grade.
• Let’s look at your first journal assignment. It should be completed and submitted to your teacher no later than Friday. Journal #2 will be due next Monday/Tuesday, at your teacher’s discretion.
Headline News Worksheet

1. L.A. County liable for storm-water pollution, court rules
2. Brazil's Workers Take to Streets in One-Day Strike
3. California prisons could free 1,000 to ease crowding
4. After Killings in Kashmir, India-Pakistan Relations are Back on the Rocks
5. In Egypt, U.S. Senators Label Morsi's Ousting a 'Coup' as Tension and Confusion Reigns
6. Without San Onofre, San Diego and south O.C. power could be tight
7. Kate and William bring home royal baby boy
8. Slum Dwellers Are Defying Brazil's Grand Design for Olympics
9. Kim Wilcox appointed ninth chancellor of UC Riverside
10. Africa's Drinking Problem: Alcoholism on the Rise as Beverage Multinationals Circle
11. U.S. has filed charges in Benghazi attack
12. Santa Ana to pay new city manager more than $500,000 annually
13. Global warming already having dramatic impacts in California, new report says
14. Obama pledges greater transparency in surveillance programs
15. Fast-surging Southern California wildfire destroys 26 homes, threatens 500 others
16. As Deadly Floods Hit India, Kerry Calls on New Delhi to Address Climate Change
17. Snowden and Putin: U.S. Whistle-Blower's Fate Is in Russian President's Hands
18. California inmates continue hunger strike amid controversy over leaders
19. Libya Condemns U.S. for Seizing Terror Suspect
20. China Accuses U.S. of Hypocrisy Cyber Attacks
21. President Hugo Chavez dies at 58; hero to Venezuela's poor
22. UN Demands End to Escalating Violence in Darfur
23. Trayvon Martin March in Los Angeles
24. Hillary Clinton: 'I Take Responsibility' for Benghazi Security Lapse
25. Mexico's president on dangerous ground as he pushes Pemex reform
26. Pollution cuts life spans by 5.5 years in north China, study says
27. U.S. Government-Backed Group Calls for Universal HIV Testing of Adults
28. UCI again ranks first among US universities younger than 50
29. Lettuce prices soar as California growers feed demand back East
30. California sees a surprise drop in student test scores
What are some local issues that you think are important?

National?

International?

Why do we need NGOs?

- What are some things the government takes care of?
- What are some things the people take care of?
- Is there a gap between these two sides?
- NGOs fill in the gap!

NGO: a non-profit group, unaffiliated with governments, that addresses issues for the public good. They exist on local, national, and international levels.

NGOs and Civil Society

- Civil society is the space between the state (government), private sector, and the household (citizens), where the people can take action
- NGOs are actors in civil society
Organization: Levels of Co-Operation
- Community-based: organizations that focus on local issues like the OC Food Bank
- Citywide: organizations that take care of business on the city level like chambers of commerce
- National: organizations that operate on a national level like the YMCA/YWCA
- International: organizations that exist in multiple countries

Levels of Co-Operation Review
- National: organizations that exist in multiple countries
- Community-based: organizations that take care of business on the city level
- International: organizations that focus on local issues
- Citywide: organizations that operate on a national level

Organization: Orientation
- Charitable orientation
- Service orientation
- Participatory orientation
- Empowering orientation

Orientation Review
- Empowering: people from the org. give out supplies, food, and clothing
- Charitable: both people from the org. and the community participate together
- Participatory: people from the org. perform services for the community
- Service: people from the org. educate the community so that the community can continue to thrive

NGOs and Aid
- Humanitarian aid: aid given after natural disasters, man-made disasters, wars, crises, etc.
- Development aid: aid given to help improve the quality of life in a country

NGOs and the UN
- The UN currently partners with over 32,000 NGOs
- Many of these NGOs help to carry out the MDGs, and other UN projects
- The UN maintains a database of NGOs at csonet.org
Transparency and Accountability

- How do we know that NGOs are doing what they say they are doing?
- Transparency: allowing outsiders to look at projects and budgets for verification
- In order to be affiliated with the UN and other organizations, NGOs have to continue to show integrity and effectiveness in their fields

Sustainability

- No matter how good the intent is, an NGO is not successful if it doesn’t survive
- Funding: how can an NGO raise money?
- Organization: just like a company or government office, NGOs need
  - Strong board of directors
  - Regional managers
  - Employees/volunteers
  - Respect for local culture

What type of NGO will your team create?

Which MDG will you target?
1. **Charitable Organization:** Organizations that help and give to the community with little participation from the recipients. This includes meeting the needs of the people through food, clothing, medicine, housing, etc.

2. **Citywide Organization:** Organizations that take care of business on the city level, such as the chamber of commerce.

3. **Civil Society:** The area between the state (government), private sector (part of national economy not under direct government control), and the household (citizens), where the people can take action.

4. **Community-Based Organization:** Organizations that focus on local issues and arise out of the people’s own initiatives, such as sports clubs, neighborhood organizations, or religious organizations.

5. **Development Aid:** Aid given to help improve the quality of life in a country.

6. **Empowering Organization:** Organizations that teach the community to improve their own abilities to take action, lessening dependence on aid/handouts.

7. **Humanitarian Aid:** Aid given after natural and man-made disasters, wars, crises, etc. The primary objective of humanitarian aid is to save lives, alleviate suffering, and maintain human dignity.

8. **International Organization:** Organizations that exist in multiple countries.

9. **Millennium Development Goals (MDGs):** Eight international development goals that all 193 United Nations member states have agreed to achieve by the year 2015.

10. **National Organization:** Organizations that operate all throughout the country, such as the YMCA.

11. **Non-governmental Organizations (NGOs):** Any non-profit, voluntary citizens’ group which is organized on a local, national or international level that are not affiliated with government. NGOs perform a variety of service and humanitarian functions, bring citizen concerns to government, advocate and monitor policies and encourage political participation through provision of information.
12. Non-profit: An organization that does not gain profit from their activities. The money earned goes toward pursuing the organization’s objective, not for its owner(s).

13. Participatory Orientation: These are characterized by self-help projects in which the local people are involved in carrying out the project by contributing cash, tools, materials, and labor.

14. Service Orientation: These activities include health, education, and family planning services, in which the people are expected to participate in the organization, while receiving service.

15. Sustainability: The ability to continue activities for an extended period of time.

16. Transparency: Having outsiders to look at an organization’s accounts, budgets, and projects to verify that they are using their money and influence that they say they will.

17. United Nations (U.N.): An international organization of independent states with its headquarters in New York City that was formed in 1945 to promote peace and international cooperation and security.
Project of Change

Unit II: Creating an Original Project of Change
Workshop:
Project of Change: Creating Team-Based Projects of Change

**Objective(s):**
- Introduce the concept of NGOs (non-governmental organizations)
- Define strategies used by successful teams
- Share goals built on each member accomplishing a given objective

**Outline:**
I. Introduce Non-governmental Organizations
II. Define Basic Objectives of the Project of Change
III. Assign Students to Teams and Intern Leaders
IV. Break into Teams and Begin Designing Original NGOs

**Materials:**
- Project of Change: Creating an Original NGO PowerPoint
- Project of Change Roster Sheet
- Project of Change Roles and Responsibilities

**Key to Script:**
- *Italicized words indicate role/action.*
- *Bolded sentences are questions to be posed to class.*
- *Normal print indicates words to be spoken aloud.*
Workshop Script:

Part I: Introduce Non-governmental Organizations

Intern A:

- The United Nations served as the center of the development of the MDGs.
  - But who is responsible for the MDGs?
  - Do you think the MDGs will be achieved by states, individuals, or teams?
- Teams are often responsible for helping to impact these global issues. Some of these teams are organized as NGOs.
- NGOs are teams of individuals who share a common goal/challenge. Some NGOs are created to address universal educational needs, some address hunger and homelessness. Irrespective of the challenge, the members of an NGO act together as agents of change.
- NGO stands for Non-governmental Organization.
  - Though these organizations can receive some funding from governments, they are considered independent organizations that are established by individuals. Individual members of an NGO can come from several nations. They can come together across borders. The members and their mission are not restricted to one location.
- The new unit we are starting this week will allow you to develop a framework for this type of organization—an original NGO. Today each of you will become an active member of a specific team and be assigned to address a specific organizational need.

Part II: Define Basic Objectives of the Project of Change

Intern B:

- Each team will be made up of 8 members.
- Each team member will be assigned to one of 8 roles.
- Each of you will be responsible for researching one structural need.

Intern C:

- Review individual roles
- Introduce writing assignments
Part III: Assign Students to Teams and Intern Leaders

Site Supervisor:
- Use pre-determined team rosters to break the class into teams. Some teachers may allow the students to form their own teams. Check with the host teacher beforehand to determine which method of team selection they would prefer.

Part IV: Break into Teams and Begin Designing Original NGOs

In Teams:
- Turn to the “Project of Change Roster Sheet”
- Exchange contact information.
- Ask the students to refer back to their “Millennium Development Goals Worksheet” and share the global issues that they would like to address.
- Create a list of the topics and agree on which theme they can select as their primary “cause” for their project. (Some NGOs target more than one MDG. Your team may want to combine two issues to define their mission).
- The cause must be a global issue that is applied at a local level; the students must relate the issue to their own communities and determine which specific population they will aim at helping. (Teachers may allow students to design a global project that is not community linked.)
- Turn to “Project of Change Roles and Responsibilities”
- In every organization, there is a delegation of responsibility. Each team member has a specific task they must accomplish which is essential to the success of the final product they create.
- Have the students deliberate amongst themselves and figure out which positions they would like to take. If they cannot select, be proactive and assign the roles for them. Make sure the student understands that once they take on a specific role, they are in charge of making sure that their segment of the project is completed.
- Interns: you may not be able to complete the script during one class period. Please share your progress with any other interns assigned to your team.
Project of Change
Creating An Original NGO

Objective:
To Create An Original Project of Change - NGO

- Programs and projects that address the MDGs have been developed within and across borders by “global citizens”.
- These groups have come together to address one or more MDGs.
- The groups can direct their energies to address local or global needs.

Can you identify the NGOs that are associated with these logos?

Original Project of Change:
A Team Based Project

Your class will be divided into teams.
- Each team will contain 8 members.
- Each team will be asked to come together to achieve a common goal... the creation of an original NGO.

How will each team be working together to establish a shared goal?

- Group Discussions
- Democratic Decision Making
- Assigned Intern - Mentor

Project Layout
As with any team, whether it be a sports team or a work related team, each member will be assigned to a specific role. Your role responsibilities will be clearly explained.

1. Project Writers (2)
- Develops and writes a concise mission statement
- Collects the research paragraphs from other team members.
- Develops a concise and complete description of the original NGO, based on the team's research paragraphs.
- Prints the final NGO report.

2. Graphic Designers (2)
- Designs a specific logo that effectively illustrates the purpose of the team's NGO.
- Designs a final NGO poster board that highlights important points.
- Assists the Marketing Specialist(s) with artistic needs.

3. Marketing Specialists (2)
- Develop an original PowerPoint, short video, or pamphlet that describes your NGO that can be used for promotion of its services and to recruit volunteers.

4. Project Presenters (2)
- Present the Poster Board by knowing all the facts/decisions your team has made regarding the NGO.
- Presents key aspects of the NGO such as:
  - Mission statement
  - Logo
  - Population served
  - Action plan
  - Promotion
  - Marketing

Research Writing Assignments
- Each team will be required to address a list of 8 specific questions/issues in order to create effective and original NGOs.
- Each member of the team will be assigned to write and submit via email a 2-paragraph description of one of these “structural” needs.
- A copy of your writings should be:
  - 1. Printed and submitted to your teacher
  - 2. Emailed to your site supervisor and team members.
Research Assignment

Project Writer #1:
- Define the basic mission of your NGO.
- Identify the specific MDG(s) your NGO will be addressing and describe how the issue impacts a local community.

Project Writer #2:
- Action plan/Implementation: Describe in a five-step plan the exact way you will set your project in motion.

Graphic Designer #1:
- Write a one-paragraph description of the logo design and the meaning behind its elements.
- Instead of a second paragraph, attach a draft drawing or computer graphic of your proposed logo.

Graphic Designer #2:
- Develop a design concept for the project poster board.
- Describe the board design in one paragraph and submit a sketch of the design or computer generated layout.

Marketing Specialist #1:
- Paragraph #1 and #2:
  - Describe the cause of the problem that the NGO will be addressing.
  - Indicate what historical, social, or economic factors have caused the problem(s).

Marketing Specialist #2:
- Paragraph #1:
  - Create a “physical needs list” that will define the materials needed to implement your team’s action plan.
  - Include a site for the headquarters, any other centers of operation, forms of transportation, storage sites, machinery, communication equipment, etc.

Project Presenter #1:
- Write up the 2-3 main goals your NGO hopes to achieve.
- Define the population to be served (age, gender, location, etc.) and the specific needs that will be addressed.

Project Presenter #2:
- Define the ways your NGO will work with members of the community.
- Think about community locations or organizations where you can recruit volunteers, identify corporations or stores that can help donate goods, expertise or other professional services, etc.
Key to a successful project

- Completing your assigned student role.
- Completing your research assignment
- Communicating with your teammates often
- Helping your teammates if necessary

Team #1

- Intern:
- Members:

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**PROJECT WRITERS**

**Project Responsibilities**

- Develop and write a concise mission statement
- Collect the research paragraphs from your other team members
- Based on the research paragraphs, develop a concise and complete action plan of your NGO. (2 page minimum)
  - Print the final NGO report and attach it to the back of the poster board.

**Writer #1: Mission Statement**

Define the basic mission statement of your NGO. Identify the specific MDG(s) your NGO will be addressing and describe how the issue impacts a local community. Provide some specifics about the community: is it contained to one city, a region of the nation, or an economically depressed area?

**Items to Consider:**

1. Identify the specific MDG(s) your Project of Change will be addressing.
2. Define the general objective and the rationale behind your group’s pursuit.
3. Explain the basic approach/method(s) you will pursue to reach your goal(s).

**Example: Water.org**

*Water.org is challenging the traditional approach to assisting people in developing countries. Our goals are to draw attention to the world’s number one health problem, unsafe and inadequate water supplies, and to raise funds to help fight this immense problem - one community at a time.*

*Our mission is to inspire people to act:*

- *Donors – to provide consistent financial resources with a sense of solidarity for those in need of safe water.*
- *Staff and volunteers – to take the lead in meeting their own needs*
- *People in need of safe water – to take the lead in meeting their own needs*
Writer #2: Action Plan/Implementation

Describe in a five-step plan the exact way(s) that you will set your project in motion. In it, write up the 2-3 primary goals your NGO hopes to achieve. While Writer #2 is responsible for writing down the action plan, all students should participate in constructing the plan.

Items to Consider:

1. Strategies toward constructing the NGO – at least five steps.
2. Be specific by suggesting the type of people you will need as advisors or leaders:
   a. Suggest the type of people you will need as members of the Executive Team.
   b. Will the bulk of your staff be recruited as volunteers? If so, how and from where will you recruit your volunteers?
3. Where will you locate your headquarters? Other centers of operation?
4. Use your NGO’s mission statement to consider the other structural needs your organization will need. See example below.

Example:

*If your group is seeking to supply educational materials to students in need, you should consider:*

- What specific supplies are needed?
- How will you “purchase” them – raise money or find resources that will donate the materials?
- Where will you store them?
- How will you distribute them to the students? Consider transportation issues and locations for distribution.
- Who will be providing the labor?

*Keep this in mind: Building an NGO is in some ways like building a house. Secure the land for your house, then draw blueprint for the structure. Then buy the supplies needed for the structure, and recruit the expertise needed to help you construct the home.*
GRAPHIC DESIGNERS

Project Responsibilities

- Design a logo that represents the purpose of your NGO. The logo will be used as a visual focus point on the NGO report posterboard.
- Design a final NGO report posterboard that highlights all the objectives you have been assigned to complete.
  - Assist Marketing Specialists with artistic needs.

Graphic Designer #1: Logo Design

Write a one paragraph description of the logo design and the meaning behind its elements. Instead of a second paragraph, attach a draft of your proposed logo.

Items to Consider:
1. Identify in two sentences the meaning behind your logo.
2. Define the basic element(s) that you will be bringing together in your design. (An oval center connected by parallel lines, an octagon, three overlapping triangles, etc.)
3. Do the colors used in your logo have specific significance? Explain.
4. Be creative!

Graphics Designer #2: Posterboard Design

Develop a design concept for the project’s posterboard. Describe the board design in one paragraph and submit a draft.

Items to Consider:
1. All eight elements of the Project of Change will need to be included in your layout. (Mission Statement/Action Plan/Logo/Cause of Problem/Population Served/Physical Needs List/Specific Goals/Community Involvement)
2. Describe where you will position the elements and how you have placed them in relationship to each other.
   
   - Example: The logo will be set in the center of the board to symbolize the teamwork behind the project.

3. Be sure you have received all of the paragraphs written so you will be able to place them on the posterboard. Consider using one or two fonts for the printouts and labels.

4. Be creative and organized!
MARKETING SPECIALISTS

Project Responsibilities

- Develop a presentation, short video, or tri-fold brochure that describes your NGO and can be used to promote its services and to recruit new volunteers. (Videos should be 2-3 minutes in length.)
- The presentation, video, or pamphlet will be part of the final project presentations of your NGO.

Marketing Specialist #1: Cause of the Problem

Describe the cause of the problem that the NGO will be addressing. Indicate what physical, historical, social, or economic factors caused the problem(s).

Items to Consider:

1. Why does this problem exist in your community/other location?
2. How long has this problem existed?
3. What factors are at the root of this problem?
4. Are there any government support services that assist in fulfilling your NGO’s mission?

Marketing Specialist #2: Physical Needs List

Create a Physical Needs List that will define the materials needed to implement the plan of action. Include a site for headquarters, any other centers of operation, forms of transportation, storage sites, machinery, communication equipment, etc.

Items to Consider:

1. Will your NGO be collecting/sending materials or funds to another location? Will there be a need for storage facilities?
2. Where will your headquarters be located? What are your office needs? (desks/work tables, utilities)
3. Will you be paying your administrators? If so, do you have a philanthropic donor or corporation that is going to donate funds? (Suggest at least two corporations that might share an interest in your cause).

4. Technological Needs – computers/internet access, office furniture, etc.

5. Transportation

6. Mailing and Shipping

7. Other Logical Needs
**PROJECT PRESENTERS**

**Project Responsibilities**

- To coordinate the NGO report posterboard presentation by knowing all the facts and decisions your team had made regarding your NGO.
- To present and explain your NGO by following the recommended format:
  - Introduce the NGO using the mission statement and logo.
  - Describe the population served. Be sure to identify specific geographic regions (country or community) that your NGO will target, as well as the location of headquarters.
  - Explain the action plan to demonstrate how the NGO could achieve its primary goal(s).
  - Discuss staffing needs and recruitment of volunteers.
  - Share at least two ways you will be able to measure the success of your NGO.
  - Introduce your marketing team and allow them to present their work.
  - Close the presentation by introducing all the members of the team and their respective assignments.
  - Hold a brief Q&A session with the class. Invite the class to ask questions of your team.

**Project Presenter #1: Specific Goals List**

Write up the 2-3 primary goals your NGO hopes to achieve. Define the population to be served (children, adults, age level(s), location or community, and the specific needs that will need to be addressed).

**Items to Consider:**

1. Age Range
2. Sex
3. Income Level
4. Specific Location
5. Language(s) Spoken
6. Educational Background
7. Identify the Problem or Need

Project Presenter #2: Community Involvement

Define ways your NGO will work with members of the community. Think about community locations or organizations where you can recruit volunteers. Identify corporations or stores that can help donate goods, expertise, or other professional services.

Items to Consider:

1. Will you be seeking local volunteers to help achieve your goals?
2. Be specific about the responsibilities the volunteers will have. Will there be different levels of commitment? (Daily/Weekly/Monthly)
3. What local corporations or community organizations do you hope to work with?
4. Are you establishing your headquarters or distribution centers within the community? If so, where?
5. Do you need professional expertise, such as accountants and lawyers?
ASSESSMENT CRITERIA (FOR INTERN USE ONLY)

About the Criteria

These assessment criteria are designed to help you lead your student group towards creating a successful nongovernmental organization.

Items to Consider:

1. Once your NGO has been established, how will you know whether your goals and mission are being achieved?
2. What indicators will you establish to gauge your success or failure?
3. How many people are served each month? Quarterly?
4. Is your volunteer base adequate? Is it growing or are you losing support?
5. How strong is your financial base? Have you gained additional support from individuals, grants, community businesses, or organizations?
6. Has your area of service expanded? Decreased? Do you have plans for additional centers for your NGO?
7. How often will your NGO’s executive team assess the statistics?
Workshop:
From Millennium Goals to NGOs

**Objective(s):**
- To demonstrate how local initiatives of change could parallel and address global issues and needs

**Outline:**
- I. Review the United Nations Millennium Development Goals
- II. Discuss Achievement of Goals through Plans of Action
- III. Introduce the Concept and Construction of Non-Governmental Organizations (NGOs)
- IV. Red Cross Worksheet

**Materials:**
- *United Nations Millennium Development Goals*
- *List of NGO Examples*
- *American Red Cross: Organizational Outline*
- *Mission Statements*

**Key to Script:**
- *Italicized words indicate role/action.*
- *Bolded sentences are questions to be posed to class.*
- *Normal print indicates words to be spoken aloud.*
Workshop Script:

Part I: Review the United Nations Millennium Development Goals

Intern A:
• *Conduct a brief review of the United Nation’s Millennium Development Goals.*
  The member nations of the United Nations came together to identify the major global problems of the 21st century and developed a list of specific goals they wanted to accomplish over a period of fifteen years (2000-2015).
• **Who remembers the name of this global issues project?** (Millennium Development Goals - MDGs)
• **What does the word millennium mean?** (A millennium is a period of time, equal to one thousand years)
• **What does the term development mean?** (Development refers to maturation or growth. The MDGs are characterized by the progression of society toward a more ethical, humanitarian approach to governance. Efforts on both an individual and institutional level aim to promote the welfare of all.)
• Let’s review the eight specific global needs addressed through this U.N. initiative.
• *Ask the students to create a list. Write each goal on the whiteboard.*
  1. Poverty & Hunger
  2. Universal Primary Education
  3. Promote Gender Equality & Empower Women
  4. Reduce Child Mortality of children under 5 years of age
  5. Improve Maternal Health
  6. Combat HIV/AIDS, Malaria & other diseases
  7. Ensure Environmental Sustainability
  8. Develop a Global Partnership for Development

Part II: Discuss Achievement of Goals through Plans of Action

Intern B:
• *Discuss how this list was transformed into an action plan that had a specific timeline and specific targeted results.*
• **How do you think the U.N.’s list of global concerns was transformed into a real action plan?**
• In other words, recognizing that problems exist does not necessarily mean that you are actively seeking solutions.
• In setting goals, whether they are personal or general in nature, a real plan has to be defined and actively pursued. Just setting the goal of going to college won’t get you there. Consider the things you have to accomplish to get into college - complete the A-G required courses, earn a strong GPA, take the SAT, write a personal statement, and complete and submit college applications by a given deadline.
• The U.N. not only listed each of the issues but established both specific targets and a specific deadline for reaching these goals.

Specific targets to be accomplished:
  ○ Reduce by half the proportion of people living on less than $1.
  ○ Reduce by half the proportion of people who suffer from hunger.
  ○ Reduce by three quarters the number of women who die from maternal causes.
• All targets are to be accomplished by the year 2015.

Part III: Introduce the Concept and Construction of Non-governmental Organizations (NGOs)

Site Supervisor:
• What are some examples of NGOs that you have heard of or been involved in?
• Individual NGOs address many local and global needs. Some deal with human rights issues (equal rights for women, ethnic groups, and age groups). Others work to address specific physical needs (food, medical assistance, shelter) or to preserve the environment. NGOs exist that address each of the MDGs.
• Review List of NGO Examples Worksheet with class.
• Who knows what the oldest and largest NGO is?
• The Red Cross is the oldest and largest NGO. The Red Cross is dedicated to disaster relief by providing timely medical assistance, food, water and clothing, and temporary safe shelter for the victims of disasters both in the U.S. and all over the world.
• Let’s break up in to our assigned teams to review the organizational structure of the American Red Cross.

Part IV: Red Cross Worksheet

In Groups:
• In order for an NGO to come together as an effective organization, it must develop a well-defined “game plan”. These plans identify specific goals, physical needs, personnel assignments, assessment plans, communication and transportation links, etc. These detailed plans are needed for large and small NGOs alike.
• Review the structure of the Red Cross by popcorn reading through the handout.
• Once you have completed your review of NGOs, transition to your team’s Project of Change.
• Questions to consider as you help your students begin the Project of Change:
  ○ Which MDG(s) has your team chosen to address?
  ○ Which specific community or population are you addressing?
○ What original name will you give to your NGO?
○ What is a mission statement?
○ A mission statement is a synopsis of the goals, values, and action plan of a particular individual or organization.
○ Work with students to develop a specific mission statement for their original NGO. Review Global Connect’s Mission Statement on the Mission Statements Worksheet.
○ What is your action plan?

• Before the class ends be sure to remind your students about their individual assignments. If time allows, you can address any questions they have about their assignments.
United Nations Millennium Development Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. A global partnership for development

For more information, visit http://www.un.org/millenniumgoals/
LIST OF NGO EXAMPLES

The World Bank defines NGOs as "private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development" (Operational Directive 14.70).

Environmental Concerns

NGOs can address environmental concerns such as clean water, smog free air, fertilization of soil, productive and safe agricultural practices.

- Friends of the Earth
- Greenpeace
- Centre for Science and Environment
- Amigos de la Tierra
- Global Witness
- People and Planet
- Aqua Bolivia
- United Earth

Human Rights

NGOs can address human rights: freedom of speech, freedom of the press, freedom of religion, etc.

- Amnesty International
- Association for World Education
- Democracy Watch
- Freedom House
- Human Rights Watch
- Oxfam
- Refugee Law Project
- Lawyers for Human Rights
- Think Centre
- World Population Fund

Gender Equality

- Women Action
- Women’s Learning Partnership
- Equality Now
- Women in Security, Conflict Management & Peace
- Safe Motherhood
- Face to Face
- Social Watch
- Captive Daughters
Emergency Disaster Needs

- Red Cross
- Care
- Salvation Army
- Food for the Hungry
- Feed the Children
- United Children’s Fund
- PeaceNet
**EXAMPLE: THE AMERICAN RED CROSS**

Major Global Issue(s)

Emergency Humanitarian Aid (blood, food, shelter, medical assistance, clothing provided in response to natural disasters and in zones of conflict)

**Millennium Goals Targeted:** Maternal health, HIV/AIDS, malaria and other diseases, hunger & poverty, and child mortality.

Community Needs

- Local Blood Supply
- Trained Volunteer Corps
- Community Based Emergency Supplies

**Primary Population Served:** Ill or injured, needy

Sites (Physical Locations)

**National Headquarters:** 430 17th Street NW, Washington, D.C.

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<td>American Red Cross</td>
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<td>Southern California Blood Region</td>
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<tr>
<td>601 North Golden Circle Drive</td>
<td>100 Red Cross Circle</td>
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<tr>
<td>Santa Ana, CA 92705</td>
<td>Pomona, CA 91768</td>
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Mission Statement

The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.

Delegation of Roles

CEO & Corporate Board of Directors: Core of administrators to ensure that the program is efficient, ethical and achieves its objectives.

Regional Directors & Staff: Recruits and trains staff, supports the needs of the county centers.

County Managers & Staff: Work directly with the needs and people of a specific county. Serve as central administration for all county operations and personnel.

Program Managers & Staff: Realize the specific objectives: Such gathering donations, facilitate the medical process, and coordinate delivery to hospitals, etc.

Action Plan

- Develop a community base of volunteers who share and will actively support the various activities and actions of the Red Cross.
- Collect goods and donations to support emergency assistance abilities.
- Define ways and partners for transporting goods and personnel to area in need.
- Establish local/regional/national centers for the different services (blood banks/food distribution/storage centers, etc.)
- Develop communication links to connect all members and services.
- Create and maintain information sites on the internet and through other venues.

Sustainability & Assessments

- Construct and maintain a database of all donated funds and goods.
- Maintain a record of all emergency efforts: materials used, number of people assisted, types of services provided.
- Create a master volunteer list. Be sure that the list is divided by regions and counties so that shortages in manpower can be identified and addressed.
MISSION STATEMENTS

Global Connect’s Mission Statement

The guiding principle behind Global Connect, an educational initiative in the School of Social Sciences, is the belief that secondary school students need to understand the contemporary changes that are influencing their educational and personal opportunities, and ultimately, their lives and careers. As citizens of a global society, California’s secondary students must be capable of thinking in terms of worldwide issues to succeed in their respective careers and to contribute to the general welfare of society.

A talented and committed interdisciplinary social science team of faculty, graduate, and undergraduate representatives form the core of the program. They have worked with Newport Mesa and Saddleback Valley educators to translate university research and teachings on 21st century issues and conditions of globalization into comprehensive, age appropriate lessons, activities, and readings. Global Connect also serves to encourage students to pursue higher education.

Your NGO’s Mission Statement

Project Name:

Global/Local Issue:

Corresponding Millennium Goal:

Population Served:

Mission Statement:
Unit III: MDG Close-Up Presentations
By: Briana Iwai  
Sociology and Political Science Major

Over 9 million people die worldwide each year because of hunger and malnutrition.

- 5 million are children.
- About 17% of all deaths are hunger related.

1.2 Billion People suffer from hunger worldwide

Hunger: an uneasy or painful sensation caused by a lack of food. This is when people do not have enough food for active and basic living.

Malnutrition: lack of some or all nutritional elements necessary for human health. This includes a lack of vitamins and all of the essential food groups.
Problems with Malnutrition

#1: Permanent damage can occur to the body and organ systems.

#2: There are physical, mental, and social damages that arise.

#3: Children grow in an unhealthy manner.

#4: Children will lack energy and have an inability to fight infections.

Who is Affected?

- More than 1.02 billion hungry people

Quick Review!

- Developed countries are described as those that are highly industrialized and economically advanced.

Examples: The United States, Canada, Japan, Italy, Australia, France

Statement #1

- Africa has the most people affected by hunger.

MYTH!

Statement #2

- Nature is to blame for famine.

MYTH!

Causes of Hunger

- Exploitation of the Environment
  - Poor farming practices
  - Overcropping
  - Deforestation
Causes of Hunger

- War
  - Destruction
  - Food becomes a weapon
  - Water pollution

Basic Definitions

- Poverty: a condition characterized by severe deprivation of basic human needs, such as food, safe water, sanitation facilities, shelter, health, education, and information

Why are children most vulnerable?

- Poverty hits children the hardest
  - Their basic rights are threatened
  - Most susceptible to mental and physical damages

Causes of Hunger

- Low Income
  - Individuals or countries may not have enough money to produce, grow, or import food.
    - Growing, planting, raising, and harvesting food requires money and an economic income.

Statement #3

- Children are most affected by poverty.

TRUE!

Statement #4

- Poverty only occurs in developing countries.

MYTH!
What regions are affected?

- Africa, Asia, Middle East...

However, there is also poverty in America.

Poverty in America

- [http://www.youtube.com/watch?v=bhokXc905ds](http://www.youtube.com/watch?v=bhokXc905ds)

Poverty in America

An increase in population size is not an explanation for hunger.

Statement #5

TRUE!!

Causes of Poverty

- Inadequate education and employment opportunities

Causes of Poverty

- Unequal distribution of the world economy

Some countries do not have welfare programs to support the needy in their country.

If the country itself is also poor, their economic standing may negatively impact the population.
Causes of Poverty

- Inability to meet high standards of living and costs of living
- Cost of living > Individual income
  - This means that individuals are not able to support themselves with a high enough salary. Their total income does not equal the total expenses it takes to survive.

Poverty Trap

- Farmers do not have enough resources to grow food for themselves.
- Craftsmen lack funds to pay for their tools and materials.
- Because of these struggles, purchasing food becomes the main issue AND problem for many individuals.

Diseases and Problems

- Diarrhea
- Vitamin Deficiency
- Malaria
- Tuberculosis
- AIDS
- Low Birth weight
- Small Heads
- Learning Disabilities
- Distorted organs (such as the liver or kidney)

Who is addressing the issues of poverty and hunger?

- NGOs (Non-governmental Organizations):
  - These are organizations and groups that are not directly funded by the government.
  - They usually form for social, service, and charitable purposes and assistance.

World Relief

- Church based poverty assistance
Focuses on ending child hunger
Educates nutritious food choices
Creates partnerships with other groups to raise funds and donations for further education and support.

There are government hunger relief organizations.
Food Stamps: a program that helps low income individuals or families purchase grocery foods.

National School Lunch Program: provides low cost or free lunches to children each school day.
Operates in public and non-profit private schools.

There is not enough food to go around which is why so many people suffer from hunger.

Food Wastage is extremely high
- The UK throws out approximately 38 billion dollars worth of food each year

Obesity is greatly increasing
- In the United States, adult obesity has increased 60% in the past 20 years
- Child obesity has tripled in the past 30 years
While we have this hunger and poverty problem, wastage and obesity seem to contradict these issues.

It is important to be aware of the complexity of issues surrounding our world today.

The eight Millennium Development Goals (MDGs) range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education by the target date of 2015 agreed to by all the world’s countries and leading development institutions.

- Reduce by half the proportion of people living on less than a dollar a day
- Achieve full and productive employment and decent work for all, including women and young people
- Reduce by half the proportion of people who suffer from hunger
- The UN’s original goal was to decrease hunger and poverty by 15% from 2000-2015.

Overall, the percentage of people living in poverty has been reduced.

This graph illustrates the percentage of people living on less than $1.25 per day.

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Turn to the following web address to view a new life saving solution:

http://www.cbsnews.com/stories/2007/10/19/60minutes/main3386661.shtml

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http://www.globalissues.org/article/7/causes-of-hunger-are-related-to-poverty_FAQ_and_Poverty_Causes
http://www.unicef.org/mdg/poverty.html (Millennium Development Goal)
http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm (Hunger Graph)
http://library.thinkquest.org/OSaug/00282/over_whatls.html (Poverty Information)
http://www.downtoearth.org/health/nutrition/obesity-america (obesity)
http://www.poverty.com (Diseases)
http://www.fns.usda.gov/cnd/lunch/ (Free Lunch Program)
Key Terms

1. **Hunger**: The discomfort, weakness, or pain caused by a prolonged lack of food. This is when people do not have enough food for active and basic living.

2. **Poverty**: The state or condition of having little or no money, goods, or means of support.

3. **Malnutrition**: When the body doesn’t get enough nutrients to function normally, grow at a healthy rate, fight infections, or produce sufficient energy for normal physical activity.

4. **Marasmus**: A type of malnutrition occurring in infants and young children, caused by insufficient intake of calories or protein and characterized by thinness, dry skin, poor muscle development, and irritability.

5. **Kwashiorkor**: A disease, chiefly of children, caused by severe protein and vitamin deficiency and characterized by stunted growth, changes in pigmentation, potbelly, and anemia.

6. **Developed Countries**: Are nations that can be described as those that are highly industrialized and economically advanced.

7. **NGOs (Non-governmental Organizations)**: These are organizations and groups that are not directly funded by the government. They usually are formed to address social and charitable issues.
We hope you enjoyed this preview of *Project of Change*.

For a complete edition, please contact:

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