Project of Change
A study of the United Nations Millennium Development Goals
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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Introducing **GLOBAL CONNECT @ UCI**

Global Connect @ UCI is an original educational partnership developed by the University of California, 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 This cannot be achieved through textbook curriculum that is outdated by the time it is received by students.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 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 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 and reflective thinking about global issues.

For additional information, please visit our website at: [http://www.socsci.uci.edu/globalconnect/](http://www.socsci.uci.edu/globalconnect/)
Common Core Standards in the Social Sciences

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 take-home assignments, and unit capstone projects, and formal academic forms of in-class writing
- 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, and 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 and Newport Mesa 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

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 Teacher 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 primary 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.

Global Perspectives: 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 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:

• **Presentations:** University faculty, doctoral candidates, or classroom teachers will provide formal presentations on the United Nations Millennium Development Goals.

• **Workshops:** Undergraduate interns or the classroom teacher will facilitate small, group-based discussion sessions and interactive activities.

• **Capstone Projects:** Student teams will develop their own non-governmental organization. The projects will be exhibited and judged according to an established matrix.

• **Global Issues Journals:** Each student will be responsible for creating his or her personal Global Issues Journal based on the Millennium Development Goals. These journals 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 Issues 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

UNIVERSITY OF CALIFORNIA, IRVINE

Manuel Gomez, Former Vice Chancellor of Student Affairs

SCHOOL OF SOCIAL SCIENCES

Bill Maurer, Dean of Social Sciences
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 Teachers: Jennifer Thompson & Evan Chalmers

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

Principal Bill Hinds
Vice Principal Tricia Osborne
Host Teachers: Yoleisy Avila & Paul Weinberger

MISSION VIEJO HIGH SCHOOL

Principal Ray Gatfield
Vice Principal Dan Sullivan
Host Teachers: Jack Opkins & Chris Ashbach

EL TORO HIGH SCHOOL

Principal Terri Gusiff
Vice Principal Dan Bode
Host Teacher: Stacey Arroyo
EDITORS-IN-CHIEF

Jessica Chan
Director, Global Connect @ UCI

Ellen Schlosser
Curriculum Development Advisor, GlobalScope Curriculum Guides

PUBLICATION PRODUCTION STAFF

Mark Barcelona, Editor-at-Large
Vincent Tong, Publications Editor
Alexandra Russo, Copy Editor
Luis Fonseca, Cover Design
Benson Lao, Layout Design

UNDERGRADUATE & ALUMNI CONTRIBUTORS

Briana Iwai, Sociology & Political Science, 2010
Taryn Reid, Political Science, 2015
Peying Lee, Sociology, Criminology, & Educational Sciences, 2015
Soo Min Chang, International Studies, 2012
Sunny Thai, Sociology, Political Science, & Education Sciences, 2015
Mark Barcelona, Political Science & History
Shannen Dilag, Political Science & History
# Table of Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic &amp; Presenter</th>
<th>Workshop(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td><strong>Introduction to Millennium Development Goals</strong>&lt;br&gt;Peying Lee</td>
<td>Agent of Change 54&lt;br&gt;Non-governmental Organizations 59</td>
</tr>
<tr>
<td>II.</td>
<td><strong>Creating an Original Project of Change</strong></td>
<td>Creating Team Based Projects of Change 65&lt;br&gt;From Millennium Development Goals to NGOs 82</td>
</tr>
<tr>
<td></td>
<td><strong>Hunger and Poverty</strong>&lt;br&gt;Briana Iwai</td>
<td>Team Dialogue Day 100&lt;br&gt;Human Needs and Freedoms 103</td>
</tr>
<tr>
<td></td>
<td><strong>Universal Primary Education</strong>&lt;br&gt;Taryn Reid</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td><strong>Gender Equality</strong>&lt;br&gt;Peying Lee</td>
<td>116</td>
</tr>
<tr>
<td>III.</td>
<td><strong>Maternal Health/Child Mortality</strong>&lt;br&gt;Soo Min Chang</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td><strong>Borderless Diseases</strong>&lt;br&gt;Sunny Thai</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td><strong>Environmental Sustainability</strong>&lt;br&gt;Mark Barcelona</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td><strong>Global Partnerships</strong>&lt;br&gt;Jung Eun Kim</td>
<td>144</td>
</tr>
</tbody>
</table>
Appendix & Additional Resources

Glossary  
167

National Standards  
172
## Online Resources

<table>
<thead>
<tr>
<th>Unit</th>
<th>Online Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit I</strong></td>
<td><strong>Lecture: Introduction to the Millennium Development Goals</strong></td>
</tr>
<tr>
<td></td>
<td>Millennium Development Goals for 2015</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=2p2VTowAA">http://www.youtube.com/watch?v=2p2VTowAA</a></td>
</tr>
<tr>
<td></td>
<td><strong>Workshop: Agent of Change</strong></td>
</tr>
<tr>
<td></td>
<td>Global Citizen</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=yio6kQrlYQ">https://www.youtube.com/watch?v=yio6kQrlYQ</a></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture: Hunger and Poverty</strong></td>
</tr>
<tr>
<td></td>
<td>Poverty in America</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=bhokXc905ds">http://www.youtube.com/watch?v=bhokXc905ds</a></td>
</tr>
<tr>
<td></td>
<td>Promise for the Future</td>
</tr>
<tr>
<td></td>
<td><strong>Workshop: Human Needs and Freedoms</strong></td>
</tr>
<tr>
<td></td>
<td>The 30 Articles of Human Rights</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=36CUlaqmFi4">http://www.youtube.com/watch?v=36CUlaqmFi4</a></td>
</tr>
<tr>
<td><strong>Unit III</strong></td>
<td><strong>Lecture: Universal Primary Education</strong></td>
</tr>
<tr>
<td></td>
<td>Education For All: Class of 2015</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture: Gender Equality</strong></td>
</tr>
<tr>
<td></td>
<td>The Girl Effect</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?feature=player_embedded&amp;v=W1vmE4_KMNw">http://www.youtube.com/watch?feature=player_embedded&amp;v=W1vmE4_KMNw</a></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture: Maternal Health/Child Mortality</strong></td>
</tr>
<tr>
<td></td>
<td>Millennium Development Goal 4: Reduce Child Mortality</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=dH_VAA6JwaA">http://www.youtube.com/watch?v=dH_VAA6JwaA</a></td>
</tr>
<tr>
<td></td>
<td>United Nations Millennium Campaign - Goal 5- Maternal Health</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=76W3AdJTRo&amp;feature">https://www.youtube.com/watch?v=76W3AdJTRo&amp;feature</a></td>
</tr>
</tbody>
</table>
### Lecture: Borderless Diseases

The Winged Scourge (1943)

[https://www.youtube.com/watch?v=kmj3S7CMwoQ](https://www.youtube.com/watch?v=kmj3S7CMwoQ)

### Lecture: Environmental Sustainability

Big Heads, Small Brains: The Story of Easter Island

[http://www.youtube.com/watch?v=5yhnETtF64](http://www.youtube.com/watch?v=5yhnETtF64)

Parks and Recreation: Ron's swivel chair

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

Saving The Environment

[http://www.youtube.com/watch?v=Vq_rFGW5I](http://www.youtube.com/watch?v=Vq_rFGW5I)

### Lecture: Global Partnerships

UN Millennium Campaign Goal 8 Global Partnership

[http://www.youtube.com/watch?v=EXDDNFLDiFw&feature=related](http://www.youtube.com/watch?v=EXDDNFLDiFw&feature=related)

Humanitarian Day 2012 - Behind The Scenes with Beyoncé

[http://www.youtube.com/watch?v=Aj6iuVMD6k](http://www.youtube.com/watch?v=Aj6iuVMD6k)

Community Technology Centers of the Dominican Republic | Bill & Melinda Gates Foundation

[http://www.youtube.com/watch?v=mEt2sYyC8Y](http://www.youtube.com/watch?v=mEt2sYyC8Y)

### Workshop: Post-2015: Millennium Development Goals

**Unit IV**

My World Survey

PROJECT OF CHANGE

Homework Assignments
Read articles “A Nobel Cause” and “40% of U.S. food goes to waste: One man’s solution.” 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 printed copy 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:
40% of U.S. food goes to waste: One man's solution

By Diane Beasley, Published: May 18, 2015

New York (CNN) Like many children, Robert Lee was taught never to waste food. But growing up the son of Korean immigrants who struggled to get by, he really took the idea to heart.

In college, Lee joined a student group that delivered leftover dining hall food to homeless shelters. That was when he learned the magnitude of the problem.

One in six Americans struggles with food insecurity. Yet in the United States, 40% of food goes to waste.

"Just the sheer amount of food that's being wasted is enough to eradicate hunger," Lee said.

After graduating two years ago, Lee decided to help take the concept of rescuing food off campus. Together with fellow NYU alum Louisa Chen, he co-founded Rescuing Leftover Cuisine. The nonprofit picks up fresh food that would otherwise go to waste from New York City restaurants and gets it to people in need.

"Just the sheer amount of food that's being wasted is enough to eradicate hunger," Lee said.

Seven days a week, the organization engages volunteers to pick up and deliver any amount of food, no matter how small. Lee says operating on foot makes the group highly efficient.

So far, the group has rescued 100,000 pounds of food and delivered it to homeless shelters and food kitchens. Seeing the impact he was making, Lee gave up his finance job at J.P. Morgan last year to focus on his nonprofit full time.

The group is partnered with more than 50 food providers throughout New York City. But it's just the beginning, Lee says. Rescuing Leftover Cuisine recently expanded to six other cities across the United States.

Do you know a hero? Nominations are open for CNN Heroes 2015

I talked with Lee about his efforts and what he's learned. Below is an edited version of our conversation.

CNN: In a short amount of time, your group has already made a big difference. Why do you think it works so well?

Robert Lee: We don't have a minimum pound requirement because every little bit of food counts. It can help feed someone.

It's also so easy for people to come on and volunteer. The volunteers are crucial to the work that we do. They can sign up on a public calendar on our website. They choose their own commitment. If they want to do weekly, monthly, it's all up to them. And each of our slots are only about 30 minutes long. So it's very easy to fit in to your busy schedule, either along the way home from work or nearby your home.

We are working on an app for volunteers to sign up which will be launched this fall. We hope it will be like Uber for delivering leftover food to the homeless! We want to expand our operations so we can rescue millions of pounds of food, by bringing on more volunteers and more restaurant partners.

Volunteers learn about the issues of food waste and hunger firsthand. They see how much food is being wasted; they get to actually carry that food.

CNN: Has it been challenging to find restaurants to partner with?

Lee: It has been surprisingly difficult. When we first started out, we got about five partners for every 100 people that we reached out to.
A lot of the restaurants have never even heard of the concept of food rescue. And they thought they would be legally held liable for the food that they were donating. So I'd have to explain to them the legislation (that) basically covers and protects all food donors from legal liability, except in the case of gross negligence.

But after we had more partners, we were able to basically point across the street and be like, "Hey, we work with them. This is how it works. We make it very easy for you to do this."

CNN: Your group came up with an idea to help the restaurants reduce their waste. How does that work?

Lee: On a monthly basis, we supply the restaurant a consolidated report that shows on every single day how much food is being donated to us. They can get a sense of how much food they're actually throwing out and also how many mouths they're able to feed instead.

The first partner that we ever had realized they were throwing out $65 a day. And instead of getting their pastries from a wholesaler, they decided to make their own from scratch. So they were able to control exactly how much they were going to produce and the quality of the food they were going to produce.

So the quality went up and the food waste went down. Now we only pick up from that restaurant twice a week, and there's very little food, if any at all, to be picked up. That's kind of the best-case scenario. As we tell our partners and restaurants how much excess they have, ideally they would reduce it to the most minimalist level.

CNN: You are very passionate about the issue of food waste. How did your upbringing influence that?

Lee: It was very difficult for my parents when they first came to the United States. Since an early age we were moving around a lot. It was difficult even to get food sometimes. Hunger is interesting because, at least from my personal perspective, it was not only physical, it was psychological. You don't know where your next meal is coming from.

The first time I really realized how much food was being wasted was in elementary school. I always used to eat the school lunch. But there were so many classmates who always talked about how bad it was, and sometimes with no thought, people would just throw it out. To see all that food go to waste is just crazy, you know?

Having that perspective puts an urgency to the work that we do. There is so much food being wasted, and we just wanted to make sure that it's going to the right place.

For more information, visit: http://www.cnn.com/2015/05/14/us/cnn-heroes-lee/index.html
In Search of Long Term Solutions

Read “Care” article. Address each of the questions listed below in a complete paragraph (4-5 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 printed copy 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**

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/
Exploring Gender Equality

Read articles “Saudi women find ways into the workplace” and “Women in sport – scoring for equality.” 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. What are the benefits of increasing job opportunities for women? How does it affect families? How does it affect economies?

2. How are women still being discriminated against in sports? What are the benefits of female involvement in sports? How can gender equality in sports be achieved?

3. Have you considered gender equality 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 printed copy to class on the due date.
When Sofana Dahlan wanted to study law, she had to go to Egypt to do it. The subject wasn't offered to women at universities in her native Saudi Arabia.

Nearly 20 years later, she is an accomplished lawyer and entrepreneur who has helped launch the businesses of numerous artists, designers and other creative types.

Her career is evidence of a slow but seismic shift in the ultraconservative Muslim kingdom, which has long relegated women to the status of legal minors.

Although women still need the permission of a male relative to attend university, get married or travel abroad, some are taking on new roles in the workplace — and in the process, gaining a measure of financial independence.

Women cloaked in black, some with only their eyes showing through face veils, are working in shops and cafes, offices and boardrooms, and even some factory assembly lines.

That this fact is not widely recognized outside Saudi Arabia is a source of some irritation to women like Dahlan, who has worked hard to build her business profile.

"No matter how successful we are, no matter how much we achieve, the world still chooses to see us as oppressed," said Dahlan, who proudly wears the body-covering abaya. "And in reality, a lot of us are not. We have limitations, but the whole world has limitations to different degrees."

Saudis attribute the changing attitudes about women in the workplace to a number of factors, including the rising cost of living, improvements in women's education, the influence of the Internet and social media, and the modernizing efforts of the late King Abdullah, who paid for tens of thousands of young people of both genders to study abroad each year.

"It just makes economic sense," said Khalid Alkhudair, who founded the women's recruitment agency Glowork after seeing his Western-educated sister struggle to find work.

Many couples, including Alkhudair and his wife, are finding that they need two incomes to afford the lifestyle they want. At the same time, companies are under pressure to hire Saudis to fill quotas demanded by the government before they can employ foreign workers to fill posts that locals are either not qualified for or consider too menial.

The so-called Saudization program, an attempt to reduce unemployment among the growing number of young Saudis entering the workforce, has opened doors to women in sectors that can accommodate the kingdom's strict rules on gender segregation, said Steffen Hertog, an expert on labor reform at the London School of Economics and Political Science.

Companies are putting in partitions to create separate work spaces for women. Some offer transportation stipends for female employees, who are not allowed to drive. A few have entire manufacturing plants staffed by women. Others are experimenting with virtual offices, allowing women to work from home.

But progress has been slow. Although women make up more than half the kingdom's university graduates, they account for just 13% of the positions held by Saudis in the government and private sectors, according to figures reported in the local press in February.

Saudization has also created what Hertog called "fake women's employment," in which companies
pay them a small salary and tell them to stay home. "If you look at the statistics, there has been a huge boom in Saudi women's employment in construction, which is ridiculous," he said. A few may hold office jobs in construction companies; none appear to be on building sites.

The government's job creation efforts took on greater urgency during the "Arab Spring" uprisings that swept the region in 2011, a movement driven in part by the frustration of idle youth.

A new benefit was introduced that paid job seekers the equivalent of $533 a month for a year. About 1.2 million of the 1.6 million people who registered were women, according to news reports.

Saudis typically look to the government for work. For women, that usually means jobs in schools and hospitals. But there aren't enough of those to meet the demand. So the government has been easing restrictions and sponsoring training to help women enter the private sector.

Glowork was one of the organizations tapped by the Ministry of Labor to help reduce the number of women on the unemployment rolls, receiving a commission for each new hire. Its recruiters conduct hundreds of interviews a week, matching job seekers with employers willing to hire women.

For many, it will be the first time that they interact with men outside their immediate families, and communication with their employers can be a problem.

"We have a lot of women leaving a company because the bathrooms are not clean," Alkhudair said. The women are embarrassed to bring up the issue.

So the agency not only coaches them on how to land a job, but also offers advice on how to conduct themselves in the workplace.

Every time the agency places a woman in a job, a gong is rung and the entire office breaks out in applause. Since the agency opened its doors four years ago in an upscale tower in the capital, Riyadh, the gong has sounded thousands of times.

There has been resistance, however. When Glowork advised one of its first clients, a local supermarket chain, to hire 11 female cashiers, there was a public outcry. A prominent cleric, Youssef Ahmed, called for a boycott of the stores, which he claimed were encouraging mingling between the sexes.

"They actually had to let go of these women because of the outcry," Alkhudair said.

It took intensive lobbying, a social media campaign and a royal decree to open the doors to women in the retail sector — starting with lingerie and cosmetics stores.

That women had been forced to make their most intimate purchases from men was a source of acute discomfort to many of them.

Although a law was passed in 2006 requiring that stores catering exclusively to women hire female attendants, it wasn't enforced, said Reem Asaad, a financial advisor in the country's commercial hub, Jidda.

After one particularly humiliating encounter, her patience snapped. A male clerk screamed at her for scraping a sticker off a package of underwear so she could see what style it was.

In retrospect, Asaad suspects the clerk was afraid of running afoul of the religious police, who would have objected to the depiction of a woman's body on the packaging. But at the time, she was furious.

She went home and poured her frustration into a Facebook post calling for a boycott of lingerie shops that didn't employ women.

Her post struck a chord. Although the campaign to allow women to drive failed to persuade critics, who saw it as an attempt to foist Western values on the country, the so-called lingerie campaign won wide support by emphasizing the desire of women to protect their modesty.

King Abdullah intervened in 2011, issuing a decree requiring the enforcement of the 2006 law.

There are now women working in shopping malls across the country, and not only in the Victoria's
Secret stores. "There are even more women behind their desks and behind closed doors running entire retail enterprises and conglomerates," Asaad said.

Rizan Ahmed is paying her way through college by working at a makeup counter in one of Riyadh's ritziest shopping malls, Kingdom Center. Her father didn't like the idea at first, but she said he came around when she showed him that she could keep her grades up.

Other families aren't so open-minded, she said. A female customer berated one of Ahmed's colleagues for wearing a knee-length skirt to work on a women's-only floor known as the "Women's Kingdom."

"It wasn't even that short," Ahmed said.

Once, the incident might have given her pause. But now, she says, "I think if I want to do something I love, I don't have to care about what other people think."

Dahlan had to wait 13 years before she could get certified as a lawyer in Saudi Arabia. So she worked as a legal consultant, helping artists and designers navigate copyright and contract disputes. That was the inspiration for her company, Tashkeil, which mentors entrepreneurs in the creative industries.

Dahlan is the first to acknowledge the advantages she had growing up in a family that supported her professional aspirations. But she said the rapid technological advances of recent years, including access to the Internet and social media, are expanding the horizons of many Saudis and giving women tools to start their own businesses.

She is now training her successor at Tashkeil and planning to go back into legal practice — this time at the head of her own firm.

"It's important for me to finish what I started," she said.

For more information, visit:
Women in sport – scoring for equality

By Phumzile Mlambo-Ngcuka, Published: July 14, 2015

The Women’s World Cup has shown people everywhere what women athletes are all about: skill, strength, unity and determination. I extend my heartfelt congratulations to the winners – the team from the United States – and to all others who participated. You are inspiring millions of women and girls around the world to pursue their goals and dreams.

Women are far more visible in sports today than at any previous point in history. The Women’s World Cup, as just one example, reached tens of millions of viewers, breaking television ratings records. The teams in that event were doing more than adroitly blocking a pass or scoring a goal. They were challenging stereotypes and demonstrating women’s leadership and other abilities that can readily translate into many other domains. Perseverance and team spirit, among other values, can take women far in business, politics, scientific research, the arts and any other field.

As inspiring as the Women’s World Cup is, however, it also reminds us that gender inequalities still plague professional sports. For example, the women were required to play on artificial turf, which is often regarded as more physically punishing than natural grass – the surface favoured by athletes and provided when male teams play. And there is the name itself—the World Cup is assumed to be for men, while women require the qualifying “Women’s” to describe their event.

Women players also face a huge pay gap. The total payout for the Women’s World Cup was 15 million dollars, compared with 576 million dollars for the last men’s World Cup—40 times less. The winning women’s team received 2 million dollars in prize money, whereas the winning men’s team took away 35 million dollars. The losing US men’s team was still awarded 8 million dollars—four times as much as the champion US women’s team.

Similar pay gaps occur across other professional sports – with the exception of tennis, which since 2007 has awarded equal prize money at all four Grand Slam tournaments. That should be the model to which all other sports aspire. All sports federations should close the gap and put women and men, in this and all other respects, on an equal playing field.

Deeply entrenched, discriminatory notions of women’s diminished status, whether the issue is a playing field or a paycheck, harm individual women and girls. They are denied their rights and blocked from achieving their full potential. Such norms also undermine sport itself, tarnishing notions such as fair play and open competition.

It is time to overturn the barriers and stereotypes, because every step to do so is a step towards gender equality and women’s empowerment. Many women athletes, especially in sports not traditionally considered “feminine”, lead the way, with grit and grace.

Sports programmes have been successful in reducing restrictions on mobility and social isolation that many women and girls experience, particularly those who live in poverty, and who might otherwise be mainly confined within their communities and families. Through sport, women and girls can find safe places to gather, build new interpersonal networks, develop a sense of identity and pursue new opportunities, often in the process becoming more engaged in community life.
Governments, the United Nations, civil society, the sport movement and others have recognized the contribution of sports to the social, economic and political empowerment of women and girls. Now is the time to act on this recognition. Women and girls should be encouraged to explore sports, and anyone who would like to participate should be able to do so. In some cases, this may require increased investments; in others, a rebalancing of resources to ensure equal opportunities for men and women, girls and boys.

Sport and the pursuit of gender equality can be mutually reinforcing — through the creation of role models, the promotion of values and powerful outreach. Both can generate a dream and drive people to strive for change, unleashing tremendous benefits for individuals and for our societies at large.

For more information, visit:
Preventable Tragedies

Read articles “Child mortality halved since 1990, but MDG goal missed, says UN report” and “Alain Nteff, the 23-year-old savior of Cameroon’s mothers and babies.” 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. Given the conditions of Sub-Saharan Africa, why do you think that MDG 3 to promote gender equality and empower women has not been achieved?

2. What low-cost solutions can be implemented to reduce child mortality?

3. How can you educate others about global health issues? Why is this important?

This assignment is due __________________________.

Be sure to bring a printed copy to class on the due date.
Child mortality halved since 1990, but MDG goal missed, says UN report

By Sarah Boseley, Published: September 8, 2015

The numbers of children around the world who die before their fifth birthday have dropped by half since 1990, official figures show, but the millennium development goal to cut them by two-thirds by the end of this year will be missed.

Announcing the latest estimates for child mortality, Unicef’s deputy executive director, Geeta Rao Gupta, said advances had not been fast enough. “We have to acknowledge tremendous global progress, especially since 2000 when many countries have tripled the rate of reduction of under-five mortality,” she said.

“But the far too large number of children still dying from preventable causes before their fifth birthday – and indeed within their first month of life – should impel us to redouble our efforts to do what we know needs to be done. We cannot continue to fail them.”

It has been clear for some time that MDG4, to cut child mortality by two-thirds, was likely to be missed. The drop over the last 15 years has been 53%, from 12.7 million in 1990 to an estimated 5.9 million a year now. That means 16,000 children a day die without reaching the age of five, according to the Levels and Trends in Child Mortality report 2015, released by Unicef, the World Health Organisation, the World Bank Group and the UN population division of Undesa.

A big proportion of deaths occur in small babies – 45% are in children less than 28 days old. They die mostly from complications during birth, blood infections (sepsis), prematurity, pneumonia, diarrhoea and malaria. Nearly half of all the deaths are in babies who are malnourished.

The highest numbers of deaths are in sub-Saharan Africa, where one child in 12 dies before their fifth birthday. Half of all under-five child deaths occur in sub-Saharan Africa, and nearly a third in southeast Asia. The UN agencies say these areas must be targeted with interventions that are known to work.

“We know how to prevent unnecessary newborn mortality. Quality care around the time of childbirth including simple affordable steps like ensuring early skin-to-skin contact, exclusive breastfeeding and extra care for small and sick babies can save thousands of lives every year,” said Dr Flavia Bustreo, assistant director general at the WHO. A new strategy will be launched at the UN general assembly this month.

Around a third of all countries (62) have reduced child mortality in line with the MDG goal of two-thirds, and another 74 have cut it by a half. In spite of low incomes, Eritrea, Ethiopia, Liberia, Madagascar, Malawi, Mozambique, Niger, Rwanda, Uganda and Tanzania have all met the MDG target.

“Many countries have made extraordinary progress in cutting their child mortality rates. However, we still have much to do before 2030 to ensure that all women and children have access to the care they need,” said Dr Tim Evans, senior director of health, nutrition and population at the World Bank Group.

Alain Nteff, the 23-year-old savior of Cameroon's mothers and babies

By Milena Veselinovic, Published: February 17, 2015

Like many 23-year-olds, Alain Nteff has big dreams.

What sets him apart from most, however, is what he's actually trying to achieve: wiping out maternal mortality.

The Cameroonian entrepreneur is the co-founder of Gifted Mom, a mobile health platform that uses low-cost technology to help mothers and pregnant women access medical advice in out-of-the-way, rural communities.

His invention landed him an invitation to the World Economic Forum in Davos this year, where he was one of this year's Global Shapers, a group of 20 to 30-year-olds who are tipped for future leadership roles. He was also the youngest participant.

The seed for the Gifted Mom idea was planted in 2012 when Nteff, then a 20-year-old engineering student, visited a hospital in rural Cameroon where his friend Conrad Tankou was doing his medical practice. There he witnessed several mothers and newborns die from conditions that could have been predicted and managed with proper antenatal care. Nteff was deeply affected by what he saw, and together with Tankou started thinking of ways in which they could use their skills to tackle the issue of maternal and infant mortality.

"I'm passionate about using technology to solve problems in my community, and I just saw it as an opportunity to apply my engineering to solve one of the world's biggest and oldest problems," says Nteff.

Low-cost, far reach

His answer was to create an SMS service that expectant and new mothers could register for to receive advice about their health, including why it's important to have regular check-ups: "We realized that there was a need to create a low cost channel to educate women on when they should go for antenatal care and when they should take their babies for vaccination," says the entrepreneur.

Initially only eight women signed up, but through word-of-mouth the reputation of Gifted Mom grew, and today the service has 2,100 subscribers across the whole country.

Registering is easy -- a woman just has to text MOM to 8006 to receive a call back and get help signing up. Or, she can text a particular health question to the same number and get a reply from a doctor. Gifted Mom works with the Mobile Alliance for Maternal Action, a USAID-backed movement that uses mobile technology to improve maternal health in the developing world, and a team of medical doctors led by Tankou to find answers to the queries.

"The SMS we sent to the first pregnant woman was special -- she said that when she read it she felt so much joy, and she was telling me 'I feel now that somebody's got my back,'" says Nteff.

There is a one-off subscription fee of less than one dollar, but all subsequent messages which include alerts for when vaccinations for newborns are due, are free. In order to include the roughly 17% of Cameroonian women who are illiterate, the Gifted Mom team are also developing voice technology in four widely spoken traditional languages.
Last September, Nteff was named the grand prize winner of the $25,000 Anzisha Prize, a pan-African award celebrating entrepreneurs aged 15-22 who've come up with innovative ways to solve problems in their communities, or have launched successful businesses in their areas.

"The message I am trying to send out with my team is that the problem of maternal and infant death is not a woman issue -- it's a humanitarian issue," he says. "Everybody should take [it] seriously -- we all have mothers, we all have sisters, and it's not just a problem for women or girls.

Game of odds

Improving maternal health has been one of U.N.'s Millennium Development Goals, and while the maternal mortality ratio has dropped by 45% between 1990 and 2013, a woman's odds for survival dramatically depend on where she delivers her baby.

In the developed world, the risk of dying during pregnancy or childbirth is one in 3700, but in Sub-Saharan Africa that number jumps to one in 38 -- nearly a hundred times more. Cameroon has particularly bad odds for expectant mothers, with over 590 maternal deaths per 100,000 live births which is one of the highest ratios in both Africa and the world.

Around 64% of new mothers in the country don't receive any medical check-ups after delivering a baby according to the World Health Organization. Alain Nteff thinks that this could be because women living in remote communities with no hospitals and health centers often don't know what steps they need to take to ensure that they and their newborns are healthy.

"Our mission is really to create a world of mothers who are gifted. A world that is free of maternal and infant death -- a world of gifted moms," he says.

For more information, visit:
Read articles “These heroes’ superpower: Preventing the spread of HIV” and “How to beat malaria.” 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. How is HIV education important in preventing its spread? Is education the first step to preventing all diseases? Why?

2. Why is the incidence of malaria highest in the poorest regions of the world? What can be done to prevent the spread?

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

This assignment is due ____________________________.

Be sure to bring a printed copy to class on the due date.
These heroes’ superpower: Preventing the spread of HIV

By Ashley Strickland, Published: September 17, 2015

A new class of heroes is taking a stand against HIV and AIDS by educating others on how to stop the spread of the epidemic.

It's part of a superhero-themed campaign, called PrEP Heroes, to spread the word about HIV prevention. It was created by Housing Works, an advocacy organization that works to end AIDS and homelessness, fashion photographer Mike Ruiz and former "Project Runway" design contestant Jack Mackenroth.

PrEP stands for Pre-Exposure Prophylaxis, a type of drug that prevents HIV from establishing itself if someone is exposed. The nine models who appear in the campaign use PrEP to prevent HIV, and Mackenroth, who was diagnosed with HIV in 1989, is an advocate for PrEP.

"People taking PrEP are protecting the greater community by ending the epidemic with them," Mackenroth said. "We wanted an edgy, bold and attention-grabbing campaign to embody this idea."

Andrew Greene, the senior vice president of marketing for Housing Works, said the campaign is working off the New York Department of Health's blueprint to end the AIDS epidemic within the state by 2020. It is the first state in the nation with such a plan. The three-pronged approach includes "expanding HIV testing, helping those with HIV to get treatment and prevent transmission to others and expanding access to PrEP to prevent new infections."

The FDA approved the first PrEP drug, called Truvada, in 2012. It's a once-daily pill for those who might be at risk of HIV infection through sex or injection drug use; it's marketed to those at high-risk for HIV exposure and transmission. PrEP has been shown to reduce the risk of HIV infection in people who are at high risk by up to 92%, according to the Centers for Disease Control and Prevention. In a recent study released by Kaiser Permanente, researchers observed no new HIV infections among patients using PrEP over the course of 2½ years.

Since the flashy campaign debuted this year on social media and on posters in bars and gyms, Greene has already seen people wanting to learn about PrEP, and looking beyond stigma that it's a drug only for people with many sexual partners or frequent sexual activity.

"Many of them hadn't heard of PrEP until they saw this," Greene said. "It concerns me that they didn't know about it. I hope this helps to destigmatize PrEP and make it more approachable."

Each year, about 50,000 people are infected with HIV in the United States, according to the CDC. About 1.2 million are already living with it, and out of those people, 12.8% don't know they are infected.

"Don't stigmatize people or their behavior and focus on the fact that we can prevent HIV," said Dr. Demetre Daskalakis, the assistant commissioner of New York's Bureau of HIV/AIDS Prevention and Control. "Be honest with yourself and your provider if you're at risk for HIV and have real conversations about sexual health."

However, not everyone supports the preventive drug and awareness campaigns around it. Michael Weinstein, president of the AIDS Healthcare Foundation, is concerned the focus on PrEP could take away from other prevention efforts. Weinstein said he's concerned that patients won't adhere to a daily routine or take measures to prevent other
sexually transmitted diseases. Truvada is most effective when it's taken daily, and only prevents HIV.

"We have worked hard to build a condom culture over the last 30 years and we have undone a lot of that," Weinstein said of PrEP drugs. "The best way to prevent the spread of HIV is the use of condoms. This new generation didn't live through the worst of the AIDS epidemic in the 1980s and '90s."

Mackenroth is frustrated that the drug has been slow to build popularity.

"This is a drug that will prevent a possibly fatal illness, but it hasn't had an impact domestically or globally," Mackenroth said. "It's a major biomedical advance that needs widespread accessibility and focus. There is more light to shine on this cause for young people, who are the most at-risk age group, and their parents. And if this was 1990, everyone would be taking it."

For more information, visit:
How to beat malaria

*The World Health Organization says it is confident that deaths from malaria could be stopped entirely.*

By Michelle Roberts, Published: December 9, 2014

Spread by the bites of infected mosquitoes, the illness is both preventable and treatable.

Global efforts over the last decade have already halved the number of people dying from malaria - a "tremendous achievement", says WHO's director general Dr Margaret Chan.

So, what are we doing right and what more needs to be done?

**The Scale of the Problem**

In 2014, 97 countries and territories have malaria transmission, and an estimated 3.3 billion people are at risk of being infected.

The disease burden is highest in Africa - 90% of all malaria deaths occur here.

But there is reason for hope.

Malaria mortality rates have dropped by 54% in the WHO Africa Region. And the number of people infected has fallen by a quarter - from 173 million in 2000 to 128 million in 2013. This is despite a 43% increase in the African population living in malaria transmission areas.

Two new countries - Azerbaijan and Sri Lanka - reported zero indigenous cases for the first time in 2013.

Eleven others - Argentina, Armenia, Egypt, Georgia, Iraq, Kyrgyzstan, Morocco, Oman, Paraguay, Turkmenistan and Uzbekistan - succeeded in maintaining zero cases.

**Who is at Risk?**

While malaria is indiscriminate, the heaviest toll is on the poorest and most vulnerable communities.

Children aged five and under and who live in Africa account for 78% of all malaria deaths.

Young children, pregnant women and individuals with a weakened immune system, are at particular risk of developing serious illness if they become infected with malaria.

An estimated 278 million people in Africa still live in households without a single insecticide-treated bed net, and about 15 million pregnant women remain without access to preventive treatment for malaria.

**Bed Nets**

Avoiding mosquito bites between dusk and dawn is the first line of defence against malaria.

Bed nets have been shown to cut the incidence of malaria cases by half.

Access to insecticide-treated bed nets has increased substantially. In 2013, almost half of all people at risk of malaria in sub-Saharan Africa had access to an insecticide-treated net, compared to 3% in 2004.

Another 214 million bed nets are scheduled for delivery to endemic countries in Africa by year-end, but this still may not be enough.
In 2013, 123 million people around the world were protected from malaria by coating houses in insecticide spray to kill any visiting mosquitoes.

In Africa, 55 million people, or 7% of the population at risk, lived in households that were regularly sprayed.

But indoor residual spraying has decreased in recent years, and insecticide resistance has been reported in 49 countries around the world.

Pregnant women living in malarious areas should be offered antimalarial medicine as routine, even if they do not have any signs of infection.

This is because malaria can have devastating consequences for the mother and child.

The proportion of women receiving this treatment has been increasing over time, but the levels remain below target.

Overall, 57% of pregnant women in 37 countries received at least one dose of antimalarial medicine in 2013.

But fewer than a fifth of pregnant women received the three or more doses recommended by WHO, (based on findings from nine countries).

Progress in adopting and rolling out preventive therapies for children has been even slower.

As of 2013, only six of the 16 countries where WHO recommends preventive therapies for children under five have adopted the treatment as national policy.

Drugs and Diagnosis

Even though access to rapid diagnostic testing and drug treatment have been strengthened, millions of people continue to lack access to these crucial interventions.

In 2013, 62% of patients with suspected malaria in public health facilities in the WHO African Region received a diagnostic test, compared with 40% in 2010.

And public health facilities had enough antimalarial drugs, called ACTs, to treat more than 70% of patients who presented for care.

But only a small proportion of children sick with malaria received ACTs (artemisinin-based combination therapies) - largely because they were not brought forward for treatment, a problem which experts say needs to be urgently addressed.

Weighing the World Down

Read articles “Full scale of plastic in the world’s oceans revealed for first time” and “This Nigerian architect wants to turn Africa’s water slums into floating cities.” 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. How do the actions of humans directly affect the environment and themselves?

2. What is the importance of eliminating slum villages? Who plays a role in improving the conditions of slum dwellers?

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 printed copy to class on the due date.
Full scale of plastic in the world's oceans revealed for first time

Over five trillion pieces of plastic are floating in our oceans says most comprehensive study to date on plastic pollution around the world

By Oliver Milman, Published: December 10, 2014

More than five trillion pieces of plastic, collectively weighing nearly 269,000 tonnes, are floating in the world’s oceans, causing damage throughout the food chain, new research has found.

Data collected by scientists from the US, France, Chile, Australia and New Zealand suggests a minimum of 5.25tn plastic particles in the oceans, most of them “micro plastics” measuring less than 5mm.

The volume of plastic pieces, largely deriving from products such as food and drink packaging and clothing, was calculated from data taken from 24 expeditions over a six-year period to 2013. The research, published in the journal PLOS One, is the first study to look at plastics of all sizes in the world’s oceans.

Large pieces of plastic can strangle animals such as seals, while smaller pieces are ingested by fish and then fed up the food chain, all the way to humans.

This is problematic due to the chemicals contained within plastics, as well as the pollutants that plastic attract once they are in the marine environment.

“We saw turtles that ate plastic bags and fish that ingested fishing lines,” said Julia Reisser, a researcher based at the University of Western Australia. “But there are also chemical impacts. When plastic gets into the water it acts like a magnet for oily pollutants.

“Bigger fish eat the little fish and then they end up on our plates. It’s hard to tell how much pollution is being ingested but certainly plastics are providing some of it.”

The researchers collected small plastic fragments in nets, while larger pieces were observed from boats. The northern and southern sections of the Pacific and Atlantic oceans were surveyed, as well as the Indian Ocean, the coast of Australia and the Bay of Bengal.

The vast amount of plastic, weighing 268,940 tonnes, includes everything from plastic bags to fishing gear debris.

While spread out around the globe, much of this rubbish accumulates in five large ocean gyres, which are circular currents that churn up plastics in a set area. Each of the major oceans have plastic-filled gyres, including the well-known ‘great Pacific garbage patch’ that covers an area roughly equivalent to Texas.

Reisser said traversing the large rubbish-strewn gyres in a boat was like sailing through “plastic soup.”

“You put a net through it for half an hour and there’s more plastic than marine life there,” she said. “It’s hard to visualise the sheer amount, but the weight of it is more than the entire biomass of humans. It’s quite an alarming problem that’s likely to get worse.”

The research found that the gyres themselves are likely to contribute to the problem, acting as “shredders” to the plastic before dispersing it.
“Our findings show that the garbage patches in the middle of the five subtropical gyres are not the final resting places for the world’s floating plastic trash,” said Marcus Eriksen, another of the report’s co-authors. “The endgame for micro-plastic is interactions with entire ocean ecosystems.”

The research, the first of its kind to pull together data on floating plastic from around the world, will be used to chart future trends in the amount of debris in the oceans.

But researchers predict the volume will increase due to rising production of throwaway plastic, with only 5% of the world’s plastic currently recycled.

“Lots of things are used once and then not recycled,” Reisser said. “We need to improve our use of plastic and also monitor plastics in the oceans so we get a better understanding of the issue.

“I’m optimistic but we need to get policy makers to understand the problem. Some are doing that – Germany has changed the policy so that manufacturers are responsible for the waste they produce. If we put more responsibility on to the producer then that would be part of the solution.”

For more information, visit:
This Nigerian architect wants to turn Africa’s water slums into floating cities

By Sibusiso Tshabalala, Published: September 16, 2015

Nigerian architect Kunlé Adeyemi is re-imagining African’s water slums as floating islands.

Nearly 70% of Africa’s capital cities—like Lagos, Luanda and Kinshasa—are near water, with many urban dwellers living in bungalows, wooden structures and shacks on water. But rising sea levels, increasing rainfall and climate change threaten many of these structures, leaving water slum residents vulnerable to flooding.

An innovative new form of architecture, argues Adeyemi, could revolutionize these communities, and make them less vulnerable to the elements.

“What if we begin to think of a new form of urbanism which has areas for high-rise and low-rise buildings, and as you move away from the coast, you create recreational facilities, swimming pools, parks, housing, agriculture and all kinds of things that would essentially produce a new form of architecture, and living on water,” said Adeyemi, speaking at the Quartz Africa Innovators’ Summit in Nairobi on Tuesday (September 14).

Two years ago, Adeyemi developed a floating school in Makoko, a water slum home to over 100,000 people in Lagos, Africa’s second largest city. The A-frame structure—made out of recycled plastic barrels, wood and bamboo—is solar-powered, naturally ventilated and can store and drain water. Its triangular shape also means that it is best suited for flotation on water, as it has a low centre of gravity—helping the structure remain stable during winds.

Most homes in Makoko stand on stilts that don’t protect against flooding. They have poor drainage networks and water disposal systems known to cause health problems.

Makoko’s floating school, which accommodates up to 100 elementary school pupils, has become more than just a school. It’s become a public space for the community, and hosts gatherings, performances, and a marketplace.

The policy gap and land tenure

Adeyemi’s idea may help unlock another frontier for the residents of Makoko: securing land tenure—the legal right to own, occupy and use land.

Obtaining a title of ownership is expensive and tedious for many Makoko residents. Even when they are the proprietors of their own homes, many slum dwellers do not think that their dwellings are worth registering for formal land titles.

But in a research paper on slum upgrading and land tenure, Paul Syagga, a professor of land economics at the University of Nairobi, argues that obtaining land tenure could encourage slum dwellers to upgrade their dwellings to meet regulation, and protect them against harassment and forced evictions.

Makoko has a history of government-led evictions, with authorities arguing that the slum buildings pose health and security risks to its residents. Three years ago, more than 200 people were left homeless after the Lagos State government ordered a demolition exercise, which was halted a few days later.

Innovations like Adeyemi’s floating school could help convince government that sustainable urban
development is possible in water slums. Adaptable structures—like Adeyemi’s floating school, which is carefully designed to meet the needs of the people while tending to specific challenges like sanitation issues and the risk of flooding—provide a new model for upgrading water slums into livable areas. More architecture like this would make it easier for the local government to approve building plans and grant legal titles of ownership to small property owners.

For more information, visit:
http://qz.com/501383/this-nigerian-architect-wants-to-turn-africas-water-slums-into-floating-cities/
PROJECT OF CHANGE

Unit I: Introduction to the Millennium Development Goals
Name: __________________________________________
Period: _________________________________________

**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?

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?
The UN Millennium Development Goals

Peying Lee

Identify four problems that you consider to be global issues.

Video

http://www.youtube.com/watch?v=v3p2VLTwAA

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

“One of the most important things that 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

“Every minute, 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 2**: Disparities in primary school enrolment between boys and girls are being eliminated in all developing regions
- **MDG 3**: The political participation of women has continued to increase

Targets within Reach!

- **MDG 6**: Efforts in the fight against malaria and tuberculosis have shown results
- **MDG 7**: Access to an improved drinking water source became a reality for 6 billion people

Despite progress...

- Increasing world population
- Shifting demographics

There are pressing global concerns!

- Environmental degradation
- Lack of governances at all levels
- Insecurity and violence

Targets within Reach!

- **MDG 5**: Globally, the maternal mortality ratio dropped by 45% between 1990 and 2013, from 385 to 215 deaths per 100,000 live births
- **MDG 6**: Deaths from tuberculosis likely to be halved by 2015
  - Access to antiretroviral therapy for HIV-infected people has been increasing dramatically, with a total of 13.6 million people receiving treatment in 2014
  - At end of 2011 – 8 million people in developing regions receiving antiretroviral medicines, a 1.4 increase from 2010
- **MDG 8**: Low debt burden and improved trading climate in developing countries
Inequalities

- Wealth
- Gender
- Location

World Goals

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

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?
1. **United Nations (U.N.):** An international organization of 193 nations whose aim is to solve global issues through cooperation.

2. **U.N. 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.

3. **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.

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

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

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

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

8. **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.

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

10. **Biodiversity:** The variety of all living organisms within a particular area or region.
Workshop:
Agent of Change: On Becoming an Agent of Change
Related PowerPoint: Introduction to the Millennium Development Goals

✦ Objective(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

✦ Outline:

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]

✦ Materials:

- Headline News Worksheet
- Video: “Global Citizen” https://www.youtube.com/watch?v=_yo6kQrlYQ (1:44)

✦ 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 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 headlines 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.)
- 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.
- 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. $1.5 million damage caused in early morning Irvine accidental fire

2. China stocks have plunged 6% in two days

3. Hillary Clinton horrified by Obama rumors her campaign helped create

4. After Killings in Kashmir, India-Pakistan Relations are Back on the Rocks

5. Japanese lawmakers OK greater overseas role for military

6. Comcast agrees to pay $33 million in California privacy breach

7. Croatia moves refugees to Hungarian border

8. Palestinians and Israel forces clash in Jerusalem, West Bank

9. UCI team that discovered how to unboil eggs awarded 2015 Ig Nobel Prize in chemistry

10. Black Lives Matter was absent from GOP debate

11. U.S. Strikes Positions in Afghanistan as Taliban Gain Momentum

12. U.S. has filed charges in Benghazi attack

13. Global warming already having dramatic impacts in California, new report says

14. Surfer loses chunk of board in Central California shark attack

15. Warmer weather could further fuel fires in Northern California

16. US Eases Some Limits on Cuban Travel and Commerce

17. In Niger, US soldiers quietly help build wall against Boko Haram

18. 2015 drought’s direct costs to California agriculture: $1.84 billion

19. Mexico arrests cartel figure in connection with disappearance of 43 students

20. Small waves reach northern Japan after Chile quake, advisory issued

21. California prisons to limit number of inmates in solitary confinement

22. How much longer can Germany keep its doors open to refugees?

23. El Niño DNA seen in Southern California storm

24. Russian combat jets spotted in Syria

25. Democrat Sanders gaining on front-runner Clinton in 2016 presidential race

26. Francis’ visit to East Coast bypasses Catholic growth centers

27. Farmworkers Union Claims Victory in California Labor Battle


29. UCI again ranks first among US universities younger than 50

30. Atlantic storm may brush US East Coast with downpours
Non-Governmental Organizations

By Hye-Mi Lee
Global Connect @ UCI
University of California, Irvine

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

<table>
<thead>
<tr>
<th>National</th>
<th>Community-based</th>
<th>International</th>
<th>Citywide</th>
</tr>
</thead>
<tbody>
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<td>organizations that take care of business on the city level</td>
<td>organizations that focus on local issues</td>
<td>organizations that operate on a national level</td>
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</table>

Organization: Orientation

- Charitable orientation
- Service orientation
- Participatory orientation
- Empowering orientation

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

Orientation Review

<table>
<thead>
<tr>
<th>empowering</th>
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<th>participatory</th>
<th>service</th>
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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?
Key Terms

1. **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.

2. **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).

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

5. **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.

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

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

8. **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.

9. **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.

10. **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.

11. **Empowering Organization:** Organizations that teach the community to improve their own abilities to take action, lessening dependence on aid/handouts.
12. **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.

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

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

15. **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.

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. **Sustainability**: The ability to continue activities for an extended period of time.
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 [5 minutes]
II. Define Basic Objectives of the Project of Change [15 minutes]
III. Assign Students to Teams and Intern Leaders [5 minutes]
IV. Break into Teams and Begin Designing Original NGOs [15 minutes]

**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:
  - [Slide 2] Identify the objectives the students will work towards while creating their Project of Change.
  - [Slide 3] Can you identify the NGOs associated with these labels? Help the students identify any unknown labels, and briefly explain the function of each NGO.
  - [Slide 4-6] Explain the division of labor needed to create the Project of Change.
    - The class will be divided into teams of 8.
    - Each team must come together to create an original NGO.
    - In order to complete a cohesive project, you must take part in group discussion, democratic decision making, and communication with your assigned mentor.
Intern C:
- [Slide 7-18] Review individual roles
- Introduce writing assignments
- [Slide 19] Review keys to successful project

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.
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

- Project of Change Team
- Student
- Project tasks
  - Project role
  - Research assignment
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 teams 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 projects 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:

<p>| 1. | 2. |
| 3. | 4. |
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<table>
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<td>Project Presenter #2</td>
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</table>
**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.

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 a 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!

**Graphic 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 [5 minutes]
II. Discuss Achievement of Goals through Plans of Action [2 minutes]
III. Introduce the Concept of Non-Governmental Organizations (NGOs) [5 minutes]
IV. Review American Red Cross Organizational Structure [28 minutes]

**Materials:**
- *United Nations Millennium Development Goals*
- *List of NGO Examples*
- *Example: American Red Cross*
- *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. Eradicate Extreme Poverty & Hunger
  2. Achieve Universal Primary Education
  3. Promote Gender Equality & Empower Women
  4. Reduce Child Mortality
  5. Improve Maternal Health
  6. Combat HIV/AIDS, Malaria, & Other Diseases
  7. Ensure Environmental Sustainability
  8. Develop a Global Partnership for Development

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 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: Review American Red Cross Organizational Structure

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/have 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)


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.

<table>
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<tr>
<th>Your Red Cross Chapter</th>
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<tr>
<td>Santa Ana, CA 92705</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:
PROJECT OF CHANGE

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

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

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

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

Quick Review!

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

Causes of Hunger

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

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

- 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.
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

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

Causes of Poverty

- Inadequate education and employment opportunities
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.

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.

How does poverty relate to hunger??

Poverty Hunger

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)

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

Share our Strength

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

U.S. Government Stance

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

U.S. Government Stance

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

Food Quantity

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

And...

- 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
Contradictions

- 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.

Millennium Development Goals

- 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.

Goals for Hunger and Poverty

- 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

How far have we come?

- 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.

Promise for the Future

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

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

Web Sources

- http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm (Hunger Graph)
- http://library.thinkquest.org/05aug/00282/over_whatis.htm (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)
We hope you enjoyed this preview of *Project of Change*.

For a complete edition, please contact:

**Jessica Chan**

Director, Global Connect @ UCI

Phone: (949) 824-9407

Email: jjchan@uci.edu