PROJECT OF CHANGE
A study of the United Nations Sustainable 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 This cannot be achieved through textbook curriculum that is outdated by the time it is received by students.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/
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.soosci.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
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 Sustainable 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 Sustainable 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
Caesar D. Sereseres, Professor of Political Science
Mark Petracca, Associate Dean of Undergraduate Studies
Dave Leinen, Assistant Dean, Administration, Planning, and Resources

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

NEWPORT HARBOR HIGH SCHOOL

Principal Sean Boulton
Host Teacher: Evan Chalmers

EARLY COLLEGE HIGH SCHOOL

Principal David Martinez
Host Teacher: Sandy Kipfstuhl

ENSIGN INTERMEDIATE SCHOOL

Principal Mike Sciacca
Host Teacher: Sarah Tucker

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

Principal Bill Hinds
Host Teachers: Yoleisy Avila & Paul Weinberger

MISSION VIEJO HIGH SCHOOL

Vice Principal Dan Sullivan
Host Teacher: Sean Proctor
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Taryn Reid, Political Science, 2015
Peying Lee, Sociology, Criminology, & Educational Sciences, 2015
# Table of Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic &amp; Presenter</th>
<th>Workshop(s)</th>
</tr>
</thead>
</table>
| I.   | Introduction to Sustainable Development Goals | Agent of Change 53  
|      | Alexandra Russo 47  | Non-Governmental Organizations 58 |
| II.  | Creating an Original Project of Change | Creating Team Based Projects of Change 64  
|      | 64  | From Sustainable Development Goals to NGOs 83 |
|      | Poverty & Hunger | Team Dialogue Day 104  
<p>|      | Mildred Melendez 94  | Human Needs and Freedoms 107 |
|      | Good Health &amp; Well-Being | 114 |
|      | Alexandra Russo |  |
| III. | Quality Education | 125 |
|      | Taryn Reid |  |
|      | Gender Equality | 131 |
|      | Peying Lee |  |
|      | Peace, Justice, and Strong Institutions | 137 |
|      | Tina Parsae |  |
|      | Appendix &amp; Additional Resources |  |
|      | Glossary | 145 |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Online Resource</th>
</tr>
</thead>
</table>
| **Unit I** | **Lecture: The UN Sustainable Development Goals**  
Transitioning from the MDGs to the SDGs  
https://www.youtube.com/watch?v=5_hLuEui6ww  
| **Workshop: Agent of Change**  
Global Citizen  
https://www.youtube.com/watch?v=_yio6kQrlYQ  
| **Lecture: No Poverty and Zero Hunger**  
The Story You Are Shaping  
| **Workshop: Human Needs and Freedoms**  
The 30 Articles of Human Rights  
https://www.youtube.com/watch?v=36CUlaqmFl4  
| **Unit III** | **Lecture: Gender Equality**  
Why Open Education Matters  
https://www.youtube.com/watch?v=cHQp33rbq5k  
| **Lecture: Peace, Justice, and Strong Institutions**  
The Crisis in Yemen Explained  
https://www.youtube.com/watch?v=YnYiVIGeKxU  
| Saudi-led Airstrikes Kill Hundred in Yemen  
https://www.youtube.com/watch?v=zWHzF5UFFvk  
| Inside War-Torn Yemen: Sanaa Under Attack  
https://www.youtube.com/watch?v=JoY9Z6NXH5I  

PROJECT OF CHANGE

Homework Assignments
Read “Care” article. Address each of the questions listed below in a complete paragraph (4-5 sentences each). Please submit your typed 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 allow people to acquire better work skills, help people speak or read, or help 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**

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/](http://www.carepathwaystoempowerment.org/countries/)
Poverty & Hunger

Read articles “Left Behind” and “Middle Class and Hungry in Venezuela.” 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. Do the governments in Africa do a good job addressing poverty in their cities? What more could they do to help their poor population?
2. What are some ways the people of Venezuela are managing the food crisis on their own? Use examples from the article.
3. Do you think wealthy nations have a responsibility to help nations that are suffering from extreme poverty and hunger? Explain.

This assignment is due _______________________.
Be sure to bring a printed copy to class on the due date.
It has been a week since Mohammed Sani moved to Lagos, Nigeria’s commercial capital. A scrawny 22-year old from Kebbi State in the north-west, he came looking for work. He has certainly found it. At 5am each morning he fills ten 25-litre plastic jugs with water from a borehole, paying 20 naira for each one (about $0.05). He then pulls them around Yaba, his new neighbourhood, on a cart, selling each one for 25 naira. By sunset at 7pm he has perhaps 700 naira of profit ($2) in his pocket—not much in Lagos. “If I find a better business, I will try it,” he says. But for the moment, this is as good as it gets.

Young people migrate to cities the world over looking for opportunity. Lagos, a sprawling lagoon city of some 21m people, is no exception. In dense traffic jams, young men weave through the cars selling plastic pouches of drinking water and tissues. On street corners they run generators and will charge your phone or photocopy a document. But most people never get much further than where they start: working extraordinarily hard for very little. Migrants to African cities are not worse off than they were in the countryside. If that were the case, they would move back. But urbanisation in Africa does not provide nearly as good a ladder out of poverty as it does elsewhere.

Africa is the world’s fastest urbanising continent. In 1950, sub-Saharan Africa had no cities with populations of more than 1m. Today, it has around 50. By 2030, over half of the continent’s population will live in cities, up from around a third now. The fastest growing metropolises, such as Nairobi, Kenya’s capital, are expanding at rates of more than 4% per year. That is almost twice as fast as Houston, America’s fastest-growing metropolis.

In most parts of the world, crowding people together allows businesses that wouldn’t otherwise exist to thrive. In Africa this process seems not to work as well. According to one 2007 study of 90 developing countries, Africa is the only region where urbanisation is not correlated with poverty reduction. The World Bank says that African cities “cannot be characterised as economically dense, connected, and liveable. Instead, they are crowded, disconnected, and costly.”

Not all African cities are the same, of course. Kigali, Rwanda’s capital, is amazingly clean—the result of having a stern disciplinarian as a president. South Africa’s big cities somewhat resemble American ones, only with shanty towns at the edges. What ties them together, and sets them apart from cities elsewhere in the world, according to the Brookings Institution, an American think-tank, is that urbanisation has not been driven by increasing agricultural productivity or by industrialisation. Instead, African cities are centres of consumption, where the rents extracted from natural resources are spent by the rich. This means that they have grown while failing to install the infrastructure that makes cities elsewhere work.

In Lagos, the island of Ikoyi, which was once a garden suburb for British colonial officers, is now
a wealthy residential area lived in by oil executives and politicians, with a golf course. But if you want to live here, you must “bring your own infrastructure”, jokes Giles Omezi, a Nigerian architect. Every private home or apartment block has not only its own security guards and generator, but its own borehole and water treatment system too. Even street lighting and roads can be privately provided: a thriving business in Lagos is reclaiming land on which to build fancy gated communities.

The poor new arrivals, meanwhile, get by with almost nothing. Underneath a bridge that connects the Nigerian mainland to Lagos’s islands, the slum of Makoko sprawls out into the lagoon—the houses at the edge are built on stilts in the water on foundations of rubbish. Once a fishing village, it is now home to anywhere between 80,000 and 300,000 people from all over west Africa. Water has to be brought in by cart. Sewage runs in the narrow streets. The police, when they come in at all, do so mostly to demand bribes. “The government doesn’t want us to be here,” says Isaac Dosugam, a resident who works as a driver. In 2012 part of the slum was indeed demolished by the authorities.

In Dar es Salaam, Tanzania’s commercial capital, 28% of residents live at least three to a room; in Abidjan, Ivory Coast’s economic hub, the figure is 50%. In Nairobi, around two-thirds of the population occupy 6% of the land. Across sub-Saharan Africa, only 40% of urban residents have access to proper toilets—a figure that has not changed since 1990.

Formal jobs are rare. Most slum dwellers scrape by on informal work. Those who can find jobs with salaries usually have long commutes to distant city centres. In Nairobi, the primary means of transport is on foot. In South Africa the average commute by bus is 74 minutes each way.

The unequal distribution of land doesn’t just create slums: it also raises costs for businesses. In Lagos, expat tenants of new apartment blocks are typically expected to pay an entire year’s rent in advance. For a modest three-bedroom apartment on Ikoyi, this might come to $65,000. And yet the city is littered with empty and half-finished buildings, even in the most fashionable districts. Much of it is government-owned: office blocks abandoned since Nigeria moved the capital from Lagos to Abuja in 1991. But privately owned land is often underdeveloped too, partly thanks to a law which requires any sale to have the governor’s consent.

There is some progress. Traffic in Lagos is no longer as punishing as it once was, largely thanks to new roads built by Babatunde Fashola, the city’s previous governor. A light-rail system—expensive, long delayed and badly planned—is almost complete. When it opens, Lagos will join Addis Ababa, Ethiopia’s capital, which opened the first sub-Saharan metro system outside of South Africa last year. In cities such as Abidjan and Kampala expressways funded by tolls are easing bottlenecks and opening up agricultural land to developers, fuelling suburban construction booms.

But the trouble is that changes often seem to benefit the relatively rich most. Better roads typically do not reach into slums; new apartments are never targeted at the poor. Politicians across Africa often seem to see the poor as a problem to be swept away, rather than people whose lives need improving. In Lagos, the state government frequently bulldozes slums, but almost never provides alternative housing. In Kigali, according to Human Rights Watch, a lobby group, unsightly street traders are often beaten up and imprisoned.

Real change is possible, but politically hard. If Africa’s wealthy paid more taxes, the extra cash could pay for infrastructure that would eventually benefit everybody. Clearer land registration would lower the cost and risk of building new homes. Devolution that made city leaders more accountable might produce planning policies that help the poor. Some of these reforms are being tried in a few African cities, but rarely all at once.

So most African city dwellers have to rely on their own hard work and enterprise. In his tiny shop on the Lagos mainland, Colin Alli is one of the luckier ones. He explains how he built up his bed sheets business from a single market stall.
Now he employs four men. “Tomorrow I can be governor,” he jokes.

For more information, visit:
I was hanging out with some neighbors in the hallway recently. We live in one of the short turquoise buildings of a mixed commercial-residential complex in this northeastern city, supposedly a model of urban development.

We decided to make tea combining resources from our four apartments. We couldn’t scrounge up enough sugar. Someone had frozen pineapple and passion fruit peels. Someone boiled water. Everyone brought their own cup, each with a different design. Mine, with a picture of a cow, was the ugliest. We sat on the floor of the hallway outdoors and in the shade of a tall mango tree.

The infusion was surprisingly tasty, considering the ingredients. One of the guys said, “Yeah, and it helps a little with the hunger.” That’s Manuel. He’s a law student and the youngest in the group. He used to be buff.

My brother, a lawyer who once had a fat neck, nodded. “We don’t even have the mangoes to round off dinner,” he said. I looked at the tree. We live on the third floor, so we’ve always been able to grab its highest fruits fairly easily. In season, they usually go to waste. This year, the tree’s already bare.

“It’s better to go to sleep, so you don’t feel the hunger,” said María, a lawyer who worked as an undocumented immigrant in a restaurant in Spain but returned after two months, horrified by the working conditions there. I said, “Do that, and you end up dreaming of food.”

I was speaking from experience. Taking another sip of tea, I thought about that time when after watching a “Game of Thrones” episode I dreamed of a medieval feast, with a huge pig in the middle of the table, several cakes and mead. Other times, I dream of a supermarket with fully stocked shelves. That usually happens after a long day of standing in line in the sun at a store, hoping for a delivery truck to arrive.

Coffee and milk became luxuries for me a few years ago, but the really scary scarcity — of things like bread and chicken — hit my middle-class home at the beginning of this year. There was a week when I had to brush my teeth with salt.

Nine out of 10 Venezuelans can no longer afford to buy enough food, according to a study by Simón Bolívar University. The I.M.F. has forecast that inflation would exceed 700 percent this year.

We gossiped about the people we’d been noticing were getting skinnier. The list was long. It struck me how backward this was — how being fat is a sign of wealth again. Detecting the parasitic bourgeois has never been easier.

The bourgeois, the wealthy and the private sector are the groups President Nicolás Maduro blames for Venezuela’s recession. But it’s years of economic mismanagement under his and Hugo Chávez’s socialist revolution that have done us in.

Daniel, an engineering student who plans to leave the country as soon as he gets his degree, mentioned the old lady who sells corn and corn flour in front of our building. Her prices go up every week. She, too, is getting skinnier. Daniel said he saw her trying to catch pigeons. Dogs are next, I said.

María said she gets the worst of it right after jogging. I know the feeling: I’ve stopped working out. We shared other coping strategies, like waking up late — a half joke, since only rich kids who don’t have to work can afford to do that. We agreed that
our best hope, really, is the Organization of American States and its Democratic Charter thing.

News of the crisis in Venezuela has gotten so big that the O.A.S., a bloc comprising most states in the Americas, has been discussing what to do with us. No one really believes that the Venezuelan opposition’s effort to remove Mr. Maduro from office by referendum, although progressing, is going to succeed.

“Did you see what Almagro said?” Luis Almagro is the O.A.S.’s secretary general. He has blamed Mr. Maduro for the crisis and has called on the O.A.S. to consider taking the steps necessary to “restore democratic institutions” in Venezuela.

“Yeah, it looks like they’ve invoked the Charter.” Under the charter, the O.A.S. can suspend a member state that fails to preserve the democratic order. Mr. Almagro seems to be hoping this threat will convince the Maduro government to accept humanitarian aid from abroad, which it has preemptively ruled out.

I realize these diplomatic processes can take months: It’s a whole continent trying to find consensus on a complicated subject. But Manuel, Daniel, María, my brother and I, all professionals or trying to become professionals, don’t know what the hell we’re going to eat tomorrow, and so you’d think those diplomats would start cramming two sessions into one day or something. Hurry up, O.A.S. guys, we’re hungry.

For more information, visit:
Read articles “These heroes’ superpower: Preventing the spread of HIV” and “Alain Nteff, the 23-year-old savior of Cameroon’s mothers and babies” and 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. How is HIV education important in preventing its spread? Is education the first step to preventing all diseases? Why?

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

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

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:
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 “Syria’s Simmering Crisis” and “Nobel Lecture” by Malala Yousafzai. Address each of the questions listed below in a complete paragraph (4-5 sentences).

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

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

Questions:

1. Secretary General Ban Ki-moon’s quote asks governments and international partners to listen and act. In your own words explain why the role of the government is crucial to meeting the educational needs of its citizens.

2. Considering the barriers to education in Syria, is international monetary aid enough to solve lack of access to primary education? Why or why not?

3. Based on the two articles, how do you think the United Nations should approach the lack of education? Who should play a role in the effort to address this problem?

This assignment is due ____________________________.

Be sure to bring a printed copy of your journal to class on the due date.
Syria’s Simmering Crisis

By Shelly Culbertson, Published: January 21, 2015

They may just have fled a war zone, but Syrian children on recess at the Zaatari Refugee Camp in Jordan aren't so different from kids elsewhere. Boys run around, wrestle and laugh outside a school comprised of tidy portable buildings on flat, rocky desert. Nearby, girls dressed in pink with bows in their hair hold hands and huddle around a book. Kids are resilient wherever they are.

Unfortunately, even with the hardships of living in a camp, these kids are still some of the lucky ones. After all, at least half of Syrian refugee children aren't even in school. Indeed, if Syrian refugees were a country, they would have the lowest rate of educational enrollment in the world. And, without access to quality education, children here are at risk of not having the skills they need as adults.

All this means that Syria is facing a lost generation.

Why is all this happening? Because the civil war is destroying Syrian society. The United Nations announced earlier this month that Syrians are now the largest refugee population in the world -- more than 7.5 million Syrians are displaced internally, while another 3.2 million are registered refugees in neighboring countries. That's nearly half of Syria's total population.

And while Lebanon, Turkey, Jordan, Iraq and Egypt have been remarkably generous hosts, the influx is so large that it's changing some countries' demographics, with refugees comprising at least 20% of Lebanon's population, 10% of Jordan's, and 10 to 20% of border areas in Turkey, according to the State Department and U.N. Meanwhile, more than 80% of the refugees reside in urban areas, not camps, and so rely on urban services, placing high demands on schools.

All this is leaving education in crisis across the host countries. While each country officially allows Syrian children access to the public education system, barriers remain, including school space shortages, having to learn new languages, transportation, the need for children to work for their family's survival, and bullying. In addition, many are putting off school in the belief that their return to Syria is imminent.

This creates very real risks to the quality of education for both host country nationals and Syrian children. The presence of refugees has meant crowded classrooms and constrained budgets, and it leaves teachers managing students who are at different levels. Continuous investment in these countries' education systems is therefore important so that the quality of education doesn't fall backwards.

Sadly, there's no end in sight for Syria's civil war. And even when peace is re-established it will take years before many Syrians can return to their homes, given the destroyed infrastructure and residual tensions within society. This isn't unique to the current situation: In protracted refugee crises around the world, the average time until refugees can return home is 17 years, according to the United Nations.

The responsibility for providing formal K-12 education for refugees lies primarily with the host governments, some of which are taking loans to cover the deficits. But while much of the international assistance response has so far been humanitarian, responding to urgent needs, what's needed now is a transition toward development planning, in which longer-term, sustainable solutions for education and other sectors are planned and resourced. This means investing in
building capacities of host country governments to provide education to these additional people in the future. Donor funding will dry up over time, and the host governments will need systems to manage the additional children they must educate.

Moving forward, host countries and the international aid community should prioritize investment in access to quality education, with additional attention to building infrastructure to expand school spaces, understanding and addressing other barriers to access, developing transportation options, improving data systems, expanding school monitoring and support, and providing teacher training about refugee needs in the classroom. This will also constitute an investment in the longer-term education development needs of the host countries, meaning they'll benefit, too.

The suffering that has taken place in Syria since the civil war started in 2011 has been almost unimaginable. But by investing in the country's future in this way, the international community can help ensure education isn't another casualty of the war. And perhaps help lay the foundations for a brighter future.

*For more information, visit:*
http://www.cnn.com/2015/01/21/opinion/culbertson-syria-education/
Nobel Lecture

By Malala Yousafzai, Published: December 10, 2014

Bismillah hir rahman ir rahim.
In the name of God, the most merciful, the most beneficent.

Dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

I am proud, well in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award. Along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

I am here to stand up for their rights, to raise their voice... it is not time to pity them. It is time to take action so it becomes the last time, the last time, so it becomes the last time that we see a child deprived of education.

I have found that people describe me in many different ways. Some people call me the girl who was shot by the Taliban. And some, the girl who fought for her rights. Some people, call me a "Nobel Laureate" now.

However, my brothers still call me that annoying bossy sister. As far as I know, I am just a committed and even stubborn person who wants to see every child getting quality education, who wants to see women having equal rights and who wants peace in every corner of the world.

Education is one of the blessings of life—and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, we had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, suddenly changed into a place of terrorism. I was just ten that more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime. Girls were stopped from going to school. When my world suddenly changed, my priorities changed too. I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.

I chose the second one. I decided to speak up.

We could not just stand by and see those injustices of the terrorists denying our rights, ruthlessly killing people and misusing the name of Islam. We decided to raise our voice and tell them: Have you not learnt, have you not learnt that in the Holy
Quran Allah says: if you kill one person it is as if you kill the whole humanity?

The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012, but neither their ideas nor their bullets could win.

We survived. And since that day, our voices have grown louder and louder. I tell my story, not because it is unique, but because it is not. It is the story of many girls.

Though I appear as one girl, though I appear as one girl, one person, who is 5 foot 2 inches tall, if you include my high heels. (It means I am 5 foot only) I am not a lone voice, I am not a lone voice, I am many.

I am Malala. But I am also Shazia. I am Kainat. I am Kainat Soomro. I am Mezon. I am Amina. I am those 66 million girls who are deprived of education. And today I am not raising my voice, it is the voice of those 66 million girls.

Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is why shouldn't they, why shouldn't they have this right to go to school.

Dear sisters and brothers, today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty, and injustice.

Many children in Africa do not have access to education because of poverty. And as I said, we still see, we still see girls who have no freedom to go to school in the north of Nigeria.

Many children in countries like Pakistan and India, as Kailash Satyarthi mentioned, many children, especially in India and Pakistan are deprived of their right to education because of social taboos, or they have been forced into child marriage or into child labour.

One of my very good school friends, the same age as me, who had always been a bold and confident girl, dreamed of becoming a doctor. But her dream remained a dream. At the age of 12, she was forced to get married. And then soon she had a son, she had a child when she herself was still a child – only 14. I know that she could have been a very good doctor.

But she couldn't ... because she was a girl.

Her story is why I dedicate the Nobel Peace Prize money to the Malala Fund, to help give girls quality education, everywhere, anywhere in the world and to raise their voices. The first place this funding will go to is where my heart is, to build schools in Pakistan—especially in my home of Swat and Shangla.

My great hope is that this will be the last time, this will be the last time we must fight for education. Let's solve this once and for all.

We have already taken many steps. Now it is time to take a leap.

It is not time to tell the world leaders to realise how important education is - they already know it - their own children are in good schools. Now it is time to call them to take action for the rest of the world's children. We ask the world leaders to unite and make education their top priority.

Fifteen years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved, as Kailash Satyarthi said. However, the world focused only on primary education, and progress did not reach everyone.

In year 2015, representatives from all around the world will meet in the United Nations to set the next set of goals, the Sustainable Development Goals. This will set the world's ambition for the next generations.

The world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics?
Leaders must seize this opportunity to guarantee a free, quality, primary and secondary education for every child. Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger.

Let us become the first generation to decide to be the last, let us become the first generation that decides to be the last that sees empty classrooms, lost childhoods, and wasted potentials.

Let this be the last time that a girl or a boy spends their childhood in a factory. Let this be the last time that a girl is forced into early child marriage. Let this be the last time that a child loses life in war. Let this be the last time that we see a child out of school.

Let this end with us. Let's begin this ending... together...today...right here, right now. Let's begin this ending now.

For more information, visit:
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.
Saudi women find ways into the workplace

By Alexandra Zavis, Published: July 20, 2015

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:
http://www.latimes.com/world/middleeast/la-fg-saudi-arabia-women-20150720-story.htm#page=1
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.

Peace and Justice

Read articles “Building bridges in Afghanistan” and “Ending corruption will help deliver on our development promises.” Address each of the questions listed below in a complete paragraph (4-5 sentences). Please submit your responses on the assignment due date. Be sure to include your name, your teacher's name, and your class period.

Questions:

1. Why is cross border cooperation important for Middle Eastern countries?

2. How does corruption and bribery negatively affect the development of societies? What needs to be done to prevent it?

3. Who should play a role to address the lack of justice and prosperity in these nations? Why?

This assignment is due ____________________.

Be sure to bring a printed copy to class on the due date.
Building bridges in Afghanistan

Regional cooperation and border management for peace and development

By Freya Morales, Published: April 14, 2016

Ten years ago there were just three border crossing points between Afghanistan and Tajikistan. Today there are six bridges, and there are plans to construct a seventh.

These critical connections have been established through a partnership between Afghanistan, the European Union and UNDP. From its headquarters in Tajikistan, the Border Management Northern Afghanistan (BOMNAF) project has been working for nearly a decade to build the physical and social infrastructure, for a strong and peaceful Afghanistan.

The project’s main goal is to improve cross-border cooperation, to reduce crime and increase legal trade and travel along Afghanistan’s border with Tajikistan, Turkmenistan and Uzbekistan. These efforts will contribute to mutual trust, regional development, conflict prevention and resolution. The long-term goal is to strengthen human security as well as to indirectly enhance and expand economic development on both sides of the border.

Less Crime, More Trade

BOMNAF builds infrastructure and facilities and provides equipment and training to the Afghan Border Police and Customs Department working at border-crossing points and outposts in the northern provinces of Afghanistan. The security situation here has been deteriorating in recent years.

BOMNAF team members conduct frequent field trips to the Afghan border to engage directly with Afghan Border Police, often working in remote mountainous areas. The trip can take more than three days, because of the poor condition of the roads that are clinging to the mountain sides.

But the members of the BOMNAF team believe it is worth the time and effort. The field visits provide an opportunity to build relationships with border officers and learn about their working environment and challenges, essential for the project’s success.

This is a US $10 million project, and it plays a major role in improving the capacity of the Afghan Border Police and Customs Department to manage the border posts, increase security, foster regional cooperation and open cross-border markets along the Afghanistan-Tajikistan border.

Learning Skills, Sharing Experiences

An important part of the project’s work is to enhance the Afghan Border Police officers’ skills in several crucial areas such as: border management, first aid, disaster management, search and rescue, survival swimming, land navigation and map reading, training, all-terrain vehicle maintenance and operation, information and communications technology, etc.

Training sessions have also been organized in the Tajik capital, Dushanbe. On these occasions, Afghan officers are invited, along with experts and trainers from different fields, to spend an intense week attending seminars and workshops. Not only do officers and commanders gain useful knowledge, they also get a chance to meet and
share experiences with colleagues from other provinces.

**Helmets and Solar Ovens**

Another way that the project supports the Afghan Border Police and Customs Department is by providing them with equipment. Besides the furniture and fittings for their offices and barracks, the border guards receive very specialized technical equipment. Endoscopes to search for hidden contraband in cars, computers, printers and passport readers are all provided along with training in their proper use and maintenance.

By providing the border crossing posts and border outposts with Polaris 4x4 Quad Bikes, the project also ensures that officers can move around in the rough mountainous terrain. Other critical equipment includes: drug testing kits, digital cameras, field telephones, navigation equipment, binoculars, helmets, computer laptops and solar ovens.

**Enabling Infrastructure**

In order to improve the working and living conditions of the Afghan Border Police and other agencies’ officers stationed on the northern borders of Afghanistan, BOMNAF works to improve infrastructure by building new facilities, upgrading and renovating existing buildings.

Taking into account lessons learned from previous projects, BOMNAF builds modern, low maintenance infrastructure, with ecologically-appropriate design and environmentally sound materials. No more diesel generators. No more central heating or boiler rooms, no more electric air conditioning.

Trees are planted to provide natural shade and cooler areas for summertime meetings. Heating is provided by multi-fuel stoves with the option of local fuel from specifically planted trees.

It is important that the Afghans can rely on these simple solutions, and alternative energy sources such as solar panels. The geographic isolation of the border posts, as well as the harsh weather and occasional landslides, can block the roads for days, making it difficult for supplies and technicians to reach them.

**Cooperation Is Key**

Regional cooperation is the overarching theme. BOMNAF seeks to strengthen cooperation between Afghanistan and Central Asian countries by enhancing communication and coordination. An important way to achieve this is by bringing the Afghan Border Police closer to their colleagues in Central Asia so they can share best practices and learn from each other’s experiences.

Each year the project organizes meetings and conferences between agencies from Afghanistan, Tajikistan and Uzbekistan to foster regional partnerships and promote joint activities and information sharing. By working together and coordinating their actions, the border officers are building a bridge toward a more stable and prosperous future for the entire region.

For more information, visit: http://stories.undp.org/border-management-northern-afghanistan
Ending corruption will help deliver on our development promises: the Sustainable Development Goals one year on

By: Jose Ugaz, Published: September 23, 2016

Millions of people around the world could be lifted out of their daily hardship and misery if the money lost to corruption was invested in sustainable development. Every year an estimated $1 trillion of illicit financial flows leave developing countries in the form of tax evasion, embezzlement, bribes, money laundering and smuggling.

That’s why Sustainable Development Goal (SDG) 16 focusses on delivering justice, stopping illicit financial flows and ending corruption and bribery. It shows that world leaders have finally recognised the devastating effects corruption has on good governance and development. It is the poorest and most vulnerable that suffer most from corruption in our societies.

Transparency International’s research has demonstrated that widespread bribery is associated with higher maternal mortality rates and more children dying before they reach the age of five. Half of school children do not complete primary school in countries where bribery is common. In the poorest countries, one out of every two people has to pay a bribe to access basic services like education, health and water.

So where are we now? We are a long way from the times when corruption was the word that was never spoken in the corridors of power. Today it is almost impossible to open a newspaper anywhere in the world without reading about a grand corruption scandal, be it on the Brazilian state oil giant Petrobras and the powerful construction companies or the former Ukrainian President Viktor Yanukovych.

The fact that corruption is so omnipresent in the news gives an idea of the huge amount of corruption that affects the world today, but is also a sign of progress. It shows that brave investigative journalists, courageous prosecutors and anti-corruption activists around the world are uncovering corrupt networks and want to change the system.

Yet there is still too much impunity for corruption. In today’s ever-more connected world, the corrupt can move stolen public funds often with a single keystroke. They can start secret companies and use them to buy expensive properties and luxury goods. The Panama Papers showed just how easy, widespread and devastating this can be.

We urgently need all countries to require much higher levels of transparency so we know who owns and controls companies registered in their territories. We need to sanction the professionals - the lawyers, the estate agents, the bankers and the accountants - who look the other way or even enable corruption.

Countries need to work together to make this happen. To fight transnational crime, international cooperation on investigations, prosecutions, and anti-corruption legislation is essential. That’s where the SDGs, the international community, the United Nations and civil society should come in.

On the one year anniversary of the SDGs it’s time for everyone to do the math on solving the problem of poverty and inequality and to take action on corruption and organised crime. Policies for development and policies for anti-corruption must finally be one in the same.
We - as citizens and as civil society - need to be able to hold our governments accountable to their commitments. Too often the data presented by governments to the United Nations is biased or does not show the full picture, as we have clearly seen in the case of Venezuela. This proves the importance of having an active and engaged civil society that is given space to monitor government commitments.

We need to make sure that the right indicators are used to monitor and measure progress on all fronts and across all countries. We need participatory channels to measure progress (or lack thereof) on introducing appropriate laws to fight corruption. We need to protect the victims and witnesses of corruption by insisting on safe mechanisms to report it.

Ultimately, the only way to judge the Sustainable Development Goals’ success, is for people around the world to feel that their lives have markedly improved. If they are faced with corruption in their daily lives this will not happen.

The barometer of the success of the SDGs will be the number of real people, living real lives, who say that they are not asked for a bribe, that the courts treat them fairly and that those who are found to be corrupt are punished. When kleptocrats and their enablers stop looting the states affecting the poor, then sustainable development will be a reality.

For more information, visit:
http://www.huffingtonpost.com/josa-ugaz/ending-corruption-will-be_b_12154766.html
Unit I: Introduction to the Sustainable Development Goals
The UN Sustainable Development Goals

Alexandra Russo

Name some problems that you consider to be global issues.

The SDGs

- 17 goals with 169 targets adopted by the United Nations
- The SDGs began in January 2016, and are scheduled to be achieved by 2030!
- Address global issues such as education, poverty, climate change, peace, and many other topics
- Each SDG has assigned indicators to determine progress
- The big focus: Creating sustainable development that will continue to foster peace and well-being after 2030

Origins of the SDGs

- The SDGs are the continuation of 8 goals adopted by the UN in 2000 called the Millennium Development Goals (MDGs)
- A number of world leaders were involved in the creation of these goals
- The MDGs were set to be achieved by 2015
- Great progress was made on many of these goals, though we have a lot more work to do

MDG Progress

- MDG 1: Halve the proportion of people whose are living in extreme poverty.
  - Did we do it?
  - We surpassed it!
  - The proportion of people living in extreme poverty dropped from half of the population in the developing world to only 14%
MDG Progress

- MDG 6: Combat HIV/AIDS, malaria, and other diseases
- Target 6.C: Halt and reverse the incidence of malaria
- Did we do it?
- The global malaria incidence rate has fallen by an estimated 37% and the mortality rate by 58%

“And yet sometimes it’s said that our efforts to combat poverty and disease do not and cannot work... Today, we set aside the skepticism, and we lift up the hope that is available to us through collective action.”

- President Barack Obama, September 2015

MDGs vs. SDGs

- The SDGs are:
  - More expansive
  - There were 8 MDGs with just a few targets each
  - There are 17 SDGs with 169 targets
  - Focused on sustainable development
  - The MDGs focused on reaching the goals
  - The SDGs focus on creating change that will continue after 2030
  - Focused on the root causes, not the symptoms
  - The SDGs target resolutions such as access to family planning and birth assistance
  - The MDGs targeted broad resolutions such as maternal health
  - Aimed at creating even growth across all continents
  - The MDGs were meant to improve conditions in developing countries
  - The SDGs are aimed at all people in every country

How were the Goals Picked?

- The SDGs were created through a mass effort to identify the problems that global citizens believed to be important
- The effort included
  - Door-to-door surveys
  - The My World Online Survey
  - The UN Rio+20 Conference
  - An open working group of 70+ countries
The Goals

- There are 17 SDGs, each with their own set of targets (169 in total)
- The UN aimed to address 5 different themes
  - People
  - Planet
  - Prosperity
  - Peace
  - Partnership
- Keep in mind that some goals may fall into more than one category

People

- End poverty in all its forms everywhere
- End hunger, achieve food security, and promote sustainable agriculture
- Ensure healthy lives and promote well-being for all at all ages
- Ensure inclusive and equitable quality education
- Achieve gender equality and empower all women and girls

Planet

- Ensure sustainable management of water and sanitation
- Ensure access to affordable, reliable, sustainable and modern energy
- Take urgent action to combat climate change
- Conserve and sustainably use the oceans and marine resources
- Promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Prosperity

- Promote sustained, inclusive and sustainable economic growth, full employment and decent work for all
- Build resilient infrastructure, promote sustainable industrialization and foster innovation
- Reduce inequality within and among countries
- Make cities inclusive, safe, and resilient and sustainable
- Ensure sustainable consumption and production

Peace

- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Partnership

- Strengthen the means of implementation and revitalize the global partnership for sustainable development

Can we do it?

Maybe we can!
Key Terms

1. **The UN Sustainable Development Goals**: The 17 goals agreed upon by world leaders and global citizens which are set to run from 2016 to 2030 and aim to affect change in real global challenges.

2. **Sustainable**: Able to be maintained over a long period of time.

3. **The United Nations (UN)**: An intergovernmental organization made up of 193 countries that promotes international cooperation.

4. **Extreme Poverty**: The state of being extremely poor, often defined as living on less than $1.25 per day.

5. **Human Immunodeficiency Virus (HIV)**: A virus which attacks cells in the body’s immune system, leaving the individual unable to fight off infection and disease as efficiently.

6. **Acquired Immunodeficiency Virus (AIDS)**: The most advanced stage of HIV. At this stage, the immune system is so damaged that it is almost impossible to fight off infection or disease.

7. **Malaria**: A parasite carried by mosquitoes and transmitted to humans. Symptoms include fever, fatigue, vomiting, and headaches, and in serious cases can lead to seizures, coma, or death.

8. **Climate Change**: A long-term change in the global climate, generally defined as an increase in the average atmospheric temperature.

9. **Indicator**: A fact or statistic that indicates the condition of something.

10. **Incidence**: The occurrence, rate, or frequency of something, usually a disease.

11. **Mortality**: The state of being subject to death.

12. **Rio+20**: The UN Conference on Sustainable Development held in Brazil in 2012; the main outcome of this conference was to create a working group to define the SDGs.

13. **Food Security**: Having reliable access to a sufficient quantity of affordable, nutritious food.

14. **Gender Equality**: The state in which access to rights and opportunities is unaffected by gender.
15. **Inclusive:** Open to everyone; not limited to certain people.

16. **Terrestrial Ecosystems:** Ecosystems found only on land that have a diverse range of flora and fauna distinct from aquatic ecosystems. Examples include tundra, forests, and grasslands.

17. **Biodiversity:** The variety of life in the world or in a particular habitat.

18. **Industrialization:** The process by which an economy is transformed from primarily agricultural businesses to one based on manufacturing.

19. **Sustainable Consumption:** Consumption of goods and services that brings a better quality of life to all while minimizing the use of natural resources and keeping emissions of waste/pollutants low.

20. **Sustainable Tourism:** Tourism industries which make a low impact on the local environment and culture while helping to create employment for the local population.

21. **Accountability:** Forcing a government, organization, or institution to justify actions or decisions; to be held responsible.
Workshop: Agent of Change: On Becoming an Agent of Change
Related PowerPoint: The UN Sustainable Development Goals

Objective(s):
- To review the Sustainable 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 Sustainable 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=_yio6kQrlYQ (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 Sustainable Development Goals

Intern A:
- Review the Sustainable Development Goals.
- Who can define the purpose of the Sustainable Development Goals?
- Let's reconstruct the list of 17 issues the United Nations is targeting through the Sustainable 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? (2030)
- 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 SDG 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 SDGs. 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. Brazil's Senate Votes To Impeach President Dilma Rousseff
4. India to Boycott South Asia Summit as It Blames Pakistan for Attack
5. Japan scrambles jets as China flies fleet near disputed islands
6. AT&T Sues Nashville to Slow Expansion of Google Fiber
7. Ukraine Fears Invasion by Russia as European Unity Weakens
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. Now the people will speak: Next debate will feature questions submitted over the internet
11. U.S. Strikes Positions in Afghanistan as Taliban Gain Momentum
12. Christians in Ukraine face violence with unity
13. Global warming already having dramatic impacts in California, new report says
14. 32000 people arrested since failed coup in Turkey, justice minister says
15. Warmer weather could further fuel fires in Northern California
16. US threatens to end cooperation unless Russia stops Aleppo assault
17. In Niger, US soldiers quietly help build wall against Boko Haram
18. UK big business prepares for post-Brexit exodus
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. Barbados Bracing For Severe Weather As Tropical Wave Approaches
24. Iran-Saudi Arabia can't agree on limiting oil supply: “maybe in November”
25. North and South Korean gymnasts pose for Olympic selfie
26. Francis’ visit to East Coast bypasses Catholic growth centers
27. Venezuelan children fainting in school because they are hungry
29. Fifa to suspend Guatemala teams over 'political interference'
30. Fiat Chrysler adds 700 jobs to Michigan pickup plant
What are some local issues that you think are important?
National? International?

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

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

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

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

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

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

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 SDGs, 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

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**What type of NGO will your team create?**

**Which SDG will you target?**
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. **Sustainable Development Goals**: The 17 goals agreed upon by world leaders and global citizens which are set to run from 2016 to 2030 and aim to affect change in real global challenges.

15. **United Nations (UN)**: 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 Writing Assignments
● 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 SDGs.
  - But who is responsible for the SDGs?
  - Do you think the SDGs 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.
    - You may consider smaller groups. This is up to the discretion of the teacher.
  - 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.
- Have students 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 SDG. 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 Writing Assignments.”
- 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.
- “Project of Change Roles and Responsibilities” includes a detailed description about each role and writing assignment.
- 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 
SDGs have been developed within and 
across borders by “global citizens”. 
- These groups have come together to 
address one or more SDGs. 
- The groups can direct their energies to 
address local or global needs.

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

Original Project of Change: 
A Team Based Project

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

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

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

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

1. Project Writers (2)
   - Develops and writes a concise mission statement
   - Collects the research paragraphs from other team members.
   - Develops a concise and complete description of the original NGO, based on the 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/issue 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 SDG(s) your NGO will be addressing and describe how the issue impacts a local community.

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

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

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

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

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

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

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

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

Team #1

- Intern:
- Members:

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# Project of Change Roster Sheet

## Intern Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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## Team Information

<table>
<thead>
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<th>Name</th>
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<tbody>
<tr>
<td>Project Writer #1</td>
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<td>Project Writer #2</td>
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<tr>
<td>Graphic Designer #1</td>
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<td>Graphic Designer #2</td>
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<tr>
<td>Marketing Specialist #1</td>
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<td>Marketing Specialist #2</td>
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<tr>
<td>Project Presenter #1</td>
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<td>Project Presenter #2</td>
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# Project of Change Writing Assignments

<table>
<thead>
<tr>
<th>Roles</th>
<th>Writing Assignments</th>
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<tbody>
<tr>
<td><strong>Project Writer #1</strong></td>
<td><strong>Mission Statement:</strong> Write a comprehensive description of your NGO’s mission.</td>
</tr>
<tr>
<td><strong>Project Writer #2</strong></td>
<td><strong>Action Plan/Implementation:</strong> Describe your five-step plan and how it will accomplish your goals.</td>
</tr>
<tr>
<td><strong>Graphic Designer #1</strong></td>
<td><strong>Logo Design:</strong> Create a design that will efficiently represent your project and write one paragraph describing the meaning and inspiration for the image.</td>
</tr>
<tr>
<td><strong>Graphic Designer #2</strong></td>
<td><strong>Posterboard Design:</strong> Write a one paragraph description of the logo design and the meaning behind its elements.</td>
</tr>
<tr>
<td><strong>Marketing Specialist #1</strong></td>
<td><strong>Cause of the Problem:</strong> Why does the problem exist in your community? It is important to consider what historical factors are involved when addressing a problem.</td>
</tr>
<tr>
<td><strong>Marketing Specialist #2</strong></td>
<td><strong>Physical Needs List:</strong> List what specific resources/materials are needed to implement the plan of action. Include a site for where the headquarters will be located.</td>
</tr>
<tr>
<td><strong>Project Presenter #1</strong></td>
<td><strong>Specific Goals:</strong> In complete sentences, describe 2-3 main goals you will implement. Identify the characteristic population that you want to help (e.g. illiterate adults).</td>
</tr>
<tr>
<td><strong>Project Presenter #2</strong></td>
<td><strong>Community Involvement:</strong> Determine potential individuals and organizations that would be interested and capable of supporting your project.</td>
</tr>
</tbody>
</table>
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 SDG(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 SDG(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 non-governmental 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?
Good Health & Well-Being

SDG 3

• Goal 3 aims to ensure healthy living and promote well-being for all at all ages
• There are 9 targets associated with SDG 3
• The targets encompass a wide range of health-related issues, from health insurance to traffic accidents to child mortality
• We’ll break the targets into 3 categories

MATERNAL AND CHILD HEALTH

Women in developing nations are 14 times more likely to die during childbirth than women in developed nations

True False

Women in rural/undeveloped countries are less likely to have access to life-saving maternal health resources

True False

Family planning is becoming a widely used form of health care, even in rural areas

True False
Family planning is becoming a widely used form of health care, even in rural areas

True  False

About 76% of married women visit a family planning center and are treated with modern methods

Targets

• Target 1: Reduce global maternal mortality
• Target 2: End preventable deaths of newborns and children under 5 years
• Target 7: Ensure universal access to reproductive health-care services

Past Progress

- MDG 5 focused entirely on maternal health, and the progress made from 2000-2015 was tremendous!
- By 2015, maternal mortality was down by almost half
- Many more women have access to prenatal care, professional birth assistance, and other pregnancy necessities

Past Progress

Maternal Mortality Ratio (per 100,000 live births) in 1995 vs. 2015

Past Progress

- MDG 3 was dedicated to reducing child mortality
- From 1990-2015, death rate for children under 5 dropped by more than half
- Many of the prevented deaths were attributed to vaccines, especially measles vaccination

Past Progress

Maternal Health

- Each day, approximately 830 women die from preventable causes related to pregnancy and childbirth
- These deaths occur disproportionately in poor communities, areas in crisis, and undeveloped countries
- Risk is highest for girls under the age of 15
- Maternal death can be caused by many factors including untreated health problems, complications during birth, and lack of skilled physicians to provide prenatal care
Child Mortality

- Worldwide, more than 6 million children under the age of 5 die each year.
  → Most of these deaths are due to preventable or treatable causes.
  → Half of these deaths are due to poor nutrition.
- Sub-Saharan Africa and Southeast Asia continue to have the highest child mortality rates.

Family Planning

- Men and women may now have access to family planning strategies.
- These facilities help to lower rates of unwanted pregnancies and to educate men and women about family matters.

Combating Mortality

- Many NGOs are working to combat maternal and child mortality.
- The Maternal and Newborn Improvement (MANI) Project works in Kenya with 3 major goals:
  → Strengthen health systems to provide high quality maternal and newborn health services.
  → Increase demand for services within the community.
  → Fund innovative projects to deliver local solutions to local problems.

Combating Mortality

- The MANI Project works to involve entire communities in education about vital services.
- The program has reached thousands of individuals in order to reduce maternal and child mortality.

DISEASE

Communicable and Non-Communicable

Pregnant women and the elderly make up a majority of malaria mortality victims:

True    False
Pregnant women and the elderly make up a majority of malaria mortality victims
True  False
Children under 5 accounted for 2/3 of all deaths caused by malaria in 2015

Overdose is the primary risk for people who inject drugs regularly
True  False

Overdose is the primary risk for people who inject drugs regularly
True  False
Though overdose is a leading cause of mortality among drug users, more die due to transmission of HIV and AIDS

Targets
• Target 3: End the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
• Target 4: Reduce mortality from non-communicable diseases and promote mental health
• Target 5: Strengthen the prevention and treatment of substance abuse

Past Progress
• MDG 6 focused on combating HIV/AIDS, malaria, and other diseases
• The number of new cases of HIV dropped from 3.5 million in 2000 to 1.1 million in 2015
• The number of people receiving antiretroviral therapy (ART) increased dramatically
• The malaria incidence rate has fallen by an estimated 37%
• More people have access to insecticide-treated nets

Communicable Diseases
• This category includes:
  → HIV/AIDS
  → Tuberculosis
  → Hepatitis
  → Malaria
  → Water-borne Diseases
  → Tropical Diseases
  → Dengue
  → Taeniasis/cysterciosis
  → Echinococcosis/hydatidosis
  → Buruli ulcer
Communicable Diseases

• In 2015, there were roughly 214 million malaria cases and an estimated 438,000 malaria deaths
  → 80-90% of these deaths were children under the age of 5
• Sub-Saharan Africa continues to show the greatest number of cases
  → 88% of malaria cases
  → 90% of malaria deaths

Communicable Diseases

• Many NGOs work to combat the spread of malaria
• Since 2000 the malaria incidence rate has fallen to about 214 million cases
• Malaria deaths are down an estimated 60%

Non-Communicable Diseases

• Non-communicable diseases include:
  → Cardiovascular disease
  → Cancer
  → Chronic lung diseases
  → Diabetes
• They account for 38 million deaths each year
• Some are caused by lifestyle choices such as
  → Smoking
  → Poor physical activity
  → Unhealthy eating

Non-Communicable Diseases

• The UN has just begun to recognize the need for mental health treatment
• Mental health has many implications for physical health, education, violence, and poverty
• The UN aims to create mental health treatment plans in all countries, increase use of mental health services, and decrease the number of global suicides

Substance Abuse

• Drug and alcohol use differs dramatically by region
  → This is due to cultural factors such as gender norms, religious practices, and traditional values
• People who inject drugs are at risk for certain diseases, including HIV and Hepatitis-C
• In 2012, 5.9% of global deaths were attributed to alcohol use

OTHER GOALS

Health Care, Road Accidents, & Hazardous Materials
The majority of motor vehicle deaths occur in high-income/highly developed countries

True  False

90% of motor vehicle deaths occur in low/middle income countries, though these hold only half of the world’s cars

True  False

Targets
- Target 6: Halve the number of global deaths and injuries from road traffic accidents
- Target 8: Achieve universal health coverage
- Target 9: Reduce the number of deaths and illnesses from hazardous chemicals and pollution/contamination

Traffic Accidents
- 1.25 million people die each year as a result of crashes
- This is partly due to the fact that the number of cars on the road is increasing rapidly
- Half of these deaths are people who are not operating a vehicle during the accident
- Organizations such as WHO and MADD work to combat road deaths through education

Chemical Hazards
- Each year, more than 300,000 people die due to chemical poisoning
- Often the chemicals leak into the soil from chemical waste plants or large factories
- People in poor communities or underdeveloped countries suffer disproportionately from chemical poisoning

Health Coverage
- It is hard to tell how many people have adequate access to health care and insurance
- Some countries offer free health care but not everyone can access it
- Approximately 400 million people don’t have access to some important health service
- Lack of health services can push those who are in poverty to extreme poverty
THINGS MAY LOOK BAD, BUT WE'VE MADE A LOT OF PROGRESS!

A Case Study: HIV/AIDS

What are HIV and AIDS?
- The Human Immunodeficiency Virus (HIV) is a virus that attacks immune system cells and leaves the individual less able to fight infection and disease
- The body cannot destroy the virus, and so HIV is a lifelong disease
- No cure exists, though some medications are shown to help fight off infection and help the individual stay strong

What are HIV and AIDS?
- Without treatment, HIV can progress into Acquired Immunodeficiency Syndrome (AIDS)
- AIDS is the most advanced form of HIV and is marked by severe immune deficiencies
- It may take up to 10 years for HIV to advance to AIDS, though in many cases it never reaches this stage

The Picture in 1999
- At this time, HIV and AIDS were still new and not well understood
- Newly Infected with HIV: 5.4 million
- Number of People Living with HIV/AIDS: 34.3 million
  → Including 1.3 million children under 15
- Mortality from AIDS: 2.8 million
- Most affected regions: Sub-Saharan Africa & Southeast Asia

Because We Didn’t Understand It...
- Transmission of HIV continued to grow through the 90s and the early 2000s

New HIV Infections from 1990–2015

New Infections (in millions)

0 0.5 1 1.5 2 2.5 3 3.5 4

0 0.5 1 1.5 2
Today

- We have a better understanding of the virus, how it is transmitted, and the populations that are at risk
- We’ve found medications that can help to alleviate symptoms and keep HIV from progressing to AIDS
  → These are called antiretroviral therapy (ART)
  → ART involves the combination of several different kinds of medications taken at once, known as a “drug cocktail”

Cuba as a Template

- In 2015 WHO declared that Cuba had successfully stopped the transmission of HIV from mother to child
- Cuba offers HIV testing to all pregnant women
- ART therapy at crucial times during birth and post-natal care can reduce the risk of transmission from 15-45% to only 1%
- Other countries are trying to copy Cuba’s comprehensive health care system in order to stop the spread of diseases such as HIV

However...

- Cuba’s success does not necessarily reflect the rest of the globe
- Africa continues to have the greatest number of new cases and the greatest mortality ratio

Today

- In 2000, less than 3% of people with HIV received ART

Can you guess the percentage of people who received ART in 2015?

A. 5-10%
B. 30-35%
C. 40-45%
D. 80-85%

We’re Still Working on It!

- We may not have stopped transmission of or mortality from HIV/AIDS, but it’s a great start!
We’re Still Working on It!

• New infections of children have fallen 50% since 2010

• AIDS-related deaths peaked in 2005 and have been falling since

• WHO partners with many NGOs in order to create education programs as a preventative measure
We hope you enjoyed this preview of *Project of Change*.

For a complete edition, please contact:

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