

PROJECT OF CHANGE



A STUDY OF THE U.N. SUSTAINABLE DEVELOPMENT GOALS



Volume II

PROJECT OF CHANGE

A STUDY OF THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GLOBALSCOPE PUBLICATIONS

University of California, Irvine • School of Social Sciences



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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 This cannot be achieved through textbook curriculum that is outdated by the time it is received by students.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: www.globalconnect.socsci.uci.edu

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.globalconnect.socsci.uci.edu

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: www.globalconnect.socsci.uci.edu

PROJECT OF CHANGE

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

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


Focusing on the Main Ideas

The Project of Change has four basic curriculum components:

- **Presentations:** University faculty, doctoral candidates, or classroom teachers will provide formal presentations on the United Nations 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

A faint, light gray world map is visible in the background of the page, showing the continents and major lines of latitude and longitude.

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 and Newport-Mesa School District, Project of Change is a component of the year-long state approved academic elective course on *Globalization and International Studies*.

GLOBAL CONNECT VISIONARIES

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LAGUNA HILLS HIGH SCHOOL

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Host Teachers: Yoleisy Avila, Carri Geiger, Steven Schrenzel

MISSION VIEJO HIGH SCHOOL

Principal Tricia Osborne

Host Teacher: Chris Ashbach

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

ENSIGN INTERMEDIATE SCHOOL

Principal Mike Sciacca

Host Teacher: Sarah Tucker

TEWINKLE MIDDLE SCHOOL

Principal Dipali Potnis

Host Teacher: Jackie Washington

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GLOBALSCOPE

PROJECT OF CHANGE

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ONLINE RESOURCES

<i>Unit</i>	<i>Online Resource</i>
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	Workshop: Agent of Change What does it mean to be a citizen of the world? Hugh Evans https://youtu.be/ODLg_oof9BE
	Lecture: No Poverty and Zero Hunger What Causes Poverty? World Vision Australia https://youtu.be/SCUhFFQ_ZRA Sustainable Development Goals Explained: No Poverty https://youtu.be/R6L2hFs4agg SDG 2: Zero Hunger https://youtu.be/uemf27NSIIE
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	Lecture: Good Health & Well-Being Fighting Child Mortality in Ethiopia UNICEF https://youtu.be/dwPOYtezqko The Science of HIV/AIDS https://youtu.be/FDVNdnoCvKI

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Learning About SDG 4

<https://youtu.be/3LOxlvJjfio>

The Story of Malala Yousafzai

<https://youtu.be/NIqOhxQo-H8>

Lecture: Gender Equality

The Girl Effect: The clock is ticking

<https://youtu.be/1e8xgFoJtVg>

Lecture: Peace, Justice, and Strong Institutions

Global Initiative SDG 16

<https://youtu.be/RfEoZxsDifE>

Explainer: The War in Yemen Explained in 3 Minutes

<https://youtu.be/nLRgdFP-s3o>

Global Corruption Barometer Series

<https://youtu.be/ybUstRYy1dU>

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Homework Assignments



Name: _____

Period: _____

Teacher: _____

Project of Change
Journal #1: In Search of
Long Term Solutions

In Search of Long Term Solutions

Read "Care" article. Address each of the questions listed below in a complete paragraph (4-5 sentences each). Please submit your 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/>

Name: _____

Period: _____

Teacher: _____

Project of Change
Journal #2: Poverty & Hunger

Poverty & Hunger

Read articles “As They Fight Famine, South Sudan’s Women Won’t Wait for Handouts” 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. What are aid organizations doing to help women in Sudan break the cycle of poverty? What are the benefits of empowering women?
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.

As They Fight Famine, South Sudan's Women Won't Wait for Handouts

South Sudan's deadly civil war and bouts of devastating droughts have left millions of people dependent on food aid. But many of the country's women farmers are learning new skills to keep their families fed.

By Sam Mednick, Published: December 15, 2017

During her 14-hour daily walks through the woods, one question churns in Prescila Nuong's mind. What will it take to pull her family out of poverty? "There is so much hunger now in the camp," says the weathered 40-year-old mother of eight.

Nuong lives in the Warabiei cattle camp, one of the many roving cow-herding communities on the outskirts of South Sudan's Rumbek town. Every day, Nuong walks seven hours each way to a market in Rumbek, over pebble roads, across mud-soaked fields and through the brush, where she's often attacked and robbed, to sell her milk. "I want to sacrifice myself to provide for my family," she says.

Four years into South Sudan's civil war, the world's youngest nation continues to spiral deeper into despair. The conflict has left more than an estimated 50,000 people dead and sparked accusations of human rights abuses by government and opposition forces. At the same time, 6 million people are in need of food aid, and 1.7 million are on the brink of famine. The United Nations has requested almost \$690 million for food and nutrition, but only 73 percent of it has been funded so far.

With men in South Sudan either fighting or hiding, women have become their families' sole breadwinners. And many of them, like Nuong, have decided they don't want to rely on handouts.

Instead, they're learning new skills, starting businesses and risking their lives to find sustainable ways to feed their families.

Breaking the Cycle of Poverty

Nuong and her husband used to cultivate crops for a living, but three years ago the fighting made it too dangerous for them to tend their fields. Worried that her family would have nothing to eat and no money for school, Nuong began selling 10 pint- (5 liter-) jugs of milk at Rumbek's local market, bringing home around 500 South Sudanese pounds (roughly \$3) every day.

But in May, Nuong found a way to get more for her milk – by selling it to Rumbek's first-ever milk bar. Spearheaded by the United Nations' Food and Agriculture Organization (FAO) to support milk producers in the region and help the community develop sustainable livelihoods, the milk bar is run by a team of 10 women who have been trained how to process clean, safe milk. The bar provides them access to equipment they use to pasteurize the milk, which allows them to ask a higher price.

The aim is to "break the cycle of poverty," says Louis Bagare, a project manager with FAO.

With the money they earn, the women can feed their families and use any surplus for medicine and

school fees. “If women earn more money, more children will go to school,” says Bagare.

From Fields to Fish

Across the Nile, not far from Rumbek, in the relatively peaceful town of Mingkaman, Amel Ayuen, 30, prepares her canoe for the evening. “If I don’t get to the market first thing in the morning I can’t sell anything,” she says. To make sure she gets there before the other fish merchants, the young mother spends the nights in her canoe, rocking to sleep as she floats on the water.

For years, Ayuen would frequent Mingkaman’s market as a paying customer, buying fish and grains to feed her five children. She and her husband used to survive by farming, but their livelihood was destroyed by drought.

Today Ayuen is one of 20 people, including six women, who make up the Ahou Fishing Group, a project supported by Catholic Relief Services (CRS), which focuses on rebuilding peoples’ lives through skills training.

Around 80 percent of South Sudan’s population relies directly on agriculture or livestock to survive. But the combination of civil war and bouts of drought has left many farmers unable to grow enough food or keep their cattle alive, and the government lacks the capacity to support them. So aid organizations are stepping in to provide people with resources in the hopes of fostering self-reliance and resilience, especially among women.

As part of a three-year development program, CRS supplies the group with nets, hooks and bait. They also teach them about managing money and growing a business through micro-finance programs.

Daniel says it took some time for the communities to warm to the idea of training. “Originally there was resistance when we came,” he says. At first, they wanted “everything for free.” But two years into the project, attitudes have changed. The challenge now, says Daniel, is getting the women to believe in themselves.

“When women are around men, they undermine themselves,” says David William, another CRS field officer. “[But] women are stronger and they’re the decision-makers.”

An Injection of Aid

Forty minutes outside the capital of Juba, in the town of Rajaf, Josephine Lurit smiles as she sits atop her tractor.

The outspoken mother of eight has been farming her land for 45 years. But when fighting broke out in Juba last July, Lurit was forced to stop cultivating.

Due to the conflict, access to food and commodities around the country has been greatly restricted. Food prices have inflated, making it hard for people, especially poorer families, to buy what they need to plant and harvest their crops.

To combat the problem, the FAO’s Urban Livelihood Project gives people vegetable seeds and an assortment of tools and training – an initial injection of aid that should evolve into a regular, sustainable source of food and money.

“Emergency agricultural support is an extremely cost-effective form of humanitarian aid,” says James Swokiri of FAO. A single vegetable kit, for example, costs about \$65 per family and can provide about 1 ton of fresh food.

The hope is that, once the economic situation improves, the humanitarians can leave. But that can’t happen until the fighting stops. “Without peace, there is no food security,” says Swokiri.

When the conflict reached Juba, Lurit was forced to stay home, for fear of her life. But after a few months, she says she could no longer stay idle. In October 2016, with support from one of the women’s groups taking part in the Urban Livelihood Project, she returned to the fields.

For more information, visit:

<https://www.newsdeeply.com/malnutrition/articles/2017/12/15/as-they-fight-famine-south-sudans-women-wont-wait-for-handouts-2>

Middle Class and Hungry in Venezuela

By Carlos Hernandez, Published: August 10, 2016

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:

<http://www.nytimes.com/2016/08/10/opinion/middle-class-and-hungry-in-venezuela.html>

Name: _____

Period: _____

Teacher: _____

Project of Change
Journal #3: Health and Well-Being

Health and Well-Being

Read articles “All Access Afghanistan” and “Childhood Mortality Plummets as Community Health Workers Go Door-to-Door in Urban Mali” 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. Why does Afghanistan have one of the highest maternal and child mortality rates in the world?
What other interventions can be implemented to increase healthcare for women?
2. Why are children dying from preventable diseases? 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.



All Access Afghanistan

Female nurses bring critical healthcare to underserved rural communities.

Published: November 18, 2016

Nurses are hard to find in Abida Nowroz's home village in rural Nuristan Province in eastern Afghanistan. In this isolated region, health facilities are limited and security concerns prevent many trained healthcare professionals from working in the area.

"One of my neighbours in our village gave birth," Abida recalls. "After delivery, she didn't stop bleeding. Her family put her on a horse to take her to the city. She died on the way."

This is not an uncommon story in Afghanistan, which has one of the highest maternal and child mortality rates in the world. A lack of health facilities in rural areas, combined with a scarcity of female health workers, means that many women do not receive the healthcare they desperately need.

But women like Abida are set to change this situation. Along with 200 classmates, she will graduate from nursing school this year and will go to work in some of the poorest villages in her home province.

"I don't waste a single day without learning," says nursing student Abida. "I don't want to see a mother die on the way to a clinic, or see her child become an orphan."

Set up by the Afghan Ministry of Public Health with support from the United Nations Development Programme (UNDP) and the Global Fund to Fight AIDS, Tuberculosis and Malaria, the school is training a new generation of female healthcare workers. According to WHO, around 40 percent of health facilities in Afghanistan are

without female staff, a significant problem in a country where community norms often mean that women are not allowed to receive care from male health workers.

"I'm here to learn something, so I can serve my village and my country," Abida explains. "I'm really proud to do this. I try to study as hard as I can."

For Abida and her classmates, school is nearly over, and now it is time to start putting what they have learnt into action.

"Now we are doing on-the-job training. After this, they'll send us to our villages. Then we'll practice in the village clinics. When the school is convinced we can perform well there, we'll be given a diploma. And then we can really start work," she said.

In addition to two years of medical training, students at the school receive accommodation, transportation, three meals a day and a nominal living allowance. While the work is hard, Abida and her classmates know that it is a unique opportunity in a country where young women often are not permitted to live or study away from home.

"My parents were very worried about how I could live away from them," she recalls. "But for months I fought back hard until I convinced my father to give me the green light." Abida's older brother even left home in protest. "He argued that as a woman I wouldn't be able to protect myself," she says, "and that the local insurgents would harm us if they found out."

Despite these protests Abida has continued with her studies and is already making an invaluable

contribution in her local community, as she returns home during the weekend to help give intravenous drips to sick children.

The nursing school in Jalalabad is one of six across the country that are training more than 200 nurses. When the first class graduates in a couple of months, these new nurses will return to some of the most disadvantaged parts of Afghanistan, bringing much needed health care to women in the hardest to reach communities.

*For more information, visit:
<https://stories.undp.org/all-access-afghanistan>*

Childhood Mortality Plummets as Community Health Workers Go Door-to-Door in Urban Mali

Affordable Intervention Charts a Possible Path Toward Meeting Two of the UN's Sustainable Health Goals.

By **Laura Kurtzman**, Published: March 12, 2018

Sending community health workers door-to-door to look for sick kids in a rapidly urbanizing area of West Africa, and offering them free care, coincided with a dramatic drop in childhood mortality, researchers at UC San Francisco, Tulane University, the University of Sciences, Techniques and Technologies of Bamako and the Ministry of Public Health in Mali have found.

The program, which cost about \$8 a year per person to implement, removed barriers that typically prevent people in developing nations from quickly getting care. The researchers said it shows how even in countries with extreme poverty and little access to health care, the sickest young patients can be found in time to prevent them from dying of curable illnesses like malaria, diarrhea and pneumonia.

“It’s an approach that focuses on reaching every child as soon as possible,” said Ari Johnson, MD, assistant professor of medicine at UCSF and first author of the study, published March 12, 2018, in *BMJ Global Health*. Johnson founded the community health group in Mali, called Muso, that developed the intervention. “The leading causes of child death are curable, but they are exquisitely time sensitive.”

Since the study was not randomized and only sampled households receiving the services, Johnson said the researchers could not draw definitive conclusions that the intervention was responsible for lowering the child mortality rate. But the drop in mortality that occurred over the

seven years that the researchers observed communities on the outskirts of Bamako, the capital city of Mali, was striking and could be a way for developing countries to meet the sustainable development goals put forth by the United Nations (UN).

When the study began in 2008, one in seven children in the Bamako region died before the age of five. By 2015, that had fallen to one in 142, which is comparable to the rate in the United States. This level would meet the UN’s goal of reducing deaths among children under five to no more than 25 deaths per 1,000 live births by 2030.

“This shows us how the end to the childhood mortality crisis is achievable, and how universal health coverage could be achievable, even in some of the most challenging settings,” Johnson said. “It resets the goal posts of what we think of as possible.”

The intervention sent health workers to people’s homes to ask about children’s well-being, provided care at the doorstep and triaged the sickest patients to health care facilities. The community health care workers provided counseling, diagnosed malaria for people of all ages, as well as pneumonia, diarrheal disease and malnutrition for children under five. They treated the uncomplicated cases, and referred patients with danger signs or conditions that were outside their scope of practice to primary health centers.

Over the course of the study, the percentage of young children who had fevers was cut in half and the number of patient visits in the home and the clinic increased by ten times.

The workers offered antimalarial treatment, and the number of children with fevers who received antimalarial treatment within 24 hours of the onset of their symptoms more than doubled, from about 15 percent to just over 35 percent.

The intervention also strengthened government primary care facilities with more infrastructure, training, and staff. And workers were on call, in case someone needed their services. They also made follow-up visits to help patients adhere to their therapy, particularly in the case of diarrheal disease, and searched for sick newborns, pregnant women and those who had just given birth and needed care, to evacuate them to primary care facilities for treatment.

The approach, which the researchers called Proactive Community Case Management, cost between \$6 and \$13 dollars per person, per year, over what the government was already spending on health care.

During the seven years of the study, the childhood mortality rate in Mali was falling, although not by much, and in 2015, it was still among the highest in the world at 114 deaths per 1,000 live births. By contrast, that same year, the area of the intervention had a child mortality rate of 7 deaths per 1,000 live births. The researchers are currently at work on a large-scale randomized trial that will follow 100,000 people at 137 different sites to see if door-to-door home visits by community health workers lowers childhood mortality.

For more information, visit:

<https://www.ucsf.edu/news/2018/03/410016/childhood-mortality-plummets-community-health-workers-go-door-door-urban-mali>

Name: _____

Period: _____

Teacher: _____

Project of Change
Journal #4: Quality Education

Quality Education

Read articles “Many disabled children in poorer countries left out of primary education” and “Leave No Girl Behind in Africa.” 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 barriers are preventing children with disabilities from attending school? What changes need to be made to enroll all children?
2. According to the article, why is it difficult for pregnant girls and adolescent mothers in Africa to attend school? What steps need to be taken to ensure that all their needs are met?
3. What issues do you think the United States is facing with education? What should be done to close the achievement gap in our nation?

This assignment is due _____.

Be sure to bring a printed copy to class on the due date.

Many disabled children in poorer countries left out of primary education

Human Rights Watch report on the 500,000 children with disabilities not in education in South Africa reflects worldwide trend in developing countries.

By Mark Anderson, Published: August 18, 2015

An estimated 500,000 children with disabilities are not enrolled in South Africa's educational system, according to a report by Human Rights Watch (HRW) published on Tuesday.

The findings reflect a global trend. Children with disabilities continue to be left out of school even as some countries assert that they have met the millennium development goal (MDG) to grant every child access to primary education.

"Although the government claims it has achieved the MDG of enrolling all children in primary schools by 2015, HRW found that in reality, across South Africa, many children with disabilities are not in school," the report says.

The second MDG, which targeted universal primary education by 2015, will not be met, largely because of poor progress in sub-Saharan Africa. Problems related to getting disabled children into the school system are also thought to be behind the failure.

"Many, if not most, of disabled children are not enrolled in schools in developing countries," says Hannah Kuper, co-director of the International Centre for Evidence in Disability at the London School of Hygiene and Tropical Medicine.

South Africa, the continent's second-biggest economy after Nigeria, with more resources to educate disabled children than many other countries, has been lauded in the past for its commitment to improve access to education for disabled children. In 2007, it was one of the first countries to ratify the UN's disability rights

convention and in 2001 it unveiled policies to end the exclusion of disabled children from schools.

Angie Motshekga, South Africa's minister for basic education, said in May that the country had met the MDG. The UN has said: "South Africa has in effect achieved the goal of universal primary education before the year 2015, and its education system can now be recognised as having attained near universal access."

But HRW questions this claim. It reports that the country's schools practise widespread discrimination against children with disabilities in enrolment decisions. "The South African government needs to admit that it is not providing quality education to all of its children – in fact, no schooling at all to many who have disabilities," says Elin Martínez, HRW's children's rights researcher and author of the report.

Qinisela, a South African mother of an eight-year-old boy with Down's syndrome who lives in Kwa-Ngwanase, KwaZulu-Natal, told HRW researchers: "We tried to put him in a [mainstream] school but they said they couldn't put him in that school because he has disabilities ... because of Down's syndrome he isn't like other children so they [said they] can't teach him. At the therapy, they promised to phone if there's a space in a special school. I've been waiting since last year."

The HRW report is based on interviews with 70 parents like Qinisela about their experience getting their children and young adults educated. Researchers visited Gauteng, KwaZulu-Natal,

Limpopo, Northern Cape and Western Cape provinces in October and November last year. HRW says a lack of proper accommodation in school, discriminatory fees and expenses, violence, abuse and neglect in schools, lack of quality education and poor teacher training and awareness hindered access to education.

These concerns are echoed by Kuper, who says many schools in the developing world are not equipped to teach disabled children, and stigma against those with learning difficulties pervades many societies.

Poor data on the enrollment of disabled children is a problem for many countries, says Kuper. “The first thing that we need is more data in order to know how to enroll children with disabilities in school. We need to know which children are most excluded and why, in order to see how to overcome these barriers. And we need to know what works best to address the needs of disabled children when they are in school, so that they can have the best education possible.”

The sustainable development goals (SDGs), which come into effect next year, have several provisions to improve the lives of people with disabilities, including targets to educate all disabled children and to find more jobs for disabled adults.

“We need to ensure that the health, rehabilitation and education systems work together both at national levels ... and at district and school levels so that children with disabilities are supported to access their local mainstream schools,” says Julia McGeown, an inclusive education technical adviser at Handicap International.

Kuper urges a change in the attitude towards children with disabilities. “We also need to raise awareness that disabled children have the right to attend school, and that including them often involves only small changes in the school or teaching methods, or even just in attitudes,” she says.

Jo Bourne, chief of education at Unicef, the UN’s children’s agency, says, “Despite recent progress, there are still some 59 million primary-age children and 65 million adolescents out of school – often

children living in poverty, girls, children with disabilities, children from ethnic minorities, children living in conflict or those engaged in child labour. These children and young people are among the most disadvantaged citizens from across the developing world and are not only excluded from the opportunity of education and learning for their own individual development, they are missing out on the opportunity to contribute to their communities and economies when they reach adulthood.”

For more information, visit:

<https://www.theguardian.com/global-development/2015/aug/18/disabled-children-poorer-countries-out-of-primary-education-south-africa-human-rights-watch-report>

Leave No Girl Behind in Africa

Discrimination in Education against Pregnant Girls and Adolescent Mothers.

Published: June 14, 2018

The African continent has the highest adolescent pregnancy rates in the world, according to the United Nations. Every year, thousands of girls become pregnant at the time when they should be learning history, algebra, and life skills. Adolescent girls who have early and unintended pregnancies face many social and financial barriers to continuing with formal education.

All girls have a right to education regardless of their pregnancy, marital or motherhood status. The right of pregnant—and sometimes married—girls to continue their education has evoked emotionally charged discussions across African Union member states in recent years. These debates often focus on arguments around “morality,” that pregnancy outside wedlock is morally wrong, emanating from personal opinions and experiences, and wide-ranging interpretations of religious teachings about sex outside of marriage. The effect of this discourse is that pregnant girls – and to a smaller extent, school boys who impregnate girls– have faced all kinds of punishments, including discriminatory practices that deny girls the enjoyment of their right to education. In some of the countries researched for this report, education is regarded as a privilege that that can be withdrawn as a punishment. But the international legal obligation of all governments to provide all children with an education, without discrimination, is clear.

In 2013, all the countries that make up the African Union (AU) adopted Agenda 2063, a continent-wide economic and social development strategy. Under this strategy, African governments committed to build Africa’s “human capital,”

which it terms “its most precious resource,” through sustained investments in education, including “elimination of gender disparities at all levels of education.” Two years after the adoption of Agenda 2063, African governments joined other countries in adopting the United Nations Sustainable Development Goals (SDGs), a development agenda whose focus is to ensure that “no one is left behind,” including a promise to ensure inclusive and quality education for all. African governments have also adopted ambitious goals to end child marriage, introduce comprehensive sexuality and reproductive health education, and address the very high rates of teenage pregnancy across the continent that negatively affect girls’ education can be withdrawn as a punishment.

Yet many AU member states will fail in this promise if they continue to exclude tens of thousands of girls from education because they are pregnant or married. Although all AU countries have made human rights commitments to protect pregnant girls and adolescent mothers’ right to education, in practice adolescent mothers are treated very differently depending on which country they live in.

A growing number of AU governments have adopted laws and policies that protect adolescent girls’ right to stay in school during pregnancy and motherhood. There are good policies and practices to point to, and indeed, far more countries protect young mothers’ right to education in national law or policy than discriminate against them. These countries can encourage countries that lack

adequate policies, and particularly persuade the minority of countries that have adopted or encouraged punitive and discriminatory measures against adolescent mothers to adopt human rights compliant policies.

This report provides information on the status of laws, policies, and practices that block or support pregnant or married girls' access to education. It also provides recommendations for much-needed reforms.

Gabon, Kenya, and Malawi are among the group of 26 African countries that have adopted “continuation” or “re-entry” policies, and strategies, to ensure that pregnant girls can resume their education after giving birth. However, implementation and adherence vary across these countries, especially regarding the length of time the girl should be absent from school, the processes for withdrawal and re-entry, and available support structures within schools and communities for adolescent mothers to remain in school.

Although the trend of more governments opting to keep adolescent mothers in school is strong, implementation of their laws and policies frequently falls short, and monitoring of adolescent mothers' re-entry to education remains weak overall. There are also concerns about punitive and harmful aspects of some policies. For example, some governments do not apply a “continuation policy” for re-entry – where a pregnant student would be allowed to remain in school for as long as she chooses to. Long periods of maternity leave, complex re-entry processes such as those that require medical certification, as in Senegal, or letters to various education officials in Malawi, or stringent conditions that girls apply for readmission to a different school, can negatively affect adolescent mothers' willingness to return to school or ability to catch up with learning.

Many other factors contribute to thousands of adolescent mothers not continuing formal education. High among them is the lack of awareness about re-entry policies among communities, girls, teachers, and school officials that girls can and should go back to school. Girls are most often deeply affected by financial barriers,

the lack of support, and high stigma in communities and schools alike.

Some governments have focused on tackling these barriers, as well as the root causes of teenage pregnancies and school dropouts, for example by:

- Removing primary and secondary school fees to ensure all students can access school equally, and targeting financial support for girls at risk of dropping out through girls' education strategies, as in Rwanda;
- Providing social and financial support for adolescent mothers, as in South Africa;
- Providing special accommodations for young mothers at school, for instance time for breast-feeding or time off when babies are ill or to attend health clinics, as in Cape Verde and Senegal;
- Providing girls with a choice of access to morning or evening shifts, as in Zambia;
- Establishing nurseries or early childhood centers close to schools, as in Gabon;
- Providing school-based counselling services for pregnant girls and adolescent mothers, as in Malawi; and
- Facilitating access to sexual and reproductive health services, including comprehensive sexuality education at school and in the community, as in Ivory Coast, and access to a range of contraceptive methods, and in South Africa, safe and legal abortion.

Despite these positive steps by some African countries, a significant number still impose laws and policies that directly discriminate against pregnant girls and adolescent mothers in education. For example, Equatorial Guinea, Sierra Leone, and Tanzania expel pregnant girls from school and deny adolescent mothers the right to study in public schools. In most cases, such policies end a girl's chances of ever going back to school, and expose her and her children to child marriage, hardship, and abuse. In practice, girls are expelled, but not the boys responsible for the pregnancy where they are also in school.

Human Rights Watch also found that 24 African countries lack a re-entry policy or law to protect pregnant girls' right to education, which leads to irregular enforcement of compulsory education at the school level. We found that countries in northern Africa generally lack policies related to the treatment of teenage pregnancies in school, but in parallel, impose heavy penalties and punishments on girls and women who are reported to have had sexual relationships outside wedlock. Countries such as Morocco and Sudan, for example, apply morality laws that allow them to criminally charge adolescent girls with adultery, indecency, or extra-marital sex.

Some countries resort to harmful means to identify pregnant girls, and sometimes stigmatize and publicly shame them. Some conduct mandatory pregnancy tests on girls, either as part of official government policy or individual school practice. These tests are usually done without the consent of girls and infringe on their right to privacy and dignity. Some girls fear such humiliation that they will preemptively drop out of school when they find out they are pregnant, while others will go to great lengths to procure unsafe abortions, putting their health and lives at risk.

Government policies that discriminate against girls on the basis of pregnancy or marriage violate their international and regional human rights obligations, and often contravene national laws and constitutional rights and undermine national development agendas.

Leaving pregnant girls and adolescent mothers behind is harmful to the continent's development. Leaving no one behind means that African governments should recommit to their inclusive development goals and human rights obligations toward all children, and ensure they adopt human rights compliant policies at the national and local levels to protect pregnant and adolescent mothers' right to education. Early and unintended pregnancies jeopardize educational attainment for thousands of girls. For this reason, governments need to prevent them by ensuring their educational institutions provide knowledge, information, and

skills, so that pregnant girls and adolescent mothers can enjoy their right to continue their education.

For more information, visit:

<https://www.hrw.org/report/2018/06/14/leave-no-girl-behind-africa/discrimination-education-against-pregnant-girls-and>

Name: _____

Period: _____

Teacher: _____

Project of Change
Journal #5: Exploring Gender Equality

Exploring Gender Equality

Read articles “It will take 170 years for women to be equal to men — unless some things change, study says” and “Saudi Arabia Agrees to Let Women Drive.” 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. The new study on the Global Gender Gap from the World Economic Forum evaluated women’s standing across 142 countries. In which indexes has gender equality been achieved? Where is the gap widening? Which regions are making the most progress and which are making the slowest progress?
2. Saudi Arabia recently announced a royal decree allowing women to drive. What more needs to be done to achieve gender equality in the country?
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.

It will take 170 years for women to be equal to men — unless some things change, study says

By Amanda Erickson, Published: January 31, 2017

It's getting harder to be a woman.

That's the conclusion of a new study on the Global Gender Gap from the World Economic Forum. The annual review looks at 142 countries, and evaluates women's standing in the world based on four indexes: educational attainment, health, political empowerment and economic participation.

The good news: worldwide, men and women are going to school at about the same rate. And women's health outcomes are about as good as the health outcomes of men. But women are not nearly as well represented in government, and the gap in economic participation is only widening. In 74 countries, things have gotten worse since last year. According to the report, “an average gap of 31.7 percent remains to be closed worldwide across the four Index dimensions in order to achieve universal gender parity.”

Closing the economic gap remains the biggest challenge for several reasons. More women than ever are working, but they're still responsible for the bulk of the household chores and caregiving for both children and the elderly. Men do, on average, about 34 percent of the unpaid work that women do. And it's a gap that starts early — girls worldwide spend about 30 percent more of their time on unpaid work. This limits women's ability to earn as much money as men and to grow in their profession, even as they work about an hour longer each day than men do. Female-driven fields also tend to pay less than professions that are dominated by men. “Demographics as well as income and societal expectations therefore play a strong role in the division of labor between women

and men when it comes to paid and unpaid work,” the report's authors note.

If things continue at their current rate, it'll take another 170 years to reach gender equity, the authors say. But one bright spot: Based on current trends, the education — specific gender gap could be reduced to parity within the next 10 years. And in some regions of the world, the gender gap is narrowing much faster. South Asia could close its gender gap in 46 years, Europe in 61 years and Latin America in 72 years. The Middle East and North Africa, Central Asia and North America are making the slowest progress.

Though no country has completely closed the gap, the Nordic countries — Iceland, Finland, Norway and Sweden — have made the most progress. Rwanda has also made significant strides in closing its gender gap. It is the only country in the world where more women hold elected office than men. The United States ranks 45th, thanks primarily to two factors: the number of women in the workforce has stagnated in recent years, and women still don't hold nearly as many political positions as men. The country has reached gender parity in education.

Of course, the report's authors note: “None of these forecasts are foregone conclusions. Instead they reflect the current state of progress and serve as a call to action to policymakers and other stakeholders to accelerate gender equality.”

For more information, visit:

https://www.washingtonpost.com/news/worldviews/wp/2017/01/31/it-will-take-170-years-for-women-to-be-equal-to-men-under-current-conditions-study-says/?utm_term=.a8d8f5cc4325

Saudi Arabia Agrees to Let Women Drive

By Ben Hubbard, Published: September 26, 2017

Saudi Arabia announced on Tuesday that it would allow women to drive, ending a longstanding policy that has become a global symbol of the oppression of women in the ultraconservative kingdom.

The change, which will take effect in June 2018, was announced in a royal decree read live on state television and in a simultaneous media event in Washington. The decision highlights the damage that the ban on women driving has done to the kingdom's international reputation and its hopes for a public relations benefit from the reform.

Saudi leaders also hope the new policy will help the economy by increasing women's participation in the workplace. Many working Saudi women spend much of their salaries on drivers or must be driven to work by male relatives.

"It is amazing," said Fawziah al-Bakr, a Saudi university professor who was among 47 women who participated in the kingdom's first protest against the ban — in 1990. After driving around the Saudi capital, Riyadh, the women were arrested and some lost their jobs.

"Since that day, Saudi women have been asking for the right to drive, and finally it arrived," she said by phone. "We have been waiting for a very long time."

Saudi Arabia, home to Islam's holiest sites, is an absolute monarchy ruled according to Shariah law. Saudi officials and clerics have provided numerous explanations for the ban over the years.

Some said that it was inappropriate in Saudi culture for women to drive, or that male drivers would not know how to handle having women in cars next to them. Others argued that allowing women to drive would lead to promiscuity and the collapse of the

Saudi family. One cleric claimed — with no evidence — that driving harmed women's ovaries.

Rights groups and Saudi activists have long campaigned for the ban to be overturned, and some women have been arrested and jailed for defying the prohibition and taking the wheel.

In 2014, Loujain Hathloul was arrested after trying to cross the border from the United Arab Emirates into Saudi Arabia and detained for 73 days.

The ban has long marred the image of Saudi Arabia, even among its closest allies, like the United States, whose officials sometimes chafed at a policy shared only by the jihadists of the Islamic State and the Taliban.

The decision won near universal praise in Washington. Heather Nauert, the State Department's spokeswoman, called it "a great step in the right direction for that country."

The momentum to change the policy picked up in recent years with the rise of Crown Prince Mohammed bin Salman, the king's 32-year-old son, who has laid out a far-reaching plan to overhaul the kingdom's economy and society.

Increasing numbers of women are working in a growing number of professions, and in 2015, women were allowed to vote and to run for seats on the kingdom's local councils.

Ending the ban on women driving is expected to face some resistance inside the kingdom, where families are highly patriarchal and some men say they worry about their female relatives getting stranded should their cars break down.

But in a small news conference at the Saudi embassy in Washington, an exuberant Prince Khalid bin Salman, the Saudi ambassador, said

women would be able to obtain driver's licenses without having to ask permission of their husbands, fathers or any male guardian — despite so-called “guardianship” laws that give men power over their female relatives.

Under these laws, women cannot travel abroad, work or undergo some medical procedures without the consent of their male “guardian,” often a father, a husband or even a son. While the enforcement of guardianship laws has loosened in recent years, there is little to stop Saudi men from greatly limiting the movements of their wives or daughters.

The ambassador, who is a son of the king, said that women would be able to drive alone but that the Interior Ministry would decide whether they could work as professional drivers.

He said he did not expect the change in policy to face significant resistance.

“I think our society is ready,” he said.

That remains an open question. Many Saudis remain deeply conservative, and social strictures like the driving ban have been reinforced over the years by the kingdom's top clerics, many of them on the government payroll.

But there was little public dissent on Tuesday, likely because the Saudi government often exerts pressure on prominent voices to make sure they either back the government line or keep quiet. In recent weeks it has arrested more than two dozen clerics, academics and others, accusing them of being foreign-funded dissidents.

After the change on the driving ban was announced, an anonymous text circulated through What's App in the kingdom calling on the “virtuous ones” to work against its implementation, to protect against epidemics, adultery and other disasters.

At the news conference, the ambassador insisted that the decision would not be reversed or seriously opposed.

Beyond the effects it could have on Saudi Arabia's image abroad, letting women drive could help the Saudi economy.

Low oil prices have limited the government jobs that many Saudis have long relied on, and the kingdom is trying to push more citizens, including women, into private sector employment. But some working Saudi women say hiring private drivers to get them to and from work eats up much of their pay, diminishing the incentive to work.

In recent years, many women have come to rely on ride-sharing apps like Uber and Careem to gain some freedom of movement.

Many of the kingdom's professionals and young people will welcome the change, viewing it as a step to making life in the country a bit more like life elsewhere.

Manal al-Sharif, a Saudi women's rights advocate who filmed herself driving in 2011 and posted the footage to YouTube to protest the law, celebrated the announcement on Tuesday.

Ms. Sharif was instrumental in organizing groups of women for collective protests to demand an end to the ban on female drivers. She was arrested at the time for taking part in the actions, and later wrote a book about her experience. She now lives in Australia.

But despite celebrating the success for female drivers, she said the next campaign would be to end guardianship laws.

The royal decree, read by an announcer of state television and signed by King Salman, said traffic laws would be amended, including to allow the government to issue driver's licenses “to men and women alike.”

The decree said a high-level ministerial committee was being formed to study other issues that needed to be addressed for the change to take place. For example, the police will have to be trained to interact with women in a way that they rarely do in Saudi Arabia, a society where men and women who are not related have little contact.

The committee has 30 days to provide its recommendations, the decree said, so that the new policy can be carried out starting on June 24, 2018.

The decree said that the majority of the Council of Senior Scholars — the kingdom's top clerical body, whose members are appointed by the king — had agreed that the government could allow women to drive if done in accordance with Shariah law.

For more information, visit:

<https://www.nytimes.com/2017/09/26/world/middleeast/saudi-arabia-women-drive.html>

Name: _____

Period: _____

Teacher: _____

Project of Change
Journal #6: Peace & Justice

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 in addressing 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 Yanukovich.

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.buffingtonpost.com/josa-ugaz/ending-corruption-will-be_b_12154766.html

PROJECT OF CHANGE

Unit I: Introduction to the Sustainable Development Goals





The Sustainable Development Goals



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

How were the goals chosen?

- 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
 - My World Online Survey
 - The UN Rio+20 Conference
 - An open working group of 70+ countries



The SDGs

- 17 goals adopted by the United Nations
- The SDGs began in January 2016, with the goal of being achieved by 2030!
- Address global issues such as education, poverty, climate change, peace, and many other topics
- The big focus: Creating *sustainable* development that will continue to foster peace and well-being after 2030



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



Our Focus



No Poverty

"End poverty in all its forms everywhere"



- Poverty is more than the lack of income and resources to ensure a sustainable livelihood.
- Includes hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion, as well as the lack of participation in decision-making. Economic growth must be inclusive to provide sustainable jobs and promote equality.

No Hunger

"End hunger, achieve food security, improve nutrition and promote sustainable agriculture"



- Undernourished - not enough food and nutrition for physical health and growth.
- 12.9 % of the population in developing countries are undernourished.
- Since 1900s, loss of crop diversity and lack of sustainable farming system.
- Unequal access to resources and education for women farmers.

Good Health and Well-being

"Ensuring healthy lives and promoting the well-being for all at all ages"



- Being able to gain easy access to doctors, hospitals, medicine, treatment, prevention, and other factors that influence one's overall good health.
- Specific targeted health issues are increasing maternal and child health, prevention of diseases and reduction of preventable deaths, health coverage (affordability), safe, effective, quality and affordable medicines & vaccines, more research, financing of countries, and enabling countries to better manage health and reduce risks.

4
QUALITY EDUCATION

Quality Education

"Ensure inclusive and quality education for all and promote lifelong learning"




- Education for people of all abilities, genders, locations, socio-economic status, ages, religions and other backgrounds.
- All boys and girls should be able to have access to quality early childhood education, primary and secondary education (for free), and affordable university education by 2030. There should also be increased enrollment of girls and women.

5
GENDER EQUALITY

Gender Equality

"Achieve gender equality and empower all women and girls"






- This includes promoting girls going to school, having equal access to jobs and labor rights, ending gender-based discrimination and violence, ensuring quality healthcare and rights and encouraging/enabling women to become property-owners and leaders.
- Gender equality was also a goal in the MDGs, but there are still many barriers to solve across the globe for women empowerment.

6
CLEAN WATER AND SANITATION

Clean Water and Sanitation

"Ensure access to water and sanitation for all"






- Clean and accessible water are essential to the world.
- However, due to decreasing economies and poor infrastructure, many people die (mostly children) from diseases and bacteria found in the water supply.

8
DECENT WORK AND ECONOMIC GROWTH

Decent Work and Economic Growth

"Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all"

- Roughly half the world's population still lives on the equivalent of about US\$2 a day. And in too many places, having a job doesn't guarantee the ability to escape from poverty.
- This slow and uneven progress requires us to rethink and retool our economic and social policies aimed at eradicating poverty.

13
CLIMATE ACTION

Climate Action

"Take urgent action to combat climate change and its impacts"




- Climate change is affecting everyone globally.
- People experience changing weather patterns, rising sea level, and numerous extreme weather incidents.
- Due to Greenhouse Gas Emissions, climates are changing drastically and the earth's temperature continues to rise.

16
PEACE, JUSTICE AND STRONG INSTITUTIONS

Peace, Justice, and Strong Institutions

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




- Among the institutions most affected by corruption are the judiciary and police.
- Corruption, bribery, theft, and tax evasion cost some US \$1.26 trillion for developing countries per year; this amount of money could be used to lift those who are living on less than \$1.25 a day above \$1.25 for at least six years.

17
PARTNERSHIPS FOR THE GOALS

Partnerships for the Goals


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




- A successful sustainable development agenda requires partnerships between governments, the private sector and civil society. These inclusive partnerships built upon principles and values, a shared vision, and shared goals that place people and the planet at the center, are needed at the global, regional, national and local level.

SDG Progress

4 in 10 people still lack access to clean cooking fuels and technologies



SDG 1:

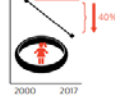
An estimated **736 million people** lived below the extreme poverty line in 2015, compared to 767 million people in 2013. That's down by 11 percent.

SDG 7: Clean Energy

In 2016, **87%** of the global population have access to electricity compared to 78% in 2000.

SDG Progress

Child marriage in Southern Asia decreased by over 40 per cent between 2000 and 2017



SDG 5: Gender Equality


In 2017, **21%** of women between the ages of 20 and 24 were married before the age of 18; in comparison to 2000, the ratio has dropped by over 20%.

SDG 13: Climate Action

175 partners have joined the Paris Agreement. It aims to keep the global temperature rise this century to well below 2 degrees.

Can we achieve the goals?

Maybe we can!



Key Terms

 *Related Presentation:*
The UN Sustainable Development Goals

1. **The UN Sustainable Development Goals (SDG):** A set of 17 goals agreed upon by world leaders and global citizens which came into effect in 2016 with the goal of being achieved by 2030. It aims to end poverty, protect the planet, and ensure prosperity for all.
2. **The UN Millennium Development Goals (MDG):** A set of 8 goals adopted by the UN in 2000 with the goal of being achieved by 2015. It aimed to improve the lives of the world's poorest people.
3. **The United Nations (UN):** An intergovernmental organization made up of 193 countries that promotes peace, international cooperation, and security.
4. **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.
5. **Sustainable:** Able to be maintained over a long period of time.
6. **Extreme Poverty:** The state of being extremely poor, often defined as living on less than \$1.25 per day.
7. **Food Security:** Having reliable access to a sufficient quantity of affordable, nutritious food.
8. **Gender Equality:** The state in which access to rights and opportunities is unaffected by gender.
9. **Sanitation:** The process of keeping places clean and healthy, especially by providing a sewage system and a clean water supply.
10. **Climate Change:** A long-term change in the global climate, generally defined as an increase in the average atmospheric temperature.
11. **Accountability:** Forcing a government, organization, or institution to justify actions or decisions; to be held responsible.
12. **Inclusivity:** Open to everyone; not limited to certain people.



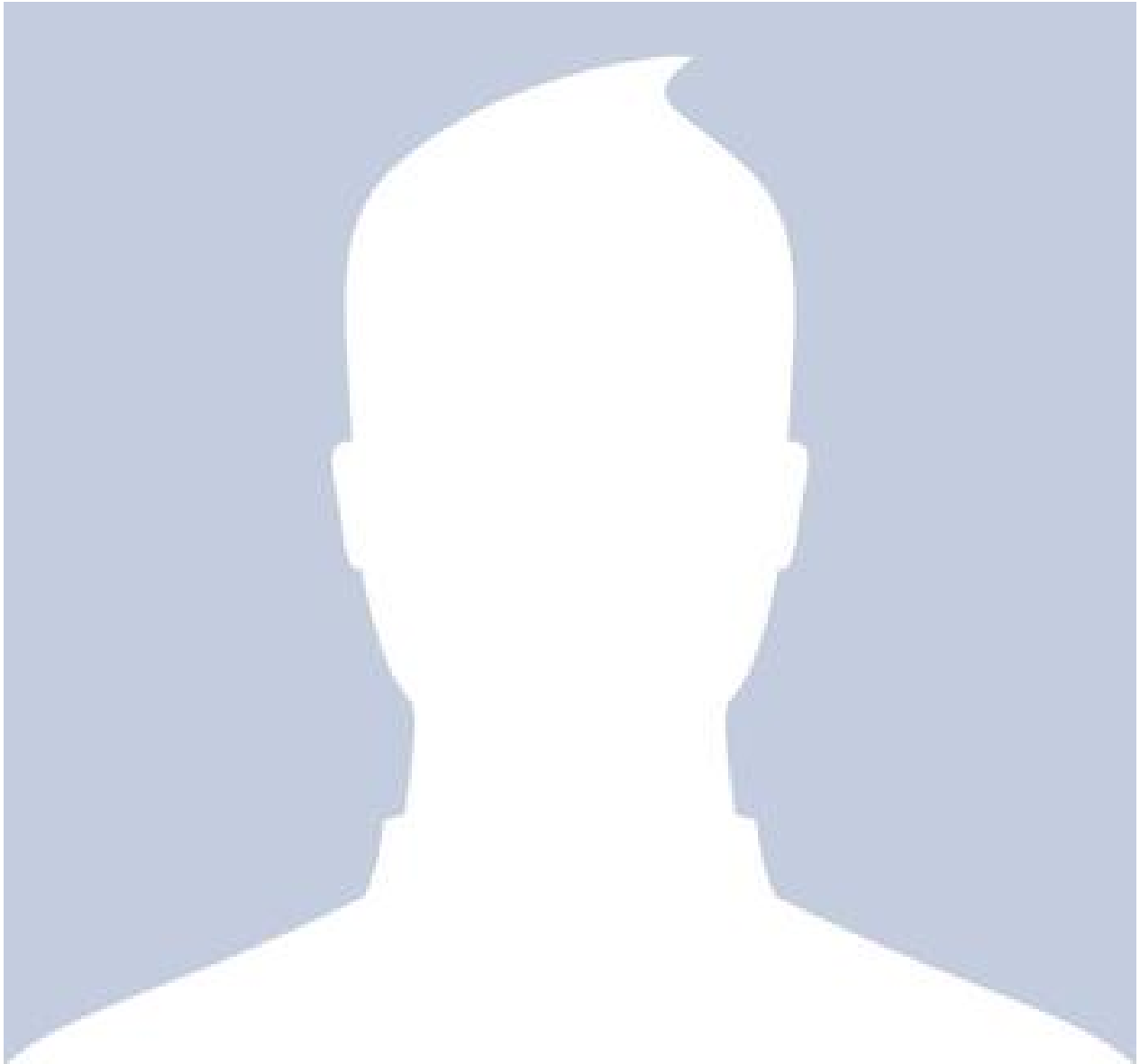


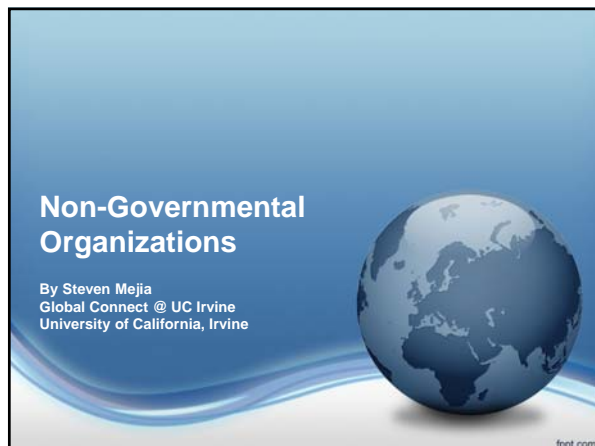


Name: _____ **Period:** _____

Global Citizen Worksheet

What values do you think a global citizen possesses? Write characteristics and traits that describe a global citizen.





Little About Me!

- Steven Andrew Mejia
- Ph.D. student at UC Irvine Sociology
- Research the effects of globalization on the environment
- Backpacking, hiking, travelling

Antigua, Guatemala

Grindelwald, Switzerland

Banff National Park, Canada

Turn and Talk

- What is a problem that is important to you in your community?

Organizations

- Organization associated with government?
- A _____ is a non-profit organization that address social issues.

Examples

Brainstorm



Organization Levels:

Community Based: Organizations that focus on local issues.
 City-wide: Organizations that focus on issues at the city level.
 National: Organizations at the national level.
 International: Organizations that exist in multiple countries.

Orientation of Organization

Its "purpose":

- Charitable Orientation
- Service Orientation
- Participatory Orientation
- Empowering Orientation

Review of organization levels

An organization that operates at the national level is a
National Organization

An organization that operates at the international level is a:
International Organization

An organization that operates at the city-level is a
City-level organization

Review of organization orientation

An organization that gives out supplies, food, and clothing has a orientation
Charitable orientation

An organization that performs services for the community has a orientation
Service orientation

An organization that educates and empowers the community has a orientation
Empowering orientation

Organization Aid

- Humanitarian aid: aid after a natural disaster, war, crises etc.
- Development aid: aid to improve the quality of life in a country.

United Nations and Organizations

- National organizations
- UN Sustainable Development Goals



Transparency and Sustainability


- Transparency of organizations:
 - Organizations are required to be open about their projects and money.
- Need money




- What issue will your NGO focus on?
- Which Sustainable Development Goal does it fall under?



Key Terms

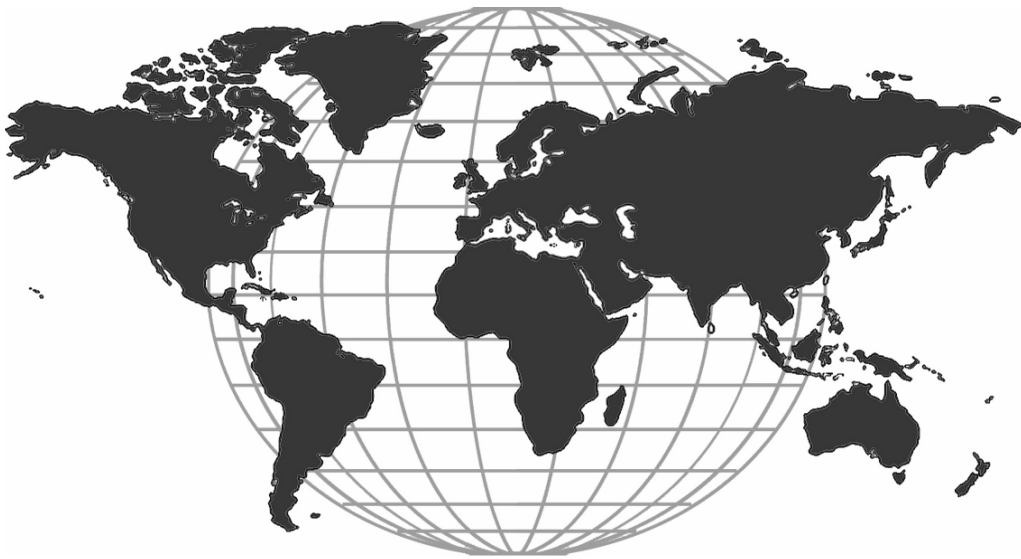
 *Related Presentation:*
Non-Governmental Organizations

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. **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.

PROJECT OF CHANGE

Unit II: Creating an Original Project of Change



PROJECT OF CHANGE

Directions



In teams of four, create an original non-governmental organization based off of the Sustainable Development Goals. The cause must be a global issue that can be applied at a local level. NGOs must including the following components:

- Mission Statement
- Logo
- Action Plan
- Cause of Problem
- Specific Goals
- Target Population
- Community Involvement
- Physical Needs List
- Assessment & Sustainability
- Video, website, or pamphlet

Additionally, your team must create a PowerPoint or Poster Board to present your NGO to the class. Project roles and writing assignments are described on the following page.

A faint, light gray world map is visible in the background, showing the outlines of continents and a grid of latitude and longitude lines.

We hope you enjoyed this preview of *Project of Change*.

For a complete edition, please contact:

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