



Special Evening for Teachers with Oxford Professor Paul Collier

The Bottom Billion: Development for the Most Volatile Places on Earth



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<http://www.bookwish.org/gallery/refugee-children-gathering-firewood-treguine-camp-chad>

A Resource Packet for Educators

RESOURCES COMPILED BY:
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WORLD AFFAIRS COUNCIL

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USING THIS RESOURCE GUIDE

Packet published: 02/02/2010; Websites checked: 02/02/2010 Please note: many descriptions were excerpted directly from the websites.



Maps



Educational Games



Charts and Graphs



Audio



Recommended Resources



Video/Photo



Science, Technology,
Engineering, and Math
Lesson Plans



PAUL COLLIER BIOGRAPHY

Paul Collier is Professor of Economics and Director of the Center for the Study of African Economies at Oxford University. He researches the causes and consequences of civil war, the effects of aid and the problems of democracy in low-income and natural-resource-rich societies.

From April 1998 to April 2003, he was the director of development research at the World Bank and has been the advisor to the British government's Commission on Africa.

Mr. Collier is one of the world's leading experts on African economies and is the author of "Breaking the Conflict Trap," among other books.

Within macroeconomics, he has focused on external shocks, exchange rate and trade policies. He completed the first ever external review of IMF operations for the Board of the IMF (with Professors Gunning and Hamada, and Dr. Botchwey).

Within microeconomics, Mr. Collier has focused on labour and financial markets, and on rural development, on which he has written three books and many articles.

Within political economy, he has worked on the process of policy reform, and has also published a series of articles on "restraining the state." Mr. Collier is a Professor Associate of CERDI, Université d'Auvergne and a Fellow of the CEPR, London. He holds a Distinction Award from Oxford University and has won the Edgar Graham Prize.¹

Paul Collier, an award-winning Oxford University economist, is a self-described Africanist who researches the effects of civil

war, aid, and the "problems of democracy" in societies that have lots of resources but low incomes.

He is so far best known as the author of *The Bottom Billion*; his latest book, *Wars, Guns, and Votes*, has just been published.

Both of Collier's parents left school when they were 12, and his father ran a small shop that kept the family "just about afloat," Collier recalls. "His frustration at limited opportunities has, for me, been the spur to working on Africa. I do not see Africa as romantically different — some magical 'other.' I see it as a place where millions of ordinary people are not able to realize their potential and, like my father, lead frustrating lives."

In just the past two years, Collier has been senior adviser to Tony Blair's Commission for Africa, addressed the General Assembly of the U.N., and met with Condoleezza Rice on her U.K. visit. He has also completed the first external review of I.M.F. operations for the board of the I.M.F.²



¹ Accessed from the worldwide web at: (<http://www.theglobalist.com/AuthorBiography.aspx?AuthorId=1028>)

² Accessed from the worldwide web at: <http://freakonomics.blogs.nytimes.com/2009/03/24/bring-your-questions-for-bottom-billion-economist-paul-collier/>



ARTICLES BY PAUL COLLIER

Haiti: From Natural Catastrophe to Economic Security (2009)

<http://www.focal.ca/pdf/haiticollier.pdf>

Haiti is not hopeless or doomed to failure. Oxford University economics professor Paul Collier makes this essential and oft-overlooked point in discussions on Haiti in his report on how to establish economic security in Haiti for the United Nations Secretary-General. It is a much-needed change in discourse that, until recently, included the discussion of 'trusteeship.' (19 pdf page report on Haiti)

Development in Dangerous Places: If Richer Places Provide Security, the Poorest Can Finally Grow – *Boston Review* (July/Aug 2009)

<http://bostonreview.net/BR34.4/collier.php>

In 2001 the United Nations announced the Millennium Development Goals, pledging to end global poverty by 2015. I argued then that it needed to focus its concern on a much smaller group of countries than it had identified. There is, as I argued in *The Bottom Billion*, an essential difference between a poor family in China and an equally poor family in Chad.

Send In the Accountants – *The Guardian* (July 2009)

<http://www.guardian.co.uk/commentisfree/2009/jul/14/aid-obama-africa-accountants>

Africa's leaders have become accustomed to a protective stance of victimhood. They only need to say "neo-colonial" for world leaders to back off from criticism. And moats have made the problem worse: imagine the retort to a British politician complaining about African governance. Obama's arrival in Africa was preceded by his spectacular apology to the Muslim world, so many African leaders must have been hoping for more of the absolving balm of western guilt. They did not get it. Instead, Obama delivered three unwelcome messages.

Beyond The Begging Bowl: Haiti Need Not Be a Begging State, Its Problems are Fixable if only the World Community Co-ordinates – *The Guardian* (April 2009)

<http://www.guardian.co.uk/commentisfree/2009/apr/03/haiti-security-aid-hope>

Haiti is on all the lists of "failing states." Yet the persistence of its troubles demonstrates not so much their intractability as the past incompetence of the international community in helping to tackle them. Haiti should not be a failing state: its fundamentals such as neighbourhood are remarkably favourable. Its problems are fixable if the international community moves beyond gestures to a co-ordinated use of a range of policies: security, trade, governance, and aid.

I Don't Buy Economists' Case for Fighting Climate Change – *The Guardian* (Feb 2009)

<http://www.guardian.co.uk/commentisfree/2009/feb/26/climate-change-ethics-collier>

The orthodox rationale fails to chime with most people's ethical motivation for action to save the environment.

The Politics of Hunger – *Foreign Affairs* (Dec 2008)

<http://www.foreignaffairs.com/articles/64607/paul-collier/the-politics-of-hunger>

Politicians have it in their power to solve the food crisis, but they must be willing to end the biases against big commercial farms and genetically modified crops and do away with farm subsidies.



PUBLICATIONS: BOOKS BY PAUL COLLIER

***Wars, Guns, and Votes: Democracy in Dangerous Places.* 2010**

[http://www.amazon.com/Wars-Guns-Votes-Democracy-](http://www.amazon.com/Wars-Guns-Votes-Democracy-Dangerous/dp/0061479640/ref=sr_1_1?ie=UTF8&s=books&qid=1263331124&sr=8-1)

[Dangerous/dp/0061479640/ref=sr_1_1?ie=UTF8&s=books&qid=1263331124&sr=8-1](http://www.amazon.com/Wars-Guns-Votes-Democracy-Dangerous/dp/0061479640/ref=sr_1_1?ie=UTF8&s=books&qid=1263331124&sr=8-1)

In *Wars, Guns, and Votes*, Paul Collier investigates the violence and poverty in the small, remote countries at the lowest level of the world economy. An esteemed economist and a foremost authority on developing countries, Collier argues that the spread of elections and peace settlements in the world's most dangerous countries may lead to a brave new democratic world. In the meantime, though, nasty and long civil wars, military coups, and failing economies are the order of the day—for now and into the foreseeable future.

***The Plundered Planet: Why We Must-and How We Can-Manage Nature for Global Prosperity.* 2010**

[http://www.amazon.com/Plundered-Planet-Must-Can-Manage-](http://www.amazon.com/Plundered-Planet-Must-Can-Manage-Prosperity/dp/0195395255/ref=sr_1_1?ie=UTF8&s=books&qid=1264098885&sr=1-1)

[Prosperity/dp/0195395255/ref=sr_1_1?ie=UTF8&s=books&qid=1264098885&sr=1-1](http://www.amazon.com/Plundered-Planet-Must-Can-Manage-Prosperity/dp/0195395255/ref=sr_1_1?ie=UTF8&s=books&qid=1264098885&sr=1-1)

Now, in *The Plundered Planet*, Collier builds upon his renowned work on developing countries and the poorest populations to confront the global mismanagement of nature. Proper stewardship of natural assets and liabilities is a matter of planetary urgency: natural resources have the potential either to transform the poorest countries or to tear them apart, while the carbon emissions and agricultural follies of the rich world could further impoverish them. *The Plundered Planet* charts a course between unchecked profiteering on the one hand and environmental romanticism on the other to offer realistic and sustainable solutions to dauntingly complex issues.



***Globalization and Poverty (Globalization of the World Economy).* 2008**

[http://www.amazon.com/Globalization-Poverty-World-](http://www.amazon.com/Globalization-Poverty-World-Economy/dp/1845427696/ref=sr_1_1?ie=UTF8&s=books&qid=1264099123&sr=1-1)

[Economy/dp/1845427696/ref=sr_1_1?ie=UTF8&s=books&qid=1264099123&sr=1-1](http://www.amazon.com/Globalization-Poverty-World-Economy/dp/1845427696/ref=sr_1_1?ie=UTF8&s=books&qid=1264099123&sr=1-1)

Globalization provokes both excitement and fear. This comprehensive collection, which brings together some of the most important published work on the subject, addresses a core issue of contention: the implications of globalization for poverty and inequality. While the debate is highly politicized, this insightful set of papers focuses on the contributions made by academic economists. Globalization may be regarded by some as the realization of new opportunities through the removal of barriers to the flows of goods, services, factors, and knowledge. However, it may also have adverse consequences: notably for farmers and unskilled workers in rich countries and for workers in protected industries in poor countries. In addition, this important collection investigates the implications of globalization for the power of international corporations and for the sovereignty of poor countries. It also explores topics such as the history of globalization, migration, capital movements, and international institutions.



PUBLICATIONS: BOOKS BY PAUL COLLIER

***The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It.* 2008**

http://www.amazon.com/s/ref=nb_ss?url=search-alias%3Daps&field-keywords=paul+collier
Global poverty, Paul Collier points out, is actually falling quite rapidly for about eighty percent of the world. The real crisis lies in a group of about fifty failing states, the bottom billion, whose problems defy traditional approaches to alleviating poverty. In *The Bottom Billion*, Collier contends that these fifty failed states pose the central challenge of the developing world in the twenty-first century.

***Understanding Civil War: Evidence and Analysis, Vol. 1--Africa.* 2005. by Paul Collier and Nicholas Sambanis**

http://www.amazon.com/s/ref=nb_ss?url=search-alias%3Daps&field-keywords=paul+collier
VOLUME I: Africa

VOLUME II: Europe, Central Asia, and Other Regions
(volumes sold separately)

The two volumes of *Understanding Civil War* build upon the World Bank's prior research on conflict and violence, particularly on the work of Paul Collier and Anke Hoeffler, whose model of civil war onset has sparked much discussion on the relationship between conflict and development in what came to be known as the "greed" versus "grievance" debate.

***Breaking the Conflict Trap: Civil War and Development Policy (World Bank Policy Research Reports).* 2003. By Paul Collier, V. L. Elliott, Havard Hegre, and Anke Hoeffler**

http://www.amazon.com/s/ref=nb_ss?url=search-alias%3Daps&field-keywords=paul+collier
Civil war usually has devastating consequences – it is development in reverse. As civil wars have accumulated and persisted, they have generated or intensified a significant part of the global poverty problem that is the World Bank's core mission to confront.

Late Breaking (!) Articles by Paul Collier on Haiti

HAITI EARTHQUAKE: SOCIAL AND ECONOMIC FABRIC MUST BE REBUILT, TOO

The Guardian 1/17/10

<http://www.guardian.co.uk/world/2010/jan/17/haiti-earthquake-social-fabric-rebuilt>

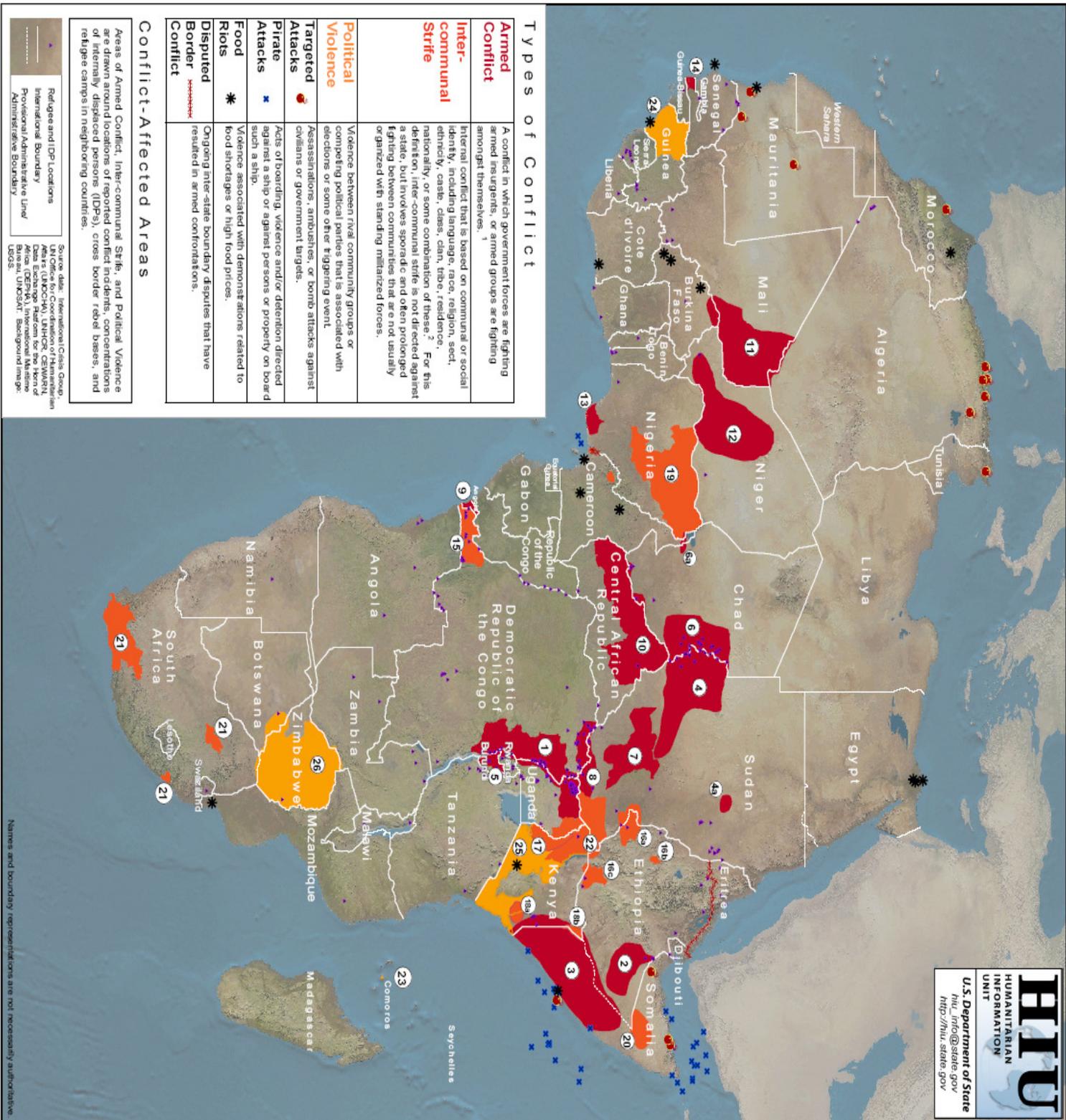
After decades of oppression and disasters, Haiti needs a clear plan for sustained improvement in people's lives.

BUILDING HAITI'S ECONOMY, ONE MANGO AT A TIME *New York Times*, op-ed, 1/28/10

<http://www.nytimes.com/2010/01/29/opinion/29collier.html>

In an astonishing outpouring of generosity, nearly half of American households have donated money to help Haiti recover from the recent earthquake. The United States government and other governments around the world, for their part, have sent thousands of relief workers and have pledged \$1 billion so far. But Haitians need something more fundamental than relief from the present situation; they need jobs that they can count on for years ahead.

AFRICA: CONFLICTS WITHOUT BORDERS SUN-NATIONAL AND TRANSNATIONAL CONFLICT-AFFECTED AREAS



NUMBER	TYPE	LOCATION	BACKGROUND
1	MAJOR	Democratic Republic of the Congo (east) - Kivus and Ituri	Fighting and attacks against civilians involving government and several rebel militias from DRC and Rwanda. UN MONUC deployed in 1999. Conflict dates back to 1998. Goma ceasefire signed Jan. 2008 had little effect, as conflict continued, killing civilians, causing mass displacements and suspension of some relief operations.
2		Ethiopia (east) - Ogaden/Somali Region	Fighting and attacks against civilians involving government forces and Ogaden National Liberation Front (ONLF). Conflict intensified in 2007.
3		Somalia (south, central)	Fighting and attacks against civilians involving Islamic insurgents, Transitional Federal government forces, and Ethiopian military. African Union (AU) peacekeeping forces deployed in 2007.
4		Sudan (west), Chad (east) - Darfur	Fighting involving State-supported Arab militias, government armed forces, and African tribal rebel groups, as well as attacks against displaced civilians, peacekeepers, and aid workers. AU peacekeeping forces deployed in 2005 and merged with UNAMID in 2007. Rebels attacked the outskirts of Khartoum on May 10, 2008 (4a).
5	INTERMEDIATE	Burundi (west)	Fighting between government armed forces and the Hutu-led Forces for National Liberation (FNL) continues, despite ceasefire agreements in 2006.
6		Chad (east)	Fighting between government armed forces and two rebel groups, Union des Forces pour la Democratie et Developpement (UFD) and Rassemblement des Forces pour le Changement (RFC), intensified in 2006. Rebels attacked N'Djamena on Feb 2-4, 2008 (6a).
7		Sudan (south) - Abyei	Renewed fighting in 2008 between the former South Sudan rebel force and northern militia, government forces, and Misseriya tribal militia around the oil-rich Abyei region, destroyed villages, killed civilians, and displaced over 25,000. Southern Sudan civil war lasted from 1983 until 2005. UNMIS deployed in 2005.
8		Uganda (north), Sudan (south), DRC (north), CAR (southeast)	Fighting between Government of Uganda and Lord's Resistance Army (LRA). LRA has attacked, abducted, and displaced civilian populace since 1987. LRA has retreated and established bases in southern Sudan, DRC and CAR.
9	MINOR	Angola (west) Cabinda	Low-intensity fighting in oil-rich provinces/enclave continues between government forces and separatist Front for the Liberation of the Enclave of Cabinda (FLEC) - Armed Forces of Cabinda (FAC) despite July 2006 ceasefire. Secessionist movement dates back to 1960-70s war of independence with Portugal.
10		Central African Republic (north)	Fighting between government forces and Rebel Union of Democratic Forces for Unity (UFR) and Rebel Popular Army for the Restoration of the Republic (APRD) started in 2006. MINURCAT deployed in 2007.
11		Mali (northeast)	Low-intensity conflict between Government and Turareg rebel group since 2006 to present. In May 2008, refugees moved into Burkina Faso to escape fighting. Libyan brokered ceasefire announced in July 2008.
12		Niger (northwest)	Low-intensity fighting between Government and Nigerien Movement for Justice (MNJ) since 2007 to present. Libyan brokered ceasefire announced in August 2008.
13		Nigeria (south) Rivers State Delta	Sporadic fighting between Government and the armed Movement for the Emancipation of the Nigeria Delta (MEND) over oil-rich territory since 2006, combined with long-term communal and gang warfare.
14		Senegal (south) Casamance, Ziguinchor	Low-intensity fighting between Government forces and separatist Movement of Democratic Forces of the Casamance (MFDC) since 1950.
15		Inter-communal Strife	DRC (west) - Bas Congo, Kinshasa
16	Ethiopia (west) Gambella/Sudan (east)		Sporadic low-intensity clashes over livestock and land/water rights amongst Anuak, Nuer, and Sudanese Murie tribes in Gambella Region (16a); between Oromo and Gumuz communities in East Wallega of Oromiya Region (16b); and between Guji and Sorana ethnic groups in southern Oromiya Region (16c).
17	Kenya (west) - Mount Elgon		Sporadic clashes between two main clans of the Sabot community - the Mosop (also known as Ndoorobo) and the Soy, started over disputed land redistribution.
18	Kenya (east) - Bura, Mandera		Tribal clashes between the Wardel and the Orma in Bura Division intensified in early 2007 (18a). In October 2008, fighting broke out in Mandera District between Garre and Murie clans over land following flooding (18b).
19	Nigeria (central, northeast)		Low-intensity sporadic violence between Muslim and Christian communities and between farmers and nomadic pastoralists.
20	Somaliand/Puntland		Sporadic fighting between clan militias over disputed Sool and Sanaag territory.
21	South Africa		Sporadic mob attacks in 2008 against migrant workers and families from neighboring countries.
22	Political Violence	Uganda (northeast)/ Kenya (northwest)/Sudan	Historic inter-tribal and cross-border livestock raids and attacks in Karamoja cluster regions encompassing parts of Uganda, Kenya, Ethiopia and Sudan.
23		Comoros - Anjouan	Conflict in Anjouan Island intensified in 2007-2008 between Comoran Government- AU forces and separatist leader Mohamed Bacar. Bacar was forced into exile in March 2008.
24		Guinea	Labor strikes and political protests against government of President Conte resulted in violence and imposition of martial law in 2007-2008.
25		Kenya (south)	The disputed Dec. 27, 2007 election sparked ethnic clashes between Kiyuku supporters of President Mwai Kibaki and Luo and Kalenjin who supported opposition candidate Raila Odinga. Over 1,000 people killed in mob attacks, over 300,000 displaced, and mass looting lasted until late Feb. 2008 power-sharing agreement was announced.
26	Zimbabwe (central, east)	Following disputed elections in March 2008, security forces and party militia of President Mugabe's ZANU-PF regime targeted supporters of the opposition Movement for Democratic Change (MDC) in a months-long campaign of violence, killing dozens and hospitalizing thousands. It is estimated that between 1 to 3 million Zimbabweans have fled to neighboring countries, but most are unregistered, not recognized as refugees, and face threats of expulsion and violence.	
	Targeted Attacks	Algeria, Mauritania, Morocco, Tunisia, Somalia	Targeted kidnappings, ambushes, and bomb attacks against civilians, foreign nationals, and government targets attributed to al-Qaeda in the Islamic Magreb and Islamic insurgents in Somalia in 2007-2008.
	Pirate Attacks	Somalia, Cameroon, Nigeria	During 2007 - 2008, reported increase in pirate attacks on fishing vessels, cargo ships, tankers, private boats, and humanitarian aid barges off the coasts of Somalia, Cameroon and Nigeria. Vessels have been fired upon and passengers and crews have been abducted and held for ransom.
	Disputed Border Conflict	Eritrea-Ethiopia, Eritrea-Djibouti, Cameroon-Nigeria	Disputes leading to the Ethiopia-Eritrea border war (1998-2000) are still unresolved. Military clashes along Eritrea-Djibouti border in 2008. The Bakassi peninsula between Cameroon and Nigeria has been scene of conflict and cross-border attacks for decades. In August 2008, the Nigerian Government ceded its claim to the Bakassi peninsula to Cameroon in line with 2002 International Court of Justice order.
	Food Riots	Burkina Faso, Cameroon, Cote d'Ivoire, Egypt, Guinea, Kenya, Mauritania, Morocco, Mozambique, Senegal	Riots and protests resulting in violence break out over food shortages or increased food prices in 2007-2008.

Definitions of Armed Conflict rankings³

Major: More than 1,000 conflict-related deaths in a year. Conflict-related deaths include deaths attributed to violence, but also due to malnutrition and disease exacerbated by the conflict.

Intermediate: At least 25 conflict-related deaths per year and an accumulated total of at least 1,000 deaths, but fewer than 1,000 in the past year.

Minor: At least 25 conflict-related deaths per year but fewer than 1,000 accumulated deaths during the course of the conflict.

http://www.google.com/imgres?imgurl=http://irevolution.files.wordpress.com/2008/11/hiu_cwob_vo81110_350dpi41.jpg&imgrefurl=http://irevolution.wordpress.com/2008/11/24/crisis-mapping-africas-crossborder-conflicts-2/&usq=__y_E7oNw2YCw5VWTkby3YUd19pw=&h=3850&w=4900&sz=2658&hl=en&start=1&sig2=OzHm8oumFgBQRXT3d2QLEQ&um=1&itbs=1&tbnh=mgNy02oXfK__aM:&tbnh=118&tbnw=150&prev=/images%3Fq%3Dhiu%2Bafrika%2Bconflict%2Bmap%26um%3D1%26hl%3Den%26client%3Dfirefox-a%26sa%3DN%26rls%3Dorg.mozilla:en-US:official%26tbs%3Disch:1&ei=BhoZTImOF5-znAfmrNGtCg



RESOURCES INVOLVING WARS, GUNS, AND VOTES



CRISIS GROUP

<http://www.crisisgroup.org/home/>

The International Crisis Group (Crisis Group) is an independent, non-profit, non-governmental organization, with some 130 staff members on five continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

CONFLICT IN CONGO

<http://www.crisisgroup.org/home/index.cfm?id=2829&l=1>

Overview of the current situation, what should be done, crisis Group analysis, and resources to Congo online and in other media.



SECURITY IN AFGANISTAN

<http://www.crisisgroup.org/home/index.cfm?id=3071&l=1>

Overview of the current situation, what should be done, background to the conflict, crisis group analysis, news and other reporting, important documents, and maps and statistics.

SOLVING THE EU-TURKEY-CYPRUS TRIANGLE

<http://www.crisisgroup.org/home/index.cfm?id=5908&l=1>

Up-to-date analysis and commentary on issues surrounding Turkey, Cyprus and the EU.

LEBANON'S ELECTIONS: AVOIDING A NEW CYCLE OF CONFRONTATION

<http://www.crisisgroup.org/home/index.cfm?id=6130&l=1>

Lebanon's 7 June elections risk offering a false hope. That the parties agreed to shift their conflict from street to ballot box is surely a good thing, but it should not be misinterpreted. The results almost certainly will be close and so replicate the schism that divides the political arena into two irreconcilable camps. With the crisis that pushed the country to the brink of new civil war in 2008 apparently past, the parties are reverting to form, thus reviving rather than resolving the underlying conflicts. Regardless of who ultimately prevails – the Hizbollah-dominated alliance or the pro-Western coalition – forming a viable government and agreeing on a common program will in the best case be time-consuming and require difficult compromise from all.

NIGERIA: FAILED ELECTIONS, FAILING STATE?

<http://www.crisisgroup.org/home/index.cfm?id=4876&l=1>

Nigeria's democracy is in crisis. The April 2007 elections were supposed to move the country to a higher rung on the democratisation ladder, create a more conducive environment to resolve its many internal conflicts and strengthen its credentials as a leading peacemaker, but instead generated serious new problems that may be pushing it further towards the status of a failed state. The declared winner, Umaru Musa Yar'Adua, assumed the presidency on 29 May with less legitimacy than any previously elected president and so with less capacity to moderate and resolve its violent domestic conflicts. He must act urgently to heal wounds, redress electoral injustice and punish the most grievous voting frauds, including those by officials of the agencies directly involved in administering the elections. To salvage his government's legitimacy, he needs to pursue policies of inclusiveness and restraint in relation to the opposition, accept the decisions of the tribunals (including the Supreme Court if need be) reviewing the petitions of defeated candidates, and embark on a vigorous electoral reform program.



RESOURCES INVOLVING WARS, GUNS, AND VOTES

CONGO'S ELECTIONS: MAKING OR BREAKING THE PEACE

<http://www.crisisgroup.org/home/index.cfm?id=4081&l=1>

As the Congo approaches its first free elections in 40 years, the stability of the country remains at risk, for three main reasons. First, one of the main former rebel groups, the Congolese Rally for Democracy (RCD), is unpopular and stands to lose most of its power at the polls: this has triggered a resurgence of violence in the east, which is likely to intensify before and after elections, as dissident RCD troops attack the newly integrated national army. Secondly, the vote has not been adequately prepared. With few safeguards in place against fraud, rigged polls could rapidly undermine stability after the elections and produce unrest in cities. Thirdly, the country's long-time political opposition, Etienne Tshisekedi's Union for Democracy and Social Progress (UDPS), will boycott the voting, unhappy with the other main parties' unwillingness to negotiate with it. This is likely to cause unrest in the two Kasai provinces and Kinshasa, where Tshisekedi enjoys substantial support.

URIBE'S POSSIBLE THIRD TERM AND CONFLICT RESOLUTION IN COLOMBIA

<http://www.crisisgroup.org/home/index.cfm?id=6449&l=1>

Colombia's efforts to resolve its half-century armed conflict and growing tensions with neighbours will be shaped by the decision on whether to change the constitution to enable President Álvaro Uribe to seek a second re-election in May 2010. This issue has dominated Colombian politics for over a year.

THE PHILIPPINES: AFTER THE MAGUINDANAO MASSACRE

<http://www.crisisgroup.org/home/index.cfm?id=6451&l=1>

The massacre on 23 November 2009 of 57 men and women by the private army of a warlord allied to Philippine President Gloria Macapagal-Arroyo shocked the country and the world. The immediate trigger for the killings was the decision of one man, Esmail "Toto" Mangudadatu, to run for governor of Maguindanao province, which for the last decade has been the fiefdom of the Ampatuan family. Political patronage by successive governments in Manila, most notably by the Arroyo administration, allowed the Ampatuans to amass great wealth and unchecked power, including the possession of a private arsenal with mortars, rocket launchers and state-of-the-art assault rifles. They controlled the police, the judiciary, and the local election commission. In the wake of the massacre, there are opportunities for new measures in the areas of justice, security and peace. The question is whether anyone in a position of power will seize them.



PREVENTING VIOLENT CONFLICT: ASSESSING PROGRESS, MEETING CHALLENGES U.S. Institute of Peace - September 2009

<http://www.usip.org/resources/preventing-violent-conflict>

How well does the international community work to prevent the outbreak of new wars? In a new special report, "Preventing Violent Conflict: Assessing Progress, Meeting Challenges," USIP's Lawrence Woocher examines the current status of conflict prevention as an international norm and the level of political commitment by world powers. Woocher finds it is not enough to merely prevent a relapse of war; the international community must make a greater effort to respond to warning signs as a way to preempt the eruption of deadly violence. Much attention is focused on reactive approaches to conflict – rebuilding and resolving – but prevention must hold the same level of importance. The report urges that prevention become a "must do" priority, with the same level of importance as resolving current conflicts and rebuilding post-conflict states. Finally, the report recommends ways to advance the conflict prevention agenda amid various international challenges, including monitoring the implementation of political commitments to conflict prevention and developing new strategies to regularize the practice of prevention.



RESOURCES INVOLVING WARS, GUNS, AND VOTES

THE CARTER CENTER: WAGING PEACE, FIGHTING DISEASE, BUILDING HOPE

<http://cartercenter.org/homepage.html>

Founded in 1982 by former U.S. President Jimmy Carter and former First Lady Rosalynn Carter, the Atlanta-based Carter Center, in partnership with Emory University, is guided by a fundamental commitment to human rights and the alleviation of human suffering; it seeks to prevent and resolve conflicts, enhance freedom and democracy, and improve health. The Carter Center has various Peace Programs that focus on democracy, human rights, conflict resolution, the Americas, China and global development.

CITIZENS FOR GLOBAL SOLUTIONS

<http://www.globalsolutions.org/>

Citizens for Global Solutions is a nationwide organization that inspires America to engage the world. Citizens for Global Solutions believes that countries can best solve global problems – terrorism, climate change, failed states, and infectious disease – by working together to find global solutions.

NUCLEAR THREAT INITIATIVE (NTI)

<http://www.nti.org>

NTI brings together people with different views around a common mission to take immediate action to reduce the threats from nuclear, biological, and chemical weapons. NTI combines its voice with direct action projects to catalyze more effective action by governments, international organizations, and other private organizations.



INTERNATIONAL RESCUE COMMITTEE (IRC)

<http://www.theirc.org/>

Founded in 1933, the IRC is a global leader in emergency relief, rehabilitation, protection of human rights, post-conflict development, resettlement services, and advocacy for those uprooted or affected by conflict and oppression.

STOCKHOLM INTERNATIONAL PEACE RESEARCH INSTITUTE (SIPRI)

<http://www.sipri.org/>

The task of the Stockholm International Peace Research Institute is to conduct research on questions of conflict and cooperation of importance for international peace and security, with the aim of contributing to an understanding of the conditions for peaceful solutions of international conflicts and for a stable peace. See site for extensive source for news, research, databases, and publications.



FRONTLINE: ON OUR WATCH (2007)

<http://www.pbs.org/wgbh/pages/frontline/darfur/>

The world vowed "never again" after the genocide in Rwanda and the atrocities in Srebrenica, Bosnia. Then came Darfur. Over the past four years, at least 200,000 people have been killed, 2.5 million driven from their homes, and mass rape has been used as a weapon in a brutal campaign supported by the Sudanese government. In *On Our Watch*, FRONTLINE asks why the United Nations and its members once again failed to stop the slaughter. Watch the entire program online and access enormous resources related to the crisis.



RESOURCES INVOLVING WARS, GUNS, AND VOTES



STUDIES IN CONFLICT & TERRORISM

<http://www.tandf.co.uk/journals/pdf/top10/UTERdown.pdf>

Terrorism and insurgency are now the dominant forms of conflict in the world today. Fueled by moribund peace processes, ethnic and religious strife, disputes over natural resources, and transnational organized crime, these longstanding security challenges have become even more violent and intractable: posing new threats to international peace and stability.

Studies in Conflict and Terrorism aims to cast new light on the origins and implications of conflict in the 21st Century and to illuminate new approaches and solutions to countering the growth and escalation of contemporary sub-state violence.

The journal thus seeks to publish the best theoretical and empirical studies that contribute to a better understanding of the causes of these conflicts and the measures required to achieve their resolution. Link provided includes links to download the 5 most downloaded articles from the journal.

UNHCR

<http://www.unhcr.org/>

The Office of the United Nations High Commissioner for Refugees was established on December 14, 1950 by the United Nations General Assembly. The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country. It also has a mandate to help stateless people.



CENTER FOR STRATEGY AND TECHNOLOGY

<http://csat.au.af.mil/>

On-line resources for integrating the tools of futures *studies* with *conflict* and defense *studies* for officer training.

DARFUR SPECIFIC RESOURCES



FILM: FACING DARFUR (SPECIAL EDITION)

http://www.amazon.com/Facing-Sudan-Special-Documentary/dp/B0013HH2AK/ref=sr_1_2?ie=UTF8&s=dvd&qid=1255036127&sr=1-2

All that is necessary for evil to triumph is for good men to do nothing. Bruce David Janu's documentary centers on Brian Burns, a seemingly unremarkable young American who volunteered to work with refugees of Sudan's long, atrocity-filled civil war. Through devastating footage and Burns' own unassuming testimony, the film becomes an indictment of our own comfortable complacency. -- *Kansas City Star*. Bell, Book and Camera Productions, 2008. 90 minutes.



FILM: THE DEVIL CAME ON HORSEBACK

http://www.amazon.com/Devil-Came-Horseback-Brian-Steidle/dp/B000UUX2UK/ref=sr_1_3?ie=UTF8&s=dvd&qid=1255036127&sr=1-3

An up-close, honest, and uncompromising look at the crisis in Darfur, *The Devil Came on Horseback* exposes the ongoing tragedy in Sudan as seen through the eyes of one American witness. Using the exclusive photographs and first hand testimony of former U.S. Marine Captain Brian Steidle, the film goes on an emotionally charged journey into the heart of Darfur, Sudan, where in 2004, Steidle became witness to a genocide that to-date has claimed over 400,000 lives. *International Film Circuit / Break Thru Films*, 2007. 85 minutes.



RESOURCES INVOLVING WARS, GUNS, AND VOTES



FILM: LOST BOYS OF SUDAN

[http://www.amazon.com/POV-Sudan-Peter-Kon-](http://www.amazon.com/POV-Sudan-Peter-Kon-Dut/dp/B0002V7NYI/ref=sr_1_1?ie=UTF8&s=dvd&qid=1255033736&sr=1-1)

[Dut/dp/B0002V7NYI/ref=sr_1_1?ie=UTF8&s=dvd&qid=1255033736&sr=1-1](http://www.amazon.com/POV-Sudan-Peter-Kon-Dut/dp/B0002V7NYI/ref=sr_1_1?ie=UTF8&s=dvd&qid=1255033736&sr=1-1)

Lost Boys of Sudan, which premiered on PBS's *P.O.V.* series in 2003, is a gripping documentary about young refugees from the Sudanese conflict as well as a moving story of survival and acclimation in a strange and daunting land. The film centers around two young Dinka tribesmen who must flee a vicious civil war in their homeland and risk thirst, starvation, and animal attack to reach refugee camps thousands of miles away in Kenya in Ethiopia. Once there, the "lost boys" journey begins again, as they are resettled in Houston, Texas, and must start new lives in a completely alien country. Eventually, their adjustment to 21st century life becomes the film's main focus; can they join American society and still retain their tribal connections? Told in simple but powerful images, *Lost Boys of Sudan* affectingly addresses themes of home, acceptance, family, and what it means to be a member of society--both America and the global community. --Paul Gaita *PBS, 2003. 87 minutes.*

DARFUR INFORMATION CENTER

<http://www.darfurinfo.org/>

The main objectives of Darfur Information Center is to achieve the following: (1)Provide balanced views and news about the current events in Darfur. (2)Provide general information about Darfur history, culture, geography, for Sudanese and non-Sudanese. (3)Serve as an advocacy organization that promotes peaceful co-existences between various ethnic groups of Darfur. (4)Expose the atrocities and human rights abuses committed by the Sudanese government, and various militia groups. (5)Provide political solutions for the current political turmoil in Darfur within a unified Sudan.



STATISTICS ON WAR AND CONFLICT

<http://filipspagnoli.wordpress.com/stats-on-human-rights/statistics-on-war-conflict/>

This is a blog about human rights, including political and economic rights, from the perspective of politics, art and philosophy (hence P.A.P.), but also law, economics, statistics etc. Political and economic rights, that means we also talk about issues such as democracy and poverty.



FILM: DARFUR DIARIES

<http://www.darfurfilm.org/index.html>

Darfur Diaries: Message From Home is a brutally honest inside look into the current tragedy befalling the Darfur Region. A team of three independent filmmakers in Darfur monitored the worsening political and humanitarian crisis in 2004 and recognized that the mainstream media offered marginal and inadequate coverage. They set out with the goal of providing a platform for the people of the Darfur to speak for themselves about their experiences, their fears, and their hopes for the future. This film seeks to provide space for the marginalized victims of atrocities to speak and to engage with the world. Amnesty International will use the film to educate its members and the public about the situation in Darfur. Bain, A., Marlowe, J. & Shapiro, A. 2006. 55 minutes.



LESSON PLANS, ACTIVITIES, AND DISCUSSION QUESTIONS INVOLVING WARS, GUNS, AND VOTES



WMD₄₁₁

http://www.nti.org/f_wmd411/f_index.html

Information resource on nuclear, chemical and biological weapons. (Speeches and transcripts available).

TEACHER'S TOOLKIT

http://www.nti.org/h_learnmore/h5_teachtoolkit.html

Nonproliferation teaching materials designed to help teachers bring these issues into the classroom.

DARFUR: NEVER, EVER AGAIN?

http://www.gng.org/pulse/fall2008/Darfur_Lesson_Plan.pdf

Since 2003, the conflict in Darfur, Sudan, has captured the hearts and minds of many of the world's citizens. The people of Darfur continue to suffer as the global community struggles to find a solution to the genocide. On July 14th, 2008, the International Criminal Court (ICC) at The Hague brought forth historical charges against the president of Sudan, Omar Hassan Ahmad al-Bashir, for committing crimes against humanity.

WHAT'S HAPPENING IN DARFUR?

<http://www.nationalgeographic.com/xpeditions/lessons/03/g68/africadarfur.html>

Students may have heard about the crisis in Sudan on the news; this lesson offers background information about the situation there. The lesson covers the current conflict between the people of Darfur and the Janjaweed militia, its impact on the people of Darfur and neighboring countries, and the international response.

CLASSROOM CONNECTIONS: CULTIVATING PEACE, TAKING ACTION

<http://www.cultivatingpeace.ca/cpmaterials/takingaction/>

The Taking Action resource includes a wide range of issues relating to global peace, including sustainable development, economic disparity, fair trade, human rights and government spending priorities. This resource is about the intersection of curriculum expectations with joint responsibility to encourage active global citizenship in youth. It provides students with concrete opportunities to build skills—in communication, inquiry, application and understanding—and it also constructs the foundation for engaged, socially minded human beings who have the ability and the willingness to take action and make a difference in themselves and in the lives of others.



DARFUR IS DYING

<http://www.darfurisdying.com/>

Darfur is Dying is a viral video game for change that provides a window into the experience of the 2.5 million refugees in the Darfur region of Sudan. Players must keep their refugee camp functioning in the face of possible attack by Janjaweed militias. Players can also learn more about the genocide in Darfur that has taken the lives of 400,000 people, and find ways to get involved to help stop this human rights and humanitarian crisis.

EXPLORING CULTURAL CONFLICTS: JOURNEY TOWARD PEACE

<http://www.plu.edu/wangcenter/doc/exploring-cultural.pdf>

Journeys Toward Peace is a K-12 class curriculum designed by Pacific Lutheran University in Tacoma, Washington. Materials are available in PDF format.



LESSON PLANS INVOLVING WARS, GUNS, AND VOTES

TEACHING PEACE: A GUIDE FOR THE CLASSROOM AND EVERYDAY LIFE

<http://www.wagingpeace.org/menu/programs/youth-outreach/peace-ed-book/teaching-peace.pdf>

This is a free online classroom guide about peace education. It is about hearing perspectives on how peace is taught, reading evidence that peace education is working, learning about the struggles and case studies and present-day evidence that nonviolence works and is not mere passivity as it is often mislabeled.

CRISIS IN SUDAN: RESPONDING TO MEDICAL EMERGENCIES

http://www.pbs.org/newshour/extra/teachers/lessonplans/health/sudan_health.html

This lesson will address the medical nature of the humanitarian crisis in the Darfur region of Sudan and will aid students in better understanding the nature of cholera, malaria, hepatitis E, Ebola, and malnutrition which have been of major concern to humanitarian aid personnel working in the region.

CONFLICT RESOLUTION LESSONS – TEACHER VISION

<http://www.wagingpeace.org/menu/programs/youth-outreach/peace-ed-book/teaching-peace.pdf>

http://www.pbs.org/newshour/extra/teachers/lessonplans/health/sudan_health.html

Educators for Social Responsibility's mission is to make teaching social responsibility a core practice in education so that young people develop the convictions and skills needed to shape a safe, sustainable, democratic, and just world. This page includes conflict resolution lesson plans for a number of different grade levels.



SUDAN - EFFORTS TO AVERT GENOCIDE IN THE MAKING

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/sudan_genocide.html

Students will be able to:

- Learn about recent events in the country of Sudan and efforts to prevent another genocide
- Learn about the role of human rights organizations in calling the attention of the world to human rights abuses
- Explore the legal implications of use of the term "genocide"

This two-part PULSE session will allow for students to better understand the conflict in Darfur while focusing on the newly-filed charges against the Sudanese President. Through the incorporation of in-depth discussions using the *Darfur Now* documentary, as well as speaking with Ted Braun, director and writer of *Darfur Now*, students will finish the session with the knowledge base necessary to advocate possibilities to end this conflict. www.gng.org/pulse/fall2008/Darfur_Lesson_Plan.pdf



THE GENOCIDE TEACHING PROJECT

<http://www.wce.wvu.edu/nwche/genocide/sudan.shtml>

By the end of this lesson, students should be able to:

- Explain what genocide is
- Identify genocides of the 20th century
- Explain key events in Sudan's history
- Think critically about the responsibility of the United States in preventing genocide



FRONTLINE TEACHER CENTER: TEACHER'S GUIDE – ON OUR WATCH

<http://www.pbs.org/wgbh/pages/frontline/darfur/etc/cron.html>

Discussion questions, lesson plans, and a printable guide for grades 9 – 12 on current conflicts.



LESSON PLANS INVOLVING WARS, GUNS, AND VOTES

TEACHING TOLERANCE

<http://www.tolerance.org/teach/index.jsp>

Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance provides educators with free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond.

GENOCIDE IN DARFUR: IS THE WORLD DOING ENOUGH?

http://www.adl.org/education/curriculum_connections/spring_2005/spring_lesson_4_2005.asp?cc_section=lesson_4

The purpose of this lesson is for students to learn about the genocide in Darfur (Sudan), and to explore the reasons why the world has not interceded when at the end of Holocaust the international community said "never again." Referring to the Genocide Convention, students debate the obligations of the international community to intervene in Darfur, and discuss the resistance of world governments to respond. This lesson is designed to teach students that ordinary citizens can make a difference by taking action and speaking out on behalf of genocide victims, even as leaders of the world stand by. The final part of the lesson empowers students to take action against genocide by implementing various student-led projects and humanitarian campaigns to aid Darfur.

CONFLICT RESOLUTION LESSON PLANS – TECHNOLOGY

http://www.teach-nology.com/teachers/lesson_plans/health/conflict/

This website contains a number of lesson plans about teaching conflict resolution in the classroom.

TEACHING FOR CHANGE

<http://www.teachingforchange.org/>

Established in 1989, Teaching for Change operates from the belief that schools can provide students the skills, knowledge, and inspiration to be citizens and architects of a better world — or they can fortify the status quo. By drawing direct connections to 'real world' issues, Teaching for Change encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society, and become active global citizens.



IDEALIST FOR TEACHERS

<http://idealist.org/teachers/index.html>

Idealist For Teachers offers resources and tools that can be used to help introduce young people to issues that nonprofit organizations pursue and to encourage them to get involved in their communities. On Idealist for Teachers you'll find a Volunteer Resource Center, free online lesson plans, and teaching materials offered by nonprofit organizations, and guides on how to find issue-specific resources on Idealist. Volunteers are needed in Kent, Auburn, Federal Way, Tacoma and parts of Seattle. (206) 283-9191



NORTHWEST CENTER FOR HOLOCAUST, GENOCIDE, AND ETHNOCIDE EDUCATION

<http://www.wce.wvu.edu/Resources/NWCHE/Sudan.shtml>

Genocide: What you can do. An annotated bibliography compiled by Woodring students Joseph Wooding, Nicole Trecker and James Lehman. This section provides a historical overview and information about the situation in Sudan and includes films, journals, lesson plans, books, and websites relating to this genocide.



LESSON PLANS INVOLVING WARS, GUNS, AND VOTES



PEACE CORPS: WORLD WISE SCHOOLS

<http://www.peacecorps.gov/wws/educators/>

The Peace Corps World Wise Schools program includes a wide number of programs to enhance global education. There is a Correspondence Match program that puts teachers in touch with a currently serving Peace Corps Volunteer, lessons about cultures and countries worldwide, cross-cultural publications, award-winning videos, stories, folk tales, classroom speakers, and more. The program is designed to broaden perspectives in culture and geography and to encourage service.

FOREIGN POLICY SIMULATION

http://www.lessonplanet.com/search?grade=all&keywords=foreign+aide&media=lesson&rating=3&search_type=related

Students explain how various elements of the US foreign policy system operate and gain practice in conflict resolution. They engage in a simulation of a real-life foreign policy issue, taking on the roles of the press, presidents and ambassadors.



UNHCR: AGAINST ALL ODDS

<http://www.playagainstallodds.com/>

The game lets you experience what it's like to be a refugee.



VOLUNTEER/ACTION OPPORTUNITIES FOR TEACHERS AND STUDENTS INTERESTED IN CREATING PEACEFUL DEVELOPMENT IN A VOLATILE WORLD

VOLUNTEER WITH THE INTERNATIONAL RESCUE COMMITTEE (IRC)

<http://www.theirc.org/volunteering>

Volunteers work closely with IRC staff members to:

- Tutor refugees in basic English skills
- Help refugees write resumes and prepare for job interviews
- Contact potential employers on behalf of refugees
- Assist IRC staff with cultural orientations
- Accompany refugees to various appointments
- Pick up donated furniture and goods and deliver them to refugees' new homes
- Provide basic office support
- Help staff write grants and maintain a grants database
- Mentor refugee families or individuals

VOLUNTEER AS A REFUGEE MENTOR

<http://www.sscw.org>

Are you interested in getting to know a Sudanese refugee family or engaging with someone of another culture? In joining the Southern Sudanese Community of Washington Mentorship Program, volunteers have the opportunity to form a relationship with one of our Sudanese refugee families and assist them in their transition to life in the U.S. Mentors provide support in a number of ways, including: daily life problem solving, job search, language development, and orientation services.

Mentors also help the families and individuals connect with local service organizations and how to interface with them.

THE ADVOCACY PROJECT

<http://www.advocacynet.org/>

The Advocacy Project, a non-profit organization, was formed in 1998 to serve the needs of civil society - particularly community based advocates for peace and human rights. Special attention is given to helping NGOs and networks become self-sufficient in the use of information and communications technologies.

SUBMIT TO PEARL WORLD YOUTH NEWS FROM IEARN



<http://www.pearl.iearn.org/pearlnews/>

An online international news service managed by secondary school students from around the world. Adhering to the highest journalistic standards, students select the issues they want to report on, and write, edit, and publish their articles on the web-based news service. School publications can reprint articles from PEARL World Youth News to add a global component to their news. Any secondary school student (between 14-19 years old) can join the news service as a PEARL Reporter after successfully completing a (no-cost) online training and certification course.



WATCH NEWSHOUR EXTRA FROM PBS

<http://www.pbs.org/newshour/extra/>

Read global news written for young people; watch the daily video clip, and contribute your own essay, personal story, or poem. Look under "Student Voices" to read what some very thoughtful young people are saying about current events.



VOLUNTEER/ACTION OPPORTUNITIES FOR TEACHERS AND STUDENTS INTERESTED IN CREATING PEACEFUL DEVELOPMENT IN A VOLATILE WORLD

THE THIRD SIDE

<http://www.thirdside.org/>

The Third Side offers a promising new way to look at the conflicts around us. The Third Side is the community in action protecting our most precious interests in safety and well-being. It suggests ten practical roles any of us can play on a daily basis to stop destructive fighting in our families, at work, in our schools, and in the world.

VISIT DOSOMETHING.ORG

<http://www.dosomething.org/>

It is our aim to inspire, support, and celebrate a generation of doers: people who see the need to do something, believe in their ability to get it done, and then take action. At DoSomething.org we provide the tools and resources for you to convert your ideas and energy into positive action.

YOUTH NOISE: FIND, EXPLORE, AND NETWORK A CAUSE

<http://www.youthnoise.com/>

YN is a social networking site for people under the age of twenty-seven who like to connect based on deeper interests than Paris Hilton's wardrobe and want to get engaged within a cause. Find a cause, join the discussion and get involved. Whatever your cause—from human rights and education to clean water and sports for social good—promote it here.

PUGET SOUND OFF

<http://www.pugetsoundoff.org/>

The mission of the Puget Sound Off (PSO) is to provide youth with a forum for discussion, artistic expression, and action as a way to empower and encourage youth to have a strong voice. The project aims to be a catalyst for increasing youth involvement and engagement within the community while encouraging expression of one's beliefs, respect for others, and commitment to public service.

ABE KELLER PEACE EDUCATION FUND: HOT LINKS PAGE

http://www.abekellerpeacefund.org/html/hot_links.html

This page from the Abe Keller website provides a long list of organizations and their websites. This could be a very useful place for both teachers and students to start their research.

CHANGEMAKERS (ASHOKA)

<http://www.changemakers.com/>

Changemakers is a community of action where we all collaborate on solutions." Read stories of people developing innovative solutions to real problems all over the world. View entries in competitions where changemakers compete for seed money to fund their projects. Start thinking about your own project!

CHANGE.ORG

<http://www.change.org>

Change.org raises awareness about important causes and empowers people to take action with leading non-profits," by providing volunteer opportunities based on different causes.



INTERNATIONAL AID RESOURCES

BANNED AID: WHY INTERNATIONAL ASSISTANCE DOES NOT ALLEVIATE POVERTY *Foreign Affairs* 2010

<http://www.foreignaffairs.com/articles/65905/jagdish-bhagwati/banned-aid>

As the Zambian economist Dambisa Moyo argues, the concept of foreign aid is flawed -- not just because corrupt dictators divert aid for nefarious or selfish purposes but also because even in reasonably democratic countries, aid creates perverse incentives and unintended consequences.

WHAT HAITI NEEDS: A HAITIAN DIASPORO *Washington Post* Op-Ed 1/22/10

http://www.cfr.org/publication/21270/what_haiti_needs.html?breadcrumb=%2Fissue%2F140%2Fforeign_aid

The outpouring of pledges to "rebuild" Haiti has spurred debate about how much aid will be needed, for how long and who could administer such a large program efficiently. In 2008, the last year for which statistics are available, Haiti received more than \$900 million in all forms of aid, and many analysts suggest that total must be doubled if "recovery" is to happen. But it is doubtful whether such additional commitments will be made -- and kept -- as Haiti moves off the front pages.



FOREIGN AID, CIVILIAN CAPACITY, AND U.S. NATIONAL SECURITY Council on Foreign Relations 11/19/09

http://www.cfr.org/publication/20791/foreign_aid_civilian_capacity_and_us_national_security_audio.html?breadcrumb=%2Fissue%2F140%2Fforeign_aid

Listen to Representative Nita Lowey, chair, subcommittee on state, foreign operations, and related programs, House committee on appropriations (D-NY), discuss her views on the U.S. national security apparatus and the balance between civilian and military resources.



GLOBAL ECONOMIC TRENDS: THE BUSINESS OF AID Council on Foreign Relations 10/20/09

http://www.cfr.org/publication/20553/global_economic_trends.html?breadcrumb=%2Fissue%2F140%2Fforeign_aid

The private sector is recognized as the engine of economic growth, and growth is recognized as a key condition for poverty alleviation. But effectively promoting private investment in the developing world has proven to be a major challenge for those in the field. R. Glenn Hubbard and Lars H. Thunell discuss the relationship between foreign aid and local business in the developing world.

HAITI AFTER THE EARTHQUAKE U.S. Institute of Peace Brief 2010

<http://www.usip.org/resources/haiti-after-the-earthquake>

This report was prepared in the immediate aftermath of the earthquake that struck Haiti on January 12, 2010. It represents the views of USIP staff members involved in the Institute's Haiti program, which has held public forums on Haiti, conducted conflict resolution training for Haitian civil society and provided legal assistance to Haiti's government. It also includes a discussion about international aid: The massive inflow of financial aid must not exacerbate Haiti's reliance on foreign nongovernmental organizations to provide essential services. Foreign aid should help Haiti's government expand its ability to manage resources and programs by providing training and budget support



INTERNATIONAL AID - PROS AND CONS



CAN AID DO MORE HARM THAN GOOD? *BBC News* 2008

<http://news.bbc.co.uk/2/hi/africa/4185550.stm>

When Niger's president last year accused aid agencies of exaggerating his country's food crisis for their own gain, Western media reacted with shock.

BILATERAL VS MULTILATERAL AID *International Debate Education Association* 2006

http://www.idebate.org/debatebase/topic_details.php?topicID=392

The giving of international aid has been taking place for decades, but the higher levels of international aid we know today are largely a phenomenon of the post-World War II era. Contrasting models of foreign aid giving are provided by programs like the Marshall Plan, involving bilateral aid arrangements with each of several European countries, and by the multilateral arrangements created by the Bretton Woods process (the International Monetary Fund and the World Bank). Historically, bilateral aid dominates the foreign aid landscape.

MAKING FOREIGN AID MORE EFFECTIVE *LBJ Journal* 2008

<http://www.lbjjournal.com/makingforeignaid>

As the United States forms a new government in the coming days, developing nations anticipate a change in the approach to international development. Can President-elect Obama increase the impact of foreign assistance? During the campaign, Obama said he would double the amount of U.S. foreign aid to \$50 billion by 2012. Yet, the question is not how much money is given, but how well it is spent. He has a golden opportunity to exhibit leadership on the international stage by taking a more effective approach to aid.

REASONS FOR FOREIGN AID

<http://www.buzzle.com/articles/reasons-for-foreign-aid.html>

There can be varied reasons for giving foreign aid, such as economic, political, strategic as well as cultural; the most important reason being, augmenting economic development of the recipient country. Less developed countries (LDCs) are characterized by low income and unemployment, which results in low savings and investment. Therefore, capital stock is small in these countries, while the population growth is comparatively high. In order to sustain such large populations, they need rapid economic development, which is simply not possible due to low levels of saving and investment. As a result they turn to richer countries for external help in the form of financial and technical assistance. Financial assistance given by the developed countries (DCs) not only aims at economic development of the recipient country, but also for the balanced growth of the world economy.

SRI LANKA: THE PROS AND CONS OF INTERNATIONAL ATTENTION *Global Voices* 2009

<http://globalvoicesonline.org/2009/04/24/sri-lanka-2/>

The Liberation Tigers of Tamil Eelam (LTTE) are holding on to just a sliver of land in the north of Sri Lanka, but the United Nations is estimating that 50,000 people are still trapped in the war zone. As fighting surges in the final throes, concerns for civilians is growing and calls for international attention and understanding abound on the Internet and in the streets of cities around the world, such as London, Berlin and Paris. Should we help the Tamils? is now a burning question in Canada.

U.S. AND FOREIGN AID ASSISTANCE

<http://www.globalissues.org/article/35/us-and-foreign-aid-assistance>

The U.S. being the wealthiest, strongest and most influential nation, it is worth seeing how their actions or inaction affect other nations. One notable area is U.S. foreign aid. Being a major part of the International Monetary Fund, World Bank and even helping to formulate the United Nations over 50 years ago, their actions can be felt around the world.



INTERNATIONAL AID - PROS AND CONS

DOES FOREIGN AID HELP? *CATO Journal* 2006

<http://connection.ebscohost.com/content/article/1043104215.html;jsessionid=80013B493AFDC595AD9C1E8A901E65BA.ehctc1>

Discusses the pros and cons of foreign aid to developing countries. Implication of foreign aid for democracy; Ineffectiveness of foreign aid.

CHAPTER 15: FOREIGN FINANCE *Economic Development*

http://wps.aw.com/aw_todarosmit_econdevelp_8/4/1112/284816.cw/index.html

This chapter examines the international flow of financial resources, and weighs the pros and cons of the different forms of those financial resources:

- Private foreign direct investment and portfolio investment: Direct investment by multinational corporations, and stocks and bonds in LDC emerging credit and equity markets are discussed.
- Foreign aid: Both government and non-government aid is discussed.

The first section of the chapter presents data on foreign direct investment, and multinational corporations in particular. Characteristics of MNCs are presented, including the fact that the goal of the MNC, profit maximization, may differ from a country's development goals. The size of the largest MNCs in dollar terms is compared to the size of some developing countries entire economies.

SHOULD THE UNITED STATES PROVIDE FOREIGN AID? *Becker-Posner Blog* 2007

http://www.becker-posner-blog.com/archives/2007/01/should_the_unit.html

The United States is frequently criticized for the meagerness, relative to the nation's aggregate wealth, of its contribution to what is called "overseas development assistance," which is to say government financial aid (other than for military purposes) to poor countries. Although U.S. ODA spending has increased substantially since 9/11, as a percentage of gross national income it is, at .22 percent, at the very bottom of the 22 wealthiest countries in the world. (Norway is at the top, with .93 percent.)

Aggregate private giving by U.S. foundations, businesses, nongovernmental organizations, colleges (for scholarships), and religious organizations almost equals the government's expenditure; yet even ignoring private contributions by other countries, which though lower in percentage terms than American private giving are not negligible, total U.S. public/private ODA would as a percentage of gross national income fall short of many of the other wealthy nations. (For a useful compendium of statistics and commentary, see "Sustainable Development: The US and Foreign Aid Assistance,"

www.globalissues.org/TradeRelated/Debt/USAid.asp, visited Jan. 20, 2007.)

LAUNCHING A 'RELIEF INVASION' OF BURMA *The First Post* 2008

<http://www.thefirstpost.co.uk/34354,news-comment,news-politics,pros-cons>
Pros and Cons, arguments for and against aid to Burma.

Book: *DEAD AID: WHY AID IS NOT WORKING AND HOW THERE IS A BETTER WAY FOR AFRICA* (2008) Dambisa Moyo

<http://www.amazon.com/Dead-Aid-Working-Better-Africa/dp/0374139563>

In this important analysis of the past fifty years of international (largely American) aid to Africa, economist and former World Bank consultant Moyo, a native of Zambia, prescribes a tough dose of medicine: stopping the tide of money that, however well-intentioned, only promotes corruption in government and dependence in citizens. With a global perspective and on-the-ground details, Moyo reveals that aid is often diverted to the coffers of cruel despots, and occasionally conflicts outright with the interests of citizens-free mosquito nets, for instance, killing the market for the native who sells them. In its place, Moyo advocates a smarter, though admittedly more difficult, policy of investment that has already worked to grow the economies of poor countries like Argentina and Brazil.



RESOURCES INVOLVING INTERNATIONAL AID



PHILLIPINE MICROFINANCE *Al Jazeera*

<http://www.youtube.com/watch?v=b5cQXNdhdPE>

Small loans empowering the poor. Filipinos in hundreds of villages in Manila have benefited from microfinance loans. Over the last six years alone, about \$11 million has been given out. Many Filipinos say the lessons learned through microfinancing are helping them get through the global financial crisis. *Al Jazeera's* Marga Ortigas reports.



SPICE GIRLS: MICROFINANCE LOANS IMPROVE WOMEN'S LIVES IN LOMBOK – ADB

<http://www.youtube.com/watch?v=ujwnbftvm8k>

Spices from the exotic Spice Islands — part of today's Indonesia — were once considered by European aristocracy as being essential to vitality and good health. Today, on Lombok Island, ADB support is helping a small spice enterprise run by women in Jenggik village improve their lives through the sale of turmeric, ginger, lemongrass, coriander, white pepper, cloves, and cacao.



INTERNATIONAL AID

<http://www.internationalaid.org/>

International Aid. Our name begins to describe what we do and who we are. But it's only a hint. We go deeper — much deeper — than merely providing assistance to people in need all over the world. International Aid is on a mission to transform lives by offering practical solutions to critical health care needs in the world.

ACTION AID

<http://www.actionaid.org/>

We are an international anti-poverty agency which takes sides with poor people to end poverty and injustice together. Formed in 1972, for over 30 years we have been growing and expanding to where we are today — helping over thirteen million of the world's poorest and most disadvantaged people in forty-two countries worldwide. In all of our country programmes we work with local partners to make the most of their knowledge and experience.

INTERNATIONAL AID TRANSPARENCY INITIATIVE

<http://aidtransparency.net/>

The International Aid Transparency Initiative (IATI) is a new initiative which aims to make information about aid spending easier to access, use, and understand.

BEYOND BORDERS

<http://www.beyondborders.net/index.php>

Our world is divided by many borders--political, economic, cultural, racial, to name only a few. These borders often prevent us from loving our neighbors on the other side of the divide. Beyond Borders got its official start in 1993 as a spin-off of the Evangelical Association for the Promotion of Education (EAPE).



RESOURCES INVOLVING INTERNATIONAL AID

FOREIGN AID IN THE NATIONAL INTEREST

<http://www.usaid.gov/fani/>

"*Foreign Aid in the National Interest: Promoting Freedom, Security, and Opportunity*" will inform and focus international development assistance - looking back over five decades of work and looking ahead to future challenges. Written primarily by leading development scholars and academics outside USAID, including Larry Diamond of the Hoover Institute, Michael Porter of Harvard, Peter Timmer of University of California-San Diego, and Carol Adelman of the Hudson Institute, the report reconfirms the critical link between national security and foreign assistance.

FOREIGN AID

<http://www.chicagotribune.com/topic/politics/foreign-aid/11005000.topic>

A collection of news and information related to Foreign Aid published by Tribune Company sources.

AMERICAN RED CROSS

<http://www.redcross.org/portal/site/en/menuitem.d8aaecf214c576bf971e4cfe43181aa0/?vgnnextoid=477859f392ce8110VgnVCM1000003of3870aRCRD&vgnnextfmt=default>

Since its founding in 1881 by visionary leader Clara Barton, the American Red Cross has been the nation's premier emergency response organization. As part of a worldwide movement that offers neutral humanitarian care to the victims of war, the American Red Cross distinguishes itself by also aiding victims of devastating natural disasters. Over the years, the organization has expanded its services, always with the aim of preventing and relieving suffering.

Book: *FOREIGN AID: DIPLOMACY, DEVELOPMENT, DOMESTIC POLITICS* (2006) Carol Lancaster

<http://www.amazon.com/Foreign-Aid-Diplomacy-Development-Domestic/dp/0226470458>

"The grand themes Lancaster introduces and develops will become classic statements about foreign aid. And the assembly of country details relevant to aid-coalition politics in Germany, bureaucratic business traditions in Japan, national self image in France and Denmark-adds considerably to the literature in comparative politics. I can imagine scholars in international politics using this book as a definitive source upon which to construct other arguments and stories about international affairs in the contemporary era." (Raymond F. Hopkins, Swarthmore College).

MERCY CORPS

<http://www.mercycorps.org/>

Mercy Corps exists to alleviate suffering, poverty and oppression by helping people build secure, productive and just communities.



CARE

<http://www.care.org/>

CARE is a leading humanitarian organization fighting global poverty. We place special focus on working alongside poor women because, equipped with the proper resources, women have the power to help whole families and entire communities escape poverty. Women are at the heart of CARE's community-based efforts to improve basic education, prevent the spread of HIV, increase access to clean water and sanitation, expand economic opportunity and protect natural resources. CARE also delivers emergency aid to survivors of war and natural disasters, and helps people rebuild their lives.



RESOURCES INVOLVING INTERNATIONAL AID



Book: MOUNTAINS BEYOND MOUNTAINS: HEALING THE WORLD: THE QUEST OF DR. PAUL FARMER (2003) By Tracy Kidder

<http://www.amazon.com/Mountains-Beyond-Healing-World-Farmer/dp/0375506160>

Thought-provoking and profoundly satisfying, this book will inspire feelings of humility, admiration, and disquietude; in some readers, it may sow the seeds of humanitarian activism. As a specialist in infectious diseases, Farmer's goal is nothing less than redressing the "steep gradient of inequality" in medical service to the desperately poor. His work establishing a complex of public health facilities on the central plateau of Haiti forms the keystone to efforts that now encompass initiatives on three continents...This story is remarkable, and Kidder's skill in sequencing both dramatic and understated elements into a reflective commentary is unsurpassed. - *Lynn Nutwell, Fairfax City Regional Library, VA*

OXFAM AMERICA

<http://www.oxfamamerica.org/>

Oxfam America is an international relief and development organization that creates lasting solutions to poverty, hunger, and injustice. Together with individuals and local groups in more than 100 countries, Oxfam saves lives, helps people overcome poverty, and fights for social justice. We are an affiliate of Oxfam International.



LESSON PLANS, ACTIVITIES, AND DISCUSSION QUESTIONS

CAUSES AND EFFECTS: CREATING A RESOURCE GUIDE TO INTERNATIONAL VOLUNTEER ORGANIZATIONS

<http://www.nytimes.com/learning/teachers/lessons/20060823wednesday.html>

In this lesson, students learn about one family's volunteer tourism experience. They then research international volunteer organizations to create a community guide to helping those in need around the world.

BEADFORLIFE CURRICULUM

<http://beadforlife.org/5curriculum.html>

Are you an educator or youth group leader looking for a way to engage your students in global poverty issues? BeadforLife is proud to offer an interactive five-day service learning curriculum to help educators and youth join in the fight against poverty.

HELP IS ON THE WAY: EXPLORING INTERNATIONAL RELIEF EFFORTS TO AID SOUTH ASIA

<http://www.nytimes.com/learning/teachers/lessons/20041229wednesday.html>

In this lesson, students learn about disaster aid and ways in which it is provided. They then work in small groups to explore relief efforts aimed at the South Asian countries affected by the recent undersea earthquake and tsunamis, as well as individually investigate how they and their local communities can help.

GOVERNMENT LESSON PLANS

http://mdk12.org/instruction/curriculum/hsa/government/lesson_plan/lesson10.html

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

DILEMMAS OF FOREIGN AID: DEBATING U.S. PRIORITIES, POLICIES, AND PRACTICES 2005

<http://www.choices.edu/resources/detail.php?id=16>

Since the end of the Cold War, international relations have radically changed. The collapse of the Soviet Union took with it the East-West conflict that dominated world affairs for more than four decades. In its place, the North-South division and a struggle against terrorism have emerged as important frameworks for international relations. How the United States responds to the problems and challenges of developing countries will undoubtedly be a central question of U.S. foreign policy in the twenty-first century.

U.S. GOVERNMENT: FOREIGN POLICY 1998

<http://www.cyberlearning-world.com/lessons/mar30usg.htm>

Objectives: The students will outline the goals of American foreign policy. Identify some or all of the key events that have shaped foreign policy during the history of our nation. List and describe the major foreign policy players within and outside of American government including the United Nations.



LESSON PLANS INVOLVING INTERNATIONAL AID

FOREIGN POLICY SIMULATION

http://www.lessonplanet.com/search?grade=all&keywords=foreign+aide&media=lesson&rating=3&search_type=related

Students explain how various elements of the U.S. foreign policy system operate and gain practice in conflict resolution. They engage in a simulation of a real-life foreign policy issue, taking on the roles of the press, presidents, and ambassadors.

U.S. FOREIGN POLICY

http://www.lessonplanet.com/search?grade=all&keywords=foreign+aide&media=lesson&rating=3&search_type=related

Students are introduced to the issue of foreign aid. They compare the United States with other developed countries in a graph showing how much foreign aid they give. They answer questions to show comprehension.

CANADA AND FOREIGN AID

http://www.lessonplanet.com/search?grade=all&keywords=foreign+aide&media=lesson&rating=3&search_type=related

Students examine Canada's policy and ongoing actions in the area of foreign aid. Students role-play an advertising agency that has been hired by the government of Canada to create a campaign to explain what the government is doing regarding foreign aid. They present this information in the form of an oral report and a six-panel brochure.

INTERMEDIATE SOCIAL STUDIES: FOREIGN AID

http://www.lessonplanet.com/search?grade=all&keywords=foreign+aide&media=lesson&rating=3&search_type=related

Students introduced to recent history of the African continent in order to identify the modern day governance and social issues of African nations. They draw parallels between government policy, international law, international organizations and Canada.



LESSON PLANS INVOLVING INTERNATIONAL AID

UNIT ON INTERNATIONAL MONETARY FUND AND WORLD BANK

<http://www.lessonplanet.com/search?media=lesson&keywords=INTERNATIONAL+AID&grade=All+Grades&rating=3&x=0&y=0>

Students describe the purposes and functions of different international organizations. They discover the United States role in these organizations and the role of the World Bank.

INTERNATIONAL AID

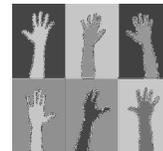
<http://www.lessonplanet.com/search?media=lesson&keywords=INTERNATIONAL+AID&grade=All+Grades&rating=3&x=0&y=0>

Students discuss governmental international organizations such as the UN and NATO and their role in peace keeping. Students research the organizations and write a paper on current topics and proposed solutions by the two organizations.

HELP IS ON THE WAY: EXPLORING INTERNATIONAL RELIEF EFFORTS TO AID SOUTH ASIA 2006

<http://www.globalenvision.org/forteachers/29/1222>

In this lesson, students learn about disaster aid and ways in which it is provided. They then work in small groups to explore relief efforts aimed at the South Asian countries affected by the recent undersea earthquake and tsunamis, as well as individually investigate how they and their local communities can help.



VOLUNTEER/ACTION OPPORTUNITIES FOR TEACHERS AND STUDENTS

FUND A MICROLOAN

<http://www.kiva.org/about>

Kiva's mission is to connect people through lending for the sake of alleviating poverty. Kiva is the world's first person-to-person micro-lending website, empowering individuals to lend directly to unique entrepreneurs around the globe.

VOLUNTEER WITH WORLD RELIEF

<http://www.wr-seattle.org/volunteer.htm>

World Relief volunteers welcome refugees to their new lives in America. From meeting them at SeaTac Airport, to teaching them English and how to navigate American grocery stores, our volunteers accompany refugees on their journeys between cultures. Volunteering at World Relief is a beautiful way to “welcome the stranger” into your life, and to build cross-cultural friendships. For more information regarding volunteer opportunities please contact Julianna McWilliams at 206-587-0234 x 102 or jmcwilliams@wr.org

HOW YOUNG PEOPLE CAN CHANGE THE WORLD

<http://www.oprah.com/article/oprahshow/20090925-tows-kristof-young-people>

A message from Nicholas Kristof to young people.

TEACHING CHILDREN EMPATHY

<http://www.oprah.com/article/oprahshow/oprahshow/pkgregistry/20090925-tows-kristof-parents>

A message from Nicholas Kristof and Sheryl WuDunn.

INTERNATIONAL AID

<http://www.internationalaid.org/>

International Aid. Our name begins to describe what we do and who we are. But it's only a hint. We go deeper — much deeper — than merely providing assistance to people in need all over the world. International Aid is on a mission to transform lives by offering practical solutions to critical health care needs in the world.

AID WORKERS NETWORK

www.aidworkers.net

This forum for aid workers from around the world has a few discussion threads on getting started.

PEACE CORPS

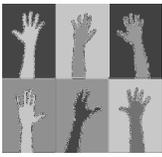
<http://www.peacecorps.gov/index.cfm?shell=learn>

Since 1961, the Peace Corps has shared with the world America's most precious resource — its people. Peace Corps Volunteers serve in 74 countries in Africa, Asia, the Caribbean, Central and South America, Europe, and the Middle East. Collaborating with local community members, Volunteers work in areas like education, youth outreach and community development, the environment, and information technology.

VOLUNTARY SERVICE OVERSEAS

<http://www.vso.org.uk/>

VSO is the world's leading independent international development organisation that works through volunteers to fight poverty in developing countries.



VOLUNTEER/ACTION OPPORTUNITIES INVOLVING INTERNATIONAL AID



RELIEFWEB

<http://www.reliefweb.int/rw/hlp.nsf/db900ByKey/AboutReliefWeb?OpenDocument>

ReliefWeb is the world's that promote health and safety; and international relief and development programs.

leading on-line gateway to information (documents and maps) on humanitarian emergencies and disasters. An independent vehicle of information, designed specifically to assist the international humanitarian community in effective delivery of emergency assistance, it provides timely, reliable and relevant information as events unfold, while emphasizing the coverage of "forgotten emergencies" at the same time.

ALERTNET

<http://www.alertnet.org/aboutus/>

Reuters AlertNet is a humanitarian news network based around a popular website. It aims to keep relief professionals and the wider public up-to-date on humanitarian crises around the globe.

AMERICAN RED CROSS

<http://www.redcross.org/portal/site/en/menuitem.d8aaecf214c576bf971e4cfe43181aa0/?vgnextoid=477859f392ce8110VgnVCM1000003of3870aRCD&vgnnextfmt=default>

Today, in addition to domestic disaster relief, the American Red Cross offers compassionate services in five other areas: community services that help the needy; support and comfort for military members and their families; the collection, processing and distribution of lifesaving blood and blood products; educational programs **AIDCAMPS INTERNATIONAL**

<http://www.aidcamps.org/>

AidCamps International is a registered charity that offers you the opportunity to participate in short term voluntary aid projects overseas in conjunction with local non-governmental organizations in the developing world.

WORLD VOLUNTEER WEB

<http://www.worldvolunteerweb.org/tools/about-us.html>

The World Volunteer Web supports the volunteer community by serving as a global clearinghouse for information and resources linked to volunteerism that can be used for campaigning, advocacy and networking. It is an online hub where the community can meet, share resources and coordinate activities to mobilize volunteer action in support of the Millennium Development Goals.

CROSS CULTURAL SOLUTIONS

http://www.crossculturalsolutions.org/programs/volunteer-abroad.aspx?siteID=Google_international_volunteer&_kk=612924fe-ee17-4eb3-a6a7-709d3a784b5a&_kt=3437467806&ctt_id=11668677&ctt_adnw=Google&ctt_kw=international%20volunteer&ctt_ch=ps&ctt_entity=kw&ctt_adid=3437467806&ctt_nwtype=search&ctt_cli=8^10714^60414^555302&gclid=CL_6h7yauZ8CFSddagod33e10g

Volunteer Abroad is Cross-Cultural Solutions' most popular program, year after year. CCS offers this exciting program in every program site, with start dates available year-round.



WOMEN, EDUCATION, AND DEVELOPMENT INFORMATION SHEET

- United Nations Millennium Development Goal 3: Promote gender equality and empower women. Target 1: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.³
- Fact: Educating mothers drastically cuts mortality rates for children under five.⁴
- Girls' education . . . is the most effective tool available to promote global development. View video clip: <http://www.unicef.org/sowco4/>
- When a girl in the developing world receives seven or more years of education, she marries four years later, and has 2.2 fewer children.⁵



Photo by Tese Neighbor

- Educated girls grow into educated women, who – research shows – have healthier babies and are more likely to educate their children.⁶
- When girls and women earn income, they reinvest 90 percent of it into their families, as compared to only 30 to 40 percent for a man.⁷
- An extra year of primary school boosts girls' future wages by 10 to 20 percent. An extra year of secondary school boosts girls' future wages by 15 to 25 percent.⁸
- Educating girls for six years or more drastically and consistently improves their prenatal care, postnatal care, and childbirth survival rates. . . Educated girls have higher self-esteem, are more likely to avoid HIV infection, violence, and exploitation, and to spread good health and sanitation practices to their families and throughout their communities.⁹
- "Investment in girls' education may well be the highest-return investment available in the developing world." Larry Summers, as quoted in Kristof and WuDunn.¹⁰

**"THE WORLD IS AWAKENING TO A POWERFUL TRUTH:
WOMEN AND GIRLS AREN'T THE PROBLEM,
THEY'RE THE SOLUTION."
- NICHOLAS D. KRISTOF AND SHERYL WUDUNN**

³ <http://www.un.org/millenniumgoals/gender.shtml>

⁴ <http://www.unicef.org/sowco4/>. See also: *The Millennium Development Goals Report 2006*.

http://books.google.com/books?hl=en&lr=&id=5AhPEd2ufGcC&oi=fnd&pg=PA3&dq=%22Nations%22+%22The+millennium+development+goals+report+2006%22+&ots=_8t0AJaicN&sig=WYDfiqJGTPG3RFyb2cm9ShGzOaU#v=onepage&q=&f=false

⁵ http://www.girleffect.org/#/fact_sheet/

⁶ http://www.girleffect.org/#/fact_sheet/

⁷ http://www.girleffect.org/#/fact_sheet/

⁸ http://www.girleffect.org/#/fact_sheet/

⁹ <http://www.unicef.org/mdg/maternal.html>

¹⁰ http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?_r=1#



RESOURCES ON WOMEN, EDUCATION, AND DEVELOPMENT



A POWERFUL TRUTH

<http://www.nytimes.com/interactive/2009/08/20/magazine/kristof-audioss/index.html>

Nicholas D. Kristof on how educating girls and empowering women can help fight poverty and extremism. Slideshow.

WOMEN AND RADICALISATION IN KYRGYZSTAN

<http://www.crisisgroup.org/home/index.cfm?id=6296&l=1>

Kyrgyzstan's increasingly authoritarian government is adopting a counter-productive approach to the country's growing radicalisation. Instead of tackling the root causes of a phenomenon that has seen increasing numbers, including many women, joining groups such as Hizb ut-Tahrir (HT), it is resorting to heavy-handed police methods that risk pushing yet more Kyrgyz towards radicalism. The authorities view HT, which describes itself as a revolutionary party that aims to restore by peaceful means the caliphate that once ruled the Muslim world, as a major security threat. But for some men and ever more women, it offers a sense of identity and belonging, solutions to the day-to-day failings of the society they live in, and an alternative to what they widely view as the Western-style social model that prevails in Kyrgyzstan. Without a major effort to tackle endemic corruption and economic failure, radical ranks are likely to swell, while repression may push at least some HT members into violence. This report focuses primarily on the increasingly important role that women are playing in the movement.

THE GIRL EFFECT

<http://www.girleffect.org/#/about/>

The Girl Effect: The powerful social and economic change brought about when girls have the opportunity to participate in their society...When adolescent girls in the developing world have a chance, they can be the most powerful force of change for themselves, their families, communities, countries, and even the planet. <http://www.facebook.com/girleffect>

THE WOMEN'S CRUSADE – NYT

by Nicholas D. Kristof and Sheryl WuDunn



http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?_r=1#

In the 19th Century, the paramount moral challenge was slavery. In the 20th century, it was totalitarianism. In this century, it is the brutality inflicted on so many women and girls around the globe: sex trafficking, acid attacks, bride burnings, and mass rape. Yet if the injustices that women in poor countries suffer are of paramount importance, in an economic and geopolitical sense the opportunity they represent is even greater.



WORLD PULSE MAGAZINE

<http://www.worldpulsemagazine.com/>

World Pulse was founded on the belief that there is a world of untapped knowledge, innovation, and vision held by the women and children of the earth. *World Pulse* believes that this wellspring of positive solutions is essential for solving today's cyclical global problems and has been ignored for too long by mainstream media, world governments, civil society, and community planners.



RESOURCES ON WOMEN, EDUCATION, AND DEVELOPMENT

BEYOND VICTIMHOOD: WOMEN'S PEACEBUILDING IN SUDAN, CONGO AND UGANDA

<http://www.crisisgroup.org/home/index.cfm?id=4185>

Peacebuilding cannot succeed if half the population is excluded from the process. Crisis Group's research in Sudan, Congo (DRC) and Uganda suggests that peace agreements, post-conflict reconstruction, and governance do better when women are involved. Women make a difference, in part because they adopt a more inclusive approach toward security and address key social and economic issues that would otherwise be ignored. But in all three countries, as different as each is, they remain marginalised in formal processes and under-represented in the security sector as a whole. Governments and the international community must do much more to support women peace activists.

TRACKING THE MONEY TRAIL: WOMEN SPEAK OUT ON DEVELOPMENT AID

<http://www.iwtc.org/gnets/344.html>

This edition focuses on women's action and advocacy to bring their concerns on the most effective means of achieving results through its distribution before the Third High-Level Forum on Aid Effectiveness.

THE WOMEN'S CAMPAIGN – NYT

by **Nicholas D. Kristof and Sheryl WuDunn**

http://www.religiousconsultation.org/NEWS/the_womens_campaign.htm

"Women hold up half the sky," in the words of a Chinese saying, yet that's mostly an aspiration: in a large slice of the world, girls are uneducated and women marginalized, and it's not an accident that those same countries are disproportionately mired in poverty and riven by fundamentalism and chaos. There's a growing recognition among everyone from the World Bank to the U.S. military's Joint Chiefs of Staff to aid organizations like CARE that focusing on women and girls is the most effective way to fight global poverty and extremism . . . The world is awakening to a powerful truth: Women and girls aren't the problem; they're the solution.



AFGHANISTAN: WOMEN AND RECONSTRUCTION

<http://www.crisisgroup.org/home/index.cfm?l=1&id=1637>

The establishment of an Interim Administration for Afghanistan during the Bonn talks in December 2001 was heralded as offering Afghan women a chance to claim their place in public life and participate in the country's development after systemic exclusion under the Taliban. Creation of a Ministry of Women's Affairs, the commitment of substantial donor assistance to programs targeting women, and, most critically, the return of women to universities, schools, and government offices all portended a new day



THE STATE OF THE WORLD'S CHILDREN 2004

<http://www.unicef.org/sowco4/>

Focuses on girls' education and its relationship to all other development goals and to the promise of Education For All...The web summary touches on general points of the main text and presents panel abstracts highlighting successful programmes. The complete report including supporting data and statistics can be accessed in PDF form or purchased from UNICEF.



RESOURCES ON WOMEN, EDUCATION, AND DEVELOPMENT

BOOK: *HALF THE SKY: TURNING OPPRESSION INTO OPPORTUNITY FOR WOMEN WORLDWIDE.*
2009. Kristof and WuDunn.

http://www.amazon.com/Half-Sky-Opportunity-Worldwide/dp/0307267148/ref=ntt_at_ep_dpi_1

Half the Sky is either one of the most important books I have ever reviewed, or it is reportage about a will-o'-the-wisp movement destined to end up in the footnotes of history. Frankly, I'm too stunned by the density of information and the high quality of the prose here to know for sure which it is. You'll have to judge for yourselves. - *Reviewed by Carolyn See.*



NIGERIA SCHOOL EPISODE 1: KADUNA (1/2)

<http://www.youtube.com/watch?v=emy1QXQFgms>

This documentary follows the lives of two children in northern Nigeria who are determined to get the education they deserve despite the state of their school.



WOMEN'S WORK

<http://video.nytimes.com/>

The photographer Katy Grannan captures the voices of women from the developing world.



AMARTYA SEN – WOMEN'S EDUCATION AND BIRTHRATES.

<http://www.youtube.com/watch?v=3xytHoFveYA>

Nobel laureate Amartya Sen explains the role of women's education and women's empowerment in reducing birthrates around the globe.

WORLD BANK: FOR TEACHERS

<http://youthink.worldbank.org/4teachers/>

This page was created by a group of young people at the World Bank in order to help answer questions about development. The page, titled Youthink!, includes pages for teachers and students with a wide range of available resources.



LESSON PLANS, ACTIVITIES, AND DISCUSSION QUESTIONS



LESSON PLAN WEBSITE: EDUCATING JANE

<http://www.educatingjane.com/Women/womenLP.htm>

EducatingJane.com is a national site for girls, their parents, and educators dedicated to helping girls grow with self-esteem, self-awareness, and involvement in the world. Personal development is our highest priority. We believe girls should be free to make educational and career decisions based on their individual interests and abilities.

LESSON PLAN: WOMEN, LITERACY, AND DEVELOPMENT

<http://www.globaled.org/curriculum/wlit.html>

There are nearly one billion people in the world who are illiterate, one-fifth of the world's population. In spite of the fact that most development agencies identify women's literacy as the single most important factor in development, one out of every three women in the world cannot read and write. Illiteracy is not confined to adults; in 1986, 105 million children between the ages of six and eleven were not in school. This activity explores several aspects of the issue of global literacy: the gender gap; personal stories of people affected by illiteracy; and programs that work.

BAHIA STREET

<http://www.bahiastreet.org/multimedia-learning/>

Besides addressing poverty in Brazil, Bahia Street promotes greater understanding about poverty, race, class, and collaborative social change. At the higher education level, Bahia Street teaches new perspectives in NGO management and issues of identity and inequality. The resources on this page are meant to assist educators and students in learning about themes of race, class, and poverty, Bahia Street, and the Bahia Street model for collaborative social change. These resources continually are updated and adapted. Please share with us your ideas for edits or additions.

**I would educate women more than men.
Women bear and raise children.
So, women prepare the future.
How can the future be good if women are
illiterate?"**

- Zapotec Indian woman in a literacy class in Latin America
(excerpt from handout for the lesson plan: Women, Literacy and Development: <http://www.globaled.org/curriculum/wlita.html>)

SHADES OF GRAY: CONSIDERING GENDER EQUITY THROUGH A FISHBOWL DISCUSSION

http://www.nytimes.com/learning/teachers/lessons/20050125tuesday.html?searchpv=learning_lessons

In this lesson, students will consider their own strengths and weaknesses through the lens of gender. They then examine various theories and ideas regarding gender equity in a fishbowl discussion and a reflection paper.



EMPOWERING PLAY

<http://www.schoollibraryjournal.com/article/CA6699062.html?industryid=47061%20>

Empowering Play, a virtual soccer game created by EMC, is geared toward young boys, who earn points based on how they treat each other and the women in their lives.



LESSON PLANS ABOUT WOMEN, EDUCATION, AND DEVELOPMENT

UN WORKS LESSON PLAN ON GIRLS' EDUCATION

http://www.un.org/works/goingon/india/lessonplan_girlseducation.html

This lesson presents an overview of where, why, how, and in what conditions girls are denied access to primary education. Many obstacles such as the daily realities of poverty, political instability, regional conflict, geography, cultural and traditional values stand between girls and their prospects for education. Students will learn that educating girls is essential to the development and prosperity of nations and peoples. This lesson examines the obstacles faced by young girls in developing countries as it pertains to education and what international documents protect this basic human right.



INTERACTIVE GAME: THE COST OF LIFE

http://www.unicef.org/voy/explore/rights/explore_3142.html

Ayiti: The Cost of Life: What is it like to live in poverty, struggling every day to stay healthy, keep out of debt, and get educated? Find out now in this challenging role playing game in which you take responsibility for a family of five in rural Haiti.

START A BOOK CLUB FOCUSING ON WOMEN, EDUCATION, AND DEVELOPMENT IN YOUR SCHOOL OR CLASS.

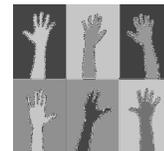
Three Cups of Tea

<http://www.threecupsoftea.com/>

In *Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time*, Greg Mortenson, and journalist David Oliver Relin, recount the journey that led Mortenson from a failed 1993 attempt to climb Pakistan's K₂, the world's second highest mountain, to successfully establish schools in some of the most remote regions of Afghanistan and Pakistan. . . Mortenson combines his unique background with his intimate knowledge of the third-world to promote peace with books, not bombs, and successfully bring education and hope to remote communities in central Asia. *Three Cups of Tea* is at once an unforgettable adventure and the inspiring true story of how one man really is changing the world—one school at a time.



VOLUNTEER/ACTION OPPORTUNITIES FOR TEACHERS AND STUDENTS INVOLVING WOMEN, EDUCATION, AND DEVELOPMENT



LISTEN TO NICHOLAS KRISTOF'S MESSAGE

<http://www.oprah.com/media/20090925-tows-nicholas-kristof-message>

As a *New York Times* columnist and co-author of *Half the Sky*, Nicholas Kristof has seen firsthand how women and girls can better their communities-and the world-with just a small amount of help. His advice on how you can help just one person achieve some very big dreams

JOIN "THE GIRL EFFECT" ON FACEBOOK

<http://www.facebook.com/girleffect>

The Girl Effect: The powerful social and economic change brought about when girls have the opportunity to participate in their society.

VOLUNTEER TO TUTOR GIRLS AT YOUR SCHOOL OR IN THE COMMUNITY

http://www.ccsww.org/site/PageServer?pagename=childrenyouth_yp

The Youth Tutoring Program is an after-school educational enrichment program for at-risk first through twelfth grade students who live in five low- and mixed-income public housing communities in Seattle. Begun in 1991 as a partnership with the Seattle Housing Authority, the tutoring centers provide youth with a safe, positive, and stimulating environment to explore learning and experience academic and personal success.

VOLUNTEER AT BIG BROTHERS, BIG SISTERS (HIGHSCHOOLERS ENCOURAGED TO VOLUNTEER)

<http://www.bbbs.org>

The Big Brothers Big Sisters Mission is to help children reach their potential through professionally supported, one-to-one relationships with mentors that have a measurable impact on youth.

CORRESPONDENCE MATCH PROGRAM

<http://www.peacecorps.gov/wws/correspond/>

Since 1989, World Wise Schools has helped more than three million U.S. students communicate directly with Peace Corps Volunteers in more than one hundred countries. Through the exchange of letters, artwork, artifacts, and other educational materials, Peace Corps Volunteers lead your students in an exploration of the countries and cultures of the world.

SPEAKERS MATCH PROGRAM

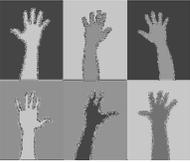
www.peacecorps.gov/wws/speakersmatch

Speakers Match links returned Peace Corps Volunteers in the United States with classroom teachers. Anyone wishing to host Peace Corps Volunteers to speak about their experiences in other countries can contact Speakers Match to request the name and contact information of a potential speaker who has returned from Peace Corps service.

PARTICIPATE IN ROOM TO READ VIA STUDENTS HELPING STUDENTS

<http://www.roomtoread.org/Page.aspx?pid=328>

Students Helping Students is a way for students, teachers, and their communities to help Room to Read provide enhanced educational resources where it is needed most. By taking the initiative and starting fundraising projects at their school, church, or community group, students will cultivate valuable leadership skills as well as feel empowered that they can be agents of change in the world.



VOLUNTEER/ACTION OPPORTUNITIES FOR TEACHERS & STUDENTS INVOLVING WOMEN, EDUCATION, AND DEVELOPMENT

JOIN OR START A CHAPTER OF RICHARD'S RWANDA

<http://www.richardsrwanda.org/Index.htm>

Richard's Rwanda is a group of girls who are working together to support and pursue the dream of hope and education for all girls. We believe that every girl deserves the chance to get an education and learn the great things you get to learn in school...Richards Rwanda is helping twenty girls in Nyamata, Rwanda and supplying them with what they need in order to attend school. We hope to build a school or learning center for the girls we are supporting and the next generations.

As of fall 2009 the eighth graders at Seattle Girls School will be moving on to high school. All of the girls will be starting chapters/groups of Richard's Rwanda at their high schools. There will be chapters at Garfield High School, Ballard High School, Lakeside High School, Seattle Prep, and Roosevelt High School.

START A U.S. CHAPTER OF GIRLS LEARN INTERNATIONAL AT YOUR SCHOOL

<http://www.girlslearn.org/index.php?catid=1&over=1>

Girls Learn International®, Inc. (GLI) gives American students a voice in the movement for universal girls' education. GLI pairs American middle and high school-based Chapters with Partner Schools in countries where girls have been traditionally denied access to education. The GLI Program gives students the opportunity to explore issues affecting girls in relation to global human rights, promotes cross-cultural understanding and communication, and trains students to be leaders and advocates for positive change.

SPONSOR A WOMAN OR DONATE THROUGH WOMEN FOR WOMEN INTERNATIONAL

<http://www.womenforwomen.org/about-women-for-women/we-support-women-survivors-globally.php>
Women for Women International provides women survivors of war, civil strife and other conflicts with the tools and resources to move from crisis and poverty to stability and self-sufficiency, thereby promoting viable civil societies. We're changing the world one woman at a time.



HUMAN RIGHTS AND HUMAN TRAFFICKING INFORMATION SHEET

- **Human Trafficking** is the world's third largest criminal industry behind drug trafficking and weapons trading (ILO website). The International Labor Organization (ILO) estimates that there are 12.3 million people in forced labor, bonded labor, forced child labor, and sexual servitude. However, other estimates range from four million to twenty-seven million. According to the U.S. State Department, 80 percent of people trafficked are woman and girls and up to 50 percent are under the age of eighteen. Human Trafficking is a growing industry that has captured the attention of national and international governments and organizations.¹¹
- The United States is primarily a transit and destination country for human trafficking victims. According to the U.S. Department of State's Trafficking in Persons Report (2006), 14,500 to 17,500 people are trafficked into the United States every year. In additions, U.S. citizens are trafficking within its borders as well. In 2000, law enforcement officials uncovered the movement of smuggled and trafficked persons into the Port of Seattle. Over 200 victims were assisted in the Seattle area.¹²
- At least 500 children are victims of sex trafficking in King County – many as young as thirteen or fourteen.¹³
- Human Rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent, and indivisible. Human rights are basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language, or other status.
- Human rights include civil and political rights, such as the right to life, liberty, and freedom of expression; and social, cultural, and economic rights including the right to participate in culture, the right to food, and the right to work and receive an education.
- Human rights are protected and upheld by international and national laws and treaties. The Universal Declaration of Human Rights (UDHR) is the foundation of the international system of protection for human rights. It was adopted by the United Nations General Assembly on December 10th, 1948. This day is celebrated annually as International Human Rights Day. The thirty articles of the UDHR establish the civil, political, economic, social, and cultural rights of all people. It is a vision for human dignity that transcends political boundaries and authority, committing governments to uphold the fundamental rights of each person.¹⁴

¹¹ Taken from the Human Trafficking Lesson Plan by the Global Nomads Group.
http://74.125.155.132/search?q=cache:3Y_TotdiKf8J:www.gng.org/pulse/fall2008/Human-Trafficking-LP.pdf+lesson+plans+human+trafficking&cd=3&hl=en&ct=clnk&gl=us

¹² Taken from the Human Trafficking Lesson Plan by the Global Nomads Group.
http://74.125.155.132/search?q=cache:3Y_TotdiKf8J:www.gng.org/pulse/fall2008/Human-Trafficking-LP.pdf+lesson+plans+human+trafficking&cd=3&hl=en&ct=clnk&gl=us

¹³ <http://www.ipjc.org/legislation/kingcountyalert.html>

¹⁴ <http://www.amnestyusa.org/human-rights/page.do?id=1031002>



RESOURCES ON HUMAN RIGHTS AND HUMAN TRAFFICKING

U.S. DEPARTMENT OF STATE DIPLOMACY IN ACTION WEBSITE ON HUMAN RIGHTS

<http://www.state.gov/g/drl/hr/>

The protection of fundamental human rights was a foundation stone in the establishment of the United States over 200 years ago. Since then, a central goal of U.S. foreign policy has been the promotion of respect for human rights, as embodied in the Universal Declaration of Human Rights. The United States understands that the existence of human rights helps secure the peace, deter aggression, promote the rule of law, combat crime and corruption, strengthen democracies, and prevent humanitarian crises.

UNITED NATIONS WEBSITE ON HUMAN RIGHTS

<http://www.un.org/en/rights/>

The Office of the United Nations High Commissioner for Human Rights (OHCHR) represents the world's commitment to universal ideals of human dignity. We have a unique mandate from the international community to promote and protect all human rights.

HUMAN RIGHTS WATCH

<http://www.hrw.org/en/home>

Human Rights Watch is dedicated to protecting the human rights of people around the world. We stand with victims and activists to prevent discrimination, to uphold political freedom, to protect people from inhumane conduct in wartime, and to bring offenders to justice. We investigate and expose human rights violations and hold abusers accountable. We challenge governments and those who hold power to end abusive practices and respect international human rights law. We enlist the public and the international community to support the cause of human rights for all.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

<http://www.ohchr.org/EN/UDHR/Pages/Introduction.aspx>

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights...It sets out, for the first time, fundamental human rights to be universally protected.

Book: THERE ARE NO CHILDREN HERE

http://alexkotlowitz.com/o2_o3.html

Alex Kotlowitz chronicles two years in the lives of two boys, Lafayette and Pharoah, struggling to survive in Chicago's Henry Horner Homes, a public housing complex disfigured by crime and neglect. The book which became a national bestseller was chosen by the New York Public Library as one of the 150 most important books of the century.

THE VIRTUOUS TWINS: PROTECTING HUMAN RIGHTS AND IMPROVING SECURITY IN COLOMBIA

<http://www.crisisgroup.org/home/index.cfm?l=1&id=6112>

Over seven years, the government of President Álvaro Uribe has produced important security gains, but these have been accompanied by serious human rights violations and breaches of international humanitarian law (IHL). Colombia is still not close to the end of its armed conflict. The Revolutionary Armed Forces of Colombia (FARC), the National Liberation Army (ELN), paramilitary successors and new illegal armed groups (NIAGs) – all responsible for multiple atrocities against civilians – can survive with drug financing and, to a degree, due to the state's inability to extend its legitimate presence into many rural areas. To move toward lasting peace, the Uribe administration must not only maintain its security achievements but also urgently improve its security policy by addressing serious human rights issues and expanding the rule of law and national reach of the state's civilian institutions. Holding to account senior military involved in extrajudicial killings is a first step but insufficient to curb abuses. International cooperation should focus on supporting the fight to end impunity and protect basic rights.



RESOURCES ON HUMAN RIGHTS AND HUMAN TRAFFICKING

INNOCENCE INTERRED

<http://humanrightsdefence.org/innocence-interred.html>

Young children go missing from the small towns and villages in India. Some run-away on being lured by the dreams of the big city, while others are carried away to be sold for meager gains...

SRI LANKA'S JUDICIARY: POLITICISED COURTS, COMPROMISED RIGHTS

<http://www.crisisgroup.org/home/index.cfm?id=6186>

Sri Lanka's judiciary is failing to protect constitutional and human rights. Rather than assuaging conflict, the courts have corroded the rule of law and worsened ethnic tensions. Rather than constraining militarisation and protecting minority rights, a politicised bench under the just-retired chief justice has entrenched favoured allies, punished foes and blocked compromises with the Tamil minority. Its intermittent interventions on important political questions have limited settlement options for the ethnic conflict. Extensive reform of the judicial system – beginning with a change in approach from the newly appointed chief justice – and an overhaul of counterproductive emergency laws are essential if the military defeat of the LTTE is to lead to a lasting peace that has the support of all ethnic communities.

INTERCOMMUNITY PEACE AND JUSTICE CENTER PUBLICATION ON HUMAN TRAFFICKING

<http://www.ipjc.org/journal/fallo3/index.htm>

Fall 2003 Newsletter addressing Human Trafficking with specific references to the Northwest.

POLICE REFORMS IN INDIA: CRUCIAL FOR 'HUMAN RIGHTS'

<http://humanrightsdefence.org/police-reforms-in-india-crucial-for-human-rights.html>

People cannot take the law into their own hands. The rationale behind this reasoning is that the state is present to protect its citizens and to create an environment for realization of human rights. Citizens only have a limited right vested in themselves to protect their or anyone else's person or property which is guaranteed by the right of private defence.

INTERCOMMUNITY PEACE AND JUSTICE CENTER RESOURCES ON HUMAN TRAFFICKING

<http://www.ipjc.org/links/trafficking.htm>

Human Trafficking Resources

EUNUCHS OF INDIA - DEPRIVED OF HUMAN RIGHTS

<http://www.humanrightsdefence.org/>

The International Human Rights Day comes and goes every year. Human Rights activists talk of torture of under trials in police custody. They talk about human beings being subjected to medical experimentation without their conscious knowledge. They discuss socially relevant subjects like violence against women, child abuse, trafficking or exploitation of child labour in TW countries. But the lot of the community of eunuchs is largely ignored even by their own. It is also true that at every stage of their existence, their rights to live and work like normal human beings are violated with impunity.



ABC NEWS: HOW TO BUY A CHILD IN TEN HOURS

<http://abcnews.go.com/Nightline/Story?id=5326508&page=6>

One Reporter's Journey Reveals An Epidemic of Child Slavery in Haiti.



RESOURCES ON HUMAN RIGHTS AND HUMAN TRAFFICKING

TRONIE FOUNDATION

http://www.troniefoundation.org/tronie_foundation.shtml

Trong and Rani Hong, themselves survivors of childhood atrocities, established the foundation out of compassion for exploited women and children, and the desire to encourage human trafficking survivors to harbor anticipation of hope and freedom. . . they've chosen to personally cultivate their tragic beginnings into compassion for others for the past decade.

HUMAN RIGHTS EDUCATION RESOURCE CENTER

http://www.hrea.org/index.php?base_id=101&language_id=1

The Electronic Resource Centre for Human Rights Education is an on-line repository of human rights education and training materials, on-line forums, databases and links to other organisations and resources. The materials are provided free of charge.

WOMEN AND HUMAN RIGHTS: THE BASIC DOCUMENTS

<http://www.columbia.edu/cu/humanrights/publications.htm>

The second book in the Human Rights Documents series. With 22 key texts on human rights and women, including the major general international instruments and reports of world conferences, as well as international conventions specific to women's human rights and the rights of women in special contexts, such as armed conflict, trafficking and prostitution, health and reproduction, education, and employment. [1996 / 251 pages / \$10]

INTERNET NAVIGATION PRIMER

<http://www.hrawareness.org/primer10.html>

Human Rights on the web: a Navigation Primer -- The primer provides a commented resource list of the major web sites on major human rights topic, like women's rights, children's rights, rights of transsexual women etc. The primer is meant for anyone who wants to gain a quick view of the major human rights issues as well as a reference list for activists.

HUMAN RIGHTS EDUCATION RESOURCEBOOK

<http://www.hrea.org/pubs/HREresourcebook/2nd/>

Comprehensive international guide that includes a directory of human rights education organisations and its activities, an overview of human rights courses and trainings offered worldwide, an annotated bibliography of human rights literature and a listing of funding agencies.



LESSON PLANS, ACTIVITIES, AND DISCUSSION QUESTIONS

HUMAN RIGHTS EDUCATION

<http://www.amnestyusa.org/educate/lesson-plans/page.do?id=1102163>

These lessons are carefully crafted by education professionals and represent the teaching perspectives of the authors and the Human Rights Education division of Amnesty International USA. While every effort has been made to craft objective, constructive learning exercises, we realize that these lessons may not be ideal for all educators everywhere. In attempt to make these resources interactive, and with recognition of room for improvement, we welcome submissions, suggestions, and feedback.

THE DESIGN AND EVALUATION OF HUMAN RIGHTS EDUCATION PROGRAMS

<http://www.columbia.edu/cu/humanrights/publications.htm>

A how-to handbook on designing and implementing human-rights-education programs, for educators and human rights activists. The 40-page book addresses the form and content of human-rights education, presents a seven-step program for curriculum planning, and includes an appendices section outlining various resources for program planning. [2000 / 40 pages / \$8]

HUMAN RIGHTS IN THE NEWS

<http://www.amnestyusa.org/educate/lesson-plans/human-rights-in-the-news/page.do?id=1051065>

This activity is especially effective following an initial introduction to the Universal Declaration of Human Rights. It provides practice with the content and opens the question of how conflict in rights can be resolved.

HUMAN RIGHTS: A *NEW YORK TIMES* LEARNING NETWORK LESSON PLAN UNIT

<http://www.nytimes.com/learning/teachers/lessons/humanrts.html>

The Learning Network has developed lesson plan units that use recent *New York Times* articles as springboards for examining important curricular topics in interesting and exciting ways. Use these lessons in your classroom, or share them with teachers in other content areas and collaborate on interdisciplinary units. The lessons are listed in reverse chronological order, from the most recent to the least recent, based on the date on which they were published on the Learning Network.



UNIVERSAL VOICES: ONLINE HUMAN RIGHTS INTERNET GUIDE

<http://www4.uwm.edu/cie/staff/1082>

http://www4.uwm.edu/cie/res_guide/humanrights/index.cfm

This resource guide was developed and edited for the 2000 Global Studies Summer Institute, "Age of Crisis or Age of Reason? Teaching Human Rights at the Turn of the Century." It features a variety of Internet resources related to human rights issues and human rights education.



LESSON PLANS REGARDING HUMAN RIGHTS/HUMAN TRAFFICKING

HUMAN RIGHTS EDUCATION RESOURCE CENTER

http://www.hrea.org/index.php?base_id=101&language_id=1

The Electronic Resource Centre for Human Rights Education is an on-line repository of human rights education and training materials, on-line forums, databases and links to other organisations and resources. The materials are provided free of charge.

HUMAN RIGHTS IN ACTION (UN CYBERSCHOOLBUS)

<http://www.un.org/Pubs/CyberSchoolBus/humanrights/index.html>

This site provides users with an interactive version of the Universal Declaration of Human Rights. Each article of the UDHR is introduced with both the official text and a plain language version, an exploration of key issues, definitions, and suggestions for activities and discussion questions. This site also provides engaging human rights stories of teachers and students from around the world.

TRAFFICKING IN HUMANS (GRADES 9-12)

http://www.pbs.org/wnet/religionandethics/teachers/lp_trafficking.html

It is likely that the subject of human trafficking is unfamiliar to many students. Some may have breezed past a television program, movie, or news report that touched on the subject, but many others might believe that the threat of being forced into a life of submission simply does not exist. The truth, however, is that human trafficking is a prevalent and global issue. Every day, people all over the world, particularly women and children, are lured into prostitution and slavery by the promise of a well-paying job, food, shelter, and health care for their family.

In this lesson, students will explore the grim reality of human trafficking. They will define human trafficking and examine how people might be led by their desperation for a better life into a world of slavery. They will discover the ways in which victims are manipulated to believe that they will never be able to leave captivity safely. Students will also research actions that are being taken against human trafficking, and they will debate the extent to which the U.S. government should be involved in the protection of individuals around the world.

HUMAN TRAFFICKING

www.gng.org/pulse/fall2008/Human-Trafficking-LP.pdf

This lesson presents information on human trafficking in order to facilitate a dialogue between high school students from around the United States about human trafficking. This lesson plan also strives to represent human trafficking as an issue that directly affects the United States and its citizens. Due to the very sensitive nature of this content, Global Nomads Group has tried to keep the content very general.

*** This lesson plan was created for a video conference discussion, but could be adapted to school or classroom discussions.*

TEACHING TRAFFICKING FROM A HUMAN RIGHTS PERSPECTIVE (GRADES 6-8)

<http://www.aagw.org/Education/MiddleSchool/>

Students will be introduced to the problem of human trafficking via an assessment and discussion of human rights.



LESSON PLANS REGARDING HUMAN RIGHTS/HUMAN TRAFFICKING

INTRODUCTION TO THE PROBLEM OF HUMAN TRAFFICKING (GRADES 9-12)

<http://www.aagw.org/Education/HighSchool/>

Students will have a better understanding of the danger and consequences of trafficking, will be able to describe the stages of the trafficking process, and will become aware of issues that make one vulnerable to exploitation.



DIGITAL GAME TO HELP END VIOLENCE AGAINST WOMEN

<http://delicious.com/globalclassroom/games>

From EMC, Champlain College. Research was done in South Africa and they hope to launch the game in time for soccer world tournament there. Online game with mobile version to come.



VOLUNTEER WITH THE TRONIE FOUNDATION

http://www.troniefoundation.org/tronie_foundation.shtml

<http://www.troniefoundation.org/volunteer.shtml>

Trong and Rani Hong, themselves survivors of childhood atrocities, established the foundation out of compassion for exploited women and children, and the desire to encourage human trafficking survivors to harbor anticipation of hope and freedom. . . they've chosen to personally cultivate their tragic beginnings into compassion for others for the past decade.

VOLUNTEER WITH WORLD RELIEF SERVICES

<https://worldrelief.org/SSLPage.aspx?pid=1722>

For over sixty years, World Relief has been equipping churches and communities to help victims of poverty, disease, hunger, war, disasters, and persecution. World Relief empowers and equips churches confronted by disaster, deprivation, and disease to respond to the suffering around them.

Volunteers play a vital role in supporting World Relief's work. Serving throughout the organization both here in the U.S. as well as internationally, volunteer, and internship opportunities provide individuals with a deeper understanding of Christian relief and development work.

We are currently working on establishing our intern and volunteer positions for the next 12 months.

Volunteer and internship positions with World Relief are unpaid and range in duration from two months to two years. Volunteers are asked to cover their own expenses, including travel. Many times colleges, universities, and home churches may have a mechanism in place to help with the expenses. World Relief also has a fundraising support mechanism called the Ambassador Program which allows volunteers to utilize our capacity to market, track and expense funds raised.

START AN AMNESTY INTERNATIONAL'S YOUTH AND STUDENT PROGRAM OR MULTI-ISSUE CLUB.

http://www.amnesty.ca/youth/get_involved/clubs_and_groups.php

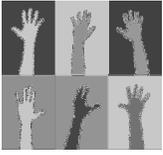
The main difference between the two is that an Amnesty Club focuses solely on Amnesty work. A multi-issue group is a club that focuses on a variety of issues, including Amnesty International. Both groups are an excellent, effective and fun way to take action for human rights in your school or community...Check with the Youth and Student Program Coordinator to see if there is a group in your area, or see the Activist Toolkit for information on how to start a group.



WRITE TO CHOCOLATE MANUFACTURERS

<http://www.ipjc.org/links/trafficking.htm>

Watch a short video about child labor and slavery in the chocolate industry. Then write a letter to chocolate manufacturers asking them to live up to their commitment to help the children on cocoa plantations in West Africa and stop using child and exploited labor.



VOLUNTEER/ACTION OPPORTUNITIES FOR TEACHERS AND STUDENTS

BECOME THE "SOMEONE" WILLING TO DO "SOMETHING"

Here are a few simple ideas on how you can raise your hand along with us and become that "someone" willing to do "something" to help abolish injustice in the 21st Century. Adapted from <http://www.thea21campaign.org/index.php/en/join-us/join-a21>.

SUPPORT SURVIVORS

Buy products made by survivors of human trafficking. Here is one place you can find jewellery that is hand-made by survivors: www.nightlightbangkok.com. You can also support survivors by donating items for newly rescued victims at our shelter in Greece. One suggestion is new clothes such as pajamas, socks, and other essentials as survivors often come to us with only the clothes on their back. If you would like to make a donation directly to the survivors in Greece, please email us at info@thea21campaign.org.

USE YOUR TALENT

Write a blog about why we should fight human trafficking; paint a picture and display it publicly; use a sports event to raise awareness and funds; write a song or talk about human trafficking at a concert; create a short film and post it on www.youtube.com. Use what you do best to make a difference!

SPONSOR THOSE AT RISK

Because poverty is a major contributor that can lead to human trafficking, sponsoring a child or woman in poverty-stricken areas that are also ranked as high origin countries for trafficking, can help make a difference. Check out this organization, www.compassion.com, to see how you can start sponsoring someone in need today!

HELP VICTIMS ESCAPE

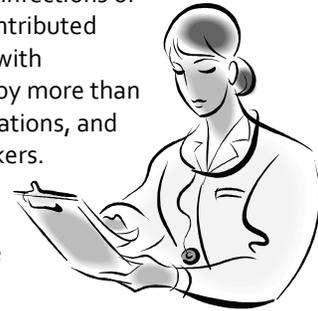
Leave local rescue hotline numbers in public places around your city. For ideas and free downloads, visit <http://www.hhs.gov/>.



GLOBAL HEALTH INFORMATION SHEET

CHILD SURVIVAL

Most preventable child deaths are from malnutrition, diarrhea, pneumonia, infections of newborns, and malaria. During the past five years, the United States has contributed more than \$1.5 billion treating almost five billion episodes of child diarrhea with lifesaving oral rehydration therapy, reducing deaths from diarrheal disease by more than half since 1990. Almost a half a billion children have received basic immunizations, and more than 375 million cases of child pneumonia were treated by health workers. Child malnutrition has been reduced by 25 percent to one in four; and an estimated 500,000 children were saved last year by micronutrient supplementation. In the developing world, these efforts and others save the lives of six million children under age five each year.



MATERNAL HEALTH

Each year more than 500,000 women die pregnancy and childbirth-related complications, and an additional fifteen to twenty million women suffer debilitating consequences of pregnancy. USAID has sharpened its focus on a set of effective interventions targeting specific high-mortality complications of pregnancy and birth - hemorrhage, hypertension, infections, anemia and prolonged labor. Across all USAID-assisted countries, deliveries attended by skilled health workers has increased from an average of 37 percent in 1990 to 50 percent in 2005; the greatest progress has been in the Asia and Near East region, where coverage has more than doubled, increasing from 21 to 47 percent.

NEWBORN HEALTH

Each year, four million newborns die in the first four weeks of life, accounting for 40 percent of all deaths among children under the age of five. USAID assists newborn care programs in twenty-seven countries, covering the full spectrum of approaches, ranging from community-based activities to outreach and clinic care.

AVIAN INFLUENZA

Outbreaks intensified in Southeast Asia in 2005, spreading to other regions, carrying with them an ever-present risk of a deadly global flu pandemic in humans. Along with partners in the international community and the U.S. Government, USAID launched an aggressive global response to the avian influenza threat, providing urgent assistance and support to help a number of countries prevent and contain avian influenza (AI) outbreaks. USAID is assisting fifty-five countries with support for AI task forces and preparedness plans and in twenty-five of those countries, USAID is supporting the development and improvement of animal veterinary capacity. USAID is also promoting better biosecurity practices in poultry-raising settings in twenty countries and supporting AI-related communications. Most notably, poultry outbreaks in Thailand and Vietnam - which accounted for 88 percent of outbreaks between 2003 and 2005 - were reduced dramatically in 2006. Poultry outbreaks fell from more than 1,500 in 2005 to just 209 in 2006, and human cases dropped from seventy-five to three over the same period.

POLIO

In 2005, USAID-supported polio campaigns immunized more than 350 million children under age five in Africa and Asia. The Polio Eradication Initiative has saved five million children from death or paralysis, and these children now face a productive life free from disability and disfigurement.



GLOBAL HEALTH INFORMATION SHEET

TUBERCULOSIS

About 1.6 million people die each year due to tuberculosis. The U.S. is working to eliminate TB as a public health threat to humankind, helping to provide effective treatment for ten million people with TB in seventy-eight countries over the past six years. With U.S. support, TB deaths in Afghanistan dropped more than thirty-eight percent, and TB incidence dropped almost 50 percent.

IMMUNIZATION

Immunization programs prevent life-threatening childhood infections including measles, tetanus, pertussis, polio, and diphtheria. The United States continues to be one of the largest supporters for immunization, committing more than \$350 million to a global vaccine initiative. In five years, almost 100 million additional children received new vaccines, with 2006 efforts reaching another thirty-eight million youngsters. The World Health Organization (WHO) estimates that the premature deaths of 2.3 million children have been prevented through these efforts.

SAFE WATER

About 1.6 million children under age five died last year from diarrheal diseases caused by unsafe water and sanitation in developing countries, and millions more were put at significant risk of exposure to water-borne infections, such as cholera, typhoid fever and dysentery. Household-level, or point-of-use (POU) chlorination is one approach that has been tested at a national scale and has demonstrated to have a public health impact on diarrhea at a sufficiently low cost to allow wide coverage. USAID is promoting two approaches to POU chlorination - the Safe Water System developed by the U.S. Centers for Disease Control and Prevention (CDC) and PuR developed by Procter and Gamble. These disinfection technologies have been shown to reduce disease and death from 35-50 percent.

FOOD FORTIFICATION

More than two billion people worldwide lack sufficient quantities of zinc, vitamin A, iron and iodine, which are now being added to processed foods such as rice and sugar under USAID-supported programs. USAID is improving the micronutrient content of basic foods by expanding research into supplementation and the development and dissemination of biofortified crops. This research includes investigation of: enhanced vitamin A, iron and zinc maize; enhanced iron and zinc beans; and vitamin A enhanced sweet potato. In 2005, USAID supported 22 food fortification programs with the potential to reach nearly 500 million people in nineteen countries.¹⁵

For more information about USAID, please visit .

¹⁵ USAID: Investing in People. 2007. Accessed from the Worldwide Web on October 15, 2009. http://www.usaid.gov/press/factsheets/2007/fs070531_1.html



RESOURCES FOR GLOBAL HEALTH

UNITED NATIONS HEALTH RELATED ORGANIZATIONS

WORLD HEALTH ORGANIZATION

<http://www.who.int/en/>

WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.



THE WORLD HEALTH REPORT

<http://www.who.int/whr/en/index.html>

The World Health Report, first published in 1995, is WHO's leading publication. Each year the report combines an expert assessment of global health, including statistics relating to all countries, with a focus on a specific subject. The main purpose of the report is to provide countries, donor agencies, international organizations and others with the information they need to help them make policy and funding decisions. The report is also offered to a wider audience, from universities, teaching hospitals and schools, to journalists and the public at large - anyone, in fact, with a professional or personal interest in international health issues.

JOINT UNITED NATIONS PROGRAMME ON HIV/AIDS (UNAIDS)

<http://www.unaids.org/en/>

UNAIDS is an innovative joint venture of the United Nations family, bringing together the efforts and resources of ten UN system organizations in the AIDS response to help the world prevent new HIV infections, care for people living with HIV, and mitigate the impact of the epidemic.



UNITED NATIONS POPULATION FUND (UNFPA)

<http://www.unfpa.org/public/>

UNFPA is an international development agency that promotes the right of every woman, man, and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programmes to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect.

UNITED NATIONS DEVELOPMENT PROGRAM (UNDP)

<http://www.undp.org/>

UNDP is the UN's global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a better life. We are on the ground in 166 countries, working with them on their own solutions to global and national development challenges. As they develop local capacity, they draw on the people of UNDP and our wide range of partners.



RESOURCES FOR GLOBAL HEALTH

INTERNATIONAL HEALTH RELATED DATA SOURCES



HUMAN DEVELOPMENT REPORT

<http://hdr.undp.org/en/#>

Human Development is a development paradigm that is about much more than the rise or fall of national incomes. It is about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests. People are the real wealth of nations. Development is thus about expanding the choices people have to lead lives that they value. And it is thus about much more than economic growth, which is only a means - if a very important one - of enlarging people's choices. Fundamental to enlarging these choices is building human capabilities - the range of things that people can do or be in life. The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community. Without these, many choices are simply not available, and many opportunities in life remain inaccessible.



WHO STATISTICAL INFORMATION SYSTEM

<http://www.who.int/whosis/en/index.html>

WHOSIS, the WHO Statistical Information System, is an interactive database bringing together core health statistics for the 193 WHO Member States. It comprises more than 100 indicators, which can be accessed by way of a quick search, by major categories, or through user-defined tables. The data can be further filtered, tabulated, charted and downloaded. The data are also published annually in the World Health Statistics Report released in May.

USA-BASED INTERNATIONAL HEALTH ORGANIZATIONS

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

<http://www.usaid.gov/>

The United States has a long history of extending a helping hand to those people overseas struggling to make a better life, recover from a disaster or striving to live in a free and democratic country. It is this caring that stands as a hallmark of the United States around the world - and shows the world our true character as a nation. U.S. foreign assistance has always had the twofold purpose of furthering America's foreign policy interests in expanding democracy and free markets while improving the lives of the citizens of the developing world. Spending less than one-half of 1 percent of the federal budget, USAID works around the world to achieve these goals.



THE BILL & MELINDA GATES FOUNDATION

<http://www.gatesfoundation.org/Pages/home.aspx>

Our belief that every life has equal value is at the core of our work at the foundation. We follow 15 guiding principles, which help define our approach to our philanthropic work, and employ an outstanding leadership team to direct our strategies and grant making.



RESOURCES FOR GLOBAL HEALTH



THE GLOBAL HEALTH COUNCIL

<http://www.globalhealth.org/>

The Global Health Council is one of the world's largest membership alliance dedicated to saving lives by improving health throughout the world. Our diverse membership is comprised of health-care professionals and organizations that include NGOs, foundations, corporations, government agencies, and academic institutions that work to ensure global health for all. The Council works to ensure that all who strive for improvement and equity in global health have the information and resources they need to succeed.

THE AMERICAN PUBLIC HEALTH ASSOCIATION

<http://www.apha.org>

The American Public Health Association is the oldest, largest, and most diverse organization of public health professionals in the world and has been working to improve public health since 1872. The Association aims to protect all Americans and their communities from preventable, serious health threats and strives to assure community-based health promotion and disease prevention activities and preventive health services are universally accessible in the United States. APHA represents a broad array of health professionals and others who care about their own health and the health of their communities.

DOCTORS WITHOUT BORDERS

<http://www.doctorswithoutborders.org/>

Doctors Without Borders/Médecins Sans Frontières (MSF) is an international medical humanitarian organization created by doctors and journalists in France in 1971.

Today, MSF provides aid in nearly 60 countries to people whose survival is threatened by violence, neglect, or catastrophe, primarily due to armed conflict, epidemics, malnutrition, exclusion from health care, or natural disasters. MSF provides independent, impartial assistance to those most in need.



PHYSICIANS FOR HUMAN RIGHTS

<http://physiciansforhumanrights.org/>

Physicians for Human Rights mobilizes health professionals to advance health, dignity and justice, and promotes the right to health for all. Harnessing the specialized skills, rigor, and passion of doctors, nurses, public health specialists and scientists, PHR investigates human rights abuses and works to stop them.

A Chance at Life: Infant Mortality Rates around the Globe



http://upload.wikimedia.org/wikipedia/commons/5/52/Infant_mortality_rate_world_map.PNG



LESSON PLANS, ACTIVITIES, AND DISCUSSION QUESTIONS



CLIMATE CHANGE & GLOBAL HEALTH (HUMANS AND THE ENVIRONMENT - HIGH SCHOOL CBA – WASHINGTON STATE)

<http://world-affairs.org/globalclassroom/CBA.htm>

These lesson plans, activities, and resources will help students understand how humans interact with the environment. This curriculum requires students to either propose a solution to a current environmental issue that will improve the health of the system or analyze a historical situation in terms of the environment and propose a reasonable alternative that would have improved the health of the system.

GLOBAL HEALTH

<http://www.globalenvision.org/forteachers/29/1222>

In this lesson, students will learn about the political, economic, and social effects of disease, looking particularly at those effects on developing countries. They will learn about the ways in which globalization has affected health around the world and about international public health officials' suggested responses to the spread of infectious disease. Students will participate in a role-playing exercise about providing cheap medications to poor countries.



PANDEMIC PANIC: RESEARCHING THE 2009 INFLUENZA A (H1N1) PANDEMIC

<http://www.nytimes.com/learning/teachers/lessons/20090501friday.html>

In this lesson, students engage in an inquiry into influenza A (H1N1), considering the virus and the pandemic from multiple perspectives and acting as advisers to share factual information they learn with their classmates and school communities.

THE SPREAD OF AIDS

<http://www.nationalgeographic.com/xpeditions/lessons/11/gg12/trade.html>

As patterns and networks of economic interdependence change (e.g., increased trade networks), conditions are favorable for the spread of diseases such as AIDS. Students will research the spread of AIDS and report on how this problem has been affected by changes in global transportation and trade.



PARASITES AND DISEASE

<http://www.nationalgeographic.com/xpeditions/lessons/18/gg12/parasites.html>

Students have probably heard about parasite-borne diseases, but they might not know the specifics of how these diseases are spread and how disease rates can be reduced. In this lesson, they will research some parasite-borne diseases and report on how parasites infect their hosts and how people are trying to reduce infection rates.

GLOBAL HEALTH

<http://www.facingthefuture.org/Curriculum/FindCurriculumthatIsRightforYou/tabid/68/Default.aspx>

Quality of life is determined first and foremost by health. Without health, other aspects of a good quality of life like education, income, and culture become less meaningful. While the last two centuries have witnessed remarkable advances in medicine and health science, many of the world's people remain unhealthy.



LESSON PLANS REGARDING GLOBAL HEALTH

OUTBREAK! CONTEXTUALIZING THE GLOBAL AIDS EPIDEMIC

<http://www.nytimes.com/learning/teachers/lessons/20060601thursday.html>

In this lesson, students will evaluate their own knowledge about H.I.V. and AIDS by researching various countries and creating specific media campaigns to promote H.I.V./AIDS awareness.

Review the Academic Content Standards related to this lesson.



AIDS IN AFRICA I: THE SCOPE OF THE PROBLEM

<http://www.nationalgeographic.com/xpeditions/lessons/01/g912/africaaidsI.html>

This lesson is designed to demonstrate the enormity of the problem of AIDS in Africa, by asking students to gauge the impact of that disease on the population of sub-Saharan Africa, in numbers and percentages, against its impact on the population of the United States. In this lesson, students will search for data related to that discrepancy and determine mathematically the relative impact of AIDS on Africa versus its impact on the U.S. Because the lesson involves students' search skills and ability to identify trends from raw data, little information regarding these numbers and rates should be offered at the beginning of the lesson. AIDS in Africa II: More Than Sympathy, a companion lesson, addresses the causes of the crisis in Africa and what is being done - and needs to be done - to address it.

AIDS IN AFRICA II: MORE THAN SYMPATHY

<http://www.nationalgeographic.com/xpeditions/lessons/01/g912/africaaidsII.html>

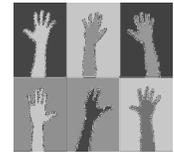
This lesson focuses on *why* the disastrous numbers surrounding the AIDS epidemic in Africa exist. It asks students to explore what is being done, and what can be done, to ease the situation.

THE PRICE WE PAY FOR HEALTH: U.S. AND CANADA

<http://www.econedlink.org/lessons/index.php?lesson=EM535&page=teacher#>

Students will review the health systems of United States and Canada. They will identify the positive aspects of each system. They will look at the trade-offs associated with those positive aspects. In Canada, everyone has health care, but certain specialized medical services are not always available. In the United States, many people are not insured, yet for many people the access to technology and specialization is phenomenal. Which is the better choice? Students will also recognize that choosing between these two systems requires a trade-off between the economic goals of economic freedom and economic security.





VOLUNTEER/ACTION OPPORTUNITIES FOR TEACHERS AND STUDENTS

DONATE TO END OBSTETRIC FISTULA

<http://www.fightfistula.org/>

Obstetric fistula, a devastating childbirth injury caused by unrelieved obstructed labor, affects women and girls living in poverty in the developing world.

As a result of their injuries, women with fistula leak urine, and sometimes feces, causing others to shun them. Most are relegated to the edges of society, unable to board a bus or share a meal with others.

For those who can't access treatment, their suffering and isolation is life-long. But fistula is both preventable and treatable. On average, fistula repair surgery costs a mere \$300. One By One makes it easy to change a woman's life and, in turn, the life of her community.

One By One contributes to the elimination of obstetric fistula worldwide by engaging the public and supporting those who work to treat and prevent fistula in the developing world. We invite you to explore this website to learn more about who we are and what we do. We hope you'll join us!

GET INVOLVED WITH THE SEATTLE AREA AMERICAN RED CROSS

<http://www.seattlredcross.org/show.aspx?mi=4001>

Each year in our community, we mobilize volunteers to care for their neighbors, partner with businesses to make our communities safer, and work with schools and community groups to advocate for health care improvements around the world.

If you have a passion for helping others, get involved with the Red Cross today!



VOLUNTEER WITH THE UNITED WAY

<http://www.uwkc.org/volunteer/default.asp>

You may think volunteering means picking up a paintbrush, planting trees, or working in a soup kitchen. But many nonprofits need professional services like writing a business plan, doing their books, developing a Web site, board governance or software training. United Way of King County offers you a variety of ways to get involved and make an impact.

VOLUNTEER IN YOUR AREA

<http://www.dosomething.org/actnow/volunteer>

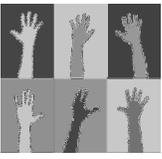
Do Something has the largest database of volunteer opportunities nationwide that are appropriate for you! Just enter your zip code to find tons volunteer opportunities near you!



APPLY TO START A DO SOMETHING CLUB AT YOUR SCHOOL.

<http://www.dosomething.org/clubs/resources/what-you-get>

Do Something Clubs are eligible for \$250 start-up grants, end of the year awards, and other club specific grant competitions. DS Clubs are also welcome to apply for Do Something grants including weekly grants.



VOLUNTEER/ACTION OPPORTUNITIES IN GLOBAL HEALTH



VOLUNTEER AT CAMP CASEY

http://www.campcasey.org/about_camp.php

Camp Casey is a weeklong summer camp for physically disabled children ages 6-17 provided by the North Central Kiwanis Club for over seventy years. Camp is located next to Fort Casey State Park on Whidbey Island in the old WWII army barracks (now owned by SPU). Transportation to and from Camp is provided from the North Seattle area. This camp is fully funded by the Kiwanis Club, so it is free of charge!!

It is staffed by many volunteer counselors (aged sixteen and up) who want to make a difference in the lives of ninety kids. The high school and college-aged counselors provide all of the care and fun for the kids with the help of a nursing staff.

Campers include children with Cerebral Palsy, Spina Bifida, Muscular Dystrophy, amputees, and other physical limitations. This is one of the few camps that is specifically for children who are mildly to severely physically challenged and can communicate their needs either verbally or through an augmentative communication device. (The camper's disability must be primarily physical.) Camp often includes children who are non-verbal using communication devices, independent power wheelchair users, and children who require one-on-one help with eating.



APPLY TO PARTICIPATE IN THE BIOQUEST ACADEMY AT SBRI

<http://www.bioquest.sbri.org/>

At BioQuest Academy, practicing scientists will teach you real lab skills, share their passion for overcoming devastating global infectious diseases and will help advance your senior year steps into college and post-secondary opportunities. Congratulations to the 48 BioQuest Academy 2009 Graduates! You inspired us this summer and we can't wait to see many of you back in the new BioQuest Academy "Out of School Time"(OST!) Program. Funded by an ARRA Administrative Supplement from the National Institutes for Health National Center for Research Resources, our graduates will be working independently to create new global health lab protocols for high school audiences.

SBRI formally launched BioQuest in 2004 with an appreciation for the needs of science going forward: the scientific leaders of today must be replaced by talented, committed successors who will carry on the research to combat the deadly infectious diseases on which SBRI has focused for over 32 years.

The BioQuest Academy was designed with the goal to provide young adults who demonstrate science predilection with access to authentic biomedical research, thereby promoting confidence and skills early in their scientific career pathways.