

PD-ABZ-332



THE GLOBAL CONCERNS PROJECT

Development Education Program: HFP-A-00-01-00017-00

Final Report
October 2001 – October 2003

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Introduction

Concern Worldwide's Development Education Program – The Global Concerns Project – has made significant progress and development in its first stage of operation. Over the past 2 years, approximately 2,500 students and 25 teachers and administrators have been eager to participate in the program, and Concern has received positive feedback on our program materials and events. Overwhelmingly, teachers and students want to learn, discuss and debate issues related to international development. The following report outlines the activities we have engaged in, the progress we have made toward achieving our objectives, the effects and sustainability of the program and the lessons learned throughout this cycle of the Global Concerns Project.

Program Narrative

Objective: *To significantly increase awareness and support of the role of United States citizens and governments in the development process amongst High School students.*

This objective was achieved through the following:

- School participation
- Development and distribution of resource materials
- Organization of activities
- Program monitoring & evaluation

School Participation

- The Global Concerns Project was first implemented in schools during the 2002-2003 school year. During this period, approximately 1,500 students in 16 schools in New York, New Jersey and Illinois participated in the Project. Schools were originally recruited through a partnership with the Tufts EPIIC program: teachers and students participating in the EPIIC were introduced to the Global Concerns Project. More schools were recruited through various contacts, and through the development of an informational brochure that was distributed to interested educators throughout the New York and Chicago areas (see attached).

Beginning in the second school year, 2003-2004, participating schools were contacted by the program coordinator. Most teachers were eager and excited to participate in the Global Concerns Project again. In addition, 4 new schools and 7 new teachers were introduced and now participate in the program, bringing another 1,000 students into the program. Teachers and students are able to connect with other schools and Concern's community overseas through presentations, events and the internet.

Development and Distribution of Resource Materials

- The Global Concerns Project materials focus on current international issues and are being used to supplement an existing curriculum or guide an after school club. These materials provide teachers with background information on each topic and

a framework for creating a debate around the issue. Four times per school year, Concern provides participating schools with print and online materials about a compelling topic. The topics are chosen by focusing on the current global climate, issues that link directly to Concern's work overseas, and through surveys conducted with teacher and student focus groups. The material is presented in such a way as to emphasize critical thinking skills. With the help of a graphic designer, a module was created that includes maps, graphs, images, quotes, articles, statistics, references and web links (see attached). This is used as the standard format for all future modules. The intention of the Global Concerns Project is not to promote a single way of thinking, but to introduce students to many sides of an issue and to encourage them to reflect on the information around them. Therefore, each module is designed around a leading question, and focuses on a specific country. The student resource gives an overview of diverse perspectives on each issue and engages students to connect the issues to their lives through challenging questions, discussion starters, role-plays, thought-provoking quotes, case studies, and other hands-on activities.

- A teacher resource guide (see attached) was created as a supplement to the module. Teacher resources contain focused and current information about each topic including articles, reference lists, web links and activities that emphasize the relevance of the issues to students. They provide strategies to help students to research and to analyze the issues, as well as develop concise arguments and realistic solutions to challenging questions related to the themes. They also give ideas for lesson plans and organizing realistic forums (role-plays, meetings, roundtables) where students can voice their opinions about the issues.
- Distribution of the program materials began in September 2002. During the 2002-2003 school year, 4 modules were created. At the end of the grant period in September 2003, the first module for the 2003-2004 school year was distributed as well. The themes are as follows:

HIV/AIDS – *“How should a country with limited resources respond to its HIV/AIDS crisis?”* - Focus on Uganda

Sanctions Against Iraq – *“Should the United Nations lift sanctions against Iraq?”* – Focus on Iraq

Child Labor – *“Should child labor be eliminated?”* – Focus on Bangladesh

Women's Rights – *“Should all women around the world have the same rights?”* – Focus on Pakistan

Hunger – *“Is it possible to eliminate world hunger?”* – Focus on Ethiopia

- A Global Concerns Project website was created on Concern's website. Additional information about the program, upcoming events and links to our resources are included on this site.

Activities

- The program coordinator made various visits to participating classrooms throughout the school year. The coordinator introduces students the current module topic and, using a PowerPoint presentation, shows students photographs, maps and other detailed information about the *focused country*. The presentation also includes handouts and stories, and closes with a question and answer period. The program coordinator maintains consistent communication and contact with all participating schools, and makes at least one visit to each school per year.
- The Global Concerns project brings in guest speakers from overseas to engage with students and to discuss issues affecting their countries. Currently, Concern Worldwide works in 28 countries and often has visitors to the New York office. These visitors are regularly invited to classrooms, and the students and teachers are enthusiastic about hearing their stories and reports from current field work. Guest speakers have come from: Rwanda, Pakistan, Afghanistan, Haiti, and Bangladesh.
- A multi-school workshop is organized each spring, bringing together approximately 80 students from participating schools to discuss and debate an issue they have been studying. These daylong "Global Concerns Workshops" have students working in *small groups*, and at least two experts (from Concern's overseas personnel) on the issue and region of focus participate. The guest speakers give presentations and are a resource to the students throughout the event.

At the workshop, students are given a role to play and divided into groups with a *specific task* to achieve. The theme for the 2003 Global Concerns Workshop was HIV/AIDS. Students were asked to play the role of an HIV/AIDS advisor, and had to develop a program to tackle the problem using limited funds. Students debate and discuss essential questions surrounding the *problem* with their group. At the end of the workshop, the students have written a program plan and give a brief presentation on it to the other participants.

- The Global Concerns Project encouraged students to develop their own activities related to international issues. One school created beautiful artwork, which was auctioned off as a fundraiser for Angola. Another school created an informational assembly about access to water around the globe. The students produced a PowerPoint presentation and made a presentation to the entire school during their lunch time.

- The program coordinator visited Tufts University twice to meet with our key program partner and participate in the Inquiry high school simulation conference. We are also a member of other development education networks, such as the Development Education Alliance, The American Forum for Global Education, The Comparative and International Education Society, and the National Council for the Social Studies. Through our participation in these networks, Concern aims to build solid relationships with organization and practitioners involved in development and global education research, policy-making and programming. Our involvement in these events will allow us to gain insight into current programs, research and curricula related to the field of development education and, at the same time, provide an opportunity to present the Global Concerns Project to peer organizations and individuals.

Program Monitoring and Evaluation

- A “School Information” questionnaire (see attached) was developed and given to all participating schools. The questionnaire provides Concern with background information about the schools, classes and number of students participating.
- In September of 2002, Concern partner with Project Spera, Inc. to conduct informal teacher focus groups. Information was collected about the resources teachers are currently using to teach about international affairs and the kinds of resources they would find beneficial. All 12 of the teachers who participated in the focus groups said they rely almost exclusively on newspapers and other periodicals for information on international issues. The teachers expressed a desire for student-friendly resources developed specifically for classroom use.
- Concern developed teacher and student surveys (see attached) to evaluate the materials for each module. These surveys have been given to all the teachers and students who have received materials. The information gathered enables Concern to determine the effectiveness of the Global Concerns Project and the materials from the teachers’ perspective, and the understanding and interest level of the students on the issues.

Objective: *To build the capacity of Concern Worldwide US to implement Development Education activities in US High Schools*

This objective was achieved through the following activities:

- Establishment of the Development Education Unit in the New York office
- Training in Quark Express
- Adaptation of materials from Concern Worldwide in Ireland
- Identification of long term funding partners

Establishment of the Development Education Unit in the New York office

Concern's Development Education program activities began with the recruitment of the Education Coordinator and the establishment of the Development Education Unit in the New York office. Sarah Smith was hired in November 2001 as the Development Education Coordinator. Sarah created and shaped the Global Concerns Project. Upon her departure in June 2003, Jane Fossner took the position of Education Coordinator.

Training in Quark Express

Sarah Smith attended an eight-week Quark Express training course, beginning in February. Quark Express is publishing software that has been instrumental in developing the program materials.

Adaptation of materials from Concern Worldwide in Ireland

In February 2002, the Sarah Smith traveled to Ireland to meet with Concern's Development Education team in Dublin and to discuss the program plans and materials. The content and design of the Global Concerns Project materials were planned and developed based on feedback from the Development Education team in Dublin and educators in the US.

Identification of long term funding partners

We are currently identifying long-term funding partners for development education at Concern. We are currently researching potential partners and revising our proposal to account for program modifications and expansion.

Impact of the Global Concerns Project

A main goal of the Global Concerns Project is to introduce students to different sides of an issue and encourage them to think critically about the information around them. Through student and teacher feedback, we have found that students are overwhelmingly interested in the topics presented to them, and enjoy discussing and debating the issue with their peers. We have found that the content of the Global Concerns Project is generally not in the standard curriculum of many schools, and students are eager to know more about current events and the world around them. Students state that they are now more likely to read newspaper articles and watch television programming that relates to the topics they have learned in the classroom. In addition, the Global Concerns Project helps teachers by giving them the necessary material needed for classroom use, and supplements that material by providing guest speakers and activities.

The establishment of the development education program, and specifically the Global Concerns Project, also had an impact on Concern Worldwide US. It has enabled the organization to see how we can utilize our overseas work to help educate people in the United States. Through development education, we are able to create a greater sense of awareness of the type of work Concern and other

NGOs are doing. This brings students a sense of responsibility, and provokes thought on current international events and conditions. Concern Worldwide now has a better understanding of the depth of knowledge among high school students and teachers in relation to issues of international and current events. We are also recognizing that there is a strong demand for this education, and have enjoyed working with new partners and discussing our best practices. In addition, by sending the program materials to our overseas staff, we are able to better show them how they help to create a link and a contribution to the development education program in the United States.

Concern Worldwide believes that the Global Concerns Project has made a large contribution to the field of development education. We have the unique ability to use the knowledge and experience of our overseas programs in order to provide a more innovative way to educate students. Concern offers concrete examples of the society, people, culture and problems encountered in developing countries. We are able to provide students with guest speakers who have first hand accounts of the situations that they are learning about.

Project Sustainability

The commitment to development education activities is central to the Concern Worldwide US strategic plan both as an objective in itself and as a component of our mission statement.

Throughout the course of the grant period, the Global Concerns Project has developed into a successful tool for students and teachers to better understand and critically think about current international events. We have built long-term relationships with schools and teachers and are eager and excited about the continuation and growth of the program, in addition to expanding our broader development education plan.

Using our evaluations and assessments, we hope to convince private foundations in the US of the value of the program, and the significance of improving the educational experience of high schools students. The development education team and the Concern Worldwide US Board of Directors are now actively pursuing current funding opportunities.

Lessons Learned

During the course of the grant period, the Global Concerns Project grew from an idea to a successful reality. The Global Concerns Project has created many opportunities for Concern to get support from and build relationships with educators and students, and strengthens Concerns networks with other education organizations. Through various evaluation and assessment tools, we have found that students and teachers are lacking courses and other sufficient resources in order to better learn and understand current international issues. Concern believes

that students deserve to be educated about the most important international issues in our world today. The teachers are extremely grateful that the Global Concerns Projects is able to supply them with much needed materials, activities and guest speakers at no cost.

Throughout this time, we have realized that each school and classroom operated differently, and have varying amounts of time to which they can dedicate to the Global Concerns Project. Therefore, we have created a program that teachers can adjust to best fit the needs of their own classroom. In addition, teachers are told in advance of future themes, so they are better able to prepare their curriculum to fit in with the upcoming modules.

Concern has found it very valuable that both education coordinators were former classroom teachers. In this way, they were better able to understand the needs of teachers and how to work with the overall school and administration team to help implement the program. As former teachers, they were also well equipped to write lesson plans and knew how to best present information to students.

Timeline of Activities

November 2001

- Recruited Education Coordinator

December 2001 – March 2002

- Finalized program name: The Global Concerns Project
- Visited Dublin office of Concern to meet with Development Education team
- Developed program brochure and description, including program aims and plan for implementation.
- Met with Tufts University Inquiry coordinator
- Developed plan for program materials: student modules, teaching guides, Concern's approach to teaching and learning about international issues.
- Initial contact with New York area schools
- Additional letters sent out soliciting contacts at New York and Chicago area schools
- Began first unit on sanctions (student module and teaching guide)

April – July 2002

- Sent program brochure to all contacted schools, followed up with email or phone call
- Visited Chicago schools, seven schools committed to participating in GCP
- Visited New York schools, ten schools committed to GCP
- Developed *outline for materials*
- Finalized topics for 2002-2003 school year:
- Began researching and writing teacher modules and student modules for Sanctions and HIV/AIDS
- Designed template for layout of all student modules
- Began development of a layout for the website
- Attended Tufts Inquiry simulation

August 2002-December 2002

- Hired development education intern, who worked for 2 months
- Finished final copy of Sanctions and HIV/AIDS module
- Printed and distributed student and teacher modules to schools in New York and Chicago
- Began initial research on *Women's Rights and Child Labor*
- Presentations in New York and Chicago schools
- Guest speaker from Rwanda spoke in New York schools

January 2003-April 2003

- Education Coordinator trip to Africa to gain better insight into Concern's overseas work
- Printed and distributed Women's Rights and Sanctions modules
- Guest speaker – Concern staff member in Afghanistan speaks to students
- Collected and compiled feedback from students
- Organized multi-school workshop on HIV/AIDS, included 3 schools and brought in two expert guest speakers from Concern projects overseas

May 2003-September 2003

- Recruited new education coordinator
- Contacted participating schools for GCP participation in the new school year
- Contacted 10 new schools, followed up with information on GCP
- Finalized topics for the 2003-2004 school year
- Researched and developed Hunger module

The Global Concerns Project Participating Schools

Chicago:

Jones College Preparatory School
Leo High School
Maria High School
Mother McAuley High School
Queen of Peace High School
Resurrection High School
St. Ignatius College Prep

New York:

Aquinas High School
Bronx Science High School
Columbia Preparatory School
Girls and Boys Harbor School
High School of Telecommunications
Iona Preparatory School
Marymount High School
Lehmann High School
Montclair High School, NJ
Preston High School
Stuyvesant High School
Livingston High School, NJ
LaGuardia High School

Thoughts about the Global Concerns Project

“Thank you for showing our girls the need for awareness and the need for constant watch on the world as a whole. Your effectiveness and knowledge is truly appreciated on all levels.”

- Teachers at Resurrection High School, Chicago

“You really made me aware of the things we have here and the things other people need around the world.”

- Student at Aquinas High School, Bronx NY

“We’ve enjoyed your materials. They make for very insightful discussions and the students have become much more globally aware.”

- Teacher at High School of Telecommunications, Brooklyn NY

“The guest speakers are wonderful... the students are still talking about the woman who visited from Rwanda last year.”

- Teacher at Preston High School, Bronx NY

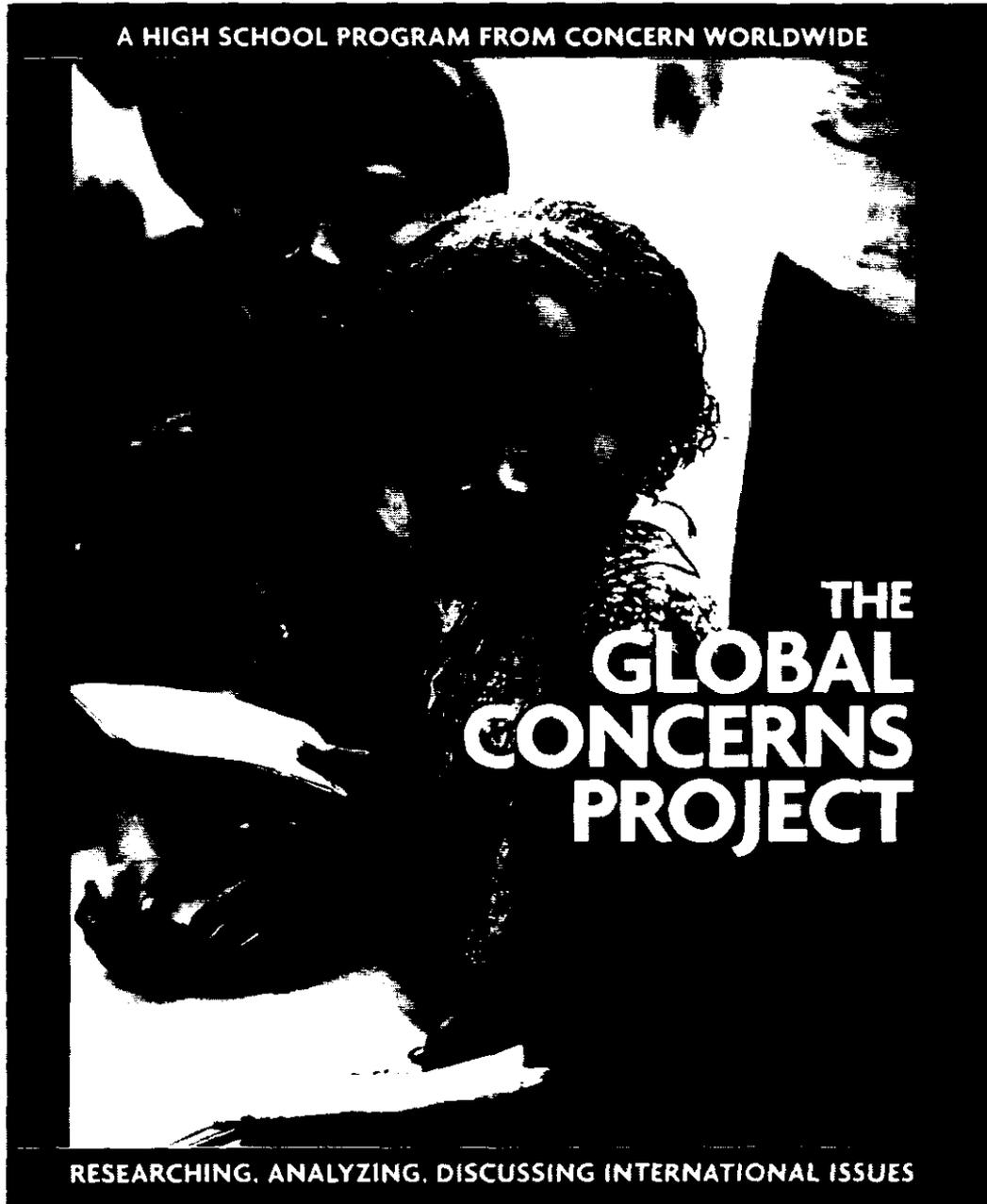
“My students last year and this year appreciated being able to come into contact with ‘the real people’ doing hands-on work around the world... A couple of my students from last year are pursuing programs of assistance to Africa & AIDS support programs via their colleges.”

- Teacher at Columbia Preparatory School, NY



DOES UNITED STATES FOREIGN ASSISTANCE ENCOURAGE **SUSTAINABLE DEVELOPMENT** OR DEPENDENCE ON AMERICAN AID? • SHOULD THE U.S. REQUIRE COUNTRIES TO GRANT MORE **RIGHTS TO WOMEN** IN ORDER TO RECEIVE DEVELOPMENT ASSISTANCE? • IS U.S. SECURITY POLICY BASED ON A **POWERFUL MILITARY** OR AN EFFECTIVE FOREIGN POLICY? • HOW CAN WE

A HIGH SCHOOL PROGRAM FROM CONCERN WORLDWIDE



THE GLOBAL CONCERNS PROJECT

RESEARCHING, ANALYZING, DISCUSSING INTERNATIONAL ISSUES

SHOULD U.S. TAX DOLLARS BE SPENT TO FEED AND HOUSE **REFUGEES** AROUND THE WORLD WHEN THERE ARE HUNGRY AND HOMELESS PEOPLE IN AMERICA? • ARE ECONOMIC **SANCTIONS** AN EFFECTIVE WAY TO RESOLVE ROGUE STATES LIKE **IRAQ AND NORTH KOREA**? • SHOULD THE U.S. USE INFORMANTS WHO ARE KNOWN **HUMAN-RIGHTS** VIOLATORS?

WHAT IS THE GLOBAL CONCERNS PROJECT?

CONCERN WORLDWIDE is a non-denominational, voluntary organization committed to the relief, assistance and advancement of the poorest people in need in less developed areas of the world. Concern has over 3,000 personnel working in 29 countries across four continents. Since 1968, Concern has developed expertise in the areas of agriculture, forestry, childcare, emergency relief, health and nutrition, education, rural and urban development, small business development, water and sanitation and women's training and development.

TO PREPARE STUDENTS TO BE LEADERS in a challenging global context, Concern Worldwide, with support from USAID and Tufts University, initiated the Global Concerns Project. Since 1983 Concern has been operating a widely successful high school debate program that has been administered in over 50 schools in Ireland. The Concern Debates program has been credited with helping students enhance their debating techniques and become more informed about international issues. The success of this program inspired Concern to develop the Global Concerns Project in the United States. Concern has over 30 years of experience implementing relief and development programs around the world. This program will broaden students' understanding of and perspectives on the world.

Initiated by Concern Worldwide, The Global Concerns Project is a program for high schools that aims to:

- Raise students' awareness about pertinent international issues;
- Encourage students to think critically about global themes;
- Engage students in informed debate and discussion about complex world topics;
- Connect students to the international community, providing opportunities for action and reflection.

RESEARCH

Students research select international themes using online and print information packs that outline opposing sides of current issues.

ACTION

Students participate in activities and presentations to inspire them to become informed, active global citizens.

CRITICAL ANALYSIS

Students critically examine topics using a thematic curriculum of engaging activities, discussion starters and challenging questions.

DEBATE

Students apply their knowledge of the issues and strengthen consensus-building skills through organized debates, discussions and roundtables.

- Focused research materials and engaging lesson plans related to international themes, distributed throughout the school year
- Organized activities, speakers and presentations about current global issues
- An opportunity to participate in INQUIRY, an element of Tufts University's Education for Public Inquiry and International Citizenship (EPIIC) program

HAITI

Concern supports a health campaign that has delivered 18,320 vaccinations and carried out AIDS awareness and tuberculosis prevention activities in 11 schools.

SUDAN

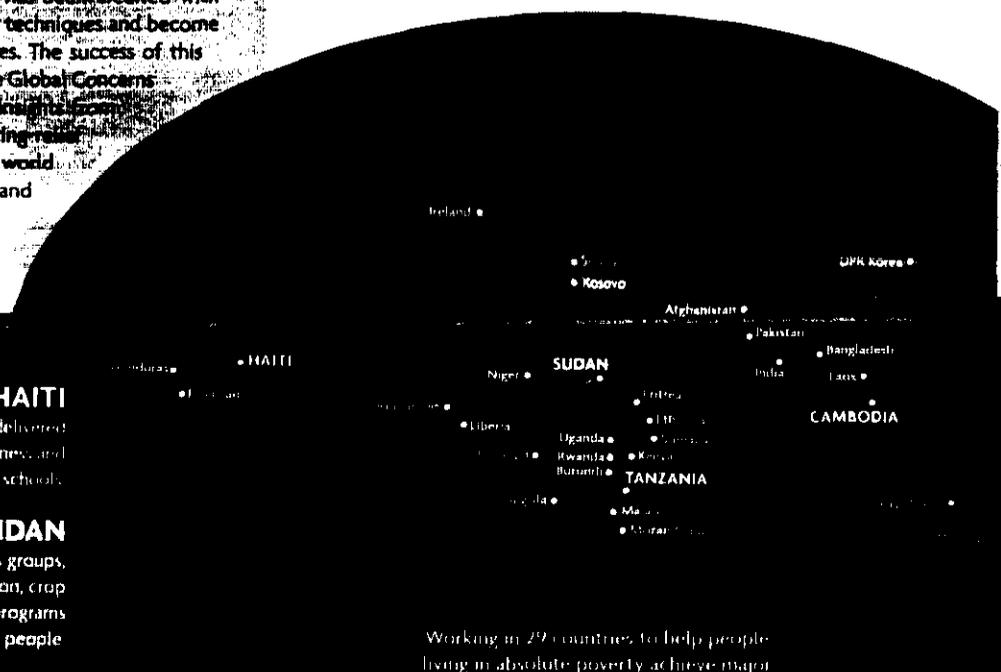
Together with local farmers and women's groups, Concern has implemented seed distribution, crop diversification and self-sufficiency programs that have benefited over 96,000 people.

CAMBODIA

Concern has established over 134 local banks that have a membership of more than 7,000 people. The banks provide small loans to rural entrepreneurs and will have a lasting impact on local economies.

TANZANIA

Concern supports local efforts to provide social, health, educational and cultural services to children living in Dar Es Salaam's poorest neighborhoods.



Working in 29 countries, to help people living in absolute poverty achieve major



Child Labor

Should child labor be abolished?

FOCUS ON BANGLADESH



CONCERN
WORLDWIDE
USA

CHILD LABOR

Are you a child laborer?

WHAT DO YOU THINK?

Do you believe these numbers?

How many child laborers are there really?

It is difficult to count the number of child laborers around the world because most governments don't want to publicize something that is illegal. The ILO says there are 250 million child laborers, but this number doesn't include child laborers in industrialized countries like the US and it doesn't count hidden child workers, like girls doing domestic work or migrant farmers.



DID YOU KNOW?

- The United Nations Convention on the Rights of the Child (CRC) is one of the most important legal documents defining children's rights. The United States and Somalia are the only two countries in the world that have NOT ratified the CRC. According to Human Rights Watch, the US violates children's rights and the CRC in three main ways: the conditions for children in prisons and the justice system, the detention of children by the Immigration and Naturalization Service (INS) and the use of children (17 years old) as soldiers. For more information, go to <http://www.hrw.org/children/us.htm>
- There are almost as many child laborers around the world as there are citizens of the United States.



WHAT IS A CHILD?

According to the International Labor Organization (ILO) and the United Nations Convention on the Rights of the Child, a child is any person under the age of 18.

DIFFERENT KINDS OF WORKING CHILDREN

Economically Active Children are children involved in any kind of work, legal or illegal, paid or unpaid. This category includes a 15 year old who delivers papers as well as an 8 year old who works in a sweatshop.

352 million children ages 5 – 17 are economically active.

Child Laborers are children 5 – 15 doing work that prevents them from going to school or is dangerous or hazardous. Children who are older than 15 and are involved in "hazardous" work or the "unconditional worst forms" of child labor are also considered child laborers. A 15 year-old who delivers papers is not considered a child laborer, but a 14 year-old working in a shop for more than 14 hours a week is considered a child laborer.

246 million children ages 5 – 17 are child laborers.

Children Doing Hazardous Work do work that jeopardizes their physical, psychological or emotional health - construction workers, welders, some factory workers, children working excessive hours, etc.

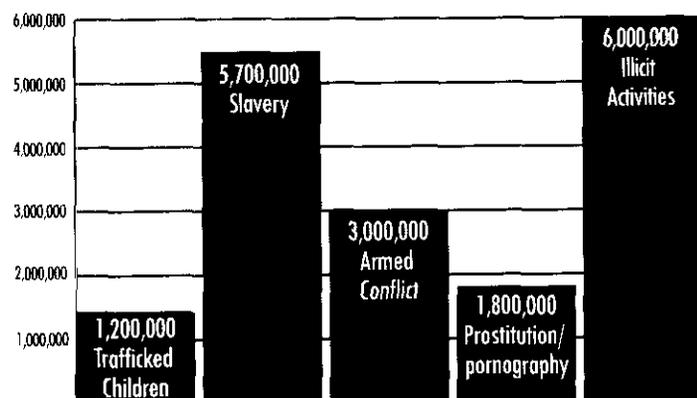
171 million children ages 5 – 17 are working in hazardous conditions.

Unconditional Worst Forms of Child Labor are the forms of child labor that the international community has said are illegal and must be abolished immediately. The unconditional worst forms of child labor include child slavery, children in armed conflict, sexual exploitation of children, children in drug production and trafficking.

8.4 million children ages 5 – 17 are engaged in unconditional worst forms of child labor.

(Defined by the ILO, statistics from 2000)

Numbers of Children in Unconditional Worst Forms of Child Labor



CHECK IT OUT

Read the Convention on the Rights of the Child: www.unicef.org/crc/crc.htm

Definitions of Child Labor: <http://us.ilo.org/ilokidsnew/whatis.html>

CHILD LABOR AROUND THE WORLD

Did a child laborer harvest the food you ate for lunch?

WHY DO CHILDREN WORK?

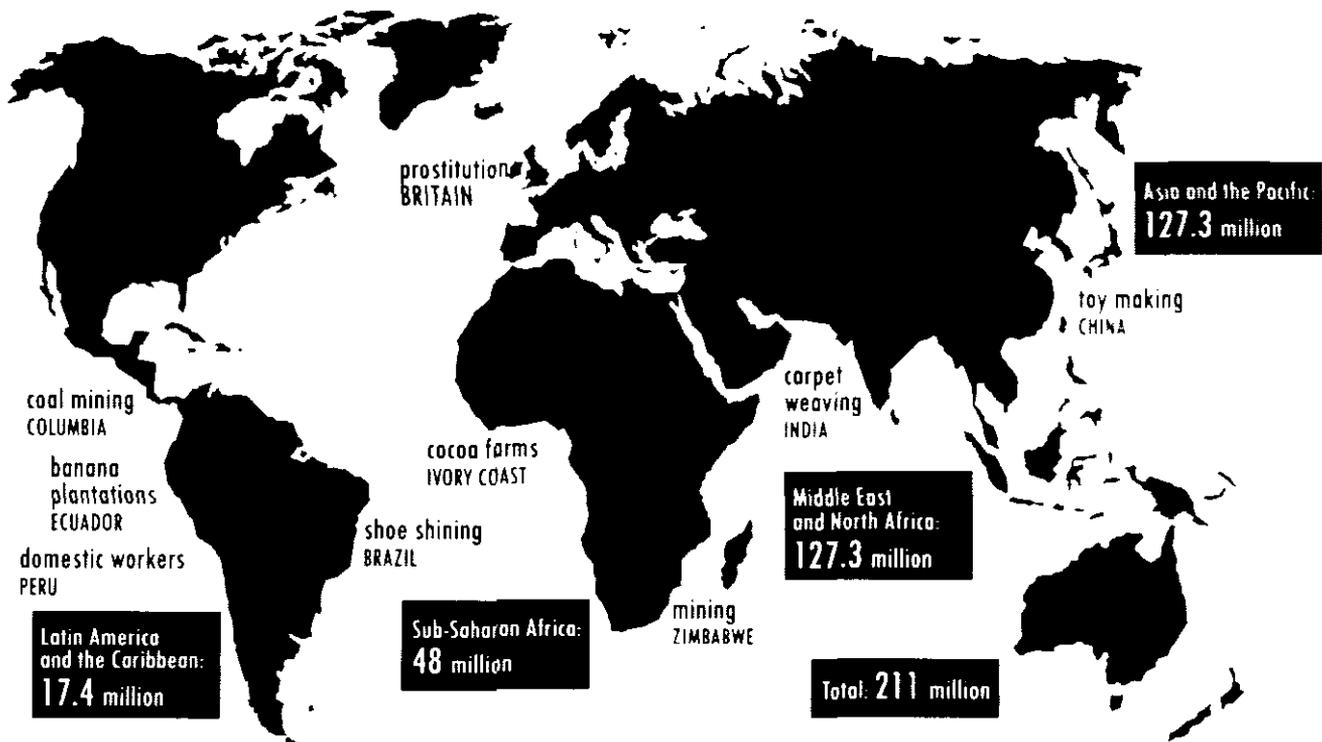
POVERTY: In countries where the average person earns less than \$500 per year, children make up nearly half the labor force and a working child usually contributes over 20% of his or her family's income. Parents need children to work, often for family farms or businesses, to support the family. Sometimes a working child is the only way to ensure a family's survival.

LACK OF QUALITY SCHOOLS: When schools are few and far between or of poor quality, many children end up working.

One of the most effective ways to prevent child labor is by providing a free and quality education to all children. Sometimes children and parents believe the children will benefit more from working than from going to poor schools.

CHEAP LABOR: Employers can usually pay children less and demand more of them because children often do not know or understand their rights. Parents often have children working on the family farm because they cannot hire adult laborers.

CHILDREN ARE WORKING ON EVERY CONTINENT — HERE ARE A FEW EXAMPLES: (1998)



DID A CHILD MAKE YOUR SHOES?

From clothing production to toy manufacturing, corporations are continually able to skirt international laws and use child labor. Manufacturers such as Nike, Pepsi, Disney, Gap, McDonalds, Guess and Adidas have been accused of using child workers. Nike, a corporation with strict age policies for its employees, has admitted that children as young as 10 are making shoes, clothing and soccer balls. But lack of birth records and easily forged documents make it difficult to keep kids out of the factories. Additionally, many argue that children working in factories are learning valuable skills and earning a salary that might be their families' only source of income. Should Nike fire or hire child laborers?

? DID YOU KNOW?

- 8.4 million children worldwide are involved in "unconditional worst forms" of child labor - slavery, bondage, prostitution, pornography, armed conflict and illicit activities. This is more than the total number of people living in New York City (8 million).
- 300,000 children under 18 serve in government military forces or armed rebel groups. Some of these children are as young as 8 years old.

CHECK IT OUT

Learn more about child slavery and trafficking: <http://www.antislavery.org/>

Read about child labor in the US: <http://hometown.aol.com/munmei/labor.html>

BANGLADESH

Child labor gives children an income and skills—should it be banned?



BANGLADESH COUNTRY INFORMATION

LOCATION: Southern Asia, bordered by India and Myanmar.

POPULATION: 137,400,000

SIZE: Bangladesh is slightly smaller than Iowa

ETHNIC GROUPS: 98% Bengali, 2% tribal groups

RELIGIONS: 83% Muslim, 16% Hindu, 1% other

LANGUAGES: Bangla or Bengali is the official language. English is the second most used language.

GOVERNMENT: Parliamentary Democracy; Prime Minister: Khaleda Zia

INFANT MORTALITY RATE: 67 infants die per 1,000 births

LIFE EXPECTANCY: 58 years

Source: UNDP, 2002

THE FIVE PILLARS OF ISLAM

Most Bangladeshis are Muslim. The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.

The Five Pillars consist of:

SHAHADAH: sincerely reciting the Muslim profession of faith.

SALAT: performing ritual prayers in the proper way five times each day.

ZAKAT: paying an alms (or charity) tax to benefit the poor and the needy.

SAWM: fasting during the month of Ramadan.

HAJJ: pilgrimage to Mecca.

? DID YOU KNOW?

Bangladesh is one of the world's poorest and most densely populated countries. Most people in Bangladesh live crowded onto a delta of rivers that empty into the Bay of Bengal. Floods and cyclones frequently ravage the country. In 1991 a tidal wave killed approximately 138,000 people and in 1998 the worst ever flood devastated two-thirds of the country.



CHECK IT OUT

See pictures and learn about Bangladesh: <http://www.virtualbangladesh.com>

To learn more about Islam: <http://www.bbc.co.uk/religion/religions/islam>

CHILD LABOR IN BANGLADESH

What would you do about child labor in Bangladesh?



Bangladesh is one of the poorest countries in the world. The average annual salary is just \$350 and at least 33% of the population is undernourished. This devastating poverty has forced many families to send their children to work at a very young age. Over 7 million children work in Bangladesh. Working children in Bangladesh provide as much as 25% of their families' income.

Bangladesh has several laws prohibiting child labor and the Bangladesh government has ratified the UN Convention on the Rights of the Child as well as the ILO Conventions 59 and 138, making it illegal for children under the age of 14 to work in industrial manufacturing or other industries considered the worst forms of child labor. Although these laws exist, they are not always enforced and many children are able to get jobs. Births in Bangladesh are often not registered so there is no accurate documentation of a person's age. This means children are able to pretend they are old enough to work. Governments are often reluctant to admit that child labor exists in their countries because it might lead to industries shutting down, having a negative impact on their economies.

? DID YOU KNOW?

In Bangladesh...

- 12% of the entire work force is children
- 6,584,000 children ages 5-15 work
- 15,000 children are involved in street prostitution
- 3% of the armed forces are children
- Girls are bought for prostitution for \$175
- 20,000 women and girls were trafficked for prostitution in 2000
- 35,000 - 45,000 children are involved in drug trafficking

Source: UNDP, 2007

BANNING CHILD LABOR

The Child Labor Deterrence Act (1993) is able to prohibit the US from importing goods produced abroad with child labor. It also requires the development and maintenance of a list of foreign industries that use child labor. Companies violating the prohibition against importing these products would be subject to stiff penalties.

WHAT HAPPENS TO CHILDREN WHO AREN'T ALLOWED TO WORK?

As a result of this bill, 50,000 child garment workers in Bangladesh lost their jobs in 1994. But what happened to these children? Most of them relied on their job, from the garment factory to support themselves and their families. Once out of a job, these children had to seek work elsewhere. Programs were set up to give the newly unemployed children an education, health care and a stipend. But only 7,000 of the 50,000 children benefited from these programs and many began working in more dangerous jobs than the garment industry, such as prostitution and construction work. **Would you have passed the Child Labor Deterrence Act?**

This is what Sohel, a manager at a garment factory in Bangladesh says about the bill:

"As a student, I too hailed the bill. I was happy that someone was fighting for children's rights. But now that I work in a factory and have to turn away these children who need jobs, I see things differently. Sometimes I take risks and, if a child is really in a bad way, I let them work, but it is dangerous."

CHECK IT OUT

Read about child garment workers in Bangladesh: <http://www.banglarights.net/HTML/garmentsworkers.htm>

Nike, Adidas, Gap... Read about working conditions in these garment industries: <http://www.cleanclothes.org/companies.htm>

SHOULD CHILD LABOR BE ELIMINATED?

*Does child labor violate a child's rights?
If you boycott your favorite sneaker company
because it employs children in its factories,
what might happen?*

What should be done about child labor?

What do you think?

Imran, 42 YEARS OLD, chairman Carpet Manufacturing Company, PAKISTAN

Children have helped construct Pakistan's infrastructure and advanced its industry. For thousands of years children have worked alongside their parents in their villages. The work they now do in factories and workshops is an extension of this tradition, and in most ways an improvement on it. The children earn more than they would elsewhere. They contribute significantly to their families' security and raise their standard of living.

Damaris, 13 YEARS OLD farmer, USA

I work in the broccoli and lettuce fields in Arizona. During the peak season, I often work 14 hours a day in 100-degree temperatures. For months I have suffered from frequent nosebleeds and have passed out on several occasions. Even though I've been sick from being exposed to dangerous pesticides, I keep on working. It's very difficult. I just endure it.

Faiz, 9 YEARS OLD, factory worker, PAKISTAN

I work in a factory sewing soccer balls. I work 80 hours a week and make \$1.20 each day. Sometimes we have to work in the dark because the foreman doesn't want the people who come to visit to be able to take photographs. I never speak because I'm afraid of being punished. One time, the foreman punished me for wasting material. He took me into the storage closet and whipped me."

These stories are adapted from: All Work and No Play, Development Education for Youth, 2001, Human Rights Watch, www.hrw.org/campaigns/crp/voices.htm and Child Labor in Pakistan, The Atlantic, 1996.

Chandra, 14 YEARS OLD tea estate worker, NEPAL

Last year I started working on a tea estate. My parents work on the tea estate also, but they do not make enough money for food and clothes for my brothers and sisters and me. It takes me over an hour to walk to the estate. I spend my days picking and loading tea and fetching water. I had to provide my own tools and I don't get paid when I'm sick. I want to go to school, but my family doesn't have enough food so school is out of the question.

Nelson, 10 YEARS OLD jewelry maker, PERU

I work with my uncle who makes gold jewelry for tourists. I mix the ore with mercury and the gold can then be extracted. Sometimes, the mixture splashes on my body. I work from seven in the morning until six in the evening. I get Sundays off and I like to play soccer.

Ana, 8 YEARS OLD home-maker, MOZAMBIQUE

I look after my brother and sister while my mother and father work in the fields. I clean the house and start preparing the food. When my parents and my older brother who is in school come home in the evenings, I help my mother get dinner ready and clean up afterwards.

Nouroudine, 11 YEARS OLD cocoa farmer, BENIN

When I was 9 years old my uncle sold me to a man going to Nigeria. I worked sifting sand from gravel in a quarry. There were lots of other kids at the quarry. At night, we slept on sacks of corn in a warehouse. One day, my boss hit me on the shoulder with a shovel. I started crying and he hit me again. He hit me so hard I decided to escape. I went back to my village but a few weeks later my mother paid a man to take me to Ivory Coast where I am now working on a cocoa farm with my brother. I miss my parents. If I ever get home I'm going to tell my dad that I want to go to school.

Marvin, 12 YEARS OLD shoe shine NICARAGUA

I work all day beginning at 5:30 am shining shoes. I earn about \$6 a day. My mother uses the money to buy food for me and my two brothers and three sisters. I'm going to go to school soon, even though I'll only be able to work half the day.

Patricia, 49 YEARS OLD mother of child laborer, ANGOLA

I have seen children forced into armed conflict, children tied to their workbenches to keep them from running away, and children beaten because they fell asleep on the job. My daughter had to spend her childhood working in our fields because we couldn't afford for her to go to school. Children should not grow up this way. All child labor must be eliminated.

Nadia, 17 YEARS OLD prostitute, IRELAND

I am originally from the Ukraine. Last year a man came to my house and told my mother he could get me a good job cleaning houses in another country. I came on a truck with twenty other girls. When I first arrived in Ireland, I was put to work on the streets as a prostitute. I complained but the man threatened to tell my mother I am a prostitute. I couldn't bear the shame. He holds onto my identification documents.

Joey, 16 YEARS OLD drug dealer, USA

I started smoking dope when I was 13. Every once in a while my friends would ask me if I had any extra and I would give it to them. Then they started paying me to hook them up. Dealing isn't a full-time job for me, but it gives me extra cash to go out with my friends and to buy clothes and DVDs and stuff. I don't smoke much anymore and I'm doing well in school. I even want to go to college.

Susan, 15 YEARS OLD, rebel soldier, UGANDA

Last year, the rebels came to my town and took all the kids to fight in their army. One boy tried to escape, but he was caught... His hands were tied, and then they made us kill him with a stick. I felt sick. I knew this boy from before. We were from the same village. I refused to kill him and they told me they would shoot me. They pointed a gun at me, so I had to do it. The boy was asking me, "Why are you doing this?" I said I had no choice. I still dream about the boy from my village who I killed. I see him in my dreams, and he is talking to me and saying I killed him for nothing, and I am crying.

Salani, 7 YEARS OLD servant, SRI LANKA

I work in a house that has five family members. I am the only servant. I'm very busy all day working, washing, cleaning and preparing food. The children in the family go to school, but don't get to go. They can also watch television, but I'm not allowed. I'm not allowed to play with the children. I'm always working. I sleep on the floor in the dining room. We never been home to visit since the beginning of this work. My parents came to visit twice and collected some money from the family, but I don't know how much.

Mirza, 30 YEARS OLD mother of child laborer, INDIA

My son is bright and ambitious. He will learn far more practical skills in six months of the job than he would in six years of school. He will be taught by experienced craftsmen and his pay will rise as his skills improve. He is thankful that I have given him the opportunity to work.

Paul, 15 YEARS OLD grocery packer, FRANCE

I work at a supermarket packing people's groceries into bags. I work night and early morning shifts—right before and after school. Sometimes it's hard for me to stay awake in class, but I need the money so I can afford good clothes. My parents are happy because I don't ask them for money.



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ACTIVIST ORGANIZATIONS

Human Rights Watch

Child Labor Coalition

Free the Children

Child Rights Information Network

Labor of Love

NEWS

National Public Radio: A Child's Work

Child Labor Photo Project

New Internationalist

CONCERN WORLDWIDE US, INC.

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Photos: Liam Burke, Press 22 This publication was written and produced in 2003.

HIV/AIDS

How should a country with limited resources
respond to its HIV/AIDS crisis?

Focus on Uganda



UGANDA

WORLDWIDE

HIV/AIDS

How does HIV/AIDS affect children and communities?

WHAT IS HIV?

HIV stands for **Human Immunodeficiency Virus**. HIV is the virus that causes AIDS. A person can be infected with HIV for many years and seem perfectly healthy. But as the virus multiplies, it attacks the body's defense or immune system, destroying the body's ability to fight off illness. Eventually, HIV develops into AIDS.

WHAT IS AIDS?

AIDS, the **Acquired Immunodeficiency Syndrome**, is a late stage of infection caused by the HIV virus. As HIV weakens a person's immune system the body is no longer able to fight off illnesses such as pneumonia, diarrhea and tumors—these are signs that AIDS is appearing.

HOW CAN AIDS BE PREVENTED?

There is evidence that prevention efforts can and do work to lower HIV transmission rates. These are the World Health Organization's priority prevention strategies:

- Provide young people with knowledge and life skills to protect their reproductive health
- Promote safe and responsible sexual behavior
- Prevent mother-to-child transmission
- Prevent HIV infections from injected drug use
- Support safe health care environments
- Ensure the supply of safe blood

HOW CAN AIDS BE TREATED?

Within the United States there is a wide range of treatments being used to combat AIDS. Antiretroviral drugs are used to strengthen a person's immune system and stop HIV from reproducing in the body. These treatments are not a cure, but they are prolonging and improving the quality of life for some people with AIDS. Unfortunately, due to high costs and strict patent laws, most AIDS patients around the world cannot afford these drugs.

SOCIAL AND ECONOMIC EFFECTS OF AIDS

EDUCATION

HIV/AIDS is having a devastating impact on children and education systems in developing countries. Some children and youth are forced to drop out of school because they are infected with HIV/AIDS. Others are forced to work because members of their households are ill, and some children cannot afford to go to school because their family must pay to care for someone with AIDS. Schools are losing teachers at an alarming rate because of AIDS.

ECONOMY

The majority of people infected with HIV/AIDS are between 15 and 45 years old—the most economically-productive age group. AIDS has forced many people to leave their jobs, causing economic hardship for both individuals and industries.

RURAL FAMILIES

HIV/AIDS has been particularly devastating for farmers who depend on crop output for their livelihood. Many have been forced to sell their land or go without food because they cannot care for their farms.



Photo: Pieternella Pieterse



DID YOU KNOW?

- Over 90% of people with HIV/AIDS live in developing countries.
- In Africa, over 12.1 million children are orphaned because of AIDS. That number is expected to double in the next decade.
- In 2002, 30,000 AIDS patients in Africa are receiving HIV/AIDS treatment. This is ten times more than 2 years ago, but accounts for only 1% of all the people with HIV/AIDS on the continent.
- Botswana has the highest AIDS prevalence rate in the world: 40% of adults in Botswana are infected, and in the next 10 years, 25% of households in Botswana will lose at least one income earner.

CHECK IT OUT

For more information about HIV/AIDS: UNAIDS: <http://www.unaids.org/hivaidsinfo/faq/index.html>

Read the first New York Times article about AIDS: <http://www.nytimes.com/1981/07/03/health/03AIDS.html>

HIV/AIDS AROUND THE WORLD

Does AIDS have the same impact on Africans as it does on Americans?

Since 1982 when the term AIDS was used for the first time, more than 60 million people have been infected with the HIV virus. HIV/AIDS is the fourth most deadly disease worldwide - since the late 70s, the disease has taken approximately 27.8 million lives. At the end of 2001, 40 million people worldwide were living with HIV, and almost 1 in 3 of those living with HIV/AIDS are young adults aged 15-24.

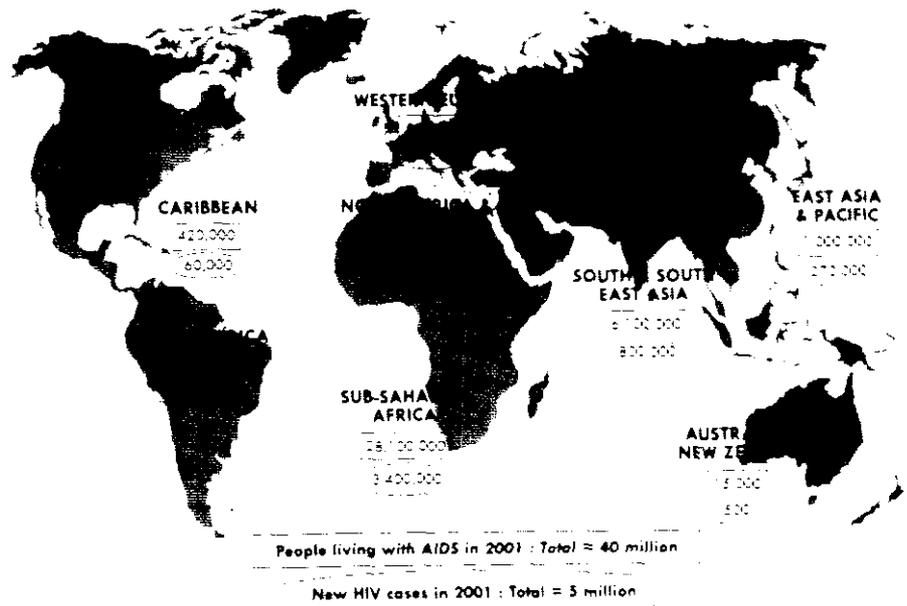
HIV/AIDS IN AFRICA

HIV/AIDS is the leading cause of death in Africa. Over 28 million of the 40 million people who have HIV/AIDS in the world live in Africa, and over half the world's AIDS cases are in eastern and southern Africa. In a few countries, Uganda being a notable case, education and prevention efforts have lowered AIDS prevalence rates. In many countries, however, lack of resources and political will have limited prevention programs, and high costs and strict patent laws have restricted treatment and care for AIDS patients.

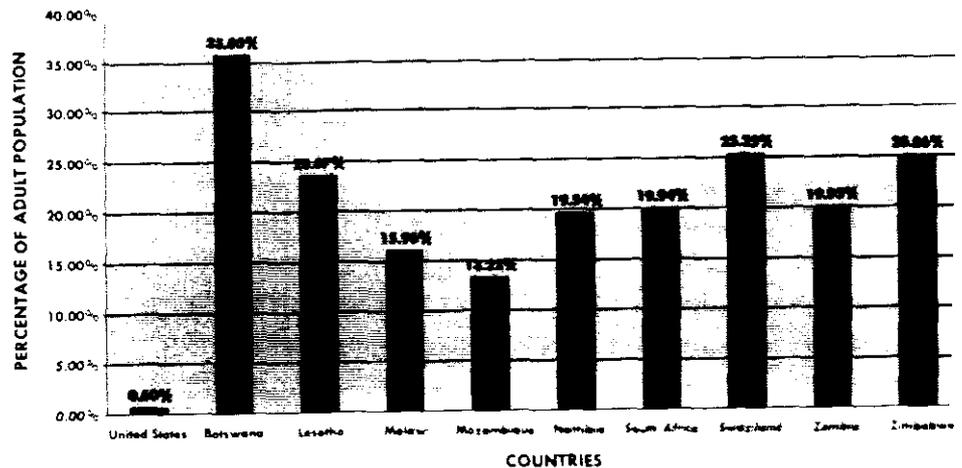
2 DID YOU KNOW?

- In 1991 the U.N. estimated that by 2000, 9 million people in sub-Saharan Africa would be infected with AIDS. In fact, 24 million people in sub-Saharan Africa had HIV/AIDS in 2000.
- Life expectancy in Botswana is 39 years. Without HIV/AIDS life expectancy in Botswana would be 72 years.
- The Ukraine has the highest HIV/AIDS prevalence rate in Europe — 1% of the adult population is infected, three-quarters of the cases are drug users.

HIV/AIDS AROUND THE WORLD - 2001



PERCENTAGE OF ADULTS IN THE UNITED STATES AND SOUTHERN AFRICA INFECTED WITH HIV/AIDS, 2001

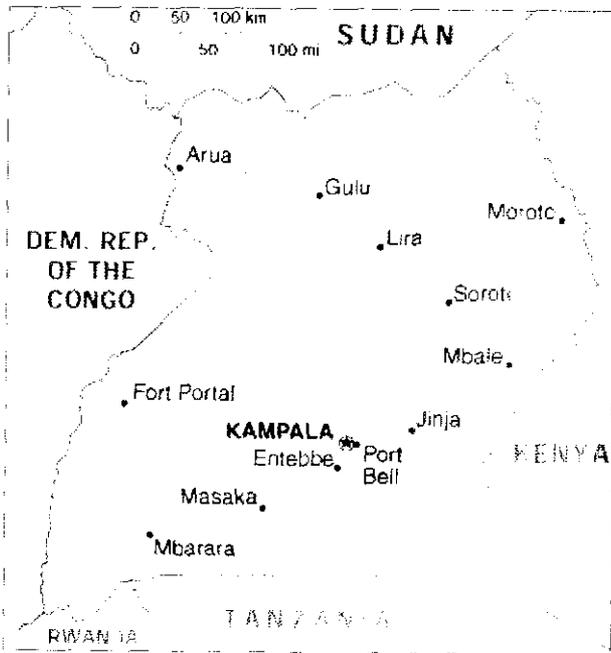


Source: UNDP Human Development Report, 2001

CHECK IT OUT

XIV International AIDS Conference in Barcelona, Spain www.aids2002.com; Washington Post articles, photos, tables and interactive maps about HIV/AIDS go to: <http://www.washingtonpost.com/wp-dyn/health/conditioncenter/aids>

UGANDA



PEOPLE AND CULTURE

Uganda's population is complex and diverse—Ugandans speak many different languages and have a variety of cultural practices.

FOOD

A main meal in Uganda usually consists of meat (beef, goat and mutton) and a grain (corn meal, or ugali). Millet and sorghum are other grains grown in Uganda and are eaten, like ugali, as a porridge or bread. Grasshoppers and termites are also a part of some Ugandans' diet.

CLOTHING

Gomasi are dresses worn on special occasions by Ugandan women. Gomasi are long wrap dresses usually made out of fine linen or silk that look like Indian saris. Used clothing is one of Uganda's largest imports.

ENVIRONMENT

Uganda faces fewer environmental pressures than neighboring countries—Uganda's population density is low and almost 25% of the land is fertile and arable. Uganda is the home of one of the last remaining habitats of mountain gorillas. There are many other animals living in Uganda including chimpanzees, warthogs, elephants, lions, waterbuck, Cape buffalo, and various birds.

Is there a link between AIDS and poverty?

UGANDA COUNTRY INFORMATION

POPULATION: 23,300,000 (US population is 287,255,394)

SIZE: Uganda is slightly smaller than Oregon

CAPITAL CITY: Kampala

GOVERNMENT: Republic; President Yoweri Museveni is both the chief of state and the head of government. The president is elected every five years through general elections and the president appoints the cabinet and prime minister. Last elections were held in March 2001.

ETHNIC GROUPS: Baganda 17%, Karamojong 12%, Basogo 8%, Iteso 8%, Langi 6%, Rwanda 6%, Bagisu 5%, Acholi 4%, Lugbara 4%, other 29%, non-African 1%

RELIGIONS: Roman Catholic 33%, Protestant 33%, Muslim 16%, indigenous beliefs 18%

LANGUAGES: English (official) Ganda, Luganda and Swahili.

LIFE EXPECTANCY: 44 years (females: 44.6 years, males: 43.3 years)

FERTILITY RATE: 7.1 children born to every woman

SCHOOL ENROLLMENT RATE: 45% (41% of girls, 49% of boys are enrolled in school)

LITERACY RATE: 67.1% of population (77.8% males and 56.8% females are literate)

Source: UNDP Human Development Report 2002



Photo: Pieterella Pieterse

CHECK IT OUT

Information about Uganda, go to My Uganda: <http://www.myuganda.co.ug>

For maps and Uganda country profile: <http://www.un.org/Depts/Cartographic/map/profile/uganda.pdf>

HIV/AIDS IN UGANDA

Is life improving for Ugandans with AIDS?



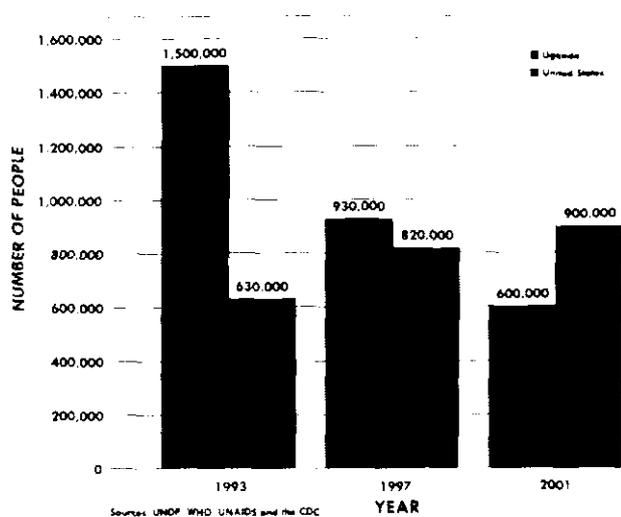
Yiga Ronald is an AIDS orphan. Yiga is 16 years old and lives in Buzimba Village, Uganda. Yiga's father had AIDS and died 10 years ago when Yiga was only 5. Yiga's mother died when he was a baby.

Yiga lives with his 85-year-old grandfather and two other AIDS orphans who are 5 and 6 years old. Yiga's days are very busy. In addition to going to high school, Yiga works on his grandfather's farm growing coffee and food for the family. Yiga uses the coffee he grows to support the children and his grandfather.

Yiga worries about his education. Recent problems with the coffee harvest have made it difficult for him to make enough money to support his family and pay for his schooling. Yiga wishes he could continue going to school, but is afraid he will have to drop out in order to care for his family.

For many Ugandans with HIV/AIDS, simple tasks like preparing meals or gathering water and firewood are too much to manage alone. Since the early 90s, Concern Worldwide has been helping Ugandans start Home Care Associations (HCAs) to make sure those infected with HIV/AIDS are not left to fend for themselves. Concern trains community volunteers in counseling, nutrition and sanitation, and traditional herbal medicine usage. Concern also supports orphans like Yiga to ensure that these vulnerable children stay in school and understand how they can prevent themselves from becoming infected with HIV/AIDS.

Numbers of people with HIV/AIDS in the United States and Uganda in 1993, 1997 and 2001



The first case of AIDS appeared in Uganda in 1982, and by 1988 the virus had spread to virtually all regions of the country. The chaotic political and economic environment of the 1970s and early 80s facilitated the spread of the disease, and by 1993 Uganda had the highest HIV prevalence rate in the world – 1.5 million people were infected. President Museveni's government was among the first in Africa to acknowledge the severity of HIV. In 1986 the government created an AIDS Control Program within the Ministry of Health, and in 1992 the Uganda AIDS Commission was created under the authority of the President. With support from the government, numerous organizations began education and prevention campaigns across the country. Despite Uganda's high debt, struggling economy and weak healthcare system, the country was one of the first to lower its HIV/AIDS infection rate.



CHECK IT OUT

Information about HIV/AIDS in Uganda, go to the Uganda AIDS Commission: <http://www.aidsuganda.org>
 Uganda's Ministry of Health: <http://www.health.go.ug/disease.htm>

HOW SHOULD COUNTRIES WITH LIMITED RESOURCES RESPOND TO HIV/AIDS?

How to respond to the AIDS crisis is the subject of heated debate. Even though global promises have been made and goals have been set, there is not always agreement within the international community about what are the most important components of HIV/AIDS policy. Prevention and treatment programs frequently have to compete over limited funds. Some people believe treatment is too expensive and complicated to be administered effectively. Some point to the number of AIDS orphans and devastating mortality rates, particularly within the work force, as reasons to require that treatment reaches everyone in need. And still others argue that limited funds should not necessarily go to HIV/AIDS programs because of the prevalence of other illnesses such as malaria, dehydration and tuberculosis that are easier and less costly to treat and prevent.

WHAT DO YOU THINK?

How do you think governments of developing countries should respond to the AIDS crisis? What are the most important components of an HIV/AIDS program? Why? The following opinions demonstrate different priority areas for a response to HIV/AIDS. Which of these opinions do you agree with? Which do you disagree with?

“Prevention and care are complementary not competing priorities. Prevention secures the future. Treatment saves lives and money immediately.”

—PETER PIOT, UNAIDS, OPENING CEREMONY, XIV INTERNATIONAL AIDS CONFERENCE

“In Uganda, where we were once synonymous with HIV/AIDS, we are now counted as a success story and people are coming from all over the world to find out an, possibly, emulate what we have done. We really have nothing to offer in Uganda (neither advanced science nor superior health facilities) but commitment. It is through political commitment, thorough knowledge of our country, compassion for our people that we gave HIV/AIDS a face and eradicated the stigmatization and ostracization of people living with AIDS and brought down the rate of prevalence.”

PRESIDENT YOWERI MUSEVENI, AFRICAN DEVELOPMENT FORUM 2000

Even if cheaper anti-retroviral drugs can be channeled into the areas where they are most needed, that would do little to alleviate the crisis. Because pills alone are of little use in countries without the most basic healthcare—in cultures untouched by AIDS education, and in economies collapsing under the weight of mass poverty.”

—STEPHEN SACKUR, BBC NEWS, THE ORPHANED CONTINENT

“Treatment and prevention go hand in hand. The availability of treatment motivates individuals to be tested, whereas stigmatization and certain death discourage people from being informed about HIV status.

Treatment will augment, not replace, the prevention efforts already in place. In many areas, programs currently exist that provide prevention education and palliative care for those with AIDS and HIV infection. Treatment options will greatly expand the credibility and capacity of such programs within their communities.

Treatment prevents the creation of more orphans. As the world population of children orphaned by AIDS moves into the tens of millions, it is imperative that treatment become rapidly available to infected parents and adult caretakers to stem this massively growing tragedy.”

—HEALTH GAP COALITION, WWW.HEALTHGAP.ORG

"The treatment and prevention programs complement each other – another powerful reason to begin treating AIDS in poor countries. Treating AIDS helps to limit its spread, as people with a lower viral load are less contagious.

Treating AIDS also fights other diseases. The incidence of tuberculosis in HIV positive patients has dropped by half. AIDS has also helped to mobilize people to fight for better health care.

Any nation that provides its AIDS patients with antiretrovirals must also provide them with help and training to take the medicine correctly.

—TINA ROSENBERG, LOOK AT BRAZIL, THE NEW YORK TIMES, JANUARY 28, 2001

"HIV among children is a growing problem, particularly in the countries hardest hit by the AIDS epidemic. The overwhelming majority of infected children acquire the infection through mother-to-child transmission. Prevention of HIV infection in infants and young children is now a high priority and has been the rallying point for enhanced prevention efforts."

—WORLD HEALTH ORGANIZATION, PREVENTION OF HIV IN INFANTS AND YOUNG CHILDREN

"The [World] bank, in what it now describes as "a 'classic' study," urged in 1992 that Tanzania fund 'only palliative treatment of opportunistic illness,' not antiretroviral drugs. Even then, the study warned against 'diverting resources from that which could save lives' for spending 'on treatment of the terminally ill.'

Jonathan Quick of WHO's essential medicines program commissioned a chart in 1997 that sought to illustrate the same point. For every \$10,000 spent, he asked, how many lives could be saved from a sampling of killer diseases? Economists produced a bar graph depicting 9,900 dehydrated children at the top, hundreds of pneumonia and tuberculosis patients in the middle, and one solitary AIDS victim at the bottom."

—BARTON GELLMAN, AN UNEQUAL CALCULUS OF LIFE AND DEATH,
THE WASHINGTON POST, DECEMBER 27, 2000

"Those who advocate bringing triple therapy to the world's poor argue their case on both philosophical and practical grounds. The former stress equity, saying poor AIDS patients shouldn't die just because they don't have the money for drugs. The latter stress the notion that treatment assists prevention – that only when people have hope of getting antiretrovirals will they come forward in large numbers to be tested for the virus, a step that often leads to safer behavior.

"However, not every expert or organization advocated bringing triple therapy to the developing world. Opponents said that poor countries didn't have the money, facilities or expertise to use antiretrovirals optimally, and that suboptimal use could spread resistant strains of HIV. They argued, instead, that limited resources should go for AIDS prevention, primarily public education, condom distribution and the use of antiretrovirals during labor to prevent mother-to-child transmission."

—DAVID BROWN, AIDS DRUGS URGED FOR PATIENTS IN POOR COUNTRIES, THE WASHINGTON POST, APRIL 22, 2002

"Vast numbers of people with AIDS are dying in part with the reach of health care and the fact that scientists have prescriptions but lack the medications necessary to save their lives. In many cases, the barrier is not the medication itself, but the delivery of treatment."

GLOBAL TREATMENT ACCESS CAMPAIGN, [HTTP://WWW.GLOBALTREATMENTACCESS.ORG](http://www.globaltreatmentaccess.org)

"What might be overlooked, however, as life-sustaining drugs become available, is the fact that prevention is still by far the more compassionate and more cost-effective answer."

—EILEEN STILLWAGGON, AIDS AND THE POVERTY IN AFRICA,
THE NATION MAGAZINE, MAY 21, 2001

"With its burden of nearly 85 percent of new HIV infections and 90 percent of the world's AIDS-related deaths, Africa seems a fitting place to focus vaccine development efforts. By bringing [vaccine] trials to Africa, scientists on this continent will not only help determine the product's safety and its ability to elicit an immune response, they will also ensure that the men and women of Africa are represented in the vaccine development process."

—ZEYNEB PERVANE, HARVARD AIDS REVIEW, FALL 1999/WINTER 2000



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An Unequal Calculus of Life and Death

TIME Magazine

Death Stalks A Continent

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ACT UP

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CONCERN WORLDWIDE U.S.

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Cover photos: Giovanni Diffidenti



WORLDWIDE

Sanctions against Iraq

Should the United Nations lift sanctions against Iraq?

SANCTIONS

What should the United Nations do when there is a threat to international peace and security?

WHAT DO YOU THINK?

- *When you think of sanctions, what words come to mind?*
- *Why do you think sanctions are imposed?*
- *Do you think you are affected by sanctions? How?*

WHAT ARE SANCTIONS?

- Sanctions are restrictions on governments, groups or people who have threatened international peace and security or violated an international law.
- Sanctions usually restrict a country or group's finances or its ability to trade or receive weapons.
- Sanctions do not involve the use of armed force.
- Sanctions can be imposed by countries, states, cities and international bodies like the United Nations or the European Union.

DIFFERENT KINDS OF SANCTIONS

TRADE AND FINANCIAL SANCTIONS

Trade sanctions restrict imports and exports, and financial sanctions freeze a country's money.

MILITARY SANCTIONS

Military sanctions restrict countries from getting arms and stop military assistance or training.

CULTURAL SANCTIONS

Cultural sanctions ban athletes, musicians and other artists from participating in competitions or from educational and tourist travel.

WHY ARE SANCTIONS IMPOSED?

Sanctions are imposed against countries that . . .

- Support terrorism
- Make weapons of mass destruction (WMDs)
- Abuse human rights
- Traffic drugs
- Attack neighboring countries
- Threaten the environment
- Hide or protect war criminals

Imagine Tanilutu, a small country with a corrupt government.

Tanilutu's leaders are building nuclear weapons and have been known to imprison people who disagree with the government. It is believed that Tanilutu will soon be able to make biological weapons that could be used against any country in the world.

Many countries disagree with the government of Tanilutu, and are fearful that the leaders might use their weapons to kill innocent people. What should these countries do? Should they wage war against Tanilutu? Should they kill the leaders of Tanilutu? Should they try to negotiate with the leaders of Tanilutu? Should they impose sanctions against Tanilutu?

Sanctions against Tanilutu might mean freezing its money or restricting the government's ability to import goods so it wouldn't be able to make new weapons. Are sanctions the best way to protect the world from the threat of the Tanilutu government? What do you think?



? DID YOU KNOW?

- Cities and states can impose sanctions against another country. Since 1995 at least 21 cities and 2 states (Massachusetts and Vermont) have imposed sanctions against Myanmar (Burma).
- New York City imposed sanctions against Burma in 1997—the city claims the sanctions are not being enforced, though they haven't been formally suspended.
- Why have so many cities imposed sanctions against Myanmar? See www.ofii.org for more information about State and Municipal Sanctions

CHECK IT OUT

What exactly is a weapon of mass destruction? For more info, go to: <http://www.fas.org/nuke/guide/iraq/>

What are biological and chemical weapons? Go to: <http://www.cnn.com/SPECIALS/1998/iraq/9802/weapons.effects/>

SANCTIONS AROUND THE WORLD

Who is responsible for maintaining world peace?

The United Nations Security Council's (a group within the UN consisting of representatives from 15 countries) primary purpose is to maintain international peace and security. The Security Council has the power to take **military action** and **impose sanctions** against a country that is considered a threat to peace and security.

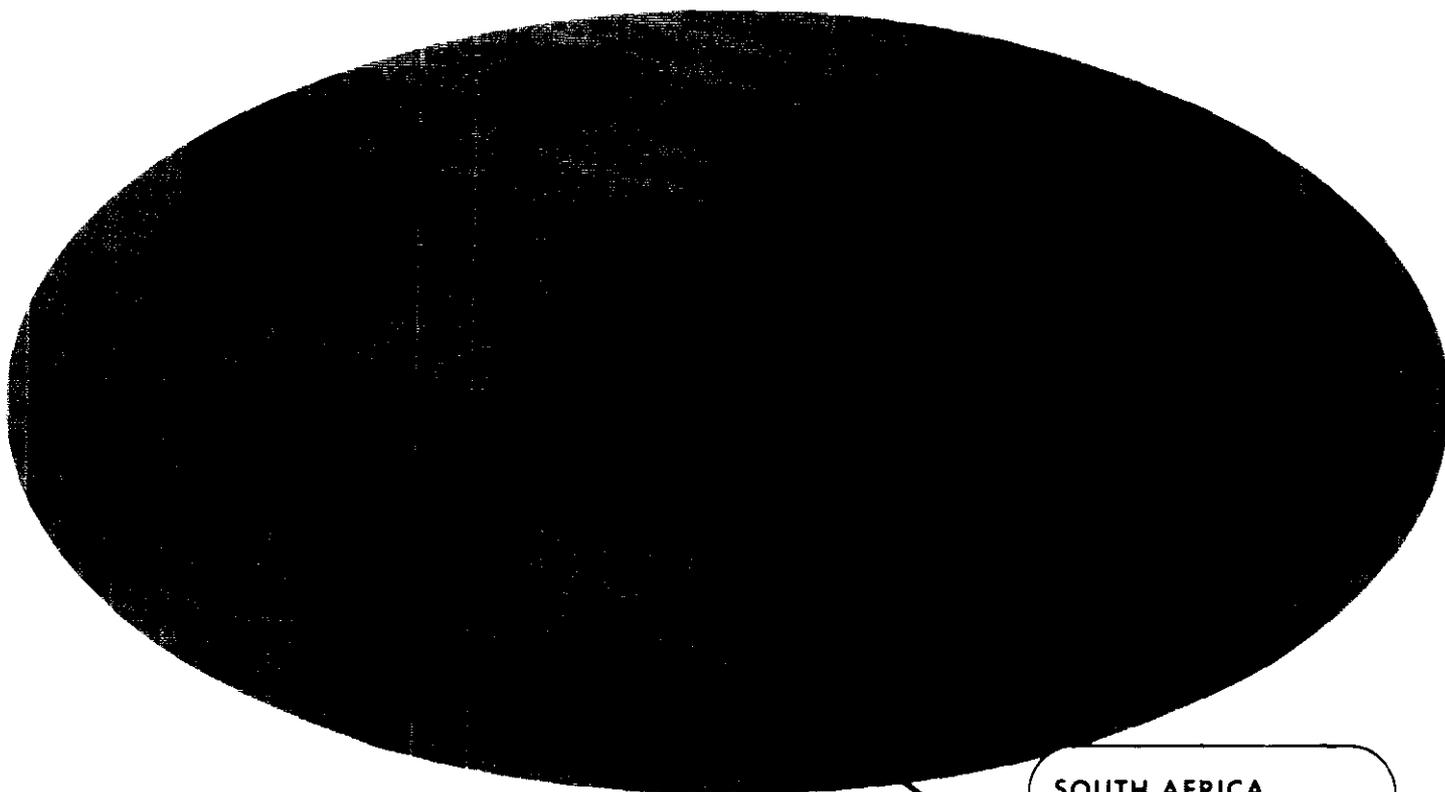
UN SANCTIONS

This map shows all countries that have been sanctioned by the UN. Countries with an (*) are no longer sanctioned by the UN.

DID YOU KNOW?

The US has sanctions against VANUATU.

- Have you ever heard of this country?
- Where is Vanuatu?
- Why is the US sanctioning Vanuatu?



SOUTH AFRICA

Sanctions success story?

The UN imposed sanctions against South Africa in 1962 because of the apartheid government's racially discriminatory policies and human rights violations. Many people believe sanctions forced an end to apartheid in South Africa.

What do you think?

WHAT DO YOU THINK?

- *Are you surprised there are sanctions against certain countries? Which ones?*
- *Do you have friends or family members from countries that have been sanctioned? What do they say about sanctions?*
- *Choose one of the countries on the map to research. Why did the UN impose sanctions on that country? How long have the sanctions been in place? Are the sanctions having the intended consequences?*

CHECK IT OUT

Maps of sanctions: <http://www.usaengage.org/resources/map.html>
<http://seattlepi.nwsourc.com/iraq/art/sanctionmap.gif>

IRAQ

What effect have sanctions had in Iraq?



Iraq is about the size of California

? DID YOU KNOW?

According to inside sources...

- Saddam sleeps in secret houses or tents rather than in his palaces.
- Saddam dies his hair black.
- Saddam smokes Cuban cigars given to him by Fidel Castro.
- Saddam writes romance novels.
- Saddam has many degrees, including a Master's Degree in Military Sciences and a Doctorate in Law.

GOVERNMENT AND POLITICS

Iraq is a Republic. The Ba'ath Party controls the government and is the only recognized political party in the country. Saddam Hussein is the President (since 1979), the Prime Minister (since 1994) and the Head of the Revolutionary Command Council (RCC). The RCC is the most powerful political group in the country, and is responsible for electing the president. The National Assembly has 250 members and is elected every four years.

	USA	IRAQ
POPULATION (2001)	283,200,000	22,946,000
ADULT LITERACY	99%	59%
	99% males, 99% females	70% males, 45% females
LIFE EXPECTANCY AT BIRTH	77 years	59 years
	74 males, 80 females	58 males, 60 females
NUMBER OF TVs PER 100 PEOPLE	81	8
NUMBER OF MOTOR VEHICLES PER 100 PEOPLE	77	5

Sources: UNDP Human Development Report 2002; UN Cyber School Bus; Countries.com; US Department of State

PEOPLE, LANGUAGE, RELIGION, CULTURE

ETHNIC GROUPS: Arab 75%-80%, Kurdish 15-20%, Turkoman, Assyrian or other 5%

LANGUAGES: Arabic, Kurdish, Assyrian, Armenian (many people speak English as a secondary language)

RELIGIONS: Muslim 97% (Shi'a 60%-65%, Sunni 32%-37%), Christian or other 3%

ARABS

- Arabs are people who speak Arabic, originate from an Arab country and identify themselves as Arabs.
- The Arab League is made up of 22 countries—Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine (not recognized by the UN as an official nation), Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen.
- Not all Arabs are Muslim and not all Muslims are Arab. Most of the people in Arab countries are Muslim, but Arabs make up less than one third of the world's 1 billion Muslims.
- There are 3 million Arab Americans in the United States and 77% of them are Christian.

Sources: The Arab League, The Arab American Institute

KURDS

- Kurds are a distinct ethnic group with their own language and culture. There are approximately 25 million Kurds, the majority live in Kurdistan, a region that spreads across Turkey, Iran, Iraq and Syria. Kurdistan is not recognized as an independent country.
- Kurds make up almost 17% of Iraq's population.
- Most Kurds are Sunni Muslim, but there are also Jewish and Christian Kurds.

Sources: The Washington Post, Kamaron Kakel

CHECK IT OUT

Photos and information about Iraq's cities, mosques, folklore, etc. go to: <http://www.uruklink.net/iraqnews/eindex.html>. Information about Kurds: www.cool.mb.ca/~kakei/kurds.html Maps and information about the Arab world: http://www.aaiusa.org/middle_east_map.htm

SANCTIONS AGAINST IRAQ

Should sanctions against Iraq be lifted?

IRAQ INVADES KUWAIT

In 1990 Iraq invaded neighboring Kuwait because of disputes over land and oil. The US responded with sanctions and the UN demanded Iraq's immediate withdrawal. When Iraq didn't comply, the UN imposed sanctions and in January 1991 the Persian Gulf War began. The Gulf War lasted only 42 days and by April 1991, a ceasefire was agreed upon. But due to Iraq's dismal human rights record and alleged stockpile of weapons of mass destruction (Saddam used chemical weapons on the Kurds in the north of Iraq in 1988), the UN appointed an inspection team to supervise the dismantling of the weapons, and put in place the most severe and comprehensive sanctions that have ever been imposed on a country. In 1998 weapons inspectors left the country, supposedly because Iraq was being uncooperative.

SANCTIONS AGAINST IRAQ

Trade restricted: Buying from and selling to Iraq, except for approved food, medical supplies and other humanitarian goods, were prohibited.

Money frozen: All assets and bank accounts of the Iraqi government were blocked.

Travel prohibited: Travel and transportation related activities in Iraq with the exception of some journalistic activity and US or UN business were prohibited.

At the time of this writing, the UN believes Iraq will pose a significant threat to international security until it surrenders its weapons of mass destruction and long-range missiles. Others believe, however, that Iraq does not have weapons of mass destruction and should not let inspectors into the country until the sanctions are lifted.

HUMANITARIAN CONDITIONS IN IRAQ, 2002

- 14% of population is undernourished.
- 70% of all child deaths in Iraq in 2001 were caused by diarrhea and respiratory infections
- For every 1,000 live births, 105 infants die before they reach their first birthday.
- 85% of the population is using "improved water sources" (piped water, public taps, protected wells, springs or rainwater)
- 49% of school-aged children is enrolled in primary, secondary, and tertiary school.

Sources: UNDP Human Development Report, 2000 and UNICEF

OIL-FOR-FOOD AND CURRENT EVENTS 2002

After sanctions were imposed against Iraq there was concern about the negative impacts they could have on innocent civilians. The UN proposed a program that would allow Iraq to oil and use the money it made to buy humanitarian supplies like food and medicine. The UN proposed the oil-for-food program in 1995, but the Iraqi government did not approve it until 1996.

As of 2002, there is no limit on how much Iraq is permitted to sell. But until May 2002, there were severe restrictions on the goods Iraq could import under the oil-for-food program. Certain goods called dual-use items had to be approved because of the possibility that they could be used for military purposes. Permits were among the most controversial of the approved items. Permits contain granules of uranium that can be used in weapons development. Some sources say \$6 billion worth of supplies have been blocked because of the potential military use.

May 14, 2002, the UN Security Council voted to eliminate many of the restrictions on Iraq imports to allow more civilian goods into the country. This was the biggest change in the sanctions regime since oil-for-food began in 1996. At the time of this writing, military sanctions are still in place and world leaders are discussing taking military action in Iraq. In September 2002, Iraq agreed to allow UN weapons inspectors back into the country. The UN is still worried that Iraq does not have WMD, and is still moving toward the lifting of sanctions.



DID YOU KNOW?

The penalties for violating Iraqi sanctions range from up to 12 years in jail to \$1,000,000 in fines. How do you think the UN enforces sanctions?

CHECK IT OUT

Overview of UN sanctions: <http://www.un.org/News/pressg/sanctions.htm>

The United Nations Office of the Iraq Program Oil-for-Food: <http://www.un.org/Depts/dp/>

SHOULD THE UN LIFT SANCTIONS AGAINST IRAQ?

After Iraq's invasion of Kuwait in 1990, the United Nations imposed sanctions against Iraq. According to the UN, sanctions have remained in place because Iraq poses a significant threat to international peace and security. Iraq is believed to have weapons of mass destruction capabilities and an appalling human rights record. But not everyone supports the sanctions. Many people believe sanctions are to blame for the dire humanitarian situation in Iraq, and some think Iraq does not have weapons of mass destruction and is therefore not a threat to international security. What do you think?

YES The UN must lift sanctions against Iraq.

- Sanctions are not preventing Iraq from developing weapons of mass destruction.
- Sanctions are killing innocent Iraqi civilians.
- Sanctions are not impacting the powerful leaders in Iraq, but they are having negative consequences for innocent Iraqis.
- Sanctions are more costly and destructive than war.
- Sanctions are strengthening support for Saddam Hussein.
- Oil for food does not work – too many goods are restricted and food and medicine is not getting to the people who need it.

NO The UN should not lift sanctions against Iraq.

- Sanctions are necessary to ensure that Iraq cannot develop weapons that could put the world in danger.
- Sanctions are not to blame for the humanitarian situation in Iraq – Saddam is to blame for not allowing food and supplies to get to his own people.
- Sanctions are less expensive and have less severe humanitarian repercussions than war.
- Sanctions send a message to the world that human rights violations and development of WMDs will not be tolerated.
- Oil for food guarantees that even with sanctions in place, humanitarian supplies can get to the people who need them.

"The conditions in Iraq are appalling. Malnutrition is running at about 30% for children under 5 years old... This is directly attributable to the impact of sanctions ... We are in the process of destroying an entire society. It is as simple and terrifying as that. It is illegal and immoral."

DENIS HALLIDAY, FORMER UN ASSISTANT SECRETARY GENERAL

AND HUMANITARIAN COORDINATOR IN IRAQ, THE INDEPENDENT, 15 OCTOBER 1998

"Sanctions deserve credit for keeping vast resources out of the hands of a regime dedicated to attaining and augmenting its weapons of mass destruction capabilities. Sanctions have imposed significant costs on Saddam Hussein and curtailed his ability to provoke unrest in the region."

MEGHAN L. O'SULLIVAN, BROOKINGS INSTITUTION, 2001

"Five thousand children are dying each month – this means sixty thousand a year. Over eight years [of sanctions], we have half a million dead children. This is equivalent to two or three Hiroshimas."

ASHRAF BAYOUMI, FORMER HEAD OF THE WFP'S DISTRIBUTION MONITORING UNIT IN IRAQ.

"Economic sanctions in a world where war is no longer a viable option are a realistic and real alternative."

SENATOR ROBERT G. TORRICELLI (DEMOCRAT, NEW JERSEY), [HTTP://WWW.CFR.ORG/PUBLICATIONS/115155_51.HTML](http://www.cfr.org/publications/115155_51.html)

"Iraq's medical supply shortages are the result of the central government's stockpiling, selective distribution, and exploitation of domestic and international relief medical resources... Resumption of public health programs . . . depends completely on the Iraqi government... Iraq is exploiting the humanitarian issue to maintain world sympathy and possibly to extend as long as possible the influx of free goods."

THE PENTAGON, [HTTP://WWW.GULFLINK.OSD.MIL/SEARCH/DECLASS.HTML](http://www.gulfink.osd.mil/search/DECLASS.HTML)

"Sanctions have never prohibited or limited the import of medicine... Basic educational supplies including pencils, books, and desks have never been prohibited by UN sanctions... Oil-for-Food has made significant improvements in the lives of the Iraqis and will continue to do so."

U.S. DEPARTMENT OF STATE, [HTTP://WWW.STATE.GOV/R/NEWS/030399.HTM](http://www.state.gov/r/news/030399.htm)

"Economic sanctions today cost the United States some \$15 to \$20 billion in lost exports, depriving American workers of some 200,000 well-paid jobs. More important, economic sanctions often wreck havoc on innocent people and increase the power of the very leaders we despise. They leave unarmed, indeed strengthen the real targets – political, military, and economic elites."

GARY HUFBAUER, ECONOMIC SANCTIONS: AMERICA'S FOLLY 1997

"Take away sanctions and how can the US deal with terrorists, proliferators, and genocidal dictators? Our options would be empty talk or sending in the marines. Without sanctions, the US would be virtually powerless to influence events absent war."

SENATOR JESSE HELMS

(REPUBLICAN, NORTH CAROLINA, FOREIGN AFFAIRS 1999)

"Like armed conflict, the imposition of sanctions has had a serious impact on the health, development, and lives of children. Sanctions may seem preferable to all-out warfare, but to many of the most vulnerable people in embargued countries the effects are devastating... To date, an estimated half a million Iraqi children have died during the sanctions regime... Sanctions affect the poor, not the powerful. People have been harmed, not regimes."

GRACA MACHEL, UN REPORT "THE IMPACT OF ARMED CONFLICT ON CHILDREN"

[WWW.WARAFFECTEDCHILDREN.GC.CA/MACHEL-E.ASP#CH11](http://www.waraffectedchildren.gc.ca/machel-e.asp#CH11)

"The US has justified some of the most harmful sanctions by calling them necessary to prevent Iraq from developing any weapons of mass destruction. For example, it has banned pencils for school children because these pencils contain graphite, which is also a lubricant. The malnutrition and disease continue because Iraq is intentionally denied any of the necessities of modern life."

SARA FLOUNDERS, THE INTERNATIONAL ACTION CENTER

[WWW.IACENTER.ORG/DELINK.HTM](http://www.iacenter.org/delink.htm)

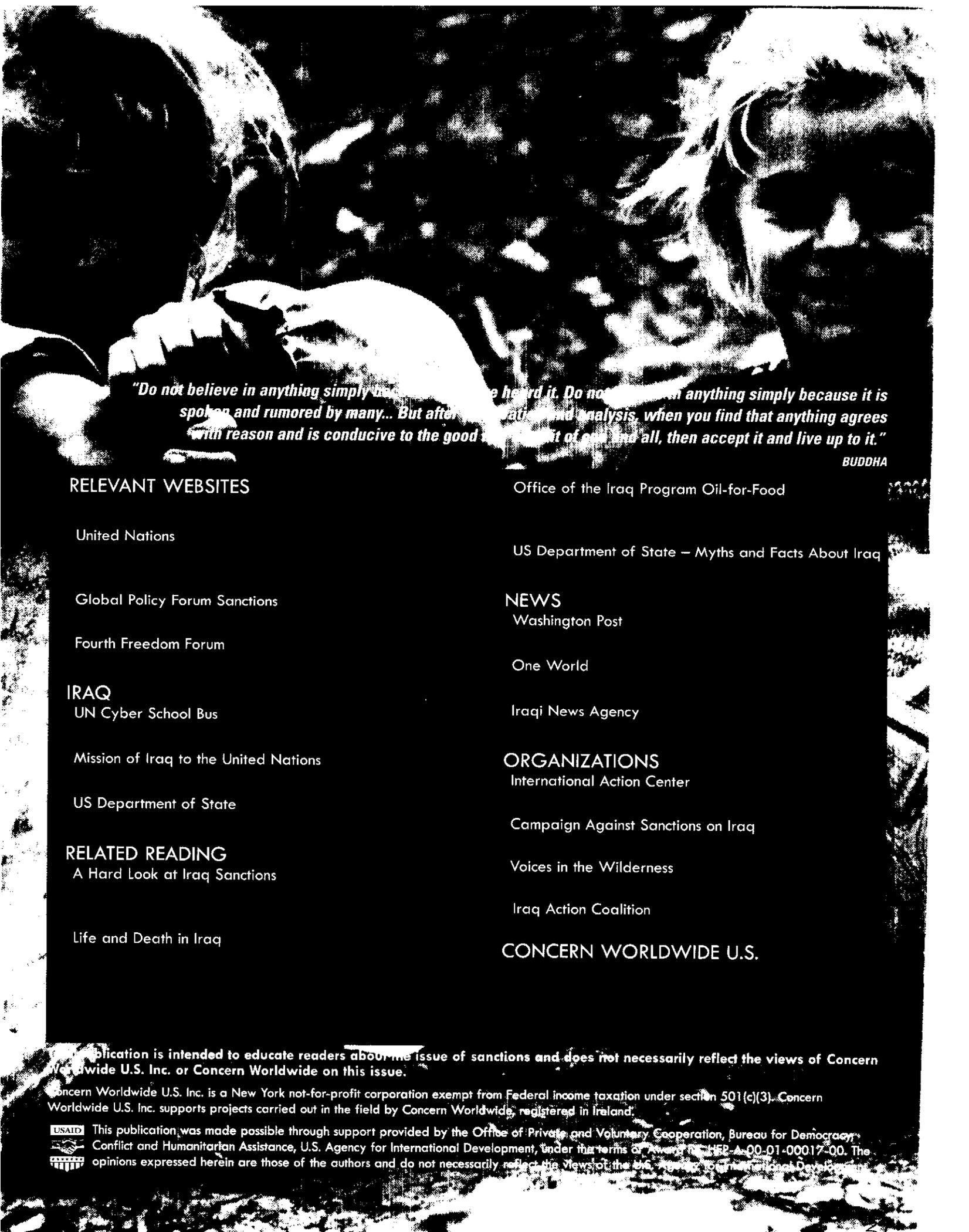
"When diplomatic pressure fails to curb egregious abuses, the US and other nations claiming to uphold human rights must retain the ability to employ limited and targeted sanctions to express the condemnation of violations, press for change in abusive government policies, and avoid complicity in abuses..."

KENNETH ROTH, EXECUTIVE DIRECTOR, HUMAN RIGHTS WATCH

[HTTP://WWW.HRW.ORG/PRESS98/SEPT/SANCT909.HTM](http://www.hrw.org/press98/SEPT/SANCT909.HTM)

"It is actually the United States that was the author of the oil-for-food program which permits Saddam to sell oil for food. If we had not done that, and if the sanctions weren't in place, then he would be selling oil for tanks. So it is the United States and our allies that have made sure that the people of Iraq have food."

*MADELEINE ALBRIGHT, SECRETARY OF STATE, 1997
[WWW.STATE.GOV/NEWS/070797.HTM](http://www.state.gov/news/070797.htm)*



"Do not believe in anything simply because you have heard it. Do not believe in anything simply because it is spoken and rumored by many... But after investigation and analysis, when you find that anything agrees with reason and is conducive to the good and benefit of one and all, then accept it and live up to it."

BUDDHA

RELEVANT WEBSITES

United Nations

Global Policy Forum Sanctions

Fourth Freedom Forum

IRAQ

UN Cyber School Bus

Mission of Iraq to the United Nations

US Department of State

RELATED READING

A Hard Look at Iraq Sanctions

Life and Death in Iraq

Office of the Iraq Program Oil-for-Food

US Department of State – Myths and Facts About Iraq

NEWS

Washington Post

One World

Iraqi News Agency

ORGANIZATIONS

International Action Center

Campaign Against Sanctions on Iraq

Voices in the Wilderness

Iraq Action Coalition

CONCERN WORLDWIDE U.S.

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Women's Rights

Should all women around the world have the same rights?

FOCUS ON PAKISTAN

WOMEN'S RIGHTS

What are your rights?



WHAT ARE WOMEN'S RIGHTS?

Women's rights are the economic, social and cultural freedoms to which all people are entitled. For women to realize their rights they must have equal access to resources and opportunities and equal treatment in economic and social life. In many parts of the world, women are not treated on an equal basis as men and are denied their basic freedoms because they are women.

The **Convention on the Elimination of Discrimination Against Women (CEDAW)** is one of the most important legal instruments defining women's rights. CEDAW was adopted in 1979 by the United Nations and is an international law to ensure equality between women and men. According to this law, women must have **access to and equal opportunities in political and public life, including the right to vote and to stand for election, as well as education, health and employment.** Countries that have agreed to this convention are legally bound to take action to ensure that all women can enjoy their human rights and freedoms.

WHAT IS THE DIFFERENCE BETWEEN GENDER AND SEX?

The term gender refers to how women and men are perceived and expected to think and act in a particular cultural, economic and socio-economic context. Gender is a socially defined expectation for roles, attitudes and values which communities and societies think appropriate for one sex or the other. Sex, on the other hand, refers to the biological differences between women and men.

What are examples of gender roles?

? DID YOU KNOW?

Imagine an American 21 year-old woman with a college degree and two years' work experience. Now imagine an American man of the same age, with the same level of education, work experience and skills. Imagine the woman and the man have the exact same job. For every \$100 the man is paid, the woman is paid \$73.

Women are paid less than men, even when they have the same level of education, skills and experience as men.

IN THE UNITED STATES...

If **MARRIED WOMEN** were paid the same as comparable men, their family incomes would rise by nearly 6 percent, and their families' poverty rates would fall from 2.1 percent to 0.8 percent.

If **SINGLE WORKING MOTHERS** earned as much as comparable men, their family incomes would increase by nearly 17 percent, and their poverty rates would be cut in half, from 25.3 percent to 12.6 percent.

If **SINGLE WOMEN** earned as much as comparable men, their incomes would rise by 13.4 percent, and their poverty rates would be reduced from 6.3 percent to 1 percent.

CHECK IT OUT:

A complete list of international instruments related to women's rights: <http://www.un.org/womenwatch/un/iinstrum.htm>
Find out about inequality in women's pay in the US: <http://www.afcio.org>

WOMEN'S RIGHTS AROUND THE WORLD

Who should determine a woman's rights?

The majority of the world's 1.3 billion people living in poverty are women.

But gender inequality does not only exist in poor countries and discrimination against women can be found across a range of cultures and political ideologies.

Millions of women around the world are marginalized, abused, discriminated against and denied access to education, adequate health care, land, and economic opportunities because they are women.

? DID YOU KNOW?

Women around the world have a higher life expectancy than men. In the United States, the life expectancy for women is 80 years, compared to 74 years for men. In the poorest countries around the world, the average life expectancy for women is 62 years compared to 60 years for men. In sub-Saharan Africa a woman is expected to live until the age of 47; an average man will only live until he is 46 years old. Pakistan is one of the few countries in the world where women's life expectancy is lower than men's – women are expected to live until they are 59 years old compared to men who will live to age 61.

ILLITERACY RATES OF WOMEN AND MEN (1998)



WHAT DO WOMEN'S RIGHTS HAVE TO DO WITH CULTURE?

WHAT IS CULTURE? Culture is a shared set of values, beliefs, customs and traditions passed on from generation to generation. Culture influences gender and how men and women are expected to act in society. In many cultures, the roles assigned to women are based on the belief that men and women are not equal and should not have the same freedoms in life. Even in countries where men and women have the same legal rights cultural practices might influence whether a woman is able or chooses to realize her rights. Most societies and cultures have practices that are seen as oppressive to women. Consider the practice of honor killings. Yasmeen Hassan says, "In Pakistan women are viewed as the property of their male relatives and

the 'honor' of the family is tied to women. This perception makes violence against women by their own families possible, including 'honor killings' where a woman is killed for her actual or perceived immoral behavior." Many consider this practice horrifying and unjustifiable. But some believe that because this is a cultural practice, it cannot be judged as universally wrong. Do you think some cultural practices are universally wrong? If so, whose responsibility is it to determine which practices are wrong and should be changed? **Should governments be called upon to change cultural practices that are considered a violation of women's rights? In your culture, are there traditions or customs that do not value women's rights?**

CHECK IT OUT:

Read about violence against women around the world at: <http://www.hrw.org/women/index.php>

Read a Somali woman's story: <http://www.fgmnetwork.org/articles/Waris.htm>

PAKISTAN

*Some women don't want to have the same rights as men
– should they be persuaded to think differently?*



PAKISTAN COUNTRY INFORMATION

LOCATION: Southern Asia, between India on the east, Iran and Afghanistan on the west and China in the north.

POPULATION: 141,300,000

SIZE: Pakistan is almost twice the size of California

ETHNIC GROUPS: Punjabi, Sindhi, Pashtun, Baloch, Muhajir

RELIGIONS: 97% Muslim (77% Sunni, 20% Shi'a)
3% Christian, Hindu and other

LANGUAGES: Urdu (official) Punjabi, Sindhi, Balochi, Pashto (there are over 300 dialects and languages spoken in Pakistan)

POPULATION LIVING IN EXTREME POVERTY:
31% live on less than \$1 per day; 85% live on less than \$2 per day

UNDER-FIVE MORTALITY RATE: 110 (for every 1,000 children born, 110 will die before their 5th birthday)

LIFE EXPECTANCY: 59 years

ADULT LITERACY RATE: 43%

HISTORY AND POLITICS

Pakistan is a poor, densely populated country burdened by internal political disputes, thousands of Afghan refugees and extremely tense relations with neighboring India. Throughout its history, Pakistan has alternated from civilian to military rule and over the last few decades politics in Pakistan have been tarnished by corruption, inefficiency and conflict. In the past 10 years, military spending has averaged over 30% of the government's budget, leaving very little for roads, education, healthcare and other social services.

General Pervez Musharraf, Pakistan's current President, seized power in a bloodless coup in 1999. Initially, the international community condemned Musharraf, for his military rule of the country and for his support of the Taliban in Afghanistan. But following September 11th, 2001, when President Bush said, "We will make no distinction between the terrorists who committed these acts and those who harbor them," Pakistan promised to cooperate with the US-campaign against terrorism.

In April 2002 Musharraf changed the country's constitution, giving himself another five years as president and the power to dismiss an elected parliament. He arranged for parliamentary elections in October 2002 to mark the handover from military to civilian rule. In November 2002 the National Assembly chose Musharraf loyalist Mir Zafarullah Jamali as the new civilian prime minister.

PAKISTAN AND INDIA

Ever since Pakistan and India gained independence in 1947, the two countries have been bitter rivals. During the last fifty years, the two nations have fought three wars, two of them over the disputed region of Kashmir.

In 1998 Pakistan and India tested their nuclear weapons, and today, an estimated 1 million troops backed by tanks, warplanes and missiles have been mobilized in Kashmir. World leaders have tried to mediate a cease-fire, but neither side shows signs of putting aside its arms.

? DID YOU KNOW?

- 40 of the world's 50 highest mountains are in Pakistan. K-2, or Chogori, is the second highest mountain in the world at 28,251 feet high.
- Pakistan is one of 7 countries with declared nuclear weapons. Pakistan's last test of its weapons was in 1998.

CHECK IT OUT

Listen to the Pakistani national anthem: http://news.bbc.co.uk/2/hi/south_asia/country_profiles/1157960.stm
For an interactive map of Kashmir, go to: <http://asia.cnn.com/SPECIALS/2002/kashmir/>

WOMEN'S RIGHTS IN PAKISTAN

Should women and men in Pakistan have the same rights?

THE CONSTITUTION OF PAKISTAN SAYS...

All citizens are equal before law and are entitled to equal protection of law.

There shall be no discrimination on the basis of sex alone.

Steps shall be taken to ensure full participation of women in all spheres of national life.

The state shall protect the marriage, the family, and the mother...

The state shall ensure that women are not employed in vocations unsuited to their sex...

WHAT DO YOU THINK?

Are you surprised that Pakistan's constitution outlaws sex discrimination? Why do you think many women in Pakistan do not demand that their rights are observed? What is your reaction to the law that says the state should ensure that women do not do jobs unsuited to their sex?

HEALTH

- 30,000 Pakistani women die each year due to pregnancy complications.
- 16,000 women are living with HIV/AIDS
- 16% of female babies born die before their 5th birthday, compared to 10% of male babies

EDUCATION

The status of women in Pakistan varies across classes, regions and the rural urban divide – male domination is stronger in rural areas where customs and traditions establish male authority and power over women's lives. On the other hand, women belonging to the upper and middle classes have increasingly greater access to education and employment opportunities and can assume greater control over their lives.

Even though women in Pakistan have legal rights, there are complex reasons why many women don't demand these rights: some don't know they have legal rights; some are afraid to assert their rights; and others believe in their society's gender roles, even if these roles prevent them from realizing their rights. Can you think of other reasons why a woman in Pakistan might not claim her rights? The Human Rights Commission of Pakistan reports that 80% of young women aren't aware of their basic legal rights, including those related to marriage and divorce. They also report that violence against women is on the rise. A woman is raped every two hours and hundreds of women are victims of 'honor' killings, domestic violence, burnings and murder.

GENDER AND POVERTY

Women and men living in extreme poverty, suffer from great challenges in day-to-day life – they do not have the resources to provide food and clothing for themselves and their children; they are unable to send their children to school; they do not have access to clean drinking water and they are unable to go to the doctor when they are sick. These challenges are even greater for women. 70% of the Pakistanis living in poverty are women. In poor households where resources are scarce, discrimination against women and girls is more pronounced – chronic malnutrition is higher among female children and women's access to and control over economic resources is very limited.

MALE/FEMALE DISPARITIES IN PAKISTAN

	FEMALES	MALES
LIFE EXPECTANCY	59 years	61 years
LITERACY RATE	28%	58%
SCHOOL ENROLLMENT RATE	28%	51%
EARNED ANNUAL INCOME	\$916	\$2,884
SEATS IN GOVERNMENT	3.4%	96.6%

ECONOMIC ACTIVITY

• On average, Pakistani women earn \$916 per year, compared to Pakistani men who earn \$2,884 per year.

• A male worker who works a month

Source for page: UNDP, 2000-2002 & State of Human Rights in Pakistan

CHECK IT OUT:

Read about honor killings in Pakistan: <http://users.erols.com/ziqbal/yh.htm> A Muslim American woman's story: <http://www.postgazette.com/headlines/20011028muslimwomennat3p3.asp>



SHOULD ALL WOMEN AROUND THE

What are women's rights? Is your definition of women's rights different from someone from another country or culture? If something is considered wrong in one culture, but is accepted in another, is one culture right?

Neda, SAUDI FEMALE, 38 YEARS OLD

I was married when I was 17 years old to a man I barely knew. I wear a veil and, without a man's permission I am not allowed to travel outside Saudi Arabia, drive a car or leave the house alone. I am also a practicing doctor, have a PhD in speech pathology and am an active member of several community groups. I wear a headscarf and keep my body covered because it is a symbol of my faith and a form of protection. I think it is liberating because it forces people to judge me by my character and intelligence rather than by my appearance.

Chloe, AMERICAN FEMALE, 13 YEARS OLD

I go to school everyday but I hate it. My teachers only seem interested in what the boys have to say, and every time I speak up in class, all the boys laugh and the teacher makes me feel like what I've said is stupid. They listen to the really smart girls in my class, but no one really wants to be friends with them.

Asma, PAKISTANI FEMALE, 21 YEARS OLD

I work in Afghanistan. Once I was traveling with a group of women and men. It was a long journey so we decided to stop for lunch. We all had to go to the bathroom, but this is almost impossible for women in Afghanistan – there are few proper toilets and women are even ashamed to say that they need a toilet. Finally we found one, and when we came back to the restaurant, there was no room for women. Men and women eat separately, so we were given two options – either to sit in the same room facing the wall with our backs to the men, or to sit in the vehicle to eat. I was amazed to know that the women preferred to eat while facing the wall. It seemed humiliating to me, but they didn't seem to care – to them it did not matter that they were being treated like animals.

Mehmood,

PAKISTANI MALE, 30 YEARS OLD

I married the love of my life two years ago. But my wife's family opposed the marriage, and accused me of abducting her. We were both imprisoned and beaten by the police. The court eventually let us go, but we knew her family would seek vengeance – they consider her their property and they said that she represents their family honor – so we had to leave the country. We consider ourselves lucky – sometimes when a family feels it has been dishonored, women are seriously injured or even killed.

Angula, BOTSWANAN

FEMALE, 34 YEARS OLD

I know about HIV/AIDS – I know how it is contracted and how to prevent myself from getting it. But my husband, sometimes he stays out all night – I don't know what he's doing and I can't control what he does. I can't ask him to wear a condom because he's my husband and that would be insulting.

Carolina,

SPANISH FEMALE, 25 YEARS OLD

In my country, when a woman gets married she doesn't take her husband's last name. In fact, I think the custom in many countries of having a woman take her husband's name is patriarchal and sexist. Until women stop this oppressive tradition, they will never truly be liberated.



WORLD HAVE THE SAME RIGHTS?

Read the stories and opinions below. What do you think could be considered a violation of women's rights? Would someone from a different country or culture disagree with you?

Fatuma, RWANDAN FEMALE,
20 YEARS OLD

My daughter was sick with a fever for four days. The nearest clinic is a day's walk away, and I didn't have enough money to pay for medicine. My husband has goats he could sell so I could take her to the clinic, but I would never ask him to do that. I finally borrowed some money from a friend, but by the time I reached the clinic my daughter was very, very sick. Luckily, the doctor was able to help her and now she is doing better. If I hadn't borrowed the money, my child would've died.

Najeeb, AFGHAN MALE,
22 YEARS OLD

I got married when I was 13 to a 14-year-old girl. We have two children and I am proud of them. I wish we were young when my children are grown up and able to work. People don't realize that a girl is expected to do a lot here in Afghanistan. We are expected to bring in money and, over time, lose our virginity. Girls are well protected because they are hidden inside the home. Sometimes boys are expected to leave their homes to find their own way in life. The expectations are a lot higher for boys than for girls. Boys are seen as the head of the ones, while girls are the honor or "hizzat" of the family.

Waris Dirie, SOMALI FEMALE

One evening when I was about five, my mother said to me, "Your father ran into the gypsy woman. She should be here any day now." I knew the gypsy woman would come to do my circumcision, because in my culture it is believed that a girl is unmarriageable unless her genitals are cut. Paying the gypsy woman for this circumcision is a huge expense, but is considered a good investment. The night before she was to come, I lay awake with excitement. Mama whispered, "Try to be a good girl, baby. Be brave and it'll go fast." The next thing I knew I was lying alone with my legs tied. I could only wonder, why? At that age I didn't understand anything about sex. All I knew was that I had been butchered with my mother's permission.

Marlene,
VENEZUELAN FEMALE,
19 YEARS OLD

I got married last year and within a few months my husband had a mistress. This is just a fact of life in my country. Men do it and women just have to get used to it. It's uneducated to think that you would ever find a man who wouldn't have a mistress.

Eileen, IRISH FEMALE,
17 YEARS OLD

My best friend in school died a year ago today. She got pregnant and when the school found out about it, they would have expelled her — they even threatened to expel her. When it was time to have her baby, she went to a place where she could be alone, but she must have had problems when she was giving birth because one of the teachers found her lying on the ground unconscious. A few weeks later we found out that her father had raped her and the baby was his.



REFERENCES AND RESOURCES

WOMEN'S RIGHTS

UN Division for the Advancement
of Women

BBC – Pakistan Country Profile

The Christian Science Monitor

UN Development Fund for Women

ACTIVIST ORGANIZATIONS

Human Rights Watch

UN Population Fund

Amnesty International

International Women's Day

The World Bank – Gender Statistics

Saving Women's Lives

Gendercide

DOCUMENTARY PROJECT

CONCERN WORLDWIDE US, INC.

<http://www.concernusa.org>

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New York, NY 10016

212-557-8000

166 East Superior, Suite 502,

Chicago, IL 60611

312-642-8400

PAKISTAN

Government of Pakistan

CIA World Factbook

Asian Development Bank

NEWS / ARTICLES

International Herald Tribune

This publication is intended to educate readers about the issue of women's rights and does not necessarily reflect the views of Concern Worldwide U.S. Inc. or Concern Worldwide on this issue. Concern Worldwide does not officially recommend or endorse any of these organizations.

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WORLDWIDE

Hunger

Is it possible to eliminate world hunger?

FOCUS ON ETHIOPIA

WHY ARE SO MANY PEOPLE HUNGRY?

*A person who has food has many problems.
A person who has no food has only one problem.
—Chinese proverb*

Have you ever said, "I'm starving"?

WHAT IS HUNGER?

All of us have felt hungry at times. But there are many degrees of hunger. Malnutrition is an extreme form of hunger, resulting from inadequate consumption of nutrients to meet the basic physical requirements for an active and healthy life. While most people can go without food for a few days, persistent hunger causes severe problems. Lack of essential calories and nutrients can cause impaired vision, fatigue, delayed growth, and increased vulnerability to diseases. Severely malnourished people have difficulty functioning, even at a basic level. In extreme cases, hunger can cause death. Children are especially affected by hunger; they miss out on needed nutrients for growth and development.

CAUSES OF HUNGER

Poverty is one of the root causes of hunger. When people lack the opportunity to earn enough money, they cannot meet their basic needs. But there are many other forces that hold hunger in place: conflict, corrupt governments, damaged environment, poor agriculture, unfair trade, landrights and growing population. In addition, HIV/AIDS is increasing hunger problems because many people affected by this disease are unlikely to be able to work to produce or buy food.

WHAT IS A FAMINE?

A famine occurs when a widespread shortage of food results in starvation for a group of people. Often famines are caused by natural disasters such as floods, droughts, plagues of insects, or crop failures.



DID YOU KNOW?

About 24,000 people die every day from hunger or hunger-related illnesses.

There is enough food produced in the world to feed everyone. Yet there are almost one billion people in the world who suffer from hunger every day. How to respond to world hunger is a subject of ongoing debate.

In the year 2000, the United Nations adopted the Millennium Declaration and world leaders from all countries – rich and poor – agreed to form a partnership to work together towards ending world poverty. In order to do this, a series of Millennium Development Goals were established. These goals include: eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality, reducing child mortality, improving health, combating HIV/AIDS and other diseases, ensuring environmental sustainability and developing a global partnership. The aim is to achieve these goals by the year 2015.

The first of the Millennium Development Goals is to help eradicate extreme poverty and hunger by halving the population of people who suffer from hunger. Do you think this is possible?

HUNGER AFFECTS PEOPLE ON MANY LEVELS.

Individual: Lack of food inhibits the body's ability to do work and greatly increases vulnerability to diseases.

Family: Parents may have to leave the family in search of work, or sometimes entire families will migrate in order to find food.

Community: When there is not enough food, crime tends to increase as people are driven to extreme measures trying to feed themselves and their families.

National: Countries experiencing famine or hunger are usually also suffering economically and politically. Reaching people in need in these settings can be challenging and costly.

WHAT IS BEING DONE?

Many governments and organizations help hungry people by giving food donations. While this form of aid can save lives, it is recognized as a short term solution. What types of programs do you think would help tackle the root causes of hunger?

CHECK IT OUT:

Take a hunger quiz at: <http://www.worldlegacy.org/HungerQuiz.htm>

For information about the Millennium Development Goals, go to: <http://www.developmentgoals.org/>

HUNGER AROUND THE WORLD

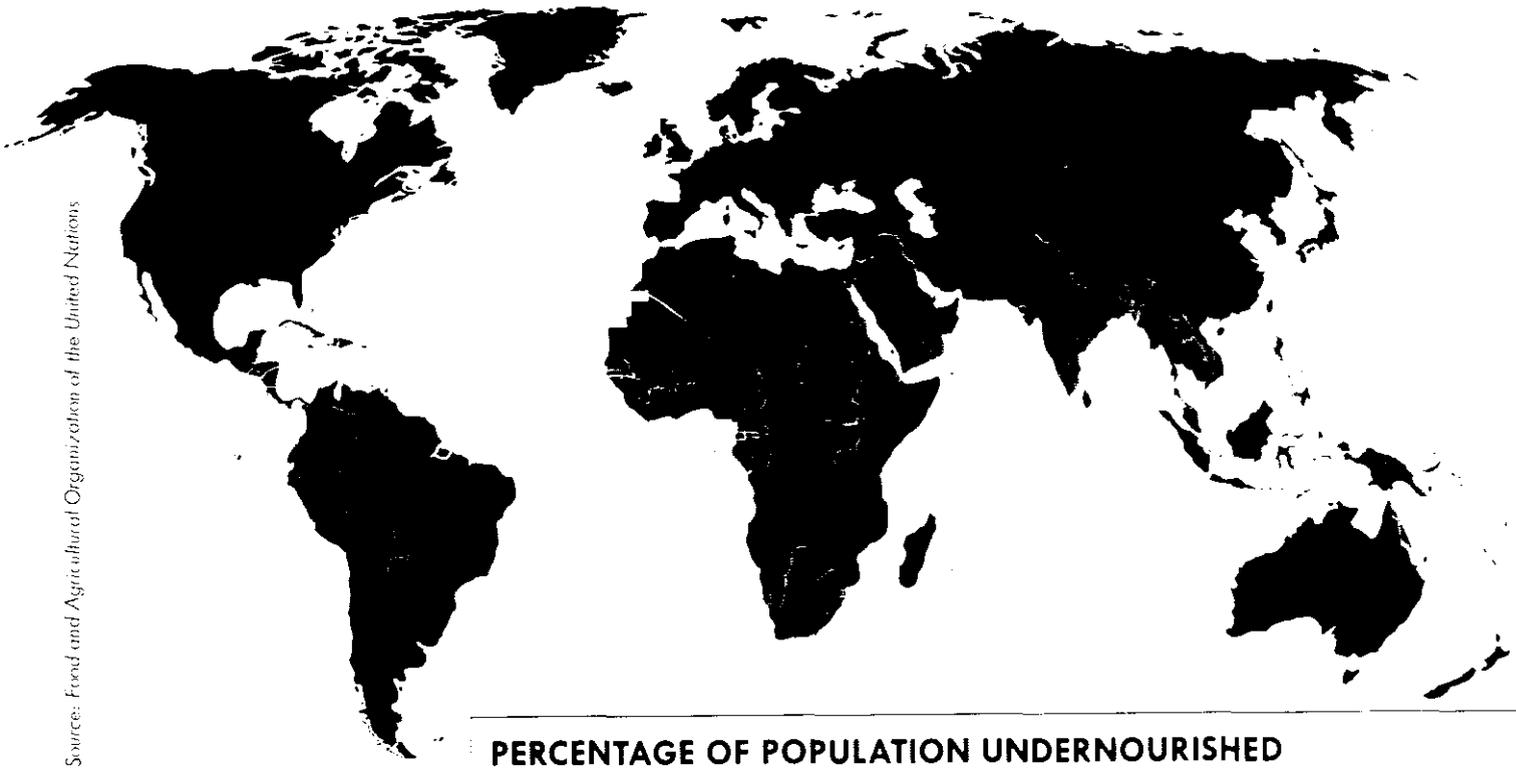
Is there hunger in your community?

Nearly every country experiences hunger in some form. Many people are outraged by the reality of hunger today. The world produces enough food to adequately feed everyone, and the cost of eliminating hunger is very small in comparison to world resources. So why are people still hungry?

How much are you eating? The typical adult needs about 2000 calories a day. Figure out how many calories you consume

HUNGER AROUND THE WORLD

Map Source: Food and Agricultural Organization of the United Nations



PERCENTAGE OF POPULATION UNDERNOURISHED

■ 35% or more ■ 20-34% ■ 5-1% ■ 0.1-4.9% ■ Not Estimated

DID YOU KNOW?

- The US population spends approximately 50 billion dollars per year on weight loss including low calorie foods and beverages.
- Globally, 1.2 billion people live on less than \$1 per day.
- 34% of the population of Africa is severely malnourished.
- In India, nearly half of the adult population regularly consumes an inadequate number of calories.
- If food was distributed equally, every person would receive 2,720 calories a day - more than the minimum needed for basic survival.

Do you see hungry people in the U.S.?

HUNGER IN THE UNITED STATES

Although the US is the richest country in the world, the United States Department of Agriculture (USDA) estimated that 36 million people in the United States are hungry. Should a US tax on this be spent to feed and help people around the world when there are hungry and homeless people in America? Do you think that is the responsibility of this country to feed the whole world?

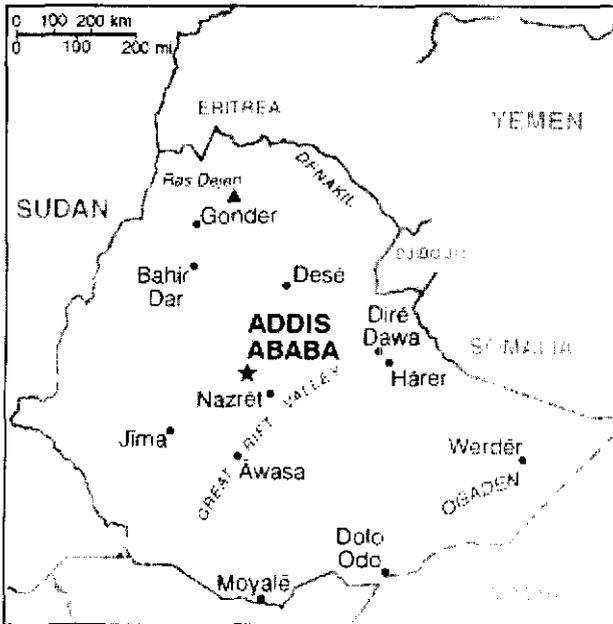
CHECK IT OUT:

Fast Food Calorie Counter: http://www.washingtonpost.com/wp-srv/flash/health/caloriecounter_calories_static.html

To learn more about how malnutrition is determined: <http://www.who.int/nut/nutrition3.htm>

ETHIOPIA

How would you solve hunger in Ethiopia?



ETHIOPIA COUNTRY INFORMATION

LOCATION: Eastern Africa, in the Horn of Africa

CAPITAL: Addis Ababa

POPULATION: 67,673,031

SIZE: slightly less than twice the size of Texas

ETHNIC GROUPS: Oromo 40%, Amhara and Tigre 32%, Sidamo 9%, Shankella 6%, Somali 6%, Afar 4%, Gurage 2%, other 1%

TELEPHONES: 4 for every 1,000 people

RELIGIONS: Ethiopian Orthodox 45%-50%, Muslim 35%-40%, Animist 12%, other 3%-8%

LANGUAGE: Amharic

HIV/AIDS: 6.4%

ACCESS TO FRESH DRINKING WATER: 24%

INFANT MORTALITY RATE: 99 deaths/1,000 live births

LIFE EXPECTANCY: 45.7 years

EXTERNAL DEBT: \$5.3 billion (2002)

Sources: UNDP, CIA World Factbook

HUNGER IN ETHIOPIA

You may have seen pictures of starvation in Ethiopia. Hunger has plagued the country for many years and for many reasons. Agriculture has suffered due to lack of rain, and the growing population puts added pressure on the environment. Political troubles and years of fighting with the neighboring nation Eritrea have contributed to the harsh poverty that affects the country. In addition, Ethiopia has the third highest number of people living with HIV/AIDS in the world (over 3 million people). The worsening economic situation leaves the people with little money for food and development. In 2002, over 11 million people faced the risk of starvation. That is the equal to the amount of people in Colorado, Utah and New Mexico combined!

WHY CAN'T ETHIOPIA BREAK THE CYCLE OF FAMINE?

Ethiopia is once again faced with famine due to four years of drought. In the Spring of 2003, Ethiopia had another poor rainy season. Not only are people's crops suffering, but their livestock as well. This has a drastic effect on the economy, since 90% of the people work in agriculture. Even if the rains returned, many farmers could not afford to purchase seeds for planting. Households are often forced to cut down to two meals a day, some only one. Because of the failure of crops over the past years, families lost a great deal of money and had to sell many of their belongings. The rural population of Ethiopia now has little choice but to rely upon food aid to simply survive.

FAMINE OF 1984

Civil war and years of drought led to a severe famine across the region in 1984. Half a million people lost their lives. The international community decided to step in and help the country. Many singers recorded a song and donated the money to help those affected by the famine. It was entitled "Do They Know It's Christmas?" and tells of the trouble in Africa. The song's success brought about one of the largest concerts ever, known as LIVE AID, which included musicians Madonna, U2 and Bob Dylan, and raised \$53 million for Ethiopia.

DID YOU KNOW?

- Ethiopia is the birthplace of coffee.
- 81.9% of the population is living on less than \$1 per day.
- Unlike most African countries, the Ethiopian monarchy maintained its freedom from colonial rule, one exception being the Italian occupation of 1936-41.

CHECK IT OUT:

Read Ethiopia's constitution: <http://www.gwu.edu/~ethiopia/ConstitutionEthiopia.pdf>

Information about the Ethiopian Emperor Haile Selassie at: <http://www.imperialethiopia.org/selassie.htm>

HOW CAN WE ELIMINATE HUNGER?

We have enough food to feed everyone on the planet. Yet, in every corner of the world rich and poor there are people who are unable to lead healthy active lives because they do not have adequate food. There are many complex political, economic and social factors that contribute to global hunger and, as a result, there are no easy solutions to the hunger problem. What do you think are the root causes of hunger? How do you think hunger can be eliminated? **Here are some ideas...**

GOVERNMENT INVOLVEMENT/CHANGE

The international community can help eradicate hunger through food donation programs and other forms of aid. However, many poverty-stricken countries have problems with corruption and mismanagement of their governments. In these cases aid donations can fall into the wrong hands and may not be received by the people it is intended for. We can ensure that food is going to places that need it the most if we make sure that governments work properly to meet the needs of all citizens. Nobel Prize winner Amartya Sen stated that "there has never been a famine in a democracy." *Do you think this is always true?*

CANCEL WORLD DEBT

The world's least developed countries owe a total of \$376 billion in debt. These countries already have poor economies so repayments leave them with little left to help solve their hunger problems. Many people believe that cancelling world debt would allow these countries the ability to invest in their economy, increase technological development, and help improve their agricultural abilities. However, richer nations may impose certain conditions in exchange for cancellation of debt.

SUSTAINABLE DEVELOPMENT

Many people believe that in order to eliminate hunger and poverty, it is necessary to concentrate on long-term sustainable development. To achieve long-lasting growth, aid programs must focus on combating the spread of HIV/AIDS, providing education for all children and strengthening farming. Micro-finance projects can help people gain access to loans that enable them to start their own businesses. By involving the local community in the design and management of these programs, it is easier for them to continue without the need of outside assistance. *Do you think that development can only be achieved by people in their own country?*

GENETICALLY MODIFIED FOOD

By using genetically modified (GM) food—food in which the DNA has been scientifically altered—we can increase yields of crops and grow crops that are resistant to certain diseases or pesticides. Some scientists think that this new technology has the potential to end world hunger. However, there is a debate on whether or not these foods may have adverse effects on one's health or may create new allergies and other unintended consequences. *Is donating or encouraging poor countries to grow GM food the answer to world hunger?*

FAIR TRADE

Quotas, tariffs and farm subsidies greatly hinder farmers in the developing world from trading on the world market. Using these methods, developed countries are able to control the amount of imports into their country, which makes it easier and cheaper to buy domestic goods. While this may help the local economy, it substantially reduces the ability of poorer countries to develop their economies through fair trade. But some argue that if we don't help US farmers, they'll suffer as well.

ENVIRONMENTAL CONSERVATION

Worsening environmental conditions have had a drastic effect on people in developing countries. Depletion of natural resources, deforestation and degradation of ecosystems make the land unsuitable for productive farming. Land productivity is also diminished due to soil erosion, desertification, industrial development, population growth, uncontrolled urbanization and natural disasters. We can help solve these problems by involving local residents in environmental conservation programs.

PEACE NEGOTIATIONS

One of the major causes of hunger is war, violence also prevents food from entering and reaching the people who need it the most. Peace negotiations would help to allow aid to enter the needed areas and help the country solve its hunger problems. *What can be done to end conflict and violence?*

CHECK IT OUT:

For more information on genetically modified food: <http://scope.educ.washington.edu/gmfood/>

Find out about US farm subsidies here: <http://www.ewg.org/farm/>

IS IT POSSIBLE TO ERADICATE HUNGER?

How to respond to world hunger is the subject of great debate. There is not always agreement on the best ways to prevent famine and feed the hungry. With all the barriers to overcome, is it really possible to eradicate hunger? What do you think?

YES Hunger can be eliminated

- The industrialized countries have huge economies and tremendous resources. If they would all chip in, hunger could be cut in half at an affordable cost.
- Given the high level of wealth in the developed world, we have a moral responsibility to share some of this wealth to reduce hunger.
- For the amount of money that Americans spend on dieting and weight loss (over \$50 billion per year), we could better invest in sustainable solutions to hunger.
- Because the world is so interconnected today, reducing hunger in the world ultimately serves everyone's interests. It creates more political stability, and by promoting economic growth helps create more markets.

NO Hunger cannot be eliminated

- War and conflict throughout Africa prevent development and perpetuate problems like hunger. All of the aid in the world will not help so long as this violence continues.
- It is not the responsibility of countries like the U.S. to take care of the hungry in other parts of the world; that is the responsibility of their own governments.
- It is unrealistic to try to cut world hunger in half. It would cost more money than people in the industrialized countries would be willing to pay.
- The causes of hunger in other countries are complex and poorly understood. It is naïve to think that outsiders can really make a serious difference by throwing money at the problem.

Victoria and Fatuma are members of a women's self-help group in southern **Sudan**. With a small loan, the group purchased a machine that grinds wild lulu nuts and extracts the oil. The group produces enough for the members to take home and to sell as cooking oil at the local market.

The Ismani Development Group in **Tanzania** encourages the use of local vegetables and researches the growth of local tree species. These projects build on the strengths, skills, knowledge and experience of the local community. Vegetable production and consumption has now increased dramatically, leading to better nutrition and creating jobs and incomes for local farmers.

In a rural village of **India**, Jaya is getting weaker every day. Due to strict cultural traditions she feeds her husband and sons before she and her daughters can eat. Since food is very scarce in the village, there is barely any food left when it's time for her to eat.

The Hindu Kush mountain range dominates northeastern **Afghanistan**. Within the mountain range, there are many valleys that are inaccessible during winter. A visiting nutritionist found severe malnutrition among the 90,000 people living there. Since the valley cannot be reached by normal modes of transportation during the winter months, without a good supply of food, disaster is certain. Construction of a road is a way to ensure that food can be transported to this region.



Mayanie Turay of **Sierra Leone** remembers war in her village. Rebels came and drove out all the residents, who were forced to live in the bush for 5 years. She recalls having no rice to eat. When they were lucky, they ate bananas, mangos and wild cassava. Many children died during this time because of hunger and lack of medicine.



A scientist in the **United States** discovered a genetically engineered defense against the striga weed. The striga weed has been destroying crops in Sub-Saharan Africa, and almost 100 million farmers have lost all or some of their crops because of it. This new technology may help feed millions of people now facing starvation.

Every day, Doliso Dafa of **Ethiopia** spends up to nine hours patiently removing butterflies and their larvae from his sweet potato crop. It is a last, desperate attempt to save some of the crop since his pesticide spray didn't work. The sweet potato is his only hope, since his main crops of beans and maize were destroyed by the drought.

Since 1996, the government of **China** has focused on improving agriculture. Soil fertility has been improved through better farming practices, expanded irrigation facilities and increased use of organic fertilizers. Crop yields greatly increased in these areas, which increased incomes and food security.

2002 was an extremely challenging year for **Zimbabwe**. Unemployment reached 70 percent and inflation topped 200 percent, making it very hard for most Zimbabweans to earn money. The country's ability to purchase food internationally was virtually non-existent, forcing international governments and aid agencies to help. But with political troubles in the government, food distribution became a difficult task.



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USAID Famine Early Warning Systems
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ETHIOPIA

CIA World Factbook

Parliament of Ethiopia

Ethiopian Related News and Information

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Food and Agricultural Organization of the
United Nations

Bread for the World

World Food Programme

International Food Policy Research
Institute

World Bank

Millennium Project Hunger Task Force

United States Department of Agriculture

Food and Nutrition Technical Assistance

NEWS/ARTICLES

The Ethiopia-Eritrea Conflict: A Fragile
Peace

Time, Inc.

Alert

Foreign Aid to End Hunger

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Photos: Liam Burke, Press 22 This publication was written and produced in 2003.

consolidated
 student feedback
 from HIV/AIDS workshop

Global Concerns Student Workshop
 HIV/AIDS: Exploring Solutions
 April 4, 2003

STUDENT FEEDBACK

What was your favorite part about the workshop?	What would you have done differently?	What topics are you interested in for future workshops?
The speakers and listening to what they had to say about their countries and the problems their countries are enduring. I also enjoyed the project.	Everything went smoothly and I learned a lot.	Poverty Juvenile justice Arms and proliferation
The presentations – participation is key and allowed people to learn from others	Have a larger group discussion	Sovereignty – when does something become a global concern as opposed to a being limited to a sovereign nation
Working in groups with people I just met	Maybe make the project more in-depth, giving students more time and having the “proctors” (presenters?) more involved.	UN sanctions Female genital mutilation War with Iraq Refugees
<p>The information and watching the presentations</p> <p>Discussing about where to allocate our \$3 million</p> <p>I liked how it was very hands-on. The interaction made it a fun way to learn. The game was creative and interesting</p> <p>I really enjoyed the hands on project. Not</p>	I would have included an open forum... ? for other ideas	Globalization Arms race Sanctions Immigration Foreign debt Genocide Equality for women Non self-governing territories – show that they can be economically independent Landmines Landmines Sovereignty of countries Aid for developing countries and how to deal with debt. Child Labor

only was it fun, but I am actually more aware. I learned from the presentations and the project.		Sovereignty and intervention
Key note speakers were wonderful but I think the best portion was the group work.	I think a smaller discussion – Rwanda and Bangladesh groups pairing off to present... then share cumulative findings...	3 rd World Debt Sanctions
Learning about the HIV/AIDS epidemic globally and in the countries	More schools = more opinions	International Relations
Interacting with different people with different ideas	I would have rather heard people's points and then presented my own views in the end. Working with people and agreeing on points is realistic, and challenging, but many ideas are not brought to the surface as a result	War: standards and means
Getting into groups and figuring out how much \$ to each issue. It was fun and felt great to feel so enthusiastic about a subject My favorite part was trying to split up the \$ and solve the problem		Globalization Women in society – impoverished women
I enjoyed the morning presentations the best. It was interesting and informative and having people from the countries we discussed was a major plus. My favorite part of the workshop was when we were presented with statistics and information and able to utilize it and apply it. Being able to discuss what we learned and come to various conclusions enable me to comprehend the facts fully I enjoyed deciding and discussing where the funds should go. I also liked having other schools here.	I would have had more presenters. I think that the breakdown of the groups were too similar. The presentations became a little redundant. Maybe the 3 Rwanda/ 3 Bangladesh groups should unite and present together as to cover all the conclusions made at once. I would have enjoyed discussing more countries than just Rwanda and Bangladesh. Those two countries were interesting and relevant but I think we'd	Gender equality Women's rights Anti-America campaigns Organizations and emotions in other countries Sustainable development and technology

	learn ore doing the presentations if there were more countries.	
Small discussion groups	Different form of presentation	Iraq
My favorite part of the workshop was being able to talk to Dr. Jules and Dr. Musha about their countries and hear their knowledge	I would have allowed more time for questions to the specialists. Also, give out an information sheet about what else we as high schoolers can do to help.	Children World relations: how countries should deal with their conflicts Weapons of mass destruction
The speakers were very educational	Perhaps assign different countries to each group so that there's not so much overlap	Global poverty Interstate conflicts and how to prevent them
The formal presentations done by the professionals		Poverty Droughts and the water issue Pandemics Environment – Global warming Genocide arms
The group game/debate was the best part because it was very informative	I would have sent out info packets prior to the workshop for participants to read	Foreign aid and debt relief UN – Still useful?
I thought the lectures given initially were the best feature of the workshop. They were very informative with facts and personal experience	I think that it would have been even more informative with more countries so we could see more aspects of the problem	Refugees
My favorite part of the workshop was hearing how the other groups decided to split up their money seeing how they approached the issues	I would have had more schools involved so we could have a greater amount of opinions	The role of the UN and the world
The fact that we were able to interact and have debates/discussions with other schools made this more effective and I feel we received different perspectives	I thought the quotes we were given were great and we should put more emphasis on those it helped to give new ideas	International Human Rights
I enjoyed spending time in discussion groups trying to agree on the allocation of money. I thought the game was great idea	I would have discussed topics (in the initial presentation) that were not on the screen.	Famine Future desperation for water

Sample Student Survey



How interesting are these topics to you?

Rate the following topics from 1-10, 1 being the most interesting and 10 being the least interesting. If you don't know enough about a topic to give it a rating, leave it blank.

- | | |
|-----------------------------|---|
| <u>5</u> Human Rights | <u>3</u> "Blood Diamonds" |
| <u>10</u> Landmines | <u>6</u> Child Soldiers |
| <u>4</u> Foreign Aid | <u>9</u> Famine and hunger |
| <u>8</u> Debt Relief | <u>7</u> Refugees |
| <u>1</u> The United Nations | <u>2</u> International Criminal Tribunals |

Imagine you are creating an after-school club to raise awareness in your school about international issues. List five international issues you would choose to focus on first (they can be different from the ones listed above).

- The U.N. and the role it currently plays compared w/ what it should be doing
- Controlling Superpowers (s)
- The Environment, esp. the effect of greenhouse gases
- ICC/ICTJ
- "Modernizing" the Middle East

Which of the following world regions are you interested in learning more about? Rate them from 1 to 5, 1 being most interesting and 5 being least interesting.

- | | |
|-----------------------------|--|
| <u>5</u> Sub-Saharan Africa | <u>1</u> The Middle East |
| <u>2</u> Asia | <u>3</u> The Balkans |
| <u>4</u> Latin America | _____ Other - please specify:
_____ |

Imagine you have a million dollars to give to one social cause - which cause would you choose?

AIDS/HIV and/or Cancer cure or vaccine

Thank you for participating in this survey!

PLEASE EMAIL ME IF YOU HAVE QUESTIONS ABOUT THIS SURVEY OR IF YOU ARE INTERESTED IN LEARNING MORE ABOUT THE GLOBAL CONCERNS PROJECT:

Sarah.Smith@concern-ny.org

THE GLOBAL CONCERNS PROJECT
ISSUES SURVEY

Each school year, Concern creates teaching and learning resources for high schools on four current international issues related to poverty and development. As members of the Board, we would like to collect your opinions about topics to focus on next year. This is an anonymous survey; please complete and return it to Aileen McCloskey at the Board meeting. We look forward to your responses and thank you for participating in this survey.

Sarah Smith, Education Coordinator

Which topics do you think are most appropriate for Concern's next series of high school resources and workshops? Rate the following topics from 1-10 (1 being most appropriate, 10 being least appropriate).

- | | |
|--------------------------|--|
| _____ Human Rights | _____ Arms and weapons proliferation |
| _____ Landmines | _____ Genocide |
| _____ Foreign Aid | _____ Famine and hunger |
| _____ Debt Relief | _____ Refugees |
| _____ The United Nations | _____ International Criminal Tribunals |

List five additional international issues on which you think Concern should focus its high school resources and activities.

Which of the following world regions do you think are most important for Concern to focus on for our high school resources and activities? Rate them from 1 to 5 (1 is most important, 5 is least important).

- | | |
|--------------------------------|-------------------------------|
| _____ Sub-Saharan Africa | _____ The Middle East |
| _____ Asia | _____ The Balkans |
| _____ Latin America/ Caribbean | _____ Other – please specify: |

If you could solve one social problem facing the world today, which problem would you choose?

Would you be willing to participate in future Global Concerns Project activities? NO YES

If yes, please provide your name: _____



The Global Concerns Project

STUDENT EVALUATION: **hunger**

1. How much do you know about hunger?

Nothing

A Little

A Lot

2. How interested are you in learning more about hunger?

Not Interested

Somewhat Interested

Very Interested

3. What is your opinion – if any – about hunger in Ethiopia?

4. What other international topics or countries are you interested in learning about?

Global Concerns Project

School Information Questionnaire

School Name:
Street Address:
City:
State:
Zip:
School Phone:
Fax:

Class Participating:
Grade Level:
Teacher:
Teacher Email:
Number of Students:

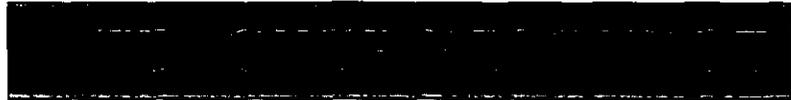
Class Participating:
Grade Level:
Teacher:
Teacher Email:
Number of Students:

Class Participating:
Grade Level:
Teacher:
Teacher Email:
Number of Students:

HUNGER

Focus on Ethiopia

IS IT POSSIBLE TO ELIMINATE WORLD HUNGER?



THE
GLOBAL CONCERNS
PROJECT



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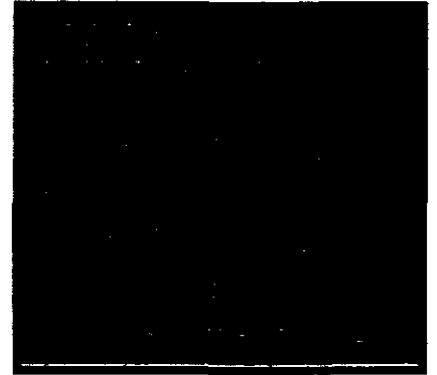
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The cover photograph is by Liam Burke. This publication was written and produced in 2003.

Dear Participants,

WELCOME TO THE GLOBAL CONCERNS PROJECT!

Through the Global Concerns Project (GCP), Concern Worldwide raises awareness and promotes critical thinking and debate among high school students about important international issues. As a leading international relief and development organization with over 30 years of experience worldwide, Concern provides students with opportunities to learn from our work and become active global citizens. Concern has been collaborating with high schools across Ireland since 1983 and is currently working in over 150 high schools across the country. Concern has been widely credited with enhancing students' debating skills and raising their awareness about a broad range of international subjects.



How the GCP Curriculum Works

One component of the Global Concerns Project is our curriculum on current international issues. The GCP curriculum consists of four units, each of which explores a specific topic and geographic region. The GCP curriculum uses background information, case studies and stories from our work around the world to make international issues concrete and real for students. The topics we focus on are controversial, and many of the issues discussed could be highly sensitive to some students. While we hope that the curriculum will inspire students to speak passionately and personally about the topics, students must have a cooperative and safe atmosphere for debate where all opinions are listened to and valued.

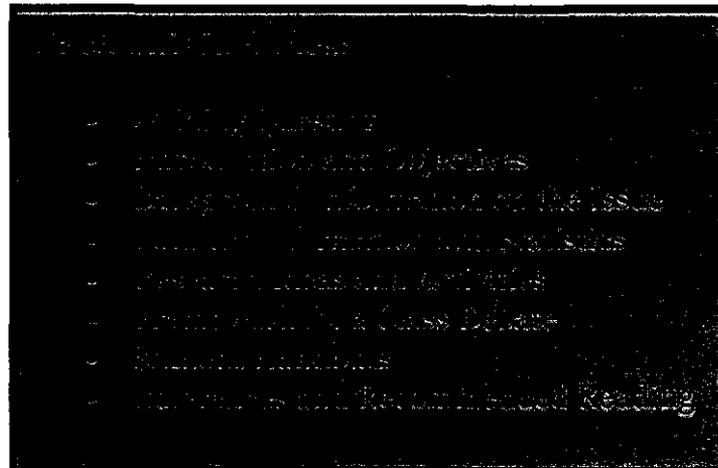
Every module begins with a question that guides the unit and is the focus of the unit's culminating activity. The curriculum will expose students to the complexities of the issue and provide them with a wide range of information and activities that encourage them to think critically and to shape well-informed positions on the issue. We use excerpts from political speeches and opinions from researchers, journalists, activists and other stakeholders to demonstrate diverse perspectives on the issues. Concern's education team has done extensive research on each issue and provides teachers with relevant and current references, challenging discussion questions and engaging activities.

The culminating activity for each unit is a debate or simulation that provides a forum for students to strengthen their public speaking and listening skills and an opportunity for them to articulate a position that might be different from their own. Simulations or role-plays also foster the students' understanding of the people, societies and organizations directly connected to the issue. The roles students examine will vary depending on the topic, but will likely include governmental and non-governmental organizations, civilians from other countries and cultures, the media, the business sector, and

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multilateral organizations such as the World Bank, the International Monetary Fund, and the United Nations.

The Global Concerns Project is implemented differently in each participating school; some schools integrate GCP into an existing curriculum, while others use CGP as an after-school program. Each GCP teacher module is intended to be a flexible resource that can be adapted depending on the needs of each class. You should feel free to pick and choose from this resource and use the information it contains in a way they feel is most appropriate.



Numerous resources are used in researching and writing the GCP materials. For a comprehensive list of the resources that have been used, please see the reference lists at the end of each module. Every effort has been made to report the most current and accurate statistics and facts.

The Global Concerns Project materials and activities are a collaborative effort, and their success depends on feedback from educators and students; please feel free to contact us with your comments and suggestions.



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HUNGER

WHAT IS HUNGER?

Hunger is a condition resulting from inadequate consumption of nutrients to meet the basic physical requirements for an active and healthy life. An estimated 1 billion people in the world today are at risk of hunger and malnutrition.

The largest number of people suffering from hunger and malnutrition are in Asia, but the population with the highest percentage is Africa. Industrialized countries are not free from malnutrition either. Approximately 11 million people living in industrialized countries suffer from malnutrition.

What causes malnutrition?

The lack of nutrients in the body can be caused by an insufficient intake of proteins, calories, vitamins, and minerals. Also, disease and frequent infection make the body more prone to malnutrition. Illnesses like diarrhea, measles and malaria often reduce appetite and food intake. Also, the undernourished person is more susceptible to illness, creating a vicious cycle.

Children are at greatest risk of malnutrition because they are in a period of rapid growth which increases the demand for calories and proteins. Pregnant and nursing women are also extremely vulnerable. If a baby's mother is malnourished while pregnant or nursing, the baby will have low birth weight and problems developing properly. Every organ can be affected by malnutrition.

Deep-rooted causes

Poverty is often seen as the root cause of hunger and malnutrition. There are many social, economic, cultural and environmental factors that contribute to poverty.

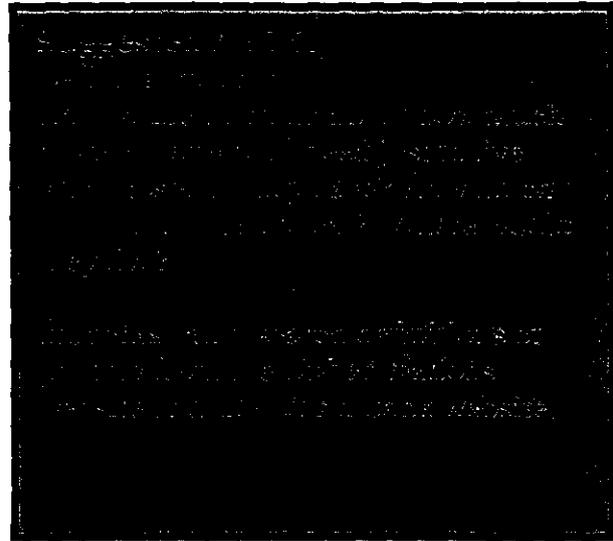


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Why don't we just grow more food?

Global food production has steadily increased over the past few decades and there is more than enough food to feed everyone in the world. But there are many difficulties facing food production and distribution. For example, farming has become less profitable, especially in developing countries. With global food prices falling, many people are seeking better paid jobs. More importantly there is an increasingly exploitative attitude to land and water resources.

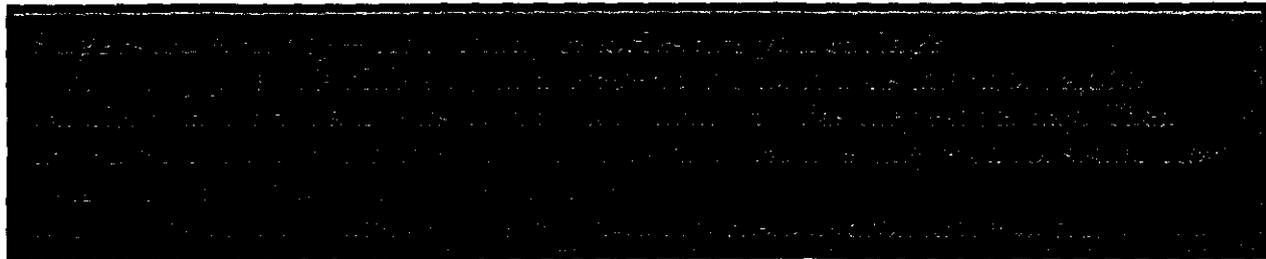


One of the major obstacles to food distribution stems from trade barriers. While some argue that free trade leads to efficient allocation of resources produced at the lowest cost, others say that it only works when everyone has enough money to buy them. More on free trade is discussed later in this guide.

If food was evenly distributed, each person would have plenty to eat. Three quarters of those suffering from malnutrition are from rural areas, and one quarter live in big cities in poor countries.

OBESITY

For the first time in history (as of 2000), the number of overweight people is equal to the amount of underweight people. The United States contains more obese people than any other nation, but the rest of the world is quickly catching up. Health problems associated with obesity are even more severe in poor countries because they lack the resource to treat these illnesses (i.e. diabetes, heart disease, etc.)



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Levels of hunger

There are two crucially important aspects of malnutrition which are often forgotten:

Malnutrition is a hidden problem. A child may be seriously ill without being emaciated – the image of hunger which we are so familiar with. It is so hidden, in fact, that walking through a village in Africa one would only immediately recognize two percent of the children afflicted. In a recent study, almost 60% of mothers whose children were suffering from malnutrition believed that their children were growing up normally and developing well.

Malnutrition is not just simply due to lack of food but is also caused by intestinal infection and parasites which depress the appetite, burn the energy and drain away the body weight of the child.

When children are malnourished they are open to all kinds of infection and disease and their resistance is so low that a bout of measles, bronchitis or even diarrhea can result in death.

Marasmus and Kwashiorkor are two of the most common conditions associated with child malnutrition.

- Marasmus is a condition of progressive emaciation. Characteristics include: very underweight, thin muscles, thin fat, hair may be normal
- Kwashiorkor is a disease of young children caused by chronic deficiency of protein and calories. Characteristics include: hair changes, thin muscles, fat present, skin changes

Treatment for hunger

Hunger and malnutrition is measurable in adults by Body Mass Index (BMI). This is your weight (kg) divided by height (m)². In children it is most commonly measured by weight for age or by using an MUAC armband. It is necessary to first perform an assessment and survey of nutrition problems, and then decide on food can best be delivered.

Therapeutic feeding is used for people who are severely malnourished, generally children under the age of five.

Supplemental feeding is for people who are moderately malnourished and have graduated from therapeutic feeding.

IMPACTS OF HUNGER

HUNGER AFFECTS PEOPLE ON MANY LEVELS.

Individual: Lack of food inhibits the body's ability to do work and greatly increases vulnerability to diseases.

Family: Parents may have to leave the family in search of work, or sometimes entire families will migrate in order to find food.

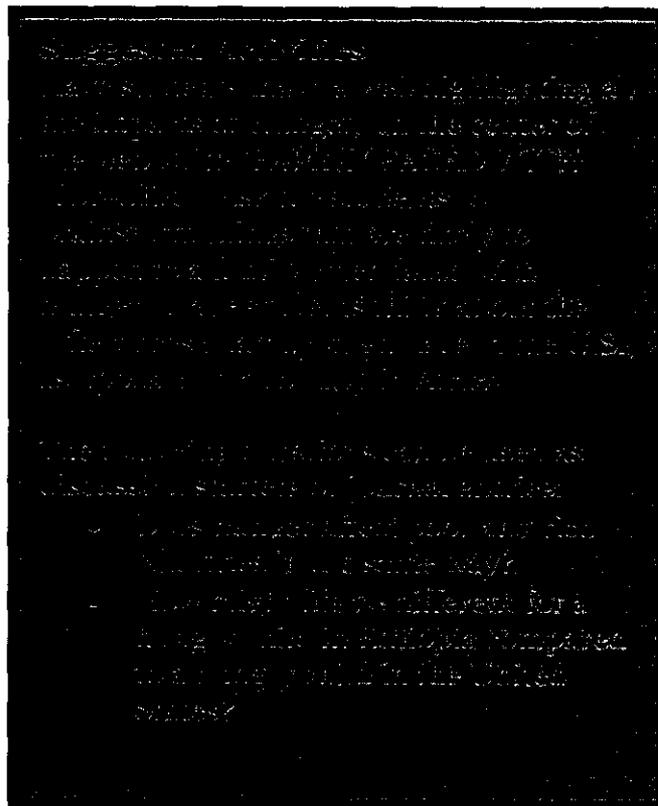
Community: When there is not enough food, crime tends to increase as people are driven to extreme measures trying to feed themselves and their families.

National: Countries experiencing famine or hunger are usually also suffering economically and politically.

Reaching people in need in these settings can be challenging and costly.

HUNGER IN AFRICA

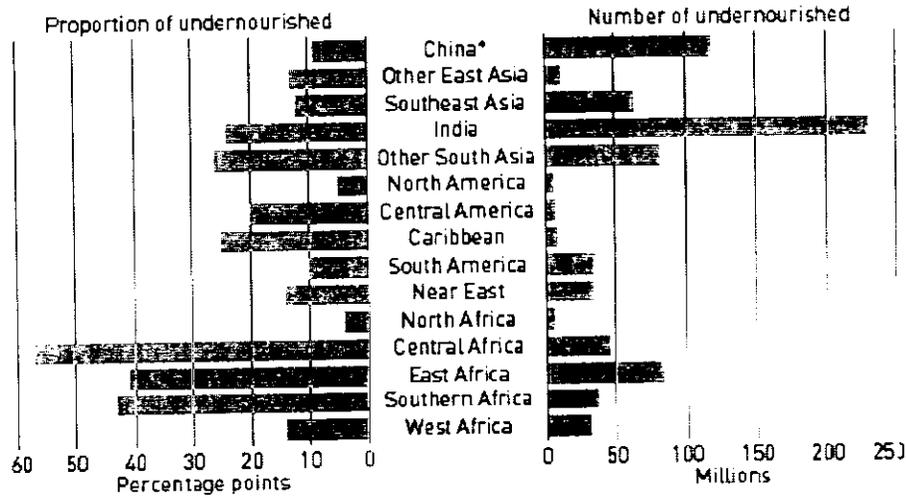
- although the African population represents less than 15% of the world's population, it has almost one quarter of the world's victims of malnutrition.
- out of the 12 million refugees throughout the world, most of whom depend on food aid to survive, a quarter are in Africa.
- out of the 25 million displaced people throughout the world (i.e. those who have had to leave their homes and their land and have often lost everything and could not reach a border, thus being unable to benefit from international protection), half are in Africa.



HUNGER AROUND THE WORLD



Source: FAO, 1997



* including Taiwan Province of China

Source: FAO

Signs of Progress

(from www.disasterrelief.org)

<http://www.disasterrelief.org/Disasters/001023hungerreport/>

In the 1980s, Thailand launched a massive effort to reduce the number of people living in poverty and eliminate severe malnutrition in children. The program focused on rural development at the community level. Volunteers were trained to help local families by monitoring their nutrition, teaching primary health skills and providing supplementary feeding for malnourished children. In 1982, more than 50 percent of children in Thailand under age five were underweight. By 1998, that number was down to about 8 percent.

Ghana and Nigeria have made similar progress in the last 20 years, reducing undernourishment in their populations by about 30 percent each. Both of these countries started special programs to increase the production of cassava, a nutritious root that can grow in poor-quality soil and in drought-affected areas. The leaves of the plant provide iron, calcium and vitamins A and C. The root is a key source of carbohydrates for energy. Through policy measures and investment, cassava consumption rose from 126 kg to 232 kg in Ghana, and from 63 kg to 129 kg per person annually in Nigeria.

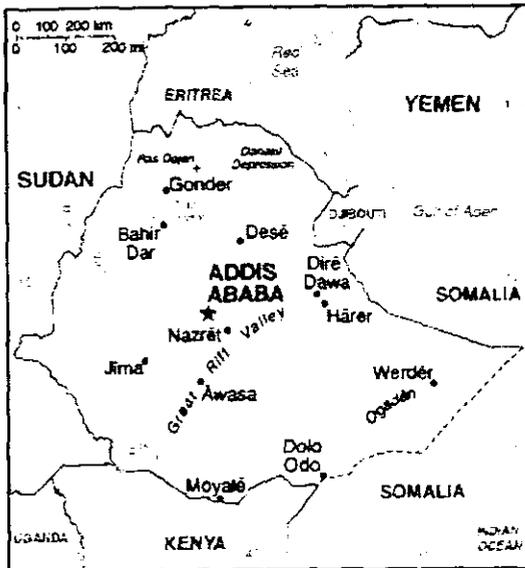
Women harvest cassava, saving both the leaves and the root.

Due in part to increased media attention for events like the World Food Summit, many international humanitarian organizations are increasing their efforts to reduce world hunger.

At the recent Pan African Conference of the Red Cross and Red Crescent Societies, a five-day meeting in Ouagadougou, Burkina Faso, food security was selected as a main theme. Leaders of African Red Cross and Red Crescent societies, as well as guests from nations around the world, met in discussion groups to work out strategies for improving food security — making sure people have physical and economic access to sufficient, safe and nutritious food — in impoverished African regions.

Although the Red Cross and Red Crescent have been working in different ways to reduce severe hunger for decades, most commonly by providing food to disaster victims, the concept of food security represents a new, targeted way of looking at the problem. The World Bank and the International Monetary Fund have also implemented hunger-reduction initiatives as part of efforts to ease poverty around the globe.

ETHIOPIA



ETHIOPIA COUNTRY INFORMATION

LOCATION: Eastern Africa, in the Horn of Africa

CAPITAL: Addis Ababa

POPULATION: 67,673,031

SIZE: slightly less than twice the size of Texas

ETHNIC GROUPS: Oromo 40%, Amhara and Tigre 32%, Sidamo 9%, Shankella 6%, Somali 6%, Afar 4%, Gurage 2%, other 1%

TELEPHONES: 4 for every 1,000 people

RELIGIONS: Ethiopian Orthodox 45%-50%, Muslim 35% - 40%, Animist 12%, other 3%-8%

LANGUAGE: Amharic

HIV/AIDS: 6.4%

ACCESS TO FRESH DRINKING WATER: 24%

INFANT MORTALITY RATE: 99 deaths/1,000 live births

LIFE EXPECTANCY: 45.7 years

EXTERNAL DEBT: \$5.3 billion (2002)

Sources :UNDP, CIA World Factbook

Causes of Famine in Ethiopia

History

- a long history of hunger and famine
- between 1930 and 1974 the country was ruled by a group of feudal warlords led by Emperor Haile Selassie. While they improved some conditions, the economic policies did little to reduce poverty among the peasants and neglected agriculture.

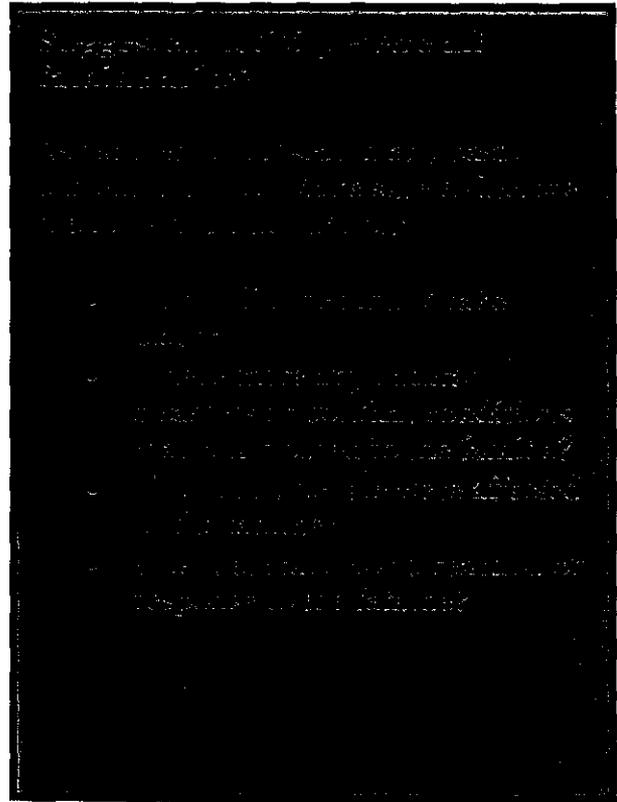
- in the past century, Ethiopia has been invaded twice (Italy in 1935 and Somalia in 1977) and between 1961-1991 there was continued fighting with Eritrea.

Environment

- growing population means changing the old ways of farming, often causing mis-use of land.
- deforestation due to trees being cut down for fuel or to clear land. Ethiopia was once 44% woodland, today it's about 4%
- the country has experienced severe droughts over the past few decades

Poverty

- Ethiopia is one of the poorest countries in the world.
- The government has little money to pay for food and development, and borrowing money is very difficult
- Prices of imported goods are rising, while prices of exports are falling.



War

- During war with Eritrea in the north between \$450-\$750 million was spent on military
- Many young Ethiopians were forced to fight and died
- The government created a debt of about \$3 million
- Agriculture was badly disrupted

History of Ethiopia

(adapted from http://travel.yahoo.com/p-travelguide-501799-ethiopia_history-i)

Bounded on its highland plateau by steep mountains and desolate lowlands, Ethiopia was once known as the "Hidden Empire." Greek-speaking traders and missionaries based in Alexandria, Egypt, converted Ethiopia's ruler to Christianity in the 4th century AD. After the 8th century, Ethiopia became increasingly cut off from the Mediterranean Christian world by the expansion of Islam through Saudi Arabia, Egypt and across North Africa. While Ethiopia is one of the oldest Christian nations in the world, it has a sizable Islamic minority.

For much of the 20th century, Ethiopia was led by Haile Selassie (formerly known as Ras Tafari). Selassie was crowned Emperor in 1930 in an elaborate ceremony that

inspired a religion (Jamaica's Rastafarianism). Despite his lavish lifestyle, Selassie was unable to keep Italy from overrunning Ethiopia in 1935. The British, along with rebel groups, liberated Ethiopia during World War II, and in 1952 it was linked in a federation with Eritrea. Civil war broke out 10 years later when Ethiopia unilaterally annexed Eritrea.

The strain of a long, drawn-out war eventually led to the 1974 coup and revolution that deposed Haile Selassie and brought in a Marxist military regime, known as the Dergue. The colonels in power tolerated no dissent and initiated mass killings and forced relocations. (The regime set new standards for government cruelty: When citizens arrived to claim the bodies of state-murdered dissenters, the regime asked them to pay for the bullets in the victims.) Neighboring Somalia took advantage of the confusion and invaded, starting a war over the desolate Ogaden region. As popular discontent swelled, an Ethiopian rebel group formed and combined with the Eritreans to rack up victories against the government.

By the early 1990s, the Ethiopian military was defeated and the rebels took control of the country. Eritrea seceded and officially became a separate nation in 1993. Meanwhile, in what remained of Ethiopia, a transitional government was created and, by 1995, a new constitution had been written and ratified.

In 1998, the two countries went to war over their common border. The disputed territory was tiny, but the war continued sporadically for years before the U.N. delineated an official boundary that was accepted by both sides in 2002. The enmity between the two governments, however, has not dissipated.

CONCERN IN ETHIOPIA

Background

For many people Ethiopia is associated with the 1984 famine the scale and severity of which triggered an unprecedented international response as evidenced by the Band Aid and Live Aid initiatives and led to Concern undertaking one of its largest ever emergency relief operations. Since then the country - with the assistance of the international community - has made determined efforts to ensure that famine is a thing of the past. However, increasing fragmentation of land holdings and a precarious dependence on rain fed agriculture has made the transition difficult. Agriculture accounts for 90% of exports and 80% of employment. The current food crisis is testament to the difficulties the country faces.

According to the joint Government of Ethiopia-United Nations Appeal, launched on 7th December 2002, Ethiopia will need 1.44 million MTs of food aid to feed 11.3 million people facing severe food shortages in 2003 - of which nearly 411,000 MT is required during the first quarter of the year. The appeal identified a further three million people deemed to be at risk of significant food shortages and whose condition needs to be closely monitored.

HIV/AIDS is also a huge and urgent urban problem in Ethiopia, as is the great number of neglected street children - conditions which have been exacerbated by the continuing population drift from rural areas to the city.

Recent Developments

- Ethiopia accepts redrawn border with Eritrea, April, 2002.
- Failure of rains causes severe food shortages in 2003.

Immediate Needs

- Health care, water, shelter and other basics in addition to food aid.
- There is a serious need for capacity building, especially at local level.
- Food security measures.
- Assistance for people with HIV/AIDS

Concern Activities

- Emergency therapeutic feeding and food distribution programs.
- Community Development Programs for urban poor in Addis Ababa.
- Helping small street traders, street children and those affected by HIV/AIDS.

DEBATING A RESPONSE TO HUNGER



The following is a framework for creating a class debate on the issue of hunger. In groups, students are assigned roles to play and given general information about the position of the group they represent. After researching their role, the students participate in a simulated policy discussion in which they argue the position of the group they represent and challenge the other groups with questions. Through asking and answering questions in a role-play format, the students will broaden their understanding of the different arguments in the hunger debate, and thus strengthen their own position on the future of world hunger.

Preparation for the Global Summit on World Hunger

- The Global Summit to Eliminate World Hunger is meeting in order to decide how they can best allocate their money in order to help eliminate hunger in Ethiopia. At the end of the Summit, the committee will announce how they are going to distribute \$100 million.
- Choose five students to be summit committee members. Divide the remaining students into five groups. Assign each group a role to play. Encourage students to thoroughly research their role so they understand the position and the interests of the people or group they represent.
- Five students will represent the Summit Committee. They will try to maintain an unbiased perspective and will be responsible for the ultimate decision of the Global Summit.
- Ask the groups to write and present to the class a brief summary of their group's position on the question under debate: **How can we eliminate hunger in Ethiopia?** The class should be familiar with each group's role and general position before the simulation.
- The simulation has been developed to give students an opportunity to debate the issue at hand and take on a particular position that might not necessarily be their own.
- The opposing roles create a lively debate that strengthens the students' public speaking, listening and debating skills. The simulation is structured in a way that enables students to discuss the issue freely while giving them a concrete task to achieve.

THE GLOBAL SUMMIT TO ELIMINATE WORLD HUNGER

- Before beginning the role-play, remind students that the goal of the activity is to discuss and debate the hunger in Ethiopia. While some of the positions might seem harder to adopt than others, encourage the students to keep to their assigned roles as much as possible.
- The role-play is entirely student directed. The students who represent the Summit Committee are responsible for moderating and keeping time throughout the simulation. They should also write ideas or motions for everyone to see. This can be a difficult job, so it should be clear from the start how much time the students have. The Summit Committee Representatives might want to make announcements throughout the simulation about how much time is remaining.
- The simulation can either last as long as time allows, or have a time limit at which point the organizing committee will meet in order to make their decision.

Reflecting on the Role Play

Following the debate, students should have an opportunity to voice their own opinions on hunger and their experiences in the role-play.

- Were certain roles more difficult to play than others?
- Did anyone make compromises?
- Was it difficult for the committee members to build consensus? Why?
- What are your personal feelings about how to eliminate hunger?
- What would be your recommendations for US and UN future policies related to world hunger?
- Is there agreement within the group or class about hunger in Ethiopia?

If the role-play became particularly heated, or if there were specific topics that were more controversial than others, it is important to ask the students to reflect on these. This is the time to resolve any disagreements, and remind students that when discussed in a peaceful, productive manner, disagreements can lead to creative solutions and consensus. Students should be reminded, however, that they might not always reach an agreement. Everyone should feel as though their opinions have been listened to and respected, even if there wasn't always agreement on these opinions.

To: Summit Participants
From: Global Summit to Eliminate World Hunger

Dear Sir/Madam,

We are honored to request your presence at the upcoming Global Summit to Eliminate World Hunger. **As you know, the problem of hunger in Ethiopia needs immediate attention.** We have organized this meeting to hear your thoughts on how we can best eliminate hunger in Ethiopia. We have \$100 million to allocate to programs that can help to solve this critical problem, and hope that you can help us to make a decision on the best way to address the hunger issue.

We have invited distinguished guests from different fields and will be hearing statements from all groups. Therefore, you should appoint 1-2 people who will address the summit committee members at the beginning of the conference. Afterwards, you will have a chance to challenge the other participants' positions with questions. The meeting will be an open forum, facilitated by the committee members, where questions can be asked and responses will be listened to and respected. Everyone will have a chance to participate and we ask that everyone is mindful of how much time they take to speak.

It is your task to address and make recommendations about this urgent question:
How can we eliminate hunger in Ethiopia?

Prior to the summit, you should review and research your stance on the issue. Thank you for your participation and we look forward to seeing you at this important meeting.

TO: GLOBAL SUMMIT COMMITTEE MEMBERS

The Global Summit to End World Hunger is meeting in order to address the problem of hunger in Ethiopia. Your committee has been allocated \$100 million. Together, the committee members must decide how this money could best be spent.

It is your task to decide how money will be spent in order to answer this urgent question:

How can we eliminate hunger in Ethiopia?

You have invited distinguished guests from different fields and will be hearing statements from all groups. Afterwards, you will have a chance to challenge the participants' positions with questions. The meeting will be an open forum, facilitated by the committee members, where questions can be asked and responses will be listened to and respected. Everyone will have a chance to participate and everyone should stay mindful of how much time they take to speak.

After hearing the statements from each group, the committee members must decide together how they are going to allocate the \$100 million in Ethiopia. You will then present your decision to the entire Summit.

WORLD DEBT

Your group is requesting that all debt from Ethiopia be cancelled. You would like to receive \$80 million from the World Summit in order to help achieve this goal.

More information about debt:

The world's least developed countries owe a total of \$376 billion in debt. These countries already have poor economies, so repayments leave them with little left to help solve their hunger problems. Canceling debt would allow these countries the ability to invest in their economy, increase technological development, and help improve their agricultural abilities.

Sometimes countries are forced to borrow more money in order to repay their debt. They get stuck in a cycle of obtaining new grants and loans in order to pay back old loans. In addition, many countries have already paid their debt, but because of high interest rates, they are deeper in debt than their original loan amount.

Debt denies people public services like health care and education because money is being sent to wealthy nations instead of providing resources to the poor.

Websites:

<http://www.jubilee2000uk.org/>

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

<http://www.globalpolicy.org/socecon/ffd/debtind.htm>

<http://www.globalissues.org/TradeRelated/Debt.asp>

DEVELOPMENT/EMPOWERMENT

Your group is requesting money for sustainable development programs, such as providing access to loans and supporting local community businesses and initiatives. You are requesting \$50 million from the World Summit in order to help achieve this goal.

More information:

Sustainable development involves supporting local groups in self-help development projects. This can include aid for health, housing, agricultural, educational projects, etc. Also helping local residents to claim their rights, challenge inequity and injustice.

By creating sustainable development programs, we can ensure that the economies of developed countries will continue to grow, without the need of outside assistance.

Websites:

<http://www.globalissues.org/TradeRelated/Development.asp>

<http://www.un.org/esa/sustdev/>

<http://www.johannesburgsummit.org/html/brochure/brochure12.pdf>

What is sustainable development?

Sustainable development is about lasting, workable development. Some argue that this is impossible – that sustainable development is an oxymoron because development contains a notion of increasing, which is inherently unsustainable.

The three-legged stool

One idea that is often used to explain sustainable development is the three-legged stool. The legs are environment, economy and society. A failure to address any of these results in the stool falling over.

GENETICALLY MODIFIED FOOD

Your group is requesting money to for biotechnology research and for more money to be given to genetically modified food initiatives to help Ethiopia. You are requesting \$25 million from the World Summit in order to help achieve this goal.

More information about genetically modified food:

By using genetically modified (GM) food – food in which the DNA has been scientifically altered – we can increase yields of crops that are resistant to certain diseases or pesticides. Many scientists believe that this is the key to ending hunger. 40 percent of the crops from developing countries are destroyed each year due to pests and diseases of the plants. GM technology can help solve this problem by creating different strains of plants that will not get destroyed by these diseases.

GM foods can also enhance the nutritional value of certain crops. Certain genetically modified tomatoes contain powerful antioxidants that help to fight cancer. Some oils are made to be healthier so they can help to reduce heart diseases. Crops can also be altered so that they remove allergens. For example, scientists can genetically modify peanuts so people won't be allergic to them anymore.

GM food can also be grown more cheaply than regular crops. They have increased yields, so farmers will have more to sell and make more money.

Websites:

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

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

<http://www.foodfirst.org>

FAIR TRADE

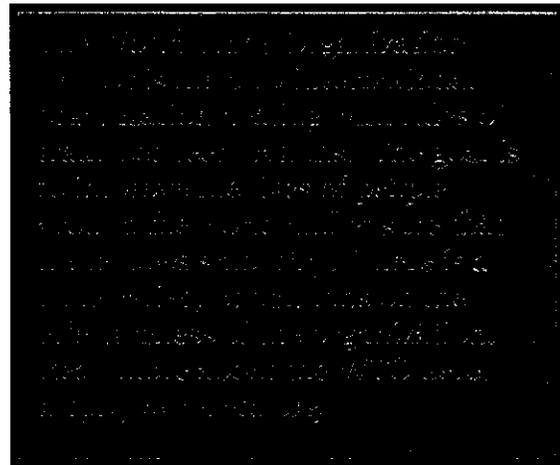
You would like to have more conferences discussing fair trading regulations involving Ethiopia. You are requesting \$25 million to help achieve this goal.

More information fair trade:

Over the past 15 years, international trade has been expanding almost twice as fast as global economic activity. The rules that govern trade have an important impact on economic, environmental and social issues.

Trade is beneficial when we can exchange goods and services we produce with others to obtain the goods and services they produce. Most people and places are not self-sufficient, and we have learned to specialize so that the benefits can help to improve the quality of life. But in recent times, it is clear that the benefits of trade have not been shared equally. Growing inequality has become a great setback in international trade. And the poorest countries are hurting the most.

Countries will specialize in a product that they feel they have a comparative advantage in. In developing countries, this is often in products such as coffee, cotton and other raw materials. They export these goods and buy manufactured goods from other countries. There is a danger on relying on only a few products for export, because the prices of them fluctuate a great deal. If countries (or individual farmers) increase production when the prices are high, a sudden fall in price can lead to major debt problems.



Websites:

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

<https://www.transfairusa.org/>

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

ENVIRONMENTAL CONSERVATION

You would like to see more money being put into environmental conservation research and programs that help to protect and preserve the environment of Ethiopia. You are requesting \$50 million from the World Summit in order to help achieve this goal.

More information about environmental conservation:

In many parts of the world patterns of local production have been adjusted to supply output for the demands of the global market. Traditional land use has been changed in many poor regions in favor of production of cash crops, like coffee, which are sold to wealthy countries. There have been significant harms to the environment since the 1970s, especially in the poorest regions. Over-consumption and exploitation has led to an environmental and ecological crisis.

Depletion of natural resources, deforestation and degradation of ecosystems make the land unsuitable to productive farming. Land productivity also diminishes due to soil erosion, desertification, industrial development, population growth, uncontrolled urbanization and natural disasters. We can help solve these problems by involving local residents in environmental conservation programs.

Websites:

<http://earthobservatory.nasa.gov/Library/Deforestation/>

http://www.heifer.org/end_hunger/environment.htm

<http://www.worldhunger.org/articles/links/agriculturelinks.htm>

PEACE NEGOTIATIONS

You would like more money to be put into bringing the people of Ethiopia and Eritrea together to create peace negotiations. With less fighting, there will be less hunger. You are requesting \$30 million from the World Summit in order to help achieve this goal.

More information about peace negotiations:

Most of us know that war has immediate and direct impacts on the people involved. There are massive casualties, destruction of property and infrastructure, and often people are forced to flee their homes. But we often do not see the “hidden” or indirect results of war. One of the major results is hunger.

Land is often destroyed, causing serious damage to agricultural production. Other agricultural systems are often targets of fighting as well, such as irrigation canals, food storage, etc. During recent fighting in Somalia and Sudan, many of the wells used for watering and for the animals were poisoned or destroyed.

Because of the widespread use of landmines, many people are severely hurt. It is estimated that 15,000-40,000 people in Angola are amputees because of the mines. Over 1 million mines have been planted in Somalia. Often, these people can no longer work to earn money and provide food for themselves and their families. Basic health care is often inaccessible.

People can also lose ownership of their land and animals. And imports into the country are often restricted. This can cause a great shortage of food, since most countries are not self-sufficient food producers.

The cost of war is incredibly high. During conflict, many governments invest much of their money into weapons and arms development and purchases instead of industry and social services. Government funds are spent on weapons instead of funding for food supplies. Children are also deeply affected – they are often forced to fight. Even if children survive the conflict, they may have deep psychological scars.

Wars are devastating in any place they occur. But they hurt the poor in a much greater way. Poverty-stricken countries small economies to begin with, and with the destruction to physical, human and social capital, they often have a hard time getting out of the hole of poverty.

Websites:

<http://www.wfp.org/newsroom/benetton/peace/#>

<http://www.worldhunger.org/articles/global/armedconflict/anderson.htm>



Definitions of Sustainable Development

Here are some common descriptions of sustainable development:

"Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs."

United Nations World Commission on Environment and Development.

"Then I say the earth belongs to each . . . generation during its course, fully and in its own right, no generation can contract debts greater than may be paid during the course of its own existence."

Thomas Jefferson, September 6, 1789.

"Sustainability refers to the ability of a society, ecosystem, or any such ongoing system to continue functioning into the indefinite future without being forced into decline through exhaustion . . . of key resources."

Robert Gilman, President of Context Institute.

"Sustainability is the [emerging] doctrine that economic growth and development must take place, and be maintained over time, within the limits set by ecology in the broadest sense - by the interrelations of human beings and their works, the biosphere and the physical and chemical laws that govern it It follows that environmental protection and economic development are complementary rather than antagonistic processes."

William D. Ruckelshaus, "Toward a Sustainable World," *Scientific American*, September 1989.

"The word sustainable has roots in the Latin *subtenir*, meaning 'to hold up' or 'to support from below.' A community must be supported from below - by its inhabitants, present and future. Certain places, through the peculiar combination of physical, cultural, and, perhaps, spiritual characteristics, inspire people to care for their community. These are the places where sustainability has the best chance of taking hold."

Muscoe Martin, "A Sustainable Community Profile," from *Places*, Winter 1995.

"A sustainable community effort consists of a long-term, integrated, systems approach to developing and achieving a healthy community by jointly addressing economic, environmental, and social issues.

Fostering a strong sense of community and building partnerships and consensus among key stakeholders are also important elements of such efforts.

"The focus and scale of sustainability efforts depend on local conditions, including resources, politics, individual actions, and the unique features of the community. The sustainable communities approach has been applied to issues as varied as urban sprawl, inner-city and brownfield redevelopment, economic development and growth, ecosystem management, agriculture, biodiversity, green buildings, energy conservation, watershed management, and pollution prevention. Many of these issues and other community problems cannot easily be addressed by traditional approaches or traditional elements within our society.

"Many people feel it is better to address such problems through a more collaborative and holistic systems approach because such problems are diffuse, multidisciplinary, multiagency, multistakeholder and multisector in nature."

Beth E. Lachman, Critical Technologies Institute, "Linking Sustainable Community Activities to Pollution Prevention: A Sourcebook," April 1997.

Case Studies: Stories from Ethiopia

The following stories come from Concern staff and volunteers working in Ethiopia. These stories will expose students to the everyday challenges facing ordinary Ethiopians struggling with hunger and other related problems.

Ideas for Using Case Studies

Read the stories aloud to students and guide a classroom discussion based on questions such as:

- How does this story make you feel?
- How do you think life is different in Ethiopia compared to life in the United States?
- Are there any similarities between your life and the life of the person in the story?
- Is there anything that surprises you about the story?
- Does the story teach you anything about Ethiopia?
- What questions would you have for the people in the story?

Reproduce the case studies and have the students read them individually or in small groups. Have the students write responses to the questions in a journal as a writing exercise.

Put the students in small groups. Give each group a different case study. Have each group read the case and write responses and thoughts. Have the groups describe to the rest of the class the people they have read about.

Case Study 1: Aide Ketere and Bafite Bate

Aide Ketere and Bafite Bate are husband and wife. They live in Koyo Sake village in Weylita, southern Ethiopia. The couple has a tiny house made of thatch. They have less than a quarter of an acre of land on which they try to grow food for themselves and their five children. It is a struggle that is not always easy. And sometimes there simply isn't enough food. Their youngest daughter, Wolnesh has been sick for a while and lack of medicine and good healthy food has left her malnourished.

Little Wolnesh is three, but she looks much younger. "She is much better than she was", explains her mother with a worried look on her face. "She was sick and had a poor appetite, but she has received medicine from Concern, and also food, which she likes to eat." Once every two weeks Wolnesh and her mother visit the supplementary food distribution organized by Concern in a nearby village of Sake. "It takes us one hour to walk there", says her mother.

The problems facing the Ketere family are complex, but typical for this region. "I have five brothers", explains Aide, the worried father. "When each of us got married, we were given one-fifth of my parents' land. It is tradition. They didn't have that much land, and divided by five, it is barely enough land for one family to survive on. I am only a farmer, I earn a little money from plowing and working on other people's land, but it is hard to feed my five children like that. Last year's harvest was good, but we have finished it already because it was very little. Now we haven't even planted our maize yet and it will be at least 4-5 months before the next harvest if due."

The family is now eating Ensette, a banana-like plant with edible roots. It has a low nutritional value and is not very good as a source of vitamins and carbohydrates. If Ensette is all there is to eat, it is very likely that the children will suffer a shortage of essential vitamins and minerals.

"We are worried about Wolnesh, but she is getting better, thanks to Concern. For a while we received general rations from Concern and they helped all of us a lot. At least the older children are healthy, but even my daughter Alemithu, who is 8, has a problem with her eyes. We cannot afford to take her to the clinic."

Of his five children only one of them goes to school. They have their hopes on 10-year-old Abebe, their only son. Abarash, who is twelve, is the eldest daughter and does most of the household chores now that her mother is preoccupied with Wolnesh. Abarash takes a 1 ½ hour walk to the spring every morning where she collects water for the family.

When we ask about the future, Aide just sighs. "We don't think about it too much. We just hope that our children will get better. My wife used to weave but when Wolnesh got sick she stopped to look after her all the time. When Wolnesh gets better, my wife will start working again and we will have a little more income." He tries to be cautiously optimistic, but his face stays somber.

Case Study 2: The Story of Abiti

In May last year Abiti Arija was one of the over 800 children who passed through the Concern therapeutic feeding centre in Weylita, southern Ethiopia. His grandmother Bulule Nana and her youngest daughter, Amanech, who is only around 12 years old, accompanied the two-year-old boy. Abiti was treated for severe malnourishment at the Bedessa based feeding centre, where staff feared for his life. Abiti's grandmother explained what had happened.

"The baby was left in my care in March. My son, who is the father of the child, is a day-labourer in Shashamene, the big city 4 hours away. Abiti was already very thin, I don't think the mother looked after him very well. My son and the mother are not married. She abandoned him completely. My son then brought Abiti here and asked us to look after him. My son gives us no money to pay for Abiti's food; we could see he needed extra care when he arrived. But my husband is a farmer and we have only half a hectare of land. When Abiti came to us, I was struggling to feed the seven children that still live at home. The past few years the harvests have been very bad. The maize we grow on our land is not enough to feed us all. And we have no cash coming in; nobody has a job outside working on our small farm. So Abiti kept getting thinner because we had no milk and in the end we took him to Concern."

Ten months later we visit the Ade Dawe Mundaga Kebele and find the house of grandmother Bulule Nana. We instantly recognise Amanech, the girl who so devotedly cared for her little nephew. When we ask carefully about little Abiti we are afraid to get a negative response, but no, luckily all is well. We can't believe that we are looking at Abiti, sitting contently on his granny's lap. He has grown in to a big and healthy bouncy baby.

"Oh yes, he still lives with us, Bulule says. We haven't heard from my son. We heard a rumour that his mother moved to Addis Ababa. But Abiti is part of our family now." The grandparents are delighted that the little boy survived, "he was very very skinny 10 months ago and we didn't think he would make it", they explained.

Amanech still spends a lot of time with Abiti. They often play together in the morning, before she heads off to school. Abiti is just able to stand up right at the moment and he practises walking. His development came to a standstill during his period of malnutrition, but he seems to be making great progress now, he is alert, playful and very curious.

"Everything is going much better again", says Abiti's grandfather, Tanto Ngo. "We have maize in our store and my wife and daughter are working from the house spinning cotton, so we have a little income. We are saving the maize for later and we buy food from the market at the moment. We are so happy that Abiti is doing better. We thank God that he survived. Now we can look after him again, Concern helped us through the most difficult time last year. If Abiti gets sick, we can take him to the clinic and we will feed him all we have, to make sure that he stays healthy.

Case Study 3: The protected spring at Mahal Mundage

Woudinesh Samuel is 13. She lives in the village of Ade Dawe Mundage in the Weylita region of Ethiopia. She lives with her parents and her 6 brothers and sisters. Woudinesh no longer goes to school, she dropped out at 3rd grade primary. This often happens with girls her age; parents simply don't see any benefits in sending their daughters to school. School uniforms and exercise books simply cost too much. Girls are often kept at home to mind younger siblings and to work on household chores.

It is her task to collect water for the family, so every day she walks down the steep hill at Mahal Mundage to the protected spring in the valley. Concern built a cement storage tank around the natural spring in 1992, and a piping system which guides the water into an area for water collecting, one for washing and just down the valley is also a drinking place for animals. Concern has also built an extended system all the way down to Bedessa town; the two natural springs provide clean water for all inhabitants of the small town.

"I collect two pots full of water every day", she says. It means walking up the very steep hill twice. "It takes me an hour or a little more to collect one pot, often I walk down with my friends and neighbours, we all have to do our household chores."

Resources

WEBSITES

The State of Food Insecurity in the World 2002
<http://www.fao.org/docrep/005/y7352e/y7352e00.htm>

Feeding Minds, Fighting Hunger
<http://www.feedingminds.org>

Human Development Report 2003
<http://www.undp.org/hdr2003>

USAID Famine Early Warning Systems Network
<http://www.fews.net>

CIA World Factbook of Ethiopia
<http://www.cia.gov/cia/publications/factbook/geos/et.html>

Parliament of Ethiopia
<http://www.ethiobar.net>

Ethiopian Related News and Information
<http://ethio.com>

Food and Agricultural Organization of the United Nations
<http://www.fao.org>

Bread for the World
<http://www.bread.org>

World Food Programme
<http://www.wfp.org>

International Food Policy Research Institute
<http://www.ifpri.org>

World Bank
<http://www.worldbank.org>

Millennium Project Hunger Task Force
http://www.unmillenniumproject.org/html/tforce_2.shtm

United States Department of Agriculture
<http://www.usda.gov>

Food and Nutrition Technical Assistance
<http://www.fantaproject.org>

LESSON PLANS AND CURRICULA

Feeding Minds, Fighting Hunger
<http://www.feedingminds.org/>

United Nations Cyber School bus
<http://www.un.org/cyberschoolbus/index.asp>

Curriculum on Hunger
<http://www.citycare.com/ivfoodbank/hunger/activity1.htm>

Lessons on Sustainable Development
<http://www.worldbank.org/depweb/>

Bracelet of Life Curriculum
<http://www.doctorswithoutborders.org/outreach/bol/teachers.htm>

Global Express
<http://www.dep.org.uk/globalexpress/index.htm>

Kids Can Make a Difference
<http://www.kidscanmakeadifference.org/teac.htm>

Hunger Lesson Plan
<http://www.uen.org/Lessonplan/preview.cgi?LPid=1271>

World Bank – Understanding Millennium Development Goals
<http://www.worldbank.org/html/extdr/mdggame/mdg-poverty.htm>

Learning for a Sustainable Future
<http://www.schoolnet.ca/future/teacher/classroom/content.htm>