Global Classroom Initiative

"Connecting Classrooms and Communities for Global Awareness"

Global Studies 521A

February, 2007
(Revised and Updated Aug 2010)

Why Global Studies?

Geography encompasses much more than maps and measuring. In today's global world, it is understood that interconnectedness with other environments occurs perpetually. Students are generally aware of issues and concerns in other parts of the world. They are also aware of their empowerment as citizens to influence some of these situations, and they know how to access instant information in order to broaden their knowledge and make informed decisions about global issues. Through a global studies course such as GEO521A, students are better able to situate and understand some of the pressing issues that affect people throughout the world. Subsequently, understanding issues becomes the basis for critical and creative thinking that can bring about solutions or remedies to these issues.

GEO521A - Global Studies Overview

GEO521A - Global Studies provides an opportunity for students to investigate the study of geography, its methods and tools, and its significance in making sense of the world around them. Students will explore the patterns that exist in the natural world linking land, oceans, natural resources, and climates. Students will also apply various skills and processes in examining the varied interrelationships between humans and their environments. Because of the interplay between people and place, current issues are an integral part of global studies. Students will be expected to analyse current issues related to geographic regions using critical-thinking skills to form their analysis. The course is organized into three units: *1) Geography Methods; 2) Physical Patterns of the World, 3) Cultural Patterns of the World.*

What is "Global Classroom Initiative?"

The "Global Classroom Initiative" (GCI) resource module has been developed to specifically address some of the outcomes in the third unit - *Cultural Patterns of the World.* The GCI study module is comprised of four lessons based upon the following outcomes:

Specific Curriculum Outcomes

Students will be expected to

3.4	analyse factors that influence development within regions
3.5	distinguish between developed and developing nations
3.6	analyse current opportunities and challenges for a selected region
3.7	articulate an understanding of perspective in relation to people living in cultural regions that are different from their own
3.8	engage in an active citizenship project

Global Classroom Initiative
Module Overview

The "Global Classroom Initiative" module for GEO521A consists of four lessons that focus on persistent issues or aspects of life in a developing country— in this case, Kenya. Students are invited to explore their own assumptions, attitudes, and knowledge of the issues as they progress through the module's lessons. Another component of the module features an overall inquiry-based project which will engage students in taking a different perspective and formulating a development plan for a specific country. The inquiry project is introduced in Lesson 1 but spans the entire module and concludes with individual or group presentations at the end of the module.

GEO521A Outcome Match with GCI Module

Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**
3.4, 3.5, 3.8	3.4, 3.5, 3.8	3.4, 3.5, 3.6, 3.8	3.6, 3.7

Lesson 1: Thinking About Foreign Aid

Students examine their own assumptions surrounding foreign aid and attempt to arrive at a position regarding Canada's involvement in foreign aid initiatives. Students are introduced to the inquiry project that will see them take on the role of a person from a developing nation tasked with formulating a development plan.

Lesson 2: What Causes Poverty?

Students explore the root causes of poverty through imagery, maps, and facts. They also examine the role of NGOs in the fight against poverty. At the end of the lesson, students are asked to plot out their own "day in the life" in preparation for the next lesson.

Lesson 3: A Day in the Life...

Students reflect upon their daily activities in creating a time line of their own "day in the life" which they later share with classmates and then compare to a "day in the life" of a typical teenage girl in Kenya. Students discuss the similarities and differences of their comparisons as they prepare to find more information on the developing country of their choice.

Lesson 4: Preferred vs .Probable Future

Students are asked to participate in a view to the future from their own perspective. They compare their own vision with those of students from a developing country and discuss the factors that create similarities and differences. To conclude the GCI module, students present their development plans to the class and/or other audiences.

Lesson 1: Thinking about Foreign Aid

Specific Curriculum Outcome**s**
Student s will be expected to

3.4 analyse factors that influence development within regions
3.5 distinguish between developed and developing nations
3.8 engage in an active citizenship project

Resources

- Foreign Aid Fact Sheet and slide show presentation
- T Chart
- Signs stating: Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree posted around the classroom
- List of Developing and Developed Countries

Lesson

Post the following Maasai proverb on a wall, whiteboard or bulletin board.

Ake ebori pookin amu ilnojinia oshi ilkumok.
All are taken care of because many have limps.
(i.e., Do not neglect the unfortunate.)

Proverb source:
Massek, A. ol'Oloisolo, and J.O. Sidai. Wisdom of Maasai . Nairobi: Transafrica Publishers Ltd., 1974.

1. Invite students to discuss ideas on what Foreign Aid is. Try not to influence student views on whether it is a good or bad thing. See definition of Foreign Aid (page 23).

2. Have students make a T-chart on a sheet of paper. Label one side with "+" and the other side with "-". Title the chart, "Canada should give foreign aid to developing nations." (page 5)

3. Have students write on their chart two reasons why they agree with the statement, under the "+" side, and two reasons why they disagree with it, under the "-" side. Stress that there are no wrong answers and if they cannot think why they agree or disagree, have them think why others may agree or disagree.

4. Ask students to circle the statement they wrote that they feel most supports their true feelings.

5. Have students decide whether the written statement they have chosen **Strongly Agrees**, **Agrees**, **Disagrees**, or **Strongly disagrees** with the title, "Canada should give foreign aid to developing nations." They may also choose **Not sure** if they have a statement which makes them unsure of agreement or disagreement. They are to write down on their T- chart the phrase they chose.
6. Post five signs up around the room: **Strongly Agree**, **Agree**, **Not Sure**, **Disagree**, **Strongly Disagree**. With their T-chart, have students move to the sign that reflects their statements.

7. Have students share and discuss their circled statement with their group. Each group must then prepare a two minute presentation to express their point of view.

8. Explain to the "Not Sure" group that when the other groups have finished presenting they must move to the group that they felt was the most persuasive. Upon joining they must tell what they found convincing.

9. Have students present reasoning.

10. As an overall project for this unit, students will focus their work on a particular developing country. Introduce the project described on pages 17-19, which can be adapted to suit the class. A list of developing countries begins on page 26.

11. Have students write a paragraph stating and discussing their opinion on whether or not Canada should give foreign aid to developing nations.

Home work & Assessments:

- Students should be assessed on their participation and insight into the activity.
- Opinion Paragraph - See Foreign Aid Opinion Rubric (page 21).
- Choose the developing country for their project.

Additional Ideas/Resources:

- Using notes/slide show provided, give class a greater understanding of Foreign Aid (pages 23-25). This can be done through discussion, notes, or homework reading.
- Article: "As Water is, is Life. Canada has Brought Life to This School" - A report on a visit to St. Lucy's School for the Blind and the impact of CIDA's water tank (pages 31-33).
- "NGOs and the needy, who is being aided?" - A news article from an Uganda newspaper.
- Find a current news article to support their opinion.

Caution to teachers regarding web site URLs:
At the time of publication, the web sites contained within this module were functioning and appropriate in content. However with time, there is always a possibility that the URLs have moved, become non-functional, or corrupted. Teachers are advised to check out each URL before distributing to students to ensure that the integrity of the site is intact.

Canada should give foreign aid to developing nations.

+	-

Strongly Agree

Agree

Not Sure

Disagree

Strongly Disagree

Global Studies 521 Project

Project description:
For the purposes of this project you will work from the perspective of a person living in a selected developing country. However, you are able to access current knowledge and research about how developing countries can improve their economy and living conditions. You will gain some of this knowledge though this course.

Task:
Recommend a development plan for your selected country, one which you or your team feels will assist your country in improving the lives of ordinary citizens and their country.

Stages in the project:
Stage 1
Each student or "development team" will choose a developing country which will be the focal point of research for the task described above.

Stage 2
Learn about your country by preparing a country report that includes as much of the following information as possible:

- Location, landscape and climate
- A map of your country locating it in the world
- An outline of your country's history
- Government structure
- Family life and traditions, including roles of men and women
- Age demographics such as birth rate, life expectancy, population
- Language(s)
- Religions and holidays
- Work and the economy
- Imports/exports/trade
- Sports and recreation
- Health care
- Education, literacy, access to education
- Food and agriculture/land use
- Natural resources
- Communication and technology

Arts and literature

Format of this report will include the following:

Written report with cited references

Map of the country in relation to its continent

A visual presentation such as slide show, posters, or artifacts demonstration

DUE on _____

Stage 3

Part 1- Using what you learned in researching your country, prepare a summary of the major issues facing your country. In your report prepare a summary of these issues under the following headings:

What is the issue? (Describe it in detail)
Why is it an issue?
What is the impact of this issue? On whom does it impact?

Part 2 - Choose one of these issues to explore in depth.

Describe this issue and its incidence or impact in relation to other countries around the world. Compare the current issue with that of former years.
Explore and report on why this is an issue for your country. What is its impact on individuals and on the economy?
Find ways in which your country itself is addressing the issue.
Describe the efforts of other countries or agencies to assist.

DUE on _____

An example:
A student or group studying the country of Kenya has selected the issue HIV/AIDS.

More extensive research would be done on HIV/AIDS in Kenya so that the following questions could be answered:

Describe the incidence of HIV/AIDS in Kenya in relation to other countries around the world. Compare the current incidence with that of former years.
Describe the prevalence within the country itself.
Explore and report on why HIV/AIDS is an issue for Kenya. What is its impact on individuals and on the economy?
Find ways in which Kenya itself is addressing HIV/AIDS. Describe the efforts of other countries or agencies in AIDS prevention or treatment.

A single internet search using the prompt words, "HIV/AIDS in Kenya" results in the following web-sites which would provide the information required for preparation of the report.

http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/EXTAFRHEANUTPOP/EXTAFRREGTOPHIVAIDS/0,,contentMDK:20435845~pagePK:34004173~piPK:34003707~theSitePK:717148,00.html
http://www.cdc.gov/nchstp/od/gap/countries/kenya.htm
http://www.usaid.gov/our_work/global_health/aids/Countries/africa/kenya.html
http://www.hrw.org/reports/2001/kenya/
http://allafrica.com/aids/
http://www.gng.org/currents/kenya/ken_hiv.html

Stage 4

OPTION A: Prepare a plan by which you think your country can address a major issue.

Using what you have learned about your country, its issues, and local and world development through this course, look again at the major issue which your country is facing that you selected for Stage 3 of this assignment.

Assess the interventions taking place to address this major issue. From your research and reflection, develop a summary response which would address the following points:

From your research and reflection, determine what are effective and ineffective interventions?
What are the barriers your country has in dealing with this major issue?
What interventions would you recommend?
What responsibilities would your country have? What roles could foreign countries and non-governmental organizations play?

It is understood that many issues overlap and other issues may need to be included as part of your plan.

OPTION B: Prepare a plan by which you think your country can improve its economy and living conditions.

Using what you have learned about your country, its issues, and local and world development through this course, look again at the major issues which your country is facing.

Assess the interventions taking place to address these major issues. From your research and reflection, develop a summary response which would address the following points:

What are effective and ineffective interventions?
What are the barriers your country has in dealing with their major issues?
What interventions would you recommend?
What responsibilities would your country have?
What roles could foreign countries and non-governmental organizations play?

DUE on _____

An example: AIDS/HIV in Kenya
Research actions being taken in other countries to deal with HIV/AIDS and the effectiveness of these actions. Explore the barriers to dealing with this issue, what factors within the country or from outside slow progress on dealing with HIV/AIDS. From this research and upon reflection about the current initiatives, recommend a plan to address HIV/AIDS in Kenya.

Foreign Aid Opinion Rubric

Name: _____

	Exceptional (4)	Admirable (3)	Acceptable (2)	Amateur (1)	
Content	The opinion clearly describes the beliefs of the writer.	The opinion somewhat describes the beliefs of the writer.	The opinion is confusing and does not clearly describe the beliefs of the writer.	The opinion of the writer is not clear.	
Flow	The opinion is well-written and easy to follow.	The opinion is easy to follow with few points off topic.	The opinion is complicated to follow with many points off topic.	The opinion is poorly written and very hard to follow.	
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	
				Total	

Teacher Background Information
This information is primarily intended to provide adequate background information for teachers on the topics covered in this lesson. Teachers will use their own discretion as to how much of this information is required content for students. This information is on the enclosed Unit CD and is also provided in slide show format. Teachers are invited to modify these to prepare student notes.

Definition of Foreign Aid

Foreign aid, international aid or development assistance is one country helping another country through the transfer of resources. Usually this refers to helping a country that has a special need caused by poverty, underdevelopment, a natural disaster, armed conflict, etc.

http://en.wikipedia.org/wiki/Foreign_aid

Foreign Aid

History
Today's concept of foreign aid is the transfer of resources from richer industrialized countries to poorer developing countries. After WWII resources from the West were sent to war-torn Europe to help with post-war recovery. The success of this intervention convinced Western leaders that a similar delivery of resources to newly independent countries in Asia and Africa would lead to similar rapid development. Canada's aid program began during this period.

Within the next 20 years Canada's aid program grew to include the Commonwealth Caribbean (1958) [commonwealth - a group of former British colonies], Commonwealth Africa (1960) and francophone Africa (1961). Canada's dual heritage of French and British created an added incentive to help former French colonies. In 1970 the program was extended to Latin America, strategically important to Canada because of their geographic proximity.

Governmental Assistance
In 1968 the CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA) was created to administer Canada's aid efforts. At this time former Prime Minister and Nobel Peace Prize winner, Lester B. Pearson, headed an international commission and recommended donor countries provide foreign aid equal to 0.7%

of their Gross Domestic Product (GDP). The GDP is the market value of all goods and services produced within a country in a given period of time.

Canada accepted this target in 1970 and has repeatedly vowed to meet this goal, but by 1986 had achieved only 0.46%, and in 2005 provided only 0.34% of GDP in foreign aid.

Bilateral Aid

Direct country-to-country aid (bilateral aid) accounts for almost half of all Canadian aid. Bilateral aid is normally provided not in cash but in Canadian goods and services, including wheat and flour, equipment, farm implements, and personnel to serve as advisers or instructors. Cash is not provided because non-elected governments cannot misdirect these items as easily as money. Bilateral aid is effective in that it has the ability to provide important technical assistance, build institutions, and develop close relationships with recipients. CIDA is an example of a bilateral aid agency.

Multilateral Aid

Multilateral aid, generally in cash, flows from Canada to many international organizations, which undertake their own activities. Most notable are the World Bank and the specialized agencies of the United Nations (UN), such as the United Nations Children's Fund (UNICEF) and the World Health Organization (WHO). These organizations oversee the dispersal of aid. Funding directed toward these multilateral institutions accounts for more than one-third of Canada's foreign aid. The strength of multilateral aid is that it is less politically motivated, and aid goes to the poorest countries. The International Monetary Fund (IMF) and World Trade Organization (WTO) are other examples of multilateral institutions.

Research for Development

The balance of Canadian development assistance (1/6) supports the International Development Research Centre (IDRC), a public corporation founded in 1970 to fund research on the needs of developing countries, and the needs of Canadian non-governmental organizations (NGOs) working in those countries.

<u>Aid Use</u>

There is still no consensus in donor countries about how aid should be used, or how it can be most effective. See article - "NGOs and the Needy, Who is Being Aided?."

Motivation

There are many points of view around the reasons why developed regions should give aid. Some people think that more developed countries should send aid to developing countries to maintain friendly relations and to dissuade these countries from aligning themselves with non- democratically elected regimes. Other people feel underdevelopment in such countries is a result of rich countries taking advantage and view aid as a type of repayment.

The prevailing motivation for Canadian foreign aid is a humanitarian concern for the many millions of people who are obviously far poorer than most Canadians. Differences in living standards are so great that many Canadians now view aid as a moral obligation rather than charity.

Humanitarianism, however, is never the only motive, particularly for government-to- government aid. It is also influenced somewhat by commercial interests, such as developing sales and future markets for Canadian products, and by political interests, such as the desire to build or maintain good relations with the recipient government.

Even when the primary motive is humanitarianism, there are tensions between the need for short- term assistance to relieve hardship and longer-term help to enable poor people eventually to become more self-sufficient. "Give a man a fish and you feed him for a day. Teach a man to fish and you feed his family for a life time." (Chinese Proverb)

Non-governmental Assistance

Over the past decade, industrialized countries have budgeted a substantial share of their foreign aid to non-governmental organizations (NGOs). Emphasis of work done by NGOs is often placed on longer-term development work geared to promoting local self-reliance. While many NGO projects remain small and community-based (Farmers Helping Farmers), some agencies are beginning to take on larger infrastructures and service-delivery programs (OXFAM, Amnesty International). Most NGOs believe that educating Canadians about international development -and its relevance to Canadians - is an integral part of their work.

Adapted from:

Wood, Ehrhardt. "Foreign Aid." The Canadian Encyclopedia. 2006. Historica Foundation of Canada. 14 Jun 2006 <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002894>.

Developing and Developed Countries

The following is a list of developing and developed places. They include the 192 countries in the world as well as several territories and colonies. Places other than countries are included because a country like China is a developing country, however Hong Kong, a part of China, is a developed region and listed as developed. Not all world organizations use the terms developed and developing, and those that do use them sometimes use different classification. These terms will continue to evolve and the designations of countries will change over time.

In this list there are 159 developing regions of which 50 are in the category of Least Developed (LLDC). The LLDCs are **bolded**. There are 46 developed regions listed. Regions that are not independent countries are marked with an asterisk (*).

Developing Countries

Africa			
Algeria	**Angola**	**Benin**	Botswana
Burkina Faso	**Burundi**	Cameroon	**Cape Verde**
Central African Republic	**Chad**	**Comoros**	**Congo, Democratic Republic**
Congo, Republic	Cote d'Ivoire	**Djibouti**	Egypt
Equatorial Guinea	**Eritrea**	**Ethiopia**	Gabon
Gambia	Ghana	**Guinea**	**Guinea-Bissau**
Kenya	**Lesotho**	**Liberia**	Libya
Madagascar	**Malawi**	**Mali**	**Mauritania**
Mauritius	Mayotte*	Morocco	**Mozambique**

Namibia	**Niger**	Nigeria	**Rwanda**
Sao Tome & Principe	**Senegal**	Seychelles	**Sierra Leone**
Somalia	South Africa	St. Helena *	**Sudan**
Swaziland	**Tanzania**	**Togo**	Tunisia
Uganda	**Zambia**	Zimbabwe	
<u>Europe</u>			
Albania	Armenia	Azerbaijan	Belarus
Bosnia and Herzegovina	Bulgaria	Croatia	Georgia
Macedonia (former Yugoslav Republic)	Moldova	Romania	Serbia & Montenegro
Turkey	Ukraine		
<u>South America</u>			
Argentina	Bolivia	Brazil	Chile
Colombia	Ecuador	Guyana	Paraguay
Peru	Suriname	Uruguay	Venezuela
<u>Middle East</u>			
Bahrain	Iran	Iraq	Jordan
Kuwait	Lebanon	Oman	*Territories Administered by the Palestinian Authority
Saudi Arabia	Syria	United Arab Emirates	**Yemen**
<u>Asia</u>			

Afghanistan	**Bangladesh**	**Bhutan**	Brunei
Burma (Myanmar)	**Cambodia**	China, (excluding Hong Kong)	**India**
Indonesia	Kazakhstan	Korea, Democratic Republic (North)	Kyrgyzstan
Laos	Malaysia	**Maldives**	Mongolia
Nepal	Pakistan	Philippines	Sri **Lanka**
Tajikistan	Thailand	**Timor Leste (East Timor)**	Turkmenistan
Uzbekistan	Vietnam		
North & Central America			
Anguilla*	Antigua & Barbuda	Bahamas	Barbados
Belize	Costa Rica	Cuba	Dominica
Dominican Republic	El Salvador	Grenada	Guatemala
Haiti	Honduras	Jamaica	Mexico
Montserrat*	Nicaragua	Panama	St. Kitts and Nevis
St. Lucia	St. Vincent & Grenadines	Trinidad and Tobago	Turks & Caicos Islands*
Oceania			
Cook Islands*	Fiji	**Kiribati**	Marshall Islands
Micronesia, Federated States of	Nauru	**Niue** *	Palau

Papua New Guinea	**Samoa**	**Solomon Islands**	Tokelau *
Tonga	**Tuvalu**	**Vanuatu**	Wallis & Futuna *

Developed Countries

Africa			
none			
South America			
none			
Middle East			
Cyprus	Israel	Qatar	
Oceania			
Australia	New Zealand		
Europe			
Andorra	Austria	Belgium	Czech Republic
Denmark	Estonia	Finland	France
Germany	Greece	Hungary	Iceland
Ireland	Italy	Latvia	Liechtenstein
Lithuania	Luxembourg	Monaco	Malta
Netherlands	Norway	Poland	Portugal
San Marino	Slovakia	Slovenia	Spain

Sweden	Switzerland	United Kingdom	Vatican City
North & Central America			
Bermuda*	Canada	United States	
Asia			
Hong Kong*	Japan	Russia	South Korea
Singapore	Taiwan*		

The following article, "NGOs and the needy, who is being aided?", is taken from a Kampala, Uganda daily newspaper, The New Vision.

Dated Thursday April 13, 2006 this article presents points of view on the role of non-governmental organizations in developing countries.

Caution regarding use of resources:
In each of the Global Classroom Units, references have been made to organizations that assist others around the world, or articles and news clippings have been included as resources. While care has been taken in their selection, teachers are reminded to use their professional wisdom and judgement when using the resources. Materials, as is common practice, should be pre-viewed before use by students. Organizations and media, however noble the cause, will represent their own agendas; thus students and teachers must critically evaluate each source.

"As Water is, is Life. Canada has Brought Life to This School"

Sister Judith Felicity singing with students.

“As water is, is life. Canada has brought life to this school.” This comment was made by Sister Judith Felicity St. Lucy’s School for the Blind, Kuiri, Kenya, on our arrival to visit the school.

The construction of a reliable water source (by means of water tanks and piping) has brought “life” to St. Lucy’s School for the Blind. We were welcomed with great enthusiasm saying that they considered our visit a way in which they could pay Canadians back for what they had given to the school.

The impact of having an easily accessible and safe water supply was obvious at every turn in this school of 220. "Children can now sing and dance and are healthy," commented Sister Felicity. The visually impaired students no longer have to carry basins or cans of water from the river. As a result the students do not

fall and injure themselves or break their water cans. Academic performance has improved as there is no more wasting of class time carrying water. Teachers are

Student reading braille.

more comfortable; they can keep the facilities, beds and children's clothes clean. Lunch is ready on time. They are very proud of their school as it sparkles with cleanliness and bright colours. The school can now grow vegetables in every season to supplement their food supply. Sickness, such as intestinal parasites and diarrhea, has been drastically reduced.

While the primary criteria for acceptance as a student at St. Lucy's is visual impairment, many of the students have multiple disabilities. A considerable number are albinos, and thus at high risk in such a hot climate. Sister Felicity indicated that many who are albino die from cancer. Ninety are AIDS orphans and

others have lost one parent. Children come from all over Kenya to attend St. Lucy's. For many this is the only home they know. The choir director and several other staff were former students at St. Lucy's.

While at St. Lucy's we were treated to a special performance by the student choir — a "Welcome to St. Lucy's" and a selection from Handel's Messiah. In addition, we were treated to a Scouts drill and a dance performance. In each of these activities, students from this school do very well competing against students from sighted schools. It was hard to keep the tears at bay when witnessing this performance.

Water tanks funded by CIDA

In past times Kenyans often viewed their disabled children with shame but that belief is rapidly changing toward a 'view that they are God's children and it is our responsibility to help and assist them'. This change in attitude was obvious in every school we visited, not only at St. Lucy's. Special funds are being released to build classrooms for special needs students in every school that has such a class.

Written by Carolyn Francis

Lesson 2: What Causes Poverty

Specific Curriculum Outcome**s**
Student s will be expected to
3.4 analyse factors that influence development within regions
3.5 distinguish between developed and developing nations
3.8 engage in an active citizenship project

Resources
- slide show- Images of Poverty
- slide show- Poverty
- Poverty Facts - 2 formats
  - Poverty facts - 1 fact per slide
  - Poverty facts #2- Facts on 2 slides
- Developing World Map
- NGO List

Lesson
A Maasai Proverb
Meya esile enkare.
A debt cannot be carried off by water.
(Debts are not even eradicated by death. They are passed on to a man's children or relatives.)

1. Show picture slide show *Images of Poverty*. Instruct students to evaluate the images and formulate their own impression for follow-up discussion. An explanation of the pictures for teacher reference is on *Images of Poverty Explained* (page 38).

2. Introduce poverty to the class using the introduction and definition in *Lesson 2 - Poverty* slide show (page 39). Then, in the same slide show, look at *Where You Can Find Poverty* to teach the terms developed and developing.

3. Look at the *Poverty Facts slide show* (page 40).

4. In a class discussion ask students what they think causes poverty. See *Causes of Poverty* (pages 41-45).

5. Post "Developing World Map" in the classroom so students can compare countries. See *Points of Interest on Developing World Map* (page 46) for a few facts that can be pointed out.
   Mark countries that students have chosen for their report.

6. How do Canadians Help?
   Show students The Impact of AIDS: A Photo Essay. This World Vision video will aid the transition from the causes of poverty to how Canadians help around the world. It can be found at http://www.worldvision.ca/home/education-and-justice/teacher-resources/hivaids/.

7. Ask students if they know of any organizations that help in developing countries. List these on the board. Add to the list from Canadian NGOs (pages 77-108). In school or for homework, have students research an NGO that does work in the country they are researching. This information will be used in their project.

8. To prepare for next class - From lesson 3

   Have students make a time line of what a typical day is like for them from the time they wake until back in bed. Include food eaten, school work, chores, sports, and leisure time. Include details like weather, feelings, worries, or anything else that makes their day unique to them. This should be done for homework.

   A time line template is on page 55-56. Students may build their time line on the Read Write Think web site at http://www.readwritethink.org/materials/timeline/index.html

Assessment & Homework:
- Participation in class discussion.
- Research an NGO
- Time line of their day for next class

Additional Ideas/Resources:

- Discuss in more detail what causes a country to be in poverty. *See Causes of Poverty and Causes of Poverty Explained (pages 41-45),* and accompanying slide shows.
- Compare Kenya and Canada
  Put *Kenya - Canada Comparison* up for the entire class to see (page 47). Look at statistics one at a time. Define terms as needed (page 109-113). Ask which of the above discussed causes would affect the disparities. (See *Comparison Notes* page 49). Alter the lesson by leaving one of each category blank and have a discussion of what they think the statistics will be.
- Have a speaker from an NGO
- Plan a fund raiser and donate to an NGO
- Visit the "Developing World Map" web site at - www.acdi-cida.gc.ca/index-e.htm and click on "A Developing World Map" for more ideas.

Teacher Background Information

This information is primarily intended to provide adequate background information for teachers on the topics covered in this lesson. Teachers will use their own discretion as to how much of this information is required content for students. This information is on the enclosed Unit CD and is also provided in slide show format . Teachers are invited to modify these to prepare student notes.

Images of Poverty Explained (Slide Show)

1. A young girl in front of a community bank that is trying to get started. It is Sunday and not being in her school uniform allows us to see what state her everyday clothes are in.

2. Slums in the Dominican Republic. Inside Dominican's urban/rural slums, Dominican children and families face the same fate living in overcrowded shacks with limited access to nutrition, health care, and basic hygiene. Almost 40% of the population live in urban slums.

3. Homeless man in India receives some water to drink.

4. Children in Cambodia are fishing for food to eat. Everyone in the family must help to survive. Unsafe water can mean these children are picking up parasites from the water that will make them sick.

5. A homeless boy in Canada. Even on the streets of our own country and community you can find poverty. He must deal with hunger, cold, and the dangers of the street.

6. Refugees being unloaded by net and crane. Many people around the world risk their lives to escape from their home to find a better life. Often they were suffering persecution because of their race, religion, or nationality. Sometimes they are trying to escape from war.

7. Students all wear their uniform to school but do not always have shoes. To prevent parasites from burrowing into the children's feet, the floor is made wet and is kept firmly tamped down. Students' notebooks are well used and no paper is wasted.

8. A typical home in Kenya. It is small, dark and hot. Made from whatever scraps of material can be found or bought. There is no grass to feed animals; the drought has made survival hard. The chicken roams free to find what food it can.

9. A woman carrying grass home to feed the cow. The hard life she lives can be seen in her face. She is only in her mid-fifties. She wears a sweater in 28

degrees Celsius while carrying a load of more than 80 pounds up a hill several miles.

10. Students at the end of the school day. Their school actually blew down and they are being taught at a nearby school that had extra room. Luckily it happened on the weekend. They are carrying their water jugs for drinking water and for watering down the floor. Women and girls often carry things on their head to keep their arms free. Many women have an indentation on their head from this practice. Hair is kept short to prevent problems of lice. Children with kitbags may be allowed to take books home to study or for reading.

Poverty

One of the greatest challenges for development in the 21st century is reducing poverty. Although many countries around the world have been trying to battle poverty, poverty levels have increased over the last decade in many places. One of the Millennium Goals is to reduce, by half, the proportion of people living on less than a dollar a day by 2015.

What is poverty?

Poverty can be considered in relative terms or in absolute terms. Relative poverty is where the standard of living falls below a certain percentage of the country's average. The Organization for Economic Co-operation and Development (OECD) uses half the average income as an indicator of relative poverty. This means that someone in Canada who earns less than half the income of the average Canadian would be considered to live in relative poverty. Almost 15% of Canadian children live in relative poverty. Absolute poverty is where the level of income is below that necessary to provide the minimum requirements for survival, such as food and shelter.

In 2000, more than 50% of the Kenyan population lived in absolute poverty. This figure is concentrated among subsistence farmers, herders, people without access to education, and unskilled workers. In the same year 13% of Canadians lived in absolute poverty.

Where Can You Find Poverty?

Poverty can be found everywhere there are people. The most severe poverty is found in the developing world. **A developing country is a country with a relatively low standard of living, undeveloped industrial base, and moderate to low Human Development Index (HDI)**. One of the measures of the HDI is poverty. Other terms sometimes used are less developed countries (LDCs), least economically-developed countries (LEDCs), "underdeveloped nations," Third World nations, The South, "non-industrialized nations," Global South, and the Majority World. Not all these terms accurately describe a country that is developing in some manner. Others are outdated and some have very negative connotations. China, Mexico, India, and Kenya are examples of developing countries.

International organizations have started to use the term Least Developed Countries (LLDCs) for the poorest nations which in no way can be regarded as developing. Least developed countries are the poorest subsets of less developed countries. A

country is classified as a Least Developed Country if it meets three criteria based on: low-income, human resource weakness, and economic vulnerability. Fifty countries fall into this category including Bangladesh, Sudan, Samoa, and Haiti. Poverty can also be found in developed countries. In 2001 more than 16% of Canadians lived in poverty. **A developed country is one that enjoys a high standard of living obtained through an industrialized, diversified economy. Countries with a very high Human Development Index (HDI) are generally considered developed countries.** Other terms used to describe developed countries are industrialized countries, more economically-developed countries (MEDC) and the First World. Not everyone agrees *developed* accurately describes a country's state, as even Canada is still developing in some areas such as alleviating poverty. Other developed countries include Germany, Switzerland, and Japan.

Poverty Facts

- Half the world —— nearly three billion people —— live on less than two dollars a day

- The GDP (Gross Domestic Product) of the poorest 48 nations (i.e., a quarter of the world's countries) is less than the wealth of the world's three richest people combined

- Nearly a billion people entered the 21st century unable to read a book or sign their names

- UNICEF estimates it would cost about 4 billion to meet the world's basic human needs (clean water and sanitation, adequate nutrition, health care and education) - less than half the amount rich countries spend on sports shoes in a year

- Less than 3 per cent of the amount spent every year on weapons could have put every child into school by the year 2000 - and yet it did not happen

- The poorer the country, the more likely it is that debt repayments are being extracted directly from people who neither contracted the loans nor received any of the money

- Number of children in the world
  - 2.2 billion

  Number in poverty
  - 1 billion (every second child)

  For the 1.9 billion children from the developing world, there are:
  - 640 million without adequate shelter (1 in 3)
  - 400 million with no access to safe water (1 in 5)
  - 270 million with no access to health services (1 in 7)

  Children not in school worldwide

- 121 million

Survival for children worldwide:

- 10.6 million died in 2003 before they reached the age of 5 (this is equal to the number of children under 5 in France, Germany, Greece and Italy)
- 1.4 million die each year from lack of access to safe drinking water and adequate sanitation

Health of children worldwide:

- 2.2 million children die each year because they are not immunized
- 15 million children are orphaned each year due to HIV/AIDS

Causes of Poverty

There is no one explanation of what causes poverty. Some of the various factors that contribute to the occurrence of poverty include:

Historical and Political Factors:

- The effects of imperialism and colonialism

Government Corruption.

- Lack of functioning government
- The unequal distribution of political power (political centralization)
- Discrimination according to age, gender, race, or economic standing

Geographic and Climatic Factors:

- Lack of access to fertile land and natural resources
- Environmental degradation, such as deforestation and desertification
- Susceptibility to drought and other natural disasters
- Climate change

Economic Factors:

- Lack of access to markets
- Lack of national infrastructure, such as roads and electricity
- Structural adjustment policies
- Debt
- Discriminatory international trade policies
- Commodity dependency (dependency on commodities such as coffee that is subject to large changes in price on world markets)

Social Factors:

- Lack of access to education and training
- Crime
- Drug and alcohol abuse
- Social inequality and discrimination

Health and Conflict factors:

- War, including civil war, and genocide
- Disease, specifically diseases of poverty: AIDS, malaria, and tuberculosis

- Inadequate nutrition in childhood leading to physical and mental stunting

Causes of Poverty Explained

Politics and Conflict

Centralization of Power

When a government controlled by one major party, politician, or region, political power is not distributed equally throughout the country. This often causes development problems. For example, politicians can make decisions about places that they know little about, and as a result can cause more harm than good.

For example, in China, where one (unelected) party controls the government, there is a huge divide between the level of development in the cities and in the country. In the period from 1998 until 2002, incomes in the cities rose almost three times as much as those in the country. This is partly because the most powerful politicians are located in the cities, and this is where the majority of resources for development are directed.

Corruption

Corruption often accompanies centralization of power as leaders are not accountable to those they serve. Corruption directly affects poverty and inequality when leaders help themselves to money that would otherwise be used for development projects. The unfair distribution of income and inefficient use of resources in turn breeds discontent and instability among the people.

The Kenyan Bribery Index 2005 reports that, in 2004, 34% of those surveyed encountered bribes. The Police Force received the worst ranking. Although the number of bribes has decreased in recent years, the size of the bribes has increased.

Warfare

Warfare contributes to deepening poverty by diverting scarce resources from fighting poverty to maintaining the military.

An example of this is the war from 1999-2000 between Ethiopia and Eritrea over their borders. During this period both countries faced severe food shortages due to drought yet scarce resources were being spent on fighting.

The material and human destruction caused by warfare is also a major development problem. For example, from 1990 to 1993, the period encompassing

Desert Storm, per capita GDP in Iraq fell from $3500 to $761. This drastic drop in average income resulted in poor living situations for the average Iraqi citizen after the war. However, this still fails to take into account the damage to infrastructure and social services, such as health care and access to clean water.

Colonialism

Colonialism was the expansion of a nation's jurisdiction over land beyond its borders by the development of settler colonies in which native populations are either directly ruled or displaced. Some people argue that there were some benefits of colonialism for the colonized countries, such as the construction of railroads and other infrastructure. However, colonizers generally dominated the resources, labour, and markets of the colonial territory, and also imposed socio- cultural, religious and linguistic structures on the conquered population. Once the colonial powers pulled out, the ex-colonies found themselves adrift.

Another problem created by colonialism is land ownership. Zimbabwe, South Africa, Namibia, Mozambique, Zambia, and Kenya are examples of situations where vast amounts of land are controlled by a few. Large foreign corporations own most of the good farm land in Kenya, leaving little for the indigenous people.

The European colonial powers, arriving in the late 1880s, carved up Africa into new nations that often ignored and sometimes exploited long-standing tribal alliances. When the former African colonies became independent there were many disputes amongst countries and tribes over boundaries.

Loans from the World Bank and International Monetary Fund

Many developing nations are in debt and poverty partly due to the policies of international institutions such as the International Monetary Fund (IMF) and the World Bank.

The World Bank was set up in 1944 as an institution for development assistance. It started by giving loans for rebuilding Western Europe after World War II, and began giving development loans to poor countries in the1960s. The World Bank is now the world's largest source of development assistance.

The IMF was established in 1944 to oversee the international financial system, including the orderly exchange of national currencies. It is usually a lender of last resort to member countries.

In order for developing countries to receive these loans, the country would have to follow Structural Adjustment Policies (SAPs). These policies were in place to make sure the country could pay back the loan. As a result, the country would reduce spending on things like health care, education and development.

Many countries cannot increase spending on social programs because they are spending their money on repaying their loans and interest. The World Bank has since tried to improve its performance by working more closely with developing countries and somewhat distancing itself from the positions of the International Monetary Fund.

Some Debt Facts

- Low-income countries paid $39 billion to service their debts in 2003, while they received only $27 billion in aid.
- Nigeria originally borrowed $5 billion, has paid back $16 billion and now owes $32 billion on the same debt.
- Kenya debt is approximately $7.3 billion and the country spends about 40% of their budget to pay off this debt.
- Canada has a debt of $499.9 billion and has budgeted $3 billion in 2006 to pay down the debt.
- U.S. debt — $8.3 TRILLION as of June 2006. Check out http://www.toptips.com/debtclock.html to see current debt.

Climate and Climate Change

Climate change primarily affects the livelihoods of people that depend on the natural environment which, in Africa, means nearly everyone. The poorest regions and people suffer the most, because they rely on natural resources to meet their basic needs through farming and gathering resources essential for household maintenance such as water, firewood, and wild plants for consumption and medicine. They also have the least resources to deal with the effects of their changing environment.

In January 2006 the Famine Early Warning Systems Network reported that in Kenya the food shortage problem across the country was alarming and would probably get worse. Lack of rain or flooding results in failed crops, and poor weather conditions are becoming more regular and prolonged in this part of Africa. Africa is more exposed to the impacts of climate change than many other regions in the world.

Water scarcity is already a major problem for the world's poor. The number of people suffering because of water scarcity is projected to increase from about 1.7 billion people today to around 5 billion people by 2025. A direct effect of climate change will be an increase in temperature-related illnesses and deaths. Extended intense heat waves combined with humidity may increase death and disease rates, especially among the elderly and in city slums.

Another effect will be increased death and injury from extreme weather events such as flooding, landslides, and storms. More than 96% of disaster-related deaths in recent years have happened in developing countries. Changes in temperature

and rainfall may also change the geographic range of diseases such as malaria and dengue fever. Indirect effects of changing climate may be mass migration and the stalling or reversing of the economic growth of a country.

Social Inequality

One of the more entrenched sources of poverty throughout the world is social inequality stemming from cultural ideas about the relative worth of different genders, races, ethnic groups, and social classes. Cultural and ethnic traditions have discriminated against women by denying them land, credit, agricultural extension services, involvement in decision making, and training.

In South African history, apartheid laws defined a binary caste system that assigned different rights, or lack thereof, and social status to Whites and Blacks, using skin color to automatically determine the opportunities available to individuals in each group.

In Kenya, women's rights to property are unequal to those of men. Women's rights to own and inherit property are continually under attack from customs, laws, and individuals, including government officials who believe that women cannot be trusted with or do not deserve property.

Women in Kenya make up 80 percent of the agricultural labor force and provide 60 percent of farm income, yet own only 5 percent of the land. The traditional division of labor also overburdens women who have to spend time and energy on domestic chores, such as fetching water and firewood, marketing, and raising the children in addition to the farm work. In many cases, being a woman has meant being poor.

Disease

The costs of health services are financially draining on a family and a country. Tuberculosis, malaria, and HIV/AIDS are the major diseases that deepen poverty in already impoverished areas.

Malaria is the leading cause of death and disease in Kenya, particularly in pregnant women and children under 5. Studies in Kenya suggest that between 20-25% of all deaths can be attributed to malaria.

International Markets

A subsidy is an amount of money given by government to lower the price of goods for producers or consumers because it is considered to be in the public interest. For example a farmer who has had poor crops may receive a subsidy from the government to plant the next year's crop.

The US pays out $20 billion a year in subsidies to their farmers which allows them to export their goods at very cheap prices. This in turn means that farmers in poor countries are undercut and swamped by the flood of cheap subsidized imports. Local producers get rock bottom prices when they try to sell their crops onto depressed world markets. Either way local families are pushed out of business and millions are pushed into poverty.

A tariff is a tax on imported goods. Developed countries place tariffs on products coming into their country from developing countries. Some countries actually took in more money in tariffs than they gave out in Foreign Aid.

The UN estimates that unfair trade rules deny poor countries $700 billion a year.

Reference 1

Points of Interest on Developing World Map

Afghanistan is one of the poorest nations in the world. The per capita annual income is US $148. Almost half of the children under the age of 5 are moderately or severely underweight, and one sixth of all children die before they reach the age of 5. Life expectancy is 50 years

Haiti, neighbor of the Dominican Republic, is the poorest and least developed country in the western hemisphere. More than 70 percent of Haitians live below the poverty line. Most of Haiti's 8.3 million people live on less than US$1 a day. Half the population is illiterate. Haiti has the most degraded environment in the Americas with about 1 percent of its original forest. Haiti also is home to more than 60 percent of all cases of AIDS recorded by the World Health Organization.

Luxembourg has the highest GDP in the world. Its GDP is $61,190 (PPP) per capita. By comparison, US - $ 35,750; Canada - $29,480; Timor-Leste (previously called East Timor) - $400.

Uganda is quickly developing. The Government of Uganda has in place a poverty eradication plan. The proportion of Uganda's population living below the national poverty line has decreased from 56 percent in 1992 to 38 percent in 2002. Almost 86 percent of school age children are now enrolled in primary schools, compared to 62 percent in 1992. Wealth and gender biases are being seriously addressed in the education system through programs like TAG - Teachers' Action for Girls. Uganda is the only nation in the world to significantly reduce HIV infection rates, dropping from a high of 18 percent to 6 percent in a population of 24 million by 2002. As a result, Uganda met the HIV/AIDS Millennium Development Goal in 1996.

Reference 3

Kenya - Canada Comparison

Topic	Kenya	Canada
Official name:	Republic of Kenya	Canada
Capital:	Nairobi	Ottawa
Area (thousands of km^2):	582	9,985
Population (millions):	34.7 (2006)	33.0 (2006)
Population density (per km^2):	60 (2006)	3 (2006)
Urban population (%-2003):	39	80
Gross national income (GNI) (per capita)	US $390 (2003)	US $23,930 (2003)
GDP (purchasing power parity) (per capita)	$1,100 (2005)	$34,000 (2005)
Structure of GDP:	(%-2004)	(%-2005)
Agriculture Industry Services	16 19 65	2 29 69
Ecological footprint (global hectares per person-2001):	0.9	6.4
Human development index (HDI) ranking:	154th of 177 countries (2005)	5th (2005)
Gender-related development index (GDI) ranking:	117th of 140 countries (2005)	5th (2005)
Life expectancy at birth:	46 (1960), 49 (2006)	71 (1960),80(2006)
Mortality rate under 5 years old (per 1,000):	205 (1960), 123 (2003)	33 (1960), 6 (2003)
Adult literacy rate (% 2003):		
Total Men Women	85 91 80	99 99 99
Population using improved drinking water sources (%-2002):		
Total Urban Rural	62 89 46	100 100 99

Reference 2

Comparison Notes

GNI and GDP

These indicators of poverty are low in part because of:

Politics and Conflict
poor governance
difficulty in accessing financing for self-employment

Loans from the World Bank and International Monetary Fund
high costs of health and education

Climate and Climate Change
low agricultural productivity, exacerbated by land degradation and poor land ownership

Disease
HIV/AIDS and malaria - affects the most productive part of the population

International Markets
unemployment and low wages
foreign debt burden
unstable international commodity prices

Ecological Footprint

Many of Kenya's citizens grow their own food, do not buy processed food, and therefore create less waste. Most do not own a vehicle, have a small home, and in 2000, fewer than 8% of the population had electricity in their homes and with a water shortage none is wasted. All of this contributes to Kenyans' low impact on their environment.

HDI

Kenya's Human Development Index is low on all indicators which are used to determine the HDI, namely, life expectancy, knowledge (measured by adult literacy rate), and standard of living. This in turn affects the economy and thus access to public services such as education, health care, and adequate food and water.

GDI
Women in Kenya have not had the same access to education and income earning jobs as men. This *social inequality* is slowly changing however.

Life Expectancy
Diseases such as HIV/AIDS and malaria have lowered life expectance in Kenya. Poor nutrition and unsanitary water are the cause of more illness, and with little access to health care many die unnecessarily.

Lesson 3: A Day in the Life...

Specific Curriculum Outcomes

Students will be expected to

3.6 analyse current opportunities and challenges for a selected region

3.7 articulate an understanding of perspective in relation to people living in cultural regions that are different than their own

3.8 engage in an active citizenship project

Objective for Students

- to look at the similarities and differences in the lives of their fellow students
- to look at the similarities and differences between their lives and those of students' lives in Kenya and around the world
- to discover how living in different circumstances affects how people live
- to learn about challenges and opportunities in other parts of the world

Resources

- Time line web site or template - "A Day in My Life"(page 55-56)
- DVD video - "*A Day in the Life of a Secondary Student in Kenya*"
- Slide show: *Jennifer's Day*
- On-line Journals
- Student Assignment Sheet
- Slide show: *Kenya - Opportunities & Challenges*.
- Rubrics

Class Preparation

Item 1 of the lesson should be completed as homework prior to this lesson.

Lesson

Ore ntaritik nemenat olchani obo nemenar inkipirriot.

Birds which are not in one tree do not fly at the same time.

(i.e., Every man has his own way of doing something.)

1. Have students make a time line of what a typical day is like for them from the time they wake until back in bed. Include food eaten, school work, chores, sports, and leisure time. Include details like weather, feelings, worries, or anything else that makes their day unique to them. This should be done for homework.

A time line template is on page 55-56. Students may build their time line on the Read Write Think web site at http://www.readwritethink.org/materials/timeline/index.html

2. Have students share some of their time lines with the class. On a blank overhead or black board write down some of the commonalities in the time lines. Discuss why there are commonalities.

   Possible responses may be that they are all in school so they have a similar day, some sports are popular so several students are involved in them, they live in a particular community or come from similar backgrounds so activities are alike.

3. Discuss how life might be different for a student in Kenya.

4. Watch video "A Day in the Life of a Secondary Student in Kenya" or read Jennifer's journal "A Day in my Life" (slide show and on pages 57-59).

   Go to http://www.chasingdream.org/stories.html and read the stories of young people (12-22 yrs.) from Uganda, India, Ukraine, Cambodia, Sudan, Jamaica, Morocco, and Brazil.

   Discuss the similarities and differences of the lives of the students in the class to the lives looked at.
   - Closeness of family and community
   - Importance of contributing to family in some way
   - Value of education, opportunity to go to school
   - Consumerism
   - Level of physical fitness
   - Play
   - Weather
   - Animals
   - Goals

5. Assignment
   As part of their overall project, have students put themselves in the shoes of a young person living in the country they are researching. Students then write a journal about what this young person's life is like. An assignment handout on page 60 may be adapted as needed.

Assessment & Homework

Participation in time line activity
Journal; See Rubric page 61

Additional Ideas/Resources

1.Other stories about young people around the world:

Zephania in Kenya
http://www.plan-international.org/wherewework/eastafricaeurope/kenya/zephania/

The stories of four teens—Himal (Jordan), Martha (Sierra Leone), Ali (Nepal), and Nodira (not yet on line) — as they cope with poverty, armed conflict, child labor and physical disabilities—the grade-specific lesson plans illustrate the issues and challenges facing today's youth, as well as UNICEF programs that are working to improve the lives of all four teens.

http://www.unicefusa.org/site/c.duLRI8O0H/b.2108965/k.6327/TeachUNICEF_Lesson_Plans__TeachUNICEF__Youth_Action__US_Fund_for_UNICEF.htm#Martha

2. View the slide show, *Kenya - Opportunities & Challenges*. In the slide show, the pictures appear before some of the text. Give students time to view the pictures and to discuss some of the opportunities and challenges of living in Kenya that they see in the pictures.

A Day in My Life **Name: _____**

AM	Time	Activity	Description
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			
10:00			
11:00			
PM			
12:00			

1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			
10:00			
11:00			
AM			

12:00			
1:00			
2:00			
3:00			

A Day in My Life
Jennifer

My name is Jennifer. I am in Form 3 (Grade 11) and am 17 years old. I am very lucky; I have always attended school. My parents have 2 cows and grow coffee and worked hard to pay for my school fees in primary school. Now that is free to everyone. They are still working very hard to pay for my secondary school. I help out as much as I can when I am not in school or studying. My school fees are 1000KS per month (CND $16.67). There are also other costs like the lunch program, uniforms and supplies.

Almost all the kids I know go to school now. I have three neighbors that still do not go to school. One comes from a single parent family, so she must stay home to help with the shamba (farm), another is an orphan and has no one to pay for his school fees, and the other comes from a very poor family.

5:45 Wake up — Mother wakes me for school. I make breakfast for my family and help get my brothers up. I wash up with the water mother has heated over the fire and eat. Father has gone to take the milk to the pick up station. He will do this again later in the day. Ever since Farmers Helping Farmers put in a cooling tank at our Dairy Co-op my father has been able to sell milk twice a day, doubling the money he makes from the cows. This is the reason I get to go to school.

6:45	Walk to school	On my walk I meet up with my friend Solomon. He lives very far from school and leaves home at 5:45, when I wake up. We stop and we get water from the stream for school. My family and our school have a water tank to catch rain water but we have been in a drought for the past several years.
7:30	Arrive at school	We must be at school early to study, finish homework, and to ask our teacher any questions we have about our lessons.
8:30	Classes begin	I have English Language and Chemistry this morning. Today we get to do a lab in Chemistry. The Form 4 students are busy today. They just received a practice set of exams for their National Exams.
10:00	Tea	A drink of Kenyan tea and bread.
10:30	Classes	Swahili, English Composition and Mathematics are my mid-morning classes.
12:40	Lunch	Our dining hall is finished now and it is much nicer than sitting in the hot sun. Today lunch is ugali and cabbage, we only get this once a week, usually it is maize, beans, and bananas.
1:40	Classes	The rest of my afternoons are spent studying English Literature, Geography, History and Government, Physics, Biology, Social Education & Ethics, and Christian Religious Education. There are other subjects available including Accounting, Agriculture, and Commerce. These classes will prepare me to write the Kenya National Examinations next year. These exams determine what college I can go to. I write school exams in 6 weeks so I study hard.

4:45	Classes over	Today I have football practice. Some of the students have their school jobs to do like cleaning the classrooms. Everyone must stay at school. They can ask questions to their teachers, study or just play a game with their friends like hand ball.
5:15	Walk Home	I stop to collect water with my friends. I do not have to collect the water for my family, my brothers do that so I just carry my own water jug and help my friend carry the water for her family.
6:00	Arrive Home	I change out of my school uniform and start my home work while it is still daylight. I usually have 2 hours of homework. My youngest brothers are playing outside. They arrive home much earlier and do not have as much homework. They are in primary school. John is in Standard 4, this is his first year being taught in English, Richard is in Standard 3. His lessons are still in Swahili. Robert is in Standard 8. He must write National exams this year to see if he can go to secondary school. He is still working at the table studying.
7:00	Mother Arrives	Mother has been out working our piece of land. It will be planting time soon, when the rainy season begins, so this is a very busy time of year. She has brought home more water. Our water tank is almost dry. We pray that rain comes soon. Robert has gone collecting grass to feed our cows. Father is still working in the field.
7:30	Make supper	I love to cook. I find making supper very relaxing. Everyone tells me I am a good cook. I feel like I am a good daughter being able to help in this way. I wish the fire was not so smokey; that is the only thing I do not like. I am cooking beef stew and rice with chapatis.
8:30	Eat Supper	My grandmother and uncle join us for supper every night. Their houses are right next to ours. This was my

		grandfather's shamba. My grandmother can only speak Kikuyu so we speak very little Swahili or English in the evening.
9:45	Clean up	I help tidy up and get ready for bed.
10:15	Bed	I have a room of my own. I fall asleep quickly and dream about being a surgeon when I get older.

A Day in the Life . . .

In this journal assignment you must put on another person's shoes. Imagine you are growing up in the developing country you are researching. What is your day like now? Research the country you are from. Try to answer the questions below and incorporate the answers into your assignment. Write a series of journals describing your life.

Personnel info

What do you eat?
When do you get up and go to bed?
Where do you work?
Do you go to school? How far away is school?
What do you study? What supplies do you have?
Are you literate?
What languages do you speak?

Friends and Family

How many people are in your family?
Do you live in crowded conditions?
How many people live with you?
How many people are in your immediate family?
Is it a nuclear family or an extended family?
What roles/jobs does each family member have?
What are the roles of men vs. women?

Life style

Where do you live?
What are your environmental surroundings like?
What health care does your family have?
How long does it take to gather enough food to feed your family?
Where/How do you get it?
Do you farm? What?
Why is your country in poverty?

Big questions

What does your future look like?
Can you change it?
How would you like it to be?
What are you worried about?
What do you really want in your life?

Rubric for Journals

Name: _____

	Exceptional (4)	Admirable (3)	Acceptable (2)	Amateur (1)	
Understanding	Demonstrates an excellent understanding of the challenges and opportunities of life in your country.	Demonstrates a good understanding of life in your country.	Demonstrates a limited understanding of life in the country.	Does not give an accurate account of challenges and opportunities of the life in the country.	
Content	The required number of entries is included with many interesting specific facts and ideas.	The required number of entries is included with many facts and ideas.	The required number of entries is not included with some facts and ideas.	The required number of entries is not included with few facts and ideas.	
Voice of Journal	Strong voice and tone that clearly addresses the purpose for writing.	Appropriate voice and tone. The purpose is largely clear.	Attempts to use personal voice and tone. Somewhat addresses the intended purpose.	Demonstrates limited voice and tone. Limited evidence of intended purpose.	
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	

Lesson 4: Preferred vs. Probable Future

Specific Curriculum Outcomes

Students will be expected to

3.6 analyse current opportunities and challenges for a selected region

3.7 articulate an understanding of perspective in relation to people living in cultural regions that are different than their own

3.8 engage in an active citizenship project

Resources

- Preferred vs. Probable Future time line black line master
- Time line exercises from Kenya
- Rubric for time line
- Rubric for writing

Lesson

Miim nkoitoi are; mikibela ilomorin.

Never take two paths; the pelvis will collapse.

1. Distribute Y time line master (page 65). Between point **B** (**birth**) and **N** (**now**), have students fill in key events that have happened so far during their lives which they think will influence their future. It is up to individuals to decide whether they focus upon personal, local, national or global events, or whether they operate at more than one level.

2. From **N** to **PRO** (**probable future**), they fill in events they consider are likely to happen in their lifetimes.

3. From **N** to **PRE** (**preferred future**), they fill in events they would like to see happen during their lifetimes. If students are having a problem with the term preferred ask them what they **wish** would happen in their future.

Adapted, with permission, from "In The Global Classroom 1", by Graham Pike and David Selby. Toronto: Pippin Publishing, 1999.

4. Have students share their time lines in pairs.

5. With an overhead of the "Y" time line, write down some of the similarities between students' time lines. Discuss these similarities and also the differences.

6. Look at some of the time lines from Kenya. Discuss the similarities and differences between the Kenyan time lines.
   Ideas on the time-lines from Kenyan students may include: *The time lines are not very long. The students do not see a lot of opportunities available to them. They do not mention possession of material goods. The girls' time lines end at marriage and children; the boys' do not mention family. In their probable future they may not mention secondary school but in their preferred future they all graduate.*

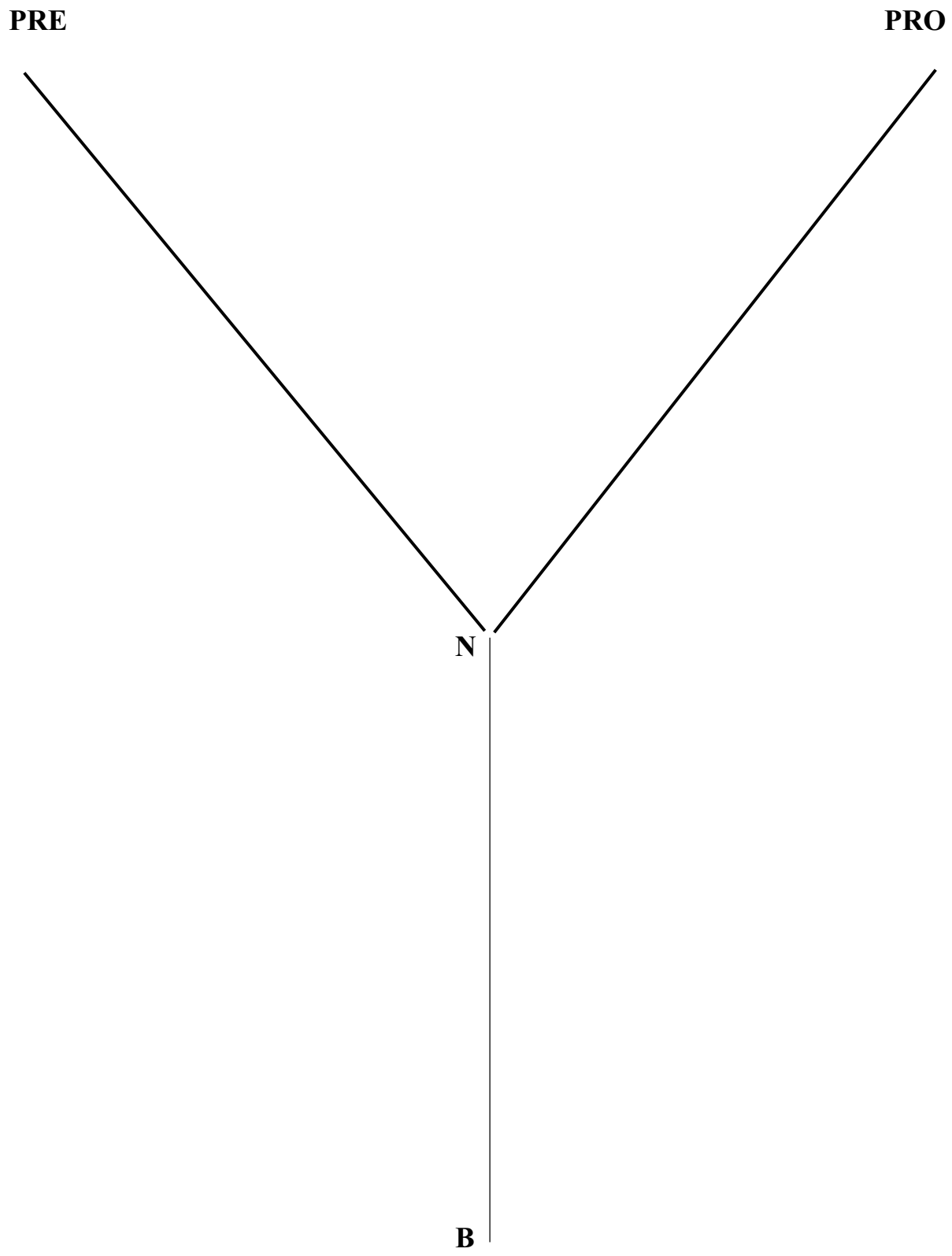
7. Discuss the similarities and differences between the time lines from Kenya and the ones the students just completed.
   Ideas may include: *Students in both countries may want similar jobs (pilot), to be successful in the future, travel, and have families. Girls may stress marriage and family more.*
   In Kenya there may be more emphasis on education and farming.
   Island students may stress attaining possessions and succeeding in athletics more, they have seen local people do well in professional sports.

Lesson Assessment: The rubric on page 73 may be used to assess the student's individual Y-timelines.

Wrap-up Assessment for Unit:
Have students complete the unit project. The rubric on page 75 may be adapted to assess the various stages of the project.

Additional Ideas/Resources:
Have a discussion with the class about the advantages or opportunities of being a resident of Canada as well as the challenges.

Advantages/Opportunities	Challenges
• Free education through to grade 12 • Stable elected government • Vast resources (gas, oil, lumber, iron ore, fresh water) • Space for our population to grow • Stable economy • Freedom of speech, religion, etc. • Social network (welfare, disability) • Lots of food • Free from war • High standard of living • Free health care • Temperate climate • Mosaic cultural make-up	• Sometimes harsh winters • More negative impact on the environment • Visible minorities sometimes experience discrimination


PRE
PRO
N
B

Rubric for Time Line

Name: _____

	Exceptional (4)	Admirable (3)	Acceptable (2)	Amateur (1)	
Order of Events	All events are in the correct order and a year is given for every event.	Most of the events are in the correct order.	Some of the events are in the correct order; some dates are not given.	Events seem out of order.	
Spacing	Appropriate spacing between each period of time for all events.	Spacing is appropriate for time between events in most cases.	Spacing is not appropriate for time between events in a lot of cases.	Spacing is not appropriate for time between events.	
Number of events	8 or more events on each section.	6-7 events on each section.	4-5 events on each section.	3 or fewer events on each section.	
Description of Events	Enough information is given to make the events Clear.	Enough information is given to make most events clear.	It is not clear what several of the events are.	It is not clear what most of the events is.	
Mechanics	There are no grammatical or spelling errors.	There are only 2-3 grammatical and/or spelling errors.	There are 4 - 6 grammatical and/or spelling errors.	There are more than six grammatical and/or spelling errors.	
Neatness	The entire time line is a masterpiece, very creative and easy to read.	Most of the time line is neat and easy to read.	Time line is somewhat neat and at times difficult to read.	Time line is not neat and is difficult to read.	

Rubric for Project

Name: _____

	Exceptional (4)	Admirable (3)	Acceptable (2)	Amateur (1)	
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.	
Amount of Information	All topics are addressed and all questions answered.	All topics are addressed and most questions answered.	Most topics are addressed, and some questions answered.	One or more topics were not addressed.	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	
Mechanics	There are no grammatical or spelling errors.	There are only 2-3grammatical and/or spelling errors.	There are 4 - 6 grammatical and/or spelling errors.	There are more than 6 grammatical and/or spelling errors.	

Canadian Non-Governmental Organizations

The descriptions for the organizations included in this directory of Canadian Non-Governmental Organizations have been taken from the organizations' web-sites and do not necessarily reflect the views of any of the partners in this Global Classroom Initiative.

Adventist Development and Relief Agency Canada (ADRA Canada) - www.adra.ca
The Adventist Development and Relief Agency Canada (ADRA Canada) is an independent humanitarian agency established by the Seventh-day Adventist Church for the specific purpose of individual and community development and disaster relief.

Africa Community Technical Service - www.acts.ca
The Africa Community Technical Service (ACTS) is a Christian technical mission currently at work in Uganda, East Africa. Volunteers assist rural communities in achieving their development goals in cooperation with the local church and other grass roots organizations. Current development priorities are, rural water supply, agroforestry, income generation, skills transfer, rural clinics, access to land for widows and orphans, HIV/AIDS prevention, and environmental conservation.

Africa We Care - www.africawecare.org
Africa We Care is dedicated to the alleviation of the suffering of the most impoverished people of Africa by providing the basic necessities like clean water, and medicines; facilitate access to education; offer assistance to HIV/AIDS victims and their care-givers.

African Canadian Continuing Education Society (ACCES) - www.acceskenya.org
The mission of ACCES is to help young Africans obtain the skills and education needed to benefit them and their society. One of their projects, Literacy For All (LIFA), is to foster social and economic development in Kakamega District of Western Province of Kenya through education and engagement of youth in leadership opportunities in their communities. ACCES provides three day workshops for primary school teachers in Kenya. The teachers are given the basic information about HIV/AIDS, how the virus is transmitted and how one can be protected from acquiring it. The major part of the workshop is training the teachers how to return to their communities and inform their students, their colleagues and the community about what they have learned.

AFS Interculture Canada - afscanada.org
AFS Interculture Canada is an educational movement that promotes global education and intercultural understanding through quality exchange programs for youth and adults. From one person to another and one culture to another, the AFS experience promotes the core values of their organization: dignity, respect for differences, harmony, sensitivity and tolerance. AFS enables its participants to act as responsible, global citizens working for peace and understanding in such a diverse world.

Aga Khan Foundation Canada - www.akfc.ca
AKFC supports development initiatives in Eastern Africa and South and Central Asia. "Smart Solutions" programs tap the initiative, entrepreneurship, and resources of poor people in order to develop their capacity to improve the quality of life of their families and communities.

Alberta Council for Global Cooperation (ACGC) - www.web.ca/acgc/
Alberta Council for Global Cooperation is a coalition of voluntary sector organizations located in Alberta, working locally and globally to achieve sustainable human development.

Alternative Poverty Eradication Bureau for Africa (A.P.E.B.A.) - www.apeba.ca
Its mission is to empower the underprivileged in war torn Southern Sudan by providing practical training, education and food to widows, orphans and disabled persons. Previous to Sudan's civil war women relied on husbands to provide for the family. The recent civil war has taken husbands from their wives and left many people disabled.

Alternatives - www.alternatives.ca
Alternatives works to promote justice and equality amongst individuals and communities located in the North and the South. Active in more than 35 countries, Alternatives supports local, community-based initiatives working toward the greater economic, social, and political rights of people and communities affected by poverty, discrimination, exploitation, and violence.

Amnesty International - www.amnesty.ca
Amnesty International is a worldwide movement of "ordinary" people who work together to achieve extraordinary results. Amnesty International is a worldwide movement of people dedicated to the protection and promotion of human rights.

Association for Women's Rights in Development - www.awid.org

The Association for Women's Rights in Development (AWID) is an international membership organization connecting, informing and mobilizing people and organizations committed to achieving gender equality, sustainable development and women's human rights. Their goal is to cause policy, institutional and individual change that will improve the lives of women and girls everywhere. They do this by facilitating ongoing debates on fundamental and provocative issues as well as by building the individual and organizational capacities of those working for women's empowerment and social justice.

Atlantic Council for International Cooperation (ACIC) - www.acic-caci.org
Atlantic Council for International Cooperation (ACIC) is a coalition of individuals, organizations, and institutions working in the Atlantic region, which are committed to achieving global sustainability in a peaceful and healthy environment, with social justice, human dignity, and participation for all. ACIC supports its members in international cooperation and education through collective leadership, networking, information exchange, training and coordination, and by representing their interests when dealing with government and others.

British Columbia Council for International Cooperation (BCCIC) - www.bccic.ca
The British Columbia Council for International Cooperation (BCCIC) is a coalition of international development organizations. Through relationship-building with other networks, BCCIC works toward its goal of achieving sustainable global development in a peaceful and healthy environment with social justice, human dignity and participation for all.

Calmeadows - www.calmeadow.com
Calmeadows core belief is founded on the assumption that providing access to affordable, responsive and sustainable financial services to low income self-employed people in underdeveloped regions of the world can make a positive and lasting contribution to their economic and social well being.

Canada World Youth - www.cwy-jcm.org
Canada World Youth designs and delivers international educational programs for youth (aged 17-29) with a focus on volunteer work and community development in a cross-cultural setting. Working in partnership with local organizations, the majority of Canada World Youth programs have a phase in Canada and a phase in one of more than 30 countries in Africa, Asia, Latin America, the Caribbean, and Central and Eastern Europe.

CANADEM - www.canadem.ca
CANADEM, with assistance and funding from Foreign Affairs Canada's Human Security Program, supports Canada's determination to strengthen the activities of international organizations, in particular the UN, OSCE, other inter-governmental agencies and institutions, and their non-governmental partners, all working to advance the universal principles of the UN Charter, international peace & security, human rights and the responsibility to protect all individuals.

Canadian Council for International Co-operation (CCIC) - www.ccic.ca
The Council is a coalition of Canadian voluntary sector organizations working globally to achieve sustainable human development. The Canadian Council for

International Co-operation seeks to end global poverty, and to promote social justice and human dignity for all.

Canadian Crossroads International - www.cciorg.ca
Canadian Crossroads International works to create a more equitable and sustainable world by engaging and strengthening individuals, organizations and communities through mutual learning, solidarity and collective action.

Canadian Federation for Sexual Health (CFSH) - www.ppfc.ca
CFSH is a national network that takes leadership in advancing sexual and reproductive health and rights in Canada and abroad through: Public education and awareness, Support for the delivery of programs and services in Canada, Advocacy, and International projects and liaison with the International Planned Parenthood Federation (IPPF). CFSH has worked nationally and internationally to ensure that people have access to universal, reliable information and services in order to make informed decisions related to their sexual and reproductive health. CFSH is a pro-choice organization.

Canadian Feed The Children - www.canadianfeedthechildren.ca
Canadian Feed The Children work in partnership with communities around the world to develop and implement programs that meet locally identified needs. They emphasize long-term development without losing sight of the immediate interventions that are so critical in helping children who face daily poverty.

Canadian Food for the Hungry International - cfh.ca
Canadian Food for the Hungry International (CFHI) is a registered, Christian, charitable organization dedicated to sustainable development and emergency response worldwide. CFHI is a non-profit/not-for-profit charity and provides opportunities for Canadians to help poor families, widows and orphans, including malnourished and starving children, in developing nations who have been affected by adversities such as famine, natural disasters - including earthquakes, hurricanes, floods, droughts - HIV/AIDS, and war.

Canadian Harambee Education Society (CHES) - www.canadianharambee.ca
CHES provides scholarships for poor, bright high school girls in Africa, supports special projects, such as the construction of libraries and dormitories, sends volunteers from the ranks of retired teachers and other professionals to act as agents, raises and administers donated funds.

Canadian Hunger Foundation - www.chf-partners.ca
Canadian Hunger Foundations' goal is to deliver effective, sustainable and transformational development solutions via an approach called Three-Dimensional Development.

Canadian International Development Agency (CIDA) - www.acdi-cida.gc.ca

CIDA is Canada's lead agency for development assistance. It has a mandate to support sustainable development in developing countries in order to reduce poverty and to contribute to a more secure, equitable, and a prosperous world.

Canadian Lutheran World Relief (CLWR) - www.clwr.org
Canadian Lutheran World Relief has been serving the poor since 1946. In response to the love of God, CLWR works with partners around the world in providing emergency relief, refugee resettlement, and community development to those in need.

Canadian Network for International Surgery- www.cnis.ca
The Canadian Network for International Surgery is a non-profit organization that promotes the delivery of essential surgical care to the underprivileged. Their vision is to empower low-income countries to create an environment where the risk of injuries is minimal and all people receive adequate surgical care.

Canadian Peace Alliance (CPA) - www.acp-cpa.ca
The Canadian Peace Alliance (CPA) is Canada's largest umbrella peace organization. Since its foundation in 1985 the organization has been helping member groups to act as a broad network, in order to provide a strong, coordinated voice for peace issues at the national level.

Canadian Physicians for Aid and Relief (CPAR) - www.cpar.ca
CPAR's work started out as emergency relief in the form of food aid and medical intervention, but it has since evolved into an international development organization, committed to building healthy communities in Africa. With the idea of a healthy planet in mind, the majority of CPAR's work is focused on integrated health and sustainable development
programs in the southeast region of Africa.

Canadian Society for International Health (CSIH) - www.csih.org
CSIH has established a solid reputation as an efficient and effective manager of projects funded bilaterally (CIDA), multilaterally (World Bank), and internationally (Pan American Health Organization, the Department of Foreign Affairs and International Trade, and Industry Canada) in Latin America, Central and Eastern Europe, Africa and Asia. Each of these projects contributes directly to an overall program that emphasizes capacity building for health systems reform.

CARE Canada- www.care.ca
CARE Canada's mission is to serve individuals and families in the poorest communities in the world. Drawing strength from their global diversity, resources and experience, they promote innovative solutions and are advocates for global responsibility. They facilitate lasting change by strengthening capacity for self-help, influencing policy decisions at all levels, providing economic opportunity, addressing discrimination in all its forms, and delivering relief in emergencies.

Change for Children - www.changeforchildren.org
Change for Children's purpose is to identify, in cooperation with the indigenous people of other countries, the root causes of their poverty and to assist them in finding long-term solutions; to support projects in various parts of the developing world which lead to self-sufficiency and a more just distribution of the world's resources; to maximize the effectiveness of each donated dollar by applying to government agencies for matching grants and by ensuring appropriate administration of funds; and to educate Canadians about the developing world to bring about an awareness of their global interdependence and solicit support for greater justice and equity.

Childcare Worldwide - www.childcareworldwide.ca
Childcare Worldwide's unique programs not only help feed hungry children and their families, they also help children receive an education that leads to employment.

Chin Human Rights Organization - www.chro.org
Chin Human Rights Organization promotes Human Rights and democratic principles among Chin people. To empower the people, especially the victims of human rights violations, who have been suffering so long under the Burmese military regime. They provide accurate and reliable information about human rights situations in Chin state and western part of Burma to the international community.

Christian Aid for Under-assisted Societies Everywhere (CAUSE) - www.cause.ca
CAUSE Canada is an International Relief and Development Organization which strives to empower communities and individuals in disadvantaged regions to overcome poverty and improve quality of life. CAUSE Canada is working in West Africa and Central America. Their development priorities include primary health care, water and sanitation, reforestation, gender-specific development initiatives (women's projects), and micro-enterprise projects.

Christian Blind Mission International (CBMI) - www.cbmi-can.org
Christian Blind Mission International is the world's leading organization rescuing and restoring people trapped in poverty by disability, regardless of race, age, gender or religion. Founded in 1908, CBMI helps more than 11 million sick and disabled people each year at more than 1,000 projects in more than 100 of the world's poorer countries.

Christian Children's Fund of Canada - www.ccfcanada.ca

Christian Children's Fund of Canada reaches out around the world to children in need, families and communities of all faiths to demonstrate Christ's love. Working side by side with colleagues in developing countries, they emphasize child and community development starting with basic assistance and leading to programs stressing self help and eventual independence.

Christian Reformed World Relief Committee (CRWRC) - www.crwrc.org
The Christian Reformed World Relief Committee (CRWRC) is a relief, development, and educational ministry of the Christian Reformed Church in North America. CRWRC partners with local agencies that understand local needs. Together CRWRC and its partners find ways to provide lasting change for people in more than 30 countries around the world. CRWRC believes that by helping people help themselves the chains of poverty can be stripped away.

Coady Institute - www.coady.stfx.ca
Established by St. Francis Xavier University in 1959, the Coady International Institute is world-
renowned as a centre of excellence in community-based development. Working on the ground with partner organizations around the world to help them strengthen their ability to educate and train local development workers. They also provide programs for young Canadians that encourage them to become active global citizens.

CODE - www.codecan.org
CODE (Canadian Organization for Development through Education) is a Canadian charitable organization that has been promoting education and literacy in the developing world for more than 40 years. CODE builds the bridge of literacy by developing partnerships that provide resources for learning, promote awareness and understanding, and encourage self-reliance.

CoDevelopment Canada (CoDev) - www.codev.org
CoDev is a BC-based non-profit agency that works for social change and global education in the Americas. CoDev was founded in 1985 by a group of activists who wanted to go beyond simply sending financial aid to countries in the South. They believe that partnerships between like-minded organizations, in the North and South can be vehicles for learning, social change, and personal empowerment.

Compassion Canada - www.compassioncanada.ca
Compassion Canada exists as an advocate for children to release them from their spiritual, economic, social and physical poverty and enable them to become responsible and fulfilled Christian adults.

Consultative Group on Early Childhood Care and Development - www.ecdgroup.com
The Consultative Group on Early Childhood Care and Development, is a diverse consortium of agencies, donors, NGOs and foundations that links with regional-based Early Childhood Care and Development networks comprising individuals and organizations involved in programming, research,

policy-advocacy, monitoring and evaluation for young children (0-8) at risk in the Majority World.

Cooperation Canada Mozambique (COCAMO)- www.cocamo.com
COCAMO is a coalition of non-governmental organizations, church-based development organizations, unions and others that: engages the public on Mozambican and African development and social justice issues and supports Mozambican civil society organizations to be effective and responsive to the marginalised in northern Mozambique.

Covenant House - www.covenanthouse.org
Covenant House is a privately-funded childcare agency in the United States and Canada providing shelter and service to homeless and runaway youth, in addition to food, shelter, clothing and crisis care. Covenant House provides a variety of services to homeless youth including health care, education, vocational preparation, drug abuse treatment and prevention programs, legal services, recreation, mother/child programs, transitional living programs, street outreach and aftercare.

Cultural Survival - www.cs.org
Cultural Survival promotes the rights, voices, and visions of indigenous peoples. Their goal is to increase global understanding of indigenous peoples' rights, cultures, and concerns, to empower indigenous peoples to be better self-advocates, and to partner with them to advocate for their human rights.

CUSO - www.cuso.org
CUSO is a Canadian-based international development organization and one of the leading volunteer-sending organizations in the country. They work with partner groups and individuals seeking to foster equality and freedom, safeguard cultures and communities, and protect the environment.

Department of Foreign Affairs and International Trade -
www.dfait-maeci.gc.ca
The Department of Foreign Affairs and International Trade develops and implements strategies to promote the Government of Canada's agenda abroad: global peace and security, prosperity and employment for Canadians. They also work to better worldwide understanding of Canada, our values, our culture and our capabilities.

Developing Countries Farm Radio Network - www.farmradio.org
Developing Countries Farm Radio Network is a Canadian-based, not-for-profit organization working in direct partnership with approximately 250 radio broadcasters in more than 35 African countries to fight poverty and food insecurity. Their materials are also available electronically to broadcasters and to

rural development organizations in Africa, Asia and Latin America. Their program supports broadcasters in meeting the needs of local small-scale farmers and their families in rural communities, and helps broadcasters build the skills to develop content that responds to local needs.

DEVELOPMENT AND PEACE - www.devp.org
DEVELOPMENT AND PEACE is the official international development agency of the Canadian Catholic Church. It is a membership-based organization founded in 1967 by Canada's bishops, laity and clergy to fight poverty in the countries of the South, and to promote greater international justice. The goals of DEVELOPMENT AND PEACE are to support initiatives by people in the Global South to take control of their lives and to educate Canadians about North-South issues.

Development Through Dialogue - www.dgroups.org
'Dgroups' is the starting point for fostering groups and communities in international development. They are a partnership which caters to both individuals and organizations by offering tools and services that bring people together. Whether you are trying to support a team, a group, a network, a partnership or a community, they hope to provide you with the capacity to do this in an environment which is simple, non-commercial, respectful of privacy, and targeted at low bandwidth users in the South

Emmanuel International - www.e-i.org
Emmanuel International is an international, interdenominational, evangelical agency which assists local churches worldwide to meet the physical and spiritual needs of the poor. Founded in 1975 by Rev. George Middleton, EI has a proven record of commitment, care and compassion in meeting these needs.

Engineers Without Borders - www.ewb.ca
Engineers Without Borders helps people in developing communities gain access to technologies that will improve their lives. For the 800 million people who go hungry each day and the one billion who lack access to clean water, poverty is an absence of opportunity. Engineers Without Borders responds to this need, helping people gain access to technologies that will improve their lives. They believe that technology, when appropriately incorporated into each community's social, cultural, economic and political context, can drive extraordinary change.

Equitas - International Centre for Human Rights Education - www.equitas.org
Equitas was established as a non-profit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

ETC Group - www.etcgroup.org

ETC group (Action Group on Erosion, Technology and Concentration) is dedicated to the conservation and sustainable advancement of cultural and ecological diversity and human rights. To this end, ETC group supports socially responsible developments of technologies useful to the poor and marginalized and it addresses international governance issues and corporate power.

Eyesight International - www.eyesightinternational.com
Eyesight International is dedicated to eliminating blindness and bringing self-sustaining eye care to rural communities in the developing world. Eyesight International works with partners both in Canada and internationally. They have introduced several innovative initiatives to reduce the incidence of blindness and restore sight to thousands of people. Eyesight International (Canada), in a joint project with the Canadian International Development Agency, is working with its southern partners, the L.V. Prasad Eye Institute and the International Centre for the Advancement of Rural Eye Care, in Hyderabad, India, to transform two small and inefficient facilities into financially self sustaining centres delivering high quality eye care services.

Farmers Helping Farmers - www.farmershelpingfarmers.ca
Farmers Helping Farmers is a nationally recognized, award-winning organization of community- minded people with an agricultural background from Prince Edward Island, Canada. Their goal is to assist Kenyan and Tanzanian farmers in becoming more self-reliant in agricultural food production. Together, they develop small-scale, practical agricultural projects, focusing on direct, person-to-person interaction, with little or no government structure. Members of Farmers Helping Farmers volunteer their time to coordinate projects and help raise the necessary funds. Most projects that are undertaken are partnered with the Canadian International Development Agency.

Plan Canada (formerly Foster Parents Plan) - www.fosterparentsplan.ca
Plan is one of the world's largest international, child-centred development organizations. They work in 45 developing countries where, worldwide, their long-term community programs benefit 1.3 million children and impact the lives of 13 million people. Plan is non- religious, non-political and has no government affiliations.

Free the Children - www.freethechildren.com
Free the Children was founded by 12-year-old Craig Kielburger in 1995 when he gathered 11 school friends to begin fighting child labour. Ten years later Free the Children is the largest network of children helping children through education in the world, with more than one million young people involved in their programs in 45 countries.

Gems of Hope - www.gemsofhope.org
Gems of Hope is a not-for-profit, non-governmental organization whose mandate is to advance the standard of living for marginalized women in developing countries. To that end, Gems, in partnership with local non-profit agencies from

various countries, implements women's initiatives that empower women to break the cycle of poverty for good.

Global Citizens for Change - www.citizens4change.org
The Global Citizens for Change website has the objective to better inform, educate and prepare educators, their students and prospective volunteers, through virtual means, about global education issues and volunteering in developing countries. Global Citizens for Change promotes volunteering overseas as the ultimate global learning experience.

Global Development Group - www.globaldev.org
GDG is an independent, not-for-profit corporation that provides effective and affordable information-technology tools, and expertise in human-resource management and international trade to governments, development agencies and NGOs.

Guatemala Canada Solidarity Network - www.gcsn.org
The Guatemala Canada Solidarity Network is a coalition of committees and grassroots organizations from across Canada working together to support peace building initiatives of the Guatemalan popular movement. Member groups of the GCSN conduct activities of solidarity which include: the sharing and dissemination of information and resources, organizing and supporting delegations/visitors between Guatemala and Canada, initiating Urgent Action and lobbying campaigns around issues of human rights, and public education and advocacy.

Habitat for Humanity - www.habitat.ca
Habitat for Humanity is an independent, charitable, faith-based housing program dedicated to the elimination of poverty housing by building homes in partnership with families in need. They build simple, decent, and affordable houses and provide interest-free mortgages to families who would otherwise not be able to purchase their own home. The Habitat program is about home ownership and providing a long-term solution designed to break the poverty cycle.

Health Partners International of Canada (HPIC) - www.hpicanada.ca
HPIC is a Canadian humanitarian organization that has shipped more than $190 million (wholesale value) in donated medicines, vaccines, medical supplies and devices around the world. They partner with Canadian companies and individuals from across the country to provide medical aid. Together they are improving the health and lives of children and adults in the developing world.

Help the Aged - www.helptheaged.ca

Help the Aged (Canada) is a non-denominational, non-profit international development organization and is the only registered charity in Canada dedicated exclusively to assisting elderly people living in poverty in both Canada and the developing world since 1975.

HOPE International Development Agency - www.hope-international.com
HOPE's mandate is to provide alternative technological and educational support to people in developing countries where environmental, economic, and/or social circumstances have interfered with the ability of local communities to sustain themselves by using traditional methods. Every project they do is initiated by requests from local representatives.

Horizons of Friendship - www.horizons.ca
Horizons of Friendship is a community-based, International development organization, located in Cobourg, Ontario, Canada, supporting community development work in Central America and Mexico (Mesoamerica). Horizons works with people living in poverty in both rural and urban areas. Self-help community development projects include safe water, health, housing and skills training.

Human Concern International (HCI) - www.humanconcern.org
HCI is a Canadian, federally registered, charitable organization existing "to help alleviate human suffering" by investing in humanity. HCI has contributed more than $40 million dollars towards facilitating sustainable development through long term development projects, and maintaining human dignity by providing immediate relief assistance to many poor and strife torn countries and to local causes in Canada. HCI's development projects have helped communities become more self-sufficient and the emergency assistance provided has helped communities during dire need.

Human Rights International (HRI) - www.hri.ca
HRI is a leader in the exchange of information within the worldwide human rights community. Launched in the United States, HRI has its headquarters in Ottawa, Canada. From Ottawa, HRI communicates by phone, fax, mail and the internet with more than 5,000 organizations and individuals around the world working for the advancement of human rights.

Humura - www.humura.ca
Humura's mission, as approved by its founding members, comprises four major objectives; to keep alive and honor the memory of the victims of the 1994 genocide against Rwandan Batutsi, to fight impunity by denouncing and bring to justice genocide perpetrators hiding in Canada, to raise awareness among the Canadian public, the youth in particular, about the horror of genocide, and the need to remain vigilant in a world where ideologies of hatred are proliferating, to assist genocide survivors who live with physical and psychological trauma resulting from genocide both in Canada and in Rwanda (where extreme poverty and health conditions make life unbearable), with a special reference to widows and orphans.

Imagine Canada - www.imaginecanada.ca
Imagine Canada is a new organization that springs from a simple, yet powerful, idea. Every day, charitable and nonprofit organizations work to make Canada a better place to live, supported by forward-looking businesses, foundations, governments and individuals -- all of which have a stake in helping create

stronger, more vibrant communities. Imagine Canada focuses on three key areas. They help charities and nonprofit organizations fulfill their missions, they champion corporate citizenship and help businesses partner in the community, and they help Canadians and their governments understand how the work of charities, nonprofit organizations and community-minded businesses is important to our country and its future.

Institute on Governance (IOG) - www.iog.ca
The IOG works to develop and apply its knowledge relating to governance both in Canada and abroad. All of their knowledge areas - Aboriginal governance; Accountability and Performance Measurement; Board Governance; Building Policy Capacity; Technologies and Governance; and Values, Ethics, and Risk Management - have applications not only in Canada but also in other countries.

Interagency Coalition on AIDS and Development - www.icad-cisd.com
ICAD is a network of 151 Canadian international development non-governmental organizations (NGOs), AIDS service organizations and individuals who are concerned about global HIV/AIDS issues. ICAD helps Canadians contribute to international HIV/AIDS work and to ensure that lessons learned from the global response to AIDS are utilized by Canadian organizations to improve prevention, care, treatment and support work in Canada.

International Development and Refugee Foundation - www.idrf.ca
IDRF provides relief assistance to refugees and other victims of man-made chaos such as wars and conflicts, or natural disasters such as floods, typhoons and earthquakes. But the major focus of IDRF is development programs aimed at poverty reduction, literacy, and healthcare, as a means of helping families and communities equip themselves with the tools to overcome barriers and become self-reliant and self-sufficient.

International Development Enterprises (IDE) - www.ideorg.org
IDE's identity derives from a common set of beliefs that are shared throughout the organization: markets are a powerful force for fighting poverty, the rural poor are customers, producers, and entrepreneurs, not charity recipients, development efforts will succeed by learning from the people needing help, innovation and entrepreneurship are key to sustainability, and demand-driven, decentralized, private-sector led efforts succeed where others fail.

International Development Research Centre (IDRC) - www.idrc.ca
The International Development Research Centre (IDRC) is a public corporation created by the Parliament of Canada in 1970 to help developing countries use science and technology to find practical, long-term solutions to the social, economic, and environmental problems they face. Support is directed toward developing an indigenous research capacity to sustain policies and technologies that developing countries need to build healthier, more equitable, and more prosperous societies.

International Campaign to Ban Landmines - www.icbl.org

The International Campaign to Ban Landmines is committed to an international ban on the use, production, stockpiling, and sale, transfer, or export of antipersonnel landmines.

International Federation of Red Cross and Red Crescent Societies
http://www.ifrc.org/
The International Federation of Red Cross and Red Crescent Societies is the world's largest humanitarian organization, providing assistance without discrimination as to nationality, race, religious beliefs, class or political opinions. Founded in 1919, the International Federation comprises 185 member Red Cross and Red Crescent societies, a Secretariat in Geneva and more than 60 delegations strategically located to support activities around the world. There are more societies in formation. The Red Crescent is used in place of the Red Cross in many Islamic countries.
The Federation's mission is to improve the lives of vulnerable people by mobilizing the power of humanity.
The **Canadian Red Cross**
http://www.redcross.ca/article.asp?id=000318&tid=019
is a division of the International Red Cross and Red Crescent Societies.

International Organization for Migration - www.iom.int
IOM is committed to the principle that humane and orderly migration benefits migrants and society. As the leading international organization for migration, IOM acts with its partners in the international community to; assist in meeting the growing operational challenges of migration management, advance understanding of migration issues, encourage social and economic development through migration, and uphold the human dignity and well-being of migrants.

Inter Pares - www.interpares.ca
Since 1975, Inter Pares has built relationships of common cause with activist groups around the world who share their analysis that poverty and under-development are caused by structural inequalities among and within nations and who are working to promote social and economic justice in their communities and societies. They support communities in developing countries to create healthy, safe and secure futures. They support people's struggles for self-determination and their efforts to challenge structural obstacles to change. Their work includes humanitarian assistance and human rights protection for people caught up by violence and insecurity in areas of civil conflict, including internally displaced people and refugees. Inter Pares also relates to social and economic issues in Canada, linking social action at home with social change work globally.

Jamaican Self-Help - www.jshcanada.org
Jamaican Self-Help is an organization of Canadians working in solidarity to foster the development of healthy Jamaican communities through partnership based on mutual respect, understanding and a shared vision of self-determination, and

fostering an understanding of global forces North and South and their interconnectedness.

Jesuit Refugee Service (JRS) - www.jesref.org
The Jesuit Refugee Service (JRS) is an international Catholic organization with a mission to accompany, serve and defend the rights of refugees and forcibly displaced people. JRS undertakes services at national and regional levels with the support of an international office in Rome.

KAIROS - www.kairoscanada.org
KAIROS works with its members, partners, and community-based network in the following areas: Aboriginal Rights, Anti-Poverty, Corporate Issues, Ecology, Education and Animation, Global Economic Justice, International Human Rights, Partnerships, and Refugees and Migration.

London Cross Cultural Learner Centre - www.lcclc.org
The CCLC has educational programs to help Londoners understand other cultures and learn about global issues. The CCLC is a settlement service agency. Each year they help more than 2,000 newcomers to Canada. They offer settlement counselling, English language testing, translation of documents, employment counselling, social support, advocacy and assistance in accessing local medical, educational and social services. The full-time staff includes more than 25 people from a variety of countries and cultures who speak many languages including Arabic, Chinese, French, Persian, Polish, Spanish and Vietnamese.

Leprosy Mission Canada - www.leprosy.ca
Leprosy Mission Canada's work now still includes prayer, support, diagnosing and bringing the cure. But it is so much more. It includes rehabilitation, small business loans, training, running self help groups and teaching people to live with the effects of leprosy.

Level Ground Trading Ltd. - www.levelground.com
Level Ground Trading Ltd. was started in 1997 in response to trade inequity and a lack of communication between producers in developing countries and North American consumers. The company is a direct importer and roaster of coffees, naturally dried tropical fruit and cane sugar. Their mission is to trade fairly and directly with small-scale producers in developing countries, and to market their products in North America, offering their customers ethical consumer choices.

Lifeline Malawi - www.lifelinemalawi.com
Lifeline Malawi is dedicated to providing medical aid without discrimination to the people of Malawi through a community-based medical clinic delivery model, operating through complementary partnerships and the motivation of Christian Love.

Make Poverty History - www.makepovertyhistory.ca
Make Poverty History is part of The Global Call to Action against Poverty (www.whiteband.org), a worldwide alliance committed to making world leaders live up to their promises, and to making a breakthrough on poverty.

Manitoba Council for International Cooperation (MCIC) - www.mcic.ca
MCIC's mission as a coordinating structure is to promote public awareness of international issues, to foster member interaction, and to administer funds for international development.

Maytree Foundation - www.maytree.com
The Maytree Foundation is a private Canadian charitable foundation established in 1982. The Foundation is committed to reducing poverty and inequality in Canada and to building strong civic communities. The Foundation seeks to accomplish its objectives by identifying, supporting and funding ideas, leaders and leading organizations that have the capacity to make change and advance the common good.

Médecins Sans Frontières (MSF) - www.msf.ca
Médecins Sans Frontières (MSF) also known as Doctors Without Borders are the world's leading independent international medical relief organization, with 5 operational centres in Europe and 14 national sections worldwide. Their mandate concerns emergency relief. They launch their operations in areas where there is no medical infrastructure or where the existing one cannot withstand the pressure to which it is subjected. In most cases, relief programs change to rehabilitation projects that may run for several years after the most urgent needs have been met.

Medical Ministry International (MMI) - www.mmint.org
MMI is committed to meet the need for medical care among the world's poor with lasting solutions through excellence in medicine, patient care, and health education. They do this by mobilizing volunteers on short-term medical missions, and establishing and equipping permanent medical centers.

Mennonite Central Committee (MCC) - www.mcc.org
MCC's development work around the world is in areas such as education, health, agriculture, peace and justice issues, relief work and job creation. Ten Thousand Villages, MCC's Fair Trade store, purchases crafts from developing world artisans and craftspersons and makes them available for sale in North America.

Mennonite Economic Development Associates (MEDA) - www.meda.org

MEDA is an association of Christians in business and the professions committed to addressing human needs around the world through business-oriented economic development programs, and to applying biblical teachings in the marketplace.

Mercy Ships - www.mercyships.org
Mercy Ships, a global charity, has operated hospital ships in developing nations since 1978. Following the example of Jesus, Mercy Ships brings hope and healing to the forgotten poor, mobilizing people and resources worldwide, and serving all people without regard for race, gender or religion.

Millennium Relief & Development Services - www.mrds.org
Millennium Relief & Development Services is a network of international development centers and field workers who live among the people they serve. These workers speak the local language and are experts in the local culture. By listening to and understanding the needs of the people, field workers design social investment projects to help solve human problems at the local level.

Mission Aviation Fellowship (MAF) - www.mafc.org
Mission Aviation Fellowship is a worldwide team of specialists, meeting the aviation and communications needs of overseas missions and relief and development organizations serving those living in the poorest and most remote parts of the world. More than 450 missionary staff families including more than 30 Canadians and their families, perform specialized tasks which aid the ministries of local churches and relief and development agencies through aviation, and radio and internet-based communications.

Mosaic.net International - www.mosaic-net-intl.ca
Mosaic.net International, Inc. is a private consulting firm based in Ottawa, Canada offering innovative solutions to development issues. Development is a complex process requiring a wide range of skills and experience. Mosaic's network is comprised of partners from Latin America, Africa and Asia.

MSMF (Manjari Sankurathri Memorial Foundation) - www.msmf.ca
MSMF was created in 1989 as a registered charitable organization in Canada. The Foundation has taken the mandate to promote rural community development through education, health care and disaster relief programs. Since 1996, MSMF has worked with Help the Aged Canada with its Primary Health Care Projects in India. Since 1989, MSMF has worked with Sankurathri Foundation, an NGO in India, in developing its Education, Health Care, and Disaster Relief Programs.

National Action Committee on the Status of Women (NAC) - www.nac-cca.ca
The National Action Committee on the Status of Women (NAC) is the largest feminist organization in Canada. A coalition of more than 700 member groups, NAC has been fighting for women's equality for 27 years. NAC struggles for the eradication of poverty for women & children; the implementation of quality, universal childcare; an end to violence against women & children; full participation of women in governance & democratic control of international financial institutions; the protection of the rights of indigenous women, immigrants, refugees and migrant workers, and women with disabilities; end racism and protect the rights of women of colour; end homophobia and protect the rights of lesbians; promote women's rights to health, education, training,

employment and housing; full sexual and reproductive autonomy of women; and the promotion of women's decision-making in environmental protection.

NetCorps Canada International - www.netcorps-cyberjeunes.org
NetCorps Canada International responds to young peoples' needs for work experience and career development; supports developing countries' efforts to enhance their information and communication technologies capacity; supports developmental objectives of partners to improve their information and communication technologies capacity abroad in fields such as health, education and agriculture; AND profiles Canadian leadership in the use of information technology for social and economic development.

Networked Intelligence for Development - www.networkedintelligence.com
Networked Intelligence for Development is a Toronto-based network of independent consultants and trainers specializing in new media, information and communication technologies (ICTs), the creative industries and international development. Their consultants have held senior positions in multilateral organizations, governmental and intergovernmental organizations, broadcasting and media institutions, research institutes and non-governmental organizations. They provide advice and know-how on a wide range of human, social and economic development concerns offering a first-hand understanding of grassroots, small business and government-level policy planning. Established in 1997 with a commitment to promoting economic and social equity, they work with a wide spectrum of communities at different levels in developing and transition countries.

Nonprofit and Voluntary Sector Network (NVSN) - www.nvsn.org
The goal of the Nonprofit and Voluntary Sector Network (NVSN) is to support cross-sectoral research by building and strengthening relationships between individual, nonprofit, voluntary and community sector academics, consultants and practitioners across Canada based on a Community of Inquiry (COI) model.

Nonprofitscan.ca - www.nonprofitscan.ca
Nonprofitscan.ca is Canada's leading source of information on the nonprofit and voluntary sector. NonprofitsCan is the public information portal of Imagine Canada (formerly the Canadian Centre for Philanthropy) and an important national repository for Canada's nonprofit sector knowledge base.

North-South Institute (NSI) - www.nsi-ins.ca
The North-South Institute (NSI) is dedicated to eradicating global poverty and enhancing social justice through research which promotes international cooperation, democratic governance, and conflict prevention. It is Canada’s first independent, non-governmental and non-partisan research institute focused on international development.

Nova Scotia-Gambia Association - www.novascotiagambia.ca

The Nova Scotia-Gambia Association is a non-profit development organization based in Canada which works in partnership with West Africans to pursue initiative for equitable and sustainable futures for youth.

Oikocredit - www.oikocredit.org
Oikocredit is today one of the largest financiers of the microfinance sector worldwide. Oikocredit is one of the few ethical investment funds, which finances development projects in the South benefitting disadvantaged and marginalised people.

One Sky - www.onesky.ca
One Sky's mission is to foster a global perspective on environmental and social issues with a particular emphasis on the links between the developing world and Canada. One Sky explores and promotes practical solutions and appropriate technologies for our environmental, social and economic challenges.

Ontario Council for International Cooperation (OCIC) - www.ocic.on.ca
The Ontario Council for International Cooperation (OCIC) is a coalition of Ontario-based not-for-profit voluntary organizations working both in the North and South for global justice. OCIC members include development NGOs with overseas programming, volunteer-sending organizations, solidarity groups, global education centres, faith organizations as well as networks and individuals working in international cooperation and global education.

Operation Eyesight - www.operationeyesight.ca
Operation Eyesight has worked with local organizations in Africa, Asia and Central America to prevent and treat blindness. Operation Eyesight was among the first organizations to focus on eye health in the developing world. Most of the conditions that cause blindness can be dealt with easily and inexpensively. Support from individuals and organizations has enabled them to restore sight worldwide. They reached more than 1.5 million people with prevention strategies and surgeries in 2003 alone.

Opportunity International - www.opportunitycanada.ca
The Opportunity Mission is to provide opportunities for people in chronic poverty to transform their lives. The Opportunity Strategy is to create jobs, stimulate business and strengthen communities among the poor. The Opportunity Method is to work through indigenous Partner Organizations that provide small business loans, training and counsel. Opportunity International's Commitment is motivated by Jesus Christ's call to serve the poor - without regard to faith, race or gender.

Overseas Missionary Fellowship (OMF) - www.ca.omf.org
OMF International is 1000 members from 30 nations reaching 70 people groups in East Asia. OMF care for the uncared-for: sick people; alcoholics; exploited, abused, poor, prosperous but lonely people; young and old; religious and non-religious.

Oxfam Canada - www.oxfam.ca
Oxfam Canada is a non-profit international development organization that supports community programmes in food security, health, nutrition and democratic development with an emphasis on working with women.

Palestinian Refugee ResearchNet - www.arts.mcgill.ca/mepp/new_prrn/
Palestinian Refugee ResearchNet is a non-partisan project devoted to the dissemination of ideas and scholarly information, in an effort to foster scholarly collaboration, policy research, and innovative thinking on the Palestinian refugee issue.

Panos Institute Caribbean - www.panoscaribbean.org
The Panos Institute Caribbean is a regional organization that works to strengthen civil society by helping journalists to cover sustainable development issues that are overlooked and misunderstood, in particular those whose impact transcends national boundaries. Panos coordinates seminars and production of print, broadcast and electronic materials on themes such as child rights, HIV/AIDS, environmental degradation, gender issues and community solutions to development challenges. Panos undertakes these activities in partnerships with local and regional associations, journalists and NGOs.

Parliamentary Centre - www.parlcent.ca
A global leader in the field of parliamentary development, the Parliamentary Centre is a Canadian not-for-profit organization devoted to improving the effectiveness of representative assemblies and governance mechanisms in Canada and around the world. The Centre has served parliaments and legislatures for more than three decades. Founded in 1968 to strengthen the capacity of Canada's Parliament, the Centre is now a global agency that also supports democratic institutions in Asia, Africa, Latin America, Eastern Europe and the Middle East.

PARO Centre - www.paro.ca
PARO Centre for Women's Enterprise is a not-for-profit charitable organization - a unique grassroots, community economic development organization with members involved in decision-making at every level. It provides programs and services designed to increase the economic independence and self-sufficiency of women and their families.

Participatory Development Forum - www.pdforum.org
The Participatory Development (PD) Forum/ Forum sur le développement participatif (DP) is a leading edge international network of several hundred development practitioners, non-governmental organizations, academics/action

researchers, private sector representatives, and policy makers interested in advancing reflection and practice in the area of participatory development. Formed in 1996, PD Forum was established as a non-profit organization in 1999. Their mission is to promote a philosophy of participation that advocates for people's capacity and right to define and control their own development, in order to achieve social justice and equality.

Partners International - www.partnersinternational.ca
Partners International brings Canadians into partnership with indigenous Christian ministries to advance the Kingdom of God. Their partners share and demonstrate God's love in the world's difficult places, often in a context of poverty. They feed children, help women start small businesses, provide clean water and establish churches that will care for entire villages. Partners International offers Canadians an opportunity to share their resources with these national partners.

Partnership Africa Canada - www.pacweb.org
Partnership Africa Canada works in partnership with organizations in Africa, Canada and internationally to build sustainable human development in Africa. Partnership Africa Canada works to strengthen African and Canadian efforts in research and policy dialogue relating to sustainable human development in Africa, to facilitate, among African, Canadian and international decision-makers, the adoption and implementation of policies that foster sustainable human development in Africa, and to promote greater understanding of and commitment to sustainable human development in Africa.

PATH Canada - www.pathcanada.org
PATH (Programme for Appropriate Technology in Health) Canada is a non-profit, non-governmental organization whose goal is to improve health, especially the health of women and children, in developing regions of the world. Their mission is to increase the effectiveness, availability and appropriateness of practices and technologies used in primary health care. PATH Canada's definition of "technology" includes: the systems and practices through which health care is delivered, the equipment and devices used in primary health care, and the information and skills that must accompany each technology.

PEN Canada - www.pencanada.ca
PEN Canada is an association of writers and supporters formed in 1926 to defend freedom of expression and raise awareness of that right. It is one of 141 centres of International PEN in 99 countries, and uses the power of the word to assist writers around the world persecuted or exiled for the expression of their thoughts.

Philanthropic Foundations Canada - www.pfc.ca
Philanthropic Foundations Canada is a national membership organization for Canada’s independent, grant making foundations. PFC is a registered charity. Their mission is to promote the growth and development of effective and responsible foundations and to foster a social and regulatory environment that encourages philanthropic contribution.

Philippine Development Assistance Programme (PDAP) - www.pdap.net
The Philippine Development Assistance Programme, Inc., started as a consortium of Filipino and Canadian non-government organizations (NGOs). It was founded in 1986 as a non-stock, non-profit organization, to become an effective instrument in reducing poverty and inequity in the Philippines. PDAP seeks the economic empowerment (increased decision-making over economic assets, increased employment, increased household income and enhanced food security) of enterprising rural poor communities and their residents, particularly those emerging out of post-conflict situations.

Primate's World Relief and Development Fund (PWRDF) - pwrdf.org
The Primate's World Relief and Development Fund (PWRDF) is the Canadian Anglican agency for development, relief, refugees, and justice. With the support of Anglican parishes across Canada, PWRDF makes financial and human resources available to support their partners' initiatives and to promote knowledgeable actions of solidarity at home and around the world.

Probe International - www.probeinternational.org
Probe International exposes the devastating environmental, social, and economic effects of Canada's aid and trade abroad. In a democracy, there is no greater guarantee of justice than the free flow of information. Probe International names "names" because they aren't dependent on governments or industry for funding, they are free to reveal exactly who is doing what, and when. Probe International works to hold accountable government agencies such as the Canadian International Development Agency, the Export Development Corporation, and the World Bank, as well as Canadian corporations, for damages they inflict on developing nations.

Project Ploughshares - www.ploughshares.ca
Project Ploughshares is an ecumenical agency of the Canadian Council of Churches established in 1976 to implement the churches' calls to be peacemakers and to work for a world in which justice will flourish and peace abound. The mandate given to Project Ploughshares is to work with churches and related organizations, as well as governments and non-governmental organizations, in Canada and abroad, to identify, develop, and advance approaches that build peace and prevent war, and promote the peaceful resolution of political conflict.

Pueblito - www.pueblito.org
Pueblito is a well respected international development agency dedicated to providing quality Early Childhood Development (ECD) programs and services for young children in poor communities in Latin America. Working in partnership with local non-governmental organizations, Pueblito provides capacity building

and financial assistance to develop culturally appropriate, innovative ECD programs that benefit children directly. At the same time, they involve and mobilize the family and community.

Results Canada - www.results-resultats.ca/
Results Canada is democracy in action. It involves citizens lobbying their elected representatives to create the political will to end hunger, eliminate poverty and debilitating disease, and create a better world. They are committed to demonstrating that individual citizens, working together, can make a huge difference.

Right to Play - www.righttoplay.com
Right to Play is an athlete-driven international humanitarian organization that uses sport and play as a tool for the development of children and youth in the most disadvantaged areas of the world. Right to Play is committed to improving the lives of these children and to strengthening their communities by translating the best practices of sport and play into opportunities to promote development, health and peace. Right to Play programs foster the healthy physical, social and emotional development of children and build safer and stronger communities. Rights to Play's guiding principles are inclusion, which recognizes the importance of children who may be marginalized for reasons of gender, religion, ability, ethnicity, disability, or social background; and sustainability, which ensures lasting impact of their programs.

Rights & Democracy - www.ichrdd.ca
Rights & Democracy (International Centre for Human Rights and Democratic Development) is a non-partisan organization with an international mandate. It was created by Canada's Parliament in 1988 to encourage and support the universal values of human rights and the promotion of democratic institutions and practices around the world. Rights & Democracy works with individuals, organizations and governments in Canada and abroad to promote the human and democratic rights defined in the United Nations' International Bill of Human Rights.

Rooftops Canada - www.rooftops.ca
Rooftops Canada is the international development program of co-operative and social housing organizations in Canada. Rooftops Canada works with partner organizations to improve housing conditions, build sustainable communities and develop a shared vision of equitable global development. Rooftops Canada's focus is on disadvantaged communities in Africa, Asia, Latin America, the Caribbean and Eastern Europe.

SalvAide (Canada) - www.salvaide.ca
SalvAide is made up of Canadians and Salvadorans working together to foster social and economic development in El Salvador. Their mission is to build social and economic justice, democracy and dignity with the people of El Salvador.

SalvAide is a registered Canadian charitable organization composed of a network of communities and supporters that stretches from coast to coast.

Salvation Army (Canada) - www.salvationarmy.ca
Salvation Army strives to meet the needs of vulnerable groups and those overlooked or ignored in our communities. They accept that showing compassion may threaten those who benefit from present arrangements of power. Their desire is for God to work through their ministries to renew broken families, empower the poor and transform neighbourhoods. They do this through disaster relief, community and family services, family tracing services, camps, street youth services, homeless services, addiction services, safe houses, palliative care, services for the mentally and physically challenged, corrections and justice, and young parent resource centres.

Samaritan's Purse (Canada) - www.samaritanspurse.ca
Samaritan's Purse is a nondenominational evangelical Christian organization providing spiritual and physical aid to hurting people around the world. Since 1970, Samaritan's Purse has helped meet the needs of people who are victims of war, poverty, natural disasters, disease, and famine with the purpose of sharing God's love through His Son, Jesus Christ.

SAP Canada - www.sapcanada.org
SAP Canada (South Asia Partnership) is a member of SAP International (SAP I), an international non-governmental organization with its Secretariat in Colombo, Sri Lanka. SAP I was created in 1995 by its constituent national SAP organizations in six countries - including Bangladesh, India, Nepal, Pakistan, Sri Lanka and Canada - that had worked together since the early 1980s. SAP I's purpose is to focus the aggregate SAP work in the region, strengthen and support the SAP organizations, and promote regional programming. In this past year, the SAP network has adopted "governance" as its unifying theme for work at the local through international levels. Within the theme are the emphases on the participation of women in political processes and citizen's activism to strengthen civil society. In 1999, with its members, SAP International launched its first regional program on local governance: parallel community-based actions linked through SAP I.

Saskatchewan Council for International Cooperation - www.earthbeat.sk.ca
Saskatchewan Council for International Cooperation SCIC disburses international development funds provided by the Government of Saskatchewan, leads and supports cooperative local activities in government relations, public education, and fundraising, facilitates communication among member agencies in Saskatchewan and across the country, and explores new opportunities for Saskatchewan people to get involved in international cooperation and development.

Save a Family Plan (Canada) - www.safp.org
Save a Family Plan is working toward the empowerment of the poor - irrespective of caste, creed, gender or political affiliation. Save a Family Plan is facilitating the implementation of a number of developmental programs for participating families, individuals and communities to achieve self reliance and to increase the productivity of the poor and the marginalized. Save a Family Plan began as an attempt by a small group of people to alleviate the suffering of a few poor families in India.

Save the Children Canada - www.savethechildren.ca
Save the Children works for - a world that respects and values each child, a world that listens to children and learns, and a world where all children have hope and opportunity. Save the Children fights for children's rights and delivers immediate and lasting improvements to children's lives worldwide.

SDP Group - www.sdpgroup.com
The mission of SDP Ltd. (Social Development & Policy Group) is to foster informed, innovative and sound policy decisions that lead to equitable, just and sustainable social and human development. They contribute to the production, organization and dissemination of scientific and technical knowledge and information for their application in capacity building and poverty reduction efforts.

Serving in Mission - www.sim.ca
SIM Canada has concentrated resources into approximately twenty priority projects spread over 3 continents; Africa, Asia, South America. SIM merge compassion with skills training to enable individuals to develop holistically, while equipping local churches to become active agents of transformation in their communities.

Seva Canada - www.seva.ca
Seva's mission is the elimination of preventable blindness. Currently they work in India, Tibet, Nepal and Tanzania. Most of that blindness is from treatable conditions. Ninety percent of the world's blind live in developing countries. Two thirds of the world's blind are women yet they represent less than half of those that get treated. The restoration of sight is the single most economically effective method of reducing poverty.

S.H.A.R.E. Agriculture Foundation (Canada) - www.shareagfoundation.org
S.H.A.R.E. Agriculture Foundation is an effective Canadian not-for-profit organization. S.H.A.R.E. stands for Sending Help and Resources Everywhere. S.H.A.R.E. provides funding and guidance to community-based agricultural projects in developing countries, with a focus on Central and South America. Currently they have projects in Brazil, Belize and El Salvador. Their projects are in the poorest, most isolated communities. These communities are often made up of refugees who have left their homelands due to war and poverty. SHARE chooses communities where the projects will have the greatest impact.

Sisterhood is Global Institute - www.sigi.org
The Sisterhood is Global Institute, an international NGO with Consultative Status to the United Nations. The Institute pioneered the first Urgent Acton Alerts

regarding women’s rights; the first global campaign to make visible women's unpaid labor in the census; and the first human rights manuals (in 12 languages) specifically for women in Muslim societies.

Sisters of Charity - www.sisters-of-charity.org
The Sisters of Charity Federation in the Vincentian-Setonian tradition embrace the reality of their lives both in the context of membership and mission - In solidarity with the poor, to intentionally use their corporate energy as a federation for witness, advocacy and system change on a global and local level.

Social Investment Organization (SIO) - www.socialinvestment.ca
The SIO's mandate is to promote the practice of socially responsible investment, sometimes known as responsible investment, which is the integration of environmental, social and governance factors in the selection and management of investments.

SOCODEVI - www.socodevi.org/eng
In 1985, some of Quebec's cooperatives and mutual societies came together to create an organization that would allow them to share their experience and expertise with cooperative and mutual organizations from developing countries in their development activities. This was the creation of SOCODEVI: Société de coopération pour le développement international, a Canadian nonprofit corporation. Through the involvement of its member institutions and through promotion of the cooperative and mutual movement and other forms of association, SOCODEVI contributes to sustainable development in partner countries with a view to empowering their inhabitants.

SOPAR - www.sopar.ca
SOPAR (Society for Partnership) is a non-profit organization working towards reducing poverty in developing countries and promoting solidarity and cooperation in Canada.

SOS Children's Villages (Canada) - www.soschildrensvillages.ca
SOS Children's Villages is an independent, non-governmental and social development organization, which has been active in the field of children's needs, concerns and rights since 1949. Its activities focus on neglected and abandoned children and orphans, as well as disadvantaged families. If a child cannot stay with his/her biological family, his/her right to care, protection and equal opportunities should still be guaranteed. This is the basic principle according to which SOS Children's Villages carries out its activities in 132 countries and territories. SOS Children's Villages makes it possible for children to be part of a family once again by providing family-based care.

Stephen Lewis Foundation - www.stephenlewisfoundation.org
The Stephen Lewis Foundation works to provide care at the community level to women who are ill and struggling to survive, so that their lives can be free from

pain, humiliation and indignity; to assist orphans and other AIDS-affected children in every possible way, from the payment of school fees to the provision of food; to support the unrecognized heroes of Africa, the grandmothers, who bury their own children and care for their orphan grandchildren; to support associations of people living with HIV/AIDS.

Street Kids International - www.streetkids.org
Street Kids International is a non-profit agency founded in Canada that is a global leader in developing and disseminating the strategies and tools needed to give street kids around the world the choices, skills, and opportunities to make a better life for themselves.

Susila Dharma International - www.susiladharma.org
Susila Dharma International Association (SDI) coordinates the humanitarian services of their member network – 25 national organizations and 70 locally initiated projects. The Susila Dharma approach to development supports the ability of all people to have basic needs met, to participate in the social, economic and political life of their communities, and to attain their human potential in freedom and peace.

Sustainable Development Communications Network - www.sdcn.org
The Sustainable Development Communications Network (SDCN) is a group of leading civil society organizations seeking to accelerate the implementation of sustainable development through broader, integrated information and communications about what they know.

Tabitha Foundation - www.tabitha.ca
The Tabitha Foundation is a non-profit, non-denominational Christian organization, respecting all faiths, seeking to help the suffering in various nations. The aim is to reach out to the despairing in their communities and enable them to address their needs in a holistic and sustainable way, thereby transforming their lives to fruitfulness, dignity and beauty.

TakingITGlobal - www.takingitglobal.org
TakingITGlobal.org is an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities. It is now the world's most popular online community for young people interested in making a difference, with hundreds of thousands of unique visitors each month.

Ten Thousand Villages - www.villages.ca
Ten Thousand Villages provides vital, fair income to Third World people by marketing their handicrafts and telling their stories in North America. Ten Thousand Villages works with artisans who would otherwise be unemployed or underemployed, providing sustainable income through fair trade. This income helps pay for food, education, health care and housing. Thousands of volunteers in Canada and the United States work with Ten Thousand Villages in their home communities.

THP (The Hunger Project) - www.thp.org
In more than 10,000 villages, The Hunger Project empowers local people to create lasting, self-reliant improvements in health, education, nutrition, food production and family income. They have pioneered large-scale, low-cost strategies that have proven effective for meeting the Millennium Development Goals.

TLF (The Lazarus Foundation) - www.hivafrica.org
The Lazarus Foundation is a non-profit organization which serves to combat HIV/AIDS and its related diseases, by funding various prevention, education, treatment and research programs worldwide.

TransFair Canada - www.transfair.ca
TransFair Canada's vision is a world where Fair Trade principles are practiced globally and locally. TransFair Canada is a national non-profit certification and public education organization promoting Fair Trade Certified to improve the livelihood of developing world farmers and workers.

Transparency International - www.transparency.org
Transparency International, the global civil society organization leading the fight against corruption, brings people together in a powerful worldwide coalition to end the devastating impact of corruption on men, women and children around the world. TI's mission is to create change towards a world free of corruption.

UNA-Canada - www.unac.org
The United Nations Association in Canada strives for a better world through a variety of national projects focused on specific issues and audiences. They work closely with the educational communities in every province and territory to build their capacity to educate young people from a global perspective. They also work directly with youth, challenging them to develop the tools and skills necessary to confront some of the world's most complex problems.

UNESCO - http://portal.unesco.org
UNESCO - the United Nations Educational, Scientific and Cultural Organization - is working to create the conditions for genuine dialogue based upon respect for shared values and the dignity of each civilization and culture. This role is critical, particularly in the face of terrorism, which constitutes an attack against humanity. The world urgently requires global visions of sustainable development based upon observance of human rights, mutual respect and the alleviation of poverty, all of which lie at the heart of UNESCO's mission and activities.

UNICEF Canada - www.unicef.ca
UNICEF (United Nations International Children's Emergency Fund) has direct working relations with government ministries, community leaders and policy makers in 155 countries and territories. Thanks to UNICEF, millions of children are living better lives today – three million fewer children under five die each year than 10 years ago and 50 million more children are enrolled in primary school than in 1990. Guided by the United Nations Convention on the Rights of the Child, UNICEF believes that the survival, protection and development of children must

be a global priority, and that every child has the right to health, education, equality and protection. UNICEF is funded entirely by the voluntary contributions of individuals, foundations, businesses and governments.

UNIFEM - www.unifem.org
UNIFEM (United Nations Development Fund for Women) is the women's fund at the United Nations. It provides financial and technical assistance to innovative programmes and strategies to foster women's empowerment and gender equality. Placing the advancement of women's human rights at the centre of all of its efforts, UNIFEM focuses its activities on four strategic areas: (1) reducing feminized poverty, (2) ending violence against women, (3) reversing the spread of HIV/AIDS among women and girls, and (4) achieving gender equality in democratic governance in times of peace as well as war.

Uniterra - www.uniterra.org
Uniterra is an international cooperation programme mobilizing partners, volunteers, and the Canadian public to reduce world poverty by 50%, by 2015. They foster partnerships between organizations and networks in Canada and in the South. They support the mobilization of communities so that they may actively participate in determining development orientations and exercise positive influence on their political leaders and governmental structures.

University of Victoria - IICRD - http://web.uvic.ca/iicrd
IICRD (INTERNATIONAL INSTITUTE FOR CHILD RIGHTS & DEVELOPMENT) began in 1994 at the University of Victoria, Canada as the Unit for Research and Education on Child Rights (URECRC). Since then, they have advanced the realization of children's rights by: accumulating recognized expertise across major children's issues and child rights strategies; carrying out culturally grounded child rights field-based research and technical assistance; convening national and international conferences on topics such as sexual exploitation, families, children and their environments, child rights and participation; and developing a variety of culturally grounded rights-based programs and resources.

USC Canada - www.usc-canada.org
USC (Unitarian Service Committee) Canada is a voluntary organization working to promote strong, healthy, and just communities in developing countries. They work with partner organizations in Africa, Asia, and Latin America to strengthen community livelihoods, promote food security, and support peoples' actions for social justice and equality. In Canada, they build awareness and support for international social change through public education and policy dialogue.

Ve'ahavta - www.veahavta.org
Ve'ahavta: The Canadian Jewish Humanitarian & Relief Committee is a registered non-profit organization based in Toronto. Over their ten-year history, they have developed the infrastructure and expertise to implement international and local projects that are seen as models to be replicated in other parts of the world.

VIDEA - www.videa.ca
VIDEA (Victoria International Development Education Association) has been involved in the promotion and delivery of global education in Victoria and the Southern Vancouver Island area since 1977. VIDEA has actively engaged teachers, students, youth and the general public in learning about-and becoming involved in-international issues, with a particular focus on the need for socially just and sustainable global development.

Voluntary Sector Initiative (VSI) - vsi-isbc.ca
The Voluntary Sector Initiative (VSI) was a five-year joint initiative between the Government of Canada and the voluntary sector that was launched in June 2000. The overall goal of the initiative was to improve the quality of life in Canada. Specifically, the VSI focused on strengthening the relationship between the sector and the government and enhancing the capacity of the voluntary sector.

Volunteer Canada - www.volunteer.ca
Volunteer Canada is the national voice for volunteerism in Canada. Since 1977, Volunteer Canada has been committed to supporting volunteerism and civic participation through ongoing programs and special projects.

VSO Canada - www.vsocanada.org
VSO Canada is proud to be the Canadian partner of Voluntary Service Overseas (VSO). VSO is an international development agency that works through volunteers. They promote volunteering to fight global poverty, by supporting people to share skills, creativity and learning with communities around the world. Through personal commitment and practical action, volunteers help build a fairer world.

WFTO The World Federation of Technology Organizations - www.wfto.org
WFTO purpose is to promote and enhance the recognition and careers of technicians and technologists; support technology education and training and the transfer of credentials; encourage continuing education and professional development; enhance opportunities in science and technology for women; and, promote a maintenance culture particularly as it applies to developing countries.

WomenAction Network - www.womenaction.org
WomenAction is a global information, communication and media network that enables NGOs to actively engage in the Beijing+5 review process with the long term goal of women's empowerment, with a special focus on women and media.

World Accord - www.worldaccord.org
World Accord is a not-for-profit, non-governmental international development organization. The Official name is "Canadians for Sustainable Opportunity and Development." They raise money from donors, other philanthropic organizations and CIDA (Canadian International Development Agency). Their focus is on development – helping people build up their capacity to improve their own lives over the long term. They work through partners and grassroots community groups to create education, training and self-help programs for the poor. They place decision making and implementation responsibility in local hands helps to ensure programs become self-sustaining.

World Hope International Canada - www.worldhope.ca
World Hope International Canada is a faith-based relief and development organization, seeking to bring hope and healing to a hurting world. World Hope Canada volunteers partner with individuals and organizations from around the world to promote justice, encourage self-sufficiency, and inspire hope through programs such as economic development, leadership and skills training, child sponsorship, and community health education.

World Job and Food Bank - www.wjfb.org
The World Job and Food Bank is a charitable and non-profit Canadian organization whose goal is to alleviate poverty, chronic unemployment, disease, hunger, homelessness, and their causes in Canada and the less developed countries.

World Literacy of Canada - www.worldlit.ca
World Literacy of Canada is a non-profit voluntary organization that promotes international development and social justice. WLC supports community-based programs that emphasize adult literacy and non-formal education for both children and adults.

World Relief Canada - www.wrcanada.org
World Relief Canada (WRCanada) is on the front lines, providing relief and development (R&D) assistance to the poorest of the poor around the world. WRCanada was created in 1982 when the Evangelical Fellowship of Canada brought together Share Canada and World Relief Commission of Canada. Unlike many R&D organizations, WRCanada does not establish itself as an organization in the countries in which they are active. Instead, they work with and through local networks, ensuring that local leaders are made partners in meeting local needs.

World Vision Canada - www.worldvision.ca

World Vision is a Christian relief, development and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice. As followers of Jesus, they are motivated by God's love for all people regardless of race, religion, gender or ethnicity.

WREN-Winnipeg Refugee Education Network - www.winnipegrefugee.org
The Winnipeg Refugee Education Network (WREN) is an organization dedicated to raising awareness of issues affecting refugees. The group was founded in the year 2000 after members became aware of the horrors that many refugees have lived through. WREN provides ongoing support for refugees in Winnipeg and works in partnership with other groups to raise awareness and assist with refugee sponsorship.

WUSC -World University Service of Canada - www.wusc.ca
WUSC is a network of individuals and post-secondary institutions who believe that all peoples are entitled to the knowledge and skills necessary to contribute to a more equitable world. Their mission is to foster human development and global understanding through education and training.

Youth Challenge International - www.yci.org
Youth Challenge International builds the skills, experience and confidence of young people by involving them in substantive overseas international development projects in partnership with local youth-serving organizations.

YMCA Canada - www.ymca.ca
The YMCA in Canada is dedicated to the growth of all persons in spirit, mind and body, and in a sense of responsibility to each other and the global community.

YWCA - www.worldywca.info
Since 1855, the YWCA has been at the forefront of empowering women and girls who advocate for their rights and lead social, political, economic and civic change. Today the YWCA reaches more than 25 million women and girls in 122 countries, providing them with the space and skills to develop leadership for the benefit of entire communities. The YWCA's purpose is to develop the leadership of women and girls around the world to achieve human rights, health, security, dignity, freedom, justice and peace for all people.

Definitions

Absolute poverty - A level of poverty of those who do not have the resources to meet the basic needs for healthy living. They do not have the income to provide the food, shelter and clothing needed to preserve health.

Aid - The transfer of goods, services and money between entities such as nations, commercial banks, international agencies or non-governmental agencies. Aid is a highly generalized term, covering both grants and loans.

Asia-Pacific Economic Cooperation (APEC) - A group of 29 countries on the Asia Pacific rim, which meets periodically to discuss trade issues and to increase the free flow of trade between Pacific and Asian Nations.

Bilateral Aid - Aid that flows directly between donor and recipient countries

British Commonwealth - an association of nations consisting of the United Kingdom and its dependencies and many former British colonies that are now sovereign states but owe allegiance to the British Crown

Canadian International Development Agency (CIDA) - Canada's lead agency for development assistance, CIDA administers approximately 80 percent of Canada's aid budget

Cash Crops - Crops that are produced only for the market

Chapati - A flat round unleavened bread, lightly fried in oil or butter

Colonization - The process of a country being taken over and becoming a colony of another

Debt - The accumulated deficits of a government which is the principal amount owed to domestic and international creditors (the people who lend the government money)

Deregulation - The removal of laws and regulations that govern corporations, public utilities and industries in order to facilitate the free flow of trade

Developed Countries - A country that enjoys a relatively high standard of living derived through an industrialized, diversified economy. Countries with a very high Human Development Index (HDI) are generally considered developed countries.

This usually coincides with countries that have a high gross domestic product (GDP) per capita. Synonyms: First World, The North, Western World, The West.

Developing Countries - A country with a relatively low standard of living, undeveloped industrial base, and moderate to low Human Development Index (HDI). Synonyms: Third World, The South, Global South, less developed countries, Majority World

Development - The process of improving the quality of all people's lives within a country

Ecological footprint - A measure of how much productive land and water an individual, city, country, or humanity requires to produce all the resources it consumes and to absorb all the waste it generates. The ecological footprint is measured in "global hectares," or units that correspond to one hectare of biologically productive space with world average productivity.

External debt - the total amount of private and public foreign debt owed by a country

Free Trade - Trade arrangements in which tariffs or other barriers to the free flow of goods and services are eliminated

FTA (North American Free Trade Agreement) - Agreement between the United States and Canada, in effect since 1989

Foreign Aid - A form of donation from one country to another country. The main recipients of foreign aid are developing countries (i.e., "the Third World"), and the main contributors are developed countries.

Gender-related development index (GDI) - measures human development by combining three dimensions of development - longevity (life expectancy at birth), knowledge (adult literacy and mean years of schooling), and income. It also takes into account the sociological inequalities between men and women, such as differences in income and education.

Gross domestic product (GDP) - A measure of economic performance (measure of National Income). It is the total value of all goods and services produced within a country during a given year. To avoid counting the same output more than once, GDP includes only final goods and services - not those which are used to make another product. For example, GDP would not include the wheat used to make bread, only the bread itself.

Gross national income (GNI) - Formerly gross national product or GNP. (GNI) is made up of GDP plus the net income earned from investments abroad (minus similar payments made to non-residents who contribute to the domestic economy).

GNI at purchasing power parity (PPP) - is the GNI converted into a rate of exchange that allows a standard comparison of price levels between countries. One PPP dollar has the same purchasing power in the domestic economy that the U.S. dollar has over U.S. economy.

Human Development Index (HDI) - measures human development by combining three dimensions of development: longevity (life expectancy at birth), knowledge (adult literacy and mean years of schooling), and income

Imports - Goods, services and capital assets purchased from overseas countries. The purchase of imports results in the loss of foreign exchange to pay for the goods and is recorded as debits on the balance of payments account.

International Development Research Centre (IDRC) - is a Canadian crown corporation that supports researchers from the developing world in their search for the means to build healthier, more equitable, and more prosperous societies

International Monetary Fund (IMF) - A United Nations agency which promotes trade by increasing the exchange stability of the major currencies. It provides emergency loans to countries that find themselves unable to meet current international payments, in exchange for the imposition of Structural Adjustment Programs (SAPS).

Least Developed Countries (LLDC) - The very poorest of the Less Developed Countries

Less Developed Countries (LDC) - Countries who are generally characterised by low levels of GDP and income per head. LDCs usually have a heavy dependence on the primary sector of the economy.

Maize - corn

Majority World - is an alternative term to "Third World," "Developing," or the "Global South"; however, it is considered a more accurate and politically correct word. It refers to the fact that 83 percent of the world population lives in developing countries, and that 76 percent of the worlds nations are developing.

Millennium Development Goals - signed in September 2000, are eight goals that all 191 United Nations member states have agreed to try to achieve by the year

2015. 1. Eradicate extreme poverty and hunger. 2. Achieve universal primary education. 3. Promote gender equality and empower women. 4. Reduce child mortality. 5. Improve maternal health. 6. Combat HIV/AIDS, malaria, and other diseases. 7. Ensure environmental sustainability. 8. Develop a global partnership for development.

Multilateral Aid - is assistance given to poor countries through international organizations such as the world bank, the international monetary fund, or the EU development fund. Each organization has its own aid programme and is funded by the world's richer, more developed countries.

Non Governmental Organizations (NGOs) - Privately owned organizations involved in providing financial and technical assistance to less developed countries

North-South divide - is the socio-economic and political division which exists between the wealthy developed countries, known collectively as "The North," and the poorer developing countries, or "The South." Although most nations comprising the "North" are in fact located in the Northern Hemisphere, the divide is not primarily defined by geography.

OECD (Organization for Economic Cooperation and Development) - A Paris-based research organization providing the 30 developed country members, including Canada, with information and advice about economic policy

Per capita - means "for each person" and is usually used to indicate the average per person of any given statistic, commonly income.

Population density - is the number of persons per unit of area.

Purchasing Power Parity (PPP) - At the PPP rate the GDP of a country has been adjusted so that it reflects the internal purchasing power of the currency.

Relative poverty - The level of poverty in a country expressed in terms of a certain level of income, such as half of the average wage

Rural urban migration - The migration of people from rural areas to urban areas

Sanction - Government's refusal to import goods from a country it is protesting or boycotting. Often it is used to punish members of a free trade area for violating trading agreements.

Shamba - Kiswahili (official Kenyan language) for a farm

Structural Adjustment Programmes (SAPs) - are policy reforms created by the IMF that are conditions for getting loans from the IMF and the World Bank for many developing countries. These changes are designed to promote economic growth, to generate income, to pay off the debt which the countries have accumulated. Critics claim that SAPs threaten the sovereignty of national economies because an outside organization is dictating a nation's policy and are responsible for much of the economic stagnation in borrowing countries.

Subsidy - Money given to producers to reduce costs hence the market price of a good or service

Subsistence farming - Farming in which the output is produced for consumption of the farmer and its family members and not for cash sale

Sustainable development - Development where consideration is given to the quality of life of future as well as current generations

Tariff - A tax on goods imposed on the exporting country/corporation and collected by the importing country. Implemented in order to strengthen local economies and promote the sale of nationally made products by making foreign products comparatively more expensive.
The North - The wealthy and technologically advanced nations of the world, as opposed to the South, which is poorer and less developed See Developed Countries.

The South - See Developing Countries.

Third World - A term first coined in 1952 to distinguish nations that aligned themselves with neither the West nor the Soviet Bloc during the Cold War. Today, however, the term is frequently used to denote nations with a low UN Human Development Index (HDI), independent of their political status. The term is now regarded to be derogatory or out-of-date. See Developing Countries.

Ugali - a favourite meal of Kenyans, made up of ground maize flour and water. It takes the form of a cake after it has been cooked.

Urbanisation - The economic and demographic processes involved in the growth of towns and cities.

World Bank - a United Nations agency created to assist developing nations by loans guaranteed by member governments

World Health Organization (WHO) - the United Nations specialized agency for health

World Trade Organization (WTO) - A Geneva-based free trade association with 140 member nations, formed in 1995 to administer the GATT, as well as trade in services and intellectual property. WTO secret panels rule on trade disputes among member nations.

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