



PERSPECTIVES

THINKING GLOBALLY
ACTING LOCALLY



**Roles & Responsibilities
of World Citizens**

Getting to know us: about Georgia Close Up

Volunteer community leaders dedicated to the promotion of civic education for American Citizens. A non-profit, non-partisan organization associated with the Close Up Foundation.

Mission Statement

Georgia Close Up's mission is to encourage informed active citizen participation in the democratic process and for young people, teachers, and citizens of all ages to gain a practical understanding of how public policy affects their lives and how they can affect public policy. Georgia Close Up is committed to developing new and better ways for young people to become effective participants by providing a balanced perspective on issues.

History

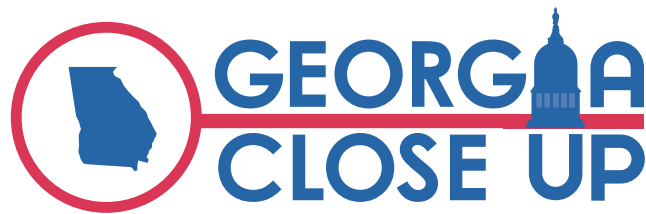
For the last 30 years, Georgia Close Up has conducted over 75 local programs on topics ranging from state legislation to public health or the environment. More than 5,600 students, teachers, parents and senior citizens have participated in our local education programs. With a small grant from the Close Up Foundation, community support, and a host of volunteers, Close Up has been able to bring speakers such as Former President and Governor Jimmy Carter to our conferences. Other guest speakers who have participated in Georgia Close Up programs include Former Ambassador and Mayor Andrew Young, Former Governors Zell Miller and Roy Barnes, Secretary of State Cathy Cox, Lieutenant Governor Mark Taylor, Former Congressman Ben Jones, Former Texas Governor Ann Richards, civil rights leaders Julian Bond and Vernon Jordan, as well as countless state representatives, dignitaries, officials, experts and specialists who have addressed participants on different issues throughout the years.

Legislative Conferences

Each year, Georgia Close Up has two special conferences focusing on legislation at the state level for middle and high school students at the Georgia State Capital. Some of our objectives are to heighten political and social awareness among our participants, fill a need for law and civic education outside the classroom, and reinforce the idea that individuals can make a difference in our community through civic activism. During these two-day conferences, Georgia Close Up's team of trained program instructors and site coordinators provide intensive discussions on legislation as it relates to young people. Students have the chance to meet with their state legislative representatives, tour the Capital, and find out how the legislative process works. During the conference, real legislative bills are debated and voted on. The results are forwarded with accompanying letter from the students to each state senator and representative. In the words of Georgia Close Up's Chairperson, Ron Thomas, "The program is designed to put students in the drivers seat, down in the trenches of state government activities. When participants walk away, they are never the same."

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Dear student participants,

Welcome to the 2015 Youth International Relations Symposium at the Carter Center! For over 20 years, Georgia Close Up has hosted an array of conferences focusing on civic education and public policy for high school and middle school students such as your selves. Our programs are not just an opportunity for students to heighten their political and social awareness, but a call to action for students to get involved in the political process and be a catalyst for change in their local communities.

In today's socio-political environment, ideas, cultures, languages, goods and services roam freely and are exchanged across borders. Unlike historically, we're seeing more and more today just how connected the world truly is. As countries continue to develop and intertwine with one another through tourism, technology, the fleeing of refugees, and even social media; we begin to see that we are not only citizens to the countries that we live in, but that we're citizens of the world - world citizens!

Today we will explore the role and responsibilities of a world citizen. We will observe the increased way in which people from different lives come together to create a global community and how the actions of each and every one of us affects the entire world. In doing so, we will focus on topics such as the rights of children as outlined by the United Nations Declaration of the Rights of the Child, Human Rights, the Rights of Women, economic and social justice, global poverty, diplomacy, cultural literacy and tolerance, as well as environmental awareness. Current events will be reviewed and discussed to further your understanding of our program theme, 'Thinking Globally and Acting Locally.'

The objectives for this year's symposium are to:

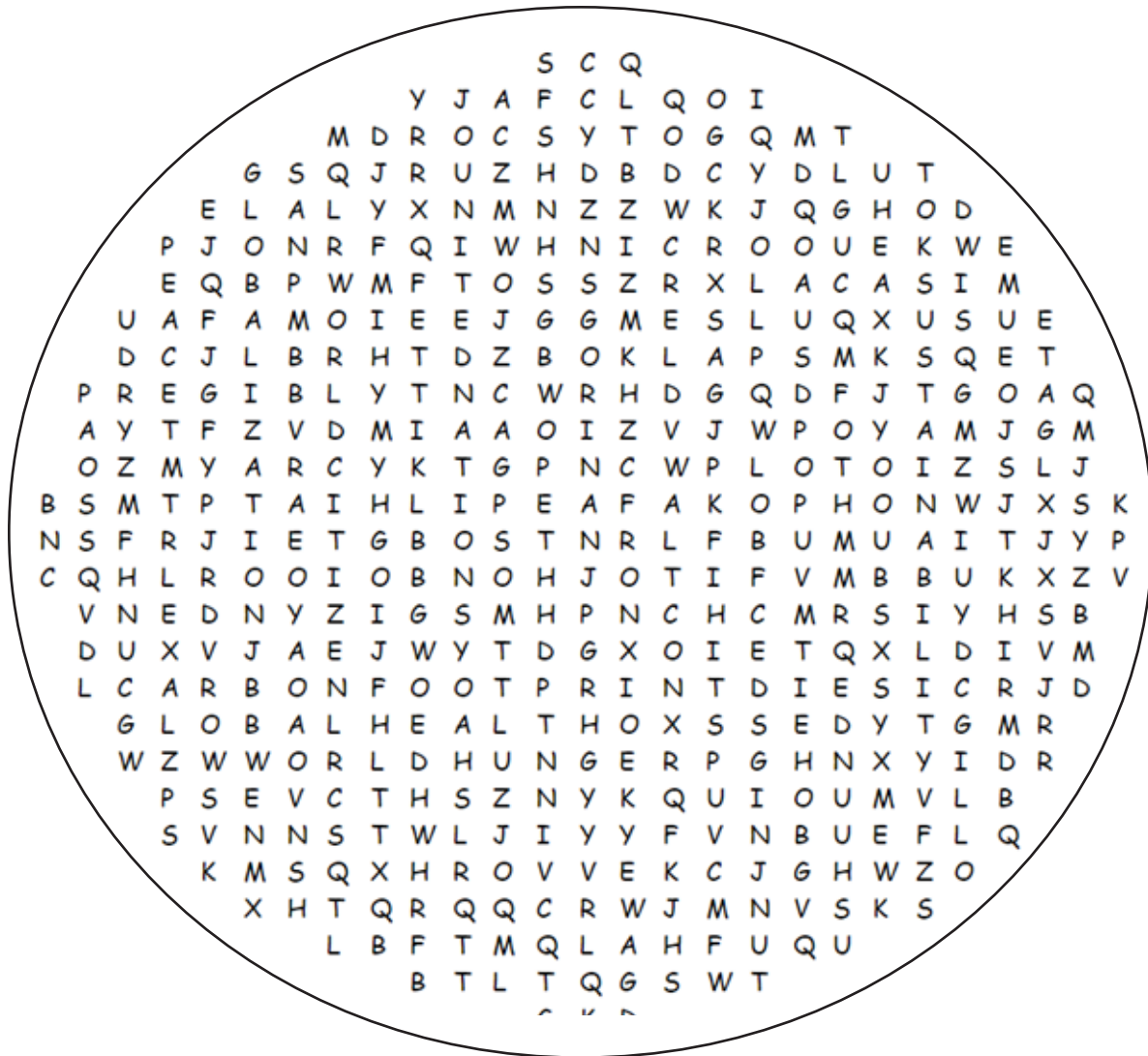
- Increase our cultural awareness
- Build our understanding of issues of peace and conflict
- Encourage group discussion and personal investigation
- Motivate sharing of learned information with others
- Learn how to affect change in our communities

Nelson Mandela once said, "For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others." It is our hope that you'll leave today's program with an unquenchable thirst to positively impact the lives of your brothers and sisters in not only your very own communities, but throughout the world. We have the responsibility as world citizens to be the change we wish to see in the world. As you'll learn during today's program, it's never too late or too early, to take a stand and become a leader!

Yours in service,

Jaira Burke
Executive Director of Programming
jairaburke@gmail.com

World Citizen Word Wall



WORLD CITIZEN
GLOBALIZATION
REFUGEE
UNITED NATIONS
GLOBAL HEALTH
WORLD HUNGER

PEACE
GENOCIDE
APARTHEID
ARMED CONFLICT
CARBON FOOTPRINT
SUSTAINABILITY

Defining World Citizenship

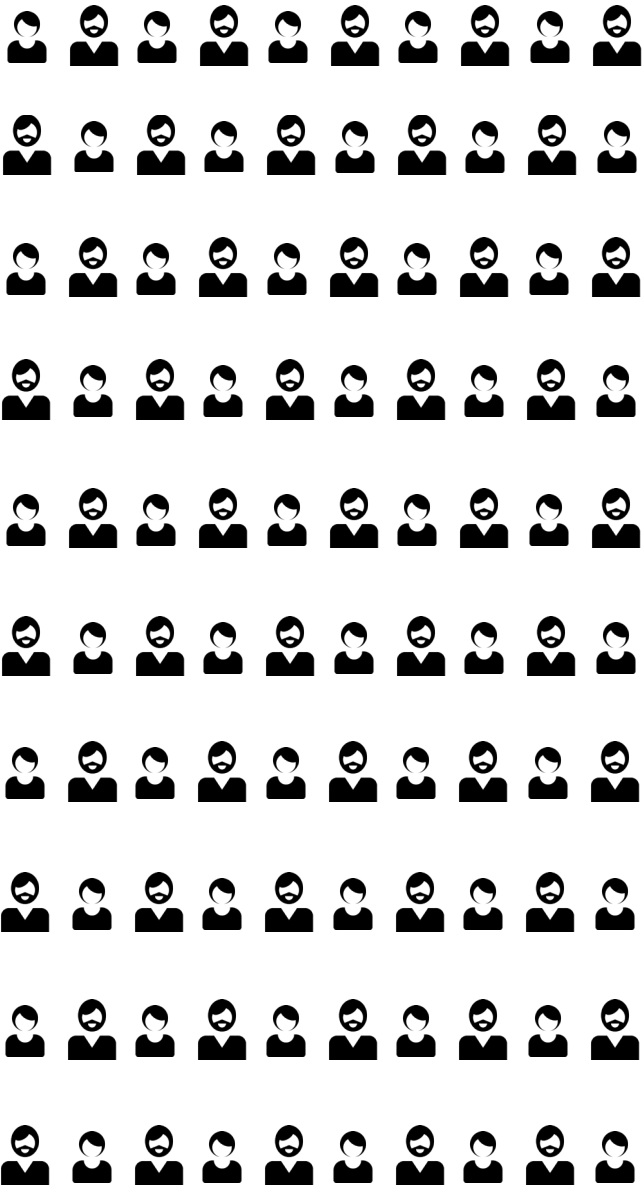
As countries are increasingly connected in today’s global political landscape, our lives, our jobs and our families are impacted by global issues, climate change, and armed conflict more and more. At a time when borders fail to separate us and technology connects us more than ever before, it is essential that citizens from countries around the world inform themselves and collaborate to solve the injustices that ultimately affect us all. This is the role of a world citizen!

When we take the time out to inform ourselves of the many pressing issues happening around the world and recognize how each and every one of us may contribute to them in ways we may not be aware of, we take on the civic duty of being our “brother’s keeper” - even if that brother or sister is thousands of miles away!
Making the conscious decision to think outside of ourselves and to the “greater good” of all mankind is what makes an everyday person a world citizen. Our individual actions should reflect a growing understanding of, and concern for, the priorities of an increasingly intertwined world.

If we shrank the earth’s population to a “global Village” of only 100 people and kept all the existing human ratios, there’d be:

- 61 from Asia
- 21 from China
- 17 from India
- 13 from Africa
- 12 from Europe
- 5 from the U.S.
- 1 from Australia and New Zealand
- 22 who speak a Chinese dialect
- 18 who speak Mandarin
- 9 who speak English
- 8 who speak Hindi
- 50 females
- 50 males
- 32 Christians
- 68 Non-Christians
- 15 who arenon-religious
- 19 Muslims
- 6 Buddhists
- 1 Jew
- 30 who have enough to eat
- 88 old enough to read
- 17 who cannot read at all
- 1 teacher

You are a citizen of a very diverse world. And you are one person traveling that very diverse world.



Current event: Refugee displacement

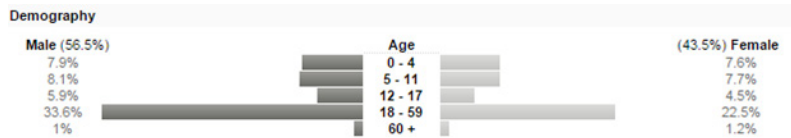
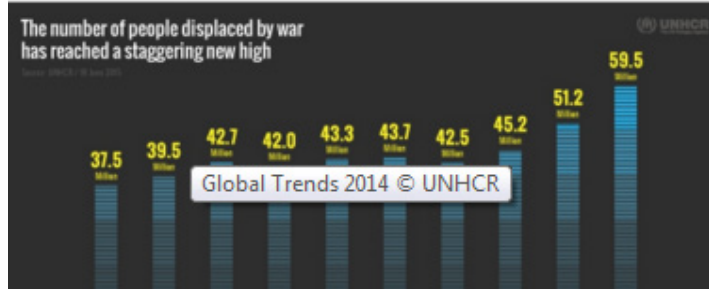
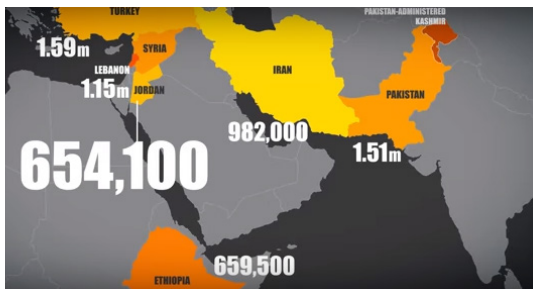
A **refugee** is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Repatriation is the process of returning a person to their place of origin or citizenship. This includes the process of returning refugees or military personnel to their place of origin following a war.

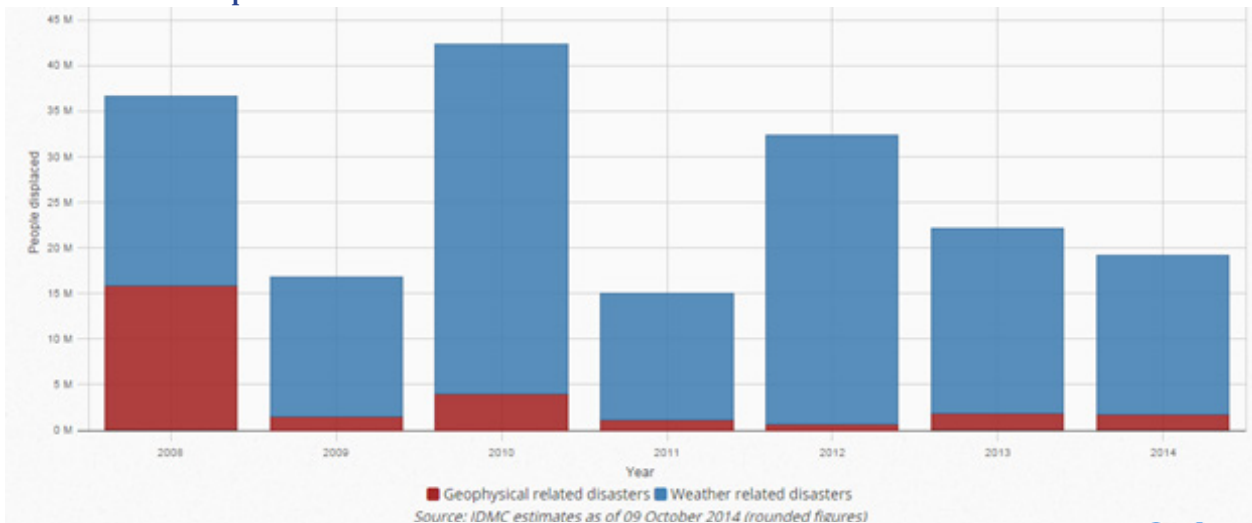
Resettlement is the process of moving people to a different place to live, because they are no longer allowed to stay in the area where they used to live.

Local integration is a complex and gradual process which includes legal, economic, social and cultural actions and imposes considerable demands on both the individual and the receiving society. In many cases, acquiring the nationality of the country of asylum is the finale of this process.

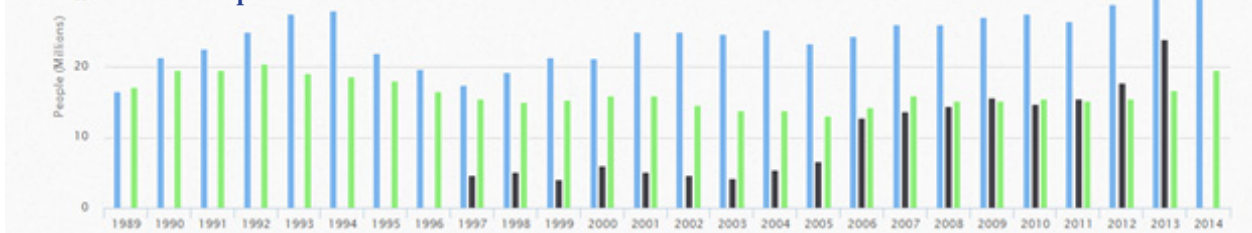
Refugee Displacement



Disaster-induced displacement



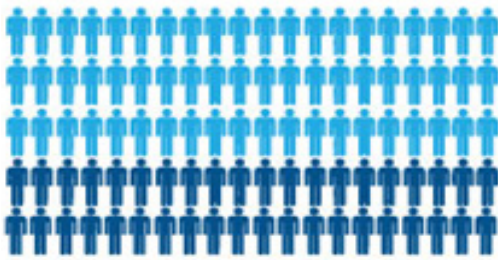
Conflict-induced displacement



Economic warfare:

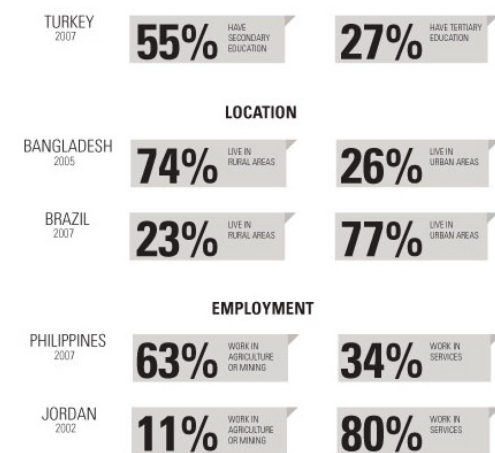
A look at global poverty

Shared prosperity is about improving the income growth of the bottom 40%



Who are the bottom 40% ?

The profiles differ from country to country



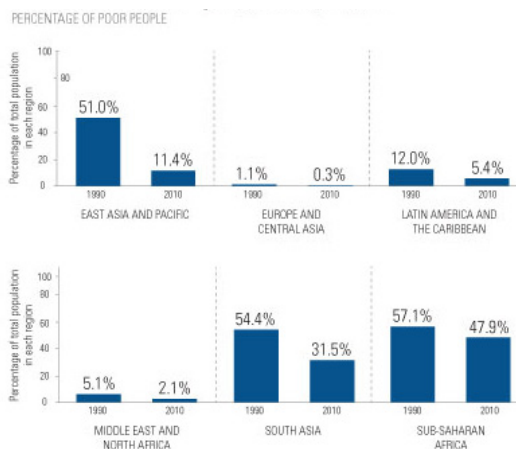
STRATEGIES FOR PROMOTING PROSPERITY WILL HAVE TO BE DESIGNED TO MEET THE UNIQUE NEEDS OF EACH COUNTRY.

Extreme Poverty is declining

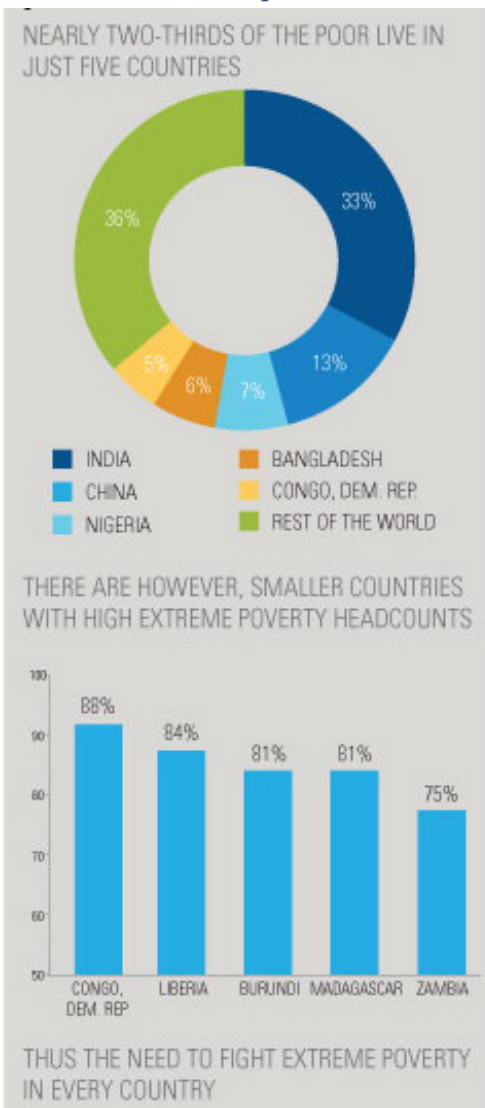


Proportion of world population living on less than \$1.25 a day

Poverty reduction progress by region

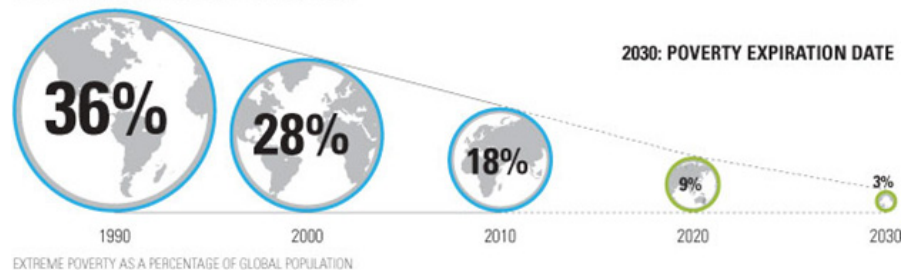


Where do the extreme poor live?



The Challenge Ahead

REDUCE EXTREME POVERTY FROM 36% IN 1990 TO 3% BY 2030



Some elements of promoting shared prosperity



JOBS

are essential for lifting people out of poverty and sharing prosperity



SOCIAL SAFETY NETS

Play an effective role in reducing poverty and striving for a more equitable world



GREEN GROWTH

Can lead to sustainable development

Free trade vs fair trade: Supply-chain slavery

What You May Not Know About the Products You Consume

Jaira Burke,

previously published on Global Citizen Blog

Do you know where the coffee used in your Venti Iced Caramel Macchiato you drink religiously comes from? How about the chocolate used in your favorite candy bar? While these products come to us fresh, well packaged, nutritional facts intact, what often treads behind these seemingly harmless treats is a silent trail of perpetual poverty, economic injustice, and slave labor.

It is estimated that there are approximately 21 million people enslaved throughout the world today. According to The United Nations Children's Fund (UNICEF), an estimated 218 million children are engaged in labor globally, with 70% of child laborers working in agriculture.

On the Ivory Coast, which supplies more than 70 percent of the world's cocoa, farmers earn less than \$2 a day - well below the poverty line. Despite the country's natural resources and constant selling of the good, Ivorian communities remain extremely poor, causing children to enter the workforce at dangerously young ages (working with hazardous tools such as Machetes) and leaving them especially vulnerable to becoming slave laborers.

Along Lake Volta in Ghana, children are sold into a life of forced labor and abuse. Forced to fish for 19-hour shifts with unequipped boats and one meal a day, children suffer harsh working conditions, and many drown from getting tangled underwater in nets cast out for fish.

Fair trade is a system of international trade that reinforces ethical standards and practices in the global marketplace for agricultural goods produced in developing communities. These practices include the maintenance of fair labor conditions and wages, the eradication of child labor; sustainable approaches to agriculture, and most importantly, promoting investment into the communities of the farmers that produce these goods. In short, the goal of fair trade is to "challenge conventional trading systems that condemn millions to poverty and hardship." Fair Trade goods are certified to be produced ethically and responsibly, and benefit over 1.2 million families in 70 developing countries across Africa, Asia, and Latin America.

As consumers, it is important that we take the time to inform ourselves of the many lives that are threatened, harmed, and even killed to bring our favorite goodies to our local markets.

With supply-chain slavery playing a huge role in many of the goods we consume daily, here are a few steps you can take to support fair trade and encourage compassionate labor rights abroad.

Be informed.

KnowTheChain.org is a great resource that fosters transparency by allowing users to search supply chains and see if a specific company has a statement posted addressing the Transparency in Supply Chains Act requirements and provides the direct link to the statement.

Shop Fair Trade.

Check out the websites below for certified Free Trade retailers and brands!

<http://fairtradeusa.org/products-partners>

<http://www.fairtrade.org.uk/en/buying-fairtrade>

<http://globalgoodspartners.org/>

Spread the Word!

Although widespread, many people don't know about the child and slave labor that drives many of our goods to our kitchen tables. You can help end supply-chain slavery by simply telling a friend, teacher, or family member about this growing issue and connect them to resources so they too may buy Fair Trade goods.

Corporate Power and Labor Rights

Corporate Power and Labor Rights: Why We Have To Watch Out for the TPP

Jaira Burke,

previously published on Global Citizen Blog

On May 21, 2015, the urban streets of Chicago were engulfed in the cries of thousands, as workers, community supporters, and stakeholders stood in solidarity at the headquarters of McDonald's. This is a follow up action to #FightFor15 protests in demand for an increase in wages and union representation that took place in over 200 cities nationwide and 40 countries globally on April 15, 2015. This scene is not an isolated occurrence, but represents an ongoing international effort to improve conditions and rights for workers globally. Although #FightFor15 protests have moved the worker rights' battle onto the front of the radar on American soil, the battle for workers' rights has a deep rooted history in decades of labor violations at the profit-driven hands of multinational corporations.

In 2010, after continued pressure, multinational giant Nike paid two million dollars in legally owed severance pay to 1,800 Honduran workers. The brand also went under fire in the 1990s for alleged sweatshop conditions in Vietnam.

More recently, in 2013 United Students Against Sweatshops (USAS), a national student-led labor campaign organization, got sporting apparel brand Adidas to settle after its refusal to pay \$1.8 million in unpaid severance for 2,700 former Indonesian garment workers who also complained of inhumane work conditions.

In October 2013, the Institute for Global Labour and Human Rights conducted a study on conditions of Gap and Old Navy factories overseas and found, "phony pay stubs; make-believe 10-hour shifts; pregnant women cheated of maternity benefits; workers cheated of 15 percent of their overtime wages....When workers spoke up for their rights, they are forced to resign without pay and threatened."

Perhaps more unsettling than the initial shock of these occurrences, is the fact that for many this will be their first time ever hearing about them. One cannot deny the corporate power that has grown prevalent domestically and abroad. As a result of the relentless work of unions and organizations such as USAS and Raise Up For 15, there is increased political will to address workers' rights. In Europe,

union workers are accusing McDonalds of skipping out on European taxes causing a PR nightmare and in August the Brazilian Senate will hold a hearing on the labor abuses committed by McDonald's against its workers globally. But with the controversial Trans-Pacific Partnership (TPP) at hand, it appears that the work of millions globally can be set back substantially. The TPP will increase trade and remove many barriers preventing businesses to expand and connect with markets internationally. While this is a great opportunity for businesses, the TPP threatens workers' rights globally. We observe time and time again the systemic marginalization of small communities and workers who are left vulnerable, with little to no representation in the name of "trade" and "economic opportunity".

But not to worry, the Office of the United States Trade Representative Website states, "The TPP will level the playing field for American workers and businesses by building strong and enforceable labor standards." (America to the rescue!) While that sounds nice, one cannot disregard the strong correlation between outsourcing (sending jobs overseas) and labor abuse. Furthermore, the site includes no information on how exactly these "enforceable labor standards" are actually to be enforced. Principle four of the United Nations Global Compact labor principles states, "Businesses should uphold the elimination of all forms of forced and compulsory labour." Yet harmful corporate practices continue to run rampant domestically and overseas.

Poverty wages, harsh work conditions, and forced overtime with no pay are all practices that corporations use to minimize the rights of workers and maximize their profits. The fact of the matter is workers' rights are essentially human rights and should take priority over fast track TPP policy. It's time mega corporations stop profiting off of the chronic exploitation of people and more importantly it's time key decision makers stop avoiding the elephant in the room. Labor violations have gone unreported and unpunished for too long and pretending they don't exist will no longer be accepted as the status quo. If decision makers don't put workers' rights on the agenda, the workers themselves will.



The universal declaration of human rights

“All human beings are born free and equal in dignity and rights.”

Article 1	Right to Equality	Article 13	right to free movement in and out of the country	Article 25	right to adequate living standard
Article 2	freedom from discrimination	Article 14	right to asylum in other countries from persecution	Article 26	right to education
Article 3	right to life, liberty, and personal security	Article 15	right to a nationality and the freedom to change it	Article 27	right to participate in government and in free elections
Article 4	freedom from slavery	Article 16	right to marriage and family	Article 28	right to a social order that articulates this document
Article 5	freedom from torture and degrading treatment	Article 17	right to own property	Article 29	community duties essential to free and full development
Article 6	right to recognition as a person before the law	Article 18	freedom of religion or belief	Article 30	freedom from state or personal interference in the above rights
Article 7	right to equality before The law	Article 19	freedom of opinion and information		
Article 8	right to remedy by competent tribunal	Article 20	right of peaceful assembly and association		
Article 9	freedom from arbitrary arrest and exile	Article 21	right to participate in government and in free elections		
Article 10	right to fair public hearing	Article 22	right to social security		
Article 11	right to be considered innocent until proven guilty	Article 23	right to desirable work and to join trade unions		
Article 12	freedom from interference with privacy, family, home and correspondence	Article 24	right to rest and leisure		

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.”

“Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.”

Say her name: 10 Facts you Should Know About Violence Against Women

Jaira Burke

According to Amnesty USA, one-in-three women worldwide will be physically, sexually or otherwise abused during her lifetime, with rates reaching 70 percent in some countries. In light of Nigeria's historical ban on genital mutilation and increasing political will to address injustices affecting women through the International Violence Against Women Act (IVAWA) and the Women's Rights Treaty (CEDAW), here are 10 facts you should know about violence against women.

1) The R Word!

Over 22 million women in the United States have been raped in their lifetime. An estimated 150 million girls under the age of 18 suffered some form of sexual violence in 2002 alone.

2) Intimate Partner Violence

Globally, as many as 38% of murders of women are committed by an intimate partner. It is estimated that of all women killed in 2012, almost half were killed by intimate partners or family members. In Australia, Canada, Israel, South Africa and the United States, between 40 and 70 percent of female murder victims were killed by their intimate partners. In the State of Chihuahua, Mexico, 66 percent of murders of women were committed by husbands, boyfriends or other family members.

3) Reproductive Health

ONE woman dies every 90 seconds in pregnancy or childbirth - more than 350,000 women each year.

4) Child Brides (Dowry Marriages & Mail-Order Brides)

One third of girls in the developing world are married before the age of 18 and 1 in 9 are married before the age of 15. If present trends continue, 150 million girls will be married before their 18th birthday over the next decade. That's an average of 14.2 million girls each year. More than \$45 million will be spent in 2014 to market mail order brides to American men. There are about 10,000 mail order bride marriages that occur in the United States every year.

5) Commercial Sexual Exploitation of Children (CSEC) & Domestic Minor Sex Trafficking (DMST)

The average life expectancy of a girl in forced prostitution is seven years with homicide or HIV/AIDS as the main causes of death.

Trafficking ensnares millions of women and girls in modern-day slavery. Women and girls represent 98 percent of the estimated 4.5 million forced into sexual exploitation. In Georgia, 100 girls are raped every night for profit.

6) Genital Mutilation

More than 133 million girls and women have experienced some form of female genital mutilation (FGM) in the 29 countries in Africa and the Middle East where the harmful practice is most common. Beyond extreme physical and psychological pain, girls who undergo FGM are at risk of prolonged bleeding, infection (including HIV), infertility, complications during pregnancy and death.

7) Sexual Harassment

Between 40 and 50 percent of women in European Union countries experience unwanted sexual advances, physical contact or other forms of sexual harassment at work. In the United States, 83 percent of girls aged 12 to 16 experienced some form of sexual harassment in public schools.

8) Femicide

In Guatemala, two women are murdered, on average, each day. "Honor"-related murders involve a girl or woman being killed by a male or female family member for an actual or assumed sexual or behavioral transgression, including adultery, sexual intercourse or pregnancy outside marriage – or even for being raped. Often the perpetrators see this Femicide as a way to protect family reputation, to follow tradition or to adhere to wrongly interpreted religious demands. Murders in the name of 'honor' may also be used to cover up cases of incest, and there are reports of people using

the 'honor defense' as a way to receive community and legal acceptance of a non-'honor' murder. There are an estimated 5000 murders in the name of 'honor' each year worldwide, although this is believed to be an underestimate."

9) Armed Conflict & Women

Conservative estimates suggest that 20,000 to 50,000 women were raped during the 1992-1995 war in Bosnia and Herzegovina, while approximately 250,000 to 500,000 women and girls were targeted in the 1994 Rwandan genocide. Between 50,000 and 64,000 women in camps for internally displaced people in Sierra Leone were sexually assaulted by combatants between 1991 and 2001. Most recently, Boko Haram kidnapped over 200 girls from Chibok Government Secondary School in Borno State, Nigeria.

10) Political & Governmental Reinforcement

"According to the 2006 Secretary-General's In-Depth Study on All Forms of Violence against Women, 89 States worldwide had some form of legislative prohibition on domestic violence, and a growing number of countries had instituted national plans of action to end violence against women. Marital rape may be prosecuted in at least 104 States, and 90 States have some form of legislative provision against sexual harassment." There are 102 States that have no specific legal provisions against domestic violence. Marital rape is not a prosecutable offence in at least 53 States. Only 93 States (of 191 reviewed) have some legislative provision prohibiting trafficking in human beings.

Mother May I?

Declaration of the Rights of a Child

Whereas the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom, Whereas the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, Whereas the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth, Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children, Whereas mankind owes to the child the best it has to give, Now therefore, The General Assembly Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

Principle 1

The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family

Principle 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.

Principle 3

The child shall be entitled from his birth to a name and a nationality.

Principle 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents. The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.

Principle 8

The child shall in all circumstances be among the first to receive protection and relief.

Principle 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

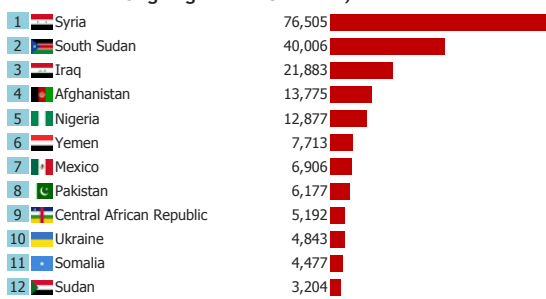
Principle 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

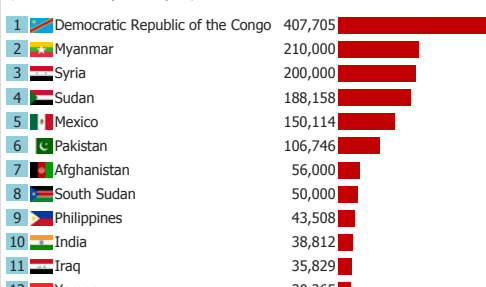
Ongoing armed conflicts, terrorism, and genocide

Since January 2014, armed conflicts and war have killed more than 214,000 people worldwide. Some ongoing conflicts last for decades. The combined death toll of the conflicts in Congo since the 1970s - including the LRA insurgency, Katanga insurgency, and the Kivu conflict - has surpassed 400,000. In Burma (Myanmar), internal conflict since 1948 has added another 200,000 to the worldwide death toll. Meanwhile, the nearly decade long Mexican drug wars is estimated to claim 5,000-10,000 victims annually. Learn more about the tragic statistics of modern wars from the detailed table at the bottom of the page (columns are sortable). All data is based on the crowdsourced Wikipedia data compilations.

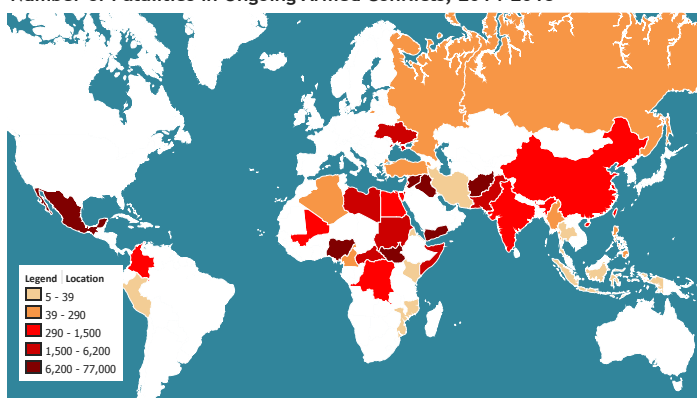
Fatalities in Ongoing Armed Conflicts, 2014-2015



Total Fatalities in Ongoing Armed Conflicts
(since the start of the conflict)



Number of Fatalities in Ongoing Armed Conflicts, 2014-2015



Total Fatalities, by Region, 2014-...

Africa	Asia
71,533	130,238
Europe	North America
5,125	6,906
South America	World
454	214,256

Ongoing Armed Conflicts, 2015

(Select the desired region from the table at the right side of the map. Columns are sortable)

Start of Conflict	Conflict	Region	Country	Total fatali	Fatalities 2	Fatalities 2
2014	Libyan Civil War	Africa	Libya	2,872	2,825	113
2014	War in Donbass	Europe	Ukraine	4,843	4,771	72
2013	Islamist insurgency in Nigeria spillover in C...	Africa	Cameroon	162		162
2013	War in Somalia spillover in Kenya	Africa	Kenya	6		6
2013	RENAMO insurgency	Africa	Mozambique	100	39	
2013	South Sudanese Civil War	Africa	South Sudan	50,000	40,000	6
2012	Central African Republic conflict	Africa	Central African Republic	7,472	5,186	6
2012	Northern Mali conflict	Africa	Mali	2,416	380	8
2011	Sinai insurgency	Africa	Egypt	2,000	759	14
2011	Sudanese conflict in South Kordofan and Bl...	Africa	Sudan	4,900	274	
2011	Iraqi Civil War	Asia	Iraq	35,829	21,073	810
2011	Syrian Civil War spillover in Lebanon	Asia	Lebanon	681	297	15
2011	Syrian Civil War	Asia	Syria	200,000	76,021	484
2009	War in Somalia	Africa	Somalia	19,754	4,425	52
2009	Sudanese nomadic conflicts	Africa	Sudan	5,000	156	
2009	South Yemen insurgency	Asia	Yemen	1,554	55	

Source: Ongoing Armed Conflicts 2015
<http://knoema.com/bgbqeee/ongoing-armed-conflicts-2015>

Carbon Footprint:

Environmental Awareness

Circle the letter that best answers the following questions, and then use the Scoring Instructions to calculate your “carbon footprint” -the effect your family has on the climate in terms of greenhouse gasses you produce measured in units of carbon dioxide.

1. How do you get to school?
A. Walk or ride your bike
B. Motorcycle
C. Car
D. Bus or van
2. What kind of vehicle(s) do your parents drive?
A. None (Don't own a vehicle)
B. Motorcycle only
C. Car
D. SUV, van or truck
3. How often does someone in your family fly in a plane?
A. Less than once per month
B. Once per month
C. 2 to 4 times per month
D. Once or more per week
4. How often does your family eat out or order food at a restaurant?
A. Never
B. Once per month
C. Once per week
D. Twice or more per week
5. What kind of food does your family eat?
A. Home grown or raised
B. Combination of store bought and home grown
C. Store bought only
6. How many carbonated drinks (soda or pop) do you drink?
A. None
B. 1 can per day
C. 2 cans per day
D. 3 or more cans per day
7. How often does your family do laundry?
A. Once per month
B. Twice per month
C. Once per week
D. Twice or more per week
8. Do you get newspapers or magazines at home?
A. Yes
B. No
9. Do you turn the lights off when not needed?
A. Yes
B. No
10. Do you turn off your computer, video games or other electronics when you're not using them?
A. Yes
B. No
11. What type of fuel or energy is used to heat your home?
A. Wood
B. Propane
C. Oil
D. Natural gas
12. Does anyone in your home own any of the following items?
(Circle all that apply.)
A. TV
B. Cell phone
C. DVD player
D. Computer
E. Washing machine
F. Dishwasher
G. Refrigerator
H. Motorcycle, snowmobile, quad
I. Motorboat

SCORING INSTRUCTIONS: For questions 1 through 11, assign 1 point for each A answer, 2 points for each B, 3 points for each C and 4 points for each D. For question 12, assign 1 point for each item circled. Add the points together to determine your “carbon footprint.”

13 – 20 Points: Green is your favorite color. Keep up the good work.

21 – 28 Points: Very good.

29 – 36 Points: Your efforts are appreciated.

36 – 43 Points: There's room for improvement.

44 – 46 Points: Look for ways to become better.

A Note About Your Carbon Footprint:

As this worksheet shows, the more you consume, the greater your carbon footprint. Each time something is consumed, the earth's natural resources are used. By knowing your carbon footprint, you can understand how the earth is impacted and identify ways to protect natural resources.

BBC-Ethics-Animal rights

The consequences of animal rights

Animal rights teach us that certain things are wrong as a matter of principle, that there are some things that it is morally wrong to do to animals.

Human beings must not do those things, no matter what the cost to humanity of not doing them. Human beings must not do those things, even if they do them in a humane way.

For example: if animals have a right not to be bred and killed for food then animals must not be bred and killed for food. It makes no difference if the animals are given 5-star treatment throughout their lives and then killed humanely without any fear or pain - it's just plain wrong in principle, and nothing can make it right. Accepting the doctrine of animal rights means:

- No experiments on animals
- No breeding and killing animals for food or clothes or medicine
- No use of animals for hard labour
- No selective breeding for any reason other than the benefit of the animal
- No hunting
- No zoos or use of animals in entertainment

The case for animal rights

The case for animal rights is usually derived from the case for human rights. The argument (oversimplified) goes like this:

- Human animals have rights
- There is no morally relevant difference between human animals and adult mammals
- Therefore adult mammals must have rights too

Human beings and adult mammals have rights because they are both 'subjects-of-a-life'.

This means that:

- They have similar levels of biological complexity
- They are conscious and aware that they exist
- They know what is happening to them
- They prefer some things and dislike others
- They make conscious choices
- They live in such a way as to give themselves the best quality of life
- They plan their lives to some extent
- The quality and length of their life matters to them

If a being is the subject-of-a-life then it can be said to have 'inherent value'. All beings with inherent value are equally valuable and entitled to the same rights. Their inherent value doesn't depend on how useful they are to the world, and it doesn't diminish if they are a burden to others. Thus adult mammals have rights in just the same way, for the same reasons, and to the same extent that human beings have rights.

The case against animal rights

Arguments are placed against the idea that animals have rights.

- Animals don't think
- Animals are not really conscious
- Animals were put on earth to serve human beings
- Animals don't have souls
- Animals don't behave morally
- Animals are not members of the 'moral community'
- Animals lack the capacity for free moral judgment
- Animals don't think

St Thomas Aquinas taught that animals acted purely on instinct while human beings engaged in rational thought. This distinction provided the frontier between human beings and animals, and was regarded as a suitable criterion for assessing a being's moral status.

Animals are not really conscious

The French philosopher Rene Descartes, and many others, taught that animals were no more than complicated biological robots. This meant that animals were not the sort of thing that was entitled to have any rights - or indeed any moral consideration at all.

Animals were put on earth to serve human beings

This view comes originally from the Bible, but probably reflects a basic human attitude towards other species. Christian theologians developed this idea - St Augustine taught that "by a most just ordinance of the Creator, both their [animals'] life and their death are subject to our use." St Thomas Aquinas taught that the universe was constructed as a hierarchy in which beings at a lower level were there to serve those above them. As human beings were above animals in this hierarchy they were entitled to use animals in any way they wanted.

Animals don't have souls

Christian theologians used to teach that only beings with souls deserved ethical consideration. Animals did not have souls and therefore did not have any moral rights. This argument is no longer regarded as useful, because the idea of the soul is very controversial and unclear, even among religious people. Furthermore it is not possible to establish the existence of the soul (human or animal) in a valid experimental way. This also makes it difficult to argue, as some theologians have done, that animals should have rights because they do have souls.

Animals aren't 'moral'

Some of the arguments against animal rights centre on whether animals behave morally.

Rights are unique to human beings

- rights only have meaning within a moral community
- only human beings live in a moral community
- adult mammals don't understand or practice living according to a moral code
- the differences in the way human beings and adult mammals experience the world are morally relevant
- therefore rights is a uniquely human concept and only applies to human beings

Animals don't behave morally

Some argue that since animals don't behave in a moral way they don't deserve moral treatment from other beings. Animals, it's argued, usually behave selfishly, and look after their own interests, while human beings will often help other people, even if doing so is to their own disadvantage.

Moral community

This argument states that animals are not members of the 'moral community'.

A moral community is

- o a group of beings who live in relationship with each other & use and understand moral concepts and rules
 - o the members of this community can respect each other as moral persons
 - o the members of this community respect each other's autonomy
 - o human beings do display these characteristics and are therefore members of the 'moral community'
 - o animals do not display these characteristics and are therefore not members of the 'moral community'
 - o most people would agree with this: after all we don't regard a dog as having done something morally wrong when it bites someone - if the dog is put to death because of the bite, that is to protect people, not to punish the dog
 - o only members of a 'moral community' can have rights, therefore animals don't have rights
 - o members of the 'moral community' are more 'valuable' than beings that are not members of the moral community
 - o it is not wrong for valuable beings to 'use' less valuable beings
 - o therefore it is not wrong for human beings to use animals
- Animals lack the capacity for free moral judgements
- o If an individual lacks the capacity for free moral judgment, then they do not have moral rights.
 - o All non-human animals lack the capacity for free moral judgment.
 - o Therefore, non-human animals do not have moral rights.

Fundamental rights

Animal and human rights boil down to one fundamental right: the right to be treated with respect as an individual with inherent value. From this fundamental right come other rights. Particular species only get relevant and useful rights - so animals don't get all the rights that human beings get. For example: animals don't want or get the right to vote.

When rights conflict

Two methods can be used to determine the best course of action when there is no alternative to violating the rights of some individual or group:

- The Miniride Principle:
Where similar harms are involved, override the fewest individuals' rights.
- The Worse-off Principle:
Where dissimilar harms are involved, avoid harming the worse-off individual.

Harm is defined as the reduction of the capacity to have and fulfil desires. This definition of harm benefits people over animals because human beings have far more desires that they want to satisfy than do non-human animals.

This resolves many of the traditional problems of humans versus animals in favour of humanity, because the human being under consideration would suffer far more harm than the non-human animal.

But be careful: this method of choosing alternative courses of action is not utilitarian, it doesn't necessarily lead to choosing the course of action that produces the greatest overall happiness.



What's Your Prospective?

Comments section

Comments section

“Thinking Globally, Acting Locally”

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Get informed, follow your favorite news cast regularly.

Share important information you read about, by posting or talking to your circle of influence.

Adopt an important issue or concern to follow for the rest of your life.

Volunteer for organizations or projects you feel helps promote ideas you think are important.

Write a letter or make a call to a State or Congressional Representative about a concern.

Recycle everyday, reduce your carbon footprint by being conscientious about your consumption.

Befriend someone different than yourself.

Travel as much as you can, physically or vicariously.

Think and promote positive thinking for you and the world community.

Exercise your compassion and caring qualities in your character.



Roles & Responsibilities of World Citizens

December 16 2015
Carter Presidential Center

Georgia State Capitol
Capitol Program
Middle School
February 24, 2016
March 2-3, 2016
March 8, 2016
March 15-16, 2016

These programs are not just
tours to the Capitol but a hands- on experience
of citizenship and active engaged participation.

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