



Millennium PROMISE

Millennium Promise encourages individuals and organizations to join the fight against global poverty, disease, and hunger through an unprecedented campaign that draws on the support of all parts of society—individuals, businesses, charitable organizations, faith-based groups, government—to ensure the success of the Millennium Development Goals by 2015 and the end of extreme poverty by 2025.

Discussion Guide for MTV: Music Television's

The Diary of Angelina Jolie and Dr. Jeffrey Sachs in Africa

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Objectives of this Discussion Guide

This discussion guide is intended as a resource for teachers of high school students who would like to explore the themes raised in *The Diary of Angelina Jolie and Dr. Jeffrey Sachs in Africa*. These materials aim to help students:

- Identify and increase awareness of the conditions of extreme poverty;
- Explore the self-perpetuating cycle of poverty (poverty traps);
- Increase their awareness about the scientific and technological knowledge and capabilities that currently exist to alleviate the burden of poverty;
- Consider the role of the U.S. and other developed countries in working with the poorest countries to fight poverty; and to
- Motivate young Americans to support efforts to end extreme poverty.

The discussion guide mirrors the documentary in structure. For each of the documentary's three sections, it provides discussion questions, activities, and background information for the instructor.

Overview and Background Note for Instructors

The Diary of Angelina Jolie and Dr. Jeffrey Sachs in Africa is a 30-minute documentary that features first-person storytelling from Ms. Jolie and Dr. Sachs as they experience the effects of extreme poverty and witness progress being made in a remote group of villages called Bar Sauri in Western Kenya. The *Diary* personalizes the issues and faces of extreme poverty and highlights a pragmatic, working model that can be brought to scale to achieve global impact.

In Bar Sauri, the local villagers are working in partnership with The Millennium Villages Project to put into place a comprehensive plan that provides necessary investments in agriculture, education, health, nutrition, energy, transportation, water, sanitation, and environment. The Millennium Villages project is led by Dr. Sachs and his colleagues from The Earth Institute at Columbia University and the United Nations Millennium Project. Building on recent research by the UN Millennium Project, the Millennium Villages initiative takes a new, comprehensive approach to lift developing country villages out of the endless agony of extreme poverty. In short, the Millennium Villages is working with people in places like Bar Sauri to help them break out of the poverty trap with investments of around \$50–\$70 dollars per person per year.

The Millennium Villages Model

To tackle the inter-related problems associated with extreme poverty, The Earth Institute at Columbia University designed a comprehensive, tailored approach to development in Sauri, Kenya and Koraro, Ethiopia. In partnership with local governments, the Millennium Villages model bundles critical, life-saving, and practical interventions¹ together in order to address the inter-related facets of extreme poverty (such as hunger, disease and lack of access to education and infrastructure)—enabling whole communities to fight against poverty so extreme that it literally kills.

At a cost of just \$50–\$70 per person per year, Millennium Villages help provide for:

- Innovative, energy, water, and information technologies to provide access to services in remote areas;
- Use of agricultural and agroforestry² techniques for increasing food production while enhancing the environment;
- Development of adequate nutritional programs;
- Assistance in setting up health care systems, training facilities, and personnel for essential health services;

¹ Interventions are goods or services that can help address specific problems related to poverty. For example, distribution of insecticide-treated bednets are an intervention to help prevent malaria; likewise, providing free school meals is an intervention that can help boost enrollments and improve academic performance.

² Agroforestry is the cultivation of trees in the same site as agricultural crops in order to increase total productivity, generate short-term income, and improve the environment (e.g. through erosion control). For more information on agroforestry, visit the World Agroforestry center at <http://www.worldagroforestry.org/Agroforestry.asp>.

- Mechanisms to ensure gender equality in participation and management of village projects; and
- Support for institutions that contribute to active community ownership and partnership in all village activities.

In practical terms, these services include:

- Solar-powered lighting systems for homes, electricity, and cleaner cook stoves;
- Use of simple tools such as foot pumps, water filtration and purification systems to provide access to safe water;
- Access to low-cost fertilizers, training on natural methods to improve soil fertility, and drought- and/or insect-resistant seeds for crop planting;
- Daily school lunch feeding programs and nutritional supplements; and
- A health clinic in the village, access to essential medicines, provision of anti-malarial long-lasting insecticide-treated bednets, a village doctor, and nurses.

The Millennium Development Goals

The Millennium Villages Project is directly linked to a set of international goals known as the Millennium Development Goals. The Millennium Development Goals are the world's shared goals for fighting poverty. The Goals were born in September 2000, when the United States of America joined its 188 fellow member countries of the United Nations in adopting a statement known as the Millennium Declaration³, which set out an ambitious agenda for poverty reduction.

The Millennium Development Goals are the world's first time-bound, quantified, and comprehensive objectives for tackling the key dimensions of extreme poverty by 2015. The Goals are significant because they reflect the world's shared understanding of what needs to be done to tackle extreme poverty. They also embody the world's shared commitment to achieving these objectives in a specified period of time. Together, these Goals commit the world to cutting extreme poverty in half by 2015, as a midpoint towards eliminating it altogether. The eight Goals are:

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

³ The Millennium Declaration can be found at <http://www.un.org/millennium/declaration/ares552e.htm>

If the Millennium Development Goals are met, more than 500 million people will be lifted out of extreme poverty. More than 300 million people will no longer suffer from hunger. There will also be dramatic progress in child health. Rather than die before reaching their fifth birthdays, 30 million children will be saved. So will the lives of more than 2 million mothers. Achieving the Goals will bring safe drinking water to another 350 million people, and the benefits of basic sanitation to 650 million more, allowing them to live healthier and more dignified lives.

The UN Millennium Project: How to achieve the Goals?

In 2002, the Secretary-General of the United Nations commissioned the Millennium Project to develop recommendations for how to achieve the Millennium Development Goals. Led by Professor Jeffrey Sachs of The Earth Institute at Columbia University, the Millennium Project brought together over 230 of the world's leading experts on fight poverty. The Millennium Project published 14 reports totaling over 3,000 pages of text, making its findings the most comprehensive set of recommendations to date on how to tackle global poverty.

In short, the Millennium Project found that the Millennium Development Goals can be achieved—if the governments of the world act now. The knowledge, technology, and desire to eliminate extreme poverty already exist, but many developing countries are caught in poverty traps that have made it impossible for them to grow out of extreme poverty. However, if the world's richest countries were to fulfill their commitment to assist the poorest countries with sufficient foreign aid and other forms of support, the Millennium Development Goals could be achieved.

To learn more about the UN Millennium Project and its recommendations for fighting global poverty, visit www.unmillenniumproject.org. Key resources on the site include:

- *Investing in Development*: The overview of the UN Millennium Project's recommendations to the UN Secretary-General on how to achieve the Millennium Development Goals:
http://www.unmillenniumproject.org/reports/index_overview.htm
- *Frequently Asked Questions*: A compilation of common questions about global poverty, the Millennium Development Goals and strategies to achieve them:
<http://www.unmillenniumproject.org/facts/facts05.htm>

Fast Facts on Extreme Global Poverty

More than 1 billion people in the world live on less than \$1 a day. In total, 2.7 billion people struggle to survive on less than \$2 a day. Poverty in the developing world, however, goes far beyond income poverty. It means having to walk more than a mile every day simply to collect water and firewood, and suffering from diseases that were eradicated from rich countries decades ago. Every year, ten million children die, most of who are under the age of 5. More than six million of these children die from completely preventable or treatable causes like malaria, diarrhea, and pneumonia.

In some deeply impoverished nations, less than half of the children are in primary school, and less than 20% go to secondary school. Around the world, a total of 114 million children do not get even a basic education, and 584 million women are illiterate.

The following are some basic facts outlining the roots and manifestations of the poverty affecting more than 1/3 of our world.

Health

1. Every year, 6 million children die from malnutrition before their 5th birthday.
2. More than 50% of Africans suffer from water-related diseases such as cholera and infant diarrhea.
3. Every day, HIV/AIDS kills 6,000 people and another 8,200 people are infected with this deadly virus.
4. Every 30 seconds an African child dies of malaria—more than 1 million child deaths a year.
5. Each year, approximately 300–500 million people are infected with malaria. Approximately 3 million people die as a result.
6. TB is the leading AIDS-related killer, and in some parts of Africa, 75% of people with HIV also have TB.

Hunger

- More than 800 million people (300 million are children) go to bed hungry every day.
- Of these 300 million children, only 8% are victims of famine or other emergency situations. More than 90% are suffering long-term malnourishment and micronutrient deficiency.
- Every 3.6 seconds another person dies of starvation. The large majority of these children are under the age of 5.

Water

- More than 2.6 billion people—over 40% of the world's population—do not have basic sanitation, and more than 1 billion people still use unsafe sources of drinking water.
- 4 out of every 10 people in the world don't have access even to a simple latrine.
- 5 million people, mostly children, die each year from water-borne diseases.

Agriculture:

- In 1960, Africa was a net exporter of food; today the continent imports 1/3 of its grain.
- More than 40% of Africans do not even have the ability to obtain sufficient food on a day-to-day basis.
- Declining soil fertility, land degradation, and the AIDS pandemic have led to a 23% decrease in food production per capita in the last 25 years even though population has increased dramatically.
- For the African farmer, conventional fertilizers cost 2–6 times more than the world market price.

The Devastating Effect of Poverty on Women:

- More than 80% of farmers in Africa are women.
- More than 40% of women in Africa do not have access to basic education.
- If a girl is educated for six years or more, as an adult, her prenatal care, postnatal care, and childbirth survival rates will dramatically and consistently improve.
- Educated mothers immunize their children 50% more often than mothers who are not educated.
- HIV/AIDS spreads twice as quickly among uneducated girls than among girls that have even some schooling.
- The children of a woman with five years of primary school education have a survival rate 40% higher than children of women with no education.
- A woman living in sub-Saharan Africa has a 1 in 16 chance of dying during pregnancy. This compares with a 1 in 3,700 risk for a woman from North America.
- Every minute, a woman somewhere dies during pregnancy or childbirth. This adds up to 1,400 women dying each day—an estimated 529,000 each year—from pregnancy-related causes.
- Almost half of births in developing countries take place without the help of a skilled birth attendant.

(Source: UN Millennium Project)

Act One: Discussion Questions

Discussion Questions:

In Act One, Angelina Jolie and Jeffrey Sachs arrive in Kenya. They are soon stopped in the middle of the road by a broken-down truck. They take the opportunity to look at the fields around them, where they meet local children and see fields of corn.

1. What are the children doing with their day?

[A: Playing football (soccer) and then collecting water for their families]

2. What do Angelina Jolie and Jeffrey Sachs notice is unusual about the children they meet?

[A: The children are stunted and are much smaller than they should be]

3. Why do you think the children are so small compared to how big they should be at their ages?

[A: Malnourishment has stunted their growth]

4. What do Angelina Jolie and Jeffrey Sachs notice is unusual about the crops in the field next to the truck?

[A: The maize in the fields is much shorter and sicklier than it should be, especially when compared to the maize seen in Bar Sauri, which is significantly taller than Angelina Jolie and Jeffrey Sachs]

5. Why do you think the corn is so stunted?

[A: The soil is depleted of essential nutrients. If students are a bit more advanced, ask them which nutrients they think are missing, and how this could be resolved. This could be linked to students' science curriculum]

Later on, Angelina Jolie and Jeffrey Sachs arrive at a hospital. In the hospital, there are about 300 sick people each day with only one doctor. There is blood spattered on the floor, there is no running water, and many of the sick are required to share beds with people who have other illnesses.

6. What are some of the health hazards you noticed in the hospital?

[A: Blood on the floor is unsanitary; lack of running water makes it difficult to clean and sterilize instruments; sharing beds with other patients raises the risk of disease transmission and contagion; lack of physicians and nurses mean that medical attention is likely to be inadequate; there are many others!]

7. Why is there only one doctor for so many patients?

[A: It is likely that the hospital only has enough money to pay the salary of one doctor. Here, poverty means that there isn't enough money to hire enough medical staff. In many countries, there are also not enough trained medical personnel to go around. HIV/AIDS has decimated the numbers of doctors and nurses across Africa, leaving survivors with even greater workloads. Faced with poor working conditions and low salaries, many trained doctors and nurses leave public hospitals to practice in the more lucrative private sector. Others leave their countries entirely, immigrating to industrialized countries like Great Britain, where they can earn significantly more money and work in more comfortable conditions. All of these factors mean that there simply isn't enough staff around to manage health care in the poorest countries.]

Act One: Classroom Activity

Comparing health systems in Kenya and the U.S.A

1. Each day, HIV/AIDS kills 6,000 people and 8,200 people are newly-infected. Approximately how many people die of AIDS each year? How many are newly-infected?
2. In Africa, a child dies of malaria every 30 seconds. Approximately how many children die of malaria each year?
3. Think about the kinds of medical care that primary care doctors provide. How long, on average, do you think a primary care doctor needs to spend with a patient? Based on this number, how many patients do you think a doctor should see in a single day?

Find out how many patients a doctor sees each day, on average, at your local hospital.

4. If the doctor in Kenya sees 300 patients a day, estimate how long he can afford to spend with each patient, on average. Calculate how many more doctors it would take in order for the doctors in this clinic to spend the amount of time you derived in Question 3 with each patient.
5. Use the Internet to determine how high per person health spending is in the United States. Compare this to how much money is spent per person on health services in Kenya.
6. Despite the serious challenges facing Africa, Angelina Jolie and Jeffrey Sachs find that there are many actions that could be taken to help the poorest people stay healthy. Name three technologies, programs, or strategies from the documentary that could help Africa achieve better health and explain how those might make a difference.
7. Based on what you have seen, what do you think people in rich countries can do to help Africa improve the health of its citizens?

Act Two: Discussion Questions

In Act Two, Angelina Jolie and Jeffrey Sachs arrive in Bar Sauri. They meet Monica, the poorest woman in the village, and Kennedy, a young man who farms for a living. They note that Bar Sauri is a Millennium Village, where scientists from Columbia University have been working with the community to improve agricultural productivity and fight poverty's many dimensions.

- 1. Because Bar Sauri does not have access to running water, Monica has to carry water each day. What different uses might she need water for? How much do you think she needs each day? What are the risks and problems Monica encounters because she has to carry all the water she uses?**

[A: Water is used for drinking, cooking, cleaning, farming, and bathing. Risks include injury, having to leave children unattended, and dependence on distant, sometimes unreliable water sources. Other problems include the time lost while collecting water: every hour she spends collecting water is an hour she cannot spend in other productive activities.]

- 2. Angelina Jolie and Jeffrey Sachs enter a bedroom equipped with a bednet designed to fight malaria. What is malaria? What causes it, and what are its symptoms? How do bednets make a difference?**

[A: Malaria is an infectious parasitic disease spread by mosquito bites. Insecticide-treated bednets do three things: they physically protect people from insect bites especially at night while they sleep since mosquitoes bite from dusk until dawn; they repel mosquitoes from the area, and they kill any mosquitoes that land on the insecticide-treated net.]

- 3. What are some of the impacts of the global AIDS pandemic? What impacts can you see in Bar Sauri?**

[A: AIDS kills people who are in the most productive years of their life. It kills parents, leaving orphans behind with nobody to care for them. It kills farmers, impacting food production and requiring survivors to add food production to their already long list of tasks. It kills doctors and nurses, decimating the health workforce and stretching an already fragile health system. In Bar Sauri, Jeffrey Sachs mentions that AIDS has killed many men and women who would otherwise be out working the fields, which is why you see very young and very old people working there instead.]

- 4. How are these things—lack of access to water, vulnerability to malaria, and the HIV pandemic—related to poverty?**

[A: They are all parts of the trap of extreme poverty that keeps people poor. When women spend all their time gathering water and fuel, they can't spend time on

productive activities. Malaria makes enormous numbers of people sick, lowering their productivity and ability to escape poverty. HIV/AIDS eliminates some of the most productive segments of the population, threatening to trap the next generation in poverty as well. Combined with illiteracy, gender inequality, environmental degradation, and the other problems targeted in the Millennium Development Goals, these problems can keep people stuck in extreme poverty.

Act Two: Classroom Activities

1. *Understanding extreme poverty:*

Monica is the poorest person in her village. In sub-Saharan Africa, the poorest people in the village live on the equivalent of less than a dollar a day. If you had just \$1 per day to spend, how would you spend it? How would you go about setting priorities? Either draw up a budget, or write a short essay describing what your life would look like if you suddenly had just a \$1 a day to spend.

2. Jeffrey Sachs and Angelina Jolie meet a woman who has no food and cannot feed her children. 1/3 of the people in Africa live on less than the minimum amount of food needed each day to avoid malnutrition—which is about 1,800 calories per day. Indeed, some people have to go for days with hardly any food at all. To put these facts into perspective, think about your daily habits:

- a. Come up with a list of foods that you eat on a daily basis, and calculate how many calories you consume on an average day. Include all drinks, snacks, and lunch items. How does this compare to the 1,800-calorie figure?
- b. Try to come up with the least expensive combination of foods it would take to reach 1,800 calories. How cheaply can you purchase 1,800 calories worth of food?

3. Because Bar Sauri does not have running water, Monica has to travel many miles each day to collect water. Assume that she needs to travel 1.5 miles in each direction to obtain water. Because she can only carry a limited amount of water, she needs to make this trip six times a day. If Monica can walk approximately three miles an hour, how many hours a day does she spend collecting water?

[This can be used as a springboard for discussion in several ways:

- Discuss its relevance to the idea of a ‘poverty trap’—of being so poor that your poverty itself becomes an impediment to earning income. For example, because Monica has to collect water for several hours a day, she can’t pursue other income-generating activities.
- Discuss its gender implications. In many villages, it is the women who are required to spend most of their hours on routine tasks such as fetching water or gathering firewood. Female schoolchildren are much more likely to be kept home from school to collect water and firewood than boys, which translates into unequal educational outcomes, which further reinforces gender inequality.]

Act Three: Discussion Questions

- 1. In Bar Sauri, the school meals are free for the children and locally produced. What are the benefits of having a free meals program? What are the benefits of having the meals be locally produced?**

[A: A free meal program has been shown to increase enrollments in very poor communities because it increases parents' incentive to send their children to school where they will be fed without cost to the family. In places where students suffer from chronic hunger, a free nutritious meal helps them concentrate in class, improving academic performance. Having the food be locally produced links the meal program to increased farmer productivity.]

- 2. In the documentary, Jeffrey Sachs helps students send an email to the United Nations. Do you think information technology (for example, computers, and Internet access) is important in a village like Bar Sauri? What kinds of benefits might it deliver? Should it be a priority?**

[A: Some benefits from information technology include improved record-keeping, ability to communicate more quickly with regional and national government, ability to access knowledge and technology from outside the village over the Internet, ability to use the Internet to sell products, etc.]

- 3. The Millennium Villages model attempts to tackle the challenges posed by extreme poverty in a coordinated fashion. Based on your own knowledge and what you have seen in the documentary, how likely do you think it is to succeed? What are its advantages, and what are its disadvantages?**

[Answers will vary]

Follow-Up Discussion Questions

After watching the documentary, students may wish to know how they can become involved in the fight against global poverty. This section provides some discussion questions and resources teachers can use to help students identify ways to contribute.

1. How much, as a percentage of our GDP (explain GDP to students if they do not already understand the concept, or just use “income”), do you think the United States should give to developing countries in foreign aid? Survey the class, and try to get answers expressed in percentage terms.

2. How much, as a percentage of our GDP, do you think the United States currently gives to developing countries in foreign aid, excluding military assistance? Again, survey the class.

[The answer to Question 2 is actually just 0.16% of GDP. Typically people will guess a figure much higher than this; a recent poll found that most Americans believe that the U.S. gives 10% of its budget to foreign aid.]

3. How does foreign aid help the recipient countries? Given what you’ve seen in the documentary, and drawing on your own knowledge, how should it be used?

[Foreign aid helps recipient countries make concrete investments in development that they can use to escape extreme poverty. Aid can be channeled in many ways, but should allow governments to invest in proven interventions—things like insecticide-treated anti-malarial bednets, eliminating school fees, and providing free school meals.]

4. What are the risks associated with giving foreign aid?

[Some people claim that foreign aid fuels government corruption, such that the assistance doesn’t reach the people who need it most. Others argue that there is little evidence that aid has worked in the past. The Millennium Villages model is one way that donors can circumvent these problems.]

5. How do donor countries like the United States benefit from providing aid?

[Development and international peace are closely related. A more prosperous world is a more peaceful world. Helping the poorest countries build up strong economies and societies can translate into greater international stability and cooperation. Providing aid also generates goodwill, which is particularly important given the need to work with foreign governments on global issues like terrorism or the environment.]

Follow-Up Activities: Taking Action

After seeing the documentary and learning more about global poverty, students may wish to learn how they can become directly involved in the fight against global poverty. Here are some suggested classroom activities to help them on their way.

1. Have a brainstorming session about what young Americans can do to support the achievement of the Millennium Development Goals. Be as creative as possible and think about all of the different things that could be done. Typically students will come up with three kinds of responses: engaging in public education and advocacy for the Goals (helping teach and raise awareness in the community about global poverty); raising money to support development abroad (which can be channeled through Millennium Promise, see below); and working to influence government officials by writing letters or making phone calls to support the Goals.
2. Once the students have brainstormed a list of activities, discuss what the priority actions should be—raising awareness of extreme global poverty, advocacy to influence governments to increase funding, or collecting contributions.
3. Students could organize a fundraiser and use proceeds to support an international development organization, such as Millennium Promise, that will channel proceeds directly into support for the Millennium Development Goals.
4. Students could organize a “teach-in” or other form of outreach event to educate the community about the Millennium Development Goals.
5. Students could write letters to Senators and Congressional Representatives to say, in their own words, why the U.S. government should support the Millennium Development Goals. As a further stimulus to learning, they could use the Internet to research whether there are any bills or resolutions before Congress on the Millennium Development Goals (there are several, including S. 1315, H.Con.Res. 172, and H.R. 3605) and write to solicit their representatives’ support for these pieces of legislation.
6. Students could start an organization at their school—if there is not one already—to build long-term engagement on issues related to global poverty.

Additional Resources

Millennium Promise

Millennium Promise is a nonprofit organization whose guiding focus is the achievement of the Millennium Development Goals and whose vision is the eradication of extreme global poverty. Millennium Promise works with leading companies, non-governmental organizations, philanthropies, and millions of interested citizens to unite efforts to achieve the Goals in the world's poorest countries. At the core of its poverty-reduction programs, Millennium Promise extends the work of The Earth Institute at Columbia University and the UN Millennium Project's Millennium Villages by establishing many more Millennium Villages throughout hunger hotspots.

<http://www.millenniumpromise.org>

UN Millennium Project

The UN Millennium Project is an independent advisory body commissioned by the UN Secretary-General to advise the United Nations on strategies for achieving the Millennium Development Goals, the set of internationally agreed upon targets for reducing poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women by 2015. The UN Millennium Project has a small secretariat housed at the UN Development Programme Headquarters in New York City.

<http://www.unmillenniumproject.org>

The Earth Institute at Columbia University

The Earth Institute at Columbia University is the world's leading academic center for the integrated study of Earth, its environment and society. The Earth Institute builds upon excellence in the core disciplines—earth sciences, biological sciences, engineering sciences, social sciences, and health sciences—and stresses cross-disciplinary approaches to complex problems. Through research, training and global partnerships, it mobilizes science and technology to advance sustainable development, while placing special emphasis on the needs of the world's poor.

<http://www.earth.columbia.edu>

Global Youth Action Network

The Global Youth Action Network is a not-for-profit organization that acts as an incubator of global partnerships among youth organizations. To learn more about Global Youth Action Network's work on the Millennium Development Goals, please see *Placing Youth at the Forefront of Efforts to Achieve the MDGs* at:

<http://www.youthlink.org/gyanv3/mdgyouth.htm>

think MTV

Located at think.mtv.com, *think* MTV informs and engages viewers to take action on the domestic and global issues that affect their lives. Whether it is education, sexual health, discrimination, the environment, or global issues like the fight against preventable disease and extreme poverty, young people have the power to make a difference and *think* MTV is the place to go to find out how to make it happen. To find out more about

The Diary of Angelina Jolie and Dr. Jeffrey Sachs in Africa, please go to:
http://www.mtv.com/thinkmtv/features/global/diary/angelina_jolie/

NetAid

NetAid is a nonprofit organization that educates, inspires, and empowers young people to fight global poverty. Focusing our efforts on the U.S. and other wealthy countries, we're creating a movement of young people who are champions for the world's poor and engaged global citizens.

<http://www.netaid.org>