

# ourworld.ca

AN UP-TO-DATE RESOURCE AT YOUR FINGERTIPS

Are you teaching the  
**S4 World Issues Course**  
or do you have students working on or  
interested in international issues?



Then you know how difficult  
it can be to find up-to-date resources.

**We can help.**

**ourworld.ca**  
is a website designed just for you.



**Components of this interactive site include a:**

- **Development Overview page**, contrasting the differences between relief and rehabilitation versus long-term, sustainable development;
- **Fast Facts on Poverty and Development**;
- **an Inter-Active World Map** giving data on a variety of countries;
- **Myth Busters** challenging the commonly held myths reinforced by the media;
- interactive, **multiple choice Quizzes** on a variety of issues (the quizzes change bi-monthly);
- and a **Bibliography** of related print and media resources.

As well, this site is linked to a variety of related sites including Manitoba Council for International Cooperation (MCIC) member agencies.

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One of the unique components of this site is the **case study section**. There are three case studies: one each from Latin America, Africa and Asia. Students read about a situation, are given options for action, and then examine the effects of the actions. The conclusion of each case-study component profiles an actual MCIC member project which parallels the case study, and an examination of the actual interventions taken and the longer term effect of those interventions.

Unlike many websites, this site is reality based and all facts and figures given are from documented sources.

**The Overview page** allows students to realize that contrary to popular reports, progress is being made. People world-wide, under a variety of political, social and economic systems are striving to make a better life for themselves and their children.

**Fast Facts and Myth Busters** help to set the stage as students examine some of the commonly-held misconceptions about development. Students examine some of the reasons as to why those misconceptions occur, including who ultimately benefits from those misconceptions.

The statistics of the **Inter-Active World Map** allow students to compare countries in terms of basic health, education, population and development issues. Students are encouraged to evaluate the reality versus the perception they hold about a country's development. As well, the absence of statistics allows students to analyze why certain statistics are not gathered and/or published. For example, questions revolving around why girls do not go to school etc. raise issues around societal structure - again a key part of the World Issues course.

**The Weekly Challenge Quiz** allows students to rate their progress in terms of knowledge gained and the ability to think and to examine development issues more thoroughly.



However, it is the **Case Studies** that provide the in-depth analysis of what is happening in three very different countries - different in a political, social and economic sense.

**Three case studies are featured:**

**Malawi: Education and Natural Resource Management Project (World Vision)**

**Rural Development in the Municipality of Pueblo Nuevo Following Hurricane Mitch (Nicaraguan Children's Foundation)**

**Bangladesh Training Teachers of Youth (USC)**

By reading about each of those projects, looking at the photographs, choosing interventions and then seeing the results of the interventions, students gain a greater sense of the key elements necessary to the development of any society. They get a feel for the issues faced by the people in developing areas. The fact that all of the projects are real, carried out by real people, allows the complexities of development and world issues to be examined, discussed, and explored in a much more realistic way than any textbook could convey.

**The Links and Bibliography page** gives students and teachers some ideas about other sources of information, including websites of a variety of international development agencies. This process allows students and teachers to broaden their knowledge as well as giving them ideas for other related topics to research and present to the class as part of the course requirements.

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The MCIC website allows students, teachers and interested others to gain an up-to-date, inter-active resource that specifically meets the needs of participants in the World Issues course while stimulating discussion about a broad range of development issues.

This site is specifically addressed to assist your students, (alone or as a class), examine **a number of core concepts on the World Issues Course including:**

- the interdependence of societies that are at different stages of development
- the role of the media in shaping the perceptions of people
- the differing perceptions of basic human rights in various parts of the world
- the effect of an increasing world population on adequate diet, demography, governments and individuals in various parts of the world
- the ever-increasing pressures that industrialization and urbanization place on governments, groups and individuals to meet the demands for an adequate quality of life

**and most particularly:**

- the effect of world trade, foreign aid and international organizations on the economic and social gap between the rich and the poor countries of the world

**and**

- alternatives to present trends

You know your students best; you know what will work and what won't. But here are some suggestions on how to incorporate this site into your course.

### **Unit I: The Role of Media in World Issues**

#### **Questions for Discussion:**

Read the "Development" page. Development is separated from relief and rehabilitation. Does the media separate those two ideas? Why or why not? What are the general perception people have about the developing world? Contrast those perceptions with the Development page, the Fast Facts and the Mythbusters. Why would the media choose the images they use rather than providing a more balanced perspective?

### **Unit III: Quality of Life Perceptions**

#### **Questions for Discussion:**

Take the Poverty Quiz. What are some ways we define poverty? What are some of the ways we define wealth? Are these definitions open to interpretation? Does poverty only exist "over there"? Does wealth only exist "over here"? How do these two definitions inter-act with the idea of "Quality of Life". What would define quality of life for you? Select a participant from one of the case studies. What are some elements that might comprise their quality of life?

### **Unit IV: World Issues**

#### **Questions for Discussion:**

Name some of the most pressing world issues. Why do you know these issues exist? How do we get our information about these issues? Challenge each other to take some of the Quizzes on the site to see how much you know about the issues. What types of action can people take to change some of the situations described in the issues?

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**Who is MCIC?** The Manitoba Council for International Cooperation (MCIC) is a coalition of voluntary non-governmental organizations (NGOs) which promote international development through overseas projects and development education in Manitoba. These organizations involved in international development are committed to:

- respect, empowerment and self-determination for all peoples;
- development that protects the world's environment;
- and global understanding, cooperation and social justice.



MCIC's mission as a coordinating structure is to promote public awareness, member interaction and advocacy on international issues, and to administer funds for international development.

In the year 2000, 35 Manitoba based NGOs are working to educate Manitobans about international development. In the 1999-2000 fiscal year, 22 MCIC agencies funded 36 projects in 26 developing countries. Over half a million Manitobans support MCIC agencies through their volunteer effort and their money. Since 1975, the Manitoba Government has made a financial contribution to the overseas projects of MCIC member agencies.



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