



TO LOVE CHILDREN

EDUCATIONAL FOUNDATION INTERNATIONAL INC.

Volume 4 Issue 4 April 2006

Celebrating our Three Year Anniversary

Expanding Children's Horizons Globally Through Local Education

501c(3) non-profit, International Non-Governmental Organization
Founded July 25, 2002 International Home Office in San Francisco, California
Registered NGO in Uganda, East Africa Key staff volunteer offices in Kampala, Uganda and Nariobi, Kenya

To Love Children Foundation News

Informational Newsletter and Resource for Our Volunteers, Friends, and Board Members

To Love Children's mission is to create sustainable educational development opportunities for the girl child in the developing world, in order to break the cycle of poverty

In This Issue: Malaria And Its Effects On Sustainable Education, Editorial On Poverty, and Female Education In Tanzania



David Kenneth Waldman
Founder/President/CEO



ILLUSTRATION BY KIM SPUHLER
CREATED BY DAVID KENNETH WALDMAN

The Four Horseman of the Apocalypse~
War , Famine, Disease and Lack of Ethics

With apologies to: Ben Sargent *Universal Press Syndicate*



A Message from Our Founder, President & CEO

David Kenneth Waldman

Dear Volunteers, Board of Directors, Partners, Staff, and Friends,

I am always impressed with the quantity and the quality of the volunteers that come to us wanting to do citizen service. In the last newsletter, I explained that To Love Children is moving into a new stage called TLC 2.0. With the goal of becoming more independent, it is more important than ever that To Love Children manages its volunteers more efficiently and provides incentive awards to our best. I have thought long about how best to manage the growing numbers of our volunteers that want assignments. Here is our plan.

I will be sending out e-mail messages to all volunteer assistants that have recently applied to help, as well as all of our editors, writers, graphic design, grant writers, etc. to solicit one or two team leaders. Leaders will receive assignments that they can parcel out to the rest of the team. The new assistants can take on parts of the volunteer managing and I will coordinate to see that all volunteers, as well as leaders(?) see how their project fits into the larger scope of the work of To Love Children.

We need editors and translators everyday to edit and translate the Journal articles, newsletters, PR pieces, curriculum books, etc that we release. In order to keep the level of excellence needed to become an effective international non governmental organization, I must match the skill and experience to the job at hand. We will grow faster in reaching our goals of helping the girl child with a team approach. But it is up to our volunteers to keep in touch with me so I can fully utilize each volunteer's unique talents and abilities.

I need qualified people to sit on committees and serve on advisory committees for TLC and the Global Child Journal. These posts require a resume and experience that matches the need of the organization. People with few skills in the real world, our University student volunteers, will be teamed with more experienced mentors. As To Love Children grows into 3.0 where we will hire full and part time employees to run the organization, those volunteers that have shown dedicated service will be approached first for interviews as opportunities arise. All dedicated volunteers will be part of a new incentive reward system that will be created with volunteer input. I appreciate each and every one of you and To Love Children is what we are today because of your service and volunteering.

For all the writer volunteers: We need one page articles for each month's newsletter. We also are writing a Walk for Education newsletter (see website). Here is a list of suggested topics for articles. Please remember that the goal of your writing is to keep our mission of creating sustainable educational opportunities for the girl child in the developing world in order to break the cycle of poverty in mind.

International Relations, Geography, Girl Education, Oral And Written Presentation Skills, Social-political Awareness, Literacy, Critical Thinking, Research Skills, Higher Order Thinking, Statistics, Numeracy, Economics, Development, Health, Child Rights, Universal Primary Education, Hiv/aids, Peace Education, Conflict Resolution, Child Abuse Awareness, Gender Sensitivity, Pre And Post Natal Care, Child Labor, Trafficking, Security, Justice, Millenium Development Goals, Human Rights Conventions Of The United Nations—convention On The Rights Of The Child, Vocational Education—school To Work Programs, Sustainable Developmental Education, Micro Loans Programs, Accounting, Library Skills, Development, Developmentally And Age Appropriate Practices, Early Childhood Education Methodology, Child Centered Education, School Friendly Schools, Safety, Ethics, Professionalism, Teacher Inservice Methodology, Water Conservation And Clean Water, Agricultural Skills And Techniques, Networking, Self Esteem, Social Entrenpreneurs, Positive Attitude, Motivation, Empowerment, English As A Second Language, Culture, History, Literature, Music, Art, Traditions, Technology, Internet—websites, Long Distance Learning, Life Long Learning

I have found that my goals and dreams can take a number of years to be fully realized. I have learned never to give up and to always move forward knowing what you think you can achieve, you will. The Global Child BLOG is one such goal. Once the new website gets finalized (see sample home page

below), we will be up and running with our Global Child Blog. We need more writers and people to monitor the content to assist Gary Sonik . Gary has steadfastly held on to this goal with me, never faltering in his belief that this important tool will come to life one day. Gary, saying thank you from the bottom of my heart doesn't seem to match your support, but it is my sincere way of appreciating your managing of this goal for To Love Children.

Global Child Blog

- To support and advocate for all child to have a education
- To support the Millenium Develkoptment Goals
- To create a African Awareness Campaign to showcase Africa's deepest roots of culture and tradition, art and music, storytelling and proverbs.
- To Advocate and educate for the United States of America to ratify the Convention on the Rights of the Child

I also have the pleasure of sharing a public relations success story. An article was written by award winning photo journalist Bea Ahbeck of The Argus, a Fremont, California newspaper, about the work of David Lubaale, our African Director, and his school for HIV/AIDS orphans. Bea also wrote about To Love Children's investment in a micro loan project at the school that has provided sustainable educational resources for the school. As a direct result of that article with a photo of this boy pictured below, a generous donor contributed funds to help him and the school. A mattrerss, blanket, shoes, school supplies and a goat were donated to help him to create a sustainable cash flow to meet his essential needs.

Your donations make a huge difference no matter the size as this donation of \$100 demonstrates. It is not the policy of To Love Children to benefit one child but the article touched this donor's heart; we supported the donation of a sustainable gift with the goat that would help to break the cycle of poverty for this boy and his family.

It is also noted that no girl was featured in the article and demonstrates the importance of our work here at To Love Children. For we love all children and this donation made a lot of children happy to see their classmate benefiting.



Finally I am pleased to acknowledge the progress on making our web site more user friendly and logically organized for finding information and services. We are close to a final date when we will go online live. Stay tuned for the announcement .

*Designed by To Love Children
voluteer Art Director
Jen McIntosh*

Sincerely,
David Kenneth Waldman
Founder/ President/ CEO

TO LOVE CHILDREN
EDUCATIONAL FOUNDATION INTERNATIONAL INC.
An International Non-Governmental Organization 501C(3) Non-Profit

EXPANDING CHILDREN'S HORIZONS GLOBALLY THROUGH LOCAL EDUCATION

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Our mission:
To Love Children's mission is to create sustainable educational development opportunities for the girl child in the developing world in order to break the cycle of poverty. More...

G.I.R.L. Speak Up Speak Out GEOTOP

WOMEN Global Child Blog Global Child Journal

To Love Africa IDEAS Partners Resources Membership
Rebecca House Educational Store Photo Album TLC Cartoons

Created : November 2001 Updated last:
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Spotlight On

Malaria and Its Impact On Sustainable Educational Development

by Bethan Harries a To Love Children volunteer

25th of April is Africa malaria day. Malaria is the world's biggest killer of children. Threatening 40 percent of the world's population, it kills between one and three million people and inflicts approximately 500 million acute cases every year.

The World Health Organisation (WHO) estimates that 80 percent of deaths caused by malaria occur among 'young children' (aged under 5) in sub-Saharan Africa. In this region, malaria accounts for around a quarter of all deaths in children. Apart from the obvious devastating health risks that malaria poses, its impact on sustainable educational development is disastrous.

In view of this problem, the World Bank (WB) commissioned a literature review to consider the impact of malaria on school children and the demand and supply of education. This review revealed that every year, 20–50 percent of school-age children experience a clinical malaria attack with inevitable consequences on attendance at school. Malaria can leave affected children with severe neurological damage, lowering the likelihood of enrollment and participation in school, and negatively impacting on levels of achievement. The review estimates that children who have been hospitalised with cerebral malaria are 4.5 times more likely to acquire a learning difficulty later in life. Supply is poorly affected by the prevalence of malaria in the adult population - absenteeism of teachers due to malarial infection can be as great a problem as absenteeism of children during transmission season and can result in school closures.

Malaria also has devastating impact on the economic sustainability of households. The UN Integrated Regional Information Network (IRIN) cites that poor households can spend up to a third of their income fighting the disease, thus, exacerbating their already limited financial capability.

However, the impact of malaria on education does not appear to be given much exposure. Whilst the UN Millennium Development Goals Report considers the impact of AIDS on education in the developing world, it does not do the same with malaria. So, why the lack of equal consideration for malaria?

In a recent report, IRIN examines the notion that malaria is a 'neglected disease:' a disease neglected by those who are at risk and by those who can help. Those who live in malarial regions are said to 'live with the disease' yet this can only be due to a lack of education about the ways in which it can be treated – if one is uninformed of the latest methods of diagnosis, prevention and cure, what choice is there other than to 'live with it'?

Neglect amongst the West and the pharmaceutical industry raise the most significant concern. Both the IRIN report and an earlier report in the *Lancet* (Attaran et al, 2004) claim that there is evidence to show that the amount of money invested by the West in malaria prevention remains insufficient and targets for reduction of the disease have not been met. And, because it is a primarily African disease and there is little money to be made, the pharmaceutical industry does not invest in malaria research.

Education can play a key role in the fight against malaria in terms of increasing awareness among those most at risk and putting pressure to do something on those who are most capable. There must be a transformation in how we all consider the detrimental effects of malaria in the regions most affected so that its full impact can be realised and acted upon at a local and global level.



‘There is the Western world, then the developing world and then there is the black African who is the least important in an inexcusable hierarchy. There’s AIDS in the West, there’s tuberculosis in India, and 80 per cent of all malaria is in Africa. It’s because of that that you see the differences in funding.’ (Amir Attaran cited in IRIN, 2005)

Sources:

Attaran et al, WHO, the Global Fund, and medical malpractice in malaria treatment *The Lancet*, January 2004, Volume 363, Issue 9404, Pages 237-240

Dr. Christopher Hentschel, Let us not overlook the biggest killer disease for African Children: Make Malaria a Priority <http://www.commissionforafrica.org/english/consultation/submissions/ro/sb-nov-dec04-155.pdf>

IRIN in depth report: Killer number one: The fight against malaria, February 2006 <http://www.schoolsandhealth.org/bibliography/bibliography%20-%20malaria.htm>

The UN Millennium Development Goals report, 2005 <http://unstats.un.org/unsd/mi/pdf/MDG%20Book.pdf>

The World Health Organisation health statistics database <http://www.who.int/healthinfo/statistics/en/index.html>

The World Bank, Impact of malaria on schoolchildren and the education sector, (undated, accessed on 14 April 2006) <http://siteresources.worldbank.org/INTMALARIA/Resources/377501-1114188195065/app6.pdf>

Zeller, M.; Schrieder, G.; Braun, J.; Heidhues, F
(Food policy review 4) Washington, D.C., USA: International Food Policy Research Institute (IFPRI) (1997)

Editorial

To Love Children invites your views for our newsletter. Our new editorial section will allow you to express your opinion and to respond to the issues that To Love Children is devoted to. TLC reserves the right to edit or not publish any editorial as it deems best to promote a positive dialogue centered on the issues.

How Can The Poor Be Empowered?

A View From a TLC Volunteer

The world looks different when viewed through the eyes of the poor. Absence of Education is one of the most regrettable causes of poverty, powerlessness and voicelessness.

Using open-ended qualitative and participatory research techniques, the Voices of the Poor study aimed to understand poverty from a first-hand perspective and to illuminate the human experience behind the economic statistics.

The study establishes, first, that poverty is multidimensional and has important non-economic factors; second, that poverty is always specific to location and to social group, making awareness to these specifics essential to the design of policies and programs intended to attack poverty, and third, that despite basic differences in the way poverty is experienced across varying groups and places, there are striking commonalities in the experience of poverty throughout the world, from Russia to Brazil, Nigeria to Indonesia. The lives of the poor are characterized by a voicelessness and

powerlessness that limits their choices and defines the nature of their interactions with their employers, the markets, the state and even non- governmental organizations. Institutions, both formal and informal, mediate and limit the poor's access to opportunities.

Further findings challenge all those committed to working for poverty reduction. The realities of poor people's lives must inform policy makers at macro as well as micro levels.

The potential exists within all of us to improve the lives of the poor. What will it take to activate that potential? I believe at TLC that we can adopt the principle of "doing it right the first time." This puts into consideration that for every activity we have to do, we have just one chance...so it is now or never!

Through provision of sustainable educational opportunities to the poor, you and I can project the voices of the poor.

It is the world's experience that illiteracy sustains poverty. It is my fervent conviction then, that the education we promote will impel people to rise out of it.

The following statements have been adopted from the IMF Development book published in 2000.

"Nobody hears the poor. It is the rich who are being heard." A discussion group of poor men and women in Egypt.

"Poverty is humiliating. The sense of being dependent and of being forced to accept rudeness, insults and indifferences when we seek help." A poor woman in Latvia.

"When the poor and the rich compete for service, the rich will always get priority." A discussion group of poor men and women from Kenya.



What Can Youth Do To Create a Better World?

Kids' Council/Youth Advisory Board ~ Walk for Education World Wide
Contact To Love Children to find out how to serve on the council or board.

To Love Children Roundtable

WE invite response from experts to extend the dialogue and to find solutions to topics presented in the TLC Roundtable

RESPECT & Female Education in Tanzania's Lugufu Refugee Camp

By Lillian Langford

In Tanzania, as in many other African nations, there is a notable difference between the perceived importance of a male's education and that of a female. A sharp drop in female enrollment rates between primary and secondary school and a significant gap between male and female literacy rates are both indicators that girls are simply not receiving the same quantity or quality of education that boys are. For females in refugee camps, obtaining an education is even more difficult.

Tanzania's Lugufu Refugee Camp, home to almost 95,000 refugees, is no exception. While male and female enrollment is comparable at the primary school level, the number of boys versus girls in secondary schools is about three to one.

Atuu Waonaje, founder and director of the Center of Youth Development and Adult Education (CELA) operating at Lugufu camp, reports that child education has taken a more important role in Lugufu since the camp's creation. At that time, refugee education in general was considered "non-sense" since it was believed that it would not be recognized in the refugee's native country upon return. However, Atuu has observed a change in attitude in the camp. "Now education of children is given so much importance because people believe that education is the means to alter people's ideas, and the most important is that education is taken as the key to a successful life," Atuu says.

Unfortunately, the refugees in Lugufu still feel that the education of males is far more important than that of females. Additionally, Atuu notes, refugee girls face obstacles like young marriage, pregnancy, and lack of funds. Without proper support and encouragement, young girls also lack the motivation and desire for an education.

RESPECT began operating in partnership with CELA in Lugufu Camp in 2005. Ten of the camp's schools are already involved with the organization's letter exchange program. This program allows children of the refugee camps to reach out to children in the developed world. Another thirty students, of which four are female, are enrolled with RESPECT University, studying subjects like English, statistics, business, and human rights.

Atuu believes that involvement with RESPECT has the potential to help change the discouraging trend in female refugee education at Lugufu. "I think that RESPECT and the letter exchange can, to some extent, help the girls to remain at school, because being a refugee is a difficult experience where most of the people are helpless and hopeless. While the girls are corresponding with their pen pals in developed countries, they feel encouraged...and since the program is undertaken in a school setting it will help the girls to remain in school."

Participation with RESPECT may also help girls to understand the importance of school. One female student enrolled in class 5 at one of Lugufu's primary schools says that the things she learns in school "will help [her] to understand different problems of life and phenomena of the world." At Ecole Secondaire Hekima, she studies subjects like geography, history, natural sciences, arithmetic, French, and civic education. This seventeen-year-old girl has a pen pal in France through RESPECT's letter exchange.

Although she feels proud and glad to be a girl because “it is how we are created,” she also thinks it can be hard because girls have more work and less time to play than the boys do. She says that her family often relies on her to do all of her mother’s work when her mother is gone or ill.

When asked if she had learned anything from her involvement with the letter exchange program, the student replied, “When I arrived in Lugufu camp, I did not think a refugee can have a friend abroad. Since refugees, we are much more neglected and taken as something of no value, and I did not think there can be some other people who care about us in the world. From this I have learned that no matter how the people are, we are all equal and I feel happy.”

How Can I Help TLC?

Healthy And Smart Hiv/aid Prevention Curriculum
Women Organization Micro Finance Educational Network
Clean Water Project
Solar Energy Resource Center
Universal African Resource Center And Library
Kampala Brass Band
Peace – A Peace Curriculum For Children

Each month we will focus on a part of our many programs where you can make a difference with a \$100 contribution. Of course any amount goes a long way. Your contribution will pay for the running of our programs.

To Love Children’s Born With A Learning Mind Educational Online Store

Buy Educational books, CD’s, and materials to help support our educational programs for the girl child in the developing world

Classifieds & Advertising Section

Partners, volunteers, members! Pplace your advertising or classified ad here free and reach hundreds of people that live in over 41 countries. All ads are subject to approval of the Editor and a we suggest aed minimum of 10% of any profits from any sale be donated to the running of TLC’s programs

Shop Online & Donate

Who hasn’t uttered the words, “I wish there was something I could do to help?”? Now you can. Start shopping!

At www.iGive.com, you can buy the items you’ve always wanted from Overstock.com, Barnes and Noble Books, The Gap, Apple Computers, Dell, Best Buy, and more. Rent a movie with Netflix, book travel on Expedia, or get your office to order online supplies from Staples or Office Depot. It’s FREE! No invisible costs, or tricky obligations. Shop for everyday items at the over 650 stores at the Mall at iGive.com. Up to 30% of each purchase is donated to TLC. What could be easier? Buy the things you always need and always buy and support To Love Children every time you do.

Join now by going to <http://www.iGive.com/ToLoveChildren>



Editorial Services

Jeanmarie Martin is now editing some of To Love Children's newsletters and documents with the professional skill of the best of editing tradition. She is reliable and thorough. We recommend that you call or email her company, A Way with Words, to receive a quote for your next editing job.

A Way With Words

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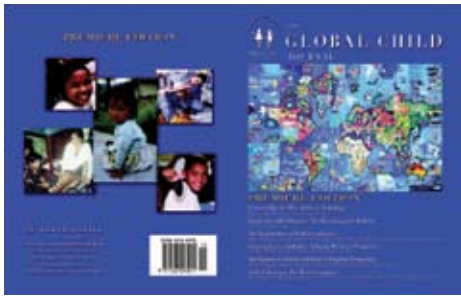
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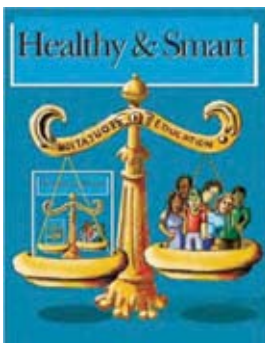


The Global Child Journal is a new multidisciplinary journal providing articles to help specialists and non-specialists keep up with research and developmental efforts to improve educational opportunities for children. Each issue covers a specific topic from various perspectives. It includes articles on demographics, education, and the link between the education of girl children and the economic well-being of the community. It also includes reports from the field and from academia on work that is being done to educate children.

For information on how to subscribe, obtain a hard copy, or to place advertisements E-Mail: GlobalChildJournal@tolovechildren.org or to see the online version go to <http://www.tolovechildren.org/2004/Final%20for%20Web.pdf>

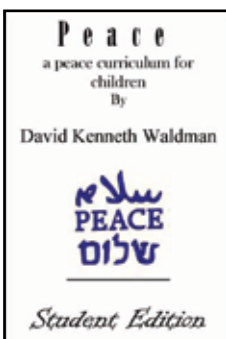
Curriculum Books

\$25.00



To Love Children's HIV/AIDS prevention curriculum for Students ages 14 to 18 yrs
Published by To Love Children and Rebecca House Publishing International
Publishing Date to be announced.

\$25.00



A Peace Curriculum for children ages 7 to 12 years of age. Publishing date to be announced.



Rebecca House Publishing International

Children's books and cassette tapes for sale. Profits from the sales of children's books and cassettes go for operating costs for To Love Children.

Crystal Moonlight by David Kenneth Waldman

\$10.95

for ages 4-8

A blind girl named Gale learns to see with her heart and not with her eyes alone.

The Changer by Tatiana Strelkoff

\$10.95

for ages 9-12

A ten-year-old boy named Jeremy learns the gift of being one with animals from Woodman, a Choctaw Indian.

How Teddy Bears Find Their Homes by David Kenneth Waldman

\$7.95

for ages 4-8

At the age of five, Benjamin Tristan Bear learns that you find your home through love. An original teddy bear song is included.

This cassette also includes Crystal Moonlight, a Crystal Moonlight lullaby song, and the theme song for To Love Children. Ron Dante, a two-time Tony award winner and the voice of The Archie's and hits such as Sugar, Sugar, is featured on this tape along the incredible voice talent of Roo Morgan, who has done work for Disney and appeared on the Smothers Brothers TV show.

Wish Upon a Star

Songs and Stories for Children

\$20.00

New CD from Rebecca House Publishing featuring the songs and stories from How Teddy Bears find Their Homes plus an original song about Africa written for To Love Children, An African Storyteller reciting a African fable.
Publishing date to be announced.



New Children's Art

For sale. For information and pricing for creating a poster suitable for framing contact DavidKennethWaldman@tolovechildren.org

Poster by Lillian Kyabakyi, Kampala, Uganda - age 16

\$50 profit to pay for Lillian's college education, the first girl and person attending University from the Kampala Brass Band.

Volunteers Needed

Editors And Writers

People To Work On To Love Children Blog

**Translators In Russian – German, Italian, Chinese Mandarin
Or Other Major Dialects**

Graphic Designers And Illustrators

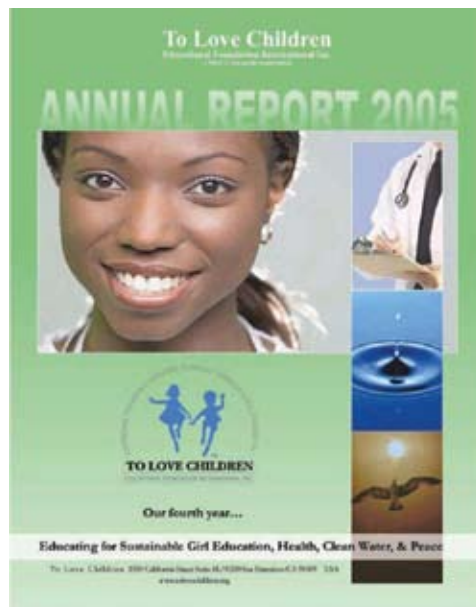
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Board Of Directors**

**Advisory Board Members For Micro Loan
Curriculum And For To Love Children**

**Join Board Of Directors Committees Such Financial, Education, Pro-
grams, Fundraising And Publishing**

For more information about this one of a kind opportunity with an NGO that is growing everyday,
please send a cover letter and resume to David Kenneth Waldman at DavidKennethWaldman@tolovechildren.org

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Edited by To Love Children volunteer Patty Kelmar

To Love Children Educational Foundation International, Inc.
1550 California Street 6L/#330 San Francisco, CA 94109 USA
415.567.0394 davidkennethwaldman@tolovechildren.org www.tolovechildren.org
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