

GETTING STARTED & IMPLEMENTATION GUIDE



PENNIES FOR PEACE™ GETTING STARTED & IMPLEMENTATION GUIDE

Asalaam Aleikum! Peace be with you!

Thank you for your interest in Pennies for Peace, a program of the Central Asia Institute. We are delighted that you and your students are joining us in your own Pennies for Peace campaign to bring cultural and philanthropic education to your school. People around the world share your vision and dedication to empower communities in remote regions of Pakistan and Afghanistan through education.

We have seen the positive impact of education on children on both sides of the Pennies for Peace bridge. In the villages of Pakistan and Afghanistan, the opportunity for an education gives children a chance to break the cycle of poverty, terrorism, and war. As students in the developed world participate in Pennies for Peace, they broaden their cultural horizons and come to understand their own capacity as philanthropists. They learn to share and work together to become members of a global family dedicated to peace – one penny at a time.

The pennies are a metaphor. A penny buys a pencil in Afghanistan and Pakistan and empowers a child to read, write, and think critically. Education coupled with compassion can move mountains. We want our students to understand the issues facing the world, to know that they have the capacity to affect change, and we want them to guide their leaders to share one penny per dollar globally; because the greatest legacy we can give our students is a legacy of peace.

We hope you will find this Pennies for Peace Getting Started & Implementation guide useful in building your own bridge of peace.

Shukria! Thank you!

Greg Mortenson

Executive Director of Central Asia Institute and founder of Pennies for Peace



“When I look into the eyes of children in Afghanistan and Pakistan, I see my own children. I want my own kids and their counterparts to live in peace, but that will not happen unless we teach them alternatives to the cycle of terrorism and war.”

– *Greg Mortenson*

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TABLE OF CONTENTS

Getting Started & Implementation Steps	3
Implementation Tools	
Power of a Penny.....	5
Letters to Congress – Templates	6
Letter to Parents – Template	8
Press Release – Template	9
Pennies for Peace Fact Sheets: Pakistan Fact Sheet	11
Pennies for Peace Fact Sheets: Afghanistan Fact Sheet	13
Pennies for Peace Fact Sheets: Girls Education Fact Sheet	15
Glossary	16
Implementation Resources	
Pennies for Peace Stickers	17
Pennies for Peace Printable Photos	18
Pennies for Peace Printable Postcard	20
Pennies for Peace Videos	20
Afghanistan and Pakistan Map	21
Pennies for Peace Book and Movie Reference List	22
Acknowledgements	27

GETTING STARTED

Pennies for Peace is a service-learning program of Central Asia Institute. The program, inspired by Greg Mortenson's quest to build schools for children in the remote regions of Afghanistan and Pakistan, is recounted in the book *Three Cups of Tea*. Central Asia Institute strives to educate students about the world outside their own experiences, and shows them that they can make a positive impact on a global scale – one penny at a time.

The heart of the Pennies for Peace program is the penny raising campaign. The campaigns raise money to build schools in Afghanistan and Pakistan, but they also serve a more important purpose. A Pennies for Peace campaign teaches young people at all levels the importance of taking action and engaging their communities. It shows them that no matter how big or small you are, you can make a difference for others – often a profound one – by choosing to commit yourself to service and to a cause that matters to you.

If you're a classroom teacher, the Pennies for Peace toolkit encourages you to think differently about your program. The Pennies for Peace toolkit offers deep classroom activities at all grade levels; but to create effective campaigns you'll need to do more outside of the classroom to get your community involved. For this reason, the Pennies for Peace toolkit is designed with classroom resources as well as campaign tools.

Follow these 10 quick and easy steps to launch your Pennies for Peace campaign. Following the implementation steps you'll find additional resources to help promote your Pennies for Peace campaign. Thank you for your dedication to Pennies for Peace – remember to be creative with your projects and have fun!

PENNIES FOR PEACE IMPLEMENTATION STEPS

1. Register your Pennies for Peace campaign

You can register your campaign online using the online registration form at http://www.penniesforpeace.org/about_reg_form.html

2. View the videos for inspiration and examples

Watch Amira Mortenson explain the history of Pennies for Peace, hear from teachers and students as they explain how they implemented their Pennies for Peace campaigns, and view footage of school children in Pakistan and Afghanistan at school, work, and play.

3. Use the Pennies for Peace curriculum guides to facilitate authentic learning opportunities

The Pennies for Peace curriculum is guided by themes designed to stimulate critical thinking about the importance of education, the value of diverse cultures, and the responsibility we have as global citizens. The curriculum is grouped into grade clusters K–4, 4–8, 9–12 and is tied to national social studies, literacy, and mathematics standards.

4. Establish a timeline for your campaign and determine a location for your coin containers

Rather than a monetary goal, set a timeline for your campaign – two to three months works well for most Pennies for Peace campaigns. You can cover your coin containers with Pennies for Peace stickers using templates we provide, or you can print pictures off the website and personalize them yourself. (*Sticker templates and printable photos are included in this Guide on pages 17-19.*)

5. Broaden your Pennies for Peace campaign

- Invite local businesses to become a corporate sponsor. You may find businesses will give you counter space for a coin container. Other businesses may simply want to give a donation.
- Write to your congressional representatives and senators to urge them to support a foreign aid budget of 1% of the Gross National Income of the United States. A penny per dollar from the U.S. would go a long way to bring peace and stability to volatile regions. *(Sample letters are included in Templates section.)*

6. Notify participants, parents, and school officials

Alert your local media – TV, radio, and newspaper. Explain the mission behind your Pennies for Peace campaign – how you are trying to give children half a world away a chance at a better life through education. Create posters to help publicize your campaign. *(Press release template and sample letter to parents are included in Templates section.)*

7. Collect only pennies

Collecting only pennies makes it possible for *all* students, including those of very limited means, to participate actively. The main goal is to teach students their capacities as philanthropists.

8. Share Pennies for Peace with others

Encourage other schools, classes, or groups to join and to visit www.penniesforpeace.org. Help others understand how they can help make lasting global change.

9. Exchange your pennies and send to Pennies for Peace

When your Pennies for Peace campaign is complete, you can take a field trip to a local bank to see your pennies counted by the coin machine, before they are translated into a cashier's check or money order. Send your contribution to: Pennies for Peace, P.O. Box 7209, Bozeman, MT 59771.

10. Receive our thanks!

Upon receipt of your donation we will send you a Certificate of Appreciation to acknowledge your students' efforts to broaden their horizons and to become philanthropists.

IMPLEMENTATION SUGGESTIONS

- Use the ideas in the Pennies for Peace curriculum to help augment your lesson plans in the classroom.
- Use our Pennies for Peace Book and Movie Reference List to find age-appropriate resources for your students.
- Use the pictures included on the CD or on our website to help illustrate posters, reports, and your penny containers.
- Use the sticker templates included on the CD or on our website to decorate penny containers and to acknowledge student participation.
- Look for stray pennies in your couch, in the car, and on the street. Or start a piggy bank at home to collect pennies on your own. Think about what you had to give up in order to save those pennies and what those pennies might do for students in another country.

- Take a field trip to a local bank to see the pennies counted by the coin machine before being translated into a cashier's check or money order.
- Write to your congressional representatives and senators to urge them to support a foreign aid budget to bring peace and stability to volatile regions. (*Sample letters are included in the Templates section.*)
- Have fun while you participate in this project! Giving a gift is often times more rewarding than receiving one!
- Be creative and make the Pennies for Peace campaign your own!

POWER OF A PENNY

WHAT IS THE POWER OF A PENNY?

The penny, 1% of a dollar, is symbolic of the "1% of Gross Domestic Product" goal set by the United Nations in 1970. In 1970, 22 of the world's richest countries pledged to spend 0.7% of their gross national income on aid. Thirty-eight years later, only five countries have kept that promise – not including the United States. (*Source: <http://endpoverty2015.org/goals/global-partnership>.)* At the 2000 UN Millennium Summit, world leaders from rich and poor countries alike committed themselves – at the highest political level – to a set of eight time-bound targets, including one for universal education:

Every human being should have the opportunity to make a better life for themselves. Unfortunately, too many children in the world today grow up without this chance, because they are denied their basic right to even attend primary school. A sustainable end to world poverty as we know it, as well as the path to peace and security, require that citizens in every country are empowered to make positive choices and provide for themselves and their families. (Source: <http://endpoverty2015.org/goals/universal-education>.)

Pennies for Peace teaches children the rewards of sharing and working together to bring hope and educational opportunities to children in Pakistan and Afghanistan. A penny in the United States has little worth, but in Pakistan and Afghanistan a penny buys a pencil and opens the door to literacy:

1 penny = one pencil

2 pennies = one eraser

15 pennies = one notebook

\$2 or \$3 = one teacher's salary for one day

\$20 = one student's school supplies for one year

\$600 = one teacher's annual salary

\$5,000 = support for existing school for one year

\$50,000 = one school building and support for up to five years

(Source: Central Asia Institute)

The mission of Central Asia Institute (CAI) focuses on community-based education, especially for girls. A fifth grade education for girls improves not only the basic indices of health for them and their family, but also spreads the value of education within their community. Literacy, for both boys and girls, provides better economic opportunities in the future and neutralizes the power of despot mullahs and other extremist leaders.

LETTERS TO CONGRESS – TEMPLATES

SAMPLE LETTERS TO CONGRESS

Please modify these template to suit your campaign – it will be more effective if personalized.

If you are not sure of the name of your representative or senator, go to: www.congress.org and enter your zip code and you will be given a list of your congressional representatives and senators.

(For Younger Students)

Name of Representative or Senator

Address

City, State Zip

Date

Dear (name of representative or senator),

Students at (name of school) are collecting pennies for Pennies for Peace to promote and support community-based education, especially for girls, in remote mountain regions of Pakistan and Afghanistan.

We want to live in a safe, peaceful world, and we want other children to live in a safe, peaceful world, too. We know that education is a way to help poor children around the world have hope for a better life. Please vote to provide more money to help them.

This penny we send you is the first step to peace. Please keep it in your pocket to remind you of our hope for peace.

Sincerely,

(Have all students sign the letter.)

Attach a penny to your letter to serve as a reminder to your representative or senator, and tell him or her to visit www.penniesforpeace.org.

SAMPLE LETTERS TO CONGRESS CONTINUED

(For Older Students)

Name of Representative or Senator
 Address
 City, State Zip

Date

Dear (name of representative or senator),

Students at (name of school) have begun a Pennies for Peace campaign. The money we raise will be donated to Pennies for Peace to support and promote community-based education, especially for girls, in remote mountain regions of Pakistan and Afghanistan. Thousands of schools, and tens of thousands of students, have participated in Pennies for Peace over the past decade.

In 1970, 22 of the world's richest countries pledged to spend 0.7% of their gross national income (GNI) on aid. Thirty-eight years later, only five countries have kept that promise – not including the United States. (Source: <http://endpoverty2015.org/goals/global-partnership>.) At the 2000 UN Millennium Summit, world leaders from rich and poor countries alike committed themselves – at the highest political level – to a set of eight time-bound targets, including one for universal education:

Every human being should have the opportunity to make a better life for themselves. Unfortunately, too many children in the world today grow up without this chance, because they are denied their basic right to even attend primary school. A sustainable end to world poverty as we know it, as well as the path to peace and security, require that citizens in every country are empowered to make positive choices and provide for themselves and their families. (Source: <http://endpoverty2015.org/goals/universal-education>.)

We want to live in a safe, peaceful world, and education is the key to this change. Please help us make this change today. In the next budget cycle, vote for a foreign aid budget of at least 0.7% of GNI. Please leave us, and your own children, a peaceful world. The penny we send you is the first step to peace. Please keep it in your pocket to remind you of our hope for peace.

Sincerely,

(Have all students sign the letter.)

Attach a penny to your letter to serve as a reminder to your representative or senator, and tell him or her to visit www.penniesforpeace.org.

LETTER TO PARENTS – TEMPLATE

SAMPLE LETTER TO PARENTS

Dear Parents of (school name),

We are delighted to share with you that our students will participate in a Pennies for Peace campaign from (date to date). Pennies for Peace is a service-learning program designed to broaden our students' cultural horizons while teaching them about their capacities as philanthropists – one penny at a time.

Pennies for Peace is a program of Central Asia Institute (CAI), founded by Greg Mortenson – author of the #1 New York Times best seller, *Three Cups of Tea*. CAI is a registered 501(c)3 nonprofit organization that promotes and provides community-based education and literacy programs, especially for girls, in remote mountain regions of Central Asia. Founded in 1996, CAI has built, to date, nearly 100 schools in Afghanistan and Pakistan, which serve more than 28,000 students – over 14,000 of whom are girls.

How can a penny bring peace? It doesn't buy much in our community. However, in the villages of Pakistan and Afghanistan, a penny can buy a pencil, start an education, and transform a life. In a region where terrorist organizations recruit uneducated, illiterate children, that pencil can empower a child to read, write, and learn. The Pennies for Peace program goal is to encourage our students, who are ultimately our future leaders, to learn the value of philanthropy by collecting pennies for global peace.

Our students will join tens of thousands of students around the world who are participating in the Pennies for Peace program and who are working together to become members of a global family dedicated to peace.

If you have any questions about our Pennies for Peace campaign, please feel free to contact (teacher/principal name) at (telephone number).

Our students are eagerly looking forward to this new adventure!

Sincerely,

(Teacher or Principal)

PRESS RELEASE – TEMPLATE

SAMPLE PRESS RELEASE

----- (press release begins below) -----

LOCAL SCHOOL PARTICIPATES IN INTERNATIONAL Pennies for Peace CAMPAIGN

Popular cultural education program tied to New York Times best seller, *Three Cups of Tea*

School Name, City, State

Date

The students at (school name) have joined hands with tens of thousands of other school children around the world who share the vision and dedication to empower communities through education in remote areas of Pakistan and Afghanistan. (School name) students are embarking on a Pennies for Peace campaign to broaden their cultural horizons and become members of a global family dedicated to peace.

How can a penny bring peace? It doesn't buy much in (school's city). But in the villages of Pakistan and Afghanistan, it can buy a pencil, start an education, and transform a life. In a region where terrorist organizations recruit uneducated, illiterate children, that pencil can empower a child to read, write, and learn. The Pennies for Peace program goal is to encourage children, who are ultimately our future leaders, to learn the value of philanthropy by collecting pennies for global peace.

(School name) students will have an opportunity to study the cultures of Afghanistan and Pakistan, learn to work and share together in their Peace for Peace campaign, and come to understand their own capacity as philanthropists – one penny at a time.

(Insert a description of your school's campaign plan here. Mention any community organizations and businesses involved.)

The pennies that (school name) students collect can add up to make a real difference.

- 1 penny = a pencil
- 2-3 pennies = an eraser
- 15 pennies = one notebook
- \$20 = one child's school supplies for one year
- \$50 = one treadle sewing machine and supplies
- \$100 = maternal healthcare supplies for one year
- \$300 = one advanced student's annual scholarship
- \$600 = one teacher's annual salary
- \$5,000 = support for existing school for one year
- \$50,000 = one school building and support for up to five years

Children in over 400 mountain villages in remote northern Pakistan and Afghanistan are on the waiting list, hoping to learn in a new school. (School name) students hope to help build a bridge of peace, one penny at a time, offering alternatives to the cycle of terrorism and war.

About Pennies for Peace

The Pennies for Peace campaign is a program of Central Asia Institute (CAI), founded by Greg Mortenson, author of the #1 New York Times best seller, *Three Cups of Tea*. CAI is a registered 501(c)3

nonprofit organization that promotes and provides community-based education and literacy programs, especially for girls, in remote mountain regions of Central Asia. Founded in 1996, CAI has built, to date, nearly 100 schools in Afghanistan and Pakistan, which serve more than 28,000 students, 14,000 of whom are girls. Greg's story and more information about CAI can be found on the web at www.ikat.org.

Contact Information (insert your school's local contact info)

To find out more about (school's) Pennies for Peace campaign, please contact:

(school contact, title)

(school name)

(school address, phone, email contact info)

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PENNIES FOR PEACE FACT SHEETS

PAKISTAN FACT SHEET

- Pakistan gained independence in 1947 by a partition from India. It was formed as a nation with the idea it would represent the Muslim homeland. Mohammad Ali Jinnah, known as Father of the Nation, was instrumental in establishing Pakistan as an independent nation. Pakistan has the distinct reputation of housing the largest number of refugees in the world.
- From 1947-1956 was a semi-autonomous state under the Commonwealth of Nations. It became a republic in 1956.
- 1956-1971 was a period of internal instability within Pakistan.
- The first democratic constitution was drafted in 1971, under the rule of the first elected President Zulfikar Ali Bhutto, and is still considered by most the governing document of the country. Zulfikar Ali Bhutto was president from 1972 to 1977.
- A coup by chief of army Mohammad Ziaul Haq (called Zia) resulted in Bhutto's hanging and the implementation of martial law. The military government of Zia increased Islamization of the economy, resulting in ethnic violence, religious intolerance, and the deterioration of the status of women. Zia was president from 1977 to 1988.
- Following Ziaul Haq's death and an interim "caretaker" government, Nawaz Sharif and Benazir Bhutto (daughter of Zulfikar Ali Bhutto) both served two terms interrupted by accusations of corruption from 1988 to 1998.
- In May of 1998, the US enforced political sanctions in response to nuclear testing under the leadership of Sharif. General Pervez Musharraf became the country's chief executive following the coup d'état removing Sharif from office.
- Musharraf formally became president of Pakistan in 2001. He curtailed corruption, worked at developing relations between Muslims and the West, and worked to boost the economy.
- In August 2008 Musharraf was impeached and resigned his position as president, and on September 6th, 2008 Asif Ali Zardari was elected president of Pakistan.
- The population of Pakistan was estimated at 172,800,048 in July 2008 (www.cia.gov). The population increases about 3.6 million each year.
- Five main ethnic groups make up the Pakistan population: Pathans, Sindhis, Baluchis, Punjabis, and Muhajirs (refugees from India), plus the tribes of high mountain valleys who are Kalash, Kohistanis, and Hunzakut. With the 1979 Soviet invasion of Afghanistan, 3.5 million refugees poured into Pakistan.
- 95% of Pakistan people are Muslim, with 75% being Sunni and 20% Shiite Muslim. 5% of the population are Hindus, Christians and other. (www.cia.gov)
- Pakistanis speak Urdu, and most speak at least one other language. Punjabi, Sindhi, Pushto, Saraiki, Baluchi, and Hindko are some of the other dialects of Pakistan. English is also widely spoken in government and business circles.
- One area of concern in Pakistan is in education. Approximately 50% of the total population is literate (those over the age of 15 that can read or write). Of that number approximately 63% of males and 36% of females are literate (2005 est., www.cia.gov).
- Pakistan is divided into four provinces: Balochistan, North Western Frontier Province (NWFP), Punjab and Sindh. One-fourth of NWFP is designated as Federally Administrated Tribal Areas (FATA), wherein the jirga -the tribal chiefs- handle most governmental affairs.

PAKISTAN FACT SHEET CONTINUED

- The majority of the population lives in rural areas. The people of the mountains are mainly farmers, herders and traders. The main crops of Pakistan are wheat, rice, corn, barley, mustard, nuts and fruits.
- Pakistan controls northern and western parts of former Jammu and Kashmir. The border dividing Kashmir between Pakistan and India, called the Line of Control (LOC). The LOC is an area of extreme tension to this day, with three wars having been fought over the territory.
- Pakistan is slightly smaller than the US states of Texas and Kansas combined. It is bordered by Iran on the southwest, Afghanistan on the west and north, China on the northeast, India on the east and southeast, and the Arabian Sea on the south. The topography of Pakistan ranges from sea level to K2, the 2nd highest peak on earth.
- Prehistoric Pakistan was occupied since the Stone Age, as tools discovered in northern Punjab indicate. The Indus Valley civilization called Harappan, stretched from the Himalayan foothills to near the Arabian Sea.
- The Indus Valley Civilization existed around 2500 BCE and flourished for over 1,000 years. Indus Valley cities maintained water supplies, drainage systems, sewages, canals for irrigation, public baths, larger homes even had indoor plumbing and drainage. They built meeting halls, two-story homes and shops, and centralized granaries.
- The Indus developed a written language, centralized administration, organized government, and commerce and trade with Egypt and Sumer.
- The Indus were the first to grow, spin, weave, and dye cotton. Copper, tin and bronze were used to make knives, axes, and utensils.

PENNIES FOR PEACE FACT SHEETS

AFGHANISTAN FACT SHEET

- Afghanistan is a land-locked country about the size of Texas, located in Central Asia. It borders Iran on the west, Pakistan to the east and south, and Turkmenistan, Uzbekistan, and Tajikistan to the north.
- Afghanistan is an arid country with the Hindu Kush mountain range reaching roughly east to west centrally with peak elevations up to 24,000 feet. Winters are cold and summers are hot and dry.
- Modern day Afghanistan was founded in 1747 under Ahmad Shah Durrani, the first king of the country.
- In the 19th century the Russian and British empires battled for control in Afghanistan, a time called the Great Game. In 1893-96 during the Durrani Empire, Afghanistan and British India were formally divided by the Durand Line.
- In 1919 the British Empire gave up its interests in Afghanistan, making it a fully independent state.
- From 1934 to 1973 Afghanistan enjoyed a long period of stable rule under King Mohammad Zahir Shah.
- In 1973, Mohammed Daoud overthrew the king in a coup. The Soviets came forward with arms and support, when they saw no US involvement forthcoming.
- A pro-Soviet coup in 1978 by Hafizullah Amin was followed by Soviet invasion reaching from 1979 to 1989.
- During the Soviet occupation of Afghanistan a mujahedeen resistance movement was established. The mujahedeen were then supported with arms and money the US, as well as China, Iran, Pakistan, Egypt, and Saudi Arabia.
- The Soviets planted land mines in extraordinary numbers throughout farmlands, leaving them unsuitable for production and a threat to the population to this day.
- By 1990, a record 6.2 million Afghan's were driven out of Afghanistan to refugee camps in both Pakistan and Iran.
- The Soviets withdrew in 1989. The Soviets left Najibullah, a pro-Marxist, in charge, but he yielded power to the mujahideen after 3 years, who renamed the country the Islamic Republic of Afghanistan. A series of civil wars ensued.
- By 1994, a movement of young, Muslim students arose. Initially they were welcomed, as they brought order to the chaos that the civil wars of the mujahedeen. The Taliban ruled with strict Islamic beliefs.
- By 1996 Kabul had fallen to the Taliban, and they ruled Afghanistan with an iron hand until 2001. Under Taliban rule women were banned from outside work and outside activities, such as shopping, were banned. Women were forced to be fully covered with traditional Islamic clothing or endure severe punishment. State schools were shut down: girls were no longer given an education, and boys were sent for only Islamic studies in madrassas.
- Under the Taliban, another Islamic-extremist group - al-Qaeda – found safe haven. The Taliban repeatedly refused to divulge al-Qaeda's whereabouts, giving them refuge based on shared Islamic beliefs, and money. On September 11, 2001, the United States was attacked, by al-Qaeda.
- In October 2001, the US and Britain began an assault targeting the Taliban and al-Qaeda.
- In 2004, Hamid Karzai was elected president of Afghanistan, and a National Assembly was elected. While efforts are being made to ensure a stable, central government, a Taliban insurgency continues to be a big problem for the government.
- The people of Afghanistan are a mix of ethnic groups consisting primarily of Pashtun, as well as Tajiks, Hazaras, Farsiwan, Uzbek, Kirghis, Turkmen, Sikhs, Hindus and Jews.

AFGHANISTAN FACT SHEET CONTINUED

- Pashto and Dari are the principal languages spoken, with Dari being the main means of communication among different dialects.
- Afghanistan is 99% Muslim, approximately 80% Sunni and 19% Shiite Muslim (www.cia.gov).
- Archaeological findings show evidence of human habitation as early as the fourth century BC. The first conqueror was the Persian, Darius the Great, in 500 BC. Alexander the Great conquered areas of Afghanistan to the north and east in 329 BC.

PENNIES FOR PEACE FACT SHEETS

GIRLS' EDUCATION FACT SHEET

- Education is a basic human right as proclaimed in Article 26 of the United Nation's Universal Declaration of Human Rights:
 - » Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
 - » Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
 - » Parents have a prior right to choose the kind of education that shall be given to their children. (<http://www.un.org/Overview/rights.html>)
- 77–140 million children worldwide are unable to access education due in part to:
 - » Gender
 - » Poverty
 - » Cultural traditions
 - » Religious beliefs
- The majority of students out of school are girls.
- What are barriers to girls' education?
 - » Gender discrimination
 - » Family poverty
 - » School fees
 - » Education that is not validated in the legal structure of a community/country
 - » Fear of personal safety
 - » Lack of understanding of the future value of education to a girl
- What happens in the developing world when girls get educated?
 - » They marry later and have smaller, healthier families.
 - » They bring greater economic opportunities to themselves and to their families.
 - » They pass on the value of education to their children.
 - » They are better able to protect themselves from HIV/AIDS infection.
 - » They participate more in the political processes in their communities and countries.
- Girls' education, as an investment, has the overall largest returns on economic development for a developing society.
- Reducing the gender gap in education promotes economic growth.

Sources:

World Bank, <http://go.worldbank.org/1L4BH3TG20>

UNESCO, http://www.uis.unesco.org/ev_en.php?ID=7194_201&ID2=DO_TOPIC

What Works in Girls Education, Barbara Herz & Gene Sperling, *Council on Foreign Relations*

<http://www.childinfo.org/education.html>

http://www.unicef.org/girlseducation/index_barriers.html

GLOSSARY

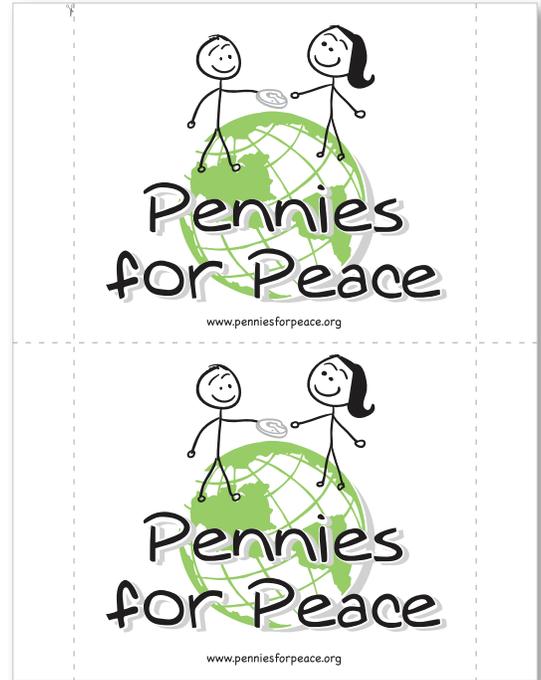
Amir	Leader
Assalamu alaikum	Peace upon you
Burkha (burqa)	Veil worn by Muslim women from head to toe
Dari	Afghan dialect of Persian
Fatwa	Legal ruling issued by <i>ulema</i>
Fiqah	Islamic jurisprudence
Imam	Person who leads the prayers
Jihad	Effort or struggle to become a good Muslim; holy war to defend or spread Islam
Jirga	Council of tribal elders or notables to discuss political and legal issues and give decisions
Haji	Muslim who has performed the pilgrimage to Mecca
Kafirs	Non-Muslims or unbelievers
Kalimah	Holy verses proclaiming that there is no other God but Allah
Koran or Quran	Holy book of the Muslim
Madrassa	Islamic schools that teach religious subjects; plural <i>madaris</i>
Mehram	Male blood relative who should accompany a woman, according to strict Islamic law
Mujahideen	Holy warriors fighting <i>jihad</i>
Mullah	Person who has completed his studies in theology and sacred law at a religious institution
Pashto (Pushto)	Dialect of the Pashtuns or Pushtons or Pathans
Pir	Revered leader
Ramadan	Month of fasting in the Islamic calendar
Shariah	Canon of Islamic law
Shura	Islamic council
Sufism	Mystical trend of Islam
Talib	Student; in <i>Pashto</i> , generally denotes student of a religious institution; plural <i>Taliban</i>
Ulema	Islamic scholars; singular <i>alim</i>
Ummah	Community of all Muslims, the wider Islamic

PENNIES FOR PEACE STICKERS

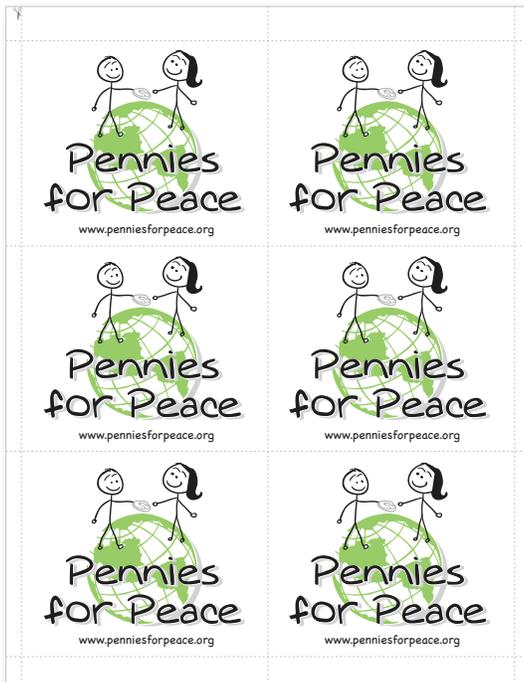
The sticker templates can be used to print stickers to decorate your penny containers and to give to students to acknowledge their participation in your Pennies for Peace campaign. The stickers can be printed on full sheet (8 1/2" x 11") sticker or label paper such as Avery Labels 8165 and 3383, and can then be cut for use. The labels can be purchased at most office supply stores. You can find these sticker templates in the folder labeled "Stickers".



Large Sticker 11" x 8.5"
See: PfP_sticker_11x8.5.pdf



Medium Stickers 6.5" x 5.5"
See: PfP_sticker_6.5x5.5.pdf



Small Stickers 4" x 3.3"
See: PfP_sticker_4x3.3.pdf

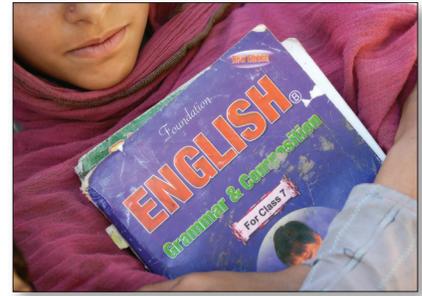


Small Round Stickers 2.35"
See: PfP_sticker_round_2.35.pdf

PENNIES FOR PEACE PRINTABLE PHOTOS

The following photos can be printed and used to decorate your coin container, to create posters for your classroom, for reports, and as part of the activities in the Pennies for Peace curriculum. Most of the photos will print out as 5 x 7 inch photos. You can find them in the folder labeled "Photos".

All photographs are credited to Deirdre Eitel or Greg Mortenson unless specifically noted.



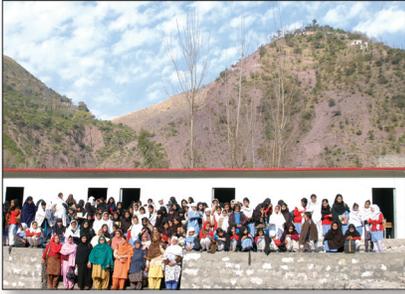
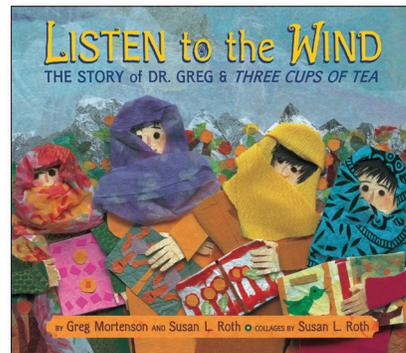
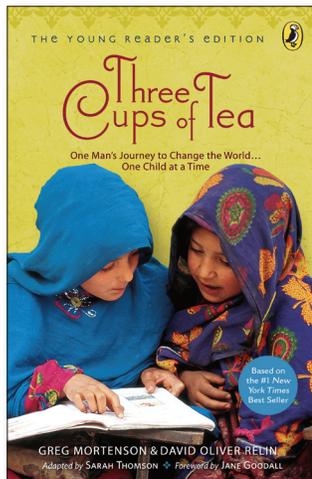
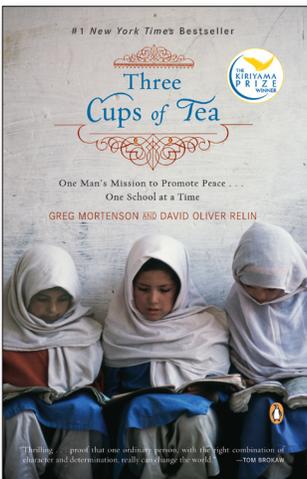
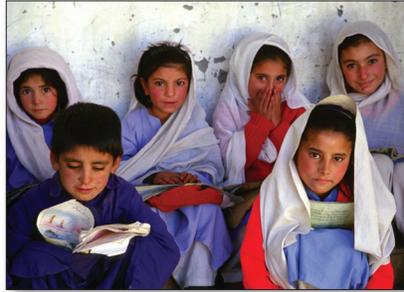
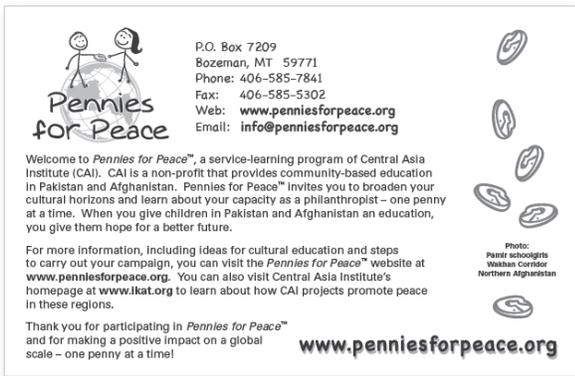


Photo credit David Oliver Relin



PENNIES FOR PEACE PRINTABLE POSTCARD

The postcard should be printed on both sides of an 8 ½ x 11 inch piece of paper and cut in half to produce two postcards. You can find this printable postcard in the folder labeled "Postcard".



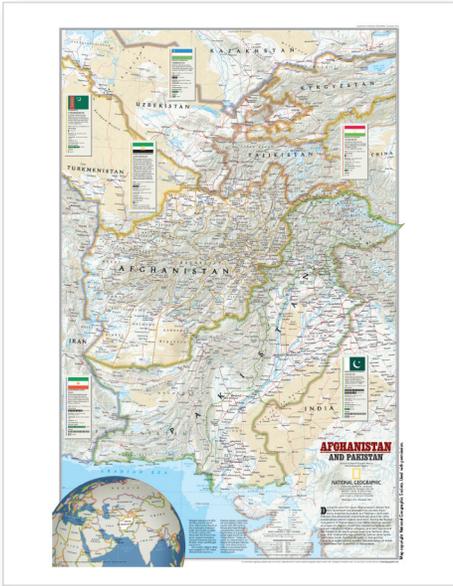
PENNIES FOR PEACE VIDEOS

The following videos are located on the Pennies for Peace Toolkit DVD, and on the Pennies for Peace website: www.penniesforpeace.org.

- The Story (12 minute version)
- The Story (6 minute version)
- How to Organize Your Campaign
- Teachers – Classroom Application
- Westside Elementary – The First School
- Curriculum: Celebrations
- Curriculum: Geography
- Curriculum: Food
- Curriculum: Home
- Curriculum: Islam
- Curriculum: Play
- Curriculum: School
- Three Cups of Tea Music Video

AFGHANISTAN/PAKISTAN MAP

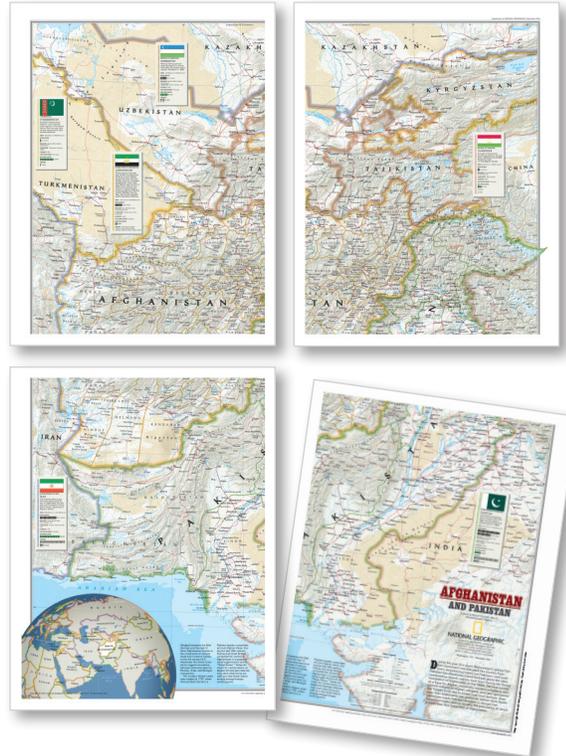
A map of Afghanistan and Pakistan can be printed on letter size, tabloid size, or on four letter size pieces of paper. You can find this printable map in the folder labeled "Map." Map copyright National Geographic Society. Used with permission.



For single sheet maps, use the letter and tabloid size templates.

Letter size file name:
Afghan-Pakistan-map_6.3x10.pdf

Tabloid size file name:
Afghan-Pakistan-map_10x15.5.pdf



For a larger size map, use the 13" x 20" template. It will print onto four letter size sheets which can be trimmed and taped together.

File name: Afghan-Pakistan-map_13x20.pdf

PENNIES FOR PEACE BOOK AND MOVIE REFERENCE LIST

PICTURE BOOKS/FOLK TALES

Ruler of the Courtyard, By Rukhsana Khan – A charming story of a girl learning to face the challenges of the farmyard, and gain the strength to take on any life situation.

Books by Idries Shah

- » *Neem the Half-Boy* – A mystical tale of a boy who seeks to become whole, and the adventures he encounters on the path to his goal.
- » *The Lion Who Saw Himself in the Water* – A delightful story of communication and miscommunication amongst animals.
- » *The Clever Boy and the Terrible, Dangerous Animal* – A funny story about mistaken identity and the tasty results of courageous inquiry.
- » *The Silly Chicken* – An amusing tale about what happens when you take something too seriously.
- » *The Boy Without a Name* – An enchanting story about a boy finding friendship and his name.
- » *The Old Woman and the Eagle* – A hilarious story about what happens when you try and change someone’s essential nature.
- » *The Farmer’s Wife* – A story about how persistence and creativity and how it helps the farmer’s wife get what she wants.
- » *The Magic Horse* – An enchanted story about how to achieve that which is your heart’s desire. (Likely better for lower elementary students.)

Animal Tales from the Arab World – By Denys Johnson-Davies – A collection of animal tales, some of them fable-like, with many lessons to be learned.

The Gifts of Wali Dad, Retold by Aaron Shepard – A wise tale that teaches us that a giver is never poor, and that it is often the simplest things that bring us the greatest happiness.

The Peace Book, By Todd Parr – A delightful picture book that defines the many concrete way in which peace can be shown and given in every day.

FICTION

Caravan, By Lawrence McKay Jr. – A wonderful story about a boy’s first journey on the caravan to the big city with his father.

The Roses in my Carpets, By Rukhsana Khan – A moving story about the harsh realities of the life of a young refugee boy. **PLEASE NOTE this is not appropriate for pre-kindergarten or kindergarten. It is more appropriate for early elementary or above.**

Shabanu, Daughter of the Wind, By Suzanne Fisher Staples – A novel about the life of a young girl in the Cholistan Desert, struggling to grow up amid the strict limits of her culture.

Haveli, By Suzanne Fisher Staples – The follow-up to *Shabanu*, this story follows *Shabanu* as she matures and the choices she must make in her life’s journey.

The Breadwinner, By Deborah Ellis – A fictional account of an Afghan girl’s experience under the Taliban. **(For mature students).**

Parvana’s Journey, By Deborah Ellis – The fictional story of Parvana continues from “The Breadwinner” and provides an honest and compassionate look at the situation in Afghanistan. **(For mature students).**

Mud City, By Deborah Ellis – The third book in the trilogy of Parvana chronicles the desperation of children caught between the refugee camps and surviving on the streets. **(For mature students).**

Iqbal, By Francesco D’Adamo – A novel about the life of Iqbal Masih. **(For mature students).**

Kite Runner, By Khaled Hosseini – A novel about the entwined lives of two boys in 1970s Afghanistan, which paints a vivid story of Afghanistan before the arrival of the Soviets, during Soviet domination, and the ensuing takeover by the Taliban. A deeply moving story of betrayal and redemption. **(For mature students).**

A Thousand Splendid Suns, By Khaled Hosseini – Hosseini’s second novel again takes place during the Soviet dominations and the following control by the Taliban. It is a powerful but sensitive portrait of the two wives of an Afghan businessman, and underscores the patriarchal nature of Afghan society. **(For mature students).**

PICTURE BOOKS/NONFICTION REFERENCE GUIDES

Eyewitness Islam, By Philip Wilkinson – A Dorling Kindersley reference book on the history and major tenets of Islam. With many pictures and illustrations.

Celebrate Islamic Festivals, By Kadija Knight – A reference book on the festivals of Islam. With many pictures and illustrations.

AFGHANISTAN

(Appropriate for elementary)

Afghanistan’s Struggles, By Cory Gunderson – A reference book that covers the history of Afghanistan, modern wars, and Afghanistan today, as well as a timeline and web site links.

Afghanistan, By Bob Italia – A reference book that covers the history, the land, the flora and fauna, the economy, transportation and communication, religious holidays, arts and recreation, and website links.

Welcome to Afghanistan, By Deborah Fordyce – A reference book that covers the land, the history, the government and economy, the people and the lifestyle, the language, the arts, leisure, and food, in addition to maps and website links.

(Appropriate for upper elementary and above)

Afghanistan, Nations in Conflict, By Peggy J. Parks – A reference book that covers the place, the people and the past, the political turmoil, and the view to the future, in addition to a timeline and web site links.

Afghanistan in Pictures, By Alison Behnke – A reference book that covers with good detail the land, the history and government, the people, the cultural life, the economy, and other information such as a timeline, currency, flag, national anthem, famous people, and web site links.

Books by Erinn Banting

- » *Afghanistan, The Culture* – A reference book that covers Islam, Ramadan and Eid, traditional festivals, song and dance, time for fun, art architecture and artifacts, carpet weaving and other folk art, languages, poetry and stories, and an Afghan tale.

- » ***Afghanistan, The People*** – A reference book that covers the early history of Afghanistan, the arrival of Islam, the road to independence, the ongoing struggle, the Pashtun, the nomadic and village lifestyles, family celebrations, women in Afghanistan, traditional clothing, meals and going to school.
- » ***Afghanistan, The Land*** – A reference book that covers the land of the Afghans, the mountains, water, the “Desert of Death,” the people of Afghanistan, the struggle for peace, landmines, cities in mountains and valleys, on the northern plains, desert cities past and present, farming and herding, industries, and wildlife.

Afghanistan, By Jeffrey A. Gritzner – A reference book that covers the natural environment, the early history and culture, the age of European imperialism, the Soviet invasion and its aftermath, the people and culture, the government and economy and looking ahead for Afghanistan.

Afghanistan, Enchantment of the World, By Miriam Goldblatt - A reference book that covers the troubled land, the difficult environment, flora and fauna, the turbulent history, the transitional government, earning a living, the varied population, religious beliefs, the active culture, lifestyles, a timeline and website links.

Cultures of the World, Afghanistan, By Sharifah Enayat Ali - A reference book that covers the geography, history, government, economy, the Afghans, lifestyle, religion, language, arts, leisure, festivals and food (along with a recipe for an Afghan dish), as well as map.

(Appropriate for advanced high school)

Taliban, By Ahmed Rashid – A comprehensive history of the Taliban movement, Islam and the Taliban, and the various ways governments sought to engage the Taliban. Published in the year 2000, the background information is relevant to the present situation in Afghanistan.

The Storyteller’s Daughter, By Saira Shah – The true story of Saira Shah, the daughter of an aristocratic Afghan family, raised in the West on the fabulous stories of her parents homeland. She became a correspondent and went to Afghanistan to cover the fight against the Soviets, and then life under the Taliban. She then filmed the documentary *Under the Veil* secretly in order to document the devastation of the lives of women under the reign of the Taliban.

Meena, Heroine of Afghanistan, By Melody Ermachild Chavis – The biography of the woman who founded the Revolutionary Association of the Women of Afghanistan (RAWA), the oldest political/social organization of Afghan women struggling for peace, freedom, democracy and women’s rights in Afghanistan since 1977. Her courageous story, and her assassination in 1987, brings light to the Taliban and their practices.

PAKISTAN

(Appropriate for elementary)

Pakistan, By Kieren Walsh – A reference book that covers in easy to read style the people, life in Pakistan, school and sports, food and holidays, the Muslim world, the future of Pakistan, a list of facts and web links.

Pakistan, By Sharon Sharth – A reference book that covers the land, flora and fauna, history, Pakistan today, the people, country life and city life, schools, language, work, food, pastimes and holidays, country facts and a web link.

Pakistan, By Ann Heinrichs – A reference book that covers geography, the people, the culture and history, recent political history, a day in the life of Pakistan, web links and references.

Pakistan, By Gina DeAngelis – A reference book that covers a map of Pakistan, storytelling, city and country life, family life, laws, rules and customs, pets in Pakistan, what to see in Pakistan, sites to see in Pakistan, and references and web links.

Pakistan, A Question and Answer Book, By Gillia M. Olson – A reference book that covers where Pakistan is, how it became a country, what its government is, the typical housing, forms of transportation, major industries, schooling, sports and games, traditional arts, holidays in Pakistan, traditional food, family life, references and web-links.

(Appropriate for upper elementary and above)

Books by Carolyn Black

- » ***Pakistan, The People*** – A reference book that covers naming Pakistan, early empires, the British Raj, the peoples, clothing, village life, city life, going to school, fun and games, food, and a story.
- » ***Pakistan, The Culture*** – A reference book that covers the ancient traditions of this new nation, Islam, festival days, family traditions, the arts, architecture, poetry, music and song and storytelling.
- » ***Pakistan, The Land*** – A reference book that covers the Indus river, weather, the Pakistani's, the capital, the cities of the plains and frontiers, history, the economy, mechanization and ancient traditions, travel, and flora and fauna.

Welcome to Pakistan, By Karen Kwek and Jameel Haque – A reference book that covers the land, the history, the government and economy, the people and lifestyle, language, arts, leisure, food, a map we blinks and references.

Pakistan, By William Goodwin - A reference book that covers geography, history, political history, descriptions of everyday life, Pakistani culture and the domestic and international challenges that Pakistan faces. Included are a timeline and web links.

Pakistan in Pictures, By Stacy Taus-Bolstad – A reference book that covers the land, history and government, the people, cultural life and the economy. Included is a timeline, facts, the flag, famous people and references with web links.

Cultures of the World, Pakistan, By Sean Sheehan and Shahrezad Samiuddin – A reference book that covers geography, history, government, economy, environment, the Pakistanis, the lifestyle, religion, language, arts, leisure, festivals, food (along with a recipe), a map, timeline and web blinks.

I Pakistan, Enchantment of the World, by Ann Heinrichs – A reference book that covers the geography, flora and fauna, ancient and modern history, the struggle for democracy, Pakistani's at work, the many cultures, spiritual life, arts, culture, sports, everyday life (including a recipe), a timeline and web links.

qbal Masih and the Crusaders Against Child Slavery, By Susan Kuklin – The remarkable story of Iqbal Masih and his struggle to free children from the slavery of forced labor. In his 12 short years of life he brought the issue of child forced labor into the international spotlight. ***(For mature students)***.

REFERENCE BOOKS ON GIRLS EDUCATION

What Works in Girls Education: Evidence and Policies from the Developing World, By Barbara Herz and Gene B. Sperling – This report by the Council on Foreign Relations draws clear and powerful conclusions about the value of girls' education in the developing world. The compelling reasoning is prefaced by the hurdles to girls' education, and concludes with guidelines for establishing universal education.

The State of the World's Children 2004: Girls, Education and Development, By Carol Bellamy – This UNICEF resource is rich in statistics, which illustrate the gender disparity in education in the developing world.

MOVIES ON THE SUBJECT OF AFGHANISTAN/PAKISTAN

(Please note these movies are advisable for mature high school students only)

Osama (2003), *Rated PG-13 for mature thematic elements*, 83 minutes - A 12-year-old Afghan girl and her mother lose their jobs when the Taliban closes the hospital where they work. The Taliban have also forbidden women to leave their houses without a male "legal companion." With her husband and brother dead, killed in battle, there is no one left to support the family. Without being able to leave the house, the mother is left with nowhere to turn. Feeling that she has no other choice, she disguises her daughter as a boy. Now called 'Osama,' the girl embarks on a terrifying and confusing journey as she tries to keep the Taliban from finding out her true identity. Inspired by a true story, Osama is the first entirely Afghan film shot since the fall of the Taliban. (Courtesy IMDb)

Kite Runner (2007), *Rated PG-13 for strong thematic material including the rape of a child, violence and brief strong language*, 128 minutes - In the 70's in Afghanistan, the Pushtun boy Amir and the Hazara boy Hassan, who is his loyal friend and son of their Hazara servant Ali, are raised together in Amir's father house, playing and kitting on the streets of a peaceful Kabul. Amir feels that his wise and good father Baba blames him for the death of his mother in the delivery, and also that his father loves and prefers Hassan to him. In return, Amir feels a great respect for his father's best friend Rahim Khan, who supports his intention to become a writer. After Amir winning a competition of kitting, Hassan runs to bring a kite to Amir, but he is beaten and raped by the brutal Assef in an empty street to protect Amir's kite; the coward Amir witness the assault but does not help the loyal Hassan. On the day after his birthday party, Amir hides his new watch in Hassan's bed to frame the boy as a thief and force his father to fire Ali, releasing his conscience from recalling his cowardice and betrayal. In 1979, the Russians invade Afghanistan and Baba and Amir escape to Pakistan. In 1988, they have a simple life in Fremont, California, when Amir graduates in a public college for the pride and joy of Baba. Later Amir meets his countrywoman Soraya and they get married. In 2000, after the death of Baba, Amir is a famous novelist and receives a phone call from the terminal Rahim Khan, who discloses secrets about his family, forcing Amir to return to Peshawar, in Pakistan, in a journey of redemption. (Courtesy IMDb)

Kandahar (2001), *Unrated but prudent judgment is advised*, 81 minutes - Nafas is a reporter who was born in Afghanistan, but fled with her family to Canada when she was a child. However, her sister wasn't so lucky; she lost her legs to a land mine while young, and when Nafas and her family left the country, her sister was accidentally left behind. Nafas receives a letter from her sister announcing that she's decided to commit suicide during the final eclipse before the dawn of the 21st century; desperate to spare her sister's life, Nafas makes haste to Afghanistan, where she joins a caravan of refugees who, for a variety of reasons, are returning to the war-torn nation. As Nafas searches for her sister, she soon gets a clear and disturbing portrait of the toll the Taliban regime has taken upon its people. (Courtesy IMDb)

PENNIES FOR PEACE TOOLKIT ACKNOWLEDGEMENTS

The beauty of creation is the synergy it creates amongst a diversity of people. This extraordinary toolkit comes to you through the synergy, inspiration, and hard work of many people. First and foremost we owe a debt of inspiration to the children of Afghanistan and Pakistan, whose passion for education inspires us all. Secondly, we honor Greg Mortenson, the founder of Pennies for Peace and Central Asia Institute, for his unwavering dedication to education for the underserved in Afghanistan and Pakistan; and for enriching the education of students in the developed world.

The idea for the Pennies for Peace Toolkit came about through conversations with Harriet Sanford, the President of the National Education Association (NEA) Foundation. Harriet's steadfast moral support and a grant from the NEA Foundation were the first steps in the journey of creating this toolkit. We are indebted to Harriet for her commitment to quality education around the world. Early on, the analytical and detail-oriented eye of volunteer Ben Graham help shape both the grant request to the NEA and the toolkit as a whole.

Through the fortuitous spirit that seems to guide this work, Pennies for Peace developed a relationship with the Pearson Foundation. The Pennies for Peace Toolkit and the associated web-platform exist due to the largesse of the Pearson Foundation, which managed the creation, design, and production of the toolkit. We are deeply grateful for the Pearson Foundation's commitment to this project.

We are also grateful to Eric Riback and National Geographic Maps for the generous use of their excellent Afghanistan/Pakistan Map for this toolkit. Maps are priceless tools in the quest for grasping the world around us, and we are thankful to have this tool available to students participating in Pennies for Peace.

The fortuitous spirit also guided us when it came to finding a curriculum writer. In the early stages of the project Paulette Crisman generously lent her time and practical understanding to create a foundation to the toolkit curriculum. We were blessed to have Gina Miccio, M. ed, take this excellent foundation and build on it an extraordinary curriculum. Her professional talent and experience have created a sensitive and thoughtful curriculum, which we know will make a difference in students' understanding of the world.

The wisdom and guidance of producer Lorie Hirose and photojournalist Mike Simon gave birth to the numerous video components that are part of the toolkit. These videos tell extraordinary stories, and they help students understand the impact of their Pennies for Peace campaigns in an exceptional way. We are fortunate to have their talent and commitment behind this project.

Finally, we are deeply indebted to the staff of Central Asia Institute, especially to Operations Director Jennifer Sipes. Jennifer is the rock of our organization. She keeps order and her insight into the big picture is priceless. Jennifer allows our vision to soar like a kite, while keeping us firmly tethered to the ground. Without her encouragement and support the work of Pennies for Peace would never have come so far.

Any great success is built by the team you put together. We are so grateful to have the skill and commitment of all of the team members above. They have contributed their extraordinary talents to create this remarkable toolkit! The greatest thanks you can give this team is to use this toolkit to its fullest.

Christiane Leitingner
Pennies for Peace Director
January 2009



www.pearsonfoundation.org

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