“Lessons from the Alaska Model: How the Permanent Fund Dividend provides a Model for Reform Worldwide”

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Many resource-exporting nations have sovereign wealth funds (SWFs), but only the Alaska Permanent Fund (APF) pays a regular dividend to citizens. They call it the Permanent Fund Dividend (PFD). Every Alaskan citizen-resident has received a small share of the returns to the state's SWF since 1982. This article argues, using rigorous qualitative analysis of Alaska politics and of the social science literature on the effects of the APF and PFD that there are important lessons that all nations can learn from Alaska's unique experience.

First, Resource dividends work and they're popular. Second, a state does not have to be resource rich to have a resource dividend. Third, states have resource dividends because the people took advantage of the opportunity. Therefore, the people must look for opportunities. Fourth, members of the political community must think not only like joint owners of their resources, not only like monopolistic owners of their resources, but also like custodians of their resources for their descendants. Fifth, build a constituency. Sixth, avoid creating enemies. Seventh, a dividend amplifies transparency by using the greed of the many to counter the greed of the few. Eighth, we cannot know that a nation has avoided the resource curse until their resource exports have run out.

The Effects of A 6-Month Intervention on Student-Athletes’ Reactive Stress Tolerance

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This study examined whether the reactive stress tolerance of male adolescent student-athletes of a high-performance sport academy improved after a 24-week intervention which included Progressive Muscle Relaxation (PMR) and imagery. Participants (N=36) responded to a psychomotor test measuring reactive stress tolerance, in which they were presented with visual/coloured stimuli and acoustic signals. The presentation speed of the stimuli adapted to the respondents’ performance level. After the completion of this test, the participants engaged in an intervention designed to learn progressive muscle relaxation and imagery skills through an eight-week education phase, an eight-week practice phase and another eight-week implementation phase. In the implementation phase, progressive muscle relaxation and imagery sessions were expected to become part of the participants’ comprehensive training in sport in an organised manner. At the end of the intervention period, the student-athletes were requested to take the reactive stress tolerance test again. Results showed that student-athletes’ reactive stress tolerance was significantly improved (t(35)=2.825, p=0.008) in the post-intervention test (M=0.1742, SD=0.0714) compared to the pre-intervention test (M=0.2049, SD=0.0947). It was concluded that progressive muscle relaxation and imagery have a positive effect on the adolescent student-athletes’ reactive stress tolerance.