

# **WILDFIRE DANCE THEATRE**

## **LESSON PLAN: GLOBAL TURMOIL**

Course Developers: Nancy Campbell Collegiate Institute  
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## Wildfire Dance Theatre Workshop Development Learning Curriculum Introductory Remarks

The following lesson plans have been developed as an integral part of the Wildfire Dance Theatre (WDT) performances to be implemented in the classrooms of grade 10, 11 or 12 students in a variety of classes. Though the material has been developed for students of the intermediate and senior grades, it can be used for younger grades and modified by the teacher according to the capacity and skill level of the class.

The lesson plans follow the Ontario Ministry of Education curriculum in terms of format, learning expectations, and evaluation techniques. The lesson plans themselves, however, can be used within any provincial educational standards or requirements.

There are five thematic development priorities or issues that have been identified by WDT within which all the dances can be categorized. They are: Poverty, AIDS, Human Rights, Gender Equality, and Global Turmoil. Each lesson plan is associated with a particular WDT performance and has been developed as a stand-alone unit and can be incorporated into a variety of units of study.

There are four components to the overall design of each of the lesson plans. These components (Review, Reflect, Explore, Apply) allow teachers to present background information and statistics on each of the thematic issues, as well as engage students in an exploration of the emotional and human components inherent in each. The final project is a summative activity that provides students with the opportunity to apply what they have learned in researching more about one of Canada's 25 international Development Partners and how a particular thematic development issue presents itself in that country. It is a hands-on, interactive activity, utilizing the background information provided throughout the lesson, and building capacity for action.

The WDT curriculum supports the development aims, objectives and priorities of the international community. Improvement in any one of these five thematic areas will contribute to meeting both the [United Nations Millennium Development Goals](#) and Canada's key priorities outlined in the International Policy Statement. The [Youth Zone](#) of the [Canadian International Development Agency](#) (CIDA) is an excellent access point for students and teachers to learn more about international development issues, and some of the materials incorporated in these lesson plans have been drawn from this site. Ideas for contributing to CIDA's [Butterfly 208 Project](#) have also been included in the Follow-Up Activities section of the lesson plans.

The overall aim of the lessons is to provide students with knowledge, capacities and skills that will allow them to take action in any or all of these five important thematic areas, whether in Canada, or internationally. With the knowledge and understanding these lesson plans provide, students will have built capacity to act in a meaningful way towards solutions. It is hoped that teachers will accompany their students to organize "[Make Poverty History](#)" Campaigns in their schools and communities, prepare activities for the United Nations International Human Rights Day, International Women's Day, or any

other similar special days. Proactive engagement by students is an anticipated outcome of this collective learning and action initiative.

As educators we understand that this is the starting point, not the final product in terms of the curriculum. The effectiveness of content can only really be understood after its implementation in the classroom. We wish to acknowledge and thank CIDA's Global Classroom Initiative, the Nancy Campbell Collegiate Institute and the Canadian Baha'i International Development Agency for their ongoing support and contributions to develop and improve the curriculum. We also look forward to receiving the feedback of teachers as they implement these lesson plans and share with us their experience, and provide us with suggestions and contributions to help improve the curriculum.

Lastly, we hope that the performances of the Wildfire Dance Theatre and its development curriculum will animate, encourage and inspire youth to get involved, to make a change, to transform themselves and their communities, to think and act locally and globally, and to contribute to a more just, peaceful and harmonious global community.

The WDT team

## GLOBAL TURMOIL

**Activity:** Peace Building

**Time:** 200 minutes (not including time for completing activities)

**Dance:** Women as Peacemakers

### **Description:**

### **Learning Expectations:**

#### Grade 10 Healthy and Active Living (Health Studies)

- LSV.01 – identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living;
- LSV.02 – demonstrate understanding of conflict resolution, anger management, and mediation;
- LSV.03 – use appropriate social skills and positive attitudes when interacting with others
- LS2.01 – demonstrate understanding of the varied dynamics of conflict (e.g. the context, escalators, perception)
- LS2.04 – identify techniques for dealing with angry disputants
- LS3.01 – demonstrate behaviours that are respectful of others' points of view (e.g. listening actively, showing appreciation, criticizing ideas not people)

#### Grade 10 Individual and Family Living (Social Sciences and Humanities)

- SO2.02X – distinguish between effective relationships and ones that are emotionally, psychologically, or physically abusive, and identify resources and strategies for dealing with abusive relationships;
- PRV.02X – demonstrate communication and conflict-resolution skills in the context of family and social relationships;
- PRV.03X – understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems;
- PR2.02X – demonstrate individual and collaborative problem-solving skills for home, school, and peer situations (e.g. organizing a group project, passing a difficult subject, responding to peer pressure)
- SS1.05X – analyse a family studies issue (e.g. adolescent growth and development, peer pressure, developing positive relationships, personal rights and responsibilities) by making research notes from appropriate resources of information in various media, including books, periodicals, television, videotapes, and the Internet

#### Grade 12 Challenge and Change in Society (Social Sciences and Humanities)

- CH2.02 – explain the relationship among conformity, alienation, and social change;
- CH2.03 – demonstrate an understanding of how social change is influenced by poverty and affluence;

- SC1.04 – evaluate the impact of changing social mores on the well-being of Canadians
- SC2.01 – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;
- SC2.02 – assess the role of stereotyping as a barrier to full participation in society;
- SC2.03 – analyse patterns of hate crimes and differentiate ways in which social scientists (eg. John Ogbu, Gordon Allport, George Dei, Beverly Tatum, Stuart Hall) would attempt to understand racism

Grade 12 English (Language)

- LAV.01 – analyse the elements of style in a variety of texts and assess their effects
- LAV.02 – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

**Planning Notes:**

1. Teachers should:
2. Prepare handouts of appropriate Appendixes.
3. Order the films listed at the beginning of the Explore section (optional).
4. Book time in a computer lab for students to research.
5. Prepare individual copies of the inspirational quotations mentioned in the Reflect section.

**Teaching/Learning Strategies:****1) Review**

- Review with students the Women as Peacemakers dance description (see Appendix 1). Check for understanding, answer any questions students may have about the dance and its message. Ask the class to discuss why they think the world is so focused on the role women have to play in the world. What is it about women, or why is it so important to have women involved in decision-making and in political structure? Teachers should be encouraging answers related to women as mothers and not allowing sons to be sent to war, the characteristics that women bring to consultation and peace building, and the fact that war and the effects of it (poverty, devastation of resources) most often affects women. (See Information at bottom of Appendix 1).

**2) Reflect**

- Teachers should provide each student with one of the quotations found on the Foreign Affairs website on Peace Building: ([http://www.humansecurity.gc.ca/jeunesse\\_youth\\_quotes-en.asp](http://www.humansecurity.gc.ca/jeunesse_youth_quotes-en.asp)) Students should read their quotation out loud to the rest of the class.
- Have students reflect on what the quotation means to them and try to create a connection to their understanding of peace, the role of women in building peace, or conflict resolution in their own life. Students should write a brief reflection journal entry on these themes.

**3) Explore**

- Have students view “Women Facing War” and “Working with Women in War”. These two films can be ordered at [http://www.humansecurity.gc.ca/jeunesse\\_teachers-en.asp](http://www.humansecurity.gc.ca/jeunesse_teachers-en.asp) or [http://www.humansecurity.gc.ca/jeunesse\\_teachers\\_vidorder-en.asp](http://www.humansecurity.gc.ca/jeunesse_teachers_vidorder-en.asp).
- Introduce the concept of the effects of conflict on women and how women need to be implemented in political structures as peacemakers according to the human security program (Appendix 2).
- Present students with the information from the Fact Sheet (Appendix 3). Have students research additional facts and statistics on women, children and conflict and present 3 new statistics the next day in class.
- Explain that the United Nations Security Council has passed a resolution regarding women, conflict and the inclusion of women as decision-makers. Hand out “Protection of Civilians: Women, Peace and Security” (Appendix 4).

- Divide the students into four groups. After the groups have read through the material together, students should go to a computer lab and each group should research one of the following four topics as presented in that document: a) The Beijing Platform for Action; b) Security Council Resolution 1325 on Women, Peace, and Security; c) the G8 Foreign Ministers Rome Initiative on “Strengthening the role of Women in Conflict Prevention”; and d) the government’s response to the UN Secretary General’s request on implementing the Security Council Resolution.
- Students should find the original documents and spend 30 minutes surfing the Internet on issues related to their topic to familiarize themselves with the type of data related to women, peace, and security.
- Have students create a 2-page summary of their findings related to their topic to present and hand out to the rest of the class.
- Have students read the stories about the women who have won the Millennium Peace Prize for Women (Appendix 5). Students should then write the biography of a woman in their life they feel could win this award, explaining why they won and how they have contributed to peace.
- Explain that the United Nations and participating countries established 8 Millennium Development Goals (MDGs) in 2000. The third MDG deals specifically with promoting gender equality and empowering women. Hand out the MDG Fact Sheet (Appendix 6) and review with the students.
- The following documents may also be used as a resource for teachers:
  - CIDA’s Policy on Gender Equality ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/9c9c207b0db5a8c68525651c005db5a5/6f0d1a14114696288525672900660de5?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/9c9c207b0db5a8c68525651c005db5a5/6f0d1a14114696288525672900660de5?OpenDocument))
  - A copy of the Development World map from Canadian Geography to use as a reference throughout the lesson. (<http://www.canadiangeographic.ca/worldmap/default.asp>)
  - *Canada’s International Policy Statement: Development* as developed by CIDA. ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/AllDocIds/85250E8AE4ADD9EC85256FE7007460F7?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/85250E8AE4ADD9EC85256FE7007460F7?OpenDocument)). Explain that based on CIDA’s research and analysis, those 7 trends basically identify and define the problem. The teacher may decide to read over the information with students, present on an overhead, or have students read the material on their own in groups.
  - Explain that Canada is providing aid and development assistance to 25 Development Partner Countries. Hand out a list of who those countries are (Appendix 7).
- Now that students have received a great deal of information on women as peacemakers, how conflict affects women, and how the world is addressing the problem through the UNMDGs they will complete a research project about women, peace, and security in one of the 25 Development Partner countries.

#### 4) Apply

- Divide students into 5 different groups.
- Have each group research the status of women, the way conflict has affected women, how women are involved in peacemaking or in a decision-making capacity, and what CIDA projects related to women's peace and security are happening in, one of the African Development Partner countries. Students should go to the UNIFEM website portal: (<http://www.womenwarpeace.org/>) and the CIDA website for information. (<http://www.acdi-cida.gc.ca/index-e.htm>)
- Groups should present a summary of their findings based on the Presentation Requirements (Appendix 8).
- Students should also be aware of issues of peace building and women's involvement in decision-making at the local level. If possible, have a local community representative come in to the class as a guest speaker to speak about what women are doing in terms of building peace or involved in local politics. The teacher may also arrange to have someone who works in international development come as a guest speaker to talk to the class about their experiences in the field. The Youth Speakers program developed by CIDA is an excellent resource for youth speakers who have had experience in developing countries. Teachers can contact the Coordinator of the program to make arrangements.

#### Follow-Up Activities:

The students may complete the following activities as follow-up to this lesson plan, depending on time and resources. The Criterion Checklist used for the oral presentation in the Analysis section may be used as an assessment tool for these follow-up activities. Background information for students to read to assist in the completion of these projects can be found on the CIDA website: <http://www.acdi-cida.gc.ca/index-e.htm>

- **25 Development Partners** – Select a different Development Partner and research how the third UNMGD is addressed in that country.
- **MDGs** – Review the specific goals and indicators associated with the third MDG on gender equality. Prepare a report for the year 2015 explaining how we met our goals and targets for this Millennium Goal, referring specifically to the indicators. This information can be found at <http://www.unmillenniumproject.org/goals/index.htm>
- **G20/L20** – The members of the G20 are the finance ministries and central banks of 19 countries. A proposal has been put forth to create an L20 based on the leaders of these G20 to assist in strengthening capacity to manage critical global challenges. The L20 is not intended as a replacement for the G20. The L20 are made up of the following countries: Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Korea, Mexico, Russia, Saudi Arabia, South Africa, Turkey, the United Kingdom, The United States and the European Union. Students could be divided up into groups representing each of

these countries and research strategies for dealing with gender equality and women, peace, and security in Africa. Have students come together and present their findings and discuss possible solutions on a global scale in a Symposium style consultation.

- **Artistic Presentation** – Have student create an individual visual art piece, an individual writing piece, or a group visual art/multimedia project for theme of Governance for the Butterfly 208 Project specifically addressing the role of women in decision-making.. Information on Contest Rules and themes can be found at
- **International Women’s Day** – Have students prepare a program and presentation to commemorate International Women’s Day.

**Evaluation and Assessment:**

The following activities may be used by the teacher for evaluation and assessment of the concepts and skills taught in this lesson:

<b>Task/Product</b>	<b>Tool</b>	<b>Achievement Chart Category</b>
Oral Presentations	Criterion Checklist	Knowledge/Understanding Thinking/Inquiry Communication Application

## APPENDIX 1

### **WDT Piece – Women as Peacemakers**

Soldiers enter the stage, form groups of two who are enemies and begin to fight with guns. All fall to the ground. Three women enter wearing veils. The veils represent women's lack of representation in the world's decision-making processes, particularly when it comes to issues of war and peace. They do a fanfare dance with the veils and finally remove them, signifying the inclusion of their opinions in decision-making spheres. With the entrance of women in the world stage of decision-making, they become peacemakers who save "mankind" from war. On stage this is portrayed through the women helping the men to their feet from their floor. A dance including both men and women ensues.

### **Why Are Women So Important to the Peace Process?**

*"For generations, women have served as peace educators, both in their families and in their societies. They have proved instrumental in building bridges rather than walls."*  
(UN Secretary General Kofi Anan)

1. Women build bridges between people regardless of ethnic, religious, political, or cultural differences. Social science research supports the impression of women as generally more collaborative than men and thus more inclined toward consensus and compromise.
2. Women live and work close to areas of conflict, being in a good position to provide information about activities leading up to armed conflict. They also record events during war, including gathering evidence at scenes of atrocities.
3. Women have both a right and responsibility to be an integral part of the peace process. They often outnumber men, particularly after a conflict, and they often drive the on-the-ground implementation of any peace agreement.
4. Women want to protect their children and families. They watch as their sons and husbands are killed or taken prisoner, and because many do not return, women are left to care for the remaining children and the elderly.

## **APPENDIX 2**

### **HUMAN SECURITY PROGRAM**

<http://www.humansecurity.gc.ca/psh-en.asp>

Civilians are the most vulnerable to the ravages of conflict. In our increasingly interconnected world, the insecurity of others – sooner or later – becomes a matter of our own insecurity. Protecting people in our global community, and building a sustainable foundation for peace, is a clear and pressing priority. For Canada, human security is an approach to foreign policy that puts people – their rights, their safety and their lives - first. Our objective is to build a world where universal humanitarian standards and the rule of law protect all people; where those who violate these standards are held accountable; and where our international institutions are equipped to defend and enforce those standards. In short, a world where people can live in freedom from fear.

[http://www.humansecurity.gc.ca/civilians\\_femmes-en.asp](http://www.humansecurity.gc.ca/civilians_femmes-en.asp)

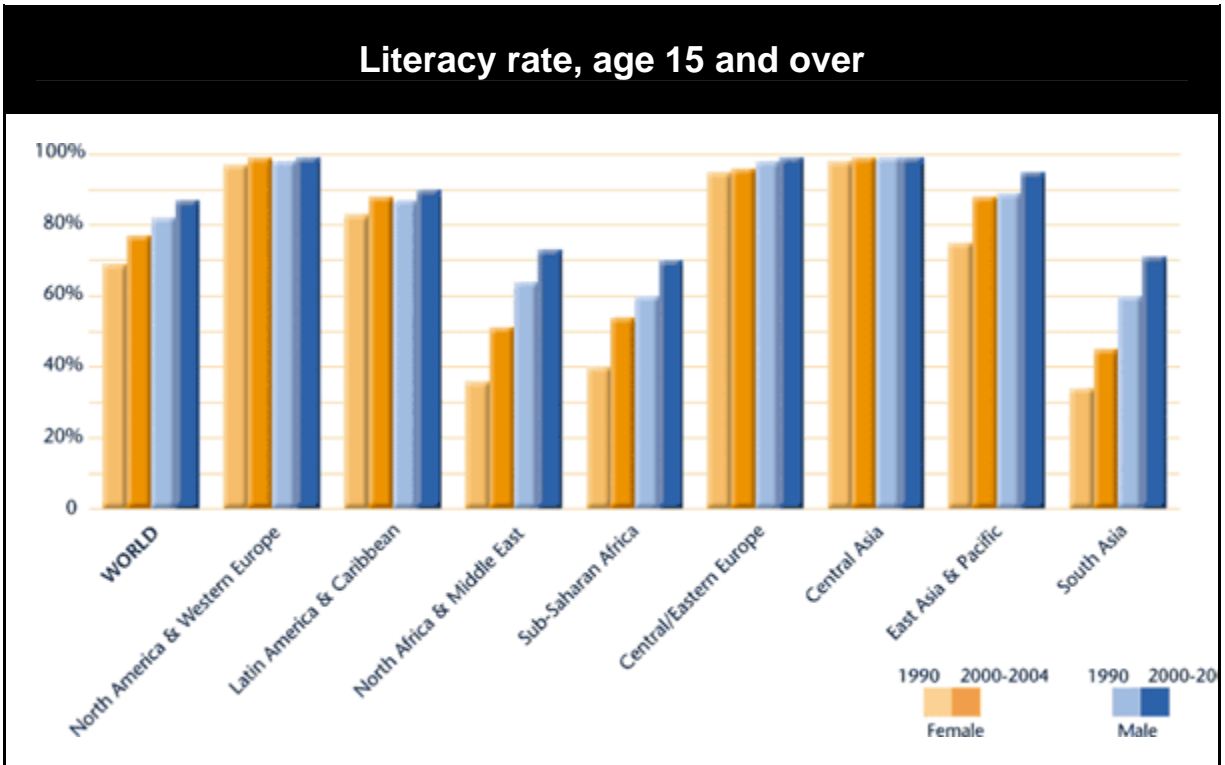
Modern conflict no longer respects the line between the military and the civilian. Within conflict-affected communities, men and women, girls and boys, experience war differently. Gender describes the socially and culturally determined roles which govern relations between men and women; and in turn, influence the impact of armed conflict on each. Though women and children are often the majority of victims of today's conflicts, women are also combatants, participants, leaders, negotiators, peacemakers, and activists.

With the Beijing Platform for Action as its reference point, Canada, with other member states of the United Nations, including at the General Assembly, Commission on Human Rights, Security Council, Commission on the Status of Women, the G8, and other regional and international organizations, such as the OAS and the OSCE, has actively worked to integrate a gender-sensitive approach to peacebuilding and human security efforts within these organizations.

## APPENDIX 3

### FACTS AND FIGURES

The following facts and figures provide some background information to the issue of conflict, peace building, and the education of women and children.



[Close Window](#)

- Every year of schooling a girl receives means a reduction in poverty for her family, and a dramatic increase in child survival.
- Two-thirds of the world's 800 million illiterate adults are women.
- Education can be the difference between a life of grinding poverty and the potential for a full and secure one: between a child dying from preventable disease and families raised in healthy environments; between orphans growing up in isolation and the community having the means to protect them; between countries ripped apart by poverty and conflict and access to secure and sustainable development.

Source:

<http://www.canadiangeographic.ca/worldmap/cida/education.asp?language=EN&Resolution=1152x864>

- Worldwide, 14 percent of representatives in lower houses of parliament are women.

- Civilians are ten times more likely to be killed or injured by an anti-personnel landmine after a conflict has ended, than combatants during hostilities.
- Out of the 108 conflicts since the end of the cold war, 101 have been fought within states, rather than between states.
- Small arms and light weapons kill a half a million people each year.
- In the last decade 15 million children have been displaced within their countries or made refugees.
- Between 75 and 80 per cent of refugees and internally displaced persons are women and children.
- 8,000-10,000 children are killed or maimed by landmines each year.
- For just \$50 million – roughly the cost of a single jet fighter – 200,000 assault rifles can be bought.

SOURCE: [http://www.humansecurity.gc.ca/jeunesse\\_youth\\_facts-en.asp](http://www.humansecurity.gc.ca/jeunesse_youth_facts-en.asp)

## APPENDIX 4

### PROTECTION OF CIVILIANS: WOMEN, PEACE, AND SECURITY

([http://www.humansecurity.gc.ca/civilians\\_femmes-en.asp](http://www.humansecurity.gc.ca/civilians_femmes-en.asp))

Canada is one of the countries leading the way towards an international agenda on women and conflict. Canada was on the Security Council when it unanimously adopted Council Resolution 1325 on Women, Peace and Security on October 31, 2000. The Resolution marks the culmination of years of intensive work on behalf of NGOs, governments and UN Agencies and is described as a landmark. The first Security Council resolution to deal exclusively with women in situations of armed conflict, it establishes a comprehensive agenda on women, peace, and security by addressing, *inter alia*, the need for full and equal participation of women in peace processes and peacebuilding activities, and gender-sensitive training for personnel involved in peace-support operations.

In particular, Security Council Resolution 1325 calls for:

- participation of women in peace processes
- gender training in peacekeeping operations
- protection of women and girls and respect for their rights
- gender mainstreaming in reporting and implementation systems of the UN relating to conflict, peace and security

Following their 18-19 July 2001 meeting in Rome, G8 Foreign Ministers announced the Rome Initiatives on “Strengthening the Role of Women in Conflict Prevention”. In this statement they emphasized the need for a gender-sensitive approach to conflict prevention and peacebuilding, including the importance of “women’s full and equal participation in all phases of conflict prevention, resolution, and peacebuilding;” and support for the provision of gender-sensitive training for all personnel in peace-related operations.

Canadian membership in the *Human Security Network* – a 13-member group of countries committed to promoting human security – allows Canada to explore cutting-edge issues such as women and armed conflict. In preparation for the 2001 Human Security Ministerial Meeting in Jordan, Canada contributed to a study on *Gendering Human Security – from Marginalisation to the Integration of Women in Peace-Building*. As Chair of the Human Security Network for 2004-2005, Canada is integrating gender as a cross cutting priority as well as ensuring that strategic actions are undertaken in this regard.

The Government of Canada has submitted its [response to the UN Secretary General's request](#) for information on the full implementation of Security Council Resolution 1325 (2000) on women, peace and security. This response fed into the Secretary General's report to the Security Council on this issue.



## APPENDIX 5

### MILLENNIUM PEACE PRIZE FOR WOMEN

([http://www.international-alert.org/women/wbp\\_millennium\\_peace\\_prize.htm](http://www.international-alert.org/women/wbp_millennium_peace_prize.htm))

On International Women's Day 2001, International Alert and the United Nations Development Fund for Women presented the first **Millennium Peace Prize for Women**. The award was the first of its kind to specifically honour the vital role that women play in peacebuilding and the indispensable contributions that women have made to resolving and preventing violent conflict.

The Millennium Peace Prize was inspired by the hundreds of testimonies of the incredible and often unrecognised efforts of women who are working to bring peace to war-affected communities world-wide. The recognition of women's international peacebuilding work has been very poor - in its 100 years, only 10 of 106 Nobel Peace Prize winners have been women or women's organisations.

The Millennium Peace Prize celebrates the courage and achievements of the winners but also acknowledges the work of women worldwide, who are striving for peace and justice in communities and across political, religious and ethnic divides.

The six winners who have made a significant and substantial contribution to peace at a local, national, regional or global level were:

#### **Individual Winners**

##### **Flora Brovina - Kosovo/a**



Flora Brovina is president of the Albanian Women's League of Kosovo/a, a non-political organisation she founded in 1992. The League was set up to promote and protect the human rights of ethnic Albanian women. Flora has always emphasised the importance of understanding and tolerance across ethnic groups in Yugoslavia. In April 1999, she was arrested by the Serbian authorities and sentenced to 12 years in prison, charged with

committing acts of terrorism against Yugoslavia. Following international pressure and the change of government, Flora was released in November 2000. Flora is a pediatrician and a world-renowned poet. In all of her activities, she has demonstrated extraordinary grace and courage.

*"The League of Albanian women that I founded protested against the war, took care of women, children elderly, the forcibly displaced people. For this reason I was sentenced to 12 years in prison from the Milosevic's regime...I was released, but in Serbia there are 600 Albanians still hostages of war. I don't feel free unless they are released...They are as much of terrorist as me, because Milosevic's regime sentenced me for terrorism. The only weapon was my pen and my stethoscope... Global peace can be secured only with individual collective units. Let's hope and work for the happiness and the well-being of each one, to have more love and trust in our heart for ourselves and other."* Flora Brovina

### **Hina Jilani (left) & Asma Jahangir (right) - Pakistan**



*"My guest, Asma Jahangir, has been met with death threats in response to her work with Pakistan's women's and human rights movements. Last week she was one of six winners of the new Millennium Peace Prize for Women..."* (excerpt from Terry Gross, Anchor and Host of CNN, Asia Today).

For the past 20 years sisters Asma Jahangir and Hina Jilani have been at the forefront of the movements for women's rights, human rights and peace in Pakistan. They established the first all women's law firm in Pakistan and were founder members of the Women's Action Forum, a campaigning pressure group for women's rights. They also set up the first free legal aid centre in Pakistan, fiercely defending and providing legal representation for those whose human rights have been violated. In 1998 the UN Commission on Human Rights appointed Asma as Special Rapporteur on Extrajudicial, Arbitrary and Summary Executions. Last year, Hina was appointed Special Representative of the Secretary-General on the situation of Human Rights Defenders.

*"I take this award on behalf of the women activists of India, Pakistan and Bangladesh, because we have worked together for peace. It cannot be two women, it was all of us who have worked together. We have shivered with terror at the same time. We have had sleepless nights together when there has been eminent danger of violence. We share the same dreams. The dreams where we do not want to see hunger and death...I will be*

*honoured on behalf of all of you to take this prize to India to share it with my sisters. I would like to recall my sisters from India, who came to Pakistan at a time when we were certain that war would break out. It was a moment of great tension, but they did come. And we did receive them most warmly, openly, despite the hawks on both sides watching us. We sang songs of peace. The leader of their delegation, Narmila Desh Pandey said, let us forget for a moment that we are citizens of Pakistan or India, let us for a moment think that we are citizens of the world. And it was because we could transcend national boundaries that we could come to a resolution of the conflict. It is only when you are able to do that, will you find a resolution to any conflict at all. It is also my belief that women have to come forward in the negotiations of peace. We have a different message to give. We have our own discourse, our own culture. Bring women forward and we will guarantee you peace...Today women's leadership will give it, can give it, and must give it." (Asma Jahangir)*

### **Veneranda Nzambazamariya - Rwanda**



*"The winners, like Nzambazamariya, had built peace through resistance to violence... holding the fabric of society together and rebuilding trust across communities..." (UN Integrated Regional Information Network).*

Veneranda Nzambazamariya was an outstanding leader in Rwanda's women's movement. Immediately after the genocide in 1994, Veneranda was among the handful of women who courageously urged Rwandan women to rise above ethnic differences and come together to rebuild the country. She was a founding member of Réseau des Femmes and Pro-Femmes Twese Hamwe, two dynamic women's organisations in Rwanda. She was equally active in promoting women's issues throughout the continent and was a committed member of the Women's Committee for Peace and Development. In a tribute to Veneranda earlier this year, the members of the Committee said "she always stressed that as people in the region we cannot afford to divide ourselves." Veneranda died in a Kenya Airways crash in January 2000. Judith Kanakuze (right photograph) from Réseau des Femmes received the award on behalf of Veneranda.

*"Nzambazamariya Veneranda deserves this peace prize because of the peace process she set in motion in the wake of the genocide that Rwanda experienced in 1994...Through her*

*advocacy efforts in favour of a greater role for women, she endeavoured to have women heard at decision-making levels. She sought to have women's voices taken into account on behalf of a logic of life, not a logic of death. Veneranda strenuously denounced violence inflicted on women and injustices done to children deprived of their parents. She denounced the immoral debt that went to purchase arms instead of infrastructure and social services that could lessen women's load. Veneranda's work shall continue in Rwanda and throughout the world even after her premature death...I would like to close by citing what she would always say wherever she went. She used to tell Rwandan women, "Let yourselves be consoled, you have been sacrificed by systems it is necessary to change. Unite so as to transform problems into opportunities for action."*

## **Winning Organisations**

### **Leitana Nehan Women's Development Agency - Papua New Guinea**



Leitana Nehan have been key to the process of peace negotiations and reconstruction in Bougainville, Papua New Guinea since the mid-1990s. In 1992, under the slogan "Women Weaving Bougainville Together," they began rebuilding the trust that had eroded between neighbours and within communities. By building relationships between young people, their workshops have helped heal the deep rifts caused by the war. They have challenged the police to shift their attitudes and focus their concerns on the issue of violence against women, for the government to allocate funds for public awareness and studies concerning the root causes of violence and for churches to openly condemn violence and oppression against women.

## Ruta Pacifica de las Mujeres - Colombia



Ruta Pacifica de las Mujeres is a coalition of women's organisations working towards conflict resolution in war-torn Colombia. The violence in Colombia is particularly disabling to women, inhibiting and often preventing their full participation in social, cultural and political life. The Ruta Pacifica movement acts as an important national referee in this conflict zone, ensuring that women's alternative plans for peace and co-existence reach the ears of national and international policy-makers. They are best known for their ability to mobilise public marches condemning the violence that pervades the country.

*"Holding public marches against violence, they have become one of the strongest voices for peace in Latin America, daring to stand up to ruthless paramilitary gunmen." (Olivia Ward, European Bureau Chief, Toronto Star).*

The demonstrations are primarily attended by thousands of rural women who march to the most violent regions of the country to create public support for peace and to promote the idea that violence is not the only option to resolving social conflict.

*"Colombia is a country at war. It has been at war for more than 40 years, producing human rights violations, violations of international humanitarian law, suffering, pain and bad governance. We women recreate life, we lead peaceful revolutions, without bullets, without antipersonnel mines, without destroying a country's infrastructure or its environment, without massacres, disappeared people, threats or torture. We women have the potential to transform the culture of war that reigns in our country. We have traversed the regions of Colombia from north to south, from south to north, exorcising fear and telling the warlords that women will not bear more male and female children for war, that we will not allow a single drop of food to leave our hands and our wombs for war, and that our bodies are not spoils of war. This prize is also a prize for women who seek out their disappeared, the women who hope that their kidnapped relatives will be returned. It is a prize for the mothers of the soldiers who are being held by the guerrilla movement. It is a prize for displaced women, for female peace activists, all of whom, from different perspectives, are applying pressure for a negotiated solution to private and public warfare. But we dedicate this prize above all to the People's Women's Organisation of Barrancabermeja, who, due to their pacifist, civil-society viewpoint, are currently a military objective of the paramilitary forces. Finally, we wish to acknowledge the women of UNIFEM and International Alert for their international work to make it possible for peace to be written with a feminine outlook, without victors or vanquished."*

## Women in Black - International



Women in Black is a world-wide network of women committed to ending war, violence and militarism. Women in Black is a politics of resistance that has inspired women in different parts of the world to organise actions and protests. Demonstrations are women only and usually take the form of women wearing black, standing in a public place in silent, non-violent vigils. Women in Black was started in Israel in 1988 by Israeli, Palestinian and American women protesting against Israel's occupation of the West Bank and Gaza. The movement soon spread globally. Women in Black, Belgrade accepted the Millennium Peace Prize for Women on behalf of the world-wide movement. Since the first public protests in October 1991, Women in Black, Belgrade have organised over 400 demonstrations against military aggression and were one of the earliest and consistent public voices against the Milosevic regime. Women in Black, Belgrade publicly denounced, at significant risk and personal cost, the policies that have victimised the civilian populations of the Balkans. They have published thousands of leaflets, bulletins and books, and organised petitions and demonstrations to bring to the world's attention atrocities committed against civilians during the war. Stasa Zajovic accepted the award from Women in Black, Belgrade.

*"Our international network of solidarity includes our sisters in peace from Israel, Palestine, Italy Spain, India, Colombia, and our sisters in peace from Kosova... We receive the Millennium Peace Prize as recognition of our international Women in Black network. Recognition of our non-violent resistance to war and militarism, recognition of our disloyalty to all nation states, our civil disobedience against war. This prize is also recognition to our alternative women's politics outside establishments and official spheres. We are women acting on the streets. That's precisely why this prize instilled the hope in the possibility of transforming international institutions. It builds confidence that international politics begins to take into consideration women's experiences and experiences of others, that will take into consideration alternate solutions offered by women. Unfortunately, the international community paid more attention to the voices who generate wars in Balkans and elsewhere. It is our opinion the UN must become a place where different voices can be heard. Voices of civilians, voices of women and anti-war activists. This prize is an honourable gesture to cherish our grassroots movement, Women in Black." Stasa Zojovic*

## APPENDIX 6

### UNMDG FACT SHEET

#### **What are the MDGs?**

The United Nations created 8 Millennium Development Goals, also referred to as MDGs. They are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions—income poverty, hunger, disease, lack of adequate shelter, and exclusion—while promoting gender equality, education, and environmental sustainability. They are also basic human rights—the rights of each person on the planet to health, education, shelter, and security. There are certain goals that have been established by the UN to be met by the year 2015.

(<http://www.unmillenniumproject.org/goals/index.htm>)

In September 2000, 191 countries adopted the United Nations Millennium Declaration, which led to the Millennium Development Goals (MDGs). The MDGs are a set of specific targets for poverty reduction, health, education, gender equality, environmental sustainability, and global partnerships to be reached by 2015. In 2002, the international community struck a new development agreement to achieve these goals under the Monterrey Consensus. Developing countries assumed primary responsibility for them, while the industrialized countries, including Canada, committed to supporting their efforts through aid, trade, and debt relief.

([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/AllDocIds/2F996AA6A87776FC85256F81004D3D77?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/2F996AA6A87776FC85256F81004D3D77?OpenDocument))

#### **What are the 8 Goals?**

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, Malaria, and Other Diseases
7. Ensure Environmental Sustainability
8. Develop a Global Partnership for Development

#### **What do we know about MDG 3?**

**The challenge:** The gender gap is closing—albeit slowly—in primary school enrolment in the developing world. This is a first step toward easing long-standing inequalities between women and men. In almost all developing regions, women represent a smaller share of wage earners than men and are often relegated to insecure and poorly paid jobs. Though progress is being made, women still lack equal representation at the highest levels of government, holding only 16 percent of parliamentary seats worldwide.

**Canada's contribution:** Canada continues to be a world leader in promoting gender equality in all aspects of development, including trade, peacebuilding, human rights, and many other areas. All initiatives in Canada's aid program make gender equality considerations explicit, and a wide range of projects directly address gender-based issues.

([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument))

### **What have we done about gender equality?**

There are specific things countries need to do in order to meet that MDG 3. Canada has already done a great deal of work in this area for the world's developing countries and the role of women. CIDA and its partners have contributed to:

- **Economic independence for women.** In Bangladesh, a rural road construction program has created 40,000 full-time jobs for impoverished widows and trained more than 60,000 to manage their finances and begin their own small businesses.
- **Greater equality in education.** In Senegal, adult literacy programs contributed to the literacy of 36,000 students, 75 percent of them women, in 2003 alone.
- **A stronger role for women in decision-making.** In Peru, training for women voters and candidates helped raise public awareness about gender-based issues in the latest national elections in which almost one third of the candidates were women. Women now hold 17 percent of the seats in Peru's Congress.
- **CIDA's Partners** – CIDA and its extensive network of partners are working together to develop and implement programs to alleviate hunger and poverty around the world. A complete list of those partners and their website can be found at [http://www.acdi-cida.gc.ca/cida\\_ind.nsf/b2a637b3ebb3f4e68525677e0071f3e1/d8ed636343cae86f85256d860063f75a?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a637b3ebb3f4e68525677e0071f3e1/d8ed636343cae86f85256d860063f75a?OpenDocument)

([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument))

## APPENDIX 7

### 25 DEVELOPMENT PARTNERS

(From [http://www.acdi-cida.gc.ca/cida\\_ind.nsf/vLookupNewsEn/1FA5B23102631F6585256FE8005299D2?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/vLookupNewsEn/1FA5B23102631F6585256FE8005299D2?OpenDocument))

"By 2010, at least two-thirds of CIDA's direct country-to-country assistance will be focused on 25 developing countries — of which more than half are in Africa — that are among the poorest but have the capacity to use aid effectively," (Minister Aileen Carroll, Former Minister of International Cooperation).

Canada's 25 Development Partners:

<b>Africa</b>	<b>Americas</b>	<b>Asia</b>	<b>EUROPE</b>
Benin Burkina Faso Cameroon Ethiopia Ghana Kenya Malawi Mali Mozambique Niger Rwanda Senegal Tanzania Zambia	Bolivia Guyana Honduras Nicaragua	Bangladesh Cambodia Indonesia Pakistan Sri Lanka Vietnam	Ukraine

The following criteria have been used to select Development Partners:

- **Level of poverty.** To ensure that aid resources focus where the need is greatest, CIDA's Development Partners were identified from among the poorest countries. The *UNDP Human Development Index*, which ranks countries based on life expectancy at birth, adult literacy, school enrolment, and standard of living measured by GDP per capita, is one of the tools used to identify Development Partners. Another is income; only countries below US\$1,000 in average per-capita annual income (measured at current exchange rates) would be considered for designation as Development Partners.

- **Ability to use aid effectively.** Criteria for assessment include economic management, structural policies, policies for social inclusion and equity, and public sector management and institutions. The World Bank's *Country Policy and Institutional Assessment*, which assesses a country's policies and institutional framework to support poverty reduction, sustainable growth, and effective use of development assistance, offers one international tool, which is used to assist in making a Canadian judgment.
- **Sufficient Canadian presence to add value.** Canada's current rank relative to other donors and the scale of our current aid effort will be factors in assessing Canada's potential for impact in a developing country. It is recognized that Canada's presence is further enhanced through a strong contribution to our priority sectors, and where we have a particularly effective and privileged policy dialogue. Canada's value-added is further strengthened through its own historical and people-to-people ties with these countries.

CIDA will target its efforts in the following sectors: governance, health (with a focus on HIV/AIDS), basic education, private-sector development, and environmental sustainability, with gender equality as a crosscutting theme that is systematically and explicitly integrated across all programming. These sectors are all fundamental to human well being and crucial to the achievement of the Millennium Development Goals, internationally agreed, time-bound, and quantifiable targets for reducing global poverty.

The 2002 Peer Review of Canadian aid carried out by the Organization of Economic Cooperation and Development's Development Assistance Committee (DAC) noted that Canadian aid is among the most dispersed of DAC members in terms of countries supported and that this could be a disadvantage for Canada in having an impact. The World Bank's influential 1999 research report "Assessing Aid: What Works, What Doesn't, and Why", concluded that development assistance should more concentrated in 'high impact' countries and that strong economic institutions and policies result in aid being more effective in reducing poverty. The United Kingdom and the Netherlands are among several major donors, which have increased the focus of their aid programs to target a more limited number of the poorest developing countries.

## APPENDIX 8

### PRESENTATION REQUIREMENTS

You have learned a lot about peace, security, women, and the role of women in peacemaking and decision-making. Your group has been asked to research one of the 25 Development Partners and research four specific areas. In your oral presentation to the class about your topic you should include the following elements:

**Topics Covered** – research and provide information on a) the status of women in that country; b) the way conflict in that country has affected women; c) how women are involved in peacemaking or in a decision-making capacity; and d) what CIDA projects related to women’s peace and security are happening in that country. Visit the UNIFEM website portal (<http://www.womenwarpeace.org/>) and the CIDA website (<http://www.acdi-cida.gc.ca/index-e.htm>)

**Handout** – summarize the main points of information presented on the websites related to your topic and provide as a handout for the rest of the class

**Visual Aid** – create a visual representation of the information you researched related to your topic. Be creative about what information you present and how you present it.

**Universal Participation** – all members of your group must present at least one component of your project.

**Personal Thoughts** – include some personal thoughts, ideas, or experiences related to your topic. These may include ideas for how you or your school community can help make a difference, personal experiences you have in relation to women’s participation in politics and decision-making, or how you felt in learning about women around the world.

Your presentation should be 20-30 minutes in length.

**APPENDIX 9**

**RUBRIC FOR ORAL PRESENTATION**

**Evaluation Rubric**

<i>Categories</i>	<i>Level 1 (50-59%)</i>	<i>Level 2 (60-69%)</i>	<i>Level 3 (70-79%)</i>	<i>Level 4 (80-100%)</i>
<i>Knowledge/ Understanding</i>	<i>- demonstrates limited understanding of issue</i>	<i>- demonstrates some understanding of issue</i>	<i>- demonstrates considerable understanding of issue</i>	<i>-demonstrates thorough understanding of issue</i>
<i>Thinking/Inquiry</i>	<i>- develops and explains argument with limited effectiveness</i>	<i>- develops and explains argument with some effectiveness</i>	<i>- develops and explains argument with considerable effectiveness</i>	<i>- develops and explains argument with high degree of effectiveness and clarity</i>
<i>Thinking/Inquiry (add this row to the rubric if used in 4.4)</i>	<i>- uses problem solving skills with limited effectiveness</i>	<i>- uses problem solving skills with some effectiveness</i>	<i>-uses problem solving skills with considerable effectiveness</i>	<i>- uses problem solving skills with a high degree of effectiveness</i>
<i>Communication</i>	<i>- communicates with limited sense of audience and purpose</i>	<i>- communicates with some sense of audience and purpose</i>	<i>- communicates with clear sense audience and purpose</i>	<i>- communicates with strong sense of audience and purpose</i>
<i>Application</i>	<i>- uses limited gestures</i>	<i>- uses some appropriate gestures</i>	<i>- uses appropriate gestures effectively</i>	<i>- uses natural effective gestures</i>

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.