

WILDFIRE DANCE THEATRE

LESSON PLAN: HUMAN RIGHTS

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

HUMAN RIGHTS

Activity: The Rights of the Child

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

Dance: For the Children

Description:

Learning Expectations:

Grade 10 Healthy and Active Living (Health Studies)

- LSV.03 – use appropriate social skills and positive attitudes when interacting with others
- LS3.01 – demonstrate behaviours that are respectful of others' points of view (e.g. listening actively, showing appreciation, criticizing ideas not people)

Grade 10 Civics (Political Studies)

- PCV.04 – demonstrate an understanding of a citizen's role in responding to non-democratic movements (e.g. supremacist and racist organizations, fascism, and communism) through personal and group actions (e.g. actions of the Righteous Among the Nations during the Holocaust, Medgar Evers, Emily Murphy)

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

- 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)

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

- CH2.02 – explain the relationship among conformity, alienation, and social change;
- CH2.04 – explain the impact of evolving roles of individuals or groups and values on social change in Canada
- 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.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:

Teachers should:

1. Set up the technology to project the Rights of the Child Photo Essay, the Excluded and Invisible Photo Essay, and the Video of children's stories (State of the World's Children) in the Explore section.
2. Make copies of the Stories of Children (5) from the UN Cyberschool website.
<http://www.un.org/cyberschoolbus/humanrights/stories.asp>
3. Make copies of the State of the World's Children "Excluded and Invisible" stories of 8 children from the UNICEF website.
<http://www.unicef.org/sowc06/profiles/child1.php>
4. Make copies as handouts of various Appendixes.
5. Prepare art supplies for the mural in the Explore section (8 ½ x 14 paper, markers, coloured pencils, paint, magazines, glue, scissors, tape)

Teaching/Learning Strategies:

1) Review

- Review with students the For the Children dance description (see Appendix 1). Check for understanding, answer any questions students may have about the dance and its message. Ask the students what role adults play in children's lives, either negative or positive, in our country or other countries around the world. Teachers should be encouraging discussion of abandonment, poverty, child soldiers, and prostitution.

2) Reflect

- Teachers should set up a computer with internet access and a projector to show the Photo Essays on the Rights of the Child from the UNICEF website. If the technology is not available, schedule time in the computer lab and have students view the photos themselves. The Photo Essay can be found at <http://www.unicef.org/photoessays/index-pe.html>. Click on the Child Protection link on the left and select the "Rights of the Child I and II" photo essay.
- While students are watching Photo Essay I and II have them write down a list of key words from their impressions while watching the photos and reading the descriptions. They should not restrict the words that come to their mind in this process. When students have finished viewing the Photo Essays, have them create a mind map for children's rights. Students begin by writing CHILDREN'S RIGHTS in the centre of their paper and then add the words from the list they created. Teachers should review mind map techniques with students if they do not know how to create one.

3) Explore

- Explain to students that racism is really part of an overall topic of human rights, which is what will be examined in this lesson plan. The basic foundation to understanding human rights is reading and understanding the Universal Declaration of Human Rights which was created by the UN in 1948.
- Hand out a copy of the Plain Language Version of the Declaration of Human Rights. (<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>).
- Hand out a copy of the document on understanding human rights (Appendix 2).
- Have students individually read the Plain Language Declaration and the explanation. Students should complete the Activity Sheet containing questions related to the Declaration and their understanding of it. (Appendix 3)
- Explain that the UN followed the Universal Declaration of Human Rights with the Declaration of the Rights of the Child in 1959. Hand out a copy of the Plain Language Version of the Rights of the Child. (<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>)
- Explain that though these two Declarations were enormously important, they are not legally binding documents. A legally binding agreement is called a Convention. The Convention on the Rights of the Child (CRC) is the first legally binding international instrument to incorporate the full range of human rights (civil, cultural, economic, political, and social). Created in 1989, it recognizes that children under 18 years of age need special care and protection. Give students the handout on the Convention of the Rights of the Child that summarizes what was just explained. (Appendix 4).
- Hand out a Fact Sheet of information about the plight of children in the world. (Appendix 5)
- Divide the class into 10 groups and give each group one of the 10 rights listed in the Declaration of the Rights of the Child. Have each group create a picture (paint, markers, collage, pencil, etc) that depicts visually what their Right is describing. Students should be given 8 ½ x 14 paper on which to create their picture.
- Create an artistic mural out of all the groups' pictures and place in the classroom or somewhere in the school.
- Explain that while the CRC is legally binding, there are many children whose rights are still not protected. The 5 life stories of Maya, Amerigo, Gopi, Sean and Patricio, written in their own words, can be found at the following website: <http://www.un.org/cyberschoolbus/humanrights/stories.asp>.
- From the selection of these five stories, distribute one per student so that each student has one of the stories and all five stories are given to the class.
- Students are to read the child's story and identify which of the Rights identified in the Declaration of the Rights of the Child are being violated from the description of that child's life.
- Have five students from the class read aloud each of the stories of the five children. Then have each student in the class share one of the Rights they feel was violated, until each violated Right has been identified for each of the children.
- Teachers should set up a computer with internet access and a projector and present the Excluded and Invisible Photo Essay from the UNICEF "State of the

World's Children" website. (<http://www.unicef.org/photoessays/index-pe.html>)
Click on the Excluded and Invisible link.

- Have students watch and share or discuss their feelings about it after viewing the Photo Essay.
- Hand out copies of the 8 children profiled on the State of the World's Children website in their "Excluded and Invisible" section. Give students 5 minutes to read the story of their child. After all students have read their profile, click on the video profile of each of the children on the website and have the class watch all 8 profiles. (<http://www.unicef.org/sowc06/profiles/child1.php>)
- Explain that the United Nations and participating countries established 8 Millennium Development Goals (MDGs) in 2000, six of which deal with children. Hand out the MDG Fact Sheet (Appendix 6) and print off information related to the targets and indicators from the website (<http://www.unmillenniumproject.org/goals/index.htm>). Have students read the material and familiarize themselves with the goals and their descriptions.
- After reading the material on the MDGs, students are to write the life story of the child in their profile from 2006 to 2020, assuming that the MDGs related to children were met by 2015. They should describe the process by which the child's life got better and in what areas, and explain in detail what their life is like in 2020, 5 years after the MDGs were met.
- A quotation was introduced in the Excluded and Invisible Photo Essay at the very beginning that said: "**Children are the mirror of our humanity. Yet many children, because of poverty, conflict, weak governance, HIV/AIDS, discrimination, exploitation and abuse, are excluded and invisible.**" Teachers should put that quotation on the board and explain that the research project and oral presentation to be done for this lesson will be based on this quotation. Have students first discuss and describe what they think that means, how it makes them feel, and what examples from the material they have seen in this lesson illustrate this point.
- 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). Students are to research one of these Development Partner countries for the research paper described below.

4) Apply

- Divide the class into 4 or 5 groups for this activity.
- Using the quotation about children as mirrors of humanity, groups should research one of the 25 Development Partners. They should examine the status of children in their country of choice, gather statistics on what the conditions of children are, and relate their findings to the progress made on any of the MDGs related to children.
- In addition, each group should research a project or initiative sponsored by an organization or NGO and in partnership with CIDA, that is making a difference in the lives of children. Their oral presentation should include as much information about the success stories or stories of hope as the stories of devastation and

- tragedy. Group should follow the requirements described in the Presentation Analysis handout (Appendix 8)
- Students should also be aware of issues of children at the local level. If possible, have a local community representative come in to the class as a guest speaker to speak about the rights of children in their community. They may be a volunteer from UNICEF, a child and youth worker, or a family that has immigrated to Canada from a developing country. 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>

- **Gender Issues** – Research global issues related specifically to girls and the particular effects on girls as a result of the issue (ie. HIV/AIDS, poverty, prostitution, sustainable development, education).
- **25 Development Partners** – Research a different Development Partner country looking specifically at NGOs and Organizations that work with children, or how that country has addressed the six MDGs related to children.
- **MDGs** – Complete a more thorough study of the goals, targets, and indicators for any of the MDGs related to children.
<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 the rights of children around the world. 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 on the theme of Child Protection. Information on Contest Rules and themes can be found at http://www.bp208.ca/contest_rules.php
- **The 0.7% Promise** – Have students research the 0.7% Promise. What has the Canadian government sent in the form of developmental assistance that assists children in Africa and what are their future plans for continued assistance?
- **Craig Kielburger**– Research and present biographical information on Craig Keilburger and the work he has done with his organization Free the Children. (<http://www.freethechildren.org/index.php>)
- **History of the Universal Declaration of Human Rights** – Research the history of the Declaration and create a visual timeline with vignettes of information. Students can go to <http://www.un.org/cyberschoolbus/humanrights/about/history.asp> for a detailed look at the history of this document.
- **International Children’s Day** - Have students prepare a program that commemorates International Children’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:

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

APPENDIX 1

WDT Piece – For the Children

Two children of different racial backgrounds are playing together and eventually are separated by their parents. Their parents do not want the children associating with each other due to a prejudice they hold against his/her race. The parents of both children begin to argue. The children are encouraged by their parents to mimic the disapproving actions of the two sets of parents towards each other, perpetuation a cycle of racism. After a crisis of violence, the children come back together in an embrace with their parents accepting and supporting their friendship.

It is important to note that this dance does not only represent cultural racism, but really addresses discrimination of all kinds.

APPENDIX 2

UNDERSTANDING HUMAN RIGHTS

(<http://www.un.org/cyberschoolbus/humanrights/about/understanding.asp>)

Every individual has dignity. The principles of human rights were drawn up by human beings as a way of ensuring that the dignity of everyone is properly and equally respected, that is, to ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent and conscience and satisfy his or her spiritual and other needs.

Dignity gives an individual a sense of value and worth. The existence of human rights demonstrates that human beings are aware of each other's worth. Human dignity is not an individual, exclusive and isolated sense. It is a part of our common humanity.

Human rights enable us to respect each other and live with each other. In other words, they are not only rights to be requested or demanded but rights to be respected and be responsible for. The rights that apply to you also apply to others.

The denial of human rights and fundamental freedoms not only is an individual and personal tragedy, but also creates conditions of social and political unrest, sowing the seeds of violence and conflict within and between societies and nations.

Human rights are set out as principles in the Universal Declaration of Human Rights. A declaration is not legally binding. It lays out principles and objectives and carries moral weight.

However, a large number of laws and legal documents are based on the principles set forth by the Universal Declaration. Many countries have cited the Declaration or included its provisions in their basic laws or constitutions. And many human rights covenants, conventions and treaties concluded since 1948 have been built on its principles.

A covenant, convention or treaty, unlike a declaration, has the force of law. Those who sign the document, called the signatories, have not only a moral obligation but a legal obligation to respect its terms. A covenant, convention or treaty is signed between states. Once it is signed, it must be ratified by the signatories. This means, that the treaty must be accepted by the country's own parliament or equivalent legislative body. Then it becomes law.

One of the greatest achievements of the United Nations is the creation of a comprehensive body of human rights legislation. For the first time in history, there exists a universal code of human rights one to which all nations can subscribe and to which all people can aspire.

The broadest legally binding human rights agreements negotiated under UN auspices are the International Covenant on Civil and Political Rights and the International Covenant

on Economic, Social and Cultural Rights.

There are six committees within the UN system that try and check to see whether countries comply with the human rights treaties they have signed. These are called 'treaty monitoring bodies'. These are:

The Committee on the Elimination of Racial Discrimination

The Human Rights Committee

The Committee on Economic, Social and Cultural Rights

The Committee against Torture

The Committee on the Elimination of Discrimination Against Women

The Committee on the Rights of the Child

The committees may call upon Governments to respond to allegations and may adopt decisions and publish them along with criticisms or recommendations.

Over the years, the United Nations has developed different methods to investigate human rights abuses and to press for remedial action.

Experts known as special rapporteurs or representatives gather facts, visit prisons, interview victims, and make recommendations on how to increase respect for human rights. They investigate situations in specific countries and conduct thematic studies on such issues as torture, religious intolerance, racism, the sale of children and violence against women. Each year they send thousands of urgent cables to Governments requesting the release of prisoners, the commutation of death sentences or other vital action.

Working groups have been established to investigate such issues as involuntary disappearances and arbitrary detention. Their reports highlighting human rights violations help to mobilize international attention.

The UN High Commissioner for Human Rights coordinates the UN human rights programme and promotes universal respect for human rights. Human rights activities in the United Nations are coordinated by the Office of the High Commissioner for Human Rights in Geneva. The Office, services the UN Commission on Human Rights and most UN human rights treaty bodies. Every year, the Office receives about 400,000 complaints of human rights violations.

APPENDIX 3

ACTIVITY SHEET: UNDERSTANDING HUMAN RIGHTS

1. Why is it important to address human dignity?
2. Describe the factors that contribute to violence and conflict within and between societies and nations.
3. True or False: *The Universal Declaration of Human Rights is legally binding.*
4. Why is the creation of a comprehensive body of human rights one of the greatest achievements of the United Nations?
5. Name two legally binding human rights agreements.
6. What measures are in place to ensure countries are complying with human rights?

ANSWERS

1.

- People are properly and equally respected
- Human beings are able to fully develop and use their human qualities and satisfy their spiritual and other needs
- Allows individuals a sense of value and worth which is recognized by others
- Dignity is part of our common humanity

2.The denial of human rights and fundamental freedoms

3.False.

The principles and objectives carry moral weight and many laws and legal documents are based on the principles put forth in the Universal Declaration. Covenants conventions and treaties have the force of law.

4. For the first time in history, there exists a universal code of human rights, one to which all nations can subscribe and to which all people can aspire.

5.International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights, Convention on the Rights of the Child.

6.Treaty monitoring bodies follow up with countries that have signed a human rights treaty . The six committees listed in the document, assist governments in following the human rights.

APPENDIX 4

CONVENTION ON THE RIGHTS OF THE CHILD

(<http://www.unicef.org/crc/?q=printme>)



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Children have rights as human beings
and also need special care and
protection.

UNICEF's mission is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided in doing this by the provisions and principles of the Convention on the Rights of the Child.

Built on varied legal systems and cultural traditions, the Convention is a universally agreed set of non-negotiable standards and obligations. These basic standards—also called human rights—set minimum entitlements and freedoms that should be respected by governments. They are founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to every human being everywhere. With these rights comes the obligation on both governments and individuals not to infringe on the parallel rights of others. These standards are both interdependent and indivisible; we cannot ensure some rights without—or at the expense of—other rights.

A legally binding instrument

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too.

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse

and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. States parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

APPENDIX 5

CHILD PROTECTION FACT SHEET

Millions of children around the world live in situations that put them at risk of exploitation, abuse, and discrimination. The most marginalized children, those who often experience human rights abuses, need special protection to promote their physical, mental, spiritual, moral, and social development.

In many developing countries, children represent half of the total population, and up to 60-75 percent in countries where HIV/AIDS or conflict has decimated the adult population. Children also make up a disproportionately large number of the poor. And poverty prevents children from reaching their full potential. It denies them human rights—like those related to education, health and nutrition, participation in decisions that affect their lives, and freedom from abuse, exploitation, and discrimination.

Millions of children around the world don't go to school, often because they have to work. They don't have nutritious food or quality health care. Their lives have been devastated by HIV/AIDS or war. They live and work on the streets. These children often experience exploitation, abuse, and discrimination.

Yet, realizing children's rights is essential to reducing poverty in a sustainable way. And protecting the most vulnerable children—who are often neglected by traditional interventions in health, education, and nutrition—is key to realizing children's rights.

- Worldwide, in any given year, over 300,000 children under 18 are exploited in armed conflicts as child soldiers and sex slaves. In the past 10 years, as a result of armed conflicts, about 2 million children have been killed, more than 6 million have been disabled, 1 million have been left orphaned, and about 12 million left homeless.
- About 246 million children worldwide are engaged in child labour. About 171 million of them work in hazardous situations or conditions, such as working in mines, with chemicals and pesticides, or with dangerous machinery. There are likely more than 100 million children living and/or working on the streets around the world.
- More than 120 million children live with disabilities caused by preventable diseases, congenital causes, malnutrition, micronutrient deficiencies, accidents and injuries, armed conflict, and land mines. Eighty percent of them live in developing countries, and of these, more than 78 percent do not attend school.
- Fifteen million children worldwide have been orphaned by HIV/AIDS.
- Well over one million children are forced into the commercial sex trade every year.

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.

([Canada and the Millennium Development Goals](#))

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

Which ones are related to children? Six of the 8 goals are related to children: eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality, reduce child mortality, improve maternal health, combat HIV, malaria and other diseases. Special measures to protect the rights of the most marginalized children are essential to achieving these goals.

What do we know about these MDGs?

MDG 1 – Eradicate Extreme Poverty and Hunger

Global poverty rates are falling, led by Asia. But millions more people have sunk deep into poverty in sub-Saharan Africa, where the poor are getting poorer. Progress has been made against hunger, but slow growth of agricultural output and expanding populations have led to setbacks in some regions. Since 1990, millions more people are chronically hungry in sub-Saharan Africa and Southern Asia, where half of the children under the age of 5 are malnourished.

What is Canada Doing?

Economic development is a cornerstone of Canada's strategy to reduce poverty in developing countries, especially in rural areas. Canada spent \$1.8 billion in support of private sector development between 2000 and 2005. Agricultural production is critical not only to increase the food supply, but also to generate income for millions of people. In Africa, spending on agriculture and food security will quadruple between 2001 and 2006.

CIDA and its partners have contributed to:

- **Increased agricultural production.** In Mozambique, production has increased by 9 percent, 150,000 families were reached by government agricultural services, and 1,195 hectares of lost land were restored to production in 2004-2005 alone.
- **Growth in exports.** A group of 600 Ghanaian fruit and vegetable producers now ships 210 tonnes of produce worth more than \$680,000 to new customers in Europe every week.
- **Greater access to credit.** In Honduras, support to agricultural cooperatives has helped provide credit for 135 farm families, resulting in an average increase of 25 percent in productivity, and an overall increase in income of \$1,264 for 210 farms.
- **Better nutrition.** From 2000 to 2005, Canada contributed \$681.1 million to combat hunger in developing countries. This includes support to vitamin A supplementation programs run by UNICEF and the Micronutrient Initiative, which each year prevent approximately 330,000 deaths of children under the age of 5.

MDG 2 – Achieve Universal Primary Education

Enrolment in primary school has increased in all regions of the developing world; however, more than 100 million children of primary school age are still not in school, two thirds of them girls. As many as 150 million drop out before completing Grade 5. In addition, some 860 million adults, two thirds of them women, still cannot read or write.

What is Canada Doing?

Canada's priority is to improve the quality of, access to, and equality in basic education in its partner countries. Between 2000 and 2005, Canada doubled its spending in basic education, for a total of \$858 million. By the end of 2005, Canada will devote more than \$100 million annually to basic education in Africa alone.

CIDA and its partners have contributed to:

- **Increased enrolment.** Canada's investments since 2002 have helped 6 million more children in Africa attend school. Tanzania increased its primary school enrolment from 58.8 percent to 88.5 percent between 2000 and 2003, and is close to achieving equal enrolment rates for girls and boys.
- **Better school access for girls.** In Bangladesh, a program run by a local non-governmental organization provides specially designed basic education to more than 1.3 million children annually. Most of these are girls who are now outside the school system. Many are able to transfer into the formal system after completing this program.
- **Education for all.** CIDA currently supports basic-education programming aimed at meeting the Education for All Goals and MDGs for education in nine partner countries in Africa: Burkina Faso, Kenya, Malawi, Mali, Mozambique, Niger, Senegal, Tanzania, and Zambia

MDG 3 – Promote Gender Equality and Empower Women

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.

What is Canada Doing?

Canada continues to be a world leader in promoting gender equality in all aspects of development, including trade, peace building, 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.

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.

MDG 4 – Reduce Child Mortality

Death rates in children under the age of 5 are dropping. But not fast enough: 11 million children a year—30,000 a day—die from preventable or treatable causes. Sometimes the cause is as simple as a lack of treatment for pneumonia or diarrhea. Malnutrition contributes to over half of these deaths.

What is Canada Doing?

To improve children's health, Canada targets food security and nutrition, access to clean water and sanitation, preventing and controlling communicable diseases, and strengthening health systems. Canada's spending on health care more than tripled between 2000 and 2005, for a cumulative total of \$3 billion, a significant portion of which targeted children.

CIDA and its partners have contributed to:

- **Increased immunization coverage.** Canada is one of five major global contributors to immunization programs worldwide. Between 1998 and 2003, support to the Canadian International Immunization Initiative saved more than 500,000 lives by vaccinating children against measles, diphtheria, tuberculosis, and polio.
- **Improved health management.** Canadian assistance has helped reduce under-5 mortality by 40 percent in two districts in rural Tanzania by better use of health information to target diseases that have the highest impact on mortality. This led to significant improvements in population health: not only have fewer children been dying, but adult mortality has also dropped by nearly 20 percent.
- **Integrated health programs.** The UNICEF Accelerated Child Survival and Development program—immunization, breastfeeding, oral rehydration salts, and anti-malaria bed nets, which began in 2002—has resulted in a 20-percent drop in child deaths in the 16 West African districts where it was implemented.

MDG 5 – Improve Maternal Health

Each year, more than half a million women die, and twenty times that number suffer serious injury or disability, during pregnancy and childbirth. A mother's death can be particularly devastating to the children left behind, who are more apt to fall into poverty and become objects of exploitation. Universal access to reproductive health care, including family planning, is the starting point for maternal health. Currently, 200 million women have an unmet need for safe and effective contraceptive devices.

What is Canada Doing?

Canada focuses on two major areas in maternal health: sexual and reproductive health, and safe motherhood, and spends \$54 million annually on them.

CIDA and its partners have contributed to:

- **Increased awareness for youth.** In Central America, life skills and counselling services for preventing sexually transmitted diseases among young people led to more than 600,000 visits to clinics and the distribution of nearly two million condoms.
- **Stronger reproductive rights.** In Kenya, Canada supported a local network that provides shelter for sexually abused girls, advocacy against female genital mutilation, and education for girls, including life skills and reproductive health.
- **Increased access to family planning.** Every year, contraceptives distributed by the UN Population Fund, through CIDA support, prevent an estimated 187 million unintended pregnancies, 60 million unplanned births, 105 million induced abortions, 2.7 million infant deaths, 215,000 pregnancy-related deaths, and 685,000 children from losing their mothers due to pregnancy-related deaths.

MDG 6 – Combat HIV/AIDS, malaria and other diseases

AIDS has become the leading cause of premature death in sub-Saharan Africa and the fourth-largest killer worldwide. Though new drug treatments prolong life, there is no cure for AIDS, and prevention efforts must be intensified in every region of the world if the target is to be reached. Malaria and tuberculosis together kill nearly as many people each year as AIDS, and represent a severe drain on national economies. Of all malaria deaths, 90 percent occur in sub-Saharan Africa, where prevention and treatment efforts are being scaled up. Tuberculosis is on the rise, partly as a result of HIV/AIDS, though a new international protocol to detect and treat the disease is showing promise.

What is Canada Doing?

Fighting HIV/AIDS is one of Canada's top priorities and spending on HIV/AIDS totalled \$532 million between 2000 and 2005. Spending on MDG 6 quadrupled in that same period, for a total of some \$1.8 billion. Canada has also been a leading donor in several key initiatives. In 2005 alone, Canada committed \$592 million to combat preventable diseases in developing countries, including \$390 million to the Global Fund to Fight HIV/AIDS, Tuberculosis and Malaria (GFATM), \$160 million to the Global Alliance for Vaccines and Immunization, \$42 million for polio eradication, plus \$100 million to the World Health Organization's "3 by 5" Initiative over two years, and ongoing support to the International AIDS Vaccine Initiative and UNAIDS.

CIDA and its partners have contributed to:

- **Greater accessibility to lifesaving drugs.** Canada was one of the early donors to the Global Drug Facility, which has helped more than 1.68 million patients receive free drugs and is expected to treat an estimated 1.38 million people with HIV/AIDS and tuberculosis.
- **Greater reach for treatment programs.** Programs supported by the GFATM have enabled an additional 130,000 people to receive anti-retroviral treatments and more than one million more people to receive counselling and testing services.
- **Improving access to essential drugs.** Canada is currently the lead donor to the WHO's "3 by 5" Initiative, having committed \$100 million to facilitate access to anti-retroviral drugs for three million HIV/AIDS patients by the end of 2005. In addition, Canada passed the Jean Chrétien Pledge to Africa Act, which allows developing countries to access essential drugs at lower cost.
- **Stronger local response.** Community-based organizations in southern Africa can now provide services to patients and their families, share their knowledge and experience with other local groups and collaborate with national HIV/AIDS programs. Though once a Canadian aid program, this initiative is now run by an independent African organization.

APPENDIX 7

25 DEVELOPMENT PARTNERS

"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:

Africa	Americas	Asia	EUROPE
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.

"Reducing global poverty represents one of the most important and difficult challenges the world will confront between now, 2015, and beyond," said Minister Carroll. "CIDA's new focus for development aid will enhance Canada's role in the fight against global poverty."

APPENDIX 8

ANALYSIS FOR PRESENTATION

“Children are the mirror of our humanity. Yet many children, because of poverty, conflict, weak governance, HIV/AIDS, discrimination, exploitation and abuse, are excluded and invisible.” You should research one of the 25 Development Partner countries and find information related to this quotation. Specifically, look at the status of children in your country of choice, gather statistics on what the conditions of children are, and relate your findings to the progress made on any of the MDGs related to children. In addition, you should research a project or initiative sponsored by an organization or NGO and in partnership with CIDA, that is making a difference in the lives of children. Your presentation should include as many success stories or stories of hope as the stories of devastation and tragedy. Your findings will be shared with the rest of the class in an oral presentation. In your oral presentation to the class about your topic you should include the following elements:

Handout – summarize the main points of information you researched related to your topic and provide as a handout for the rest of the class

Visual Aid – create a visual representation of your information. 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 and ideas 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 child protection, or how you felt in learning about children around the world.

Your presentation should be 20-30 minutes in length.

APPENDIX 9

RUBRIC FOR ORAL PRESENTATION

Evaluation Rubric

<i>Task to be evaluated</i>				
<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.