

CHF

*The Gender Divide –  
Different Perspectives*





## Lesson 4: The Gender Divide — Different Perspectives

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### Description

*2x60 minute lessons*

Men and women have different gender roles in society. Recognizing the gender differences in a community is an essential first step when doing international development work. What resources do women control? What resources do men control? Who has access to resources? These are all important questions. One way to find the answers to these questions — and understand a community is through the use of a community map.

In this activity, students take part in a role playing exercise to develop a community map from their gender's perspectives. The different roles of men and women are explored in terms of social and environmental implications.

### Subjects

Geography (Grades 11 & 12), History (Grades 11 & 12), Politics (Grade 12), Social Sciences and Humanities (Grade 12)

*See the Curriculum Connections section for detailed links to courses and expectations.*

### Materials Needed

Chart Paper  
Markers

Student Handout ([BLM 4.1](#)) Community Mapping Scenario - Women  
Student Handout ([BLM 4.2](#)) Community Mapping Scenario – Men

Note: French BLMs/Student Sheets can be found [here](#).

### Lesson Preparation

1. Photocopy [BLM 4.1](#) and [BLM 4.2](#) enough times so that each group of 3-4 students will get one handout that matches the gender of their group.
2. Review the Teacher Background Notes for this lesson. Also see the [Country Information](#) section and [Resources](#) section under [Extra Resources](#). The resources found under the Country Information can be used to give students further information Ghana (such as maps, statistics, flags, histories, etc.).

## Teaching/Learning

1. Provide an overview of the role-playing lesson to the class. Let the class know that what they are about to do is a practice called “community mapping” that is used in international development to gather information about communities. Explain that the class will be divided into two groups — male and female. Both groups are from the village in Northern Ghana where CHF, a non-governmental organization, has come to work with the community to enable them to improve their standard of living. The first step for the development organization is to take an assessment of the community. One way to do this is with community maps. Inform the class that you, as the teacher, will be the CHF development worker assigned to the community.
2. Divide the class into two groups and provide each group with their scenario card ([BLM 4.1](#) and [BLM 4.2](#) – men or women scenario card). Instruct the members of each group to work together to read the scenario and complete Tasks 1 & 2 on the scenario sheets. For Task 1 the groups will have to draw a map of the community and all of the resources within it, such as houses, fields, roads, forests, etc. Students will have to use the information provided on the scenario sheet and their imaginations to create the map. Provide time for students to complete the tasks. For Task 2, students will need to develop a project plan and describe the benefits to the community.
3. Have each group present their map and development project idea to you as the development worker, and the class. Each group should try and sell their project idea as the best and state the direct and indirect benefits to all members of the community that would result from the project.
4. Debrief using the following questions:
  - How do the maps differ?
  - In your opinion, which map did you think was correct? Why?
  - Is gender an important factor to consider when implementing development projects? Why?
  - If men are primarily the community decision makers and government representatives, can women’s views and concerns be adequately represented?
  - What steps can international development agencies, governments and communities take to ensure both men and women are heard?

## Extension Activities

- Have students repeat the activity in groups that are the opposite gender as the scenario that they are given.
- Draw a community map of your school neighbourhood. How does your community map differ from the ‘official’ map of the same neighbourhood? Describe a scenario when a community map would be a useful tool.

**CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods, since 1961.**

**[www.chf-partners.ca](http://www.chf-partners.ca)**

- Have the students do a gender analysis of their households. List all of the jobs or responsibilities that are performed in the household and as work outside of the home. Then estimate the number of hours required to do each job and list if a male or female does the job. Have the students research to determine how the division of labour in their household compares to the division of labour in developing countries.

### **Teacher Background Notes**

Gender is a culturally specific set of characteristics that identifies the social behaviour for women and men. Gender refers to social differences, as opposed to biological ones, between women and men that have been learned, are changeable over time, and vary widely both within and between cultures.

Gender roles are due to social factors that influence or allocate activities, responsibilities, and decision-making authority to groups of people. Gender roles change, often spontaneously and sometimes quickly, as the underlying social and economic conditions change. Some social factors that underlie and sometimes reinforce gender differences include religious practices, ethnic or cultural attitudes, class or caste systems, the formal legal system and institutional structures.

Gender should be an important consideration in all international development projects. Some international development issues are more focused on women, such as maternal health. However, in most cases gender considerations are being integrated into all projects and priorities, even those without a specific gender focus, such as poverty, AIDS and health care.

*Source: One hundred words for equality: A glossary of terms on equality between women and men. European Commission: Employment and Social Affairs. January 1998.*

## BLM 4.1 – Community Mapping Scenario (Women)

### Women of the Village

Welcome to all of the women of the village! CHF will be working in your community to enable you to gain access to the resources you need to improve your standard of living. The first step is for you as a community to determine what resources you have and map out where they are located.

Below is a description of your village and the resources you use or have access to in your daily lives as women. Read the description and complete Tasks 1 and 2.

#### Village Description

There are 10 families in the village and each family has a house. There are three families that you consider middle class; they have small houses but they have soil that is good for growing crops. There are five families that you consider very poor; they have small houses and soil that is very poor. There are two families that you consider rich; they have cows and a small fenced-in area beside the home where the cows are kept, in addition to a house and land with fertile soil.

Each family has a small vegetable garden beside the house. As a woman you are responsible to plant and tend to the garden. You use the vegetables in cooking to improve your family's nutrition.

There is a stream located three kilometres from the village. It takes you about 45 minutes to walk there to collect two buckets of water. There is a path from the centre of town to the stream. You use this water for cooking and drinking at home. There is an area of the stream where women typically gather to wash clothing and bathe.

## **BLM 4.1 Continued – Community Mapping Scenario (Women)**

As women, you each have a small number of chickens that you look after at your home. The eggs and meat provide protein for your diet. Sometimes you sell eggs or a chicken at the market to earn money to buy things such as spices. There are four stalls at the village market: egg stall, chicken stall, crops stall and the household products stall, selling things such as spices, salt and soap.

The forest is four kilometres away from the village. You must walk there to collect wood which is used for firewood to cook meals. There is a path from the centre of the village to the forest where you often travel with other women to the forest.

There is a road that runs along the edge of the village. The road goes to the town where there are many shops and services. You have never been to the town, but you know it is a long distance and takes approximately eight hours to get there by bus.

As women of the village, your main priorities are to care for your family and prepare meals. Preparing meals includes collecting water for cooking and drinking, collecting firewood for cooking, and finding different sources of food to provide nutrition and good health for your family. As the forests continue to be cut for firewood you are forced to walk longer distances to collect wood. This takes more time and you are unable to care for your vegetable garden. Crop yields from your garden continue to decline.

Task 1: Draw a map to show where these resources are located and what your village looks like. Use your imagination to draw the map!

Task 2: As women of the village, decide on one project you would like CHF to help you implement in your village that would improve your standard of living. Describe the project, the direct benefits and the indirect benefits for yourself and the community.

## BLM 4.2 – Community Mapping Scenario (Men)

### Men of the Village

Welcome to all of the men of the village! CHF will be working in your community to enable you to gain access to the resources you need to improve your standard of living. The first step is for you as a community to determine what resources you have and map out where they are located.

Below is a description of your village and the resources you use or have access to in your daily lives as men. Read the description and complete Tasks 1 and 2.

#### Village description:

There are ten families in the village, each family has a house. There are three families that you consider middle class; they have small houses but they have soil that is good for growing crops. There are five families that you consider very poor; they have small houses and soil that is very poor. There are two families that you consider rich; they have cows and a small fenced-in area beside the home where the cows are kept, in addition to a house and land with fertile soil.

There is a forest 4 kilometres away from your village. You have walked there to collect wood when building your house to provide good support beams.

There is a small market at the edge of the village, beside the road which runs to the larger town of Yendi, Ghana. The small village market has four stalls (shops). Some days you go to this small market to buy and sell items. You sell any extra vegetables from your garden or crops from your fields (such as rice). Sometimes you will buy items that are needed on the farm, such as rope or seeds.

## **BLM 4.2 Continued – Community Mapping Scenario (Men)**

On a few rare occasions, you have taken the bus to the town of Yendi. There is a bus stop on the side of the road where you can catch the bus. The town of Yendi has doctors and a health clinic. There is a market with 50 shops. You once went to town to sell one of your cows when your son was very sick. With the money you made you were able to buy medicine from the doctor. Your son is now healthy. Stalls in the Yendi market sells farm supplies such as hoes, seeds and fertilizers.

As men your main priorities are looking after your crops and livestock. Your crop yield in recent years has been declining. This could be happening for several reasons; there has been less rain in recent years and more insect pests invading your fields. Without enough crops, your livestock are also suffering because you have less food for them and it is of poorer quality.

Task 1: Draw a map to show where these resources are located and what your village looks like. Use your imagination to draw the map!

Task 2: As men of the village, decide on one project you would like CHF to help you implement in your village that would improve your standard of living. Describe the project, the direct benefits and the indirect benefits for yourself and the community.

## BLM 4.1 – Profil d'une communauté (femmes)

### Femmes du village

Bienvenue à toutes les femmes du village ! L'initiative de CHF dans votre communauté a pour but de vous donner accès aux ressources nécessaires pour améliorer votre qualité de vie. La première étape pour la communauté est de déterminer les ressources nécessaires et de déterminer où les trouver.

Voici une description de votre village et des ressources auxquelles les femmes ont accès au quotidien. Lisez la description et complétez l'activité 1 et 2.

#### Description du village

Il y a dix familles dans le village et chaque famille a une maison. Il y a trois familles de classe moyenne; elles ont des petites maisons mais leur sol est assez fertile pour faire pousser des cultures. Il y a cinq familles pauvres; elles ont des petites maisons et leur sol est pauvre. Il y a quatre familles riches; elles ont des vaches et un enclos clôturé, en plus d'une maison et de terre fertile.

Chaque famille a un potager à côté de la maison. En tant que femme, vous êtes responsables de la semence et de l'entretien du potager. Vous cuisinez les légumes pour offrir une alimentation saine à votre famille.

Il y a un ruisseau à 3 km du village. Il vous faut 45 minutes pour vous y rendre à pied et puiser deux seaux d'eau. Le chemin menant au ruisseau part du centre du village. Vous utilisez l'eau pour faire la cuisine et pour boire. Dans une section du ruisseau, les femmes se rassemblent pour faire le lavage et se baigner.

## BLM 4.1 Suite – Profil d'une communauté (femmes)

En tant que femme, vous avez quelques poules à la maison. Les œufs et la volaille sont une source de protéines pour votre famille. Parfois vous vendez des œufs ou une poule au marché pour gagner de l'argent et acheter des denrées, comme des épices. Il y a quatre étalages au marché : œufs, poulets, cultures et produits ménagers, où on achète des épices, du sel et du savon.

La forêt est à quatre km du village. Vous devez y aller pour trouver le bois de chauffage nécessaire pour cuisiner. Le chemin menant à la forêt part du centre du village et vous le parcourez avec les autres femmes du village.

La route est en bordure du village. Elle mène à la ville où se trouvent plusieurs commerces et services. Vous n'y avez jamais été mais vous savez qu'elle se trouve loin et qu'il faut environ huit d'autobus pour y arriver.

La préparation des repas et l'organisation du ménage sont les plus grandes priorités des femmes du village. Pour les repas, vous devez puiser de l'eau, servant à cuisiner et boire, trouver du bois de chauffage et avoir accès à diverses sources d'aliments pour assurer la santé de votre famille. Au fur et à mesure que des arbres sont abattus dans la forêt, vous devez marcher plus loin pour trouver du bois de chauffage, ce qui vous laisse moins de temps pour vous occuper du potager. Le rendement de vos cultures diminue.

Activité 1 : dessinez une carte représentant votre village et indiquez où les ressources se situent. Utilisez votre imagination pour faire la carte!

Activité 2 : en tant que femme du village, choisissez un projet à mettre en place avec l'aide de CHF pour améliorer votre qualité de vie. Décrivez le projet, ses avantages directs et indirects, pour vous et l'ensemble de la communauté.

## BLM 4.2 – Profil d'une communauté (hommes)

### Hommes du village

Bienvenue à tous les hommes du village ! L'initiative de CHF dans votre communauté a pour but de vous donner accès aux ressources nécessaires pour améliorer votre qualité de vie. La première étape pour la communauté est de déterminer les ressources nécessaires et de déterminer où les trouver.

Voici une description de votre village et des ressources auxquelles les femmes ont accès au quotidien. Lisez la description et complétez les activités 1 et 2.

#### Description du village :

Il y a dix familles dans le village et chaque famille a une maison. Il y a trois familles de classe moyenne; elles ont des petites maisons mais leur sol est assez fertile pour faire pousser des cultures. Il y a cinq familles pauvres; elles ont des petites maisons et leur sol est pauvre. Il y a quatre familles riches; elles ont des vaches et un enclos clôturé, en plus d'une maison et de terre fertile.

La forêt est à quatre km de votre village. Lorsque vous avez construit votre maison, vous y êtes allé à pied pour trouver le bois nécessaire pour construire des poutres assez solides pour soutenir votre maison.

Il y a un petit marché en bordure du village, à côté de la route qui se rend à la ville de Yendi, Ghana. Au marché, il y a quatre étalages. Certains jours vous allez au marché pour vendre et acheter des produits. Vous vendez les surplus de votre potager et de vos cultures (comme le riz). Parfois vous achetez des produits pour la ferme, comme des graines ou de la corde.

## BLM 4.2 Suite – Profil d'une communauté (hommes)

À quelques rares occasions, vous avez pris l'autobus pour Yendi. L'arrêt d'autobus est de l'autre côté de la route. Dans la ville, il y a des médecins et des cliniques de santé. Il y a un marché qui compte 50 commerces. Quand votre fils est tombé malade, vous y êtes allés pour vendre votre vache. Grâce à l'argent, vous avez vu un médecin et acheté des médicaments. Votre fils est maintenant en bonne santé. Vous pouvez également trouver au marché des outils pour la ferme comme des bèches, des graines et de l'engrais.

Les plus grandes priorités des hommes sont les cultures et le bétail. Le rendement de vos cultures décline depuis quelques années. Plusieurs raisons sont possibles; il pleut moins et plus de nuisibles envahissent vos champs. Votre bétail souffre également du déclin des cultures parce que vous pouvez moins les nourrir et la qualité des aliments est plus pauvre.

Activité 1 : dessinez une carte représentant votre village et indiquez où les ressources se situent. Utilisez votre imagination pour faire la carte!

Activité 2 : en tant qu'homme du village, choisissez un projet à mettre en place avec l'aide de CHF pour améliorer votre qualité de vie. Décrivez le projet, ses avantages directs et indirects, pour vous et l'ensemble de la communauté.

## Assessment

Each student's contribution to the class and small group discussions can be observed and recorded anecdotally by the teacher. A rubric is provided below that can be used for assessment or evaluation purposes.

### The Gender Divide: Different Perspectives

Student's Name: \_\_\_\_\_

<b>Criteria</b>	<b>50-59% (Level 1)</b>	<b>60-69% (Level 2)</b>	<b>70-79% (Level 3)</b>	<b>80-100% (Level 4)</b>
<b>Knowledge/Understanding</b>	Demonstrates limited knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates thorough knowledge and understanding of concepts.
<b>Thinking/Inquiry</b>	Planning, processing and critical thinking skills are applied with limited effectiveness.	Planning, processing and critical thinking skills are applied with some effectiveness.	Planning, processing and critical thinking skills are applied with considerable effectiveness.	Planning, processing and critical thinking skills are applied with a high degree of effectiveness.
<b>Communication</b>	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.
<b>Application</b>	Predictions and connections between contexts (e.g., environmental, social, cultural) made with limited effectiveness.	Predictions and connections between contexts (e.g., environmental, social, cultural) made with moderate effectiveness.	Predictions and connections between contexts (e.g., environmental, social, cultural) made with considerable effectiveness.	Predictions and connections between contexts (e.g., environmental, social, cultural) made with a high degree of effectiveness.

## Glossary

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**Canadian International Development Agency (CIDA):** The federal agency charged with planning and implementing most of Canada's international development program in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

**Deforestation:** The loss of forests due to over-cutting of trees.

**Developed Country:** A basic classification of countries with a high level of per capita income, industrialization, and modernization. Such countries usually have lower levels of population growth.

**Developing Country:** A basic classification of low- and middle-income countries in which most people have a lower standard of living with access to fewer goods and services than do most people in developed countries.

**Ecological Footprint:** A measure of how much land and water is needed to produce the resources we consume and to dispose of the waste we produce.

**Environmental Degradation:** The change in environmental conditions to a lower condition, quality or level.

**Fair Trade:** A trading method committed to social justice in which employees and farmers are treated and paid fairly, sustainable environmental practices are followed and long-term trade relationships are fostered.

**Food Security:** A state where all people, at all times, have enough food to eat and the food meets their overall nutritional requirements.

**Gender:** Culturally defined roles and responsibilities for females and males that are learned, may change over time, and vary among societies.

**Global Citizenship:** Awareness of the world as a global community and recognizing the rights and responsibilities of citizens to take action with a global consciousness.

**Globalization:** The idea, popularized in the 1960s, that the entire world and its inhabitants are becoming one large community with interconnected needs and services.

**Gross Domestic Product (GDP):** The value of all goods and services produced within a nation in a given year.

**Human Development Index:** An annual ranking of countries in which the health, education, and wealth of each nation's citizens is examined. Life expectancy, educational achievement, and standard of living are measured.

**International Development:** Efforts to assist nations, and their citizens and institutions, to develop a higher quality of living. This is often done through social or economic programs.

**Microfinance** - Small loans that help poor people who wish to start or expand their small businesses but, lack the assets for banks to lend to them; sometimes also called micro-credit.

**Millennium Development Goals:** The eight goals all 191 United Nations member states have agreed to try to achieve by the year 2015.

**Non-Governmental Organization (NGO):** An organization that is not part of the local, state or federal government.

**North American Free Trade Agreement (NAFTA):** An agreement implemented in 1994 committing Canada, the US and Mexico to the elimination of all tariffs, quotas and other trade barriers between them before 2009.

**Poverty:** The state of being without, often associated with need, hardship and lack of resources across a wide range of circumstances.

**Subsistence Agriculture:** A type of farming in which livestock is raised and crops are cultivated for local food and energy requirements rather than for sale.

**Sustainable Development:** Development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.

**Sustainable Livelihood:** The capabilities, assets (including both material and social resources) and activities required for a means of living that can be maintained into the future, recover from shocks and does not compromise natural resources.

**United Nations:** An international organization formed in 1945 to promote peace and economic development.

## Country Information

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For further information on Ghana, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Africa and then Ghana
- CIA Ghana Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Ghana from the dropdown menu
- CIDA Ghana Profile [www.acdi-cida.gc.ca/ghana-e](http://www.acdi-cida.gc.ca/ghana-e)
- Ghana Government Website [www.ghana.gov.gh/](http://www.ghana.gov.gh/)
- CHF Ghana Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Africa, Ghana

For further information on Zimbabwe, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Africa and then Zimbabwe
- CIA Zimbabwe Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Zimbabwe from the dropdown menu
- CIDA Zimbabwe Profile [www.acdi-cida.gc.ca/zimbabwe-e](http://www.acdi-cida.gc.ca/zimbabwe-e)
- Zimbabwe Government Website [www.gta.gov.zw/](http://www.gta.gov.zw/)
- CHF Zimbabwe Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Africa, Zimbabwe

For further information on countries in the Caribbean, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Caribbean
- CIA Profiles of various countries within the Caribbean [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose a country from the dropdown menu
- CIDA Profiles of various countries within the Caribbean (select country name from map) [www.acdi-cida.gc.ca/Americas](http://www.acdi-cida.gc.ca/Americas)
- CHF Guyana Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Americas, Guyana

For further information on Bangladesh, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Asia and then Bangladesh
- CIA Bangladesh Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Bangladesh from the dropdown menu
- CIDA Bangladesh Profile [www.acdi-cida.gc.ca/bangladesh-e](http://www.acdi-cida.gc.ca/bangladesh-e)
- Bangladesh Government Website [www.bangladesh.gov.bd/](http://www.bangladesh.gov.bd/)
- CHF Bangladesh Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Asia, Bangladesh

## Resources

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### Reference Books

Hammond World Atlas 3e, by Hammond, 1999

Worldmark Chronologies, Vol. 1: Chronology of Africa, by Karen Christensen, 1997

### Web Sites

CHF [www.chf-partners.ca](http://www.chf-partners.ca)

Gifts That Matter campaign [www.giftsthatmatter.ca](http://www.giftsthatmatter.ca)

Canadian International Development Agency (See Teacher Zone) [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca)

Grameen Bank [www.grameen-info.org/](http://www.grameen-info.org/)

Vancity (Canadian example of microfinance) [www.vancity.com/MyCommunity/](http://www.vancity.com/MyCommunity/)

Nobel Peace Prize Official Site <http://nobelpeaceprize.org/>

Earth Day Network (Quiz) [www.earthday.net/footprint/index.html](http://www.earthday.net/footprint/index.html)

Footprint of Nations [www.ecologicalfootprint.org](http://www.ecologicalfootprint.org)

Global Footprint Network [www.ecofoot.net](http://www.ecofoot.net)

Transfair Canada Website [www.transfair.ca](http://www.transfair.ca)

Make Poverty History Website [www.makepovertyhistory.ca/](http://www.makepovertyhistory.ca/)

World Bank PovertyNet [www.worldbank.org](http://www.worldbank.org) click on "Topics" and then "Poverty"

National Anti-Poverty Organization [www.napo-onap.ca/](http://www.napo-onap.ca/)

The Assembly of First Nations Website: Making Poverty History Article

[www.afn.ca/article.asp?id=2903](http://www.afn.ca/article.asp?id=2903)

United Nations Development Programme: Poverty Reduction [www.undp.org/poverty/](http://www.undp.org/poverty/)

United Nations Development Report Website <http://hdr.undp.org>

Campaign 2000 Website [www.campaign2000.ca/rc/](http://www.campaign2000.ca/rc/)

UN Millennium Development Goals [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)

UN Millennium Project [www.unmillenniumproject.org/](http://www.unmillenniumproject.org/)

Millennium Campaign Website [www.millenniumcampaign.org](http://www.millenniumcampaign.org)

World Bank Student/Teacher Website <http://youthink.worldbank.org/>

Global Education Network [www.global-ed.org](http://www.global-ed.org)

Updated Currency Conversion [www.oanda.com/convert/classic](http://www.oanda.com/convert/classic)

## Summary and Next Steps

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The first step in reducing poverty and injustice in developing countries is to **look deeper** and understand the realities faced and the connections between people around the world. This is an important step in creating empathy for the rural poor in the next generation of leaders — today's students!

This guide was developed to help children understand rural communities in developing countries and some of the forces that perpetuate their cycles of poverty. More importantly, this guide is to give students hope that change is possible. Everyone can contribute to empowering communities to have the resources to be self-sufficient and break their cycle of poverty. (Please see the Head, Heart and Hand Approach on page 4 which highlights the importance of action.)

The second step is to move informed students to action. Students will see how their actions will lead to healthier children, families and communities. Their support will enable families to earn better incomes so they can afford school fees for their children as well as meet other needs. Families will feel empowered and will have more hope for their future.

Your students can help CHF improve the lives of people in rural communities in developing countries by engaging in one of CHF's activities or fundraising events. CHF has many successful stories of schools that are supporting our projects in various developing countries. Visit our web site at [www.chf-partners.ca](http://www.chf-partners.ca) and click on **Teachers** for the latest school success story.

### **CHF encourages your school to get involved!**

Sign up for our Gifts That Matter campaign today! (See page 5 for further information on this campaign).

### **For more information please contact:**

Global Education Coordinator  
CHF  
323 Chapel Street  
Ottawa, Ontario K1N 7Z2  
[gloaled@chf-partners.ca](mailto:gloaled@chf-partners.ca)  
Phone: (613) 237-0180 ext. 229 or 1-866-242-4243

