

Children's Rights and Global Citizenship

A curriculum resource for use with Grade 11/12 students in the
subject areas of:

Global Studies
Law
Sociology
Political Science

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Katherine Covell, PhD. and R. Brian Howe, PhD.
UCCB Children's Rights Centre
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If we are to reach real peace in the world...we shall have to begin with the children.
Ghandi

Foreword

The objective of this curriculum resource is to promote global citizenship through a rights-based examination of global issues in the context of Canada's international obligations and initiatives under the UN Convention on the Rights of the Child.

United Nations Convention on the Rights of the Child

The UN Convention on the Rights of the Child, which was ratified by Canada in 1991, is a legally binding piece of international law. It obligates Canada, as a signatory to the Convention, to respect and to implement the rights of children as described in the Convention. Children are defined as all persons under age 18.

Canada is obligated to undertake all appropriate measures for the implementation of the rights of the child in Canada. Canada also has an obligation to provide support for the rights of children in other countries, where needed, within the framework of international cooperation. This may include the sharing of resources, the provision of humanitarian assistance, and the enacting of legislation.

The rights described in the Convention may be categorized as the three Ps. As the first P, rights of provision refer to such rights as provision of the basic necessities of life, health care, and education. As the second P, rights of protection include protection from abuse, neglect, sexual exploitation, and economic exploitation. As the third P, rights of participation refer to the right to be heard in decisions affecting the child.

The Convention is guided by three leading principles. The first is that in all decisions concerning children, the best interests of the child shall be a paramount consideration. The second is the principle of non-discrimination in which rights are to apply to all children equally. The third is the principle of participation in which children have the right to express their views and their views to be given more weight with the increasing age and maturity of the child.

The Convention is an important foundation for global citizenship. Like adults, children and youth are not only citizens of their countries but also citizens of the world. Global citizens have certain basic rights and responsibilities. The Convention describes the basic global rights of children and youth. It also assumes that with global rights come global responsibilities. Global citizens and their governments have the responsibility to respect and to support the rights of fellow global citizens.

An important arm of the Canadian government with global responsibilities is the Canadian International Development Agency or CIDA. It is responsible for assisting people around the world who are victims of natural disasters and emergencies and for supporting development or foreign aid projects with the aim of creating a more secure, equitable, and prosperous world.

This curriculum contains ten units. **Each unit is prefaced with learning outcomes, a listing of the articles of the Convention on the Rights of the Child that are of particular relevance to the unit's issue, other related international agreements and Canadian initiatives. It is very important that these be reviewed with the students prior to undertaking the activities of the unit.**

The resource is designed with a learning outcomes framework. This framework allows both for specification of unit learning goals and for teacher monitoring of student understanding. We suggest the use of a range of assessment strategies as suggested below to determine if intended learning outcomes are achieved. The diverse backgrounds, needs and learning styles of individual students can be taken into consideration by providing students a variety of opportunities to demonstrate their knowledge and skills.

Suggested Means of Performance Assessment

- Formal and informal teacher observations of student attitudes and behaviors
- Oral or written communication tasks
- Self-assessments
- Learning journals (e.g., What I Did., What I Learned, Questions I Still Have)
- Reflective writing
- Peer feedback
- Activity-based tasks/problems

Pedagogy

An integral and essential part of this curriculum is active participation of the student in small group discussions and activities. To facilitate this we offer the following guidelines:

Set and post guidelines for group and class discussions

These should be developed with the students, linked with their rights and can include such behaviors as the following:

- You have a right to freedom of association.
Establish group memberships. The students should have input into decisions about group composition. Ideally groups should be around 5 students to enable each to participate fully. Maintaining the same group for a semester is beneficial as it allows for a comfortable and predictable environment in which to learn, and it avoids the need to repeatedly spend time determining groups.
- You have a right to talk and a responsibility to listen.
When one person talks, the rest of the class looks at and listens to the speaker. The teacher can really help by modeling listening.
- You have a right to participate and a responsibility to promote the participation of others.

Each member of the group should have equal opportunity to express ideas. It can be helpful to have some sort of object that denotes turn-taking in the group that is passed around to each member of the group. The student speaks when holding the object and listens when not. If there is a dominant group member, the group may want to limit time - an egg-timer in the middle of the group can work here. Note also that the right to participation does not mean that the student must participate. There may be times or issues when the student's decision not to exercise this right should be respected. A student should be allowed to choose not to contribute. Students also can be given the option of written comments that are kept confidential.

- You have a right to freedom of expression and a responsibility to respect the rights of others.

The speaker may always disagree with others, but must never insult, ridicule or make judgmental comments because these violate the rights of the listeners. Similarly, rights to freedom of information are restricted by the need to respect the rights and reputations of others.

Dealing with sensitive issues

If students learn to listen to and respect the thoughts and feelings of others, then handling sensitive issues is less problematic. Meaningful dialogue requires an environment that feels safe. Nonetheless, there may be issues raised for discussion that can cause discomfort to either students or teachers. Although some may prefer to avoid dealing with sensitive issues, their discussion in the classroom allows for invaluable learning about diversity and tolerance in a safe environment. As well as following the general guidelines for classroom discussion, it is particularly important when students are dealing with controversial issues such as children in the sex trade or children with HIV/AIDs, that it be clear that it is acceptable to ask questions, seek further information and listen respectfully to all opinions with two underlying premises: 1) there is no one right way to think and 2) there is no such thing as a stupid question.

If students present thoughts that are obviously "wrong" (e.g., children choose the sex trade because its fun) or biased (e.g., anti-gay comments), the teacher should respond by asking questions in a non-judgmental way to challenge the students' assumptions, and to promote research into learning more about the issue. Of course, no student should be pressured to divulge personal information.

Students, when uncertain, may ask for the teacher's opinion. It usually is preferable for the teacher to state that there are a variety of perspectives and offer more than one before re-directing the question to the rest of the class. Remember, the teacher should talk with the students rather than at them.

Community Projects

We have found that students often express interest in taking action in the community, therefore each unit concludes with a Taking Action activity. Nonetheless, students can be encouraged to design their own community projects. Such projects may involve letter

writing, media communications, environmental clean up and so forth. Community projects can be empowering and motivating for students as citizens.

For projects to be successful it is important that they be initiated by students but supported by and conducted cooperatively with salient adults and community organizations. It is usually best if the project is relatively small such that it can be completed in a reasonable amount of time and the students can appreciate concrete results. Although the project should be shared among the group or class, the individual student's contributions can vary with skills and interests. Although students should always be commended for their efforts, the focus should remain on the project and its benefits to a rights-respecting community. It may be important also to prepare students for less than optimal outcomes - this too can be a valuable learning experience.

Unit 2: War-Affected Children

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- evaluate complex issues by asking and answering geographic questions and by acquiring, organizing and analyzing geographic information
- select and use appropriate geographic representations, tools, and technologies to evaluate problems and issues
- analyse the interactions within and between regions
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse and explain the ways cultures address human needs and wants
- evaluate the causes and consequences of differing world views
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- propose and evaluate strategies that will promote a preferred future
- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- analyse the factors that contribute to the perception of self and the development of a world view
- evaluate group, institutional, and media influences on people and society in both historical and contemporary settings
- identify and evaluate various strategies for influencing public policy
- evaluate public issues, taking into account multiple perspectives
- analyse different political systems and compare them with Canada's
- use spatial concepts and models to interpret and make decisions about the organization, distribution, and interaction of physical and human phenomena
- evaluate how physical and human systems shape the features, uses, and perceptions of place
- analyse the causes and consequences of human modification of the environment on systems within the environment
- plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world

War-Affected Children Fact Sheet

Child Soldiers

- An estimated 300,000 children are actively engaged in armed conflict in approximately 50 countries. Many of these children, some younger than 10 years old, were abducted into the military while others joined as a way to support their family.
- Children as young as 8 years old work as soldiers, cooks, messengers, or sex slaves in the military.

Children in Conflict Zones

- Over the last decade, over one million were orphaned in conflict situations, two million children were killed, over six million were seriously hurt, and many have been sexually exploited. Approximately 800 children every month are killed or maimed by landmines.
- In some countries where landmines are planted, many children do not attend school because they are afraid they may step on a landmine while walking to school.
- Children in war zones are deprived of the basic rights of survival and healthy development including food, water, sanitation, health care and education.

Refugee Children

- More than half of the world's refugee population are children, yet the rights and special protection needs of child refugees are frequently neglected.
- When children are forced to flee their homes (usually because of a fear of persecution based on ethnicity or armed conflict) it is not only very frightening but they also are at-risk for malnutrition, infectious diseases, and exploitation.
- Many children are displaced within their own countries, while others are forced to flee to neighboring countries with little capacity to support them. Sometimes, refugee children are separated from their families.
- Refugee applications for asylum in Canada have been increasing with children coming from Afghanistan, Pakistan, Zimbabwe and China.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 6** Children have the right to survival and the State has the responsibility to ensure the child's survival.
- Article 10** Children have the right to leave or enter any country for purposes of family reunification and to maintain contact with both parents.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 38** The state has the responsibility to ensure that children under 15 do not engage in armed conflict and that children affected by armed conflict benefit from protection and care.

Other International Agreements

The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (2000)

Canada was the first government to ratify the Optional Protocol to the Convention on the Rights of the Child on the involvement of Children in Armed Conflict. The Protocol aims to eliminate the use of children in armed conflict, and restrict voluntary recruitment into the military to those 16 years and older. The key provisions of the Optional Protocol:

- Article 1** Governments are to take steps to ensure that members of the armed forces who are less than 18 years of age do not take part in hostilities.
- Article 2** Governments must ensure that persons under the age of 18 are not forced to join armed forces.
- Article 3** Governments must not allow persons under the age of 16 to voluntarily join armed forces.
- Article 7** Governments must provide services for the rehabilitation and social reintegration of former child soldiers.

The Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti- Personnel Mines and on their Destruction (1997)

Initiated by the Canadian government, a group of fifty countries in 1996, met in Ottawa to develop a strategy that would result in a total ban on anti-personnel mines. As a result, the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on Their Destruction (commonly referred to as the Ottawa Treaty) came into effect on March 1, 1999. The key articles of the Convention are:

- Article 1** Governments agree never to use anti-personnel mines or to develop, produce, otherwise acquire, stockpile, retain or transfer to anyone, directly or indirectly, anti-personnel mines. Governments will destroy or ensure the destruction of all anti-personnel mines.
- Article 6** Governments in a position to do so shall provide assistance for the care and rehabilitation, and social and economic reintegration of mine victims and for mine awareness programs.

The Rome Statute of the International Criminal Court (1998)

The Rome Statute, ratified by Canada in July, 2000, was developed in order to affirm that the most serious of crimes of concern to the international community, including crimes by children, must not go unpunished and that their effective prosecution must be ensured by taking measures at the national level and through international cooperation. The objective of the Statute is to establish an independent International Criminal Court with

jurisdiction over the most serious crimes of concern to the international community defined as crimes of genocide, crimes against humanity, war crimes and the crime of aggression. Key articles include:

Article 6 Genocide is the intent to destroy, in whole or in part, a national, ethnic, racial or religious group and includes imposing measures intended to prevent births within the group and the forcible transfer of children of the group to another group.

Article 7 Defines enslavement as a crime against humanity. This definition includes the exercise of any or all of the powers attached to the right of ownership over a person and includes the exercise of such power in the course of trafficking in persons, in particular women and children.

Article 8 Included in the definition of war crimes is the conscription or enlistment of children under 15 years of age into armed forces and their taking part in conflict.

UN Security Council Resolution 1314 (2000)

The resolution urges member states to:

- provide protection and assistance to refugees and internally displaced persons, the vast majority of whom are women and children
- express concern at the linkages between the illicit trafficking in small arms and light weapons which can prolong armed conflict and intensify its impact on children
- be aware of the importance of special consideration to girls affected by armed conflict, including those heading households, orphaned, sexually exploited and used as combatants and incorporate their human rights, protection and welfare into the development of policies and programs for prevention, disarmament, demobilization and reintegration

The International Labor Organization Convention 182 on the Worst Forms of Child Labor (1999)

Canada also ratified the International Labor Organization Convention 182 on the Worst Forms of Child Labor. This Convention commits all governments that have ratified it to take immediate action to secure the prohibition and elimination of the worst forms of child labor. The use of children in armed conflict has been noted as one of the worst forms of child labor.

Selected Canadian Initiatives

Since 1995, the CIDA's International Humanitarian Assistance initiative has provided over \$25 million for children affected by armed conflict. Funded initiatives include reintegration of demobilized child soldiers, reunification with families and rehabilitation

of unaccompanied Rwandan and Burundi children, health services, education and protection to children in Haiti, and counseling and shelter for physically or sexually abused girls.

CIDA has supported a special program, aimed at helping child-headed households in Mugina, Nyamabuye, and Kigoma Communes. These children became head of households because they were left orphaned after civil war. This program enabled the children to grow their own food, take care of their health, run their households, attend school, and earn an income.

CIDA has funded a number of de-mining projects and programs for the rehabilitation and provision of vocational services for victims of landmines. In addition, CIDA has funded a Canadian Mine Action Program in Kosovo. This program is designed to establish a local Mine Action Centre, provide assistance to landmine victims, raise awareness of the dangers of landmines and provide support for the deployment of de-mining teams.

CIDA has given *Doctors without Borders* financial support to provide additional health care services for Myanmar refugees in Bangladesh, and \$1 million to the United Nations High Commissioners for Refugees to help respond to the emerging needs of Afghans refugees in the region, such as shelter, water and sanitation facilities.

Child Soldiers in Liberia

Summary

Students read and discuss case studies and learn about the experiences of child soldiers in war-torn countries.

Specifically, students will be able to:

- understand how participating in armed conflict impacts children's physical, emotional and social well being
- identify reasons why children become involved in armed conflict
- consider Canada's role in preventing recruitment of children as soldiers
- increase their awareness of how war violates children's rights

Preparation

Photocopy case studies on page 20-21 for each group in the class.

Method

Students divide into small groups (4-5 students per group) to discuss the following case studies.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. How do you think it would feel to be abducted and forced to fight in a war?
2. How do you think a child's physical, social and emotional well-being would be affected by this experience?
3. Why do children become soldiers?
4. What rights were violated in these case studies? Refer to the Convention on the Rights of the Child.
5. What initiatives could Canada take to help child soldiers in war torn countries?
6. What are the recruitment policies and practices of the Canadian armed forces? How do they differ from those of other countries?

Case Studies

Robert

I became a combatant in 1991 when I was eight years old. I became a fighter because I felt that my friends and my parents were suffering. I joined a faction and served as a bodyguard to one of the chiefs of staff. I used an AK-47. It wasn't too heavy. I used it often but I never killed civilians. I was really afraid. I was given cigarettes and marijuana during the war, but I've changed now and I don't smoke. I don't have nightmares. I talk to counselors a lot about what happened. Now I'm learning to be a carpenter, but I first want to go back to school before starting to work.

Tom

I joined when I was thirteen years old. I was forced to fight because I was separated from my parents and the rest of my family. I had to fight for my own survival. I was given six months of training and became a Special Forces member. I fought on the front lines, but I wasn't afraid the first time because I had been given drugs. I experienced some terrible things during the war. I saw some terrible things and did some terrible things. I saw some people being killed, I saw fighters eat people's hearts. They burned people and killed young babies. I did these things too because we had to obey orders. After the war, I tried to find my family, but they had disappeared. So now I live near a roadside store. That's where I live and sleep.

I am haunted by what we did during the war; my heart is constantly joshing me. I have lost my ability to feel. You can cut me with a knife and I won't even feel it. I cry but only when I'm happy. I think about war from time to time but I don't really feel comfortable. Everyone fears me. Yes, up to now, they are all afraid of me. I guess it's because my heart is not really clear with people. I really don't like to go around people. I'm sure that one day God will make a way for me to sit down to a better place. My problem now is that I need someone to help me. I am receiving training to become a carpenter and I still have a long way to go. I need more education, but I also need to be helped to start my own carpentry business.

Mr. George

I joined by force. I was living with my parents in the village and one of the factions captured the village and said all the young boys in the town should join them. Some of us said we didn't want to join them, but they started to hit us with a gun. Most of them were very, very, very bad people. They would shoot people between the legs just to scare them. I didn't do that type of thing. I was a good guy in the faction. I was a bodyguard to one of the generals. I was scared initially, but then I lost my fear. I fought for two years, and then I managed to escape in 1996 and came to Monrovia.

The war is over now and I am alright. I don't think about the war anymore. I'm thinking about the future and about developing my country. I am receiving training now to be able to make furniture like tables, chairs, beds and local furniture. After I finish my vocational training course I want to open up my own shop and become a carpenter. I hope that Liberia remains peaceful and that everything will be alright in Liberia.

Momo Famole

In 1990, the fighting started getting close to my village, and me and my family fled. Everybody fled; my mother, my father, my late brother and sister. Everybody ran away. But we got separated. I tried to look for them but couldn't find them. I found some of my friends. We were all hungry, but we couldn't find any food. My friends told me to join them and the four of us went into the bush. We went to Robertsport and ran into one of the factions. They told us only soldiers could pass. If we didn't join them, they would not let us through. So we joined. I was only ten years old. We had to fight on the front. The days we fought we got food. But if we didn't go to the front, we weren't given anything to eat. I fought throughout the entire war. I don't know if I killed people, but I fired a lot. I didn't enjoy it, but, when they gave me drugs, I was brave.

When the war was over, I tried to find my family, but I couldn't. Then I looked for my grandmother, but I couldn't find her either. So me and my three friends walked here to Monrovia. We wanted to go back to school. When we got here I found a man and told him "oh, I'm looking for somewhere to live. I don't have nobody to live with."

I said, "my people they're not here. So I say I want to live with you." Two of my friends said that they didn't want to live with the man, so they left. Me and my friend still live with the man. Everyday I come all the way from West Point on the other side of town. I used to walk but now I work a little and get ten Liberian dollars (25 cents) a day. That's enough for transportation to come here. I come everyday because I want to learn something for the future, to benefit myself. I want to make local furniture and wooden furniture. From here, I want to open my own shop and start working, to advance myself. When I get enough money to open a shop, I'll get some place. I want to go back to school too. If I can make furniture, I'll be able to earn enough money to pay for school. I'm happy there's peace in Liberia.

Unit 3: Sexual Exploitation

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- analyse and explain the ways cultures address human needs and wants
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse the personal, social, and economic implications of paid and unpaid labour
- evaluate and propose solutions to issues resulting from interactions among individuals, groups, and societies
- analyse different political systems and compare them with Canada's
- evaluate the causes and consequences of differing world views
- analyse the personal, social, and economic implications of paid and unpaid labour
- assess the role played by economic institutions and examine their impact on individuals and on private and public organizations
- take age-appropriate actions to demonstrate their responsibilities as citizens

Fact Sheet Sexual Exploitation

- It is estimated that one million children (mainly girls but also a large number of boys) enter into the multi-billion dollar sex trade every year.
- Trafficking is a major part of the problem of child sexual exploitation. Children are transported across or within borders, usually after they or their parents have been offered money, education or employment. Sexual exploitation of children intensifies in times of wars and natural disasters when families are very vulnerable.
- In the industrialized world, children who are abused at home are those most likely to become involved in the commercial sex trade.
- Some children enter the sex trade industry because they do not have anyone to protect or care for them. For example, in eastern and southern Africa, children who become orphaned as a result of AIDS frequently lack the protection of caregivers. As a result, they become highly vulnerable to sexual abuse and exploitation.
- The sexual exploitation of children also occurs in areas that have high rates of HIV/AIDS, due in part to a myth that sex with a child (virgin) cures the disease.
- One form of child sexual exploitation has been the practice of tourists from affluent countries traveling to developing countries to buy the services of child prostitutes (child sex tourism).
- In South and Southeastern Asia every year, it is estimated that one million children become involved in the sex trade. About one-third of sex workers in the Mekong sub-region were between 12 and 17 years old and approximately one-quarter of Nepalese prostitutes in India are under the age of 16.
- Many children who are sexually exploited are subject to both physical and verbal abuse. They may also suffer from malnutrition, emotional trauma, and isolation from society.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 20** Children deprived of a family environment have the right to special protection and assistance from the state.
- Article 34** Children have a right to be protected from all forms of sexual exploitation including engagement in prostitution and pornography.
- Article 35** The state has the responsibility to prevent the sale, trafficking and abduction of children.
- Article 39** The state has the responsibility to ensure the recovery and social reintegration of child victims of abuse and neglect.

Other International Agreements

The Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (2001)

Canada signed the *Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography* in November of 2001. This protocol was developed in order to extend the measures taken by governments to achieve the purposes of the *Convention on the Rights of the Child*. The key articles include:

- Article 1** State Parties shall criminalize the sale of children, child prostitution and the creation and distribution of child pornography.
- Article 7** Governments are to protect the rights and interests of the child victims of sexual exploitation.
- Article 9** Governments shall increase public awareness about child sexual exploitation.
- Article 9, 10** Governments are to take appropriate measures to ensure that children who have experienced sexual exploitation receive the proper treatment and services that are needed to ensure their full social reintegration, and physical and psychological recovery.

General Assembly Resolution 56/139 on the Girl Child (2002)

This resolution was adopted by the UN General Assembly in February of 2002. It urges governments to pay special attention to the rights of the girl child when fulfilling their obligations under the *Convention on the Rights of the Child*. Recognizing the special vulnerability of girls, its primary aim is to promote the formulation of national plans and strategies to eliminate all forms of violence against women and girls.

The Declaration and Agenda for Action of Sexually Exploited Children & Youth,

The Declaration and Agenda for Action of Sexually Exploited Children & Youth, arising from the *Out from the Shadows: International Summit of Sexually Exploited Youth* held in Canada on March 12, 1998, was drafted by exploited youth in the sex trade, and provides a framework for governments and non-governmental organizations to address the needs of sexually exploited youth. Key provisions of the Declaration include:

- that education is vital in our struggle against the sexual exploitation of children and youth.
- that the voices and experiences of sexually exploited children and youth must be heard and be central to the development and implementation of action. We **must** be empowered to help ourselves.
- that we have a right to resources that are directed towards sexually exploited children and youth and our very diverse needs.

- that as children and youth, we are all vulnerable to sexual exploitation whether male, female, or transgendered.
- that our laws must protect us as sexually exploited children and youth and no longer punish us as criminals.
- that we are all responsible for our children and youth, yet the issue is not ours alone. Governments, communities and society as a whole must be held accountable for the sexual exploitation of children and youth.

The Rome Statute of the International Criminal Court (1998)

The Rome Statute, drafted in 1998 and ratified by Canada in July 2000, was developed to reaffirm that the most serious international crimes must not go unpunished. Their effective prosecution must be ensured by taking measures at the national level and through international cooperation. The objective of the Statute is to establish an independent International Criminal Court with jurisdiction over the most serious crimes of concern to the international community such as crimes of genocide, crimes against humanity, war crimes and the crime of aggression. Articles of specific relevance to the sexual exploitation of children are:

Article 7 Rape, persecution, forced pregnancy, enforced sterilization or any other forms of sexual violence are considered to be of comparable gravity to crimes against humanity.

Article 8 Gender-based crimes are treated as war crimes.

International Labor Organization Convention 182 on the Worst Forms of Child Labor (1999)

Convention 182 commits signatories to take immediate action to end the worst forms of child labor. Sexual exploitation, child prostitution, and child pornography are regarded as among the worst forms of child labor.

Selected Canadian Initiatives

In 1997, Canada amended the Criminal Code to allow for the criminal prosecution of Canadian tourists who exploit child prostitutes in other countries and who engage in other forms of child sexual exploitation such as indecent acts and child pornography. Under the amendment, Canadian tourists found to have engaged in child sexual exploitation abroad, upon their return home, are subject to the same criminal penalty as would have occurred had they committed the act in Canada.

In 1998, Canada hosted *Out From the Shadows: An International Summit of Sexually Exploited Youth*, which brought together youth from Canada, the United States, Latin America, and the Caribbean to tell their stories as exploited children in the sex trade.

Canada has sponsored various recovery and social reintegration projects for sexually exploited youth in Brazil, Dominican Republic, Honduras, Bolivia, Peru, and Chile.

In cooperation with organizations such as the World Customs Organization, Revenue Canada has assisted in the international tracking of child pornography and pedophiles and in the training of Interpol officers and law and customs officers in Central and South America.

Sushma Katuwal's Story

Summary

Students read and discuss “Sushma Katuwal’s Story” on page 36, and learn about the problem of trafficking of children into prostitution.

Specifically, students will be able to:

- understand the link between poverty and the vulnerability of girl children
 - realize the important differences in conditions for children between developed and developing nations
 - gain awareness of the importance of international interventions to ensure the rights of all children are met
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Preparation

Photocopy “Sushma Katuwal’s Story” for each student in the class.

Method

Students divide into small groups (4-5 students per group). Each group is given a copy of “Sushma Katuwal’s Story”. After reading the story, each group is asked discuss and then to write a diary entry to reflect a typical day (from waking to bed, including meals). Each group is assigned one of the following days:

1. A typical day in the life of a Canadian 14 year-old girl.
2. A typical day for Sushma prior to her being sold.
3. A typical day for Sushma in the brothel.
4. A typical day for Sushma after her rescue.
5. A typical day for Sushma, five years later, had she not been rescued.

After each group has completed their diary entry, each can be read to the class followed by a general discussion about the differences.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. Which rights are violated in cases such as Sushma's?
2. Why does poverty make children especially vulnerable to sexual exploitation?
3. Are there international initiatives that could help solve the problem of child trafficking?

Sushma Katuwal's Story

Sushma Katuwal, the youngest of 5 children, was 14 when floods washed away her village in Southern Nepal. Like thousands of uneducated girls in poor rural areas, she was lured from her home, under the pretense of an opportunity to earn money for her family, and then sold into prostitution. In fact, according to Foster Parents Plan, in 2002, between 5,000 and 7,000 Nepalese girls are traded, sold and shipped each year. Some girls are sold by their own families who desperately want to provide a better future for their children and are unaware that their daughters will face violence and sexual exploitation. Typically, these girls are between ages 10 to 14 years, their families are poor and the girls do not attend school. In their villages, literacy is rare, and jobs are few; it is not difficult for child traffickers to lure them away with promises of housekeeping or factory jobs. But many, like Sushma are sold to pimps and forced into prostitution. And many, like Sushma, contract HIV/AIDS. But this story is different from most. Sushma Katuwal was freed by police, after 13 months of working every day in a brothel. She now works as a guard at the border where she tries to rescue other girls who are being sold as sex slaves in India.

Gabriela's Story³

Summary	Students read “Gabriela’s Story” and learn about the lives of children working in the sex trade.
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Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand the factors that contribute to children working in the sex trade➤ increase their awareness of the rights violations experienced by sexually exploited children➤ appreciate the difficulties faced by children in the sex trade
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Preparation	Photocopy “Gabriela’s Story” on page 41, for each student in the class.
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Method	<p>Students read “Gabriela’s Story” and divide into small groups (4-5 students per group) for discussion.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. Discuss the differences between your daily life and that of Gabriela.2. What rights are violated when children work in the sex trade?3. What factors lead to children working in the sex trade? How do these factors differ between Canada and developing countries such as Nicaragua?4. Discuss why it would be useful for children in the sex trade to have HIV/AIDS education.5. What initiatives could Canada take to help children in the sex trade in developing countries?
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³ Source of story: <http://www.casa-alianza.org/EN/human-rights/sexual-exploit/voices/gabriela.shtml>

Gabriela's Story

My name is Gabriela. I am 13 years-old. I've been on my own for three years now. I used to beg for money, but now I am working. I am a prostitute. I don't like to say that, because it's not who I am inside. I dream of my village, and the fresh mountain air there, and the smell of the freshly turned earth. But here in "El Hoyo," it smells like a dirty toilet, and the diesel smoke from the buses turns my stomach. I hate this place. I hate the men who I sleep with. All I can do when they touch me is think of something else -- of the walks I used to take through the fields with my sister Juliana on Sunday mornings. I think of the good things I loved at home. It makes it all a little easier.

You may wonder why I still do this, even though I hate it. I don't know, really. Somehow it works. Marta, the lady who owns the bar where the men come for me, she takes care of me. When I had a bad night, she'll let me cry and stroke my head, and give me some warm milk -- and then I'm ready to work again. She's the closest thing to a mother I've got now. You see, my father killed my mother the day I left home. He was drunk and was hitting her, like he always did, but she fell backwards and slammed her head, and never got up again. All I could do was scream when I saw her, and run. I was afraid he'd kill me too. I hated it when he drank. But when he was sober, I was his little girl. I remember his big hands, and the smell of cows that stuck on his clothes. He'd give me a big hug with his big hands, and I felt so warm and safe inside. But, now, if I saw him, I'd want to chop off those hands for what they did to Mama.

There are a bunch of other girls who work with me. Aida, Mercedes, and Silvia. Aida is 18. She showed me how to wear makeup, and how to look at men so they'd want me. She's real good at it. But she has been sick a lot lately. She doesn't want to get up in the morning, always has some kind of problem, she's got so thin, and she's got these marks growing on her face. I'm worried about her. Someone said she might have this bad sickness called AIDS. But she's so sweet. It was always the off-duty soldiers who would like Aida -- they would pay her about 10 quetzals (US\$2) a time. But if she got sick, I wonder if some of the soldiers did too?

Mercedes is like my sister. We make each other laugh about the men we see. We have nicknames for each of them. You don't want to hear them, though. If Mama were still alive, she'd wash my mouth out with soap if I uttered any of them. Mercedes got pregnant once, which make it really bad for work. When any of us girls get pregnant we kick her in the stomach several times. It hurts a lot, but it's a way of getting un-pregnant. It didn't work with Mercedes, though, and she got an abortion. It was terrible. She went to a friend of Marta's -- they call her La Carnicera, the Butcher -- because the girls always bleed so much after they see her. She's not a doctor or anything. She just does it -- with a hanger, I think. Some girls have died. But we don't talk about that. La Carnicera helps us. It's not her fault that some girls can't take the pain, I guess. I hope I never have to see her.

Sometimes I wish I could meet a nice boy. I don't like these men. I want a boy to play with. But it's hard here. All of the boys in "El Hoyo" are so dirty and crazy. All they do is sit around and sniff that stupid glue all day, and fight with each other. It makes them so

stupid. Sometimes they also "work" the street -- like me, selling their bodies so they can buy food and glue. Sometimes terrible things happen to them, too. The police come and they pour the glue over the boys' heads. Oh, it looks so terrible. They even kicked to death one of Francisco's best friends -- Nahamán. When the police went to pour the glue on his head, he resisted -- and God, it was terrible. You could hear his shrieks from blocks away. Poor Nahamán, he was so sweet. He was my age. I never told anyone, not even Mercedes, but I liked Nahamán. We kissed one night; it was so beautiful -- so different from the ugly kisses of the men who come for me. Nahamán. When I say his name now, all I want to do is cry. Why did they have to do that? Why?

Sometimes I dream of another life -- the one my grandmother told me about. She was a beautiful, wise woman, and she knew how to make such a beautiful Huipul. Yes, she was an *Anciana*. To be hugged by her was to know the hug of God for the world. She knew the secrets of all good things. She died before Mama. Thank God. I wish she were here now, to tell me something good -- to give me one of her hugs. Everything would be better then, I know. But I'm here, in El Hoyo, and if I don't get to work soon, I won't have enough money for Marta. I need to pay her; otherwise I'll be out on the street. She takes care of me. Sometimes I wonder if she'd do this to her own daughter, though, if she had one. I wouldn't want this life for mine. Oh God, I'd love to have a baby of my own someday. But not here, not in El Hoyo. It's not a place for a kid. Oh God, no, it's no place for me, either. Marta's calling. Okay, okay, Marta, I'm coming. I'm coming, now. Got to go.

Unit 4: Child Labor

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status
- analyse the personal, social, and economic implications of paid and unpaid labour
- analyse and explain the ways cultures address human needs and wants
- assess the role played by economic institutions and examine their impact on individuals and on private and public organizations
- evaluate factors that influence the distribution of wealth locally, nationally, and internationally
- analyse the dynamics of the market in the local, national, and global economy
- evaluate the consequences of the consumer-oriented society
- apply knowledge of economic concepts in developing a response to current economic issues such as disparity and sustainability

Fact Sheet Child Labor

- Child labor describes work performed by children under the age of 18 that in some way harms their physical, intellectual or social development, and interferes with their education.
- Approximately one-half of child laborers work full-time; others work part-time while attending school. Children work because of family poverty or as a means of personal survival.
- According to the International Labor Organization (ILO), the UN agency that specializes in labor standards and labor rights, approximately 250 million children, between the ages of 5 and 14 years, work throughout the developing world. The ILO notes that this number does not take into account the children (especially millions of girls) who perform unpaid labor in the home. The highest rates of child labor are found in Asia, followed by Africa and Latin America.
- About one percent, of the world's child laborers are in industrialized countries. Among the worst forms of child labor in Canada is involvement in the commercial sex trade.
- Child labor is a growing concern in Eastern European countries. These countries are undergoing a major transition to a market economy and allow the use of child labor to increase their economic competitiveness.
- The majority of child laborers are involved in agriculture. Others work in manufacturing, trades, hotels and restaurants, domestic services, transportation, construction, mining, and quarrying. Many children work in the streets selling goods, shining shoes, running errands and cleaning cars. Around five percent work in sweatshops.
- An estimated 50 to 60 million children worldwide, ages 5 to 11, are in hazardous occupations such as mining, agriculture, construction, deep-sea fishing. Many also work with radioactive materials and dangerous chemicals. A large number of these children suffer injuries and illnesses from their work. Child laborers are also vulnerable to physical and sexual abuse and infection with HIV/AIDS.
- More boys than girls work outside the home. However, girls are more likely to be domestic workers. This type of employment tends to place girls at risk of physical or sexual abuse since they often have no contact with their family.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 19** All children should be protected from all forms of abuse, neglect and exploitation.
- Article 27** Children have the right to an adequate standard of living and the state has the responsibility to assist parents who cannot meet their responsibilities for their children.
- Article 28** All children have a right to education.
- Article 29** Education should help children develop to their full potential and to develop respect for human rights and the natural environment.
- Article 31** Every child has the right to rest and leisure, and to engage in play and recreational activities.
- Article 32** All children have the right to be protected from economic exploitation and from doing any work that is harmful to their health, safety or education.
- Article 34** Children have a right to be protected from all forms of sexual exploitation including engagement in prostitution and pornography.

Other International Agreements

ILO Convention 182 On the Immediate Elimination of the Worst Forms of Child Labour (1999)

Canada ratified the Convention 182 on the Elimination of the Worst Forms of Child Labour on June 6, 2000. The purpose of this Convention is to protect children all over the world from the most extreme forms of economic exploitation. This Convention is an international community commitment to end child labor. The key articles of the Convention are:

- Article 3** The worst forms of labor are defined as:
- a) child slavery (including the sale and trafficking of children, debt bondage, and forced recruitment into armed forces)
 - b) child prostitution and pornography
 - c) the use of children for illicit activities (such as drug trafficking)
 - d) any work which is likely to harm the health, safety or morals of a child
- Article 7** Governments must do everything necessary to implement the Convention, including penalizing offenders and making special efforts for girl child laborers.
- Article 8** Countries must help each other with education and poverty eradication programs to facilitate ending the worst forms of child labor.

Selected Canadian Initiatives

As well as ratifying the International Labour Organization's (ILO) Convention to Eliminate the Worst Forms of Child Labour, Canada has contributed \$3 million for the ILO's programs for the elimination of exploitive child labor.

Child protection is a key component of CIDA's programming and is emphasized through many projects and initiatives with Canadian and international partners. In recent years, CIDA has been steadily increasing its efforts to protect child laborers, as well as children in other difficult circumstances. CIDA launched the Action Plan on Child Protection in June 2001. The action plan takes a rights-based approach in which the Convention on the Rights of the Child is used as a framework for promoting the realization of all children's rights. Children have been active participants in the development of this project. For more information on this and related projects visit CIDA's web site.

CIDA has also supported several initiatives with Save the Children Canada. For example, in Mali, aid is provided to children who have escaped or been rescued from slave labor. This project has also been successful in raising awareness about the dangers of child trafficking and provides for border guards and local police to be on guard for signs of child trafficking.

Child Labor and Education in India

Summary

Students read “Mohammed’s Story: Earning a Living” on page 53, and discuss the link between accessibility of education and child labor.

Specifically, students will be able to:

- learn about the substandard working conditions for child laborers in developing countries
- understand the reasons why children are forced to work
- see the link between accessibility of education and child labor

Preparation

Photocopy “Mohammed’s Story: Earning a Living” on page 53, for each student in the class.

Method

Students read “Mohammed’s Story: Earning a Living” then divide into small groups (4-5 students per group) for discussion.

The following questions may serve as a guide for discussion.

Discussion Questions:

1. What rights are violated when children are forced to work? Refer to the Convention on the Rights of the Child.
2. According to the article, family owned and small businesses are exempt from child labor legislation. Do you think this legislation should be changed? Discuss.
3. When children are forced to work instead of going to school, the cycle of child labor is perpetuated from generation to generation. Discuss.

Mohammed's Story: Earning a Living⁴

Mohammed Aziz dives under the worktable as we climb the few stairs into the workshop. He is 7 years old. Mohammed has just begun learning how to embroider zardosi (an intricate form of embroidery in which gold and silver beads are sown onto saris and other items) and only he knows how to do the small stitches, so he earns Rs 10 a week (US 25 cents). The Pashmina (silk and goat's wool) shawl he is embroidering is soft pink. "For export," the supervisor explains. It will sell for as much as US \$400 on the streets of New York City.

The only sign that Mohammed might still be a child is the fact that he dives under the table. But he soon resumes work, albeit shyly. The other men in the workshop lean over a half-embroidered burgundy sari – they are all wearing thick glasses and many are blind by the age of 40 years old.

Children working in family businesses are exempt from child labour legislation such as the Factory Act and a factory is not considered to be a place where less than 10 people work. Most children in India work in the informal sector – either in agriculture or at home for local consumption, only a small percentage work in factories producing goods for export.

Children work in this community because of large family size, poverty and the lack of a minimum wage. In this part of town, having more children means earning a higher income. And when fathers are blind by 40 years old the cycle of child labour is perpetuated from generation to generation by the necessity to survive.

UNICEF believes there is a direct link between the quality and accessibility of education and child labour; improving the educational system will encourage more children to go to school, rather than to work. *Lakshmi*, a project initiated by UNICEF and funded by Proctor & Gamble, aims to mainstream children like Mohammed into the educational system, by mobilizing women to earn a living so their children are free to go to school.

The *Lakshmi* project began non-formal education classes for girls who work at home doing piece work embroidery. NGO members implementing *Lakshmi* are also negotiating with workshop owners to allow boys to attend school for 2 hours in the middle of the day. The NGO has proposed that each family contribute Rs 5 (US 8 cents) to set up a school. This will not cover the school costs but community participation is essential for the school to be able to fulfill the community's needs. So far the community has been resistant, preferring to have the school supplied free of cost.

An estimated 1.74 million children do not go to school in Uttar Pradesh, and of those enrolled in school, only 48% of boys and 35% of girls complete their education. Working to end child labour is a multiple challenge of mobilizing communities to improve their schools, implementing law reform that extends to the informal sector (where most children work) and enforcing a minimum wage – so parents can earn enough to allow their children to go to school.

Lakshmi's challenge is to find a way to build skills and literacy within the community's boundaries, and therein improve the lives of children, born to embroider zardosi.

⁴Source: UNICEF

Child Labor Case Studies

Summary	Students read and discuss case studies and learn about the lives of child laborers in developing countries.
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Specifically, students will be able to:	<ul style="list-style-type: none">➤ understand the factors that contribute to child labor➤ increase their awareness of the rights violations experienced by child laborers in developing countries➤ learn about the conditions for children who work
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Preparation	Photocopy the case studies on pages 57-58 for each group in the class.
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Method	<p>Students divide into small groups (4-5 students per group) and discuss the following cases.</p> <p>The following questions may serve as a guide for discussion.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. How do you think it would feel to work as a child laborer?2. What rights were violated in these case studies? Refer to the Convention on the Rights of the Child.3. Should companies be expected to invest their own money to ensure that basic standards are met in their factories, or should the government of the countries be responsible for enforcing higher standards?4. What initiatives could Canada take to help child laborers in other countries?5. What can you do to help stop exploitive business practices by large companies?
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Child Labor

Shankar - child in bondage - 6 years old

Shankar used to work in a carpet factory in India when he was only 6 years old. "I was very small and I am still small. I used to have to handle the heavy instruments to cut the knots in each carpet. Many times my thumbs and fingers were injured when the cutter slipped. Then I would cry for my mother but the Master would only beat me. He never took me to the hospital or gave me any medicine. What he used to do was, to take a match stick and fill the cut with the match stick powder then he would set fire to it with another match so that my skin and blood would bond together, I would cry for my mother then he would beat me again."

Ashique - brick maker - 11 years old.

Eleven year old Ashique works in a brick kiln in Pakistan. He has been working there for six years, along with his father and three brothers. His family is now bonded because they took a loan of (P)Rs.2000 (US\$94.50) 2 years ago. They had to take the loan for the dowry for his elder sister's marriage. "I work everyday except Sunday. My father, 3 brothers and myself are paid together a sum of (P)Rs.30 (US\$1.4) per 1,000 bricks. We can make approximately 2,500 - 3,000 bricks in a day. But during the monsoon we cannot produce the same amount. Our wage is cut by 50% for loan repayments. We do not understand the loan interest which seems to be always increasing. Now the loan has gone up to RS.5000(US\$237). I work very hard from 2 a.m. to 6-7 p.m. in the evening and get only one 1/2 hour break from 8 to 8:30 a.m. for a meal. There are 30 - 35 families working in the brick kiln." Ashique was sent to school for 3 months by his father but the owner removed him and put him back to work. His father was punished because of the matter. Ashique liked going to school. He said he wanted freedom and wants to leave the place of work.

Jitti Tumrin - leather worker - 13 years old

Thirteen year-old Jitti works 11 to 14 hours a day in a leather factory in Thailand with two days off each month. Although he hates the job, he can't quit because his family depends on his earnings. His job is to glue pre-cut pieces of leather together. For his efforts, he receives \$45 a month of which \$16 goes to a middleman. While the glue fumes give him headaches and he dislikes the work, Jitti seems to have resigned himself to his fate. Although laws exist to protect him from this kind of exploitation, he is not aware of them. "I don't know what else to do," he says in his native Thai. Knowing how his parents depend on his earnings, he says, "I cannot disappoint them and tell them the truth that I am very unhappy."

Rosie - sugar cane worker - 9 years old

Nine year old Rosie works in a sugar cane field in Asia. “I am Rosie Baroquillo. I started working on the sugar cane field when I was seven years old. Now I am nine and I still work in the field. I stopped going to school because my family could not afford to spend the money. My father is already dead. The money I earn is not enough to buy food. I am tired and hungry doing my work in the field. I wish I could have soup to go with the rice I eat because without soup it is hard to swallow.”

Easwaris – fireworks factory worker – 13 years old

Thirteen year old Easwaris began working 12-hour days in a fireworks factory when she was just seven. For \$1.75, the girl labored six days a week, loading sulphur, aluminum dust and coal into firecracker tubes. Four years ago, a blast from gunpowder coated fuses in the factory, knocked Easwaris unconscious and badly burned her arms, back and hips. Twelve other children, including Easwaris' 8-year-old sister Munnishwari died in the blast. Sadly, Easwaris should never have been working in the fireworks factory in the first place. In 1986, India banned the employment of children younger than 14 in more than a dozen industries, including the fireworks industry, yet the ban is rarely enforced.

Unit 5: Education

Learning Outcomes

The activities in this unit contribute to the following learning outcomes as defined by the Atlantic Canada Social Studies Curriculum for grade 12.

Students will be expected to:

- analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context
- evaluate public issues, taking into account multiple perspectives
- take age-appropriate actions to demonstrate their responsibilities as citizens
- analyse how the function of a group may be influenced by such factors as ethnicity, age, gender and status
- analyse and explain the ways cultures address human needs and wants
- analyse cases and personal values regarding stereotyping, discrimination, and conformity and how they affect individuals and groups
- assess the role played by economic institutions and examine their impact on private and public organizations
- analyse the personal, social, and economic implications of paid and unpaid labour
- evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues
- identify and use primary and secondary sources to evaluate questions

Fact Sheet Education

Accessibility in Developing Countries

- 130 million children between the ages of 6 and 11 do not attend school.
- Fewer than two percent of children with disabilities attend school.
- Many children attend schools that are unsafe with inadequate sanitary conditions, over-crowded classrooms and few textbooks or other learning materials.
- Early school leaving is common with approximately one-third of children leaving school prior to the completion of grade 5.

Equity in Developing Countries

- In many areas, girls and minority children are denied access to education or, in some cases, minority children are placed in separate, inferior schools. It is not unusual for school officials to participate in acts of intolerance towards a particular group because of the group's gender, race, ethnicity, religion, and nationality.
- There have been reported cases of discrimination in education in many countries. For example, Human Rights Watch reports cases of discrimination against Greek children in Turkey, Turkish children in Greece, Roma children in Bulgaria, Albanian children in Macedonia, Rohingya children in Malaysia, Bidun children in Kuwait, and the children of Haitians in the Dominican Republic.
- There are 42 million fewer girls in primary school than boys. Gender disparities exist at all levels of education. Even when girls do attend school, they are more likely not to finish their education. In many countries, girls are subject to sexual harassment and abuse in school settings by school officials, authorities and other classmates. Girls who miss out on primary education grow up to become the women who make up two-thirds of the world 's 875 million illiterate adults.

Relevant Articles of the UN Convention on the Rights of the Child

- Article 1** A child is defined as every human being under the age of eighteen.
- Article 2** Children have the right to be protected from any form of discrimination.
- Article 3** The best interest of the child must be a primary consideration in all matters that affect children.
- Article 12** Children have the right to express opinions in matters affecting the child and to have the opinions heard and given weight in accordance with the age and maturity of the child.
- Article 13** Children have the right to freedom of expression and to seek, receive, and impart information subject to reasonable limits.
- Article 23** Children with disabilities have the right to special care and assistance.
- Article 28** All children have a right to education.
- Article 29** Education should help children develop to their full potential and to develop respect for human rights and the natural environment.
- Article 30** Children of minority communities and indigenous populations have the right to enjoy their own culture, practice their own religion, and use their own language.
- Article 31** Every child has the right to rest and leisure, and to engage in play and recreational activities.
- Article 42** The state has the responsibility to make children (as well as adults) aware of the rights of the child under the Convention.

Other International Agreements

Dakar Framework (2000)

In April 2000, the Dakar Framework was adopted by 164 countries including Canada. It is a commitment to achieving quality basic education for all by 2015. There are six key goals:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The World Declaration for Education For All (1990)

The Declaration was signed by all participants, including Canada, of the World Education Forum held in Thailand in 1990. It was a commitment to achieve education for all by the year 2000. The key goals were:

- | | |
|------------------|---|
| Article 3 | Universalizing access and promoting equity |
| Article 4 | Focusing on learning outcomes rather than enrollment |
| Article 5 | Broadening the means and scope of basic education |
| Article 6 | Enhancing the environment for learning |
| Article 7 | Strengthening partnerships among governments, private sector and NGOs |

UN General Assembly Resolution on Education for All (1997)

On November 6, 1997, the UN General Assembly Resolution on Education for All was approved. Although this Resolution recognizes that significant progress has been made regarding basic education, it acknowledges that major problems still persist and urges governments to redouble their efforts to achieve education for all.

Selected Canadian Initiatives

CIDA has sponsored a project in Egypt called *Girl Community Education*. The purpose of this project has been to enhance the national capacity to deliver quality basic education for all by developing effective community primary schools, and by designing and applying an adapted curriculum in Upper Egypt.

CIDA has funded an initiative in Bangladesh called the *Adolescent Development Program*. This program has provided Bangladesh girls between the age of 11 to 17 with skills they need to survive such as literacy, numeracy, problem-solving and mediation skills and well as information about nutrition, hygiene, reproductive health and legal and marriage rights.

In South Africa, Canada has helped to improve the education system for children who were previously receiving poor education under the former apartheid regime (whereby different races were socially and economically segregated by law). CIDA has helped to fund a wide range of educational programs on gender awareness and the development of youth leadership in local schools. Also, many teachers in South Africa have been improving their teaching skills through a CIDA-sponsored training program.

All Smiles: Afghan Girls Go Back to School

Summary

Students read “All Smiles: Afghan Girls Go Back to School” on page 72, and discuss the current state of education in Afghanistan.

Specifically, students will be able to:

- empathize with children who have been denied an education because of their gender
- realize that all children have the right to an education
- compare the accessibility of education in Canada and developing countries

Preparation

Photocopy the article “All Smiles: Afghan Girls Go Back to School” on page 72, for each student in the class.

Method

Students read the article “All Smiles: Afghan Girls go Back to School” then divide into small groups (4-5 students per group) for discussion. The following questions may serve as a guide for discussion.

Discussion Questions:

1. How do you think it would feel to be denied access to education? What impact would this have on your future? Discuss.
2. Discuss how denying Afghan girls an education violates their rights. Refer to the Convention on the Rights of the Child.
3. Compare the education system in Canada with the system in Afghanistan.
4. Do you feel that Canada has a responsibility to assist Afghan children in need of education?
5. What initiatives could Canada take to help provide the remainder of the Afghan population with adequate education?

All smiles, Afghan Girls Go Back to School⁶

JALALABAD, AFGHANISTAN - Five years of shutdown and neglect have taken their toll on Jalalabad's Girls' School No. 2. There are no books to read, no lesson plans to teach from, no furniture to sit on, and no funds to pay for materials or teacher salaries.

But what this school lacks in resources, it makes up with enthusiasm. Small wonder. This is the first chance these girls have to resume their educations since the Taliban, the extreme Islamist militia that controlled the country from 1996 until being ousted more than three weeks ago, shut down all girls' schools by religious decree.

"I cannot express my happiness to you," says Lida, a 15-year-old in a white scarf who is preparing to pick up where she left off, in fifth grade. "I can remember the day the Taliban came, and we went home in great sadness. But we are quite happy to return to school."

Many girls kept up with their studies at home, they say, taught by parents or older siblings. And while most still cover their heads with veils - some even wear the all-covering, blue-tinted burqas once required by the Taliban - these girls say they intend to take full part in Afghan life. "In Afghan society, it is not an unusual thing for girls to go to college," Lida says. On this day, more than 500 girls have shown up for registration at Jalalabad's Girls' School No. 2.

They are among some 3,500 girls who have registered for classes in Nangarhar Province, where Jalalabad is located, Abdul Ghani Hidayat, director of education for the post-Taliban provincial government, told the Associated Press last week. Since Taliban forces withdrew on Nov. 7, Mr. Hidayat said the province has reopened more than 280 schools for 150,000 returning students.

After 23 years of war, the past five under the Taliban's restrictive interpretation of Islamic law, freedom is coming quietly to the young women in this ultraconservative patch of eastern Afghanistan. Nowhere is that freedom more evident than in Jalalabad's dusty schools, where the brilliant and the fortunate are now attempting to make up for lost time. But while the new post-Taliban government - composed of tribal elders and warlords - is embracing an ethos of tolerance that the Taliban lacked, they will have their work cut out for them. In a city of 250,000, where half the population is under the age of 20, just a few thousand, or less than 10 percent of school-aged children, have been able to find the resources to return to school, challenge their minds, and rebuild their futures.

⁶ Source: Scott Baldauf, Christian Science Monitor, December 3, 2001

Emergency Education: Designing Curricula⁸

Summary	Students examine conditions for children in refugee camps and consider their educational needs.
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Specifically, students will be able to:

- gain an understanding of life for children displaced by war and civil conflict
 - appreciate the need for international aid for education
 - realize the importance of all children having their education rights respected
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Preparation	Students will require access to research resources.
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Method	Explain to students that the majority of the world's refugees are children many of whom have been traumatized by violence and many of whom have injuries for example, from landmines. Girls living in refugee camps are subject to threats of rape and pregnancy. Boys are vulnerable to recruitment to gangs. As well as lacking in clothing and nutrition, refugee children are often also without schooling.
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In groups, students (4-5 students per group) research the conditions for children living in refugee camps, where they are, and how many children are there. The following questions may serve as a guide for discussion:

Discussion Questions:

1. Why would education be considered important for refugee children?
2. Should the emphasis be on education that helps with the current conditions (e.g., vulnerability to violence, HIV/AIDS, life skills, social skills, coping with anxiety)?
3. Is it important that education focus on basic numeracy and literacy skills in order to prepare the children for subsequent schooling or employment?
4. How should educational programs deal with the politics involved? For example, the Rwandan

⁸ An excellent source for this activity is Graca Machel, *The Impact of War on Children*. 2001 UBC Press

government that was responsible for the 1994 genocide taught children in refugee camps a curriculum designed to prolong and support ethnic conflict. Should the international community decide what is taught? If so, how can you take into account local cultural concerns and sensitivities?

5. How can the international community most effectively help with the education of children in refugee camp (e.g., provide teachers, clothing, food, educational materials etc.)?
6. How can issues of discrimination against education of the girl child and education for children who have been injured or disabled by war or conflict be overcome?

After discussing these issues, in their groups, the students can outline their ideal curriculum for refugee children. The curriculum should take into account the conditions of the children, the responsibility of the international community and children's rights to education.

