

Education for Development UPDATE

FALL 2008 - British Columbia

Spotlight on GUYANA

Guyana, the only English-speaking country in South America, achieved independence from the United Kingdom in 1966 and became a Republic in 1970. In 1989, Guyana undertook a dramatic reversal from a state-controlled, socialist economy towards a more open, free market system. Guyana is one of the poorest countries in the Western Hemisphere.



How UNICEF works in Guyana...

Children and young people in Guyana face many of the same challenges as children the world over. Poverty and lack of opportunities mean that they often lack confidence in the future. In Guyana it is difficult to monitor progress being made toward improving the lives of children as a result of slow progress in Constitutional and legislative reform and weak data collection. HIV has also had an impact on the lives of children. Despite almost universal access to primary education and near equal access for both boys and girls, there still remain problems related to the quality of education delivered.

UNICEF Guyana's priorities include:

- Development of public policies reflecting the rights of children;
- Protection of children against abuse and violence;
- Improved access to quality health and education services for ALL children;
- Reduction of the threat of HIV among young children and adolescents.

For more information in how UNICEF works in Guyana visit the country website at www.unicef.org/guyana.

"The task of the modern educator is not to cut down jungles, but to irrigate deserts."

– C.S. Lewis

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For more information about UNICEF Canada's education programmes in British Columbia, please contact Kelly Quinlan at Tel: 604-874-3666, ext.8127 or kquinlan@unicef.ca.

UNICEF is the world's leader for children, working in 156 countries and territories to save, protect and enhance the lives of girls and boys. UNICEF supports child health and nutrition, promotes quality basic education, protects children from violence, exploitation and AIDS, and is the world's largest provider of vaccines for developing nations. A global leader in emergencies with six decades of on-the-ground experience, UNICEF saves and rebuilds children's lives in natural disasters and conflict. UNICEF is funded entirely by voluntary contributions from individuals, businesses, foundations, schools, associations and governments.



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Important Dates

October 5 – World Teacher’s Day

October 5th is World Teacher’s Day, a day set aside by the world community to celebrate teachers and the central role they play in nurturing and guiding infants, children and adults through the life-long learning process. If you can read this, thank a teacher!

October 6 – World Habitat Day

The United Nations has designated the first Monday in October each year as World Habitat Day. The idea is to reflect on the state of our towns and cities and the basic right to adequate shelter for all. It is also intended to remind the world of its collective responsibility for the future of the human habitat.

Cities of the World lesson plans on UN Cyberschoolbus

<http://www.un.org/cyberschoolbus/habitat/index.asp>

October 8 – International Day of Natural Disaster Reduction

The second Wednesday of October is the International Day for Disaster Reduction, a vehicle to promote a global culture of natural disaster reduction, including disaster prevention, mitigation and preparedness.

Lesson plans have been developed by UNICEF Canada to help teachers explore humanitarian emergencies in their classrooms.

<http://www.unicef.ca/portal/Secure/Community/502/WCM/EDUCATION/lessons/humanitarian/humanitarian.pdf>

October 16 – World Food Day

The right to food is the inherent human right of every woman, man, girl and boy, wherever they live on this planet. The Food and Agriculture Organization of the United Nations celebrates World Food Day each year on 16 October, the day on which the Organization was founded in 1945. The World Food Day and TeleFood theme for 2008 is World Food Security: the Challenges of Climate Change and Bioenergy.

Visit the Feeding Minds, Fighting Hunger website to learn about ways you can address the issue of food scarcity in your classroom.

<http://www.feedingminds.org/>

October 17 – International Day for the Eradication of Poverty

The International Day for the Eradication of Poverty has been observed every year since 1993, when the General Assembly, by resolution 47/196, designated this day to promote awareness of the

need to eradicate poverty and destitution in all countries, particularly in developing countries – a need that has become a development priority.

The Poverty Curriculum was developed by the UN Cyberschoolbus.

<http://www.un.org/cyberschoolbus/poverty2000/index.asp>

October 24 – United Nations Day

On 24 October 1945, the United Nations was formally established after a majority of its founding members ratified a treaty setting up the world body. In 1971, the United Nations General Assembly adopted a resolution recommending that the day be observed as a public holiday by Member States. Traditionally, United Nations Day has been marked throughout the world by meetings, discussions and exhibits on the goals and achievements of the Organization.

An introduction to the United Nations for students can be found by visiting:

<http://cyberschoolbus.un.org/bookstor/kits/english/index.asp>

November 16 – International Day for Tolerance

At the initiative of UNESCO, 1995 was declared the United Nations Year for Tolerance, and it saw the launching of a world-wide campaign for tolerance and non-violence. The International Day for Tolerance grew out of the momentum of that year.

<http://www.tolerance.org/teach/magazine/index.jsp>

November 20 – Universal Children's Day

November 20 is Universal Children's Day—the day the *Convention on the Rights of the Child* was adopted by the United Nations General Assembly in 1989.

<http://www.unicef.org/knowyourrights/>

Keep visiting UNICEF Canada’s Advocacy pages to learn more about how Canadians are celebrating Universal Children’s Day.

November 25 – International Day for the Elimination of Violence against Women

Women activists have marked 25 November as a day against violence since 1981. This date came from the brutal assassination in 1960, of the three Mirabal sisters, political activists in the Dominican Republic, on order of Dominican ruler Rafael Trujillo (1930-1961).

Canadian Women for Women in Afghanistan is a volunteer network founded in 1996 working in solidarity across Canada to support rights and opportunities for Afghan women and girls.

www.w4wafghan.ca

Reflecting on Guyana: If you don't live your dreams, who will?

UNICEF Canada recently led a group of six university students to Guyana on a study trip sponsored by the Canadian International Development Agency. The trip offered students – all members of regional UNICEF Campus Clubs at their respective universities – a first hand look at UNICEF's work on the ground, with a special emphasis on innovative youth friendly initiatives in HIV and AIDS prevention. One of the participants has shared his thoughts the experience...

I still daily relive a moment from this study visit that is forever etched into my memory. It was close to the end of our trip, and we were visiting the New Opportunity Corps Correctional Institution, a junior offenders prison for youth in Guyana. Children sentenced of various non-serious crimes were sent here, but instead of being treated as prisoners, each new addition was regarded as a student, and began a series of vocational sessions which included sewing, catering and



plumbing. As we were finishing our walk through of the Carpentry section, something caught my attention: a little girl not older than twelve was holding a copy of *Frankenstein* by Mary Shelley. This sparked conversation between us about the intensity of the novel, and its somewhat frightful context. She stated that she read because it made her think, and she enjoyed thinking. "Why?" I asked? Because it helped her to imagine how one day she would live out her dream. "And what dream is this?" "Oh," she replied, "to be a school

teacher." I was impressed. And then she looked me square in the eyes and said: "If you don't live out your dreams, who will?"

And that has been the basis on which I have been yearning to live every day since then. If a young girl in prison can have such a pure, almost blissful passion about her dream, what's to stop me; an individual from Canada, with seemingly endless resources, loving parents, and a great network of friends, to live out my dreams?

– Jeremiah Charles
University of Calgary

Listening to Children's Voices:

Canadian Young People and their Rights

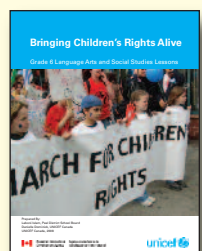
The Canadian Coalition for the Rights of Children (CCRC), in collaboration with the Cape Breton University Children's Rights Centre, is asking young people across the country to give their thoughts on children's rights. A survey has been developed which assesses how youth between the ages of 13-17 experience their rights under the *Convention on the Rights of the Child* in a variety of settings and whether they are aware they have rights.

The responses from this survey will be used to describe Canadian

youth's knowledge and experiences with their rights in the CCRC's report to the UN Committee on the Rights of the Child in Geneva in 2009. It is particularly important that the voices of youth be represented in this report. In the past Canada has been criticized for not paying sufficient attention to the needs and thoughts of its young people. Links to the survey and a flyer with information about the survey can be found at:
<http://www.unicef.ca/portal/SmartDefault.aspx?at=1908> (English)
<http://www.unicef.ca/portal/SmartDefault.aspx?at=1957> (French)

Bringing Children's Rights Alive!

The lessons, developed by staff and volunteers at UNICEF Canada, are consistent with the sixth grade language arts and social studies curricula. Explore issues such as rights vs. wants, income disparities and the food crisis through a range of fun and engaging activities. The lessons are available for download at www.unicef.ca/globaleducation and click on "Classroom Activities."



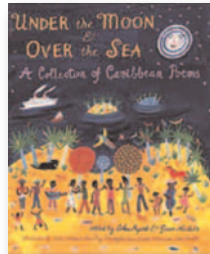
What's New on unicef.ca

Global TV's Everyday Heroes for the Classroom

Over the past few months, GlobalTV has been airing a regular segment called "Everyday Heroes" profiling the Canadians who don't make the headlines but who make important contributions in the lives of others. In response to numerous requests, the network has put together educational materials for use with the series. Your students learn more about the everyday heroes in their communities and maybe nominate one of your own.

http://www.canada.com/globaltv/national/features/everyday_hero/educators.html

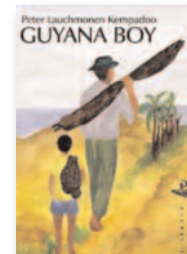
Bookshelves without Borders: From the bookshelf and into your classroom



Under the Moon & Over the Sea: A Collection of Caribbean Poems by John Agard

Grade 3 Up

A collection of more than 50 poems by Guyana's most celebrated poet. Each of the book's five sections begins with a piece of Caribbean folklore and is illustrated by a different contemporary artist – Cathie Felstead, Jane Ray, Christopher Corr, Satoshi Kitamura, and Sara Fanelli. Within each section, vibrant words and evocative artwork bring the sights, sounds, and smells of the islands to life.



Guyana Boy by Peter Lauchmonen Kempadoo

Through the perspective of a child, this novel depicts the extremely hierarchical world of the colonized Guyana sugar plantation. Lilboy, the narrator, describes the liveliness and closeness of community and the restrictions it places on the opportunities of personal freedom of those working there. However, Lilboy describes how his family and friends cope with their seemingly bleak existences through maintaining their own rice plots, fishing, and celebrating with feasts and festivities.

Written as a partial autobiography, this story recreates the sights, smells, sounds, and other sensual pleasures of a rural childhood within the plantation era.



Regional Update – British Columbia

Hello British Columbia Educators!

My name is Kelly Quinlan and I replaced Paula Gallo in July as the Education for Development Manager in British Columbia. Paula continues to be with UNICEF and has relocated to Ontario.

Before beginning my job at UNICEF I worked as an elementary school teacher in Ontario and British Columbia for the past 16 years. I am currently completing my Graduate Diploma in Teaching and Learning for Global Perspectives at Simon Fraser University.

My passion for travel took me to Kenya in 2005. It forever changed my life. Upon my return I began a school wide campaign to build a one-room schoolhouse in a Masai village just one hour outside of Nairobi. Now, just a few short years later the school in Kenya is filled with students and I am working for UNICEF, an organization that promotes

the education, health, equality and protection of all children.

In my position at UNICEF I work with teachers and school districts to support their interest in bringing children's rights and global education issues into every classroom. Some of the ways include:

- Teacher workshops that explore a variety of issues relating to children around the world and in Canada;
- Classroom presentations and workshops (Child Labour, Emergencies, Children's Rights, etc);
- Support for school-based global education and social justice clubs and events;
- Teacher resources available online (many are free);
- Curriculum-linked call to action through our campaigns (Trick-or-Treat and Spread the Net)

Superheros support UNICEF Day, October 31st

All across British Columbia, for the month of October, schools participated in events to learn about children in Malawi and Rwanda.

One such school is Kingsford Smith in the Vancouver School District. Teacher Mary Chow-Bonneville, seen in picture with one of her students, brought forth the idea to her Senior Communication class. The students in her class began researching the life of children in Malawi and Rwanda and subsequently hosted a 45-minute whole school assembly. The focus was connecting the educational experiences for students of Malawi and Rwanda to their own educational experiences in Canada. Benny commented, "they don't have school supplies." And Tony through his research noted, "they don't have desks to sit on."

The ideas began to flourish and three more classes began planning action projects to get more people aware of the needs for education in these two countries. Students in Ms. Harris' Grade 6/7 class are planning a Christmas café. Breann commented as I asked her about plans for the café, "we feel like we are contributing to something special." Mrs. West's Grade 5/6 class is hosting a book sale and Mrs. Beshut's Grade 6 class is planning a bake sale. As a cumulative event, the whole school will be participating in a Walk for Water in the month of November.

These students have taken a leadership role when it comes to Global Education. If you are interested in spreading the word about how you and your students are creating a global education classroom, email me at

kquinlan@unicef.ca. Thanks to the many teachers and students that made it possible for children in Malawi and Rwanda to go to school. It's their right!



Teacher Mary Chow-Bonneville and one of her students as Superheros in support of UNICEF.