

Building Peace from the Inside Out

A toolbox for preparing students
for global citizenship

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for global citizenship

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What is global citizenship and why is it important?

Everyday Canada becomes more economically, culturally, environmentally and ethically interdependent.

Canadian economic interdependence is obvious to Albertans when they enjoy the prosperity resulting from high oil revenues in foreign markets. This awareness increases when foreign trade suffers. Embargoes and border closures, like the recent issues with Japan and the USA refusing to accept Canadian beef imports, create negative economic affects for the industry and for Canada. Canada is equally dependent on its imports. Most consumer goods are imported: shoes from Brazil, shirts from Bangladesh, lamps from China, furniture from Malaysia and so on.



Burkina Faso
Sawadogo Gomwindin dit François-Xavier, UNESCO ASPnet

Canada is culturally connected to the rest of the world. Canadians watch American and British TV. They discuss the ideas of Frenchmen, Germans and Indians. They eat Mexican and Italian food and they dance to African music. The world as a whole is swept by cultural revolutions like the use of the Internet, the changing role of women in society and the spread of Christianity and Islam.

Canada is environmentally connected to the rest of the world. Canadians live in one sea of air that circulates all around the globe. What enters on one side ultimately reaches those on the other. Smoke stacks in Illinois cause acid rain in Ontario. Radioactive emissions in Chernobyl caused tainted milk in Denmark. Clearing of forests in Brazil causes climate change in Alberta. Clearing forests in Alberta causes climate change in Brazil. Bird flu in China causes health threats in Edmonton.

Most importantly, Canadians are ethically connected to the rest of humanity. Can we sit idly and watch massacres in Sudan? Does it matter whether children suffer in Pakistan or in Edmonton? Global citizens share children, brothers and sisters and suffer as much from atrocities across the world, as they would from those in their own neighbourhoods.



Delhi, India Earl Choldin

The educational implication of interdependence is that Canadians must provide their children with a Global Education. They must assume the responsibilities of Global Citizens in order to work effectively to bring peace to Alberta, to Canada and to the world.

Pike and Selby (1988) present a useful Global Education model that includes four dimensions: a spatial dimension, an issues dimension, a time dimension and an inner dimension.

Through the *spatial dimension* children learn to understand global interdependence as a result of the systemic nature of the world. The world is becoming one economic, environmental and cultural system. Militarization, terrorism, refugees, pandemics, food shortages and poverty are

global systemic problems and must be addressed globally to find lasting solutions.

Former worldviews approached the world as a *collection* of many lands and peoples. With the help of Global Education, the children of the 21st century will embrace new

perspectives that recognize that the world is not a collection but a *system* of many lands and peoples. Each nation is connected like strings in a web. Touching any one part of the web triggers vibrations in another. A hurricane in the Gulf of Mexico causes the price of gas to spike in Canada, bringing hardship to some Canadians and wealth to others. The demand for coal in East Asia, causes efforts to open coal mines in Alberta that may threaten our ecological balance.

Through the *time dimension* children learn to deal with the rapid rate of change in modern life and empower themselves to direct that change. Through Global Education teachers focus their attention on the future, to consider not only the probable future but the preferred future. Only when they have a clear vision of how they would like the world to be can they begin to shape it.

Through the *issues dimension* children understand global issues—providing education to all the children in the world, preservation of the environment, building a culture of peace and protection of human rights. They see that all of these issues are intertwined, just as the peoples of the earth are interdependent. For instance, if we look at the issue of the spread of HIV/AIDS we see that it relates to:

- **lack of education.** Many people in the world don't understand how HIV/AIDS is spread and how infection is prevented.
- **gender inequities and the protection of human rights.** Many women contract HIV/AIDS because they do not have the power to insist their husbands use a condom.
- **poverty.** HIV/AIDS can be both the cause and the result of poverty.

Through the *inner dimension* children gain self confidence, the will and the skills to take action about global issues. If teachers simply tell children that these terrible things are occurring in the world then children are not inspired to act. The logical response would be despair. Children must feel empowered to address these problems so that instead of despair they feel hope. Teachers empower children through helping them to acquire the skills of a responsible citizen—how to research and think critically about an issue, how to teach others about issues and how to organize action around an issue.

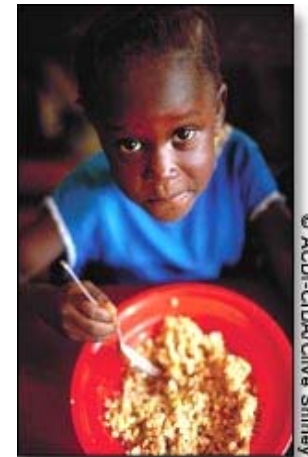
Addressing challenges through millennium development goals

The United Nations has identified eight Millennium Development Goals (MDGs) to be achieved by 2015. They form a universal blueprint that has drawn commitment from all of the world's countries and leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world's poor.

Eradicate extreme poverty and hunger

The challenge: Global poverty rates are falling, (led by Asia). However, millions of people have sunk deep into poverty in many parts of the world, particularly sub-Saharan Africa, where the poor are getting poorer. The slow growth of agricultural output and expanding populations have set back the progress that the world has made against hunger. Since 1990, millions of people have been chronically hungry in sub-Saharan Africa and Southern Asia, where half of the children under the age of 5 are malnourished.

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



Achieve universal primary education

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

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



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Promote gender equality and empower women

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



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

Reduce child mortality

The challenge: Death rates in children under the age of 5 are dropping. However, 11 million children a year—30,000 a day—die from preventable or treatable causes. Sometimes the cause is as simple as a lack of treatment for pneumonia or diarrhea. Malnutrition contributes to over half of these deaths.

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



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Improve maternal health

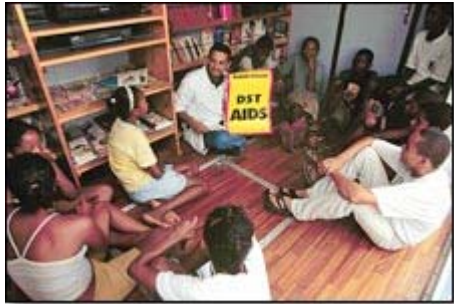
The challenge: Each year, more than a half million women die and 10 million suffer serious injury or disability during pregnancy and childbirth. A mother's death can be particularly devastating to the surviving children, who are likely to fall into poverty and become victims of exploitation. Universal access to reproductive health care, including family planning, is the starting point for maternal health. Currently, 200 million women have an unmet need for safe and effective contraceptive devices.



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Canada's contribution: Canada focuses on two major areas in maternal health: sexual and reproductive health and safe motherhood, investing \$54 million annually.

Combat HIV/AIDS, malaria and other diseases



© ACIDI-CIDA/Pierre St-Jacques

The challenge: AIDS has become the leading cause of premature death in sub-Saharan Africa and the fourth-largest killer worldwide. Though new drug treatments prolong life, there is no cure for AIDS. Malaria and tuberculosis together kill nearly as many people each year as AIDS and represent a severe drain on national economies. Of all malaria deaths, 90 percent occur in

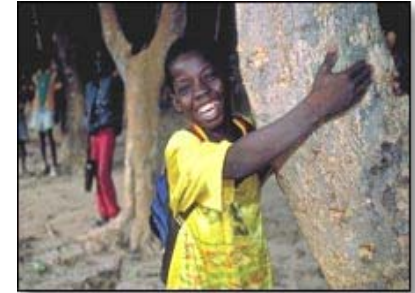
sub-Saharan Africa. Tuberculosis is on the rise, partly as a result of HIV/AIDS, though a new international protocol to detect and treat the disease is showing promise.

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

Ensure environmental sustainability

The challenge: Most countries have committed to the principles of sustainable development, but this has not resulted in sufficient progress to reverse the loss of the world's environmental resources. Achieving this goal will require greater attention to the plight of the poor, whose day-to-day subsistence is often directly linked to the natural resources around them and an unprecedented level of global

cooperation. Access to safe drinking water has increased, but half of the developing world still lacks basic sanitation. Nearly one billion people live in urban slums because the growth of urban populations is outpacing improvements in housing and the availability of productive jobs.



© ACIDI-CIDA/Pierre St-Jacques

Canada's contribution: Canada assesses all of its development assistance activities for their impact on the environment and helps its partners build their capacity to manage natural resources and address such issues as desertification and climate change. Canada has contributed \$200 million to two major funds focusing on environmental issues: the Global Environment Facility (GEF) and the Multilateral Fund for the Montréal Protocol on Substances that Deplete the Ozone Layer.

Develop a global partnership for development

The challenge: The United Nations Millennium Declaration represents a global social agreement—developing countries will do more to ensure their own development and developed countries support them through aid, debt relief and better opportunities for trade.

Progress in each of these areas has already begun to yield results, but developed and developing countries have fallen short of targets they have set for themselves. To achieve the Millennium Development Goals increased aid and debt relief must accompany the opening of trade, accelerated transfer of technology and improved employment opportunities for the young people in the developing world.



© ACIDI-CIDA/Roger LeMayne

Canada's contribution: In addition to focusing its aid program toward achievement of the Millennium Development Goals, Canada has moved quickly to increase the flow of aid and non-aid resources to developing countries.

From Canadian International Development Agency
www.acdi-cida.gc.ca/cida_ind.nsf/vall/2BC75BA085868C3A8525707A0052575C?OpenDocument

Global education curriculum connections

While Global Citizenship is a student outcome, it is not a curriculum topic or another subject to be placed in the timetable. Global citizenship is infused into the classroom through teaching practice, room organization and material selection. It is particularly powerful when integrated into the prescribed curriculum and taught in unison with curriculum objectives. For example:

Language Arts offers numerous opportunities to nurture Global Citizenship. The overarching goals of language arts instruction in Alberta are that students have the ability to effectively:

- explore thoughts, ideas, feelings and experiences;
- comprehend and respond personally and critically to oral, print and other media texts;
- manage ideas and information;
- enhance the clarity and artistry of communication; and
- respect, support and collaborate with others.



UNESCO ASPnet photo

Achieving Language Arts curriculum goals can include examination and exploration of critical Canadian and international issues, thereby nurturing Global Citizenship. Literature and the other media are rich with powerful materials. As students use those materials to explore global issues, they develop critical thinking and communication skills which are central to Global Citizenship. Some students move on to appropriate social action. With or without social action, becoming informed and informing others about social issues is a critical element of Global Citizenship.

The **fine arts**—music, visual arts and drama—provide rich opportunity for students to develop understanding and appreciation of other peoples and cultures. A critical element of Global Education is consciousness of diverse perspectives, awareness that there are other ways of seeing the world than one’s own. The fine arts provide powerful opportunities for developing that awareness.

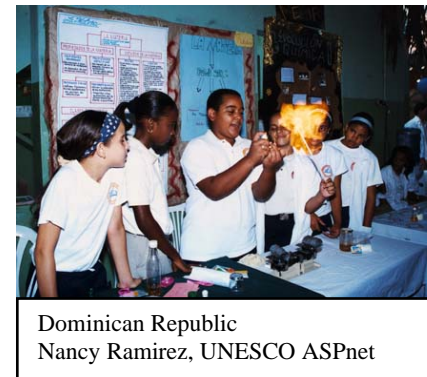
The fine arts also provide opportunity for students to explore and express their own feelings about social issues.



Delhi, India Earl Choldin

Science and social studies may contain the most obvious curriculum links.

The science curriculum covers numerous topics which relate to current issues. This might include: weather and its relationship to climate change, chemical reaction and its relationship to air pollution, nuclear reaction and its relationship to the energy crisis, mutation and its relationship to flu pandemic or the spread of HIV/AIDS, ecology and its relationship to species extinction. Appreciating the relationship between cause and effect is a powerful motivator for the study of science and an important tool in addressing societal challenges.



Dominican Republic
Nancy Ramirez, UNESCO ASPnet

The social studies curriculum is rich with opportunities to teach active citizenship. As stated in Alberta Education curriculum documents: “Social studies develops the key values and attitudes, knowledge and understanding and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world.” (Alberta Education, 2005)

This includes:

- active and responsible citizenship within the context of a democratic society;
- ethical decision making;
- knowledge, skills and attitudes to conduct ethical and effective inquiry and to communicate results in a variety of formats;
- critical and creative thinking skills including problem-solving abilities; and
- responsible and ethical use of technology including the critical use of communication technologies.



Brazil—Maura Carvalho, UNESCO ASPnet

Teaching engaged citizenship— contributing to a peaceful world

In teaching students to become engaged Global Citizens teachers must attend not only to the curriculum—*what* they teach, but to pedagogy—*how* they teach. As Kenneth Osborne states in *Teaching for Democratic Citizenship* (1991),

In a thousand different ways, deliberately and accidentally, explicitly and implicitly, by example and by instruction, by what they say and do as well as by what they do not say and do, teachers help students to arrive at a way of seeing and interpreting the world.

In the way teachers organize our classrooms, seat students and ask and answer questions, they teach students to compete or cooperate, question or have blind faith, feel effective or feel helpless, lead and follow actively or follow passively. In the way teachers present curriculum material they influence the way students see their relationship to their community, their nation and the world.



Tamilnadu India

Earl Choldin

How then should one teach to encourage students to take an active interest in the affairs of

society, respect the rights of others and commit to justice and peace?

Osborne lays out nine elements of a pedagogy for active citizenship:

1. Teachers need a clear vision of education.

They should have a sense of what they want their teaching to do for their students as individuals. In other words, they need to think through a philosophy of education and use that philosophy to drive their decisions in classroom organization, curriculum presentation and student evaluation.

2. The curriculum must be worthwhile and important; it must be worth knowing.

Students must learn to critically understand their world as it is and to envision it as they would like it to be. Teachers must instill the knowledge, skills and will to move their world toward that better vision. Students require thinking skills, job related skills, personal skills and social skills to participate in the economy and the socio-political process.

3. Teachers should organize and present materials as problems or issues to investigate.

Teachers should organize the curriculum so as to engage students in answering significant questions. The knowledge and skills that students then acquire helps them address meaningful problems—both individual and social. Schooling then deepens their connection to society, rather than alienating them from it.

4. Teachers must give careful and deliberate attention to the teaching of critical thinking.

Teachers must first have a clear sense of what they mean by *thinking*. What are these skills and what are effective teaching strategies? Teachers should

take every opportunity to challenge the students to think, throughout every subject and grade. Every aspect of a child's education should promote the value of critical thinking. It should be consciously modeled by the teacher and it should be central to the



Kerala, India

Sudha Choldin

evaluation process. Teachers should not avoid controversial issues, for example, but carefully use these opportunities to challenge the students to analyze the issue and, if appropriate, take thoughtful action.

5. Teachers must connect new lessons to students' existing knowledge and experience.

Teachers must present material in familiar terms, relating the new material to knowledge or situations which they already understand. (Sometimes simulations can be of great value in helping students make these

connections.) As students assimilate new knowledge, they must accommodate the existing knowledge, creating new meaning as active learners and thinkers.

6. Students must become active in their own learning.

Teachers should provide or design situations—real or simulated—in which students are actively engaged. In that engagement they naturally seek to make sense of new material and thereby construct knowledge—knowledge that is truly their own. If students are aware of the process, they not only understand the content, but why they are learning it.

7. Students should share and build upon each other's ideas.

In order to develop a democratic classroom, teachers must establish an atmosphere in which students feel free, safe and secure that their opinions will be taken seriously. They must have the skills necessary for social learning. Cooperative learning strategies are useful in teaching these skills. Teachers should organize teaching materials as problems to be investigated, rather than simply as facts or concepts to be memorized.

8. Teachers must establish connections between the classroom and the world outside the school.



Mexico Eugenia Vargas Jiménez UNESCO ASPnet

Students must recognize the connection between what they are learning and the world beyond the classroom. Teachers can do this by bringing the community into the classroom and by sending the students out of the classroom, through a variety of service learning programs. In many parts of North America

(as well as in the International Baccalaureate program) service learning has been integrated in the high school program.

9. Trust and openness must characterize the classroom experience.

This encourages students to actively participate in their own learning. Expectations for student behaviour are clear but do not promote blind submission. The teacher and students work together to solve problems, with mutual respect. Students see the classroom as theirs as well as the teacher's.

Osborne provides nine critical elements for education for active citizenship. There is, however, an additional element that helps to prepare students for active Global Citizenship:

10. Teachers must encourage students to be conscious of diverse perspectives.

Students should be aware that their perspective isn't the only way to approach the world. Issues, events, customs and even reality appear different based on a person's frame of reference, or the "lens" through which each individual views the world. Upbringing, culture, religion and tradition all have an impact on one's perspective and is an important consideration when learning and trying to address issues in other countries.

These ten elements of Global Citizenship education are often included in reference books, in-services and training relating to effective teaching methodology. Effective Global Education strategies are not different from the important methodology many educators are already integrating into their teaching practice.

Strategies for nurturing global citizenship

Focusing on preferred futures

It is empowering to establish a vision of the world one wants to create. Teachers have an important role in assisting their students in developing their visions. Teachers should continually ask their students "How should it be?" and "How do you want it to be?" Only with clear vision can students explore their roles in improving the world and addressing the challenges that it will face in their lifetime.

It is often useful to contextualize the vision of the preferred future with other futures—the various possible futures and the probable future. This is a topic of interest to youth, as evidenced by the popularity of science fiction. Too often, however, science fiction addresses the decline of society or speculates about technological solutions for problems which will actually require social innovation.

Selby and Pike (1998) suggest an interesting *preferred futures* lesson that meets various curricular requirements:

Working in small groups, students first create the front page of a newspaper (local, national, or global) dated 1 January 2037, that will show how they hope their town, nation, or the world will look on that day. They work backwards from that date at ten year intervals preparing front pages that show how the world achieved this future.

This activity helps students not only envision a preferred future, but determine actions that can contribute to creating it.



Slovenia
Martin Bobić, UNESCO ASPnet

Nurturing safe and caring schools

Building a safe and caring school and community is a first step toward building a safe and caring world. The Society for Safe and Caring Schools and Communities (www.sacsc.ca) provides research-based teaching materials and professional development programs for teachers, administrators, parents and other community members. The programs prevent violence and bullying in schools and communities through character education, conflict and anger management training and building respect for diversity. They promote a problem-solving approach to discipline that encourages positive social behaviour by helping young people learn from their mistakes.

The core topics are:

- Living Respectfully
- Building Self-Esteem
- Respecting Diversity and Preventing Prejudice
- Managing Anger and Dealing with Bullying and Harassment
- Resolving Conflicts Peacefully

Since 1996, the Society has integrated these core topics into the Alberta prescribed curriculum. Each of the SACSC program areas focuses on these topics to assist the adults in the lives of children and youth to model consistent values and reinforce positive social character.

One of the programming principles is that a fundamental goal of education is to develop the moral character necessary to make positive contributions to a democratic society.



Kazakhstan—
Bakaeva Guljan/ UNESCO ASPnet

Nurturing character development

There is a clear relationship between Character Education and Citizenship Education. Thomas Lickona (1991) describes character as “a reliable inner disposition to respond to situations in a morally good way.” He states that character has three interrelated parts: moral knowing, moral feeling and moral behaviour.

Citizenship, then, is the expression of character and the relationship one has in one’s society. To be successful, Citizenship Education must reach all students. As Alberta Education (2005) points out in *The heart of the matter: character and citizenship education in Alberta schools*, to be most effective, schools and or jurisdictions need to identify and agree on a set of core values.

Using the internet

The Internet can serve as a useful resource in helping students understand their connections to the rest of the world. Through the Internet they have access to vast amounts of information from many perspectives. Reading how the *Times of India*, the *Manchester Guardian* or the *Singapore Straits* covers a news event, for example, may provide understanding beyond those available in reading the local press.

Students can also use the Internet to make personal contact with students around the world. A teachers’ organization called I*EARN (www.iearn.org) has created an Internet bridge on which thousands of students daily meet to work together on learning projects. Projects span the curriculum from senior high Biology to primary Language Arts. The program provides on-line training to teachers to assist them in taking full advantage of the website. Bill Belsey (bill@iearn-Canada.org) is the Alberta coordinator.

Taking advantage of exchange opportunities

Personal contact is highly effective in helping individuals break down their stereotypes and expand their world view. In Alberta we have numerous opportunities to help our students make personal contacts with peoples from different countries and cultures.

Alberta Education provides exchange programs for students who have completed two years of high school French, Spanish, German, or Japanese. Participants attend school for three months in Quebec, Mexico, Spain, Germany, or Japan and then host their exchange partners here in Alberta for three

months. Other organizations that offer exchange opportunities include Alberta Education, Rotary International and private groups. In addition, there are many fee paying international students in Alberta schools.

The presence of exchange and fee-paying international students in our schools provides Alberta students with the opportunity to develop understandings of different peoples and develop bonds across the world. School administrators and teachers play a critical role in structuring the schools and the classrooms to insure that students get the most out of that opportunity.

There is an equally valuable opportunity for growth through exchange with students from different cultures living nearby. Although 80% of Alberta students live within 2 hours of a First Nations reserve, few Non-Aboriginal students have had significant experiences with First Nations students living on reserves. Exchanges between Canadian born and immigrant students would also bring great benefits. Again, teachers would have to give careful thought and planning to insure these experiences brought maximum benefit to all participants.

Providing opportunity for student social action

Young people face frightening global dangers such as global climate change, pollution and terrorism. If they approach these dangers feeling helpless, they will experience despair, cynicism, or apathy. Educators face the challenge of teaching their students how they can influence public policy and approach problems as active citizens, with assertive vitality rather than with passive resignation. One means of teaching children active citizenship is through social action projects—activities in which students address societal issues with activities extending beyond the classroom.



NGO staff training, Tamilnadu, India
Sudha Choldin

The next section of this booklet sites numerous exemplary social action activities undertaken by Alberta Associated Schools Network (ASPnet) schools. The students range from grade one to grade twelve. The projects vary from fund raising to consciousness raising. Some are classroom projects; some are curriculum enrichment or extra-curricular projects. They are valuable strategies in nurturing students' growth in empowerment, self-esteem, initiative and independence.

Partnering with Canadian NGOs

Albertans have numerous links with the world that can be used to broaden students' understanding and perspectives. In addition to electronic and media links, Albertans are linked through our immigrant communities, through business ties and through work in international development. The *Canadian International Development Agency (CIDA)* is collaborating with many local, national and international non-governmental organizations (NGOs) to bring about social and economic development.



Registration, Indian NGO village eye clinic
Earl Choldin

Change for Children, for example, is an Edmonton-based organization which works with local partner organizations to provide job skills to

street children in Zimbabwe, HIV/AIDS education in Peru and a school construction program in Guatemala. *Cause Canada* is a Canmore based organization which works with local partner organizations abroad to provide rehabilitation and job training for people with disabilities in Sierra Leone and a women's empowerment program in Guatemala. And *Oxfam* is an international organization working in developing countries all over the world.

Most of these organizations have education programs to assist teachers in developing their students' understanding of international development challenges. Many can arrange for staff to make classroom visits. Contact information for Alberta NGOs is available through the Alberta Council for Global Cooperation www.acgc.org.

Associated Schools Project Network (ASPnet)

The United Nations Education, Scientific and Cultural Organization (UNESCO) has established a network of schools committed to promoting the UNESCO ideals of collaboration among nations through education, science and culture. The objective is to further universal respect for justice, the rule of law, human rights and fundamental freedoms. These schools, known as the Associated Schools Project Network (ASPnet) are conducting pilot projects to prepare children and youth to address the challenges of an increasingly complex and interdependent world. ASPnet teachers and students have opportunities to work together to develop innovative educational approaches, methods and materials from local to global levels. The Alberta Teachers' Association and the Society for Safe and Caring Schools and Communities coordinate the ASPnet program in Alberta.

The goal of ASPnet is to ensure quality education from early childhood to postsecondary education and teacher education by strengthening the four main pillars of learning: Learning to Know, Learning to Do, Learning to Be and Learning to Live Together.



New Zealand
Laurie Dower, UNESCO ASPnet

Learning to know

There is often a gap between classroom experiences and what is occurring in the world. Schools must not only meet curriculum outcomes, but prepare young people to become the world's future decision-makers. ASPnet activities enable students to become more aware of vital world issues and their solutions including conflicts, xenophobia, poverty, drug abuse, HIV/AIDS pandemic, environmental deterioration and human rights abuses.

In a world that has become complex and interdependent, ASPnet activities strive to provide holistic and meaningful learning.

Learning to do

The world will continue to require increased mobility, flexibility and innovation to respond to employment needs and social change. Rather than being the mere receivers of knowledge, students will increasingly become main players in the learning process. ASPnet activities are student-oriented with an emphasis on involving students in the seeking, collecting and analyzing of information and drawing meaningful conclusions. Problem-solving techniques, non-violent resolution of conflicts, creativity and communication skills are an integral aspect of ASPnet activities.



Lebanon – Gisèle Sawaya, UNESCO ASPnet

Learning to be

Seeking knowledge alone is an insufficient means of achieving freedom, equity, solidarity, tolerance, non-violence, respect for nature and shared responsibility. People must apply this knowledge in forming new perspectives and actions. ASPnet reinforces the humanistic and ethical dimensions of education, helps students forge critical thinking and develops attitudes and commitment to peace in preparation for responsible Global Citizenship.

Learning to live together

Gaining knowledge does not guarantee that young people will know how to live peacefully with their global neighbors. One of the greatest challenges before us is that of learning to live with diversity in peace and with dignity. Over the years, ASPnet schools have contributed to reinforcing this essential goal through confirming a sense of identity, worth and self-confidence with respect for other cultures.

Exemplary projects from Alberta ASPnet schools

Niton Central School

Niton Junction is a rural community in Grande Yellowhead Regional Division #35, 150 km west of Edmonton. Niton Central School has 170 students from Kindergarten through Grade 9. The school has a strong focus on global issues; students fundraise for disaster relief and child sponsorship programs and participate in letter exchanges with students abroad. Students also participate in numerous programs to develop intercultural learning, particularly with the Aboriginal community. Students also participate in several programs to protect the environment.



Tim Johnston, Alberta Teachers' Association

Margaret Epoch, the ASPnet contact commented on the school atmosphere:

Visitors to our school comment on the welcoming atmosphere. Substitute teachers have commented that something is different about our school. *What is different? What is making our school feel different?* It may be the guest book that we put at the front door. It may be the students who made us cry when they sang "Love Can Build a Bridge". It may be the projects we conducted in the community like donating used clothing. It may be our participation in the Smudging ceremony with the Elders, and learning more about Aboriginal culture. It may be our helping the Edson seniors buy trees or it may be from receiving the photographs from our partner school in India that showed their students in new uniforms holding new school supplies bought with the money we raised. Each person will have their own memories of the peace building projects that they enjoyed at Niton Central School. Our students wonder when they can participate in another UNESCO ASPnet project.

Griffiths-Scott Middle School, Millet, Alberta

Griffiths-Scott Middle School designed their ASPnet program to help students become more globally aware of the interests and issues other people face on a daily basis. It focuses on the values and principles of diversity, equity and human

rights. Gary Hansen, the ASPnet lead teacher, expressed the faculty's vision for their students: "We feel that educating our students about the world around them and providing them with the opportunity to expand their minds at a young age will make them stronger and more responsible citizens."

School activities supporting the program in 2004–05 included:

- Introducing *International Studies*, a grade nine option course exploring global issues such as resource sharing and institutions such as UNESCO and ASPnet. Students presented dramatic and Powerpoint presentations to other classes, the faculty and the school board.
- Initiating a school-wide program on rights and responsibilities, exploring the *Canadian Charter of Rights and Freedoms* and the *UN Declaration of the Rights of the Child* and creating a school charter of rights and responsibilities.
- Hosting international guest speakers from the *Canadian Hunger Foundation* and the University of Alberta's *Bridges* program.
- Hosting a speaker from the *Leaders Today* program who helped the students recognize that by changing their focus from *me* to *we* and by developing their leadership skills they can change the world.
- Hosting the *Change for Children Rural Roots* tour to explore issues of social justice such as sweatshops.
- Inviting a trauma response counselor, who had helped with tsunami relief in Sri Lanka, to speak to the school.
- Hosting a *Canada World Youth* student from China.
- Hosting a Métis family who talked about Métis history and culture.
- Fundraising for the *Food Bank*.
- Participating in local community cleanup, garden planting and mural painting programs.

Olds Junior Senior High School

Olds Junior Senior High has designed a program to celebrate diversity. The program broadens students' cross-cultural awareness in order to reduce discrimination, bullying and racism. This promotes their safety and well-being in school and in the community. Among the activities are:



Gaige serves visitors at Olds Jr/Sr. High

- Presenting a four credit course: *Connections 25—High School Multicultural, Environmental, Leadership Program*. Students conduct surveys and interviews, make presentations to middle schools, bring in guest speakers and reflect on the issues and their experiences. Together with the student council, students sponsor a “foster child”, hold food bank drives, collect and deliver shoeboxes for Operation Christmas Child, conduct a “30 Hour Famine” and raise funds to support an organization digging water wells in Africa.
- Hosting exchange students from eight different countries.
- Hosting *Canada World Youth* participants—one from South Africa and one from Nova Scotia.
- Raising funds for *the Mustard Seed*, a community-based organization in Calgary.
- Developing, through English classes, scripts for TV public service announcements on racial harmony. One was used by Shaw Cable and RDTV, Red Deer.
- Raising funds to help build a school in Sierra Leone.
- Raising funds for Tsunami relief.
- Holding a special full-day workshop for 125 students, staff, parents and community members to examine their preconceived notions of others.
- Hosting the *Provincial Student Leadership Conference*.
- Organizing an Environmental Club. The club educates themselves and the student body around environmental and social justice issues.
- Teaching a unit in art class celebrating diversity by creating posters that were displayed through the school.

Terry Fox Junior High School

With representation from around the globe, Terry Fox is like a mini version of the United Nations. Given such diversity, staff and students readily and eagerly explore a wide variety of global issues, comparing and contrasting them within the context of local and regional circumstances. Principles along with the values of diversity, equity and human rights are the lenses through which people view these issues which are addressed within prescribed or extra curricular activities. Headed by Master Teacher Genevieve Balogun, the following activities are now part of the traditions of their school community. Teaching and learning is focused on helping students develop their skills as Global Citizens in an ever-changing world.

Terry Fox Junior High has a long tradition of student engagement in social action, including:

- Participating in international initiatives, for example, *Childspeak* (Ghana) and the *Ngapagok (Sudan) School Project*.
- “Adopting” families and assisting them with basic needs.
- Donating clothing and food monthly to *the Mustard Seed*, a community-based organization.
- B.I.G.—M. Club (based on the Aboriginal perspective taken from the Circle of Courage and focusing on the values of **B**elonging, **I**ndependence, **G**enerosity and **M**astery).
- Conducting a school-wide election process, complete with campaign speeches, posters, debates, voting stations, results and their analysis as part of our study of democracy.
- Hosting guest speakers in a variety of fields, from diverse ethno-cultural backgrounds and with diverse life experiences and labels, for example, activist, disabled, elders, feminist, LGBT, philanthropist.
- Participating in food and bottle drives to raise funds for various social justice issues.
- Hosting a full day, whole school youth conference with sessions focusing on stereotyping; gender equity; LGBT awareness; helping children in Honduras; and youth taking action.

These programs have given expression to students’ sense of social justice and nurtured their energy and idealism to make positive changes in society.

George McDougall High School

George McDougall has a very strong social justice program that integrates the *Students 4 Change* (S4C) program created in 2001. With a supportive peer support group and an equally involved leadership group, the S4C mandate is to raise awareness about global issues within the school, the community and the province. George McDougall High School promotes the importance of young people becoming involved, engaged and responsible citizens. Glyn Hughes, teacher leader states: “We make change happen through active citizenship”.

George McDougall High School has focused on and continues to participate in the following issues and campaigns:

- Maintaining membership in *Amnesty International Youth Group*.
- Affiliation with *Canadian Women for Women in Afghanistan*.

- Hosting a cultural exchange with Nicaragua through *Change for Children*.
- Participating in the *Global Village* program with El Salvador through *Habitat for Humanity*.
- Advocating and promoting awareness about Sweatshop abuses through Membership in the *Maquila Solidarity Network*.
- Raising funds for USC Canada; this helped to pay for the education of 25 students in Bangladesh and Nepal.
- Holding Global Awareness Days in honour of Human Rights Day, Anti-Racism Day, International Women's Day and Earth Day.
- Sending thousands of postcards to parliamentarians urging action on a variety of issues including women's rights, gender issues and human rights.

GMHS strives to get young people involved in and more aware of issues that affect our lives beyond the confines of the classroom. Not only does the school wish to have a safe and caring school community but also strives toward empowering, engaging and providing tools for effective and responsible citizenship.



Collecting firewood, India

Earl Choldin

Selected Resources

Dozens of organizations provide useful resources to global educators—research information, lesson planning aids, guest speakers, opportunities for student engagement, etc. The Internet provides convenient access. The following list includes key websites, listserves and print material referred to in this booklet.

Websites

www.global-ed.org

Global Education Network developed this site with funding assistance from CIDA. It links with a variety of other global education sites which are organized under the headings of *environment, development, human rights, alternative media and peace and justice*. The section on human rights provides a number of resources relating to Aboriginal issues as well as gay and lesbian issues. The site also provides curriculum units in various subjects at various levels.

www.imminnetshift.com/global/

This Global Classroom website provides an introduction to 200 topics of interest to global educators, hyperlinking them to each other and to 100 Canadian organizations that have useful resources for the teachers. This excellent website was developed by Learning Network in 2002 but unfortunately it is not being updated.

www.bp208.ca

Butterfly 208, the Canadian International Development Agency youth engagement website, has two sections: the *youth zone* with contests, a youth speaker program and other activities for students and the *teacher's zone*, with resources for the classroom teacher.

www.socialstudies.ab.ca

The Alberta Teachers' Association's Social Studies Council website provides numerous resources for the teacher, including lesson plans.

www.geoec.org

The Alberta Teachers' Association Global, Environmental and Outdoor Education Council website provides lesson plan ideas.

www.web.net/acgc

This is the website of the Alberta Council for Global Cooperation. ACGC is “a coalition of voluntary sector organizations located in Alberta, working locally and globally to achieve sustainable human development.” This site will put you in touch with the organizations in Alberta that are doing international development work.

www.iearn.org

*I*EARN* unites teachers and students from throughout the world in joint learning projects. Projects span the curriculum from senior high biology to primary language arts. The program provides on-line training to teachers to assist them in taking full advantage of the resources. The Alberta coordinator is Bill Belsey in Cochrane (Bill@iearn-canada.org).

www.2learn.ca

This is a comprehensive site for the education community.

www.ccu-cuc.ca

The Canadian Unity Council provides resources for teachers and students.

www.unicef.org/voy

UNICEF’s *Voices of Youth* website encourages youth to share ideas on current global issues. “Learning Place” includes interactive activities and “Teachers’ Place” is a forum where educators can discuss rights, education, global issues and how to address them.

www.civnet.org

A website of *Civitas*, an international, non-governmental organization dedicated to promoting civic education and civil society.

www.oxfam.ca

Oxfam Canada is one of the 12 Oxfam organizations around the world that form *Oxfam International*. Together they are working to tackle the root causes of poverty, social injustice and inequality. This excellent site provides links to the most recent news, current publications, current campaigns and information to get involved.

www.parl.gc.ca/information/about/education/teachers/index.asp

The *Teachers Institute on Canadian Parliamentary Democracy* is a four day program for teachers.

www.forum.ca

The *Forum for Young Canadians* is a one week workshop in Ottawa on the workings of government.

List Serves

Weekly announcements from the National Peace Corps Association Global Education Program, subscribe at

www.smtp.rpcv.org/mailman/listinfo/globalednews

This weekly listserv is provided by National Peace Corps Association Global Education Program. While some of the items are only relevant for American teachers, there is enough useful information for Canadians to make subscription worthwhile.

Periodic announcements from the Global Education Program Director of the University of Alberta International Centre

Nancy.Hannemann@ualberta.ca

Books and Journals

Alberta Education. 2005. *The heart of the matter: character and citizenship education in Alberta schools*. Edmonton: Alberta Education.

Lickona, T. 1991. *Educating for character: How our schools can teach respect and responsibility*. New York, NY.

Noddings, N. 2005. *Educating Citizens for global awareness*. New York, NY.



Indian recycle centre operator
Earl Choldin

Osborne, K. 1991. *Teaching for democratic citizenship*. Toronto: Our Schools/Our Selves Education Foundation.

Pike, G and D. Selby. 1998. *Global Teacher, Global Learner*. London: Hodder and Stroughton.

Green Teacher

95 Robert Street, Toronto, Ontario M5S 2K5

Phone: (416) 960-1244 Fax: (416) 925-3474

info@greenteacher.com www.greenteacher.com

A non-profit, practical, quarterly magazine for K–12 educators and parents who seek to promote environmental literacy and global awareness with young people; both an environmental and a Global Education magazine, articles are mostly curriculum based, providing teaching ideas, activities and perspective. One year (4 issues) subscription costs \$30. Sample copies cost \$7.

Green Teacher has also published 3 books:

- Greening School Grounds: Creating Habitats for Learning;
- Teaching About Climate Change: Cool Schools Tackle Global Warming;
- Des Idées Fraîches à l'école: Activités et Projets pour Contrer les Changements Climatiques



Tamil village daycare centre

Earl Choldin

