

AULAJAAQTUT 12

MODULE 5

Belonging to the Global Village



Student Journal

Name of Student: _____

School: _____ Date: _____

Δεσφδεσρεηεβεδε δεεβεεεεεε

Kavamat Elihaktoliginikot Havakviat
Department of Education
Ministère de l'Éducation



Δεσφδεσρεηεβεδε δεεβεεεεεε δεεβεεεεεε
Λεεεεεεεεεεεεεεεεεε

Ilihautiliuniqmut Ilihavenulu Piyittivik
Curriculum and School Services
Division des programmes d'études et services scolaires



2011

Photo Credits: Northern Youth Abroad (NYA).

On the cover, Nunavut youth trek through Swaziland during the international phase of NYA. For more information on becoming involved as a mentor or participant, contact 1-866-212-2307.



This module is dedicated to the memory of James Aqik.

He was a quiet leader that we all respected.

Jim Kreuger, Chair, Northern Youth Abroad

And finally, Nunavut offers a lesson to the broader global community. And that lesson is about the resilience of the human spirit. Not that long ago, it was possible to say that the Inuit of Nunavut were a thoroughly colonised people - we had lost control of large parts of our lives through the introduction of outside institutions, languages, and values. We still carry that legacy of colonization with us in many respects (as well as, I should add out of fairness, a more constructive legacy in the form of useful things that Europeans brought with them).

But in Nunavut the tide has shifted. Conclusion of the Nunavut Agreement and the creation of the Nunavut Territory and Government, within the lifetime of those who were taken away to regional schools, is proof positive that the strength of the human spirit can overcome the biggest of political obstacles and transcend the most entrenched of cultural prejudices.

Jose Kusugak
Nunavut: Inuit Regain Control of their Lands and their Lives

You must be the change you wish to see in the world.

Ghandi

Table of Contents

Learning Competencies	9
Unit 1: Connections to the Global Village	10
The Global Connection	10
Country Profile	12
Bringing Inuit and Arctic Perspectives to the Global Stage	13
Evaluation of the Document	21
Glossary of Social Indicators	22
Resources on the Web	25
Reflection	27
Unit 2: A Closer Look at the Global Village	28
Universal Declaration of Human Rights	28
Math Problems	30
Reflection	32
Unit 3: Globalization and Theories of Disempowerment	33
Assessment of Timeline Presentation	33
The Dilemma of Lamawia	34
Glossary of Global Economics	44
Resources on the Web	49
Reflection	51
Unit 4: The Race to the Bottom	52
The Race to the Bottom	53
Transnational Capital Auction Game	54
Work Area Activities	56
Model for a Code of Conduct in Garment Factories	62
Graph the Data	67
The Convention on the Elimination of All Forms of Discrimination against Women	69
Personal Response	73
Assessment of Sweatshop Dialogue Presentation	74
Resources on the Web	75
Reflection	77
Unit 5: The Resilience of Youth	78
Everywhere on Earth	78
International Labour Conventions Regarding Child Labour	79
United Nations Convention on the Rights of the Child	80
Case Studies: Street Children	81

Case Studies: Child Labour.....	101
Assessment of Communication Skills Used in Productive Discussion.....	114
Poetry.....	115
Assessment of the Poetry Reading about Child Labour.....	118
A World Fit for Children.....	119
Working Children's Charter.....	120
Glossary.....	122
Resources on the Web.....	123
Reflection.....	125
Unit 6: A Pandemic of Sorrow.....	126
What do you know?.....	126
Assessment of the Letter to Beatrice or Abraham.....	127
Remembering Leetia Geetah.....	128
Kaitlin Morrison's Story.....	131
Glossary.....	133
Resources on the Web.....	134
Reflection.....	135
Unit 7: Free Trade, Foreign Aid.....	136
Critical Thinking.....	136
Scenarios of Global Trade Issues.....	137
The Dilemma, Part II: The World Trade Organization and Lamawia.....	142
NAFTA News.....	145
The Dilemma, Part III: Foreign Aid and Lamawia.....	149
Assessment of Communication Skills Used in Productive Discussion.....	153
From the Newspaper.....	154
Glossary.....	156
Resources on the Web.....	158
Reflection.....	160
Unit 8: Working for Sustainable Development.....	161
Group Response.....	161
The Nunavut Land Claims Agreement.....	163
The Porto Alegre Citizen School.....	165
The Nobel Peace Lecture for 2004.....	168
Petersberg Prize, 2004 Acceptance Speech.....	176
Presentation of Street Kids International.....	182
Cree Wisdom.....	186
Resources on the Web.....	187
Reflection.....	188

Unit 9: The Lilliput Strategy	189
In Germany I Didn't Speak Out	189
Resources on the Web	190
Reflection	191
Unit 10: You must be the change... ..	192
Mariano Aupilaarjuk's New York City Experience	192
Getting Started... ..	195
From the Newspaper	197
My Personal PMI (Plus, Minus, Interesting) Chart	200
Resources for Research on the Web.....	201
Reflection.....	207
Appendix A: Self Assessment	208

Learning Competencies

By the end of this module, you will be able to do the following.

1. You will research multiple connections and perspectives in the global village.
2. You will explore the human condition in the global village and identify the significance of human rights at home and abroad.
3. You will explore the foundation and expansion of contemporary globalization and examine alternative viewpoints on challenges and opportunities that exist.
4. You will explore the *race to the bottom* and the impact of globalization on women. You will identify means to promote the role and rights of women in society.
5. You will explore child labour, street children, and the impact of globalization on children and youth. You will identify means to promote the rights of children.
6. You will explore the issue of HIV/AIDS and the impact of globalization. You will be able to describe and share the potential impact of the virus in Nunavut.
7. You will explore issues related to hunger, poverty, free trade and foreign aid. They will debate the impact of globalization on the quality of life of individuals and communities.
8. You will analyze creative innovations that have improved the quality of human life and you will demonstrate how the principle of *qanuqtuurunnarniq* (seeking solutions) enables us to meet the changing needs of society.
9. You will examine how a wide variety of communities and organizations have united to improve their quality of life. You will apply the principle of *piliriqatigiiniq* (working together for the common good) to the development of a solidarity movement among youth.
10. You will learn about individuals who have demonstrated the responsibilities associated with global citizenship and you will apply the principle of *pijitsirniq* (leadership through service) to your own life.

Unit 1: Connections to the Global Village

The Global Connection

Come North, Paul

McCartney, wife should learn truth about Inuit seal hunt

It seems photo opportunities with fuzzy white seals are back in fashion among the holier-than-thou gang of celebrity dogooders.

First ex-Beatle Paul McCartney and wife Heather Mills-McCartney donned orange survival suits to lounge with seal pups on St. Lawrence ice floes. Last week, Brigitte Bardot, the 71-year-old French film star who popularized the seal pup protest back in the 1970s, returned to Canada.

Their goal is to get other countries to boycott Canadian seafood products to pressure the federal government to end the hunt.

However noble they think the cause, the celebrity publicity stunts fail to recognize two important facts.

The first is that the population of seals on the east coast is swelling and threatens struggling fish stocks.

More importantly for us. A cornerstone of Inuit lifestyle is coming under attack – something

that could prove devastating to harvesters around Nunavut.

Southerners don't understand the differences between the east coast seal harvest and what happens here.

THE ISSUE:
Celebrity seal campaign

WE SAY:
Gives Inuit a bad name

Inuit harvest seals for food, clothing and to sell skins and raise money for their families.

The December fur auction saw prizes raise to an average of \$72.65, with top pelts being sold for \$142.50. In 2003, average pelts sold for \$44.65.

For harvesters like David Pitseolak and his son Jimmy in Pond Inlet, that extra money meant a lot, helping pay off a new snowmachine and putting food on the table.

Murray Angus, a teacher with Nunavut Sivuniksavut in Ottawa,

At worst, this new campaign could push sealskin prices back 30 years, driving up welfare costs and depressing the territory's economy.

created the humourous "Save the Veal" poster that caught the eye of Northerners, but has yet to stir much interest in the south. Humour is always a good way to fight hysteria and misinformation, but the message has to get out to a wider audience.

The best way to get that international exposure is to bring Paul and Heather to Nunavut so they can experience Inuit tradition. Nunavut Tunngavik second vice-president Raymond Ningeocheak suggested the trip to news media last week.

Other Inuit leaders have proposed a marketing blitz in Europe. That could cost millions for very little result.

It would be better for the territorial government or NTI to spend a few thousand dollars to fly the McCartneys to Nunavut.

Hordes of media would follow and the message would get out: Inuit hunt seals because they must. It's a subsistence harvest that should not be tainted by images of pretty white seal pups on an ice floe off Prince Edward Island.

Nunavut News/North, March 27, 2006.

Vocabulary Box

boycott - not buying or using something to show that you believe it is wrong

publicity - trying to bring attention to something through TV, radio, and other media

fish stocks - the supply of fish that will be available for future use

exposure - to make others more aware of it

hordes - very large groups

Chopper fashion takes hold in Nunavut

Kathleen Lipka
Northern News Services

Iqaluit (Sep 06/04) - It's official: Nunavut's youth are loving the American Chopper clothing line.

Josephie Pudlat, 24, an Arctic Express worker, was not hard to spot looking sharp and fashionable last week in his black sweatshirt decorated with a bright red Chopper logo.

The television program that inspired the clothing, American Chopper: The Series, airs Monday nights at 10 pm (ET) on the Discovery Channel. It features the hilarious and talented family team of Paul Teutul Sr., Paul Jr. and Mikey, who build flashy custom motorcycles in their shop in Rock Tavern, N.Y.

The clothing seen on a large number of Nunavummiut features a black iron cross on the front, or the words American Chopper surrounded by flames.

Panniqtuuq is one community with a large number of Chopper fans.

"I think it's mainly because of the show," said Looie Veevee in Panniqtuuq, when asked why so many Inuit youth are wearing the Chopper clothes. "I know my little boy loves it."

In Panniqtuuq, people can't get enough of the sweatshirts and T-shirts emblazoned with the American Chopper logo, said Veevee.

"I would say American Chopper is the most popular," said Veevee. "Although Nike and Adidas are popular, too."

Sold out

Chopper clothes are taking off in Gjoa Haven too, where the Northern Store sold out of a shipment of Chopper shirts in three days.

"I bought a Chopper T-shirt and my teenage daughter saw me wearing it and she said 'Wow, Chopper, that's really big right now,'" said Matt Gee, manager of the Northern Store in Gjoa Haven. "The youth watch the show, they see the guys tearing bikes apart and putting them back together, custom building their bikes, and I think it's something people up here often have to do," said Gee, talking about the appeal of the series.

In Kimmirut, it's the same story. The young people are wearing American Chopper sweatshirts, even though the Northern Store there doesn't sell them, explained Paul Onalik, office manager at the Northern Store.

"They must be getting them in Iqaluit, because we don't sell them here," he said. "We do sell a lot of Nike here -- caps, jerseys."

Onalik said the brand name appeals to people in Kimmirut because they like watching the TV show so much.

"The Inuit here are very mechanically inclined, so that's why they like the show," said Onalik. "I've even seen a lot of older people watching the show, too, even though they can't always understand what they are saying."

Taken from *Nunavut News/North*, September 6, 2004.

Vocabulary Box

emblazoned - something decorated in a way that makes it stand out

appeals - draws people in because it is nice or cool

mechanically inclined - natural ability for mechanics

Country Profile

Sample: Canada

Population	31,753,000
Life Expectancy	82 women, 77 men
Infant Mortality	5
Literacy	99%
Primary School Enrolment	100%
Imports %GDP	34.4%
Exports %GDP	38.3%
Military spending %GDP (at war?)	1.2%, currently peacekeeping/fighting in Afghanistan
GNI (per capita)	\$29,480
HDI Rating	5 th (from 1994 to 2000 was first)
Government Type	democracy

Country: _____

Population	
Life Expectancy	
Infant Mortality	
Literacy	
Primary School Enrolment	
Imports %GDP	
Exports %GDP	
Military spending %GDP (at war?)	
GNI (per capita)	
HDI Rating	
Government Type	

Bringing Inuit and Arctic Perspectives to the Global Stage: Lessons and Opportunities¹

By Sheila Watt-Cloutier, Chair Inuit Circumpolar Conference

14th Inuit Studies Conference
Calgary, Alberta
August 11, 2004

Introduction

Good morning. My name is Sheila Watt-Cloutier. I am the elected Chair of the Inuit Circumpolar Conference. I was born and raised in Nunavik and I now live in Iqaluit, the capital of Nunavut.

ICC was formed in 1977 to defend the rights and interests of internationally of the 155,000 Inuit living in Alaska, Canada, Greenland, and Chukotka, Russia. The principal goals of the ICC are:

- To strengthen unity among Inuit of the circumpolar region.
- To promote Inuit rights and interests on an international level.
- To develop and encourage long-term policies which safeguard the Arctic environment.
- To seek full and active partnership in the political, economic and social development of circumpolar regions.

I am very pleased to share the plenary with some old friends and some new ones. I want to thank Arctic Institute and in particular my good friend from Greenland, Karla Williamson for bringing us together for this important conference.

1

The Opportunity

The research and university community is of growing importance in the Arctic. After many years of decline there are signs that Canada's research capacity in the Arctic is increasing. The need of Inuit organizations for research and their capability to use it is increasing as well. When governments ratify the Labrador Land Claims Agreement, all Inuit regions in Arctic Canada will live in a post land claims world.

Vocabulary Box

plenary - part of a meeting attended by all the participants
ratify - formally approve

¹ Source: Inuit Circumpolar Council: www.icc.org

We can often have different perspectives, but Inuit organizations and Canada's research community can complement each other. Often the research world is divided into physical and social sciences and then into disciplines and sub-disciplines--which can be quite bewildering--to be honest. Many researchers explore one or two things in detail, whereas, Inuit generally look holistically on issues. Culture, economy and environment are all woven into our tapestry.

The Arctic and Inuit are no longer isolated physically or psychologically from the rest of the world. We are "connected" to the world in all sorts of ways. Globalization is not necessarily a bad word to Inuit. The research community and Inuit need also to "connect" more fully. This will take efforts by you and by us, but the pay back of doing business together should be significant. Your "detailed knowledge" and our "big picture" go together well. This is not to say that Inuit do not have detailed knowledge as well, but we often see and do things holistically, embracing the spirit of our culture, economy and environment in our research and decision-making.

So, we need ways and means of communicating and connecting with each other. A partnership between us will bring our perspectives and yours to bear on issues. My remarks today will explore this opportunity and its challenges.

Inuit use and occupy huge areas of land and ocean, but we are few in number. This means I spend a lot of time on the road speaking with people who make decisions that affect the Arctic, but do so in capitals far to the South. My business is to help others to see the value of understanding "connectivity". What I mean by this is people have lost the understanding that their own human activity can have severe negative impacts on their neighbours, whether their neighbours are next door, in the next country or continent, and in our case in the next hemisphere. The contaminants and the climate change issues are perfect examples of this disconnect and the negative impacts that challenge our efforts to preserve in our homeland, our cultural heritage. This is what I mean by helping others see the connectivity - we are all connected, and the planet is one. Our actions affect others--sometimes we see the effect, sometimes it is far away and we do not see it and therefore do not understand the impact. Each of us can choose if our actions will have a positive or negative effect on our global neighbourhood.

Vocabulary Box

bewildering - very confusing

holistically - looking at the whole issue rather than the parts

tapestry - a woven carpet or curtain with designs

contaminants - pollutants, something that causes problems in the environment

Why then is it important for Inuit to be heard internationally and more importantly why is it important for Inuit communities to know the world hears and listens to us? International events affect us more and more. Environmental protection, management of migratory species of animals, trade rules, and energy markets are all determined by decisions made internationally. In response, Inuit have to be internationalist in orientation, purpose, and activity. It is not always easy for Inuit to get into international political game. Our ability to do so is influenced by the attitude of Governments. Many see and welcome connections with us, others don't yet understand the growing importance of the Arctic or the value of working with us. We have had a few senior civil servants within the Government of Canada, the United States and the United Nations see the value of connecting with us; these partnerships have advanced all of our objectives.

We all know the Arctic and Inuit are navigating rapid changes very quickly. In the midst of this change we need to be both resilient and adaptive. The connectedness of our world demands this. I think this is another way of saying our "big picture" along with our "detailed knowledge" and your "detailed knowledge" go together.

Summary of perspective:

2

Contaminants and Inuit Health

Let me turn briefly to the now well-known issue of long-range transport of persistent organic pollutants (POPs) to the Arctic. Chris Furgal and Eric Loring will speak about work they have done to provide community data and insights needed on the national and international stages.

As many of you know, certain POPs end up in the Arctic and bioaccumulate in the food web, particularly the marine food web. Many Inuit women have levels of POPs in their bodies well above Health Canada's "level of concern". We have preliminary evidence that suggests the levels of contaminants our children are exposed to **before** birth can affect their neurological and cognitive capabilities and their immune systems.

Vocabulary Box

resilient - willing to change, able to recover

adaptive - flexible, able to change

bioaccumulate - when chemicals build up in living things

preliminary - the first part of a process, like an introduction or preparation

neurological - having to do with the brain and how the brain works

cognitive - the use of thought, reason, and similar mental processes

The Northern Contaminants Program (NCP) established through the 1991 Green Plan brings together four federal agencies, three territorial governments and four aboriginal peoples organizations—including ITK and ICC (Canada)—to sponsor research needed to get a handle on the problem. It also funds the communication of research results back to the communities and forward into international agencies, to persuade them to sponsor international negotiations to turn off the POPs tap. Ten years after the NCP began, more than 100 nations signed the Global POPs Convention in Stockholm. The Convention entered into force this May 17, 2004.

Negotiations began in Montreal in 1998 and were followed by sessions in Nairobi, Geneva, Bonn and Johannesburg. We used a variety of ways and means to get our perspective and concerns heard. We presented an Inuit carving to Klaus Topfer, Executive Director of UNEP, at a special event, with all the negotiators, in Nairobi. The carving of a mother and child became the “conscience” of the negotiations—we had made the connection and it resonated until the Convention was signed. An image of the carving was highlighted on UNEP’s web page, and the carving sat upon the podium at each and every negotiation session. In Geneva, we showcased sealskin-hunting clothing to illustrate our ongoing ties to the land. In Bonn, we were asked by the German hosts to organize a night of aboriginal cultural activities and country food. In Johannesburg we invited delegates to sample caribou and muskox jerky.

We spoke clearly and from the heart at each session, drawing upon research by Canadian scientists. With the support of the Alaskan member of the delegation of the United States, ICC drafted the following preambular clause that is now included in the convention.

“...Arctic ecosystems and indigenous communities are particularly at risk because of the biomagnification of persistent organic pollutants and that contamination of their traditional foods is a public health issue.”

This clause put Inuit and Canada on the map, and helps us to make further connections to speed implementation of the convention.

Vocabulary Box

sponsor - provide funding or support for a person or group

resonated- was heard of and known by a large number of people, kept being heard

preambular - having to do with the introduction for a formal motion or statement

biomagnification - when the number of contaminants in foods continually increase

implementation - to put an idea, agreement, or plan to work in real life

There are many reasons why this was an example of effective communication. In these global negotiations ICC helped the Government of Canada translate high quality Canadian science into international public policy. Our aim was to protect the health of Inuit and all Canadians.

The POPs story is long and complicated but important. This is why we prepared a book, "Northern Lights Against POPs: Combatting Toxic Threats in the Arctic" to document what happened and why. There are flyers for the book at the back of the room.

Summary of perspective:

3

Climate Change and Inuit Health

Let me turn now to climate change. There is no doubt that global climate change is taking place in the Arctic. Inuit hunters and elders have reported for ten to fifteen years, changes to the natural environment caused by the changing climate. Many of these observations have been published. In November 2004, Arctic Council Ministers will receive the four-year Arctic Climate Impact Assessment (ACIA) which projects by 2070 massive depletion of summer sea-ice leaving a remnant around the North Pole. The assessment projects severe disruption of marine habitat, and the likely "extinction" of polar bear, walrus, some species of seal and some marine birds. It also foresees the "destruction" of Inuit as a hunting culture.

In the POPs debate we were able to use the Northern Contaminants Program to connect Inuit to national and international decision-making. Unfortunately we don't have a similar vehicle in the climate change debate. When the federal government put its basic climate change policies, institutions and research programs in place in the mid to late 1990's the Arctic was virtually ignored and indigenous peoples were all but forgotten. We have been playing catch up ever since. We hope the ACIA—prepared by more than 300 researchers in 15 countries—will encourage the federal government to partner with us and to make-up lost ground. Last week I wrote to the Minister of Foreign Affairs recommending the establishment of a contaminants-style northern climate change program.

Last November I attended the Conference of Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) in Milan as a member of Canada's

Vocabulary Box

depletion - becoming smaller and smaller, reduced amount of ice

remnant - a leftover piece

delegation. I was surprised by the interest shown by the media in the Arctic in what we had to say. This particular COP did not easily allow Arctic issues to be heard. Canada did not mention the Arctic in any of its interventions. At ICC's request Samoa raised Arctic perspectives in its plenary intervention. The common challenges of the Small Island States and the Arctic are a perfect example of the connectivity I have spoken about.

Global Climate Change negotiations are highly detailed and technical. There were thousands of delegates and I wondered how we could possibly inject the human dimension, the Arctic voice into the global debate. Had we forgotten the dramatic predictions of changes to our homeland, the Arctic; had we forgotten the Small Island States in the Pacific that may be underwater within my lifetime, had we forgotten the effects on our prairie farmers? The human impacts of climate change seemed to be lost in the technical detail.

A year ago the largest ice shelf in the Arctic broke in half, releasing into the ocean the freshwater lake it enclosed and its unique ecosystem. As the melting ice and winds of change thaw the Northwest Passage Inuit are likely to be faced with major opportunities and challenges from international shipping. I do not believe that the Government of Canada yet appreciates or is equipped to address the sovereignty implications of climate change in the Arctic.

For the last two years ICC has been exploring the connections between human induced climate change and human rights. In Milan we held a media and NGO briefing on this topic. The room was filled to overflowing and people from many regions of the world welcomed our attempt to recast debate and bring people and human rights to its very center.

In addressing climate change we have placed our limited resources primarily in two international activities:

- 1) Participation in the Arctic Climate Impact Assessment (ACIA). This will be the world's most comprehensive and detailed regional assessment of climate change. Of the first importance to Inuit, we intend this assessment to inform future COPs to the climate change convention. This assessment will be accompanied by policy recommendations. ICC is pressing for an amendment to the preamble to the climate change convention—similar to language in the Stockholm Convention—that acknowledges the Arctic dimension to climate change.

Vocabulary Box

interventions - actions to stop an issue by becoming directly involved

connectivity - the relationship

human dimension - the human part or perspective

predictions - telling about what will happen in the future

comprehensive - covering many areas/subjects, very thorough

Submitting a climate change-based petition to the Inter-American Commission on Human Rights (IACHR), seeking a declaration that destruction of the Inuit way of life as a result of emission of greenhouse gases, in particular by the United States, amounts to a violation of the human rights of Inuit.

We have discussed the still draft petition with civil servants from federal agencies and with David Anderson and Lloyd Axworthy formally ministers of Environment and Foreign Affairs respectively. Rodolfo Stavenhagen, the United Nations special rapporteur on human rights, whom I met with recently in Iqaluit, fully supports our strategy to connect climate change with human rights. In the absence of a northern climate change program we intend to use the circumpolar assessment as the information base to support our petition. The petition provides important opportunities to engage the media and to inform governments, non-governmental organizations, and the public at large of the cultural and human implications of climate change in the Arctic. Being 155,000 Inuit in the entire world fighting for our cultural heritage is not so easy; the petition is a vehicle for us to put ourselves on the political map.

Summary of perspective:

4

ArcticNet: Connecting into the Future

Let me turn briefly to ArcticNet, a new research initiative that has the potential to involve Inuit in a constructive and meaningful way. "The Integrated Natural/Human Health/Social Study on the Changing Arctic" or ArcticNet incorporates the Coast Guard icebreaker *Admunsen* to undertake a four-year research project on the effects of global changes in the Canadian Arctic.

Through Canada's Networks of Centres of Excellence (NCE) program, the federal government will invest \$25.7 million in ArcticNet over the next four years. The ArcticNet proposal says, and I quote,

"The central objective of the Network is to translate our growing understanding of the changing Arctic into impact assessments, national policies and adaptation strategies. The direct involvement of Northerners in the scientific process is a primary goal of the network that will be fulfilled through bilateral exchange of knowledge, training and technology."

Vocabulary Box

petition - an official request

bilateral - something with two participants, for example an agreement between two countries

As there was little consultation with Inuit prior to submission of the ArcticNet proposal, ICC (Canada), ITK, and other Inuit organizations thought long and hard whether to support it. In cooperation with NTI and ITK we now sit on the ArcticNet Board of Directors. We intend that ArcticNet will evolve into an effective research and communication program mirrored on the Northern Contaminants Program.

I want to leave you with an important message — the Arctic is now acknowledged as a “barometer” of the globe’s environmental health — the canary in the global coal mine. In

February 2003, the United Nations Environment Program Governing Council passed a resolution, which effectively recognized this fact. This recognition sets the scene for a new era of national and international research in the Arctic. Of course the 2007 International Polar Year will also concentrate the attention of researchers in the circumpolar region. In short, the scene is set and the time is right for new and effective partnerships between Inuit and the research community.

Summary of perspective:

Vocabulary Box

barometer - a device used to measure something, usually high and low pressure and weather

canary - a bird that was used in coal mines to indicate if there were poisonous gases; the canary would die and that would warn the miners

Evaluation of the Document	Yes ✓	No ✓	Comments
Information and ideas were accurate			
Argument was logical			
Style of writing was suitable to the audience			
Text was well organized, ideas easy to follow			
Author's voice and commitment were evident			

Glossary of Social Indicators

Term	Definition	Canada	Nunavut
Adult Literacy Rate	<ul style="list-style-type: none"> • % of adults who have the ability to read and write 	99%	
Birth Rate	<ul style="list-style-type: none"> • the number of live births per 1000 people 	11.09/1000	
Chronic Hunger	<ul style="list-style-type: none"> • when people are getting too little food, or too little of the right kind of food • they may look fine, but their bodies are not as strong as they should be • they are less able to fight sickness 		
Daily Caloric Intake	<ul style="list-style-type: none"> • on average a daily diet of around 2200 calories is sufficient to meet basic nutrition needs according to UN research 		
Death Rate	<ul style="list-style-type: none"> • the number of deaths per 1000 people 	7.54/1000	
Gross Domestic Product (GDP), similar to Gross National Income	<ul style="list-style-type: none"> • the financial value of goods and services produced by anyone living in a country and sold within that country 	\$875 billion or \$27,700 per person	
Gross National Income (GNI) per capita	<ul style="list-style-type: none"> • similar to GDP, but slightly different calculations vary the total amount a little • the United Nations prefers to use GNI 	\$23,930 per person (per capita)	
Human Development Indicators (HDI)	<ul style="list-style-type: none"> • In 1990, the United Nations Development Programme (UNDP) created a composite index that measures the quality of life in United Nations member countries. This Human Development 	5th in the world	

	<p>Index (HDI) is based on three categories:</p> <ol style="list-style-type: none"> longevity (measured by life expectancy at birth) knowledge (measured by a combination of adult literacy and school enrolment) standard of living (measured by GDP per capita in PPP US\$) 		
Import	<ul style="list-style-type: none"> bring foreign goods into a country 	\$238.3 billion	
Export	<ul style="list-style-type: none"> send out goods for sale in another country 	\$273.8 billion	
Infant Mortality Rate	<ul style="list-style-type: none"> the number of children under one year of age that die per 1000 children 	4.95/1000	
Life Expectancy	<ul style="list-style-type: none"> how long a person will probably live 	female: 83.25 male: 76.3 overall 79.69	
Natural Increase Rate	<ul style="list-style-type: none"> the difference between the number of births and the number of deaths in a country per 1000 people 		
Population Density	<ul style="list-style-type: none"> the number of people per square kilometre 	3	
Population Pyramid	<ul style="list-style-type: none"> a tool that measures the age/sex structure of a population used to make assumptions about population growth 		
Standard of Living	<ul style="list-style-type: none"> a measure of how well people live can be measured in different ways including the Human Development Index (HDI) 	3 rd highest in the world	

	<p>which combines</p> <ul style="list-style-type: none"> • life expectancy • adult literacy and number of years of schooling, and • income 		
Sustainable Development	<ul style="list-style-type: none"> • our ability to improve our global social, economic and environmental conditions to meet our needs and at the same time ensuring that they will also meet the needs of future generations 		
Quality of Life	<ul style="list-style-type: none"> • the degree of well being felt by a person or group of persons • includes the environmental and social-political factors as well as consumption of goods and services • difficult to measure • associated with sustainable development - if we have a high quality of life, will we leave the planet so that generations to come will be able to enjoy a high quality of life? 		

Resources on the Web

Canadian International Development Agency (CIDA)/Canadian Geographic: www.canadiangeographic.ca/worldmap/cida/about.asp?language=EN&Resolution=1024x768 This website accompanies the map that is in your resource kit. The map is available free from CIDA. If you would like to order additional copies, select 'Request a Map' in the menu. This website provides a wealth of the most up-to-date information about countries and issues.

The World Factbook: www.cia.gov/cia/publications/factbook/index.html There is a wealth of data; headings include: geography, people, government, economy, communications, transportation, military, and transnational issues. Tables present the data in a straightforward manner with a minimum of text.

New Internationalist: www.newint.org Select 'Country Profiles' from the sidebar, then choose a country from the alphabetical listing. Headings include: leader, economy (monetary unit, main exports), people, health, environment, culture (religion, language). Countries are rated by income distribution, self-reliance, position of women, literacy, and freedom. This site presents data in a straightforward manner with a minimum of text.

United Nations Cyberschoolbus: <http://www.un.org/cyberschoolbus/index.shtml> Select 'Country at a Glance' from the sidebar. There is limited information, but there is a world map that indicates location of the country.

UN Human Development Reports: hdr.undp.org/statistics/ There is a human development report for each country which includes a table of statistics. Most useful for the majority of students will be the materials in the Highlights box, especially the interactive HDI ranking world map that provides information per country related to Human Development Indicators. The animated HD trends, also located in the Highlights box, can be presented to your class as a Powerpoint presentation if you have the appropriate equipment.

UNICEF: www.unicef.org/infobycountry Choose a country from the alphabetical listing, then select 'Statistics'; the information is not as up to date as the information on the CIDA map. Personal stories and links to other UNICEF projects.

World Bank :
web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html Choose a country from the alphabetical listing, then select

'Country in Brief' and then 'Country Fact Sheet'; all countries are listed but fact sheets are not available for each one.

World Bank:

<http://siteresources.worldbank.org/DATASTATISTICS/Resources/GDP.pdf> List of GDP (2005) for every country in the world

World Bank:

<http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,contentMDK:20394802~pagePK:64133150~piPK:64133175~theSitePK:239419,00.html> Check by country for GNI per capita, 2004 data.

World Bank:

<http://siteresources.worldbank.org/DATASTATISTICS/Resources/POP.pdf> List of population (2005) for every country in the world

World Bank: <http://devdata.worldbank.org/edstats/cd1.asp> Choose a country and table will appear with very, very detailed education data

World Bank:

<http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/EXTDECQEDS/0,,menuPK:1805431~pagePK:64168427~piPK:64168435~theSitePK:1805415,00.html> External debt for 58 countries only

Development Gateway: <http://home.developmentgateway.org/DataStatistics> Choose Data Profiles from sidebar menu and then select country. Provides 2004 data on people (including population total, life expectancy, infant mortality rate, primary school enrollment), environment, economy (including GNI per capita, export and import % of GDP) and states and markets (including military expenditure as % of GDP).

Wikipedia: www.en.wikipedia.org/wiki/UN_Human_Development_Index Explains the Human Development Index and ranks the top 30 and bottom 10 countries. From 1994 to 2000, Canada was the number one ranked country.

Global Policy: www.globalpolicy.org/globaliz/special/2003/1019levisleaves.htm - about Levi jeans

Reflection

Content: What is the significance of the principle of *avatimik kamattiarnik* in today's world? How is it related to the wealth and poverty of a country?

Collaborative: Young teenagers are very influenced by peer pressure. In your age group, what are the pressures that influence your decisions?

Personal: Describe what you think your life would be like living in one of the countries in your region.

Go to Appendix A and rate how well you participated in the activities for this unit.

Unit 2: A Closer Look at the Global Village

Universal Declaration of Human Rights

Abbreviated Version²

1. Everybody is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language, political or other opinion, national origin or other status.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone a slave.
5. No one has the right to hurt you or torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone; it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or to expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no one can enter your home, open your letters or bother you or your family without good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practice and observe all aspects of their own religion and change their religion if they want.
19. Everyone has the right to say what they think and to give and receive information.

² Amnesty International Canada, *Amnesty International Human Rights Kit: A Classroom Resource*, www.amnesty.ca/youth, page 54. For the official version: <http://www.un.org/Overview/rights.html>.

20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

Math Problems³

1. *Math and Number (Number Concepts)*

The large numbers in this book are hard to visualize. This especially applies to numbers like 6.2 billion.

One way to visualize them is to take a quarter (25¢) which measures 24 millimetres or 2.4 cm in diameter. If you then take two local communities (for example, Arviat to Rankin) and imagine placing quarters side by side stretching from one community to the next, how many quarters would you require?

To start with, determine the distance (from a map) between two local communities (for example, Arviat to Rankin Inlet is about 211 km = 21,100,000 cm). Then given that a quarter (25¢) is 2.4 cm in diameter, you can do the math to determine that a person would require 8,791,667 quarters which would equate to \$2,197,917.00!!

The next step is to find out if you had the same number of quarters as there are people on the earth (6.2 billion), would you be able to lay these out side by side to stretch around the circumference of the earth at the equator? Given that this distance is 40,076 km (or 4,007,600,00 cm), conduct a similar exercise as earlier to determine how many times the 6.2 billion quarters could actually surround the earth.

2. *Math and Patterns and Relations (Relations and Functions)*

If one considers the early growth rate of the world population, as the book indicates from 1 C.E. to 1650, the village only grew by an average of about two people per every 500 years or so. So ... if you consider a doubling of a population over time, you will find (starting at a reasonable initial number) that the graph will be a straight line.

Graph the results described on page 29 of *If the World Were a Village*. You should find an upward steepening curve indicative of Exponential Growth. Consider food, shelter and other resources that will be required over time. Will there be enough? How do you think the line of the curve is going to change?

³ These problems were created by Brian Yamamura using information and figures from *If the World Were a Village* by D. Smith.

3. Math and Statistics and Probability

Given the scenario that the same number of people as are in your community people are randomly selected from all over the world, use the information from page 12 to determine the population age breakdown. With that information, you should be able to figure out how many people in your 'new' community will be under the age of 10, between 10 and 29, between 30 and 49 and over 50. Are the results very different from the reality now?

Your data can be compared to the information found on the 2001 Aboriginal Population Profile provided by Statistics Canada (<http://www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm>). Even though the age ranges presented on the website are different, the comparison is good for discussion.

Reflection

Content: Sheila Watt-Cloutier has connected climate change to Inuit human rights. What associations do you make between sustainable development and human rights? Give one example.

Collaborative: How did you contribute to your group for the *Global Village* presentation?

Personal: What is the human right that means the most to you personally at this time? Why do you think this is the most important one to your life? How is it being respected at this time?

Go to Appendix A and rate how well you participated in the activities for this unit.

Unit 3: Globalization and Theories of Disempowerment

Assessment of Timeline Presentation

Criteria for Timeline Presentation	* needs practice	** satisfactory	*** very good	**** awesome
Your presentation really helped me to understand the information.				
Your presentation was very enjoyable.				
You worked really well as a team.				
Your ideas were very creative.				

The Dilemma of Lamawia

This play takes place in a highly indebted poor country named Lamawia. It is located somewhere in the 'developing' world. Many years ago, Lamawia was a colony of a Rich Country.

Characters: three different Presidents of Lamawia, the crowd, the Finance Person, Mr. Smith who is the representative of the IMF, eight Lamawian government Ministers, the committed citizens at the grassroots level

Scene 1: Celebration of Independence (1960s)

The Lamawians have just become an independent country, no longer subject to their European colonial rulers. The new president is just finishing his speech to the Lamawians outside the Legislative Building.

President: And so, it is with great pleasure that I start out with you on our exciting journey as a new nation. Together we shall make Lamawia the best country in the world!

Crowd: loud cheers and applause

President enters the Legislative Building, goes to his office and sits down behind his very large wooden desk. A member of the Finance Department comes in with a bunch of papers. He is very upset.

Finance Person: Mr. President, I am afraid I have some very bad news for you. I have been going through the financial records for our new country and I find that we must pay all the debts that our wretched colonial rulers left behind! While they were living here, they borrowed money to pay for their government expenses - and now that we are independent, we are the ones who have to pay their debt! We didn't know anything about these debts and the money certainly did not go to develop Lamawia. It went to support the colonial government and all its employees.

President: Why, that's dreadful news. How can that be legal? They incurred the debt, they spent the money, they should pay it back, not us. That debt should go

Vocabulary Box

indebted - owing money

grassroots - the common, ordinary people of a society

colonial - European countries who ruled other countries they considered colonies

incurred - caused with one's own actions

back with them, not stay here for us to pay. We didn't spend any of the money and we never signed anything about accepting these debts. What do you advise that we do?

Finance Person: I think the only thing we can do is pay off the debts. Who is going to listen to us if we say it is unfair for us to be expected to pay?

President: But I just promised the people that we would have better health care, free education, and social assistance. Now I am going to have to use our country's money to pay off somebody else's debts.

Finance Person: Mr. President, it is even more serious than that. They are charging us 14% interest on the debt. We are going to have to borrow money to pay the debt as soon as possible. With 14% interest, it is just going to cost us more and more if we don't make payments.

President: We will need to have a budget meeting. Please make arrangements with the Ministers as soon as possible. There are big European banks and there is the World Bank. The International Monetary Fund will probably advise us on how to do this so that everyone is satisfied. (To himself: How will I explain this to the Lamawian people?)

STOP THE SHOW! WHAT'S WRONG WITH THIS PICTURE?

Scene 2: Independence Day (1970s)

The Lamawians have elected a very poor president. He promised a lot but did little. He is just finishing his speech to the Lamawians outside the Legislative Building to celebrate Independence Day.

President: And so, it is with great pleasure that I work with you on our exciting journey as an independent nation. Together we shall make Lamawia the best country in the world!

Crowd: small cheers and applause

President enters the Legislative Building and goes to his desk. It is even bigger than the last one. There are fancy chairs and lots of pictures of himself on the wall.

President: (pushing a buzzer on his desk) Finance Person, will you please come into my office?

Finance Person: What do you need, Mr. President?

President: I need a new car and I need to send my wife to Europe to go shopping. My children want a trip to Disneyland in the United States and my brother wants another mansion. Our government is going to have to borrow more money. A president must look and act like a president, and his family too. We don't want the world to think we Lamawians are paupers.

Finance Person: The loan should be easy to arrange, Mr. President. The European leaders and the American leaders are very happy that you are not supporting Russia during this Cold War. They will lend you the money for sure. We should use some of the loan, though, to pay off our old debts. The creditors are getting impatient because we are not paying regularly. By the way, interest rates are going back up. That is very bad news for us.

You should know as well that the price of tobacco has gone way down. That is our only export crop and our main source of income. It is so horrible to have just one major commodity; it only worked well when we were a colony. That means we will have to borrow money as well to make up for our losses on the tobacco exports.

President: Go ahead and make all the arrangements for the loan. Oh, and would you also please arrange for my flight to London to meet with the Prime Minister next week? He says he might even be able to arrange for me to meet with the Queen!

STOP THE SHOW! WHAT'S WRONG WITH THIS PICTURE?

Scene 3: Independence Day (1980s)

The Lamawians have another president and he is celebrating Independence Day with a speech.

President: And so, it is with great pleasure that I work with you on our exciting journey as an nation. Together we shall make Lamawia the best country in the world!

Crowd: cheers and applause

Vocabulary Box

paupers - very poor people

commodity - a useful resource that a country can use to trade with other countries

The President goes into his office. There is now a small wooden desk, little furniture and few pictures on the wall. A person from the Finance Department comes in.

Finance Person: I am afraid I have some very bad news for you. I have been going through the financial records and I find that we must pay all the debts your spendthrift predecessor left behind! The rich countries loaned him lots of money for our country but he used most of it to get rich himself and spoil his family. They knew that he wasn't using the money properly. Why did they lend it to him?

President: Why, that's dreadful news. This is definitely an odious debt. The people of Lamawia did not benefit in any way from those loans and now they must work to pay back the money. I just promised the people that we would have better health care, free education, and social assistance. Now I am going to have to use our country's money to pay off odious debts. Please contact the Ministers and arrange for a budget meeting as soon as possible.

Finance Person: It is indeed a sad situation. We are paying back more interest to the banks than the original money that was borrowed. We are always paying the interest and never the debt itself. I don't see any way out of this!

STOP THE SHOW! WHAT'S WRONG WITH THIS PICTURE?

Scene 4: The Meeting Room

The President and his Ministers are holding a Budget Meeting. There are representatives from all the departments. They are reviewing their last budget to allow for the odious debts that they must repay.

President: You all have in front of you a copy of the budget we did a few months ago. You've heard the latest news about our responsibility for my predecessor's debts. Today we have to make changes to incorporate payment for that debt into our budget. Please let us work together to make these painful changes.

Vocabulary Box

predecessor - a person who had that position the person now in the position

odious - very hateful, repulsive

Official Government of Lamawia Budget - Adjustment

Ministry	<i>Minimum Amount</i> (\$ million)	Budget 1 (\$ million)	Budget 2 (\$ million)
Education	5	20	
Healthcare	10	25	
Agriculture and Food	15	20	
Water and Sanitation	5	15	
Transport*	5	5	5
Defence*	5	5	5
Debt Repayment	5		
Emergency			
HIV/AIDS			
Total	50	100	

* These cannot be changed

All the Ministers together: But I can't possibly do with less money. I need more not less!

Education Minister: If you take money out of my budget, we will have to charge school fees.

Healthcare Minister: You know how much we need to build and staff more clinics in the small villages. If you cut my budget, we will have more and more cases of AIDS, malaria, tuberculosis, and malnutrition.

Agriculture and Food Minister: Our farmers are suffering because of the lack of rain. I wanted to give them a small subsidy to help them get through this year.

Water and Sanitation Minister: Well, if you cut my budget, there go the new wells we were going to dig!

The Debt Repayment Minister: Sorry, I know this is painful for everyone, but looking at the size of the debt from our last president, I'd say we need to allocate at least 1.5 million to start repayment.

The Ministers continue to debate ... until they have managed to put ____ million in the Debt Repayment budget. They fill in the official budget form.

Scene 5: The Meeting Room

The President is working at his desk. The Finance Person knocks at the door.

Finance Person: Mr. President, I would like you to meet Mr. Smith from the International Monetary Fund. It seems they are very unhappy with the way we have been paying our debts. They do not think that we have a very responsible budget.

Mr. Smith: Good afternoon, Mr. President. Lamawia has a serious economic problem that is affecting the world. In order for the world finances to run smoothly and predictably, countries have to pay their debts. All countries borrow and all countries have debts, but there must be plans in place and commitment for repayment of all debts. We will loan you the money to pay your debts, but there will be some conditions. This is called our Structural Adjustment Program.

Here are the conditions:

1. Cut social expenditures for education, health and other services. Make people pay user fees instead.
2. Keep exchange rates competitive with the dollar, that is, do not change the value of your money so that you can sell your exports more cheaply than other countries. You must compete fairly with other countries.
3. Lift import and export restrictions. Anything you need to import cannot be charged duty when it enters Lamawia and anything you export out of Lamawia must be fairly priced. You want to encourage open trade with other countries. I know that in good years, your small farmers grow a good crop of corn. In the good years, sell it to other countries to get money.
4. Remove price controls and subsidies. It is too bad that your farmers are having a drought, but you may not help them out financially. That would be unfair to other countries who also grow tobacco. It is too bad that the price of tobacco keeps going down, but that is the way it goes.

Vocabulary Box

allocate - put it aside for a specific purpose

expenditures - where funds are spent

5. Privatize industries that are national. You must open your country to private and foreign companies. They will pay you in dollars and they will employ Lamawians. For example, you must privatize your water service. Let a private foreign company come in and operate it for you. It will be more efficient and help you financially. Let someone buy the small tobacco farms and turn them into an agribusiness.
6. Balance your budget and do not overspend. Your goal is to pay off your debts. You need money to get out of debt and stay out of debt. The best way to do that is through free trade with the rest of the world.

President: But how will I explain this to my people? They are already suffering so much from poor crops and the poor tobacco market. Most people are living on less than \$1.00 a day. They will not be able to afford health care or school fees. They will not be able to afford proper nutrition. The kids especially will suffer from malaria. And on top of that, we are in the midst of an AIDS epidemic. So many of our young men and women have died. We have a shortage of teachers and trained people in all occupations; they have all died of AIDS. We have more than a million orphans and hardly anyone to look after them. This was supposed to be the most successful generation, and it has turned out to be the most challenged of all.

Mr. Smith: I am sorry that your country has these problems, but you really need to get a grip on your finances. If you do not meet these conditions, we will not be able to continue loaning you money.

STOP THE SHOW! WHAT'S WRONG WITH THIS PICTURE?

Scene 6: The Meeting Room

The President and his Ministers. President: I sent you all a memo about the visitor from the IMF and the conditions for our loan. You have a copy of our current budget in front of you. I know we can all work together on this. Let's review the last budget (#2) first. The President reads off the information and everybody fills in the financial information from the last budget.

Vocabulary Box

privatize - to move from the government's control to that of a private company
memo - a short note sent as a reminder for something

Ministry	Minimum Amount (\$ million)	Budget 1 (\$ million)	Budget 2 (\$ million)	Budget 3 (\$ million)
Education	5	20		
Healthcare	10	25		
Agriculture and Food	15	20		
Water and Sanitation	5	15		
Transport*	5	5	5	5
Defence*	5	5	5	5
Debt Repayment	5	5		
Emergency				
HIV/AIDS		5		
Total	50	100	100	100

Official Government of Lamawia Budget - Further Adjustment

*These cannot be changed.

The Ministers debate as before ... until they finally reach an agreement.

Scene 7: The President's Office

The President is working at his desk. The Finance Person knocks at the door.

Finance Person: Mr. President, I have two pieces of good news. First, the IMF has announced that we are one of the countries who will get debt relief. That means they will reschedule our payments so that in 35 years we will actually be able to pay it all off. The second piece of good news is that our corn crop has done very well this year.

President: We should buy the surplus corn from the farmers and save it so that the next time there is a drought, we will be able to feed the people.

Finance Person: I'm afraid we cannot do that, sir. The IMF will cancel our loan if we don't sell the corn to another country to make money.

STOP THE SHOW! WHAT'S WRONG WITH THIS PICTURE?

Scene 8: The Meeting Room the following year. The Ministers are holding a budget meeting.

President: This is going to be another difficult budget. You have a copy of our current budget in front of you. I know we can all work together on this. Let's review the last budget (#3) first. (The President reads off the information and everybody fills in the financial information from the last budget.)

Official Government of Lamawi Budget - More Adjustment

Ministry	Minimum Amount (\$ million)	Budget 1 (\$ million)	Budget 2 (\$ million)	Budget 3 (\$ million)	Budget 4 (\$ million)
Education	5	20			
Healthcare	10	25			
Agriculture and Food	15	20			
Water and Sanitation	5	15			
Transport*	5	5	5	5	5
Defence*	5	5	5	5	5
Debt Repayment	5	5			
Emergency					
HIV/AIDS		5			
Total	50	100	100	100	100

* These cannot be changed.

Finance Person: I have some very bad news. The drought this year is very, very bad. We have no reserve supplies of corn. People are suffering from malnutrition everywhere. People from the north are starving and those who are able, are heading towards the south looking for food. They are dying all along the road.

President: We cannot allow this to happen. We must consider this a national emergency!

The Ministers debate as before ... until they finally reach an agreement and fill in the final figures.

Scene 9: The President's Office

The President is working behind his desk. The Finance Department person comes in.

Finance Person: I have some very bad news. We went over our budget to help our people during the drought. The IMF has cancelled our loan and warned other countries not to loan us money either. They have also cancelled the debt relief because they say we no longer meet the conditions.

President: How will I tell the people that our suffering is not yet over?

STOP THE SHOW! WHAT'S WRONG WITH THIS PICTURE?

Scene 10: A meeting of Lamawian people in a small crowded room.

STOP THE SHOW! WHAT ARE SOME SOLUTIONS TO THIS SITUATION?

Glossary of Global Economics

Commodity	<ul style="list-style-type: none"> • product of farming, forestry or mining that is bought and sold, usually in international markets • typical farming commodities include crops such as tobacco, cotton, coffee, and cocoa
Agribusiness	<ul style="list-style-type: none"> • big, big farms that use technology, usually pesticides • because of their size they are able to control market prices and amount that is grown each year; this can devastate small farmers • for example, about six large companies control most of the coffee that is grown and processed in the world
Odious Debt	<ul style="list-style-type: none"> • the Latin root of the word odious is <i>odium</i>, meaning hate; synonyms are hateful, detestable, abominable • developed countries made loans to dictators or corrupt leaders knowing that the money would be wasted • for example, in South Africa, people are now paying for the debts that were made during the rule of apartheid. That means the victims of apartheid are paying off the debts that were made by the leaders who created and enforced apartheid
Interest Rate	<ul style="list-style-type: none"> • interest = the charge or cost of borrowing money • interest rate = the percentage of the amount borrowed that is charged for interest • when you pay back a loan, you pay back a) the money you actually borrowed, and b) the interest • for example, if you borrow \$25.00 at 15% interest, that means you will have to pay back \$25.00 + \$3.75 (15% of \$25.00 = \$3.75)
Debt Service Ratio	<ul style="list-style-type: none"> • the ratio between what a country earns from its exports and what it spends to pay off its debts • for many of the developing countries the ratio is very high, that is, they are spending more money to pay off their debts than they are on other services such as health and education
Debt Spiral	<ul style="list-style-type: none"> • the debt gets worse and worse
Recession	<ul style="list-style-type: none"> • a time when there is much less business than usual, a decline in prosperity

Currency	<ul style="list-style-type: none"> • money, each country has its own kind • the difference between the value of one currency and another is the exchange rate • there is <i>hard currency</i> that has a very stable value and doesn't change much, for example the US dollar, the Swiss franc • there is <i>soft currency</i> whose value goes up and down, usually down • if a country's national currency has a high value, its imports are cheaper and its exports are more expensive; this is happening right now in Canada
Group of 8	<ul style="list-style-type: none"> • Canada, France, Germany, Italy, Russia, Japan, the United Kingdom, the United States • referred to as the G8 • hold almost 50% of the votes at the IMF and World Bank • the G8 leaders and representatives from the European Union meet at an annual summit to discuss economic and foreign policies
Organization for Economic Cooperation and Development (OECD)	<ul style="list-style-type: none"> • made up of most of the world's 27 developed and industrialized nations • purpose is to further economic growth and encourage cooperation among members
International Monetary Fund (IMF)	<ul style="list-style-type: none"> • established in 1945 to promote stability in the international monetary system and foster economic growth and cooperation • provides assistance to countries who experience serious economic difficulties • offers loans on the condition that the receiving country adopt measures to correct the deficit • loans are conditioned on the agreement of the debtor country to adopt IMF-approved economic reforms • 184 countries are members
World Bank Group	<ul style="list-style-type: none"> • a group of international financial institutions • 184 countries are members • large but controversial source of development aid

World Bank	<ul style="list-style-type: none"> • one part of the World Bank Group • provides loans and technical assistance to developing nations • usually involved in very large projects such as dams
Structural Adjustment Program	<ul style="list-style-type: none"> • cluster of policies usually for developing countries, often as condition for a loan • intended to reduce role of government in economic affairs • usually requires that the government <ol style="list-style-type: none"> 1. cut social expenditures (ie, for education, health and other services) 2. keep exchange rates competitive with the dollar 3. lift import and export restrictions 4. remove price controls and subsidies 5. privatize industries that were previously nationalized 6. balance budget and not overspend
Privatization	<ul style="list-style-type: none"> • countries sell national industries and services to private companies to obtain foreign investment and employment • transfers control over a portion of the national, public economy to private business • lack of government regulation over the private companies • for example, countries have been asked to privatize mines, health care and water supplies • may lead to reduced labour rights such as poorer working conditions and lower wages, but may lead to increased profit for the private company
First World	<ul style="list-style-type: none"> • refers to the capitalist western countries opposed to the Communist Eastern bloc
Second World	<ul style="list-style-type: none"> • refers to the countries known as the Communist Eastern bloc
Third World	<ul style="list-style-type: none"> • historically, the non-aligned countries that belonged to neither the western nor eastern blocs • has come to mean the countries of the developing world

Majority World	<ul style="list-style-type: none"> • countries where most people live • also the countries with the highest levels of poverty
Heavily Indebted Poor Countries (HIPC)	<ul style="list-style-type: none"> • the 33 poorest countries in the world (Benin, Bolivia, Burkina Faso, Cameroon, Ethiopia, Ghana, Guyana, Honduras, Madagascar, Mali, Mauritania, Mozambique, Nicaragua, Niger, Rwanda, Senegal, Tanzania, Uganda, Zambia, Burundi, Chad, Democratic Republic of Congo, Republic of Congo, The Gambia, Guinea, Guinea-Bissau, Malawi, Sao Tome Principe, Sierra Leone, Central African Republic, Comoros, Cote d'Ivoire, Eritrea, Haiti, Kyrgyz Republic, Liberia, Nepal, Somalia, Sudan, Togo)
HIPC Initiative	<ul style="list-style-type: none"> • program set up in 1996 by rich nations, IMF and World Bank to reduce the debt of the poorest countries so it would be easier for them to repay their debts • also known as debt relief • countries had to fulfill conditions before they could get the debt relief • not a very successful program because it only looked at cancelling the service on the debt, not the debt itself
Developing Countries	<ul style="list-style-type: none"> • means the same as the less developed countries, third world countries, the global <i>south</i>, the majority world • refers to roughly 130 countries in Africa, Asia, and Latin America • usually characterized by: majority of population living in poverty, little or no industry, high birth rates, low life expectancy, malnutrition, and poor housing • implies that they are not as developed as the developed countries, that is, that they are backward
Developed Countries	<ul style="list-style-type: none"> • refers to the rich countries of the world, the global <i>north</i> (even though Australia and New Zealand are located in the south, economically they are considered part of the north) • implies that they are ahead of the other countries who are still developing
Human Development Index (HDI)	<ul style="list-style-type: none"> • a ranking developed by the United Nations to measure a country's development, based on health conditions, literacy, and access to goods and services • Canada ranked number 1 for several years, now third
Organization of Petroleum Producing	<ul style="list-style-type: none"> • established by major oil-exporting countries in 1961 • controls oil prices to promote its members' joint

Countries (OPEC)	<p>economic interests</p> <ul style="list-style-type: none"> • members includes Algeria, Indonesia, Iran, Iraq, Kuwait, Libya, Nigeria, Qatar, Saudi Arabia, the United Arab Emirates, and Venezuela
Millennium Goals	<ul style="list-style-type: none"> • the following goals were adopted by the United Nations in 2000 <ol style="list-style-type: none"> 1. Eradicate extreme poverty and hunger 2. Achieve universal primary education 3. Promote gender equality and empower women 4. Reduce child mortality 5. Improve maternal health 6. Combat HIV/AIDS, malaria and other diseases 7. Ensure environmental sustainability 8. Develop a global partnership for development • date for reaching the goals is 2015

Resources on the Web

The World Bank and the IMF

The International Monetary Fund: www.imf.org - main site, go the menu for Students and then to High School Students for interactive activities

The World Bank: www.worldbank.org - check out the document *The World Bank Group: Working for a World Free of Poverty*

The World Bank: www.worldbank.org/html/schools - information for students and schools

Engineers without Borders: www.ewb.ca - go to the *Life and Debt* workshop; pages 9-13 provide background information on the IMF

Global Policy: www.globalpolicy.org - many articles presenting the positive and negatives aspects of globalization

Debt

Jubilee Debt Campaign: www.jubileedebtcampaign.org - the Jubilee 2000 debt site

Jubilee Research: www.jubileeresearch.org - data on HIPC, worldwide debt, articles on economic justice

New Internationalist: www.newint.org/easier-english/money/debt.html - check out explanations about debt, interest rates, debt spiral, debt servicing and more, also check the cartoon pages for useful information regarding structural adjustment, poverty, hunger

New Internationalist: www.newint.org - article in back issue #243, *The debt boomerang*, provides a good summary plus implications for developed countries

Global Issues: www.globalissues.org/TradeRelated/Debt.asp - information in sections on *Causes of the Debt Crisis*, *The Scale of the Debt Crisis*

South Centre: www.southcentre.org/info/southbulletin/bulletin85/bulletin85.htm - article, *Third World Debt a Continuing Legacy of Colonialism*

Universal Currency Exchange: www.xe.com/ucc

Structural Adjustment Program

Global Issues: www.globalissues.org/TradeRelated/SAP.asp - see sections, *A Spiralling Race to the Bottom* and *What is the IMF/World Bank Prescription?*

Heavily Indebted Poor Countries

Global Issues: www.globalissues.org/TradeRelated/Debt.asp - information in section entitled *The Heavily In-debt Poor Countries Initiative is Not Working*

Millennium Goals

United Nations: www.un.org/millenniumgoals/goals.html

United Nations: www.un.org/cyberschoolbus/mdgs/index.html - a brief presentation (available in Flash) with icons for each of the goals, very straightforward information

Jubilee 2000: www.en.wikipedia.org/wiki/Jubilee_2000 - history of Jubilee 200

Make Poverty History: www.makepovertyhistory.org/theyearof - series of short articles related to trade, debt, and aid

Make Poverty History: www.makepovertyhistory.ca -Canadian information and activities related to more and better aid, trade justice, cancel the debt, and end child poverty in Canada

Maps:

www.commons.wikimedia.org/wiki/Image:World_1898_empires_colonies_territory.png - an 1898 map of colonization

Reflection

Content: The Inuit *maligait* law, *saimaniq*, speaks of maintaining balance and living in harmony. How could this law be useful in global relationships?

Collaborative: During the discussions and activities of this unit, how did you deal with classmates who held feelings that were quite different from your own? What do you have in common with the classmates who shared most of your feelings?

Personal: Describe an occasion when you felt disempowered by another person. How would you explain that person's negative behaviour towards you? What did you learn from the incident?

Go to Appendix A and rate how well you participated in the activities for this unit.

Unit 4: The Race to the Bottom

For more than 150 years, the sewing machine has been, and today remains, the best way of making clothes. The basic method of garment production continues to be a worker, usually a woman, sitting or standing at a sewing machine and piecing together portions of cloth. ...

To keep labour costs low, apparel shop owners usually pay workers a "piece rate." That means workers don't get paid by the hour. Rather, their wage is based on the number of items they complete in a shift. If workers hope to earn a decent income, they have to work hard, and they have to work long.

Basically, they have to sweat.

(<http://www.globalexchange.org/campaigns/sweatshops/sweatshopsfaq.html>)

Why are labour rights treated so differently from other human rights? Why do governments stand by idly and let corporations actively dissuade employees from exercising a human right? Why are we all so tolerant of norms that permit workers to be treated as commodities rather than as dignified human beings?

R. Adams, *The CCCPA Monitor*, May 2006

The race to the bottom: each country bids cheaper labour and poorer working conditions than the next.

The Race to the Bottom

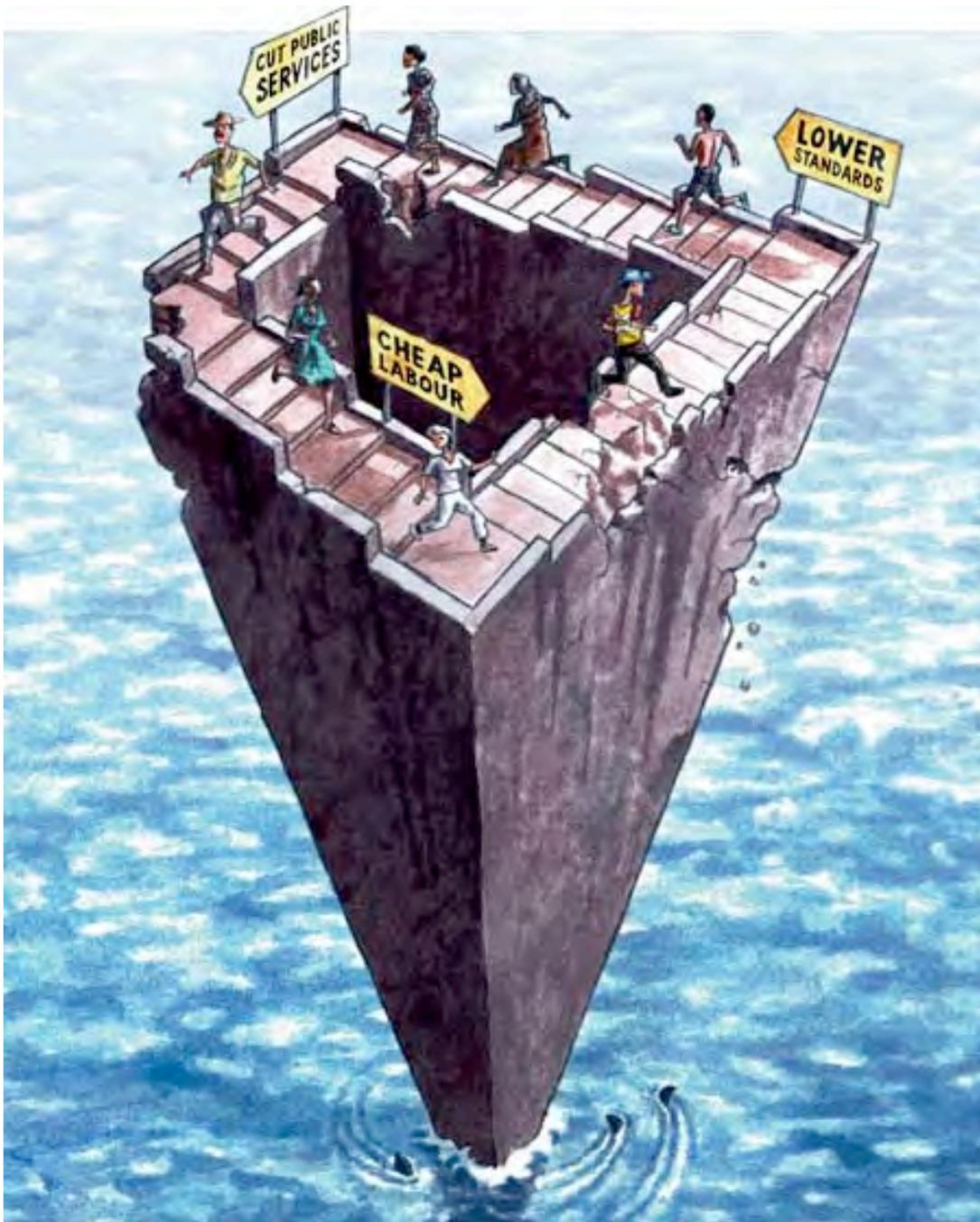


Illustration: **POLYP**, *New Internationalist* 374, December 2004

TRANSNATIONAL CAPITAL AUCTION GAME⁴

The goal is to win the game by ending up with the most game points after five auction rounds.

Each country group's goal is to "win" by attracting capital. The group that bids the third highest number of friendly-to-capital credits in a round is awarded 100 game points; the group with the second highest number of capital credits is awarded 50 game points; and the group with the highest number is awarded 25 game points. The other groups get no points for the round. Groups don't know until the end of each round who has bid what.

Capital will go where people are friendliest to it, but the friendlier the country is to capital, the angrier it may make its citizens. For example, Whopper Goodies wants workers to work for very little and to not worry about environmental laws. But that could start demonstrations or even rebellions, which would not be good for Whopper Goodies or for you as leaders of your country. That's why the team bidding the highest number of credits does not get the highest number of game points. Last rule: a group may be the highest (credit) bidder *twice* and not be penalized. But for each time it is highest bidder more than twice, it loses 10 game points - 10 the first time, 20 the second, and so on. This is a "rebellion penalty".

Good luck.

TRANSNATIONAL CAPITAL AUCTION CREDIT SHEET

Minimum Wage/Hour

\$5.00 - 0 Friendly-to-Capital credits	\$2.50 - 46 credits	\$.55 - 76 credits
\$4.75 - 10 credits	\$2.25 - 49 credits	\$.45 - 79 credits
\$4.50 - 15 credits	\$2.00 - 52 credits	\$.35 - 82 credits
\$4.25 - 20 credits	\$1.75 - 55 credits	\$.30 - 85 credits
\$4.00 - 25 credits	\$1.50 - 58 credits	\$.25 - 88 credits
\$3.75 - 30 credits	\$1.25 - 61 credits	\$.20 - 91 credits
\$3.50 - 33 credits	\$1.00 - 64 credits	\$.15 - 94 credits
\$3.25 - 37 credits	\$.85 - 67 credits	\$.10 - 97 credits
\$3.00 - 40 credits	\$.75 - 70 credits	\$.05 - 100 credits
\$2.75 - 43 credits	\$.65 - 73 credits	

⁴ Adapted from B. Bigelow and B. Peterson (Eds): *Rethinking Globalization: Teaching for Justice in an Unjust World*, pages 108-113.

Child Labour

Child labour below 16 is illegal/enforced - zero credits
Child labour below 16 is illegal/weakly enforced - 15 credits
Child labour below 16 is illegal/not enforced - 30 credits
Child labour below 14 is illegal/enforced - 50 credits
Child labour below 14 is illegal/weakly enforced - 70 credits
Child labour below 14 is no enforced - 85 credits
No child labour laws - 100 credits

Worker Organizing

Unions fully legal/allowed to organize - zero credits
Unions fully legal/some restrictions on right to strike - 15 credits
Only government approved unions legal/some restrictions - 30 credits
Only government organized unions allowed - 45 credits
Unions banned/no right to strike - 60 credits
Unions banned/no right to strike/military stationed in factories - 85 credits
Unions banned/no right to strike/military stationed in factories/suspected Union Organizers jailed/military used against strikes - 100 credits

Taxation Rate on Corporate Profits

75% - zero credits	35% - 40 credits
70% - 5 credits	30% - 50 credits
65% - 10 credits	25% - 60 credits
60% - 15 credits	20% - 70 credits
55% - 20 credits	15% - 75 credits
50% - 25 credits	10% - 80 credits
45% - 30 credits	5% - 90 credits
40% - 35 credits	no taxes - 100 credits

Environmental Laws

Strict environmental laws/enforced - zero credits
Strict environmental laws/weakly enforced - 15 credits
Strict environmental laws/not often enforced - 30 credits
Some environmental laws/enforced - 50 credits
Some environmental laws/weakly enforced - 70 credits
Some environmental laws/not often enforced - 85 credits
Almost no environmental laws - 100 credits

Work Area Activities

Case Studies ⁵				Area 1	
Working Conditions	Ana (El Salvador)	Yin (China)	Susan (Canada)	Violates Human Rights	Violates ILO ⁶ Conventions
• mandatory pregnancy testing					
• below subsistence wages					
• long hours of compulsory overtime					
• indentured labour					
• child labour					
• body searches					
• monitored bathroom visits					
• verbal abuse					
• denial of access to health care					
• unpaid overtime to complete production quota					
• no job security					
• denial of right to organize					
• code of conduct not posted					

⁵ Source of the three cases studies:
<http://www.maquilasolidarity.org/resources/garment/labour-label.htm>

⁶ International Labour Organization

Meet Ana

Ana is 18 years old. She works in a maquiladora garment factory in the San Marcos free trade zone outside of San Salvador, the capital of El Salvador. In the busy fall season, Ana regularly works a thirteen hour day, six days and sometime even seven days a week, sewing pre-cut sleeves onto shirts.

When the company says it needs her to work on the weekend, she has no choice in the matter. If her child is sick and she misses one day, she gets a warning letter. If she gets three letters, she loses her job.

Ana doesn't like working long hours and weekends, but her pay is so low that she and her children couldn't survive if she didn't work overtime. Her company pays her the legal minimum wage, but 513 colones or US\$59 every two weeks is only enough to pay for bus fare to work and for her breakfast and lunch. She needs the overtime in order to afford to buy beans and corn to feed her family.

On a regular workday, Ana has to work quickly to meet her quota of 800 pieces. Every two hours the line supervisor checks to see how many pieces she has completed. If she is behind, he yells at her in a language she doesn't understand. Women who don't meet their quota are often yelled at, and sometimes hit.

The factory is terribly hot and ventilation is poor. Many of the women suffer respiratory problems from the fabric dust. Even though the company makes deductions off Ana's pay for government health insurance, supervisors often refuse to allow workers to leave to see a doctor.

Workers also have to get permission to go to the washroom. They need to get a ticket from the supervisor and are only allowed to go twice in a day.

When Ana first applied for work, she was required to have a medical examination to prove she wasn't pregnant. When women get pregnant, the company forces them to resign so it doesn't have to provide maternity benefits.

Although the factory is Korean-owned, the labels on the shirts are in English. Ana doesn't read English and doesn't know the names of the retailers for whom she is sewing. She does know the shirts will be sold in North American stores.

Ana couldn't afford to buy the shirts she sews, and, besides, they cannot be sold in El Salvador. Even working overtime, she would not be able to buy two shirts for the salary she receives for a week's work. When she shops for clothes for herself and her children, she goes to a store that sells second-hand goods imported from the United States.

Vocabulary Box

ventilation - replacing stale, used air with fresh air via windows, doors, or electronically

respiratory - having to do with the breathing process, e.g. lungs

deductions - taking some money away from a person's wages in order to pay for employees' services or costs

Meet Yin

Yin works in a garment factory in Shenzhen a “special economic zone” in Guangdong Province in Southern China, adjacent to Hong Kong. The owners of the factory are from Hong Kong. They moved their production to mainland China a few years ago. Yin sews clothes for well-known North American labels.

Workers such as Yin are known as “mingong” or “peasant labourers.” She left her rural village in search of work at the age of 17. She had to get a temporary resident's permit to be able to work in Guangdong.

The company helped her to get the permit and then took deductions from her pay cheques over the next six months. They also keep her resident's permit, making it impossible for her to leave the factory grounds without their permission.

To get a job, she had to show a certificate proving that she wasn't married. She is now nearly 25 and will probably not be able to get another job in the factory. Once she has no work, she will not get another residency permit, so she will have to return to her village.

Yin and other workers in the factory live in a dormitory behind the plant. She sleeps in a room with 11 other women, sharing double beds. Each woman has about one square metre of living space. For as long as she works here, this will be her home.

There are nearly 262 garment factories in the zone, employing about 63,000 workers, all living in crowded conditions similar to Yin's. The cost for her meals in the dorm is deducted from her wages. Some factories are referred to as “three-in-one,” meaning that the factory, warehouse, and dorm are all in the same building.

Yin doesn't spend much time in the dorm. She has only two days off a month and regularly works 14 hours a day. Her workday starts at 7:30 in the morning and usually ends at 9:30 at night. During peak production periods, she sometimes works through the whole night. According to Chinese labour law, Yin is entitled to time and a half for overtime after eight hours, and double time on Saturdays and Sundays. But Yin and her co-workers aren't aware of what the law says. She never gets time and a half for her overtime, and regularly works more than the legal limit of overtime hours. The money she earns helps to support her family back home.

Discipline in the factory is strict and workers are fined for any violations of factory rules. There are fines for talking or getting a drink of water during work time, for arriving late, for refusing to work overtime, and for cooking in the dorms. If Yin misses three days of work in a row, the company will consider her to have resigned and she will have no job to return to.

Despite the sweatshop conditions at work, Yin's biggest worry is that the factory will close down and she'll be left without a job. Many companies are leaving Shenzhen to move farther north, where local governments are offering investment incentives and cheaper labour.

Vocabulary Box

dormitory - a building with sleeping areas for many people

incentives - money or rewards offered to encourage someone to do something

Meet Susan

Susan is a homemaker. She sews pre-cut pieces of cloth into finished garments in her home on an industrial sewing machine she had to purchase herself. Like most homeworkers, Susan sews clothes for a number of major Canadian retailers and labels, but she has never met anyone from the companies whose brand-name garments she sews.

Susan is paid on a piece rate basis by a subcontractor, but she isn't paid for the two hours it takes to pick up the pre-cut pieces and return the finished product. Susan never knows how much she is being paid until she receives her pay cheque. Often her cheque is late; sometimes it bounces.

Susan is a skilled sewer, but when she compares the piece rate she is paid and the hours she works, she receives only \$4.50 an hour, 65 percent of the legal minimum wage. In Ontario, homeworkers like Susan are legally entitled to 10 percent above the minimum wage, to compensate for their overhead costs.

Susan's hours of work are also very insecure. When she does get work, it must be done right away, so she has to work quickly and without a break for long hours. During busy periods, she works as many as 75 hours a week.

No matter how many hours she works, Susan does not receive overtime pay. Nor does she get the statutory holiday or vacation pay. When she is out of work, Susan doesn't receive Employment Insurance (EI). Her employer considers her an independent contractor, and does not make contributions to EI or the Canadian Pension Plan.

When Susan first began working at home, she didn't know she was entitled to the minimum wage because she was being paid by the piece. She knew the piece rates were unfair, but she didn't think there was anything she could do about it. She needed the work, so she took the rate.

Susan is reluctant to make a formal complaint to the Employment Standards Branch. She worries that if she does, her present contractor will stop giving her work. And, she worries she won't get new contracts once other contractors hear that she has complained.

Like most homeworkers, Susan would prefer to work outside the home in a full-time job. But there aren't many of those jobs left. Besides, she has young children and she can't find affordable childcare.

Susan also takes on short-term jobs in small contracting shops. The conditions aren't much better than working at home. The sewing factories are in small, windowless rooms in suburban industrial malls, or in basements or garages.

In her last job outside the home, Susan worked in a small sewing factory with six other women. They worked for a few days or a few weeks at a time, depending on how much work was available. She was paid by the piece and often didn't make minimum wage. When there was work, she was regularly required to work up to 12 hours a day, six and sometimes seven days a week.

Vocabulary Box

subcontractor - a person that does not work for a company but can be hired by companies to do some specific kind of work

compensate - to make up for, or repay, something that has been lost

overhead - the cost of running a business

International Labour Organization Core Conventions (1995)

While ILO Conventions are not ranked in terms of their order of importance, there is an underlying hierarchy, which can be discerned. In the first category are Conventions dealing with freedom of association and collective bargaining (Conventions Nos. 87 and 89), forced labour (Conventions Nos. 29 and 105), non-discrimination in employment (Conventions Nos. 100 and 111) and child labour (Convention 138).

In the second category are technical standards, which establish norms to improve working conditions.

Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)

Establishes the right of all workers and employers to form and join organizations of their own choosing without prior authorization, and lays down a series of guarantees for the free functioning of organizations without interference by the public authorities. In December 1997, 121 countries had ratified this convention.

Right to Organize and Collective Bargaining Convention, 1949 (No. 98)

Provides for protection against anti-union discrimination, for protection of workers' and employers' organizations against acts of interference by each other, and for measures to promote collective bargaining. In December 1997, 137 countries had ratified this convention.

Forced Labour Convention, 1930 (No. 29)

Requires the suppression of forced or compulsory labour in all its forms. Certain exceptions are permitted, such as military service, convict labour properly supervised, emergencies such as wars, fires, earthquakes, etc. In December 1997, 145 countries had ratified this convention.

Vocabulary Box

hierarchy - a ranking of people or things to identify the direction of power, for example: Minister-Deputy Minister-Assistant Deputy Minister-Director-Manager

discerned - recognized

discrimination - making judgements about people by the group that they are from
guarantees - promises, to ensure that something specific will happen or be given

compulsory - something that is demanded by the people in authority

ratified - officially approved

Abolition of Forced Labour Convention, 1957 (No. 105)

Prohibits the use of any form of forced or compulsory labour as a means of political coercion or education, punishment for the expression of political or ideological views, workforce mobilization, labour discipline, punishment for participation in strikes, or discrimination. In December 1997, 130 countries had ratified this convention.

Discrimination (Employment and Occupation) Convention, 1958 (No. 111)

Calls for a national policy to eliminate discrimination in access to employment, training and working conditions, on grounds of race, color, sex, religion, political opinion, national extraction or social origin and to promote equality of opportunity and treatment. In December 1997, 129 countries had ratified this convention.

Equal Remuneration Convention, 1951 (No. 100)

Calls for equal pay for men and women for work of equal value. In December 1997, 135 countries had ratified this convention.

Minimum Age Convention, 1973 (No. 138)

Aims at the abolition of child labour, stipulating that the minimum age for admission to employment shall not be less than the age of completion of compulsory schooling, and in any case not less than 15 years (14 for developing countries). In December 1997, 59 countries had ratified this convention.

Vocabulary Box

coercion - using force, forcing people to do something even if they do not want to do it

mobilization - organize and prepare for action, usually for a war

extraction - descent, lineage

abolition - completely getting rid of something, abolishing something

stipulating - demanding or specifying conditions of an agreement

Model for a Code of Conduct in Garment Factories⁷

- **Employment is freely chosen.**
There shall be no use of forced, including bonded or prison, labour (ILO Conventions 29 and 105). Nor shall workers be required to lodge "deposits" or their identity papers with their employer.
- **There is no discrimination in employment.**
Equality of opportunity and treatment regardless of race, colour, sex, religion, political opinion, nationality, social origin or other distinguishing characteristic shall be provided (ILO conventions 100 and 111).
- **Child labour is not used.**
There shall be no use of child labour. Only workers above the age of 15 years or above the compulsory school-leaving age shall be engaged (ILO Convention 138). Adequate transitional economic assistance and appropriate educational opportunities shall be provided to any replaced child workers.
- **Freedom of association and the right to collective bargaining are respected.**
The right of all workers to form and join trade unions and to bargain collectively shall be recognised (ILO Conventions 87 and 98). Workers' representatives shall not be the subject of discrimination and shall have access to all workplaces necessary to enable them to carry out their representation functions (ILO Convention 135 and Recommendation 143). Employers shall adopt a positive approach towards the activities of trade unions and an open attitude towards their organisational activities.
- **Living wages are paid.**
Wages and benefits paid for a standard working week shall meet at least legal or industry minimum standards and always be sufficient to meet basic needs of workers and their families and to provide some discretionary income.

Deductions from wages for disciplinary measures shall not be permitted nor shall any deductions from wages not provided for by national law be permitted

Vocabulary Box

adequate - sufficient, enough

sufficient - enough

⁷ Source: The Clean Clothes Campaign, www.cleanclothes.org

without the expressed permission of the worker concerned. All workers shall be provided with written and understandable information about the conditions in respect of wages before they enter employment and of the particulars of their wages for the pay period concerned each time that they are paid.

- **Hours of work are not excessive.**

Hours of work shall comply with applicable laws and industry standards. In any event, workers shall not on a regular basis be required to work in excess of 48 hours per week and shall be provided with at least one day off for every 7 day period. Overtime shall be voluntary, shall not exceed 12 hours per week, shall not be demanded on a regular basis and shall always be compensated at a premium rate.

- **Working conditions are decent.**

A safe and hygienic working environment shall be provided, and best occupational health and safety practice shall be promoted, bearing in mind the prevailing knowledge of the industry and of any specific hazards. Physical abuse, threats of physical abuse, unusual punishments or discipline, sexual and other harassment, and intimidation by the employer is strictly prohibited.

- **The employment relationship is established.**

Obligations to employees under labour or social security laws and regulations arising from the regular employment relationship shall not be avoided through the use of labour-only contracting arrangements, or through apprenticeship schemes where there is no real intent to impart skills or provide regular employment. Younger workers shall be given the opportunity to participate in education and training programmes.

Vocabulary Box

intimidation - filling someone with fear, trying to scare someone into doing something

prohibited - forbidden, not allowed

apprenticeship - learning about a trades job by working at that job under the supervision of a skilled mentor or master tradesperson

Plaid Shoes (CD)

Area 2

What is the good news about the CBC visit to the factory?

What could workers in other factories or sweatshops in the same town do to try and improve their working conditions?

What do you think about the price of the plaid shoes in Canada?

How can you look at this through the eyes of the person owning the business?
What are his or her issues?

How can you do to support these women?

A Sweatshop Owner is Sentenced

Area 3

A United States court in Hawaii has sentenced the Korean owner of a sweatshop factory to 40 years in jail, the most severe punishment ever imposed in a human trafficking case.

Prosecutors called it the biggest case ever of "modern day slavery" and said that the tough sentence was justified. "Justice was served, and we're glad the victims are safe," said prosecutor Robert Moossy.

The U.S. Justice Department said Lee Soo-Kil held more than 300 victims from China and Vietnam as forced labourers in involuntary servitude at his garment factory in American Samoa.

He's accused of using arrests, forced deportations and brutal physical beatings to keep workers under control.

The court was told that he ordered a worker to gouge the eye of another worker who dared to complain about her living and working conditions.

The workers were recruited from China and state-owned labour export companies in Vietnam, and each had paid a fee of up to \$5,000 US to get a job at Daewoosa Samoa Ltd. in Pago Pago.

About 200 of the workers have been allowed to remain in the United States. Approximately 100 others have opted to return to their homes.

Copyright © 2004 Canadian Broadcasting Corporation - All Rights Reserved

Please list the words and phrases that provide the image of the harsh working conditions in this sweatshop for you.

What surprised you the most about this article?

Graph the Data⁸

Area 4

Table 1: The hourly base wage in the garment industry in 1998 in US dollars

United States	\$8.42
Canada	\$6.70
Philippines	\$0.62
El Salvador	\$0.60
Mexico	\$0.54
Honduras	\$0.43
China	\$0.30
Nicaragua	\$0.25
Indonesia	\$0.22
India	\$0.20
Bangladesh	\$0.17

Table 2: Clothing imports into Canada, by value, in 1999

China and Hong Kong	33%
United States	17%
India	7%
South Korea	6%
Taiwan	3%
Italy	3%
Indonesia	3%
Mexico	3%
Bangladesh	3%
Rest of the world	22%

Table 3: The pyramid of production in the Canadian garment industry

The *retailer* is at the top. The retailer contracts work out to a *jobber* who subcontracts to a *small factory* where the cutting and possibly some sewing is done. Most of the sewing is subcontracted to *small workshops*. In order to meet the production deadline, they contract some sewing to *homeworkers*. At every level, each contractor receives a part of the price paid by the retailer, with the workers at the bottom receiving the smallest share. Draw the pyramid.

⁸ Data taken from <http://www.maquilasolidarity.org/resources/garment/labour-label9.htm>. These data are from several years ago. Please check out the website to see if they have updated the information.

Graph the Data:

Websites and Research Related to Women

Area 5

Visit the websites indicated on the Resource page in your journal **OR** read the two articles in your journal related to women, plus *The Convention on the Elimination of All Forms of Discrimination against Women* **OR** do both website research and the reading.

You are doing research on the lives of women who are struggling in their society. The predominant work force in the sweatshops is women, but in general women's wages are less than men's. Despite the essential work that women do, they are often marginalized in their societies.

The UN is undergoing a major reform. It is planning on eliminating many of its working groups, including a number related to women's issues.

Search the websites for photographs and articles that demonstrate the many work roles that women hold. Make a display for your classroom.

1. What impact does globalization have on women?

- a. _____
- b. _____
- c. _____

2. When Nunavut was being created, there was a plebiscite on gender parity. Nunavummiut were asked if they wanted to have the same number of men and women elected to the Legislative Assembly, that is, a man and a woman from each electoral district. The people voted to have one person represent each district, rather than have gender parity. What is your feeling about this? Why are there not more women politicians? How should women's issues be promoted?

The Convention on the Elimination of All Forms of Discrimination against Women

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The Convention defines discrimination against women as "... any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- to incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- to establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and
- to ensure elimination of all acts of discrimination against women by persons, organizations or enterprises.

The Convention provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life - including the right to vote and to stand for election - as well as education, health and employment. States parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms.

Vocabulary Box

nullifying - making something worthless

irrespective - regardless of

abolish - get rid of

tribunals - courts of justice

The Convention is the only human rights treaty which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping

gender roles and family relations. It affirms women's rights to acquire, change or retain their nationality and the nationality of their children. States parties also agree to take appropriate measures against all forms of traffic in women and exploitation of women.

Impact of the Convention on Women's Lives, 2006

Remarks by Stephen Lewis, UN Special Envoy for AIDS in Africa, to a High-Level Panel on UN Reform

July 2006, Geneva

... I was frankly surprised at the numbers of people to whom I've spoken, overwhelmingly women, who expressed an almost venomous skepticism about the UN's capacity to perform. They have noted the miserable sidelining of women and women's issues and are close to writing off the entire UN on that basis. I had to plead for one more chance. I had not fully realized how much the United Nations is at the crossroads in the minds of so many. ...

I want to change that view. I want the world to understand that if we have an international organization for women, with force and dollars and staff, we could save, liberate and enhance hundreds of millions of lives. I make that argument because this women's agency can be built on the foundation constructed over the years by the kaleidoscope of women's groups that have operated outside the UN, partly because there's been so little to affiliate with on the inside. ...

Time and again over the last two years Kofi Annan has called for a "deep social revolution ... to transform relationships between men and women at all levels of society". He means, by that, women's empowerment and gender equality. Gender equality is not achieved in hesitant, tentative, disingenuous increments. It's achieved by bold and dramatic reform of the architecture of the United Nations.

This Panel has the opportunity to take the plunge. Some would argue that more than half the world is waiting.

Vocabulary Box

venomous - poisonous

kaleidoscope - a continually changing pattern of shapes and colours

affiliate - relate to, associate with

tentative - cautious, unsure

disingenuous - insincere, not honest

increments - small, gradual increases

10 years after Beijing conference, women are still waiting

By Rosemarie Bar

... The World Trade Organization (WTO) began its work in the same year that women's rights and the principle of gender equality were being "globalized" in Beijing [the Fourth World Conference on Women]. ... When public services such as health and education are privatized, when the welfare state is dismantled, when natural resources such as water and forests come under the dictates of market forces, the main victims are women. This is particularly evident in the case of drinkable water. Once it is privatized, the prices rise to levels the poor cannot afford. Women are again compelled to walk miles to fill their buckets, often with water that is contaminated.

Of central concern to most women in the countries of the South is preserving the social, cultural, and natural foundations of their livelihood. Their local economic infrastructure is being destroyed by the privatization of community goods, and their knowledge and experience in the protective and sustainable use of their vital resources is being devalued. Privatization and commercialization of resources means curtailing civil society participation, democratic decision-making rights, and control. This means eliminating the essential prerequisites for gender justice.

And women's issues are again slipping on the scale of priorities at the United Nations. In the framework of impending UN reforms, there is even open discussion of the possible dissolution of the Development Fund for Women.

Thus the "strategic success" is backfiring and is being misused to undo what little women have accomplished in the first post-Beijing decade.

The CCPA Monitor, March 2006

Vocabulary Box

dismantled - taken apart, gradually discontinued

infrastructure - the basis, or foundation, of an organization or country

curtailing - reducing or ending

prerequisites - things required beforehand

Assessment of Sweatshop Dialogue Presentation

Criteria for Sweatshop Dialogue Presentation	* needs practice	** satisfactory	*** very good	**** awesome
Your presentation really helped me to understand the information.				
Your presentation was very enjoyable.				
You worked really well as a team.				
Your ideas were very creative.				
You had information that nobody else had. You did research.				

Resources on the Web

Oxfam: www.oxfam.ca - informative booklet, *Exploitation is never in fashion*, part of the No Sweat campaign

Clean Clothes Campaign: www.cleanclothes.org - includes a Code of Labour Practices but you need to scroll down quite far to find the actual model of the code, another page has details on the price make-up of a running shoe, and there is an informative **photo exhibition**

Labour Behind the Label: www.labourbehindthelabel.org - booklet, *Who Pays for Cheap Clothes?* includes a section, *Five Questions the Low-Cost Retailers Must Answer*, as well as looking at labour rights and actual working conditions for garment workers

Maquila Solidarity - Stop Sweatshops: www.maquilasolidarity.org/resources/garment/labour-label.htm - very straightforward information on sweatshops abroad and in Canada with three case studies

Cut It Out Campaign: www.cbc.ca/consumers/market/files/home/cutitout - an overview of a campaign trying to get more specific information on clothing labels; sponsored in part by the Maquila Solidarity Network

Sweatshop Watch: www.sweatshopwatch.org - website to empower garment workers and inform consumers

Global Exchange: www.globalexchange.org/campaigns/sweatshops/2782.html - a positive experience with garment factories in Cambodia

Campaign for Labor Rights: www.campaignforlaborrights.org - Archives on the side menu contain past campaigns against Nike, Disney Corporation, and Guess for their use of sweatshop labour, including children; also includes youth/campus activism information related to schools who have refused to order school garments, such as T-shirts, sweatshirts, and sports uniforms, made in sweatshops

Wikipedia: www.en.wikipedia.org/wiki/Sweatshop - history of sweatshops, positive and negative aspects

New Internationalist: www.newint.org - go to Back issues in the side bar, then #352 *Get It Right*, two articles: *Sisters are tapping it for themselves* and *If the clothes fit, wear them*

Global Policy: www.globalpolicy.org/globaliz/action/actionindex.htm - a long document on the possibility of free trade with Central America (CAFTA); see the section on CAFTA and the Impact on Gender for an idea of how structural adjustment programs impact on the lives and well-being of women

Canadian Research Institute for the Advancement of Women: www.criaw-icref.ca/indexFrame_e.htm - fact sheets on issues related to women

Whirled Bank: www.whirledbank.org/development/gender.html - article on the effects of structural adjustment programs on women

Reflection

Content: Interview someone in your community about the sewing that Inuit women did for the whalers, RCMP, and HBC traders. What beliefs did they have about women's work?

Collaborative: How do you think workers like Ana, Yin and Susan would like us to support them?

Personal: What other global issues about women are not discussed in this unit? How are they interwoven with the issues that have been raised here?

Go to Appendix A and rate how well you participated in the activities for this unit.

Unit 5: The Resilience of Youth

Everywhere on Earth⁹

Everywhere on earth, these kids, the children of people who work hard or who have neither work nor home, must from an early age spend their waking hours at whatever breadwinning activity they can find, breaking their backs in return for food and little else. ... they occupy the lowest rung of the world labor market:

- In the garbage dumps of Mexico City, Manila, or Lagos they hunt glass, cans, and paper and fight the vultures for scraps.
- In the Java Sea they dive for pearls.
- They hunt diamonds in the mines of Congo.
- They work as moles in the mine shafts of Peru, where their size makes them indispensable, and when their lungs give out they end up in unmarked graves.
- In Columbia and Tanzania they harvest coffee and get poisoned by pesticides.
- In Guatemala they harvest cotton and get poisoned by pesticides.
- In Honduras they harvest bananas and get poisoned by pesticides.
- They collect sap from rubber trees in Malaysia, working days that last from dark to dark.
- They work the railroads in Burma.
- In India they melt in glass ovens in the north and brick ovens in the south.
- In Bangladesh they work at over 300 occupations, earning salaries that range from nothing to nearly nothing for each endless day.
- They ride in camel races for Arab sheiks and round up sheep and cattle on the ranches of the Rio de la Plata.
- They serve the master's table in Port-au-Prince, Colombo, Jakarta, or Recife in return for the right to eat whatever falls from it.
- They sell fruit in the markets of Bogota and gum on the buses of Sao Paulo.
- They wash windshields on corners in Lima, Quito, or San Salvador.
- They shine shoes on the streets of Caracas or Guanajuato.
- They stitch clothes in Thailand and soccer shoes in Vietnam.
- They stitch soccer balls in Pakistan and baseballs in Honduras and Haiti.
- To pay their parents' debts they pick tea or tobacco on the plantations of Sri Lanka and harvest jasmine in Egypt for French perfume.

Vocabulary Box

pesticides - chemicals designed to kill bugs or plants that harm crops or bother people

⁹ Eduardo Galeano, *Rethinking Schools*: Everywhere on Earth. Summer 2004, vol.18-4.

International Labour Conventions Regarding Child Labour¹⁰

Minimum Age, 1975 (138)

Child labour is any economic activity performed by a person under the age of 15 years. However, not all work is considered harmful to or exploitative of children. Child labor is defined as work that prevents children from attending and participating effectively in school or is performed by children under hazardous conditions that place their healthy physical, intellectual, or moral development at risk.

Worst Forms of Child Labour, 1999 (182)

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 labourers.

Article 8: Countries must help each other with education and poverty eradication programs to facilitate ending the worst forms of child labor.

Vocabulary Box

trafficking - illegally transporting across nations

illicit - illegal or criminal behaviour

eradication - getting rid of, destroying completely

¹⁰ For full text of the Conventions see

<http://webfusion.ilo.org/public/db/standards/normes/appl/appl-displayConv.cfm?conv=C138&hdroff=1&lang=EN>

<http://webfusion.ilo.org/public/db/standards/normes/appl/appl-displayConv.cfm?conv=C182&hdroff=1&lang=EN>

United Nations Convention on the Rights of the Child

Abbreviated Version¹¹

All Children, from birth to 18 years, have:

The right to life;

The right to a name and nationality;

The right to be with their parents or with those who will care for them best;

The right to have ideas and say what they think;

The right to practise their religion;

The right to meet with other children;

The right to get information they need;

The right to special care, education, and training, if needed;

The right to health care;

The right to enough food and clean water;

The right to free education;

The right to play;

The right to speak their own language;

The right to learn about and enjoy their own culture;

The right not to be used as a cheap worker;

The right not to be hurt or neglected;

The right not to be used as a soldier in wars;

The right to be protected from danger;

The right to know about their rights and responsibilities.

¹¹ ¹¹ Amnesty International Canada, *Amnesty International Human Rights Kit: A Classroom Resource*, www.amnesty.ca/youth, page 56.

Case Studies: Street Children¹²

Ulaanbaatar, Mongolia

Street children in Mongolia

Mongolia emerged from Communist Party rule in the 1990s into the so-called 'free market'. The changes were sudden, bringing wealth to a few but shocks to many. Industries collapsed and the resulting poverty and unemployment led to widespread alcohol abuse and social breakdown. Some 36 per cent of the country's 2.4 million people live below the poverty line (on less than \$1 a day). Where once a social benefits net provided support for large families and runaway children were tracked down, today indifference reigns. Police estimates put the number of street children in the capital Ulaanbaatar at over 1,000. With winter temperatures dropping below -25 C, these children survive in a punishing physical environment.

Dolgion, 14, lives in a sewage pit on the fringes of Mongolia's capital, Ulaanbaatar. The air is hot and fetid, with much of the space taken up by two large heating pipes. An all-engulfing stench of rotting garbage and human waste issues from a sewage pipe below.

People call us *transheiny* [sewage] kids and shun us. I've been living like this for the last four years. Before we lived in Yarmag District [an Ulaanbaatar suburb] in a *gher* [traditional felt-covered round tent of nomads]. My mother worked as a nurse at hospital. Father had no job. As far as I can remember, he was always unemployed. Once he disappeared for several days and when he returned he gave me a plastic pistol as a gift. I never forget that gift.

Our *gher* burnt down when I was seven. Me and my classmate were playing after classes when fire started from an electric socket. The two of us tried to suppress it by throwing dirt on it. I had heard that water is no good for electricity. Firefighters arrived only after an hour when our home had already turned to smoking ashes.

A relative of my father took us in. It was difficult to live with another family: too many people, crowded place. Father tried to find another home for us, but he began to drink too much. One day my mum left, and I stayed with Father.

After Mother left us, Father returned home drunk almost every day. At the end, the family we stayed with told us to go away. We did not know where to go and just wandered the streets. Father befriended some bad men and drank with them. Often he would become too drunk to walk and collapse right on the street. I would hang around guarding him. Even if I wanted to carry him away I couldn't because I was too small then. I followed my father like this for more than a month. One day he collapsed again, and I told myself 'I cannot take it anymore' and ran away, leaving him behind alone.

Vocabulary Box

fetid - very stinky smelling

engulfing - overwhelming

¹² Taken from *New Internationalist issue 377, April 2005*, pages 10 - 27 or <http://www.newint.org/index4.html>

Four years have passed since then. I never saw my father again; I don't even know if he is alive or not. After separating from Father, I lived in District 120,000. I wandered the streets, collected food from garbage dumps, begged on the streets. I was small then and people would take pity on me and give good money. There were times I was very hungry. Once I couldn't find anything to eat for two days. At the end I fell unconscious. I learned that it's no good to lie hungry as one may die at the end. It is better to walk and walk.

As winter approached I moved to Narantuul Market [a large flea and food market]. In the beginning I picked leftovers from a canteen there. Narantuul market is a dangerous place. If you don't have friends there, children can easily beat you. They usually hang out in gangs. Children who work as market porters are usually older. The younger ones steal, rob other children.

I had a friend there named Cola. Once Cola sold a pair of shoes and it turned out they belonged to his older brother. The brother got mad and beat the two of us harshly. Blood was coming out of my ears. I ran away from there and now stay here, in a bunker sitting on the city heating pipes. Already I've been here for two years.

There are six of us living in this pit. Batbaatar is 16. Nyamdorj does not even know his age. He was abandoned by his parents when small. Auntie Uugaana is eldest at 22. Before, kids from the Sharkhad area would come, beat and rob us. But after Auntie joined us they don't come any more.

How do we live? In the morning one of us will go for water. Some wash their faces, some drink water and then we all go out to collect empty bottles. Sometimes it is very cold outside, so we wait until it is noon and gets warmer, then go for lunch at a canteen for the poor. In the evening we sell whatever bottles we've collected during the day. Together we make 2,000-2,500 tugriks [\$2]. Rarely more than that.

A vodka bottle earns 40 tugriks, one soft drink can brings 15 tugriks. With this money we buy food in the evening. Mostly we buy Chinese noodle soup. We put the noodles into a plastic bag, add water and then place them on the heating pipes. There are two large pipes running in the bottom of our bunker. They are so hot that we easily get burnt if we touch them. So in a few minutes the soup gets ready.

If we don't have enough money, on weekends we go to a place giving hot food for free. It's quite far so we take a bus. We don't pay for the bus ride. Many poor people go there on Sunday, so the ticket conductors know.

When we have some spare money, we go to PC game room. It costs 400 tugriks [\$ 0.35] to play for one hour. We have to clean our clothes by rubbing them with snow, wash our faces and hands. Otherwise they won't let us in. They allow us to play only when there are few people there. But with the money we have, we can only play 15-30 minutes each.

Earlier it was much easier to collect bottles. They are becoming rarer now, fewer and fewer every day. People store bottles and cans at home and then sell them themselves. The apartment blocks' concierges collect the remainder. And some adults now own the garbage dumping places. When we go there they chase us away.

Clothes are hardest to get. None of us have good clothes - let alone a warm sweater. We don't even have underpants. We find our clothes mostly at garbage dumps. The winter jacket I wear now was given by a man who knocked me down with his car. I was about to cross the street just near the [General] Zhukov Museum when a car came over and its side mirror caught and dragged me. I was carried for a few metres and fell down with such force that my jaw was completely displaced, hanging loosely. When I came to I found myself lying on a white hospital bed. When I got better, the man gave me 60,000 tugriks [\$50]. He said he would help me whenever we happened to meet again. One month later I saw him and he took me for a lunch and bought me this jacket. He's a good man.

Seeking shelter

Why don't we go to a street children's shelter to bathe? True, they don't charge money. But we have no soap and no clothes to change into afterwards. If you hadn't given me a T-shirt [referring to a gift from the interviewer], I would wear the winter jacket alone. Without socks and underwear, it is very easy to get sick in the winter cold.

One of my friends died of pneumonia. He was a year older than me. We hung out together in District 120,000. There was a niche in the wall on the second floor. We would climb there by rope and sleep at night. That day I covered him with my jacket and went out to find food. When I got back he did not wake up. I put my hand on his nostrils; there was no breathing. I immediately called an ambulance, but it never came. It is free to call police and ambulance from public telephone, you know. [Hospitals do not accept children without health insurance.]

Later on I was interrogated by the police. Luckily there was a female officer handling my case. She asked me to tell why my friend died and I told her the truth. Then she told me to repeat this in court. The trial took place in a very small room. The judge was going in and out. At the end he said 'Innocent, innocent', and told me to go away.

Shelters? I've been once or twice. Many kids at the shelter learn taekwondo fighting at the nearby sport club. When they hit their feet fly as high as my face. The older ones bully and beat other kids. When New Year gifts were distributed older boys went round the rooms and collected all of them from us. They ate our gifts for days. Older boys are mostly abandoned children brought up in the shelter.

Children's rights? We have nothing. We're just like human garbage. Nobody needs us. Anyone can come and beat us. I want to go to a place where there is no beating. Recently children from that house [points to a residential apartment block nearby] came over and hit us all for no reason. The police come to us only if a theft happens nearby. They take us to the police station where they beat and beat demanding we confess to stealing. They force us to sit on a stool like this [arches

Vocabulary Box

conciierge - staff who take care of residents in a building, often work at a desk at the entrance

niche - a small space set back in a wall

interrogated - asked questions, sometimes causing fear or pain to get answers

his back] and then beat us with batons. Or they tie you tightly on a bench, insert a wooden pole between the legs, right below the crotch and then start rolling it... so-o-o painful.

Once, right when they were doing this to me, a police officer came in. 'What are you doing?' 'He has stolen things,' answered the man hurting me. I screamed 'I did not steal anything. They torture me, telling to admit that I did.' The officer ordered them to release me. This happened last year. Now the police are a bit quiet. Once in a while they come over our pit, look inside with flashlights and ask if we have knives or other weapons.

People rarely help us. Most are suspicious of us, thinking we are all thieves. There is a man named Ochir who lives nearby and operates a depot where people give bottles and cans. He is a very good man. Often he allows us to sleep at the depot building. Even brings in a TV set. Channel 25's programme about computer games is good. Once I saw a programme by Gurbazar [a popular TV journalist] where twins - both now old women - meet after many years apart.

All people want to have a good life. I do not know what my life will be like when I grow up. I am afraid that I will die one day with my whole life spent like this, collecting bottles. Life is given only once and I am scared that I will see no good times.

Last summer there was much talk about giving money to children. But once the politicians got elected, no more talk of money at all. They were promising money only to get elected. I think that now they collect all the money for themselves. [The general election was held in June 2004 with the opposition promising to pay 10,000 tugriks (\$10) monthly for each child, if elected.]

Belief and disbelief

Now I believe in God. Last summer two Chinese men used to visit me bringing food in a large bowl. They even shared food with me eating from the same bowl with the same spoon. While eating they told me that I should believe in Jesus. I did not believe then. One day the two men said they are leaving for home - Hong Kong. They brought very good food for the last time and gave me 1,000 tugriks [\$1].

Before I did not believe in Christ. And then one kid told me about his revelation. After that I believed. It was only a month ago. The first thing I asked from God was to heal my sores because my hand was terribly swollen from fingers to elbow. My foot was also hurting with a wound from a burn blister. In three days the swollen hand got normal and the wound on my foot is now healing.

I met a man recently claiming to be a friend of my mother's husband. He said that she died in early August. I did not ask anything more. I simply cannot accept this.

Vocabulary Box

depot - a warehouse

revelation - when God reveals himself

When I grow up, I will own a bottle collection point. Most important is to get documents. When I turn 16 I will get a citizen ID card, then work for a while to collect money. With this money I will set up a collecting point.

Other dreams? Well, I will find my parents. I will work all on my own and will find them myself. When I find my parents I will buy a house and we all will live together. I don't believe that my mother died recently. I simply do not believe it.

Toronto, Canada

Street children in Canada

There were 66,532 missing child reports made to Canadian police agencies in 2002, of which 52,390 were classified as runaways. About 75 per cent return to their homes within a week. One study indicated that more than 70 per cent of street youth leave home because of physical or sexual abuse. According to a Canadian Government report, many homeless youths survive on a day-to-day basis by couch surfing or living in overcrowded or unsuitable housing. In Toronto, an estimated 6,000 young people aged between 15 and 24 years stayed in emergency shelters in 1999. The Canadian Government is trying to help by funding employment training and improving access to shelter and housing.

Nicole turned 18 panhandling on Toronto's streets. Leaving home meant hard knocks and hunger at first, but she is determined to pull through.

I grew up in a small town. My mom and dad split up when my sister was just a baby. When I was a kid, money was tight. I don't remember my mom having a job. She used to volunteer at our school - stuff like that. For clothes we would go to shelters or second-hand stores. It was a rough time. But my mom and I were close. I remember saying: 'I don't want to get old and if I do, I'm not going to leave you.'

School was fun 'til they tried to change me. I was 13 then and when you're 13 you start doing your own thing and finding out who you are. I was dressing in baggy clothes and getting into trouble at school. My mom had just met my stepdad. He didn't like me and used to beat me up. He'd say that I was going to get myself into something that I couldn't get out of. He was the mess that I couldn't get out of! Once he banged my head again and again on the table. I told my real dad about it but he pretty much said it's my stepdad's house and he can do what he wants. It was his word against mine. I felt like I was on my own and I had to take care of myself.

My stepdad kept saying that all my friends were stealing so I must be stealing too. Then I went out and did a stupid thing. I became a tag-along in an auto theft. That was the first and last time I got into trouble with the police. My mom and stepdad came to the police station and said: 'She can stay in jail and learn a lesson.' After that it was: 'You're going to a foster home. We're gonna send you away to these places for good.' My stepdad said: 'They will beat you and rape you at a foster home and you won't be able to do anything about it.'

Leaving home

I ran away in July 2002. I didn't pack a bag or anything. I took only a purse with cigarettes in it. That was all. I stole \$40 [Canadian dollars, US\$32] from my mom and we spent it on beer that night. I hung out in backyards and in the forest by our town and waited three days for my ride to the city. When I was hungry, I went to my friends' house when their parents were out and stole some food. The police were looking for me because I was on probation. But I figured if I didn't run away, I would've done something stupid or been sent away. When I got to Toronto, I called my probation officer and said I'd run away because of the situation. She agreed because my dad had called her and told her that my stepdad was beating me, and that's the reason why I got arrested. If you get hit you should tell someone - you shouldn't put it off.

My boyfriend Mike gave me a ride to Toronto. I was 15 when I ran away, and Mike was 23. My parents didn't know about him. In Toronto we crashed at Mike's friend's house for three weeks. Every day it was just walking around and stuff, and sleeping a lot. It was summer so it wasn't that bad. I found out that they play free music outside City Hall, so sometimes I just went there and listened. I didn't get on welfare for five, maybe six months. And it was hard to get on it because I wasn't 18, the regular age. They couldn't understand why I'd be 15 and run away from home.

It was two years before I saw my mom again. Mike was on welfare. At first the only money I got was from him. I wasn't worried about what to do the next day or where to sleep because at least I was out of a situation that I wanted to be out of. I had no clothes except for this thin pair of pyjama bottoms and a tank top that I wore for almost a month. I don't remember eating much and I lost a lot of weight. During the first five months food banks were my best friends. I don't think I'll ever forget the pain of hunger.

I stopped being shy when I was panhandling. People talked to me and I talked back. Some people would have conversations with me about dropping out of school and why I was on the street. One lady took me to Burger King for food. Once I had to fight for my corner of the street. A guy using a walking frame was yelling at me: 'You're taking all my money,' so another guy who washed windows told him to leave me alone, that I was a girl.

While I was panhandling, Mike sat in Coffee Time - in the smoking area - watching me. I didn't know he was there until once he came out because somebody was talking to me for a long time. I met some people on the street who were just watching me. This one guy got off the streetcar and said: 'I live over there. Do you want me to watch you?' He would just come out every once in a while, see how I was doing, and on the days I had no money he gave me some change. I said to him: 'There's nothing that you need to give me. Just watch me and make sure nothing happens. Like, if the police come, tell them: "She's done nothing wrong."'

When I first came to Toronto I met a girl who was just getting out of prostitution. I learned from what she told me. She was going through a lot. Many girls told me how hard it is to get out. If you get into the wrong group then maybe you can't, but if you don't then you're pretty much dead.

Cold cash

If you meet a girl on the street and she's into prostitution, if she's not trying to get out then she's gonna try and pull you in. I thought about it plenty of times. In 10 minutes I can have 50 bucks. But it's 10 minutes of torture, pretty much, because who wants to do that?

Vocabulary Box

panhandling - begging for money on the streets

Even though it's hard for me to trust guys, I don't really feel threatened by them. If I'm in a room by myself and they're flipping out, then I'm terrified. But if I'm on the street, and I know there's other people around, and I get confronted by a guy, I'm one hundred per cent - I'm like a bitch. I'll stand up to them no matter what and I'll threaten to hit them. And if they hit me I'll go after them because I've been through crap that I don't want to happen again.

What I think is particularly wrong is how the police don't treat prostitutes the same when it comes to rape. Rape is rape and everybody - no matter who: even if they were willing [at first] and then they changed their mind and said no - they should still be treated the same. And I know. I've talked to these girls.

When it comes to panhandling, us girls might get more money, because people won't question us as much on [things like]: 'Oh is it going straight to drugs?' and stuff. But then people will say: 'I'll give you a hundred dollars if you spend a couple of hours with me [for sex].' People just assume more from us. They just think we're something totally different.

There's always that one drug that will pull you in. For me it was ecstasy. It helped relieve me of stress. Makes you happy. Forget about your problems. I was hooked for a couple of months. All my money went straight to that. What's really, really hard is coming down from it the next day. When I had a good binge on it and came down I was the biggest bitch alive. Coming down you feel really weak because when you're high you don't eat or drink water, so you feel dehydrated. When you come down you think about everything again and remember why you took it in the first place.

I stopped partying and started getting clean after my 18th birthday in July. The main thing I've learned since getting clean is that I need my education. It took me two years to go back to school. Even though here at Beat the Street [literacy upgrading for street youth] you don't get credits or anything, it's still working towards what I want to learn about. I've wanted to be a chef since I was a little kid. I just love working with food; I like to be creative with plates, giving a meal more colour - things like that.

My choice to be with Mike was an opportunity to get out of the situation at home. And afterwards, we just grew together. He helps me a lot and I was helping him with his problems at the time. He had an addiction, so when I first got with him he was just getting clean. He's been clean for the whole time we've been together and that's going on almost three years. So I guess I was his ground support.

If it wasn't for Mike I wouldn't have gotten in to the training programme, because I was pretty much depressed and didn't want to do anything. You get to the point that you don't even want to get out of bed. He kept telling me about his situation and what he went through and what he didn't do. Just knowing his mistakes ahead of time meant I didn't have to go through all of them myself.

I was feeling guilty for a while after I ran away from home until I spoke with my stepdad. He was like: 'Oh this is what you wanted and now this is what you get.' Once I heard that, I thought: 'Well, I don't really care'. I'll admit, if my stepdad wasn't there, I'd still be at home. But I'm out here for a reason. I'm not regretting it any more.

I learn from my mistakes. We all know what we have to do to help ourselves. And we need to find the strength inside to ask for help. Go to anyone you trust. Talk about it.

Montevideo, Uruguay

Street children in Uruguay

Joblessness runs at 20 per cent in Uruguay. Agriculture is faltering and the economy is in crisis. Today half of Uruguay's 3.3 million population lives in the capital, Montevideo. Street children here all leave home for different reasons: some are thrown out as they are one mouth too many to feed; others choose to leave striving for independence or because home life is intolerable; yet others have lost both parents. Local NGO Vida y Educacion estimates their numbers at 3,000. Often as young as three years old, accommodation and basics like food and clothing are huge problems. The children take to begging, scrounging in bins and working illegally on the streets. Lack of education limits future possibilities and also is the cause of much pregnancy. This situation of children raising children on the street creates a vicious circle. The general public's lack of understanding and sympathy perpetuates it.

Ricardo's scarred hands are always busy - wiping the faces of smaller children, opening doors for others, picking up dropped items and returning them. He is desperately trying to give to others that which he has never had on Montevideo's unwelcoming streets - comfort, pleasure and the security of knowing that there is a helping hand when you need one.

My name is Ricardo and I am 16, but not for much longer. My birthday is in January, although I have never received a birthday present in my life. I've been living on the street for the last six years.

My parents are living but not together. My mother ran off with my father's brother, though not before having nine children with my father. Now my father has a new woman who is pregnant with a new brother or sister for me. Two of my sisters have children so I have two nephews that I love very much. [The family live in a slum shack made of corrugated iron with dirt floors and no facilities.] I don't see my mother much. My father cannot work as he has problems with his back.

It was my choice to live on the streets and not with my family. There were too many of us living in the small house in the cantigrill [slum]. I did not get on with my sister. She was the oldest and took control when my mother left. I didn't like this. We've never got on very well. Also there wasn't enough money for all of us to eat. It was terrible. So I took to the streets to be with my eldest brother who was already sleeping there, as were two of my other younger brothers. He lives in Parque Rodo [an amusement park; many children sleep in its abandoned underground bathrooms] and we could beg for money, as there were many people. But I was not with my brother for long. I began to sleep alone or sometimes with other children. Now I sleep in many different places but most of the time outside the cinema in Plaza Caganhua or in the bathrooms.

Vocabulary Box

faltering - doing poorly, almost failing

perpetuates - helps make something last for a very long time

corrugated iron - sheets of folded iron, used for roofing, siding, sea cans

I have to work. I don't go to school, I can read and write very little [he's very proud of his elaborate signature] and am too young for a good job, so I sell estamjatos [cards with religious images] on the street, on buses or in restaurants. I often get pulled out of places by the arm and people shout at me to leave. Other children sell these cards too: many are forced to by parents who need money for alcohol. So people are wary about giving money. This makes my job more difficult. Usually I work from 9am to 4pm, but I never eat anything until I stop, which is when I've made my money. I make a maximum of 200 pesos [\$7] per day.

In the morning I wake up and wash my face - in the fountain if I sleep in the plaza or outside the cinema and in the sea if I sleep in the bathroom. Then I work till 4 pm and after that I buy milanesa [meat coated in breadcrumbs], drink wine and smoke marijuana. If I am drunk, I like to go to the beach. I drink and smoke marijuana often but only take pastabase occasionally [a form of crack cocaine, highly addictive and very cheap] because I only wish to try it. I don't like it because it makes me crazy. I buy it from a house, from a man who sells to us children. I can give you the address and phone number if you like. [Dealers invite children into their homes with offers of food in order to get them hooked.] I smoke and drink because I need to forget my day - my situation, my life, is difficult and I need help to sleep.

Life on the street is hard enough but the police and other strangers make it worse. There are people on the street who molest children. I have been raped. The police are very violent with us; they don't help us children, not even a little bit. Once when I was very hungry and desperate for clothes, which I couldn't buy with my 200 pesos, I robbed a lady. She was walking down the street and I took her handbag. A policeman saw me. He grabbed me and beat me, no-one stopped him. Then I was put in prison for nine months [in an adult prison without trial at the age of 14]. The prison was horrible. Horrible. The police beat me; they sprayed teargas or pepper spray or something in my eyes regularly. I was alone but at least I got 4 meals a day. That was great. [He shows his torso covered with scars and cigarette burns.]

Other people do worse things. I knew a kid, nine years old, who slept in an abandoned car that had no wheels or windows because it was warm in there. One night a man came with a lighter and burned him alive. When we went to the police they did nothing. Nothing. I don't understand why a man would do this, the xxx... The kid was only nine! It was a horrible thing to do, and for what? I don't understand.

I have many friends on the street but they are not true friends. They are friends only when I have money. My only proper friend - the one I can trust - is Nicholas. [Nicholas has been on the street for many years and is caught in a downward spiral of aggression and poverty due to his pastabase addiction.] I had a girlfriend but we split up as you need more money when you have a girlfriend. Our band of kids is called Gurises en la misma [children in the same situation].

The best thing in my life is that I have studied bakery a little bit. The worst was my time in prison. It made me realize I was better off living with my father because the police wouldn't arrest me again, so I am trying once again to live with them. Even though my relationship with my sister is a little better, we have a new problem. The slats in the house have collapsed and we cannot afford the money to fix them, so it looks like all of us will be living together on the street by the end of the week.

The things I like best are bakeries, meat pies, milanesa, local rock music and soccer - my favourite player is Penarol. The only thing I hate in the world is the police. I am afraid of the dark. I can't sleep without light. In the bathrooms it is pitch black when the door is shut, but if the door is open the police can see or hear me so I shut it. Then all I can do is listen for the police approaching.

If I could wave a magic wand and change one thing in the world I would have my mum live with my dad again. My dad is not so good. My dreams for the future are that I could work in a bakery, live in a proper concrete house, have a wife and start my own family. I want 15 or 20 children! But in reality none of this will happen to me. Nothing that I want can come true.

I have one message for people: if at any time there is a child in the street without anything, somebody give him a plate of food. Gracias.

Manila, Philippines

Street children in the Philippines

Glaring inequalities have been the curse of the Philippines, a land blessed with abundant natural resources. Over 50 per cent of the population lives in dire poverty and land reform is long overdue. Undeclared civil wars are effectively being waged in rural areas as resistance to land grabs and movements for better wages are crushed by military and paramilitary force. In the cities, gleaming supermalls are built over the demolished homes of the poor. The Government's wooing of transnational corporations threatens the viability of domestic industry.

The Government estimates that there are 222,400 street children with up to a quarter living in Metro Manila alone. Some NGOs think the figure is several times higher. UNICEF estimates 5.85 million children live in slums under the threat of violent evictions and more than 100,000 are forced into prostitution and pornography. Sex tourism is rife. Malnourishment among schoolchildren runs at 60 per cent.

*No-one would guess that **Lean-Joy** (17) - neatly dressed and ever-smiling - lives on the streets. But on the outer fringe of Metro Manila's choking urban sprawl, renting a house is prohibitively expensive. When we meet her, Lean-Joy is minding two of her younger siblings, one an infant. Her determination to build a better life is strong as iron.*

Once we rented a house. But it burnt down: nothing was left. Then we went on to the streets and that's where we've lived ever since. It's almost six years now. Our whole family moved to the streets and we've stayed together. We're six children - three sisters and three brothers. I'm the eldest. I look after my brothers and sisters.

My father began vending cigarettes and candies; my mother had a *carinderia* [eating shack or canteen]. Now my father is a barker [someone who shouts to get passengers into *jeepneys* in return for a small sum from the driver]. I work as a helper in the carinderia of my godfather. I was 10 when I started.

It's not beautiful in our area. There are many snatchers [people who snatch bags and valuables and make a run for it] and people shooting guns. Outsiders view us with suspicion.

I'm studying even though I'm on the streets. I go to school at 12 noon and go home at seven in the evening. I work from 7pm to five in the morning. My father does his barking while I work in the canteen. I also vend to the passengers during the night. I shout '*Balut, penoy, palamig!*' [ducks' eggs, eggs, juices], the things that I sell. We work close by, my father and I. I am always with my dad. He watches over us because we sleep on the streets. A drunkard might harm my brothers and

Vocabulary Box

abundant - a large amount, more than enough of something

transnational - across two or more nations

viability - the possible survival

evictions - legally kicking someone out because they did not pay rent or a mortgage

rife - common, it happens a lot

sisters. It happened once when a drunkard did something to us - a very bad thing. That's why our father watches us. He sleeps in the daytime when he is not afraid any more because we are not on the streets then but at school.

Whenever we sell, we get chased by the MMDA [Metro Manila Development Authority]. They say it's prohibited for vendors to be on the pavements. They destroy some of the items we sell; the others they keep for themselves to give to their families. Sometimes when we sleep on the pavements the DSWD [Department of Social Welfare and Development] people try to catch us. We run so we won't be caught. If they catch us, they interview us. They say they will give us a house or a place in a centre, but that never happens. My mother got caught. One of them told her that we'd be given a house, but up to now there is nothing.

I sleep around five hours a day. I don't feel too sleepy in school because I'm used to it. I already had this kind of life when I was young. I joined my grandmother selling things then and she also worked during the night.

My teacher knows that I work and I've told her that I sometimes sleep in class. She says that even if I work I should still study well. She told me that if it's OK with me she will get me [meaning the teacher said she is willing to take Lean-Joy over from her parents - an informal adoption].

We don't have a house, but I don't want to be adopted because there is no-one who will take care of my brothers and sisters. [Here she breaks down. Clearly the choice between a potentially more comfortable life and all her responsibilities with her street family is distressing.]

I cannot depend on my parents now because they are taking care of my siblings. I need to strengthen my heart; I need to be stronger while I'm still on the streets so that I can protect myself from the people who abuse me. I shouldn't lose hop because it won't be forever.

I pity my siblings because they don't have enough sleeping time and they might not be able to go to school any more. I myself am in second year of high school [eighth year of schooling]. After I finish the fourth year, I will help my father so that we can have money to rent a house so that my brothers and sisters will not be afraid to sleep any more because there will be no-one around to harm them. We can't go back to our province because my mum says we would not have food there. And my father's work is here.

To the people in power I want to say that I hope they will not abuse their honour because many people are affected. I want to tell our Mayor: 'If it's not OK to sell, I hope that they will just tell us to remove our stuff and not destroy it.' Or maybe he can make a place where the vendors can sell their things. He should not harm vendors and they shouldn't give away the things we sell because it is like stealing them from us.

As for our President, I hope that she will give jobs for poor people. Also to look on those who do not have homes: I hope that she will give houses to them. She has promised it already but it was not implemented. That's why graduates work in other countries - to earn more money. They leave their families here and are not able to take care of them. They cannot see their loved ones because they have to work for them to be able to live, because they cannot depend on their employment here in the Philippines, because she is not giving jobs to the Filipinos.

I've known Childhope [an NGO for street children, see box] five years now. Without them I wouldn't have been able to learn how to protect myself from those people who abuse me and I wouldn't be able to go to school. They give school supplies and if we don't have rice, they give us rice. I won't leave them even if I grow old. I'll work for them so that I'll be able to help other people.

If the time comes that I have my own family, I will have a house by then. I will do everything so that my children will not experience how it is not to have a home.

I'm a junior health worker already. I can bring children to hospitals who've had accidents, and I've had training in giving first aid. With the street educators we teach street children about their rights. After the teaching session we take the children to eat in Jollibee [local fast food chain].

We are five junior health workers. There are about 50 children in my area and all of them are our friends. They call me até [older sister]. But it can't be avoided that they do something bad because they are street children. If they don't have food to eat sometimes they steal food in the market. If they tell me I scold them because it's bad. They then tell me that they won't do it again - they'll just ask, and they won't steal any more. It feels good that so many people trust you.

This is what I want to say. For the children - in all the trials that come your way - do not lose hope because your life will improve. Study hard so that your dreams can come true. For the adults - I thank you. I am grateful that you don't get tired helping your children with their problems and don't neglect them. Let us pray that the Lord will guide us so that our lives will be happy.

Hep C Positive: Living positively away from my homeland¹³

Told by a single parent Inuk woman who is Hep C positive

Living in the south was a dream come true in my teen-age years. The lights, the parties, guys, freedom from being told what to do ... etc. Well let me tell you something, that dream so became a terrible nightmare for the next 22 years.

What was supposed to be a party soon became an addiction. What was supposed to be love soon became hate. What was supposed to be freedom from being told what to do soon became loneliness, a longing for your mother and even siblings. What was supposed to be self defense soon became violence head on.

Did I really ask for this when I was born? Hell no!! Did I dream of injecting drugs? NO. Did I dream of doing anything your man wanted? NO. Did I dream of hitting my boyfriends/husband? NO. I thought that if you or your boyfriend was jealous it was love. I thought that if I can buy drugs to please a man by doing anything I was "it". Did it make me feel what I thought was love? Yes. Little did I know that this "love" was eating me alive slowly but surely out of all my dignity, respect, honor, trust and the right to be happy and more importantly, my health.

What have I got to tell you? I have Hepatitis C. Which, if I don't watch what I eat, drink, use, I will surely die a terrible death. I will turn yellow to the point where I will even turn green and still be alive. I will have to be changed from diaper to diaper and with the shortage of medical personnel, I will rot in my own shit, too weak to do anything about it. Watch out!!! This could be you or me or anyone else.

How in the world did I catch this disease? I don't know. Maybe unprotected sex, maybe from sharing needles, maybe I got it when I had a blood transfusion, or maybe I got it from getting tattoos. I don't know. Did I get it while I was living up north or down here? I don't know ... all I know is that I am positive for the hepatitis C virus.

How have I changed this predicament? I have found that by going to treatment for drugs/alcohol, I have realized that there was way more to why I had left my family in Nunavut. So much violence, so much secrecy, so much shame that my parents never talked about.

Vocabulary Box

predicament - a difficult or dangerous situation

¹³ Source: *Sexual Health, HIV and Hepatitis C UPDATE*, Volume 2, Issue 1, Pauktuutit Inuit Women of Canada.

Drugs and alcohol was a way for me to escape and belong to a crowd of other lonely hearts who only wanted to be loved.

How can you protect yourself and others without the feeling that you are doing something shameful or bad? Use condoms like there is no tomorrow. Using condoms makes me feel clean. Stick to one person whom you love and trust and both get tested for any sexually transmissible infections, HIV/AIDS and Hep C ... even after being together for a long time, this is a healthy practice because we don't know what we are getting into contact with these days ... could be something as small as a paper cut.

One of my favorite meals is a hearty caribou stew with fried bannock ... I have to watch out how much I eat because I get sick. I cannot eat eggs and bacon more than once a week because I will get sick. Heaven forbid sausages...heartburn madness right there!!!

Watching what I eat, choosing a healthy lifestyle without drugs or alcohol and the best thing...tadam...walking. Walking off what I eat after supper...what a good feeling.

Had I taken the necessary precautions or at the very least had access to information about the risk factors of Hepatitis C, I might not be Hep C positive today. Having Hep C does not mean that I stop living. I live my life and I do what I can to educate others about the risk factors and let people know how they can prevent this virus from becoming a part of their lives. Or, for those who are Hep C positive like me, perhaps share some things that I do to prevent myself from getting sick.

Tips on living healthy with this disease

- Avoid greasy food, or if you eat it, do it very moderately.
- Avoid excessive drinking. If you have addictions issues, it is suggested that you abstain from alcohol entirely.
- Avoid drugs of all kinds (unless they are prescribed by a doctor).
- Drink artichoke tea (I got this idea from this wonderful nurse in Montreal - thanks Solange).

Some ways Hepatitis C is spread

- Hep C is spread when blood or other body fluids containing blood infected with Hep C virus get into the bloodstream of another person.
- Sharing needles and drug use equipment such as spoons, filters, water, straws or pipes can transmit Hep C from one person to another.
- Unprotected sex when there are open sores.
- Contaminated toothbrushes, razors, and nail clippers.
- Mother to child transmission is low at 5%-10% meaning that if the mother is infected the baby may be at risk.

How can I protect myself from Hepatitis C?

- Do not share any needles or equipment for drug use (straws, pipes, etc.).
- If you are getting a tattoo, make sure that the tattoo parlor is certified with appropriate cleaning devices and procedures.
- Do not share your toothbrush, nail clippers or razors ... not even with people you know and trust ... it's better to be safe than sorry.

How important is your life? How important are the lives of others? Living with Hep C, I now realize that me, my two kids, family and friends are the most valuable people I have for my tremendous will to fight this disease and to live ... not survive but to live a comfortable life from where I can tell you, the reader, that life is of way more worth than any drugs, alcohol or disease. Get on the boat with me and tell people about the benefits of early preventative testing and go through the tests with your special someone .. .and who knows ... maybe you will make a difference in someone's life.

Okay, I was going to do a little article and now I am hungry so I think I have said just about what I can for now.

Remember this, you are worth every ounce of your soul to live and be happy regardless of whether you are hepatitis C positive or not. You can change this death sentence by getting tested and using all precautions necessary when making decisions about your sex life, tattoos, blood transfusions, sharing needles, toothbrushes etc ... please be wise and don't despise me because of my positive reading ... I am happy now.

Unofficial Summary of Articles¹⁴

Article 1	According to the Convention, a child is a person under the age of 18 years.
Article 2	Children have the right to be protected from any form of discrimination.
Article 3	The best interests of the child must be a primary consideration in all matters that affect children.
Article 5	Parents have the responsibility to provide children with guidance in the exercise of their rights in a manner consistent with the child's evolving capacities.
Article 6	Children have the right to survival and the state has the responsibility to ensure the child's survival.
Article 7	Children have the right to a name and to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.
Article 8	The state has the responsibility to preserve or re-establish the child's identity (name, nationality, family).
Article 9	Children have the right to live with parents and maintain contact with both parents unless this is not in the child's best interests.
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 11	The state is to take measures to combat the illicit transfer and non-return of children abroad.
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.

¹⁴ Copied from UCCB Children's Rights Centre, *Children's Rights and Global Citizenship*, Appendix B. The articles that appear in bold are the Convention's four guiding principles.

Article 14	Children have the right to freedom of thought, conscience, and religion, subject to guidance from their parents.
Article 15	Children have the right to freedom of association and peaceful assembly.
Article 16	Children have the right to protection against arbitrary or unlawful interference with privacy.
Article 17	The state has the responsibility to ensure that children have access to information from a diversity of national and international sources.
Article 18	Parents have the responsibility to provide for the best interests of the child and the state has the obligation to assist parents in their child-rearing responsibilities including in the area of child-care services.
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 21	The state has the responsibility to regulate the process of adoption where it is permitted and to ensure the child's best interests shall be the paramount consideration.
Article 22	The state has the responsibility to provide protection and assistance to children who are refugees.
Article 23	Children with disabilities have the right to special care and assistance.
Article 24	Children have the right to the highest attainable standard of health and access to medical services.
Article 25	Children placed in care have the right to have all aspects of the placement reviewed regularly.
Article 26	Children have the right to benefit from social security.
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 30	Children of minority communities and indigenous populations have the right to enjoy their own culture, practise 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 32	All children have the right to be protected economic exploitation and from doing any work that is harmful to their health, safety or education.
Article 33	The state has the responsibility to protect children from illegal narcotic drugs.
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 36	The state has the responsibility of protect children from all other forms of exploitation (in addition to sexual and economic exploitation).
Article 37	Children in trouble with the law have the right to due process of law, to be separated from adult offenders, to maintain contact with family members, and to have prompt access to legal assistance.
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.
Article 39	The state has the responsibility to ensure the recovery and social reintegration of child victims of abuse and neglect.
Article 40	Children in trouble with the law have the right to due process of law and to have available alternatives to institutional care.
Article 42	The state has the responsibility to make children (as well as adults) aware of the rights of the child under the Convention.

Case Studies: Child Labour

Reflections on Child Labour

The things I admire about this person are

The person is doing work that violates the International Labour Conventions Regarding Child Labour.

Article 138 - Minimum Age Yes ____ No ____

Article 182 - Worst Forms of Child Labour Yes ____ No ____

The person is doing work that violates the following articles of the UN Convention on the Rights of the Child.

#____ #____ #____ #____ #____ #____

In your own words, what do you think is the most serious Right that this person should have?

What is the reason that this person is living like this? Does this happen in Nunavut?

What could be done to make a significant change in working children's lives?

Miguel's Story

More than 100,000 children work the streets of Medellin, but Miguel is the one I know best. He stands about four feet tall with a bristle cut and the smile of a natural-born salesman. Selling candy on the city bus, Miguel helps support a household in which everyone contributes. But he's also a ten-year-old kid who likes candy, and that's where self-discipline comes in. Every day, he says, he allows himself to eat one - and only one - piece of his wares. "If I ate more than one, I'd eat them all," he says.

Miguel lives with his grandmother, who works in a factory shucking corn, and his grandfather, a watchman, along with four young uncles and his two brothers in a two-room apartment in a northern barrio. Like so many of Medellin's working poor, Miguel's family left the coffee-growing countryside to escape the violence there. When he was a toddler, his mother abandoned Miguel and his brothers. "She threw me away, so my grandparents came and picked me up," he says. Once he saw her in a photograph. She had long red hair and her skin looked pale, but that's all he remembers.

Each morning his grandmother gives Miguel 2,000 pesos (about 75 cents). After school he goes to the candy store to buy a bag of coffee caramels. Then he gets on a bus and announces to his captive audience of shopkeepers and factory workers: "Excuse me, ladies and gentlemen, I'm sorry to take your precious time, but I am selling candy." It works. He makes about 4,000 pesos a day and delivers the money to his grandmother.

When Miguel and I last spoke, it was several weeks before Christmas. I met him downtown after school and tagged along as he bought candy and worked the bus up the valley until we reached his neighborhood, call Zamora. His grandmother came in from the corn factory, and we sat on the two beds of their apartment to talk. Weeks earlier Miguel had told me he wanted a bicycle for Christmas, but that was clearly out of the question. In fact, his grandmother said, they would ignore Christmas entirely. Miguel and his brothers would have the day off from school, of course, so she planned to take them to the factory to shuck corn, where they could pretend it was just another Sunday at work.

Vocabulary Box

shucking - removing the outer layer of leaves from corn, or other vegetables

¹⁵ Eliza Griswold, *National Geographic*, Medellin: Stores from an Urban War, March 2005, p. 90.

Assane's Story

Assane is 10 years old and lives in Senegal. He works as a shoe-shine boy in the capital city of the southern region, but his home is in the north. He had to leave because his people, the Toucouleur, are becoming poorer and poorer.

Traditionally the Toucouleur people are nomads who keep cattle, but the French government has tried to make them grow rice instead. Unfortunately, rice needs a lot of rain to grow and the region of Futa Toro, where the Toucouleur live, is too dry.

I come from a village in the Futa Toro region. I used to work for my uncle, growing rice but we did not produce enough so he sent me away.

Sometimes there wasn't enough food to eat in the village. We worked very hard, but there was not enough rain. And rice needs a lot of rain. But we Toucouleur always find a way to survive. If we can't make money as farmers, then we go out and become traders. That's what my family wants me to do.

My uncle told me that it would be hard for me in the city, but he also said that it would be good for me, even if I didn't bring back any money. "With travel you gain experience," he said. It is good for me to know suffering when I am a child so that I will appreciate life when I am older. That is the way of the Toucouleur people.

Of course I was scared to leave home, but I also wanted to go. Before I came to this city, I already had some experience of leaving home and earning money.

Last year, I went to the town of Bakel for three months, between the rice planting season and the harvesting time. I sold juice on the street for a market woman. I came back to my village with new clothes and gave my uncle money. He was very happy with me. That's why he wants me to go away again this year.

I am proud that my uncle has sent me. I hope I can make lots of money. I hope I can go back to my village and give all my relatives presents. And I will wear jeans and sneakers. Already I have bought this nice T-shirt I'm wearing. When I was in the village, I just wore rags.

Vocabulary Box

nomads - people who move from place to place by season to follow food supplies for themselves or their animals

¹⁶ Taken from http://www.newint.org/easier-english/child_labour/assane.html , slightly adapted.

My aim in life is to be a big trader. My father died when I was a baby, so my uncle inherited his land. When my uncle dies, the land will go to his sons, not to me. That is why I must be a trader. I want to go to Bangkok and bring back textiles and jewellery to sell here. Then, with the profits, I will open my own store. That is what my people do. If you go to any town in Senegal, you will find us with our little stores. My friend's uncle has a big store in New York.

I am now on the third step to my life's goal. The first step was working for my uncle, growing rice. The second step was selling drinks on the street. Now, the third step is being a shoe-shine boy.

It's not easy. You have to find people who look as if they have a little extra money. Then you have to persuade them that they want their shoes to be shined. Sometimes they won't pay you. They say, "Oh, I don't have any change. I'll pay you next time." And you never see them again. Also, people won't pay if you get any shoe polish on their socks. That's why I want to stop doing this job soon.

I want to learn how to repair shoes. Then I can work for the older boys who are shoe traders. The older boys go to Dakar [Senegal's capital city] and bring back broken shoes. The younger boys repair them. I have already started to help repair shoes. My friends think I am learning very quickly.

So my fourth step will be to repair shoes and my fifth step will be to become a shoe trader, like the older boys. But when I go to Dakar, I won't just bring back broken shoes. I will bring back many kinds of things. That is how I will get rich.

I don't need to go to school. What can I learn there? I know children who went to school. Their families paid for the fees and the uniforms, and now they are educated. But you see them sitting around. Now they are useless to their families. They don't know anything about farming, or trading, or making money. Even though I have never been to school, I can count and quickly give the correct change. I also know how to bargain with customers and always make a profit.

The only thing I need to learn is how to read and write. But I have started. People from ENDA [an organization based in Dakar] teach me and my friends every Tuesday evening. That's good because it fits with our work schedule.

My friends told me that a white woman came to talk to them once. She told them it is bad that children have to work. She wanted all children to be in school. But she went away and never came back. I'm glad. If anyone tries to put me in school, I will run away. I couldn't make any money if I was at school. Then I would be ashamed ever to go back to my village.

Vocabulary Box

textiles - woven fabric, cloth

Kumar's Story

Kumar's father was a poor farmer who borrowed money from a money-lender. He could not pay back the money, so the money-lender took away their land. Kumar's father went to India to look for work. Kumar's mother worked in other people's fields and earned very little money.

Kumar was eight years old. He had to stay at home and take care of his younger brothers and sisters. One day, he ran away from home and walked 30 kilometres to a small town.

When I left home, my only idea was to escape. I got a job in a hotel. I had to get water and wash the dishes. The water was icy cold. Sometimes I had to go to the forest and collect firewood. I was not paid, I was just given two meals a day. At night, I slept on the tables after the customers left. I got bad sores on my hands and became sick, but sick or well, I had to work.

After a year, I left and walked to the next town. I worked as a porter there, and lived on the streets. The older boys used to bully us and steal from us.

One day, a man told me that he could help me to get a job in Kathmandu [Nepal's capital city]. The man said that I would be trained to make carpets. He said that I could go to school, and that I would be given good food. After I finished my training, I would be able to earn a lot of money.

I saved for six months to pay for the bus fare to Kathmandu. But the man was a cheat. He took me to a big factory that was full of children, mostly girls. I was only ten years old, but I was not the youngest child.

It was like a prison, we were locked inside. We worked from 5 a.m. until midnight making carpets and we slept among the looms. We were not paid anything. Many of the children had bad pains in their fingers because of the work. Some of us talked about why we had come to the factory. We had all been promised a better life but, of course, we had all been told lies.

We had only poor quality rice or lentils to eat, twice a day. The only time we could stop work was when we were eating. Supervisors checked that we didn't fall asleep during working hours. If we fought or if we broke our scissors or needles, we were beaten. There

Vocabulary Box

looms - machinery used to weave threads into fabric

¹⁷ http://www.newint.org/easier-english/child_labour/kumar.html , slightly adapted

was some bullying in the factory, but it wasn't as bad as on the street. But the young girls were often sexually abused by the older boys.

After six months, I was exhausted. I had pains in my hands, in my stomach and in my chest. One day, I saw a half-broken window in the toilet, so I escaped and ran away.

After that, I lived on the street. Other young children showed me where you could collect rags and where you could sell them. It was better than the factory because it was possible to have some fun.

The worst thing about living on the street was that nobody treated you well. Everybody, including adults - and even the police - acted like thieves and cheats. The police often arrested us for no reason, and they beat us or tortured us. They used special sticks, and sometimes they tied us up with ropes before they beat us.

Some of the older boys were pickpockets and thieves. They ordered me to steal valuable metals from the outsides of buildings. If I refused, they would beat me.

At first I was very innocent, but then I thought, "The police arrest me and beat me, even if I don't steal. It makes no difference if I steal or not. It's better to be beaten for stealing than for doing nothing." So I started stealing things too. One time, I was caught and I went to jail for six months. It was tough: there was more bullying and sexual abuse.

When I came out, I lived on the street again. I was the youngest kid in a group of children who were becoming serious thieves. Some of the kids would fight with security guards who tried to catch them and, one day, my head was injured.

My friends took me to a health clinic that was run by "Child Workers in Nepal". There, for the first time, I found adults who cared about me and shared things with me. I stayed in their night shelter and I became involved in the organisation's activities.

That happened when I was 11 years old. If it wasn't for that accident, I would probably be a big thief by now.

Kumar is now 16 years old. He is very good at painting; more and more people admire his talent. He plans to be a painter and also to work as a street educator, so that he can help other working children. He has made contact with his family again, too.

Paula's Story

Paula (that's not her real name) lives in the north-east of England, where there is a lot of unemployment. She is 15 years old. She is a heroin addict and a prostitute.

I stopped going to school when I was 13 because it was so boring. At first my parents didn't know, but when my mother found out, she just said, "Stay at home so that I know where you are." The school authorities used to come to my home sometimes and take me back to school. I would stay for about an hour, then I would leave again, and so did my friends. Finally the authorities stopped trying to make me go to school.

I left home and I live with a friend now. I became a prostitute about six months ago. I started taking heroin and I became a prostitute to pay for it. All my friends were taking heroin, I was the only one who didn't. Instead of changing my friends, I started taking heroin too. It was the most stupid thing I ever did.

I knew someone who was a prostitute and she was making easy money. She was 17. I asked her if she was scared of going in cars on her own - "How do you know if a man is going to beat you or rape you?" She said that you just know, your feelings tell you.

She's right. Most of the time you know if a man is ok, but one time I was raped and beaten when a client went crazy. Of course I was terrified, but I can't buy drugs without money.

The first time I was with a client, I wasn't afraid because I was with a friend. The man wanted two girls. The first time I was alone, I was scared, but it was all right. It wasn't as bad as I expected. We make them use condoms because of AIDS.

I want to stop taking drugs. Next month I'm hoping to start a detoxification programme. After that, I want to go back to college and learn all the things I should have learned in school. I don't enjoy being a prostitute.

My parents don't know. They would be shocked if they found out. I hope I'll never have to tell them. Ten years from now, I hope that I'll be settled down with a family of my own, and I'll be happy.

Why do so many kids start taking heroin? Because there's nothing to do. Even if you go to school and get qualifications, there aren't any jobs for you. Give us kids more to do, so that we don't get bored!

¹⁸ http://www.newint.org/easier-english/child_labour/paula.html , slightly adapted

Sawai's Story

Sawai's father was a construction worker in north-east Thailand. When Sawai was 13 years old, her father suddenly became ill and unable to move. He could not work, so Sawai had to start working. She could not find work near home; she had to travel far away to Bangkok. Sawai got a job in a small garment factory, where her older cousin worked.

I was very unhappy about leaving home and I was afraid of going to the city, but I knew it was my only hope to continue my schooling.

The garment factory was a very small family business. It was in a house which was also the owner's home. I knew nothing about sewing, so the owner said I had to work in his house to repay him for training me. I was paid very little, about 500 baht a month. Out of that money, I had to give back to the owner 100 baht for housing and food, although the only food they gave us was cooked rice. If we wanted to eat anything with the rice, we had to buy that too. Six people worked in the factory and we all shared one room.

The room where we worked had five machines in it and the light was very poor. I worked from eight in the morning until midnight. I was lucky, my cousin often stayed up sewing until 2 am.

I had to do a lot of housework. I washed clothes and cleaned the house and the kitchen. They could ask me to do housework at any time. However, the owner didn't give me any training. When the owner was out, my cousin taught me, and I watched how the others worked. That's how I was trained, and I learned quickly.

I don't think the owner was a bad man. He didn't abuse me. He shouted at me only when I yelled at his child. Sometimes he let us watch TV. He was just stingy with money.

After I had been there for two and a half months, the owner had a big order from a factory that made children's clothes. He asked me if I wanted to do a harder kind of work. I would make a little more money, but my cousin was worried. I would have to work seven days a week and stay up late, sometimes working for 48 hours without any sleep. She thought this was too hard for a child of 13. She advised me to take a job in a bigger factory, where I might be free on Sundays and have the chance to get some education.

It was a medium-sized factory. It had 20 machines and 20 workers. Most of the other workers were between 15 and 17 years old. If you looked at the building from the outside, you wouldn't think it was a factory. The windows were high up and had bars on them. We were not allowed to open the windows. It was very closed, nobody could see inside.

¹⁹ http://www.newint.org/easier-english/child_labour/sawai.html , slightly adapted

We worked six days a week. The factory was registered with the government, so it had to meet government regulations. However, the owners had no kindness. They were very stingy with money too. Our pay was very low and they never raised our salary. They didn't care.

Several organisations in Bangkok provide activities for working children, but the activities are usually during the day when I couldn't attend. Then I heard about the Child Labour Club. Their activities are at the weekend, so I started attending their classes on Sundays. They also provide shelter and healthcare for children with problems.

I'm 16 now. In January, I quit my job so that I can work part-time for the Child Labour Club and reach out to other children like myself. The Club pays me 3,000 baht a month and they give me a free room that I share with two other girls.

The child soldier: Democratic Republic of the Congo²⁰

Patrick's Story

In November 2005, 16-year-old "Patrick", a former child soldier, returned to his home village in rural North-Kivu province, eastern Democratic Republic of the Congo (DRC), to be reunited with his parents and sisters whom he had not seen for three years. Six weeks later, the joy of his homecoming was cut short when soldiers came looking for him.

"They demanded to see my army release papers and then tore them up and punched me," he told AI. "They accused my father of sheltering a deserter and beat him to the floor. Then they ransacked the house, tied me up and led me off. When we got to their camp I was so frightened of more beatings that I agreed to stay with them."

For three weeks Patrick was made to serve as a guard until, one night, he was able to make his escape. He is now being sheltered in a non-governmental organization (NGO) reception centre for former child soldiers in the city of Goma.

The soldiers who abducted him were followers of Laurent Nkunda, a former senior officer of the RCD-Goma armed group, accused of committing war crimes. In the past few months his forces have been responsible for a wave of forced recruitment. Scores of children, some at least as young as 12, have been abducted to serve as fighters in his rebellion against the government. Many of the children are, like Patrick, former child soldiers who had only recently returned to their homes after passing through a national demobilization programme. Conscripting children under the age of 15 into armed forces or groups is recognized as a war crime under international law.

Patrick was one of thousands of children who were forced to serve as fighters or as domestic or sex slaves by armed groups during the conflict that has ravaged the DRC since 1998. He was 12 when soldiers of an armed group surrounded his school and took him and several other children into the forest. He suffered three years of misery and danger from

Vocabulary Box

ransacked - searched a place by throwing everything around, sometimes stealing

reception centre- a place where people with difficulties go before being transferred to appropriate help centres (i.e. rehab, shelters)

demobilization - releasing soldiers from their duty

conscripting - forcefully recruiting someone to be a soldier

²⁰ Source: The Wire, Amnesty International,
<http://web.amnesty.org/library/Index/ENGNWS210052006?open&of=ENG-364>

combat, beatings, malnutrition and bouts of illness before he was finally released. Of his school comrades he says: "Most are gone, dead".

With a 2002 national peace agreement, there was hope that the systematic use of children as fighters could finally come to an end. By late 2004 most armed groups had accepted a government plan to integrate their forces into a unified national army, from which under-18s are excluded. Converging on military collecting centres, the armed groups brought many (although by no means all) of the children with them. From there, the children were taken to NGO reception centres to be supported in their return to civilian life.

But the resurgence of recruitment of children by Laurent Nkunda threatens to undo the progress made so far. There are indications that Mayi-Mayi armed groups which oppose Laurent Nkunda have also started to recruit children again or are refusing to release the children already in their forces. The recruitments and ongoing insecurity in North-Kivu are badly affecting NGO programmes for demobilized child soldiers, many of which have had to be suspended in recent weeks.

Vocabulary Box

comrades - companions, friends

systematic - doing something with a particular method and plan in mind

integrate - to combine together

converging - coming together

resurgence - revival, coming back after not being done for a while

Camel Riders: The United Arab Emirates (UAE)²¹

The United Arab Emirates (UAE) is widely regarded as one of the most pro-Western countries in the Gulf region. It's become popular as a venue for an increasing variety of international sporting events. Yet few realize that for nearly 25 years it has also been a centre for the illegal trade in thousands of very young boys, some no more than five years old. They lead brutal, terrified lives employed as child jockeys in the traditional sport of camel-racing. Traffickers bring the boys from areas of desperate poverty in Pakistan, Bangladesh, Sudan and India to become disposable riders for an élite sport of sheikhs.

Children are preferred as jockeys because they are light in weight, cheap to feed and house and cannot protest their conditions. Camel racing is big business (a top racing camel may be worth as much as \$1 million). The sport is also extremely dangerous, with many of these tiny children killed and injured every year.

There are reliable reports of widespread physical and sexual abuse of the children, beatings and systematic food deprivation to reduce weight and growth. The abuse is so widespread in the Gulf region, involving as many as 40,000 children, that it may currently be one of the world's worst instances of organized child abuse - child cruelty on an industrial scale.

Pressure from Western and Asian NGOs has finally resulted this year in restrictions on the use of child camel jockeys in the UAE. Regulations exist which stipulate camel jockeys must not be younger than 15 years of age or weigh less than 45 kg. In a filmed investigation by the author over a four-month period we discovered that in practice no child is used for racing who weighs more than 25 kg, equivalent to the usual weight of a six-to-nine-year-old. An alarming number of children we encountered on the racetracks were as young as five years old. Instead of enforcing existing legislation, the UAE authorities have banned photography at the racetracks to prevent the continued practice and scale of this child abuse being documented.

Vocabulary Box

jockeys - people who rides horses in races

disposable - meant to be thrown away after being used up

sheikhs - in Islamic countries it is the man in charge of a family or tribe

deprivation - taking something away, not having enough

industrial - having to do with manufacturing, or the process of making products to sell

documented - recorded officially into files

²¹ Daoud Khan, *New Internationalist: Riding for their lives*. July 2005, #380, pp. 34-35, or go to <http://live.newint.org/issue380/essay.htm> for photographs and story.

BUT CHANGE CAN HAPPEN²² ...

News note

UAE supports UNICEF in safe return of camel jockeys to home countries

DUBAI/AMMAN – 8 May 2005 – In a major step to provide protection and support to children involved in camel racing, the UAE Ministry of Interior and UNICEF today signed an agreement to provide some \$2.7 million to help in return and re-integration of child camel jockeys in their home communities.

The agreement will complement ongoing efforts from the UAE government to exclude all underage children in camel racing, and to strengthen measures to prevent the exploitation and abuse of children brought in from other countries, including from South Asia and Africa.

A joint meeting held 7-8 May by the Ministry, UNICEF, and IOM with delegates from governments and non-governmental groups from Pakistan, Bangladesh, Sudan and Mauritania reviewed steps needed to remove children from camel racing and assist their home countries in return and rehabilitation of the children.

Preliminary figures provided by the UAE's Ministry of Interior indicate that around 3,000 children are currently involved in camel racing, of whom around 2,800 are aged under 10 years old. With UNICEF's technical assistance, the UAE's Ministry of Interior plans to review these figures in a survey of camel jockeys.

"We applaud these bold initiatives by the UAE, on the one hand cracking down on the import and employment of children as camel jockeys, and on the other hand working with the countries from which the children came to ensure a safe return to the children's families. We hope that the UAE's programme will serve as a model to other countries in the region, as a means of ending all forms of exploitation of children", said Thomas McDermott, UNICEF's Regional Director for the Middle East and North Africa.

²² Source: www.unicef.org/media/media_26692.html

Assessment of Communication Skills Used in Productive Discussion

Skill	✓	Comment
Listened carefully to learn ideas of others		
Kept an open mind		
Asked questions for clarification		
Paraphrased what others said		
Looked for common ground		
Encouraged others in group		
Let other finish speaking		
Used positive language		
Disagreed respectfully		
Expressed opinion politely		
Made suggestions politely		
Other		

Poetry

I Breathe In²³

I breathe in,
I breathe out.

My fingers play
In the shine of my daughter's hair

I breathe in,
I breathe out.

My daughter laughs
As I bathe her in the warm, soapy water.

She breathes in
She breathes out.

She bends to sweep a spot
and lays her daughter down.

She breathes in
She breathes out.

Her daughter cries
As she washes away
the soil of the soldier's delight.

We breath in
We breathe out ...

By Val Crowdis, Sydney, Nova Scotia

²³ Taken from *Children's Rights and Global Citizenship*, p.44.

O, Mom let me play (Katchian Kaliyan)²⁴

Short is the phase of tender age, O mom
Do not interrupt my simple pursuits
At the dawn of my life, O mom
Let me play, let me play

Machines and tools are not toys
They crush my little hands
They hurt my brain, O mom
Let me play, let me play

In the workshop or the eatery
Despite my toil I am thrashed
Tattered is my apparel, O mom
Let me play, let me play

To hell with woeful knots of rugs
Injurious to my little bones
They cause pain in my neck, O mom
Let me play, let me play

Wretched are our days and nights
A burden to carry for a whole of life
Chain me not to a sinking weight, O mom
Let me play, let me play

Let me play with my simple toys
Do not snatch them, O mom
Childhood will be gone tomorrow
Let me play, let me play

Just for a loaf of bread, O mom
Don't barter way my charm
Crush not my hopes, O mom
Let me play, let me play

²⁴ Taken from www.bctf.bc.ca/Social/ChildLabour/OMomLetMePlay.html

Destroy not tender twigs, O mom
Crush not a floral branch
You are my only hope, O mom
Let me play, let me play

My wishes may not die out
My hopes may not wither away
Time is like a hanging sword, O mom
Let me play, let me play

Small is our home no doubt
Dark is our fate no doubt
But I have a vision to change it, O mom
Let me play, let me play

To ward off our crass poverty
To blot out our perpetual gloom
Encourage me a lot, O mom
Let me play, let me play

For building up my career
For brightening up my future
Send me to a school, O mom
Send me to a school

By Sharif Anjam, translated from the Punjabi by Riaz A. Chaudhry

Assessment of the Poetry Reading about Child Labour

Criteria for Poetry Reading	* needs practice	** satisfactory	*** very good	**** awesome
Creates a mental image for the reader				
Creates emotion in the reader				
Good choice of vocabulary to create image and emotion				
Good use of poetic devices (alliteration, metaphor, repetition...)				
Uses technical effects such as sound or light to enhance the drama of the poem				

A World Fit for Children

We want a world fit for children, because a world fit for us is a world fit for everyone.

This is what the children said to the *General Assembly* at the 2002 United Nations Special Session on Children. The Canadian document, *A Canada Fit for Children*, states that children can be "powerful agents of social and cultural change", Canadians also "recognize the importance of participation of children to their own healthy development, as well as to the development of the communities in which they live and to society at large."

In 1996, 33 working children of the Third World met at a conference and wrote the Working Children's Charter. It is the next document in your journal. In 1992, children of South Africa met to write the South African Children's Charter. The website is below. In both of these documents the voice of the children is very clear.

Your task is to write a Nunavut Charter for Children and Youth. It should begin with the words: *We, the youth of Nunavut, propose...*

Submit your charter to your MLA >

Working Children's Charter²⁵

Working children from all around the world contributed to these proposals. They were made at a conference in India in 1996. It was attended by child workers from 33 countries.

"We, the working children of the Third World, propose....."

1. We want recognition of our problems, our initiatives, proposals and our process of organization.
 - We want people to understand that our problems are important, and that they need solutions.
 - We want people to take seriously our ideas about how to help ourselves; the suggestions we make; and the way in which we are organizing ourselves.
2. We are against the boycott of products made by children.
 - We do not want people to stop buying things that are made by children.
3. We want respect and security for ourselves and for the work that we do.
 - We want people to respect us and to respect the work that we do.
 - We want to be safe and we want our jobs to be safe.
4. We want an education system whose methodology and content are adapted to our reality.
 - We want an education system where the things that we are taught and the way that we are taught are suitable for the kind of lives we really have.
5. We want professional training adapted to our reality and capabilities.
 - We want professional training that is suitable for the kind of lives that we have and the things that we are able to do.
6. We want access to good healthcare for working children.
 - We want all working children to receive good health care.
7. We want to be consulted on all decisions concerning us, at local, national or international level.

²⁵ Source: www.newint.org/easier-english/child_labour/charter.html . There is also a South African Children's Charter at www.anc.org.za/misc/childcht.html .

- Before other people make decisions that will affect our lives, we want them to ask for our opinions.
 - We want this to be done when decisions are made locally, nationally, or internationally.
8. We want the root causes of our situation, primarily poverty, to be addressed and tackled.
- We want people to think about the reasons why we have to work, and to try to solve those problems.
 - The main reason is that our families are very poor. People must try to solve the problem of poverty.
9. We want more activity in rural areas so that children do not have to migrate to the cities.
- We want more opportunities for children in the countryside so that the children who live in the countryside do not have to move to the cities.
10. We are against exploitation at work but we are for work with dignity, with hours adapted so that we have time for education and leisure.
- We are against work where we are treated badly.
 - We are in favour of work where we are respected.
 - We are in favour of work that gives us time for education, and time to relax and enjoy ourselves.

In addition:

In any conference we want representation on an equal basis (if there are twenty ministers present, we want twenty working children also to be present). We will have discussions with our ministers but we do not want them to represent us.

Glossary

Homelessness (United Nations, 1987)	Someone without access to shelter meeting the basic criteria considered essential for health, and human and social development. These criteria would include secure occupancy, protection against bad weather, and personal security, as well as access to sanitary facilities and clean water, education, work and health services.
Street Kids (Street Kids International Imprint Workshop)	These are youth who live and/or work on the street... There are approximately 100 million street kids around the world under the age of 25, most frequently seen in urban areas. Street kids are a subset of working children. Even begging and stealing are work from the point of view of the kid involved because they are ways of getting enough money to survive.
Working Children (UNICEF)	Children who engage in economic activity to support themselves and their family.
Child Labour (UNICEF)	<ul style="list-style-type: none"> • Children under the age of 12 that are working • Children between the ages of 12-14 years that are engaged in harmful work • Children engaged in the worst forms of child labour (enslaved, forcibly recruited, prostituted, trafficked, forced into illegal activities and exposed to hazardous work)
Trafficked Children (UN Protocol re Trafficking in Persons)	The recruitment, transportation, transfer, harbouring or receipt of a girl or a boy of less than 18 years of age for the purpose of exploitation.
Bonded Children (ILO Forced Labour Convention)	This is a form of forced labour. Parents who have debts pledge the labour of a child as security for the debt or in repayment of the debt.

Resources on the Web

United Nations International Children's Emergency Fund (UNICEF):
www.unicef.org/protection/index_childlabour.html

UNICEF Voices of Youth: www.unicef.org/voy/discussions

UNICEF - *A World Fit for Us* report from a meeting of under-18 delegates at the UN special session on children, May 2002:
www.unicef.org/specialsession/documentation/documents/childrens-statement.pdf

UNICEF photo essay on the rights of the child: www.unicef.org/crc/

UNICEF Facts on Children: www.unicef.org/media/media_fastfacts.html

UN Study on Violence Against Children: www.violencestudy.org (ready in fall of 2006)

UN Special Session on Children: www.unicef.org/specialsession

World Health Organization (UN): www.who.int/topics/violence.en

International Labour Organization (UN): www.ilo.org/public/english/standards/ipecc

ILO video on child labour: www.ilo.org/public/english/bureau/inf/wdacl/index.htm

ILO cases studies from central and eastern Europe:
www.ilo.org/public/english/standards/ipecc/protectcee/casestudies.htm

ILO report on estimates of child labour, statistics from around the world:
www.ilo.org/public/english/standards/ipecc/simpoc/others/globalest.pdf

ILO child labour web movie:
www.ilo.org/public/english/bureau/inf/wdacl/english.htm - takes time to download, very moving

ILO photo gallery: www.ilo.org/dyn/media/mediasearch.home?p_lang=en - choose 'children' in the 'Who?' menu

Committee on the Rights of the Child (UN):
www.ohchr.org/english/bodies/crc/index.htm

Children's Rights Information Network: www.crin.org

CRIN report to the UN on state violence against street children in Central American countries:
www.crin.org/docs/resources/treaties/crc.25/casaalia.pdf#search='Casa%20Alianza'

Casa Alianza: www.casaalianza.org - choose English, information about violence and educating public about street kids

Save the Children: www.savethechildren.net

SOS Children's Villages: www.soschildrensvillages.org

Free the Children: www.freethechildren.com/index.php

Free the Children issues about youth with opportunities for involvement:
www.freethechildren.com/pressroom/globalvoices_archives.htm

War Child: www.warchild.org

Child Labour: www.hrw.org/children/labor.htm

Working Child: www.workingchild.org/

Preda Foundation: www.preda.org - go to 'Search' and enter 'child labour' for short articles or choose 'Child Rescue' from the side bar

New Internationalist: www.newint.org/issue292/content.html - child labour

New Internationalist: www.newint.org/index4.html - street children

Youth Action Network: www.youthactionnetwork.org/forum/currentissue/34-35.htm - discussion and solution re child labour

Reflection

Content: How does globalization affect the lives of children in the global village? What impact do school fees and other Structural Adjustment Programs have on them? What positive impact does it have?

Collaborative: This can be a very emotional topic. Do you feel that you were more affected by this unit than the other students in your class or less? Can you explain why?

Personal: We all learned a lot about street kids and child labour from the case studies and activities. What did you learn about yourself and your life as we did this?

Go to Appendix A and rate how well you participated in the activities for this unit.

Unit 6: A Pandemic of Sorrow

What do you know?

- What is a pandemic?
-

- Is HIV/AIDS a pandemic?
-

- How many people are infected with HIV/AIDS in the world today?
-

- What part of the world has the greatest incidence of HIV/AIDS?
-

- How many people die of AIDS per year?
-

- How many children in the world have lost one or both parents to AIDS?
-

Assessment of the Letter to Beatrice or Abraham

Name of the letter writer:			
Criteria for Letter	Met	Not yet	Comments
Strength of the letter:			
Something to work on next time:			

Remembering Leetia Geetah²⁶

LEETIA GEETAH CANADA

Leetia is an Inuit woman from Baffin Island in the Northwest Territories. Leetia's first language is Inuktitut. Her submission is a transcription of a talk which she gave at a forum on Aboriginal Women and AIDS organized by the Two Spirited People of the First Nations in Toronto. At the time that Leetia gave this speech, she had spoken publicly only once before. She spoke very movingly without having a prepared speech.

My name is Leetia Geetah. I am originally from Baffin Island. I was raised in a very good family. My stepparents took care of me while I was growing up and I lived with my family until I was 21, the year my stepfather died. But I put myself in a situation I said I would never get into. I said I would never drink or smoke. But I learnt I will never say "never," because when I said I'll never touch anything, I lied.

I quit school at 17 to take care of my stepparents, because they both had cancer at the same time. I stayed home during most of my teen years which made me proud of myself because I took care of them. I paid them back for what they did for me. I fed them and cleaned them. There was also no one else in my family that wanted to do that. I was so close to my stepparents. When they died, I felt so alone even though I had six sisters and seven brothers. So I would not feel so alone, I started drinking at 21. I enjoyed it and it helped me get my feelings out, which I thought was great.

I drank quite heavily and I started screwing around. I realize now I drank and smoked so that I wouldn't feel any pain and would be in a good mood around people who I didn't want to turn down. I was also a sexaholic. I loved sex.

A few years ago, I went into a coma for one month and a half. I know what caused the coma: meningitis. That same year in the month of August, I found out I was HIV positive. I can't tell you how and where I caught it. It was probably when I was drunk. I didn't know HIV was around my hometown. There were commercials on TV about it. I thought, "It's not up here. It's not in our home community."

When I found out I was HIV positive, the only thing that went through my head was: "Why me, Lord? Why are you putting me in this situation? Two months ago I was in a coma. Now I find out I am HIV positive." I blamed God for it. I blamed Him for everything. Why did You take my parents? Why did You put me in this situation?

I did not tell my family. I did not talk about it. I kept it inside me and I drank even more in order to avoid thinking about it. I became an alcoholic. Everytime I was sober, it was in my head and I was beating myself inside. When I am in a tub, I scrub myself because I don't feel clean. I ended up in a hospital from scrubbing myself too much. Being HIV positive has made me feel I'll never be clean anymore.

²⁶ Used with permission of the Two-Spirited People of the First Nations, Toronto.

I felt I was the only native Inuit Canadian who had HIV. I moved from my hometown which I did not want to move from. I had lived there for the first 21 years of my life. I had three choices: Ottawa, Montreal or Yellowknife. I decided to move because I just couldn't face up to staying up there, where I am from. I chose Ottawa because I have cousins there.

I thought that they would be supportive. I thought wrong.

My cousin has come to me when she has pains in her joints, asking me if I had pains like that before I found out. I am the only person that she turns to for an answer. She has a fear of sitting with me, but she has the guts to ask me all these questions. She bothers me when she comes asking me all these questions about pain. I told her: "I am not an expert. Why don't you go to a doctor to find out if you are a carrier? I cannot answer any of your questions at all." She tells me she cannot face that.

My cousin has jeopardized my life. I was making good friends in Ottawa. She was telling them that if you sit in a room for so long with me, you can catch it. So she scared my friends away from me and it really hurts, especially being called a human germ. One time when I got so angry at her, I told her, "I am going to be so glad once you have become one." I later went up to her and said, "I am very sorry for what I said. Please don't take it too serious."

I have often wanted to die, but I have a son. It's going to be hard for me to tell him I am a carrier. He is three years old. He doesn't understand yet. It got to the point where I couldn't talk with anybody, so I talked with him as though he understood. I told him I was angry at myself, that I wished I had the power to get this disease out. Everytime I cried in front of him, when I was alone with him, he patted my back and said "mom" as if he understood every word I had said. I would have killed myself if it weren't for my son, because I know he needs a mother. At the time I found out I was HIV positive, I was breastfeeding my son. When I was breastfeeding him, I thought I probably would pass it on to my little boy, who is innocent. I had my boy tested and I am very happy he is negative.

It was really hard for me to start going out to make a speech. It really is hard to talk about it. At times it makes me think "What am I going to say?" I might say something wrong. But I told myself I must start giving out messages to native people, who are my people, to be careful. People have to learn about this. That is why I agreed to speak in public. I want to tell my people: "Quit the drugs before you get worse. I know, I am in it." I am working on learning more about HIV and AIDS before I start going to settlements to speak. I am doing my best to be strong and when I don't have to think about it, I don't. Because everytime I start thinking about it I want to go out drinking so I won't feel pain. But I know alcohol is not going to help me get rid of it. It is going to put me in the hospital forever.

I went to Vancouver in January and since then my courage has grown to return to my community and speak in public in my language about HIV. People up there don't know what HIV is. They think only gay and lesbian white people get it.

Since I spoke at the conference in Vancouver, I am more relaxed. I am so grateful that there is a lot of support for me. I need a lot of support so I will be able to talk about how I feel to the point where I won't have to keep anything to myself. I am grateful that they are not calling me a germ like my kind of people do. I have brothers and sisters. Most of them reject me. I hope they will get to a point where they can accept me again. They were so close to me when our stepparents were alive.

I couldn't accept being a carrier of HIV for a long time, but now I do. I accept it cause I'm stuck with it. I really hurt myself and I hated myself before I started accepting it. I am more happy now. I must live with it. I realize there is no one to blame, only myself. Now I am willing to accept what I am and I am happy that I am alive today, so I am able to go to communities and settlements and speak and give out messages.

Now I am coping and doing my best. At times I just wish that I could die in my sleep. But when I wake up in the morning, I am grateful to God that he takes care of me. I take it one day at a time. I just couldn't throw it away. I am praying to my God to support me and lead me so I can help my people to understand more. I am grateful now. I feel a lot better today. I'll be there for people who cannot accept what they have. I'll be there to teach them that they have supporters everywhere.

NOTE: Leetia visited many communities and schools in Nunavut even when her sickness was well advanced. She was committed to informing others about HIV/AIDs, that it cannot be cured and how it can be prevented. Many people attended community meetings to hear her speak and showed their affection and respect for Leetia by presenting her with many gifts made especially for her.

THE NEW FACE OF HIV

Increasingly, the disease is striking young straight women having unprotected sex.

Kaitlin Morrison lost her virginity at 13 and, she says, "it was downhill from there." At 14, she left her parents' home in Port McNeill, B.C., on the northeast coast of Vancouver Island. She was a "party girl" and a "real rebel," she says, heavy into drugs (never needles, though). Now 23, Morrison recalls how narcotics like cocaine and ecstasy could blunt her judgment, so the sex wasn't always safe. After fleeing an abusive relationship in Calgary, at 19 she returned to Vancouver Island, settling in Port Hardy. She was HIV-free: she'd had herself tested. Then she met "a nice, clean-cut guy" with a good job. They had casual sex. He didn't always wear a condom. "Three days after my 20th birthday," recalls Morrison, "I was diagnosed."

As Ottawa works to develop a new strategy against AIDS, far too many Canadians still think HIV is the bane of gay men and injection-drug users. But the reality is much different, says Barbara Clow, executive director of the Atlantic Centre of Excellence for Women's Health in Halifax. Awareness programs from the early 1990s have actually decreased infection rates among gays and addicts. In contrast, HIV spread by heterosexual contact has risen sharply in Canada, jumping from 11 per cent of new adult cases before 1998 to 33 percent in 2003.

Part of this new reality is that women – young women in particular – now represent 25 per cent of all new HIV patients, says Clow. That's double the rate from the period before 1997. And roughly two-thirds of these women contracted the virus through unprotected sex with a man.

In a sense, Canada's experience – admittedly in a much smaller way – mirrors that of sub-Saharan Africa, where the disease started off killing men but is now devastating the female population. Today, a startling 57 per cent of adults in sub-Saharan Africa living with HIV or AIDS is female – that's 13.1 million women. In Canada, of about 56,500 people who have tested positive for HIV so far, 14 per cent, or nearly 8,000 are adult females. But the trend line for young, straight women has risen dramatically: before 1994, Canadian females 15 to 29 represented 9.8 per cent of all AIDS diagnoses in their age group; in 2003 the proportion was 41 per cent.

Activists like Clow argue the pattern is evidence Ottawa has already waited too long to come up with an AIDS strategy that targets young women for help. The Public Health Agency of Canada is updating its HIV/AIDS strategy. The release date has been pushed back to sometime this summer, and the agency won't say whether its plan will take direct steps to try to curb the steep rise of HIV females.

Past experience doesn't bode well. In December, Ottawa pledged \$150 million in foreign aid to help protect African and other women from the disease. But changing priorities on the home front have left some groups here frustrated. Carrie

²⁷ Source: *Maclean's Magazine*, May 30, 2005, page 41.

McCormack, executive director of Kali Shiva AIDS Services in Winnipeg, recalls that, in 1999, Ottawa gave \$24,000 to her support group for HIV-positive women. At the time, they had 13 patients. The annual funding climbed to \$35,000 in 2000, but it hasn't budged since, even though the facility now serves 85 women. (Ninety per cent of the clients are Aboriginal, a group disproportionately burdened by the disease.) Instead of addressing the problem, says McCormack, Ottawa is cutting her grant by 11 per cent next year. Her reaction? "I don't think you can print that kind of language."

Poverty, ignorance and social pressure all contribute to the problem that is AIDS. And, despite the warnings, too many teenagers continue to have sex without condoms. Meantime, young women like Morrison have all too quietly become the new face of this deadly disease. Today, she works for AIDS Vancouver Island, running a needle-exchange program and sharing her experiences with teens. She is stunned by how many kids still think HIV/AIDS can be cured. "It makes me sick," says Morrison. "A lack of knowledge is exactly what's going to feed this epidemic." That, and ignoring the fact that young heterosexual women are increasingly at risk.

Glossary

Human Immunodeficiency Virus (HIV)	<ul style="list-style-type: none"> • a virus which causes AIDS by damaging the body's defence system
Auto-Immune Deficiency Syndrome (AIDS)	<ul style="list-style-type: none"> • people who have AIDS become weaker because their bodies lose the ability to fight all illness • there is no cure • the virus can be in a person's body for up to 10 years before the symptoms appear; in that time a person can transmit the virus to others • Millennium Goal: reverse the spread of HIV/AIDS by 2015
Anti-retroviral drugs (ARVs)	<ul style="list-style-type: none"> • a drug therapy that prolongs the life of a person with AIDS but does not cure AIDS
abstinence	<ul style="list-style-type: none"> • comes from the root word <i>abstain</i>, meaning to do without
monogamous	<ul style="list-style-type: none"> • comes from two Greek root words, <i>mono</i> meaning one, alone, and <i>gamos</i> meaning marriage • means marriage to one husband or wife
epidemic	<ul style="list-style-type: none"> • from the Greek roots, <i>epi</i> meaning upon, over and <i>demos</i> meaning people • an epidemic is an illness that affects a whole community
pandemic	<ul style="list-style-type: none"> • from the Greek roots, <i>pan</i> meaning all, a whole continent or country, and <i>demos</i> meaning people • a pandemic is an illness that affects the whole world

Resources on the Web

United Nations: www.unaids.org - for up-to-date information about HIV/AIDS around the world

UNICEF: www.unicef.org/voy - what youth are doing about AIDS, find out about AIDS

UNICEF: www.unicef.org - child-focused information

The Global Fund: www.theglobalfund.org/en - created to finance a dramatic turn-around in the fight against AIDS, tuberculosis and malaria; these diseases kill over 6 million people each year, and the numbers are growing.

Centre for Disease Control: www.cdc.gov - factual medical information

Health Canada: www.hc-sc.gc.ca - information from Health Canada

World Vision: www.worldvision.org - source of much of the information and activities included in this unit, slide show and photo essay

World Vision: www.worldvision.ca/resources - handbook produced with CIDA has a wealth of very readable information about HIV/AIDS, maps, case studies

Non-Governmental Organization: www.panos.org.uk - thought-provoking articles

Youth Against AIDS: www.yaids.org - a global youth advocacy and activist network fighting against AIDS

Village Voice: www.villagevoice.com - stories of people affected by HIV/AIDS

Canadian Coalition on HIV/AIDS: www.picturechange.ca - photo essay to raise awareness about how youth in Africa and Asia are fighting back against HIV/AIDS

Doctors without Borders: www.msf.ca/galleries/ - photo gallery

Reflection

The global village that we live in simply means pay attention to what's going on, even in countries that you might think are far away.

Dr. Cosmas Musumali, Zambian physician

Content: Interview someone in your community who is familiar with the influenza epidemics that caused the death of many Inuit and Dene across the north. How did the children survive that experience? Add these stories to the web or internet folder you set up for Unit 4.

Collaborative: How would you deal with someone who feels that people with AIDS should be quarantined so they cannot spread the virus?

Personal: Zambia is very far away from Nunavut and Canada. Explain how the quotation above has significance for you.

Go to Appendix A and rate how well you participated in the activities for this unit.

Unit 7: Free Trade, Foreign Aid

Critical Thinking

Critical thinking is the process of evaluating ideas or information, using a rational, logical thought process, and referring to objective criteria, to reach a rational judgment about value, or to identify strength and weakness.

- rational, logical thought process = clarify meaning of words, classify, determine causality, note similarities and differences, analyze arguments, examine propositions, evaluate information sources
- objective criteria = what are the criteria for making the judgment, for example, does it respect or violate human rights

Unwillingness to consider more than one side of an argument is not critical thinking.

Scenarios of Global Trade Issues²⁸

1. For many years, advertising has encouraged women in poor countries to buy infant formula. Many poor women do not have access to clean water or they can't read the instructions on the can (because it's not in their language or because they can't read at all). Many can't afford to buy sufficient quantities of the formula, so they end up stretching it by diluting it. Babies become malnourished and often die.

The government of Guatemala passed a law that the packaging of food products for infants could not feature pictures of healthy babies because this could discourage women from breast-feeding. This law is based on guidelines issued by the World Health Organization and UNICEF.

Gerber's says that this is an "unfair trade practice" because it means that they can't use their trademark [a healthy baby] in Guatemala. They say this violates principles of free trade. Gerber's was supported by the U.S. State Department.

Do you agree with Gerber's position? Explain your response.

2. Most people agree that the government of Burma (known also as Myanmar) is repressive. The U.S. State Department issued a report saying that Burmese "soldiers have committed serious human rights abuses, including extra judicial killing and rape." Human rights organizations have documented the widespread use of forced labor. In order to protest human rights abuses there, the government of Massachusetts passed a law saying that it will not purchase major goods or services from any company that has investments in Burma.

The European Union and Japan complained that this was a violation of free trade because what is important about a good is the product itself, not how it was produced or who produced it. The National Foreign Trade Council, representing 580 U.S. companies - 346 of which do business with Burma - agreed. They said that Massachusetts has no right to pick and choose whom it will buy from based on anything other than the price and the quality of goods to be provided - period.

Do you agree with the position of the National Foreign Trade Council?

²⁸ Adapted from B. Bigelow and B. Peterson (Eds): *Rethinking Globalization: Teaching for Justice in an Unjust World*, pages 98-99; Nunavut scenarios adapted from N. Schacter, J. Beebe, L. Zanasi, *Globalization and the North: Impacts of Trade Treaties on Canada's Northern Governments*, pages 103-109.

3. Much of the shrimp sold in the United States is caught with nets that capture and kill endangered sea turtles. There is a simple way to avoid killing the turtles, if the nets are fitted with TEDs (turtle extruder devices). The United States has banned shrimp products from countries that do not use TEDs.

On behalf of fishing interests in their countries, the governments of India, Malaysia, Pakistan, and Thailand have complained, saying that this banning is an unfair trade practice. The only thing that should matter is the quality of the shrimp, not how it was or was not caught, they say.

Do you agree with the position taken by these governments?

4. Small farmers all over the world grow just enough food for their families and a little extra to be sold in the market for cash to buy medicines, education, and household goods, or for savings. Farms in industrial countries like the United States use machinery and pesticides to produce food much more cheaply than can be produced on small farms in Third World countries. Some people in poor countries want to put tariffs on imports of cheap food from the United States and Europe, or to maintain the ones they have.

The U.S. and European governments argue that this supports inefficient farming practices, and leads to more expensive food for their people. Also, they say it is an attack on the freedom of producers to sell their goods to anyone at any time.

Do you agree with the U.S. and European governments?

5. Suppose that students at our school decide to push the school board to enact a policy that forbids schools from purchasing athletic equipment or clothing made in countries that do not enforce a minimum living wage, or to enforce restrictions against child labor. Let's say students do not want to buy T-shirts, hats or other clothing, or kick soccer balls, made in sweatshops.

The school board agrees to adopt the policy urged by the students. But immediately the governments of Indonesia, Pakistan, Nicaragua, El Salvador and others protest that this is an unfair interference in their internal affairs and a violation of free trade. They argue that no government agency in the United States has the right to discriminate against particular countries on the basis of policies those countries did or did not enact. According to these countries, it is a clear instance of an unfair trade practice. They point out that you don't see Indonesia

refusing to buy paper products from the United States because they are clear-cutting their forests.

Do you agree with the governments of Indonesia, Pakistan and the others?

6. Recently, African nations proposed a trade "rule" that would outlaw the patenting of any life forms. This would include plants, genetic materials, seeds, etc. - whether found in nature, "naturally" bred, or genetically engineered. The African nations (and many others, including indigenous organizations) argue that it is immoral to patent life. They also say that patenting life is theft, because food or medicinal uses of many plants were developed over thousands of years by indigenous people.

Corporations and many scientists argue that genetic research is the new frontier. Perhaps the new organisms will be able to clean up oil spills. Perhaps we can produce food that is much more nutritious and resists spoilage. If governments don't grant patents for all inventions, including those involving life, then there will be little incentive to invent because the invention would become common property as soon as it was developed. They insist that patents are necessary for human progress and for the protection of the environment, and any restrictions are a violation of free trade.

Do you agree with these corporations?

7. Some consumer groups, scientists, and others believe that genetically engineered crops might be harmful. They think that not enough research has been done to prove them safe, and they point out that pollen from genetically engineered corn has been shown to harm monarch butterflies. At the least, they want any food that has been genetically modified to be labelled as such, and are working for government regulations to that effect. They point out that as it stands now, no one in the United States has the slightest idea about whether or not they are eating genetically modified food - that we are all a bunch of guinea pigs who have not given our consent to be experimented on.

Vocabulary Box

frontier - the most advanced level of knowledge in a particular area

spoilage - spoiling, becoming rotten

patents - rights to an invention or idea

genetically engineered - changed/altered/created something by altering its DNA/genes

modified - changed

Others say: Nonsense. There is no hard scientific proof that genetically engineered food hurts anyone. Just the opposite: Genetically engineered food offers countless benefits, from enhanced vitamins to better flavor. Further, they argue, if companies were forced by the government - any government - to begin labeling genetically engineered food, then it would imply that non-genetically engineered food was superior. And that is discrimination. And discrimination violates principles of free trade.

Do you agree with these food companies?

8. American polar bear hunters are allowed to come to Canada and hunt the bears. However, according to American endangered species laws, they are not allowed to take any part of the bears back to the United States. It is against the law for polar bear products to be imported and sold in the United States.

Canadians do not recognize the polar bear as an endangered species, not even the Inuit who live in the same environment and who are the most familiar with the bears. The Canadian government says this is an unfair trade practice because it restricts free trade.

Which government would you agree with?

9. The government of Nunavut gives preferential treatment to Inuit-owned firms. This is necessary to promote economic development in Nunavut, particularly in the smaller communities.

The United States and several other countries are saying that this is an unfair trade practice because it discriminates against non-Inuit firms.

Which government would you agree with?

10. Nunavut's Impact Benefit Agreements (IBMs) allow the government of Nunavut to negotiate local spin-offs, such as training, with foreign investors in return for access to valuable natural resources. This is not done in the rest of Canada.

Vocabulary Box

preferential - choosing one person or group over another

investors - people who lend money expecting to receive more money in return when the business starts to become successful

Foreign investors could say that this is illegal, since Nunavut is a part of Canada and according to the NAFTA rules is not allowed to negotiate IBMs in return for access to natural resources.

Which side would you agree with?

The Dilemma, Part II: The World Trade Organization and Lamawia

Setting: The President's office in Lamawia

Characters: The President of Lamawia, the World Trade Representative, four Citizens representing the citizen's group that met in Unit 3

WTO Rep: We place the best interests of the Developing Countries as the very heart of the world trading system.

President: Of course.

WTO Rep: The best way for you Developing Countries to make poverty history is to have free trade with the rest of the world.

President: How free?

WTO Rep: No customs duties on imports coming into Lamawia from rich countries, no subsidies to your farmers and businesses. Your products have to compete without any special protection from you and your government.

Citizen 1: But last year Rich Country corn was cheaper than our own because Rich Country subsidized its corn farmers.

President: Like IMF told us, we didn't put any duty on it.

Citizen 2: Everyone in Lamawia who had any money to buy corn, bought Rich Country corn and our own farmers could not sell theirs because it was more expensive.

President: IMF told us we could not subsidize our farmers - we do not have enough money to subsidize them anyway.

Citizen 3: Many of our farmers and their families suffered because they could not sell their crops to pay for medicine and school fees.

President: We could not help them because IMF told us we have to use our government money to pay our debts, not provide health care and free education.

WTO Rep: That is the advantage of being a member of the World Trade Organization. It operates by consensus. There are people in the Arctic who refer to this way of decision-making as *aajiiqatigiingniq*; they use it all the time to solve problems. Remember, your opinion counts as much as the opinion of Rich Countries.

President: Then why do the Rich Countries continue to subsidize their farmers?

Citizen 2: We cannot grow anything as cheaply as they can. They flood our market with their cheap produce.

WTO Rep: That is precisely the topic at our next meeting. I am sure that you and the other developing countries would agree that these subsidies are not fair. We will resolve this problem peacefully by consensus.

Citizen 1: It is surprising that an organization as large as yours is able to operate by consensus. It does seem that many of your decisions benefit large Rich Global Corporations and Rich Countries.

WTO Rep. You will see. Things will get better. For example, you have a very important commodity - tobacco - that has been your specialty since colonial times.

Citizen 4: But last year Rich Global Tobacco Company came and bought up nearly all the small farms and turned it into one big tobacco company.

WTO Rep: You have done very well. A private foreign company will bring you American dollars and will provide employment for your people.

Citizen 1: But they brought in tractors and all kinds of equipment; they hardly hired any Lamawians and they paid them very low salaries.

Citizen 2: They used pesticides to kill the tobacco bugs. The pesticides got into our drinking water and made everyone sick, especially the very young children.

President: We have no laws against pesticides because our own farmers have never used them.

Citizen 3: When it came time to sell the harvest, Rich Global Tobacco Company was able to sell their tobacco much more cheaply than the small Lamawian tobacco farmers. Even worse, more people around the world now are quitting smoking, so that means you have to be a big, global company to survive. The Rich Global Tobacco Company is trying to buy even more land so that it can grow more tobacco next year. It wants to be the biggest Rich Global Tobacco Company.

Vocabulary Box

subsidize - support financially, give them money

consensus - everyone, or almost everyone, agreeing on a decision

Citizen 1: We have decided to grow different things on our farms. We will grow vegetables that are like corn and will do well in our very dry climate. Most of us in Lamawia are farmers, so we will concentrate on feeding ourselves. We will get a very small loan from a non-governmental agency to buy the seeds.

Citizen 2: I have heard of fish farming, so some of us are going to apply for a small loan to try that.

Citizen 3: If we can feed ourselves properly, there will be less sickness. Hopefully we can sell some of our new produce in the local market to get money for school fees.

President: Now if only we could get rid of our debt!

NAFTA News

Lessons from NAFTA: The High Cost of "Free Trade"

November 18, 2003 The corporate and political advocates of the North American Free Trade Agreement (NAFTA) continue to defend this trade deal and even to claim that its effects on the workers and consumers of all three countries - Canada, the United States, and Mexico - have been enormously beneficial.

In fact, the impact of NAFTA on most of the people in all three countries has been devastating. The agreement has destroyed more jobs than it has created, depressed wages, worsened poverty and inequality, eroded social programs, undermined democracy, enfeebled governments, and greatly increased the rights and power of corporations, investors and property holders.

NAFTA has also been used to weaken Canada's sovereignty and promote its economic assimilation by the United States. It has led to greater pressure on Canada and Mexico to conform to U.S. foreign policy objectives. Most alarmingly, the three governments are bent on extending this failed model to other countries in Central and South America and the Caribbean in the proposed Free Trade Area of the Americas (FTAA). Before leaping into the abyss, citizens and policy-makers throughout the hemisphere should stop and look at the concrete results of the trilateral trade agreement.

On NAFTA's 10th anniversary, researchers based in all three countries have assessed the agreement's consequences and found them to be overwhelmingly negative.

Canadian Centre for Policy Alternatives, Non-Governmental Organization (NGO)

Vocabulary Box

advocates - those who support, promote or speak in favour of something

eroded - something that has become weakened or damaged over time

assimilation - absorption (the US economy would absorb the Canadian economy)

trilateral - an agreement that has three participants (a bilateral agreement has two participants, a unilateral agreement is made by only one participant)

1. In this article, who do they say has:

a) benefited from NAFTA?

b) not benefited from NAFTA?

Trade and the Canadian Economy: NAFTA has Proven its Value

October 14, 2003 - The member countries of the North American Free Trade Agreement (NAFTA) form the world's largest trading bloc, with a gross domestic product (GDP) of US\$11.4million, or one third of the world's total GDP.

January 1, 2004, represents an important milestone in trade and economic relations between Canada, the United States and Mexico. This date marks the 10th anniversary of the launch of NAFTA.

Our three countries have enjoyed a burgeoning relationship stemming from their decision to open doors and break down barriers. Markets continue to open up to a freer flow of goods, services and investments, and our economies are becoming more integrated than ever.

Liberalized trade provides advantages for businesses and consumers. Manufacturers in the NAFTA region benefit from a greater supply of inputs at lower prices. The result has been a rise in productivity, strengthening the competitiveness of these manufacturers on global markets.

For consumers in all three countries, NAFTA has provided more choices at competitive prices. Lower tariffs mean that families pay less for the products they buy and have a greater selection of goods and services, which increases their standard of living.

Department of Foreign Affairs and International Trade, Canadian Government

Vocabulary Box

milestone - an important event in someone's life or something's existence

burgeoning - growing quickly

stemming - originating from

2. In this article, who do they say has:

a) benefited from NAFTA?

b) not benefited from NAFTA?

The Dilemma, Part III: Foreign Aid and Lamawia

Setting: The President's office in Lamawia

Characters: The President, a Finance Person, two Rich Country Representatives, four Citizens

President: You are welcome to Lamawia. We are honoured by your visit.

Rich Country Representative 1: We know that you have heavy debts, drought, famine, AIDS, malaria, hunger, and poverty. We have come to help you.

President: We are grateful.

Rich Country Representative 2: This year we have a surplus of corn that we need to get rid of, so we will *give* you lots of our extra corn. We care about your hungry people.

President: We are grateful.

Citizen 1 (very quietly): Now they are *giving* corn away. How can our farmers compete with that!

Rich Country Representative 1: Of course we will need very long reports every month to let us know how the food aid program is working. We must be accountable!

Finance Person: Of course. I will add that report to my list.

Rich Country Representative 2: We are also going to give you 3 million dollars in financial aid. You will be able to use the money to hire our Rich Country Construction Company to build a pipeline from Lamawi Lake to town to irrigate your farms and the Rich Global Company tobacco farm. We know that this project is just what you need.

President: We are very grateful.

Citizen 2 (very quietly): They're not really giving us any money. They give it to us with one hand and take it back with the other!

Vocabulary Box

surplus - having a larger amount of something than is needed

irrigate - provide water to crops by constructing channels or pipes

Citizen 3 (very quietly): We don't want an irrigation project. The lake is too shallow and we need it for all our drinking, cooking and washing water. It has a whole ecosystem that we need to preserve. We are growing crops that are drought resistant, so we don't need to irrigate.

Rich Country Representative 1: Of course we will need very long reports every month to let us know how the technical aid project is working. We must be accountable!

Finance Person: Of course. I will add that report to my list.

Rich Country Representative 2: We are also going to encourage our non-governmental organizations and civil society organizations to come and help you with your HIV/AIDS program and education. We have asked our government to help you get generic drugs such as anti-retrovirals, but you know how much the Big Drug Companies need to sell their drugs to get money to do research. If they allow you to make or use cheap generic drugs, they will not be able to do the research to find a cure for AIDS.

President: We are very grateful indeed.

Citizen 4 (very quietly): It seems like we already have hundreds of NGOs and CSOs in our country. There are almost as many foreigners here as Lamawians, but none of them work together. None of them work with us. They each do their own thing. How come more of them don't go our Poor Developing Neighbour Country? They don't seem to ever get much help.

Citizen 1 (very quietly): Like we are going to be able to buy expensive anti-retroviral drugs! We can hardly afford to buy food.

Rich Country Representative 1: Of course we will need very long reports every month to let us know how many of our NGOs and CSOs are helping you. We must be accountable!

Finance Person: Of course. I will add that report to my list.

Rich Country Representative 2: Well that is all the aid that we can give you right now. We most sincerely apologize that we are half a year late in visiting you. I know

Vocabulary Box

generic - no brand name

anti-retrovirals - drugs used to fight retroviruses like HIV

that you have had a drought and really could have used the corn when your people up north were starving.

President: We are so very grateful indeed.

Citizen 2 (very quietly): If we had known that they were going to be this late, we could have tried to make other arrangements for the people starving in the north.

Rich Country Representative 1: Of course we will need a very long report with details of this visit. We must be accountable!

Finance Person: Of course. I will add that report to my list.

Rich Country Representative 2: We also apologize that we are not giving you nearly as much money as we had committed ourselves to giving you. We Rich Countries have so many expenses and so many important responsibilities. We want to help you get out of poverty, but we are also fighting a war on terrorism.

President: We are truly so very grateful indeed.

Citizen 3 (very quietly): We could have done our budget differently if we had known they would not keep their promise.

Rich Country Representative 1: Of course we will need a very long report with details why we were unable to meet our obligation. We must be accountable!

Finance Person: Of course. I will add that report to my list.

Rich Country Representative 2: That is all the aid we are able to give you this year. Please don't thank us. It is our responsibility.

President: We are truly so very, very grateful indeed! By the way ... have you ever given any thought to cancelling our debt? You know we have repaid you in interest many times over the original debt. We know that you do want to help us and cancelling the debt and getting your banks to agree would be the best aid you could give.

Lamawia Times News Update on Third World Debt Crisis

G8 Summit 2005 - agenda addressed:

- debt cancellation for 38 HIPC (removing debt service payments)
- fairer trade (question of US and European agricultural subsidies and tariffs)
- better aid (more \$ and grassroots collaboration)

G8 Summit 2006 - agenda focused on energy, but...

- World Bank and IMF still working on debt cancellation, 18 countries qualified for debt relief (cancellation of debt service payments)
- WTO continues discussions re subsidies being allowed in some countries and total free trade required in others
- Commitment to aid was weak, most countries in G8 have either not committed more funding or have not donated the funding they committed

Assessment of Communication Skills Used in Productive Discussion

Skill	✓	Comment
Listened carefully to learn ideas of others		
Kept an open mind		
Asked questions for clarification		
Paraphrased what others said		
Looked for common ground		
Encouraged others in group		
Let other finish speaking		
Used positive language		
Disagreed respectfully		
Expressed opinion politely		
Made suggestions politely		
Other		

From the Newspaper

September 30, 2005

One out of two Nunavummiut go hungry

"Listening to the local radio, there is a constant number of callers who want to borrow money for food"

SARA MINOGUE

If you asked 10 people in Nunavut whether they or someone in their household had gone without enough to eat in the past year because of a lack of money, five would say yes.

That means seven times as many people in Nunavut, per capita, have suffered from hunger than in Canada as a whole.

That information will not be news to the many Nunavummiut involved in breakfast and lunch programs for kids in school, the volunteer-organized food bank, or those who have attended a community feast or celebration and observed the hungry faces of many of the guests.

The situation may be worse in the communities where there are few jobs and food prices are high.

A former Pond Inlet resident composed an email in Iqaluit this past Wednesday, including a photo of a one-litre box of McCain's orange juice selling for \$21.69 in the Northern Store this summer.

In the same store, a 1.89 litre of Ocean Spray Cranberry Cocktail was selling for \$41.99. Smart shoppers could opt for the much less healthy option of Kool-Aid: one tin of the sugary drink powder cost just \$52.49 to produce 26 litres of juice.

"This is one of the major reasons why I'm afraid to move back home. Listening to the local radio, there is a constant number of callers who want to borrow money for food or simply ask for food," she wrote. "When there is a shortage of caribou, watch out."

The new hunger statistics appear in an article in the May, 2005 issue of Health Reports by Statistics Canada. It was calculated using data from the 2000-2001 Canadian Community Health Survey.

"Insufficient food - either quality or quantity - can lead to vitamin and mineral deficiencies, and even to serious health problems," the article notes.

The same survey found that 14.7 per cent of Canadians said yes when asked if, because of a lack of money, in the previous year they or someone in their household had not eaten the quality or variety of the food they had wanted, had worried about not having enough to eat, or had actually not had enough to eat.

In Nunavut, 56 per cent of respondents said yes.

Twenty-eight per cent of respondents said yes in the next worst territory - the Northwest Territories, which also suffers from expensive food and too few jobs.

The Yukon was next, with 21 per cent of respondents saying yes.

Those who said yes to one of the three questions are considered to be living in "food insecure" households, of which there are many in Nunavut.

Hunger is directly related to income.

Sandra Omik, also originally of Pond Inlet, wrote a paper comparing food prices while she was a student at the Akitsiraq Law School in Iqaluit.

After looking at food prices in Pond Inlet, Victoria and Ottawa, she concluded that prices were, on average, three times higher than in the South.

Northern grocery stores import as many goods as possible by annual sealift, but when the supplies run out in June or July, prices can skyrocket until the next ship comes in.

"They run out of sugar, tea, pop..." Omik said. "When these products come in by air, they're a lot more expensive."

In almost every province, at least a quarter of residents of low- and middle-income households reported an instance of not having enough to eat in the past year, the report said.

In Nunavut, two-thirds (68 per cent) of such households reported an instance where there was not enough to eat.

In the Arctic territories, residents in higher income households were not immune to food shortages. Forty per cent of high-income Nunavut households went without enough food at least once in the past year, and 12 per cent of NWT households.

Nunatsiaq News, September 30, 2005

Glossary

famine	<ul style="list-style-type: none"> • a large percentage of the population of an area are dying from starvation • associated with crop failure, change in animal migration, pestilence, war, genocide
malnutrition	<ul style="list-style-type: none"> • when the body is not getting the nutrients it needs • two forms: Marasmus (person becomes very thin; this is usually the form that affects children) and Kwashiorkor (people are swollen, skin is dehydrated) • In some regions of the world Marasmus is more common and in other regions, Kwashiorkor is more common.
starvation	
poverty	<ul style="list-style-type: none"> • Extreme (or absolute): living on less than \$1 a day; unable to afford the most basic necessities to ensure survival. 8 million people a year die from absolute poverty. • Moderate: earning about \$1 to \$2 a day, enables households to just barely meet their basic needs, but they still must forgo many of the things - education, health care • Relative: household has an income below the national average
commodity	<ul style="list-style-type: none"> • an article harvested in quantities for trade purposes, for example sugar, cotton, tobacco, furs
subsidy	<ul style="list-style-type: none"> • money given by the government to control price levels or to assist producers in meeting their expenses • The United States subsidizes its cotton farmers to keep the price of cotton low. They can export their cotton at very low prices so even countries who produce their own cotton find it cheaper to import American cotton. • The European Union subsidizes its sugar producers for the same reason. • Canada subsidizes its wheat farmers to help them meet their expenses and be competitive on the world market.
custom duty	<ul style="list-style-type: none"> • a tax on goods coming into a country (imports) in order to protect the producers in the country who make the same goods • makes the import prices higher than the local prices and leads people to buy the goods made in the country

import	<ul style="list-style-type: none"> • foreign goods brought into a country to sell • to bring goods into a country to sell
export	<ul style="list-style-type: none"> • goods produced for sale to foreign countries • to sell goods to foreign countries
tariff	<ul style="list-style-type: none"> • duties or taxes on imported goods
Non-Government Organization (NGO)	<ul style="list-style-type: none"> • NGOs represent citizen organizations • voice concerns of ordinary people in areas such as human rights, the environment, social programs, women's rights • participate in both domestic and global politics to generate dynamics of political change • independent from direct government control • non-violent, non-profit, non-criminal, not a political party • volunteer associations working for a common purpose
Civil Society Organization (CSO)	<ul style="list-style-type: none"> • an organization, such as NGOs, that represents civil society, but is not part of the process of government • a social movement • an important part of the accountability mechanism for national international governance
Official Development Assistance (ODA)	<ul style="list-style-type: none"> • the OECD countries have committed themselves to giving .07% of their GNI to development assistance • most of these countries have not honoured their commitment, including Canada

Resources on the Web

Doctors without Borders:

www.msf.ca/resources/images/dispatches_2004jan_e.pdf - section on malnutrition with article and pictures

Engineers without Borders: www.ewb.ca/mainsite/pages/resources/hso/F4T-Presentation.ppt#1 - powerpoint presentation, *Food for Thought*; brief information of common food myths, map of world hunger

Oxfam: www.oxfam.ca/campaigns/worldFoodDay2.htm - teaching resource on agricultural trade????

Oxfam Canada: www.oxfam.ca/education/index.htm - impact of globalization on agriculture; information on fair trade, organic farming and the banana trade; games and activities

Oxfam: www.oxfam.ca/news/WorldFoodDay/Biotech_won_feed_world.htm - warning against genetically engineer food

United Nations World Food Program: www.wfp.org/english - relief, rehabilitation and development

World Vision: www.worldvision.org - sponsor of the 40-hour famine in which many Nunavut schools participate

Feeding Minds, Fighting Hunger:

Food First: www.foodfirst.org - 12 myths about world hunger

New Internationalist : www.newint.org - 10 Myths about Hunger

People and Planet: www.peopleandplanet.net/doc.php?id=386 - article about feeding the world in the future

Make Poverty History: www.makepovertyhistory.org/theyearof - HIV/AIDS, trade, more and better aid, debt information

Daily Bread: www.dailybread.ca - select *Who's Hungry* in the News menu to find out about hunger in Toronto

Statistics Canada: www.statcan.ca/Daily/English/050503/d050503b.htm - food insecurity in Canada

James Nachtwey: www.jamesnachtwey.com - a renowned international photographer, graphic pictures of events around the world, including themes of hunger and AIDS

BBC News: www.news.bbc.co.uk/2/hi/business/5130450.stm - article re World Bank cancelling billions of dollars of debt after G8 summit in 2005; also www.news.bbc.co.uk/1/hi/business/5086526.stm

Jubilee Research: www.jubileeresearch.org - article re World Bank approval of Multilateral Debt Relief Initiative (MDRI) a year after G8 summit of 2005 recommended cancellation of the debt for the neediest countries

World Trade Organization: www.wto.org - home site of the WTO, includes a list of ten benefits and ten criticisms of the WTO with justifications

North American Free Trade Agreement: www.dfait-maeci.gc.ca/nafta%20Dalena/menu-en.asp

Rethinking Schools: www.rethinkingschools.org/rg - case studies of how WTO decisions have affected local businesses and economies

Global Exchange: www.globalexchange.org - arguments against the WTO

Canadian International Development Aid (Foreign Aid): www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-51895926-JEP and www.acdi-cida.gc.ca/aideffectiveness

Reflection

For the 800 million people who go hungry each day and the one billion who lack access to clean water, poverty is an absence of opportunity.

Engineers without Borders

Content: In reference to the quotation above, think of Maslov's hierarchy of needs. What else do people need beyond food and water to realize opportunities in their lives?

Collaborative: In the activity where it was necessary to make a choice on an important question, how much were you influenced by what others in the class were thinking? For example, when you put yourself on the line, what guided you to decide where to stand?

Personal: Read the newspaper article in your journal about hunger in Nunavut and explain how you personally feel about it. What do you think could be done about it?

Go to Appendix A and rate how well you participated in the activities for this unit.

Unit 8: Working for Sustainable Development

Group Response

Our article: _____

Group members:

Key (evocative) words and phrases in our article

Summary of our article (about three sentences in our own words)

The paradigm shift (different way of seeing things) in this article

From: _____

To: _____

Social Impact of the innovative idea in our article

Financial Impact of the innovative idea in our article

Environmental Impact of the innovative idea in our article

How did this innovation get started?

What is the significance of *qanuqtuurunnarniq* in today's world?

The Nunavut Land Claims Agreement²⁹

By Nunavut Tunngavik Incorporated

1

The Path to the Nunavut Land Claims Agreement

In 1973, Tagak Curley of the Inuit Tapirisat of Canada took the *Inuit Use and Occupancy Study* to the Government of Canada. The study showed where the Inuit live today and where their ancestors lived. It also told how land is, and was, used. Without this proof, the federal government would not begin negotiating a land claim with the Inuit.

Negotiations did not start until 1976. For many years, the Tunngavik Federation of Nunavut listened and talked to Inuit. Their negotiators needed to know the past and present so they could argue well for the future. They wrote what they learned in a report. This important report was given to the federal government in 1982. Negotiators for the Inuit used their report to shape much of what is in the Agreement.

Inuit said they did not want reserves under the *Indian Act*. Like other Canadians, they wanted to pay their taxes and enjoy a modern standard of living. Inuit also wanted to protect and promote their way of life, language and heritage.

Negotiations took place between the Inuit and Canada throughout the 1980s. Inuit voted in favour of the Agreement in 1992. Then, the Parliament of Canada voted in favour of the Agreement and made it law in 1993.

The Historic Exchange

The *Nunavut Land Claims Agreement* should not be seen as a gift. It is a contract in which Inuit exchange Aboriginal title to all their traditional land in the Nunavut Settlement Area for the rights and benefits set out in the Nunavut Land Claims Agreement. These benefits include:

- Ownership of about 18 per cent of the land in Nunavut, including mineral rights to two per cent of these lands
- A cash settlement of \$1.173 billion, and

²⁹ Source: *A Plain Language Guide to the Nunavut Land Claims Agreement* produced by Nunavut Tunngavik, 2004, pages 4-6.

- Creation of the territory of Nunavut, with an elected government to serve the interests of all Nunavummiut.

The Nunavut Trust will wisely care for the funds provided by the Agreement. The Trust will invest this money to earn interest. This interest money will then be used for the good of all Inuit.

The Government of Nunavut will respect Inuit values. Inuit are 85 per cent of the population of Nunavut. The Agreement is protected by the *Constitution of Canada*. Government must work in ways that respect Inuit rights.

Benefits of the Agreement

A key goal of the Agreement is to encourage self-reliance. This includes the cultural and social well-being of Inuit. Much of Inuit life and spirit is tied to wildlife. The Agreement protects Inuit rights to hunt, fish and trap.

The Agreement is intended to ensure more contracts, jobs and training for Inuit. Inuit will also benefit from income and other opportunities from mineral, oil and gas resources in Nunavut. These might come from Inuit Owned Lands or from Crown Lands.

While Nunavut will be a territory with a public government, it is also the Inuit homeland. The Agreement will try to protect this reality by giving special duties to Inuit organizations like Nunavut Tunngavik Incorporated with respect to language, culture and social policy. These duties might be handled directly by Nunavut Tunngavik Incorporated or through working together with Regional Inuit Associations, Institutions of Public Government and Government.

The Agreement also creates a number of boards that allow for joint management of all lands, waters and wildlife resources. Inuit work on an equal basis with Government through these boards. There will be joint management of planning and impact review, negotiated benefits agreements and resource revenue sharing. Together, Inuit and Government will shape the future of Nunavut.

The Nunavut Land Claims Agreement will be a living document. It will grow with time. It is a foundation on which Inuit can build their future. It will not be forgotten as long as Inuit remember its promises and hold themselves - and Government - to them.

The Porto Alegre Citizen School³⁰

2

By Jose Clovis de Azevedo, Professor of Culture and Curriculum, Centro Universitário Metodista de Porto Alegre

Daniel Schugurensky, Acting Director of the Centre for Urban and Community Studies, University of Toronto and Associate Professor at the Ontario Institute for Studies in Education

The Porto Alegre Citizen School is a collective political-pedagogical project based on the principles of humanism, democracy and social justice. These principles were not imposed by a group of experts; they were discussed by the educational community throughout the city and adopted after 18 months of democratic deliberation and decision-making. The Constituent Congress called for a Citizen School, that is, a school that develops autonomous, critical, active, caring and creative citizens who practice values like solidarity, fairness, freedom, human respect, and gender equality in their daily interactions. The Congress believed that the role of public education is not only to prepare skilled workers for the market but also to develop happy human beings and citizens who can participate in the governance of their societies and promote social transformation. In this sense, the Citizen School is part of a larger project of radical democracy.

In the Citizen School project, school democratization is a process of permanent construction that incorporates three dimensions. The democratization of management aspires to build more democratic relationships inside schools and within the educational system. The democratization of access aims at constructing a high quality public school for all, with a particular emphasis in including those previously excluded. The democratization of knowledge seeks to develop an

Vocabulary Box

pedagogical - having to do with teaching, methods and the science behind it

humanism - thought or study on human interests, needs, values, and dignity

imposed - forced upon

deliberation - careful consideration and thought before making a decision

autonomous - independent

solidarity - sharing opinions, interests, and responsibilities

governance - a system of government, or something that operates like one

democratization - making something into a democracy, power given by the people

aspires - has ambition or strong desire to do something

³⁰ Source: *Our Schools, Our Selves*, v 15 n 1, fall 2005, pages 55-57.

interdisciplinary and relevant curriculum. Each of these three dimensions has been operationalized through a variety of initiatives, some of which were described above. However, transforming schools into more democratic, inclusive, relevant and social justice-oriented institutions is a difficult task that has been attempted, with different degrees of success, by progressive educators all around the world. The Citizen School of Porto Alegre provides a modest contribution to this collective endeavour by generating, designing and implementing a viable alternative to the Market School.

The Market School, based on neoliberal assumptions, conceives learners as individual customers purchasing commodities. These commodities are pre-packaged units of abstract knowledge, and artificially separated in isolated boxes. The teachers are conceived as employees whose function is to transmit these units of knowledge to the clients. Knowledge is selected, standardized and tested according to the worldview interests of the dominant groups. Inequality is understood as a natural and even positive feature, because it is the result of free competition that rewards the merits of the best.

The Citizen School is based on principles of inclusion, equality and solidarity. It conceives public education as a social right and as a space for the construction of democracy and active citizenship. It does not take inequality and exclusion for granted, and this is puts great emphasis on addressing the needs of those students who are socially disadvantaged. Its curriculum is organized around "socially useful knowledge" that seeks a dialogue between local and universal culture, between

Vocabulary Box

interdisciplinary - involving more than one branch of learning

curriculum - the particular course system studied in a school or college

operationalized - put into practice, implemented

endeavour - a strong effort

neoliberal - an ideology that prefers private business, free-trade, and less public service

abstract - theoretical, focusing on ideas instead of facts

artificially separated - no natural reason for separating them

conceived - considered

dominant - in a more powerful position

merits - skills and excellence that deserve rewards

disadvantaged - people who have less food, wealth, and security than they need

popular and scientific knowledge, and between systematized existing knowledge and collective production of new knowledge. It also attempts to promote a critical analysis of reality, and to integrate the curriculum around the economic, social, cultural and political life of the surrounding communities.

Today, the Porto Alegre municipal education system stands among the best and most innovative in Brazil, and the achievements of the Citizen School have been noted in international literature. Nevertheless, at the same time that some old problems have been resolved, others still persist, and new challenges emerge. Now, all students remain in school, but there is a small proportion of them who are performing below expectations. These students, who in many other Latin American districts are usually out of school (as was the case in Porto Alegre in the past), are used as negative examples by those who are politically opposed to the project. The challenge is to ensure a high quality of education for all that includes those who face difficult life conditions and were previously excluded. Another problem is that the teacher training offered in universities is predominantly based on traditional educational theories and practices, and hence teachers are seldom prepared (or inclined) to work with alternative curricula and pedagogical models. Similarly, there is a group of conservative teachers who resist inclusion policies and democratic school practices.

More significantly, after four consecutive mandates, the Popular Front lost the last municipal elections by a small margin. This creates a new scenario for the Citizen School, and the question of what will remain and what will change is still open. Some democratic initiatives that have been deeply rooted in community practices, such as the city participatory budget, are going to continue with the new government. This suggests that certain policies and pedagogical practices of the Citizen School may continue as well. In any case, the experience of the Citizen School of Porto Alegre provides inspiration, ideas and lessons for educators in other places who are committed to nurturing more democracy and justice in schools and society.

Vocabulary Box

predominantly - mainly

consecutive - occurring one after the other

participatory - something that people are able to take part in, or be a part of

The Nobel Peace Lecture for 2004³¹

3

By Wangari Maathai
Founder of the Green Belt Movement

Your Majesties
Your Royal Highnesses
Honourable Members of the Norwegian Nobel Committee
Excellencies
Ladies and Gentlemen

I stand before you and the world humbled by this recognition and uplifted by the honour of being the 2004 Nobel Peace Laureate.

As the first African woman to receive this prize, I accept it on behalf of the people of Kenya and Africa, and indeed the world. I am especially mindful of women and the girl child. I hope it will encourage them to raise their voices and take more space for leadership. I know the honour also gives a deep sense of pride to our men, both old and young. As a mother, I appreciate the inspiration this brings to the youth and urge them to use it to pursue their dreams.

Although this prize comes to me, it acknowledges the work of countless individuals and groups across the globe. They work quietly and often without recognition to protect the environment, promote democracy, defend human rights and ensure equality between women and men. By so doing, they plant seeds of peace. I know they, too, are proud today. To all who feel represented by this prize I say use it to advance your mission and meet the high expectations the world will place on us.

This honour is also for my family, friends, partners and supporters throughout the world. All of them helped shape the vision and sustain our work, which was often accomplished under hostile conditions. I am also grateful to the people of Kenya - who remained stubbornly hopeful that democracy could be realized and their environment managed sustainably. Because of this support, I am here today to accept this great honour.

Vocabulary Box

laureate - a person who is honoured with an award

³¹ Source: *The Ploughshares Monitor*, Spring 2005, vol. 26, no. 1. Available at www.ploughshares.ca/libraries/monitor/monm05c.htm.

I am immensely privileged to join my fellow African Peace laureates, Presidents Nelson Mandela and F.W. de Klerk, Archbishop Desmond Tutu, the late Chief Albert Luthuli, the late Anwar el-Sadat and the UN Secretary General, Kofi Annan.

I know that African people everywhere are encouraged by this news. My fellow Africans, as we embrace this recognition, let us use it to intensify our commitment to our people, to reduce conflicts and poverty and thereby improve their quality of life. Let us embrace democratic governance, protect human rights and protect our environment. I am confident that we shall rise to the occasion. I have always believed that solutions to most of our problems must come from us.

In this year's prize, the Norwegian Nobel Committee has placed the critical issue of environment and its linkage to democracy and peace before the world. For their visionary action, I am profoundly grateful. Recognizing that sustainable development, democracy and peace are indivisible is an idea whose time has come. Our work over the past 30 years has always appreciated and engaged these linkages.

My inspiration partly comes from my childhood experiences and observations of Nature in rural Kenya. It has been influenced and nurtured by the formal education I was privileged to receive in Kenya, the United States and Germany. As I was growing up, I witnessed forests being cleared and replaced by commercial plantations, which destroyed local biodiversity and the capacity of the forests to conserve water.

Excellencies, ladies and gentlemen,

In 1977, when we started the Green Belt Movement, I was partly responding to needs identified by rural women, namely lack of firewood, clean drinking water, balanced diets, shelter and income.

Throughout Africa, women are the primary caretakers, holding significant responsibility for tilling the land and feeding their families. As a result, they are often the first to become aware of environmental damage as resources become scarce and incapable of sustaining their families.

Vocabulary Box

scarce - insufficient, hard to find

The women we worked with recounted that unlike in the past, they were unable to meet their basic needs. This was due to the degradation of their immediate environment as well as the introduction of commercial farming, which replaced the growing of household food crops. But international trade controlled the price of the exports from these small-scale farmers and a reasonable and just income could not be guaranteed. I came to understand that when the environment is destroyed, plundered or mismanaged, we undermine our quality of life and that of future generations.

Tree planting became a natural choice to address some of the initial basic needs identified by women. Also, tree planting is simple, attainable and guarantees quick, successful results within a reasonable amount [of] time. This sustains interest and commitment.

So, together, we have planted over 30 million trees that provide fuel, food, shelter, and income to support their children's education and household needs. The activity also creates employment and improves soils and watersheds. Through their involvement, women gain some degree of power over their lives, especially their social and economic position and relevance in the family. This work continues.

Initially, the work was difficult because historically our people have been persuaded to believe that because they are poor, they lack not only capital, but also knowledge and skills to address their challenges. Instead they are conditioned to believe that solutions to their problems must come from 'outside'. Further, women did not realize that meeting their needs depended on their environment being healthy and well managed. They were also unaware that a degraded environment leads to a scramble for scarce resources and may culminate in poverty and even conflict. They were also unaware of the injustices of international economic arrangements.

In order to assist communities to understand these linkages, we developed a citizen education program, during which people identify their problems, the causes and possible solutions. They then make connections between their own personal actions and the problems they witness in the environment and in society. They

Vocabulary Box

degradation - destruction, harm

plundered - robbed of everything

culminate - result in, end up in

learn that our world is confronted with a litany of woes: corruption, violence against women and children, disruption and breakdown of families, and disintegration of cultures and communities. They also identify the abuse of drugs and chemical substances, especially among young people. There are also devastating diseases that are defying cures or occurring in epidemic proportions. Of particular concern are HIV/AIDS, malaria and diseases associated with malnutrition.

On the environment front, they are exposed to many human activities that are devastating to the environment and societies. These include widespread destruction of ecosystems, especially through deforestation, climatic instability, and contamination in the soils and waters that all contribute to excruciating poverty.

In the process, the participants discover that they must be part of the solutions. They realize their hidden potential and are empowered to overcome inertia and take action. They come to recognize that they are the primary custodians and beneficiaries of the environment that sustains them.

Entire communities also come to understand that while it is necessary to hold their governments accountable, it is equally important that in their own relationships with each other, they exemplify the leadership values they wish to see in their own leaders, namely justice, integrity and trust.

Although initially the Green Belt Movement's tree planting activities did not address issues of democracy and peace, it soon became clear that responsible governance of the environment was impossible without democratic space. Therefore, the tree became a symbol for the democratic struggle in Kenya. Citizens were mobilized to challenge widespread abuses of power, corruption and environmental mismanagement. In Nairobi's Uhuru Park, at Freedom Corner, and in many parts of the country, trees of peace were planted to demand the release of prisoners of conscience and a peaceful transition to democracy.

Vocabulary Box

litany - a long repetitive list

excruciating - very, very painful

inertia - inaction, not doing anything

custodians - caregivers of a specific property, place, or thing

exemplify - showing how something is done by being an example

Through the *Green Belt Movement*, thousands of ordinary citizens were mobilized and empowered to take action and effect change. They learned to overcome fear and a sense of helplessness and moved to defend democratic rights.

In time, the tree also became a symbol for peace and conflict resolution, especially during ethnic conflicts in Kenya when the *Green Belt Movement* used peace trees to reconcile disputing communities. During the ongoing re-writing of the Kenyan constitution, similar trees of peace were planted in many parts of the country to promote a culture of peace. Using trees as a symbol of peace is in keeping with a widespread African tradition. For example, the elders of the Kikuyu carried a staff from the *thigi* tree that, when placed between two disputing sides, caused them to stop fighting and seek reconciliation. Many communities in Africa have these traditions.

Such practices are part of an extensive cultural heritage, which contributes both to the conservation of habitats and to cultures of peace. With the destruction of these cultures and the introduction of new values, local biodiversity is no longer valued or protected and as a result, it is quickly degraded and disappears. For this reason, the *Green Belt Movement* explores the concept of cultural biodiversity, especially with respect to indigenous seeds and medicinal plants.

As we progressively understood the causes of environmental degradation, we saw the need for good governance. Indeed, the state of any country's environment is a reflection of the kind of governance in place, and without good governance there can be no peace. Many countries, which have poor governance systems, are also likely to have conflicts and poor laws protecting the environment.

In 2002, the courage, resilience, patience and commitment of members of the *Green Belt Movement*, other civil society organizations, and the Kenyan public culminated in the peaceful transition to a democratic government and laid the foundation for a more stable society.

Excellencies, friends, ladies and gentlemen,

It is 30 years since we started this work. Activities that devastate the environment and societies continue unabated. Today we are faced with a challenge

Vocabulary Box

resilience - the courage, strength and ability to recover

unabated - with unrestricted power or force, nothing is stopping them

that calls for a shift in our thinking, so that humanity stops threatening its life-support system. We are called to assist the Earth to heal her wounds and in the process heal our own - indeed, to embrace the whole creation in all its diversity, beauty and wonder. This will happen if we see the need to revive our sense of belonging to a larger family of life, with which we have shared our evolutionary process.

In the course of history, there comes a time when humanity is called to shift to a new level of consciousness, to reach a higher moral ground. A time when we have to shed our fear and give hope to each other.

That time is now.

The Norwegian Nobel Committee has challenged the world to broaden the understanding of peace: there can be no peace without equitable development; and there can be no development without sustainable management of the environment in a democratic and peaceful space. This shift is an idea whose time has come.

I call on leaders, especially from Africa, to expand democratic space and build fair and just societies that allow the creativity and energy of their citizens to flourish.

Those of us who have been privileged to receive education, skills, and experiences and even power must be role models for the next generation of leadership. In this regard, I would also like to appeal for the freedom of my fellow laureate Aung San Suu Kyi so that she can continue her work for peace and democracy for the people of Burma and the world at large.

Culture plays a central role in the political, economic and social life of communities. Indeed, culture may be the missing link in the development of Africa. Culture is dynamic and evolves over time, consciously discarding retrogressive traditions, like female genital mutilation (FGM), and embracing aspects that are good and useful.

Africans, especially, should re-discover positive aspects of their culture. In accepting them, they would give themselves a sense of belonging, identity and self-confidence.

Vocabulary Box

flourish - be successful, do well

retrogressive - working backwards into a worse condition

mutilation - injure severely by removing part(s) of the body

Ladies and Gentlemen,

There is also need to galvanize civil society and grassroots movements to catalyse change. I call upon governments to recognize the role of these social movements in building a critical mass of responsible citizens, who help maintain checks and balances in society. On their part, civil society should embrace not only their rights but also their responsibilities.

Further, industry and global institutions must appreciate that ensuring economic justice, equity and ecological integrity are of greater value than profits at any cost.

The extreme global inequities and prevailing consumption patterns continue at the expense of the environment and peaceful co-existence. The choice is ours.

I would like to call on young people to commit themselves to activities that contribute toward achieving their long-term dreams. They have the energy and creativity to shape a sustainable future. To the young people I say, you are a gift to your communities and indeed the world. You are our hope and our future.

The holistic approach to development, as exemplified by the Green Belt Movement, could be embraced and replicated in more parts of Africa and beyond. It is for this reason that I have established the Wangari Maathai Foundation to ensure the continuation and expansion of these activities. Although a lot has been achieved, much remains to be done.

Excellencies, ladies and gentlemen,

Vocabulary Box

galvanize - stimulate in order to encourage action

catalyse - create a reaction that will bring about change

prevailing - the most widespread, most usual

consumption - using up resources

holistic - considering the whole issue, not just parts of it

As I conclude I reflect on my childhood experience when I would visit a stream next to our home to fetch water for my mother. I would drink water straight from the stream. Playing among the arrowroot leaves I tried in vain to pick up the strands of frogs' eggs, believing they were beads. But every time I put my little fingers under them they would break. Later, I saw thousands of tadpoles: black, energetic and wriggling through the clear water against the background of the brown earth. This is the world I inherited from my parents.

Today, over 50 years later, the stream has dried up, women walk long distances for water, which is not always clean, and children will never know what they have lost. The challenge is to restore the home of the tadpoles and give back to our children a world of beauty and wonder.

Thank you very much.

© THE NOBEL FOUNDATION 2004

Petersberg Prize, 2004 Acceptance Speech³²

By Muhammad Yunus
Grameen Bank, Bangladesh

4

Winning the Petersberg Prize is an event of great rejoice for anybody. This prestigious prize has been created to give unparalleled honour and distinction to the recipient organisation. To Grameen Bank not only it brings honour and distinction, it also brings a resounding endorsement of the Grameen Bank's effort to bring information and communication technology (ICT) to the benefit of the poor.

Synergy Between Micro-credit and ICT

What Grameen Bank has done is simply to take advantage of the synergy between micro-credit and ICT and help the poor women to exploit the market opportunity that exists around them. Before launching the project when we presented the Village Phone Project to the professional people they expressed serious doubt about the capacity of the illiterate women to understand this state-of-the-art telecommunication technology. They argued that the poor women are good only for handling traditional activities, such as, raising chicken and cow, making baskets, selling vegetables. It is ridiculous to think about telecommunication business for people who have never seen a telephone, or even electricity, in their lives.

We remained thoroughly convinced that while people may be poor and illiterate, they are not stupid. Potentially they are as smart as anybody else in the world.

As soon as we launched the project we were struck by its success. It became a coveted enterprise for the Grameen borrowers. A mobile phone became the fastest way to make money and earn social respectability. Telephone-ladies quickly learned and innovated all the ropes of the telephone business. Today there are

Vocabulary Box

prestigious - highly respected, influential

unparalleled - unmatched, there is nothing quite the same

resounding - emphatic, impressive

endorsement - approval, acceptance, support

illiterate - cannot read and write

coveted - something greatly desired

³² Source: Grameen website: www.grameen-info.org/bank/Acceptance.html.

60,000 telephone ladies providing telephone service in 80 per cent of the villages of Bangladesh. In villages where grid electricity does not exist, solar energy powers the phones. Number of telephone-ladies will exceed 100,000 by the end of this year. Grameen Phone, the mobile phone company which provides the telephone service, has over 1.7 million subscribers. But telephone-ladies who are only 3% of the subscribers, use 15% of the air-time of the company, generating substantial revenue for the company.

Today, Petersberg Prize, vindicates our belief in the creativity and energy of the poor people, particularly poor women. I hope the world will look at the poor differently than they did before this Prize went to the Village Phone Project of Grameen Bank.

Thank you Development Gateway Foundation for selecting us for the Petersberg Prize. Thank you, President Wolfensohn, thank you Dr. Ramphel for giving our telephone-ladies this thumping endorsement. Thanks to the sponsors of this Prize, Deutsche Telekom and Microsoft. Thank you for inspiring us all in Grameen Bank. Thank you also for challenging the entrepreneurs, particularly social business entrepreneurs, around the world to come up with powerful ideas to bring ICT to empower the poor to fight out of poverty.

Poor can Borrow, Invest, Save And Change their Lives

Beginning from 1976, when we started to lend money to the poor in Bangladesh, we have been struggling to convince the world that what we are doing is not only a serious business by itself, but it also opens up endless possibilities for the poor by creating self-employment opportunities. We have been arguing that it is absolutely wrong of the financial institutions to reject the poor by assuming that they are not creditworthy. We have demonstrated umpteens times that not only they are creditworthy, in many countries they are more creditworthy than the rich. We have demonstrated that banking can be done without collateral, without legal instruments, without group guarantee or joint-liability. We have demonstrated that the poor can borrow, invest, and improve their income. They can save and even build

Vocabulary Box

vindicate - defends, or proves it to be correct

thumping - exceptionally large

creditworthy - the borrower has proved herself or himself able to pay back loans

umpteens - many, many

their own pension funds. They can build houses with bank financing, send their children to pursue higher education with student loans.

Grameen Bank not only lends money to the poor it is also owned by the borrowers themselves. At present there are 3.5 million borrowers in Grameen Bank, 95 per cent of whom are women. Currently it lends out nearly half a billion US dollars a year. Its repayment rate is 99 per cent. It is financially self-reliant. It does not take any loan or grant from any source. All its funds come from the deposits it collects from the borrowers and non-borrowers. It routinely makes profit.

To encourage the children of the borrowers to stay in school and perform well in schools, Grameen Bank offers over 6,000 scholarships each year to these children. Grameen Bank gives student loans to students who are in professional schools to become doctors, engineers, lawyers, scientists, etc.

Beggars Can Turn to Business

Many who claim to be micro-credit experts have been preaching to the world that while micro-credit is a good intervention for the poor in higher layers of poverty, it is of no use to the bottom poor. We have been arguing that credit should be accepted as a human right. It is a human right for the bottom poor too. We encourage and support every conceivable intervention to help the poor fight out of poverty. Availability of microcredit to the poor should not discourage or slow down any other interventions. Micro-credit is an intervention which brings better mileage to all other interventions. Microcredit helps all other interventions work better. Grameen Village Phone is an example.

To explode the myth that microcredit does not work for the bottom poor Grameen Bank this year has launched a programme to give loans exclusively to beggars, particularly generational beggars. We are offering an option to the beggars. We invite them to consider carrying collection of popular consumer items, financed by Grameen Bank, when they go out to beg from the rural households. They can do both begging and selling at their convenience. If their selling activity picks up, they may quit begging and focus on selling. Nearly 10,000 beggars have already joined the programme. We are expecting this number to exceed 25,000 by the end of the year. Typical loan to a beggar amounts to US \$ 10.

Vocabulary Box

profit - the money gained after paying any debt or other costs

intervention - interfere, get involved in such a way as to improve a situation

generational - something repeated from generation to generation

Beggars who do not have limbs, cannot go house to house, do the begging at a fixed spot with a beggar's bowl in front. We are inviting them to keep some soft drinks, cookies, fruits etc next to them, and give their patrons an option - to throw in a coin into the beggar's bowl or buy something, or do both.

We are thinking of giving telephone loans to some beggars to turn them into telephone-ladies. If they find it difficult to operate the business, we'll help them hire someone or go into partnership with someone who can help run the business better.

I am very happy to report that the beggars are responding to the programme enthusiastically. If a significant number of beggars quit begging within a year or so, this would be a big demonstration of the inherent capacity of the poor people, even the beggars, to overcome their problems with their own abilities if only financial services are made available to them. If there are additional interventions, they will only go to make better enabling environment for the beggars. There is absolutely no reason why financial services should be denied to the beggars.

Poverty Should Find Its Place Only in the Museums

I strongly feel that we can create a poverty-free world. Basic ingredient of overcoming poverty is packed inside each poor person. All we need to do is to help the person to unleash this energy and creativity. Once this can be done, poverty will disappear very fast. Only place in the world where poverty may exist will be in the poverty museums, no longer in human society.

Let US Create New Type of Business --- Social Business

We need to reconceptualise the business world to make sure it contributes to the creation of a humane society, not aggravate the problems around us. We need to recognise two types of businesses and offer equal opportunities to both. These two types of business are: (a) business to make money, i.e. conventional business, and (b) business to do good to the people, or social business.

Social business enterprises are a new kind of non-loss organisations which aim at solving social, health, and environmental problems utilising the market mechanism. We need to give opportunities to the social business entrepreneurs similar to the

Vocabulary Box

reconceptualise - create a new perspective about something

institutional and policy support system that the world has built over the years for the conventional businesses. One such new institution to help the social business entrepreneurs will be the creation of "social stockmarket" to bring the social business entrepreneurs and social investors to come in contact with each other and solve the problem of finding investment money for this new type of business.

There are many other things that need to be created, such as, social venture capital, social rating agencies, methodology of evaluating successes and failures of the social business enterprises, training social MBAs, etc.

ICT Can Change the Fate of the Poor Dramatically

I strongly feel that ICT can change the fate of the poor dramatically, if we can ensure access to ICT for the poor. ICT has the wonderful capacity to empower an individual person, even the poorest.

In three major areas ICT can play an immediate role helping the poor: 1) integrating the poor into the mainstream economy by expanding their market, eliminating the middlemen in their business, and creating international job opportunities through service out-sourcing; 2) bringing information, educational programmes, skills training, and healthcare services, etc, all in a very user friendly way, even to the most remote villages; 3) empowering the poor, particularly poor women, with a stronger voice that can be heard behind the borders of their village, better access to information, and improvement in the democratic process.

Aladdin's Lamp

ICT can be visualised as an Aladdin's Lamp in the hand of a poor woman. Digital genie can come out of the new digital version of the Aladdin's lamp at a voice command to give all the support to a poor woman who needs to leverage her energy and creativity to lift herself out of poverty at the fastest speed.

But is anybody actually designing this Aladdin's Lamp? No. None, at present. Designers are busy designing iPods and endless incarnations of mobile-phones in every size, shape, colour and combinations of camera, voice recorder, music player, PDA, note book, games, wi-fi you dare to think. Don't get me wrong. I am not against them. I love them. I use them. But I also want ICT designers to be given the challenge and opportunities to show their talent in designing equipments and

Vocabulary Box

out-sourcing - hiring workers for a particular job from outside the company

leverage - take advantage of

gadgets which will solve the problems of the poor. These designers will have pictures of poor women in Bangladesh or Bolivia on their desks to remind themselves who they are working for. Better still, these women may be co-opted as their co-designers through frequent video-conferencing.

International Center for ICT to Help End Poverty

To pool the energy and talents of the people who would like to devote themselves in bringing ICT to the poor, in the form and shape that they can benefit the best, I have been proposing to create an "International Center for ICT to Help Overcome Global Poverty." To begin with, it can start as a "Virtual Center" --- a global network of committed people and social business entrepreneurs. Later it can have its own physical locations, full time personnel, design centers, action research programmes, businesses etc. If we are serious about ending global poverty --- I see this to be a strategic institution to build.

Let me conclude by expressing my deep gratitude to Development Gateway Foundation for recognising our efforts in bringing ICT to the poor.

With the visibility and importance that you give to the ICT initiatives I hope many more such initiatives will come forth and will outdo each other in their effectiveness in and commitment to end poverty. 2005 will be celebrated as the International Year of Micro-credit. We must be ready to take bold initiatives which will make historical breakthrough in ending global poverty.

I accept the honour you have given us on behalf of all my colleagues and the owner-cum-borrowers of Grameen Bank, particularly its telephone-ladies.

Thank you very much.

**Presentation of Street Kids International
at the Youth Employment Summit
Alexandria, Egypt, September 2002³³**

5

By Rosemary McCarney
Executive Director, Street Kids International

The Lost Decade

My focus today is on the estimated 100 million youth known as street kids who inhabit the streets of every urban community on the planet. Some believe they represent 30% of the youth population in developing countries. Street Kids International has worked with this population for 15 years in Africa, South East Asia, Central Asia and Latin America. We started working with them on the issues we saw that affected their health - our award winning work in "Street Health" focussed on sexual health and the decision making skills they needed to reduce their risk from HIV/AIDS and on their choices around substance abuse. Over the years our work with them taught us a great deal about them as economic actors. All street kids work - often their limited choices around income earning on the street put them at high risk to their health. Over time we saw the need to link explicitly the Street Health work we do with "Street Work".

Today, I would like to share with you some of the outstanding and successful work being done with street kids in the area of economic programming. First, our beliefs - we believe firmly that street kids are bankable, credit worthy and entrepreneurial. They are successful survivors in the harshest economic conditions in the world. They work - every day - we build on what they do. We do not try to change what they do - we focus on strengthening their ability to earn more and where necessary to earn it more safely.

Secondly - we believe that we are at a stage of decision making and investment in street kids today that mirrors all of the scepticism and debate about women and

Vocabulary Box

explicitly - clearly, deliberately

scepticism - doubt, critical attitude

³³ Source: Street Kids International website:
www.streetkids.org/assets/pdf/2002/SKI_egypt0902.pdf.

entrepreneurship and access to credit that occurred 15 years ago. We hear the same arguments and the same professed obstacles that we all remember - "they have no land, they have no assets, they are not reliable, they are uneducated, they lack legal identity, their families will take the money" and so on. Today, no one would question the entrepreneurship skills and the bankability of poor women. We must fight the same stigmas again that are holding back recognition and investment in the ability of street kids.

Thirdly - we believe that adolescents 10 to 20 years of age are the "Lost Decade" of development programming. What do I mean by this? - We are underinvesting in them - both financially and intellectually. We find them difficult, unpredictable and inaccessible - physically and emotionally. They fail to conform to our stereotypes about how children should behave and the appropriate role of adults in their lives. Because they are a difficult target population we have avoided the challenges of investment. It is easier, in a relative sense, to focus on the inoculations and nutrition needs of children under 5 who are compliant recipients of our assistance. We also are successful in focussing attention on the literacy and numeracy skill building through primary education of children 5 to 10. Then, this ten years of investment are put at risk as we "drop" them until they become mothers or heads of household in need of training and employment.

At Street Kids International, we believe that we are the ones who are hard to access - us and our institutions and programs. We believe that we need a paradigm shift in adult-adolescent relationships - from experts with lists of do's, don't's and dire warnings and as rescuers of children from situations that do not fit our model of what childhood should be. Success at working with street kids requires active, non-judgemental engagement with them. Despite their chronological age they have been placed in adult roles and need adult forms of engagement that acknowledge their situation, their coping skills and their innate strength and resilience.

Vocabulary Box

stigmas - negative marks on a reputation

inaccessible - cannot be reached

inoculations - vaccinations, usually by injection

recipients - people who receive something

paradigm - a set way of thinking or forming ideas about something

dire - terrible or disastrous

chronological - organized by date of birth

We believe that working with them in their economic capacity and providing access to credit to enable them to leverage what they already do - is an entry point for other interventions - such as community participation, political action, and re-engagement where possible with families on a new footing. Building an economic base of any size, invests these kids in their communities and stretches their planning cycle and life skills out beyond uninvested day to day survival.

Finally, we would like the Lost Decade to be discovered.

- This requires programmatic interventions that probably divides the decade into two halves. For 10 - 15 years of age the focus needs to be centered on the reproductive health of the children but also recognize that even by this age many of the children we encounter are working full time on the streets supporting themselves, siblings and parents. From 15 to 20 the focus needs to be on strengthening capabilities around economic livelihoods. Many of the youth are already sole income earners and heads of household. Where they are not supporting existing family members, they are beginning to form their own family units, taking on partners and becoming parents.
- We need to acknowledge the youth service sector as a formal sector that comprises the social workers, the court workers, the health clinicians, the police, and the municipal governments whose policy and regulatory decisions directly impact street kids. They all need to be included in the planning and execution of programmatic initiatives in this area.
- We do not need to set up new micro credit institutions that target street kids. We do need to influence those already engaged in the sector and influence them to embrace this population as viable credit recipients.
- We need to draw on the lessons learned and models that have been successful with women.
- We need to set realistic goals, standards and benchmarks. This is the poorest of the poor - in many cases there are no adult figures in their lives - this is not where most credit programs, even Grameen Bank, started. It is important we do

Vocabulary Box

benchmarks - levels of achievement used to judge how much progress is being made

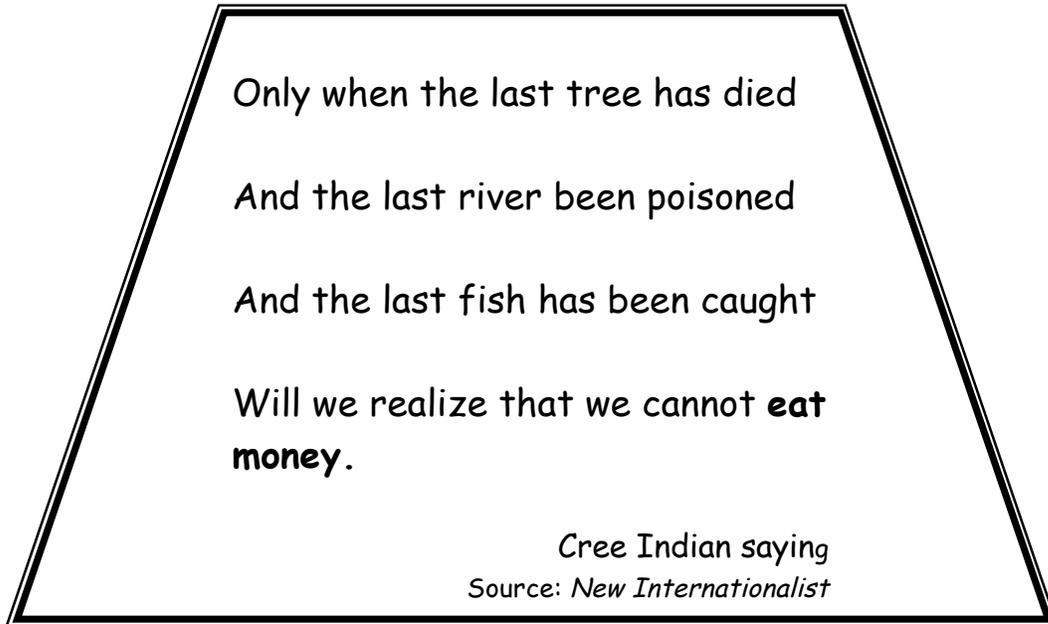
not set ourselves or the youth up for failure - 97 % repayment rates may not be the target and a few years to sustainability may not be achievable. We need to think of this as a blended model of enterprise creation and capacity building assistance.

In conclusion, we believe we are at the start of some significant learning in this area. There are few projects in place but there are some creative, small pilots being initiated, drawing on the experiences of women and other poverty reducing initiatives. We believe there is great upside potential in economic programming for street kids and that to do nothing and rely on stereotypes puts this population, quickly approaching adulthood at further risk.

Vocabulary Box

enterprise - business

Cree Wisdom



Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

World Commission on Environment and Development

In what way is the Cree saying similar to what the World Commission on Environment and Development is saying?

Resources on the Web

Community Learning Network:

www.worldbank.org/depweb/english/modules/index.html - three small, related modules on social, economic and environmental factors contributing to sustainable development, links to maps, charts, case studies; provides a very good summary of this unit and previous units

Grameen Bank: www.grameen-info.org/bank/Acceptance.html for a number of other articles, and more details about the bank and microcredit

Grameen Bank: www.futurenet.org/article.asp?id=1111 or www.gdrc.org/icm/grameen-radiotalk.html - interviews with the founder of the Grameen Bank

Microcredit in Venezuela: www.newint.org/issue381/waves.htm - microcredit project using the Grameen Bank model

Green Belt Movement: <http://www.greenbeltmovement.org> - for more information on the Green Belt Movement

Street Kids International: www.streetkids.org - check out a more detailed, but much longer report entitled *Changing Paradigms for Working with Street Youth and Youth Skills Enterprise Initiative*

Participatory Democracy: www.monedipo.com/1998/10/08brazil - more information on Porto Alegre, the school project is part of a larger community project

Reflection

Content: Of the five ideas we have just read about, which one(s) do you think would be useful to follow up in your community and contribute to the sustainable development of your community?

Collaborative: Sometimes when people are working in a group looking for a solution, one of the members might be quite negative, saying things like, "we tried that once and it didn't work" or something like that. These negative comments tend to stop the thinking process. How do you personally handle this in a group?

Personal: Of the five articles we have just read, which one would you personally like to be involved with if you could?

Go to Appendix A and rate how well you participated in the activities for this unit.

Unit 9: The Lilliput Strategy

In Germany I Didn't Speak Out³⁴

First they came for the
socialists, and I did not speak out
because I was not a socialist.

Then they came for the
trade unionists,
and I did not speak out
because I was not
a trade unionist.

Then they came for the Jews,
and I did not speak out
because I was not a Jew.

Then they came for me,
and there
was no one left
to speak for me.

Pastor Martin Niemoeller,
Imprisoned by the Nazis during World War II

³⁴ Artist/copyright: www.syracuseculturalworkers.com. SCW © 2005.

Resources on the Web

Ryan's Well Foundation: www.readersdigest.ca/mag/2001/01/ryan.html - raising funds to build wells in Africa

Ryan's Well: www.readersdigest.ca/mag/2005/02/jimmy_escape_freedom.html - during the visit of Ryan and his family to Uganda, they met Ryan's penpal; the story did not end there...

Right to Play: www.righttoplay.org - inclusive play-oriented organization started up by Karen Gordon

Free the Children: www.freethechildren.com/index.php - children helping children

Free the Children issues about youth with opportunities for involvement:
www.freethechildren.com/pressroom/globalvoices_archives.htm

Unit 10: You must be the change...

Mariano Aupilaarjuk's New York City Experience³⁵

This is something else that I wish to share. It was around 1981 that I went to New York City, just about the time I moved here [Rankin Inlet]. New York City is enormously populated — there are so many people there.

I had been brought to New York City to do some carving. One day, after our work was done, a few of us went for a walk. While we walked, I saw a Qablunaaq for whom I felt such compassion. He had barely any clothes on and because he did not have any socks on his feet, I could see that one of his toenails had overgrown to such an unusual length. What was really moving to me was the thought that no one would give him something to cut it shorter, like a nail clipper. He was playing guitar, beside a big building, and the passerbys were streaming past him.

I imagined, nobody told me this, but I pictured him coveting a small morsel of

food, possibly buried under something close to him — his only sustenance for the day. A few people passed him a piece of paper, which appeared to have some kind of writing, I have no idea what those were for. My helper, the one I walked with, did not explain anything about it.

And so in contemplation of this scene, I was inspired to compose a *pisig* (traditional *ajaaqaa* song), as now with Nunavut, we must not deal with each other with contempt, this I want to be learned by Qablunaaq and the Inuit alike. If we have conflict, then Nunavut will not grow into its own and it will be very weak indeed. And this person's plight, I wish for this message to be known, for the meanings to be clearly comprehended and for people to feel more compassion — this is my wish for them. This is the *pisig* that I composed, it is short, I will apply it now:

Vocabulary Box

morsel - a small piece

sustenance - deep thought

³⁵ Aupilaarjuk, J. & McGrath, J. Elder's Perspective in *Inuktitut Magazine* Vol. 92, 2002, pages 62-67 (interview excerpt)

*Aijaa ang aja jai ja ja jaa
Ilisarnialiriga una aijaa
Aijaa una aija ajajaa aijaa ja jajaja
ji.*

*Aijaa ilisarnialinga ikiraqtuari&&arapku
una aija
Aijaa una aija ajajaa aijaa jajaja ji*

*Aija una aija ajajaa nagligilauvivara una
aijaa
Aijaa una aija ajajaa jajaja ji*

*Aijaa nagligilaurivara qablunaaraapigli
una aija
Aijaa una aija ajajaa aijaa jajaja ji*

*Aijaa nagligilaurivara kamilaa&&
angmimmallu una aijaa
Aijaa una aija ajajaa aijaa jajaja ji*

*Aijaa pinasuglua&&arnirjuu
pitaannginnirminnulli una aijaa
Aijaa una aija ajajaa jajaja ji*

*Aijaa nagligusuqqi&&aqtut
nunaqatialungillu una aijaa
Aijaa una aija ajajaa aijaa jajaja ji*

*This one I will learn of, I will teach
with, this my layered composition,*

*This one I felt pity for, this one,
I loved,*

*This one I felt compassion for, a
Qablunaaq who is precious, this one,*

And I felt sorry that he had nothing

to wear on his feet,

*This one, he works hard to make his
way, but gets nothing for it.*

*This one, they have no tender feelings
for him, these numerous fellow land
dwellers, aijajaa.*

This is my *pisiq*. This one had a guitar he played, and I thought, "This is all you have to make your food for the day?" I imagined asking him, "Is this your only tool for survival?" I'd say, "Look at all these numerous people that pass you by in your hardship, and you are left alone with only one tool to try and make a living?"

And yet, we briskly passed by too, as we were told we must not tarry there. This is what we did, and the Qablunaaq who were too numerous to mention, all flooded past him, walking en masse. Some were nice looking, some you'd say were beautiful, many were very well dressed, many varieties of people, all very capable looking. In my mind I ask them, "Look at this one, he is so lovable, but you have no tender feelings for him?" I tell them, "*nagligusuqqi&&aqtut nunaqatialuminut aijaa*" (they have no tender feelings for him, these numerous fellow land dwellers, aijajaa)

I say this to him. This I say to him because now we have Nunavut, if we do

not treat each other with kindness, and if we have animosity, and if we are not considerate of one another, and if we fight one another or ignore the needs of one another we will certainly fail. But if we help one another, as the *pisiq* gives food for thought, both the Qablunaaq and the Inuit will have things to think about.

We must have love and be helpful and

assist one another. That one was not helped at all, this is a poor way for us to go. And there were all those people, many people all around...It appears he is not valued. This is what I saw and I want this to be understood.

Vocabulary Box

animosity - hatred, dislike

considerate - thoughtful of someone one else's needs

Getting Started...

Nkosi Johnson - child with AIDS who shared his story and broke the silence about AIDS

Iqbal Masih - child labourer from India who shared his story with other children

Craig Kielberger - concern for child labour after hearing Iqbal speak about his experience, founded *Free the Children*

Ryan Hrdjac - concern for safe drinking water in Africa, started campaign to raise money for building wells in Africa

Daniel Igali - Olympic wrestler, raises money for African schools

Rick Hansen - raises money for medical research for spinal cord injuries, rights of disabled people

Terry Fox - raised money for medical research for cancer, role model for young people

Stephen Lewis - UN Ambassador and spokesperson for HIV/AIDS

Dr. Norman Bethune - doctor of the poor in China

Sheila Watt-Cloutier - ICC past President, environmentalist

David Suzuki - environmentalist

Wangari Maathai - peace and environmental activist

Romeo Dallaire - outspoken UN Peacekeeper in Rwanda, author

Nelson Mandela - peace and human rights activist

Bishop Desmond Tutu - human rights activist

Harry Belafonte - musician, financial support of anti-apartheid movement

Bono - musician, Cancel the Debt activist

Bruce Coburn - musician, human rights activist

Ghandi - non-violent political activist

Martin Luther King - human rights advocate

Maude Barlow - Council for Canadians, anti-corporate-globalization activist

Tom Jackson - actor, role model and champion for youth

From the Newspaper

Wake-up call: What is the future for Inuit youth?

Inuit leaders should stop fantasizing about the past

Jose Kusugak, president of Inuit Tapiriit Kanatami, has written several articles recently for the *National Post* which, I suggest, seriously undermine the image and the long-term interests of Inuit, and especially Inuit youth.

Most recently, Mr. Kusugak wrote an article opposing the anti-sealing campaign. It is important to do that, but it must be done on the basis of the facts.

It is degrading to perpetuate the stereotypical myth that Inuit still live as hunter-gatherers (or to use the concept associated with the philosopher Jean-Jacques Rousseau, "noble savages"), in a primeval Disneyland. That Garden of Eden never existed and, insofar as it did, it has long passed.

The domineering Inuit patriarchy must stop

fantasizing about the past. They must cut short the endless processes and strategizing, and start doing the things necessary to empower Inuit youth to meet the exciting challenges of the modern world. With land settlement money, they have the means to get on with that task, by investing in their own people instead of investing passively and enriching southern Canadian investment advisors.

The Inuit I know want to participate as equal Canadians in the modern economy. Maintaining such elements of Inuit heritage and language and ties to the land are certainly compatible with those objectives. Indeed, Inuit culture may be sustainable in the long term only if Inuit become highly educated and skilled, and establish a collective economic self-reliance that is based on individual competence.

The alternative, of having outsiders fill most of the

skilled and managerial jobs, is to lose control both of the hiring and training of Inuit, and to continue the process of having the entire Inuit culture swamped by outsiders.

If there is one keystone of the Inuit culture, it is the tradition of proud, self-reliant individuals adapting collectively to change. A huge economic and social change occurred when the Hudson's Bay Company arrived and redirected the Inuit lifestyle toward the sale of furs. In recent decades, there has been a similarly huge shift toward the modern economy and toward conditions that no longer make Inuit livelihood dependent to any significant extent on wildlife. In any case, the expanding population would be unable to rely predominantly on limited wildlife resources even if they wanted to.

Contrary to what Mr. Kusugak suggests, for many years no one has depended on

Vocabulary Box

stereotypical - widely believed and oversimplified image of a group of people

domineering - overbearing, like a dictator

patriarchy - system of society that is ruled by men

managerial - having to do with a manager's position and duties

keystone - the one thing that everything else depends on

sealskins for their livelihood. To support oneself from sealskins, it would be necessary to kill three or four seals per day every day of the year, at about \$70 each, and somehow manage to find the two hours per pelt to ready them for sale.

However, there are ample opportunities for rewarding employment that allow skilled and trained Inuit to hunt seals for recreation, and for meat, and never mind the skins. In short, it is ridiculous to suggest that sealskins constitute "a valuable source of income to support a sustainable way of life."

Hunting has never brought in the kind of money required to maintain a modern house along with the accessories of the modern lifestyle now taken for granted. Even if hunting and trapping were a significant component of the modern Inuit lifestyle, few women would be prepared to exchange a desk job in a warm office for the rigors of living in a snowhouse, and the messy, smelly job of flensing sealskins. When asked about

doing that, the reply, "Are you crazy?"

Mr. Kusugak has also written: "A majority of the diet for Inuit families across Arctic Canada consists of foods harvested from the land and sea."

However, a government-sponsored study of nutrition in the representative community of Kangiqsujuaq found that country food for Inuit women comprised, on the average, 114 grams per day out of total consumption of 1,892 grams. Consumption of commercial soft drinks averaged 459 grams per day.

In another article, Mr. Kusugak has written: "Beginning in the 1940s and continuing today, Inuit are the eyes and ears of our military in the Arctic ..." In fact, the Americans arrived in the Canadian Arctic in the 1940s, using Iqaluit initially as a staging post for airplanes on their way to the war in Europe. In the 1950s, they developed the DEW line sites, using sophisticated electronic equipment to warn of potential attaches from the Soviet Union. Many Inuit

became first class heavy equipment operators for the Americans, finding that lifestyle more rewarding than the one based on the traditional economy.

Useful as the recently constituted platoons of rangers may be, Inuit have not been, and are not now, the "eyes and ears" for air defense or for detecting intruding submarines. As before, that's done electronically.

For the future, there must be a fundamental transformation of education for young Inuit. Otherwise there will never be any significant number of Inuit doctors, teachers, accountants, pilots, prospectors, mining and petroleum engineers and tradespeople in their own land.

ITK's annual report refers to the profitability of First Air, owned by Inuit for more than a decade, but there is no suggestion that Inuit might become the pilots, engineers and accountants - actually running the business

Vocabulary Box

comprised - made up of
profitability - whether or not it is making a profit

By Colin Alexander, *Nunatsiaq News: Commentary*, April 7, 2006

...

I estimate that there are far more jobs in Canada's North than there are Indians and Inuit. However, many of these jobs require a high level of education and training, and many of them are outside the established communities. Only with education and technological

training appropriate to the modern economy of the North can Inuit take command of their own land.
But not otherwise.

In the past half century the people of many countries have retained their cultural identity and have moved from the Third

World to the First, including Taiwan, Korea and Singapore. But one cannot help but ask, what are the Inuit doing? And, where are they being led?

My Personal PMI (Plus, Minus, Interesting) Chart

Globalization +	Globalization -	Interesting Things about Globalization

Resources for Research on the Web

For Youth

Canadian International Development Agency (CIDA): www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-121475938-H9B - site for youth involvement, including butterfly 208 contest and other youth opportunities

The Global Classroom Initiative, CIDA: www.acdi-cida.gc.ca/gci - this initiative is a resource opportunity for educators wishing to encourage Canadian youth to actively explore international cooperation issues

World Bank, youthink (but do you know): www.worldbank.org/html/schools - information about development and World Bank activities; also link to youth newsletter covering topics of interest in developing countries.

International Monetary Fund:

<http://www.imf.org/external/np/exr/center/action/eng/index.htm> - interactive site for students

UNICEF: www.unicef.org/voy - information, interactive pages, chat room

Historica YouthLinks: www.youthlinks.org/index.do - virtually connects high school students on global issues, such as human rights, and Canadian history, site to share reports, discuss, and debate

Youth Action Network (YAN): www.youthactionnetwork.org - a non-profit organization run fully by youth for youth, dedicated towards motivating and empowering young people to take action on social justice and environmental issues that concern them, committed to ensuring that youth play an integral role in their communities, runs several projects aimed at educating and empowering youth, connecting them with the resources they need to take action, for example, *Fire It Up: A Toolkit for Youth Action*

You Lead (formerly Youth Millenium Project):

www.youlead.org/catalog/general_info - provides volunteer experiences and resources for students who are interested in what the world could be and how the world really works, for students who want to make a difference

Habitat for Humanity: www.studentbuild.ca - HFHC created the National Youth Council (NYC) to increase involvement of youth in Habitat for Humanity's mission in Canada. Youth are currently involved with Habitat for Humanity through

volunteering on local build projects and/or participating in the Habitat for Humanity Campus Chapter program at a university, college or high school campus. However, involvement through these means has been limited and the 2006 National Student Build was identified as a project that would not only engage more youth in the work of Habitat for Humanity, but also raise the profile of Habitat for Humanity in the youth demographic.

Free the Children: www.freethechildren.com - the largest network of children helping children through education in the world, more than one million young people have been involved in innovative programs in more than 45 countries

Ryan's Well Foundation: www.readersdigest.ca/mag/2001/01/ryan.html - raising funds to build wells in Africa

Ryan's Well: www.readersdigest.ca/mag/2005/02/jimmy_escape_freedom.html - during the visit of Ryan and his family to Uganda, they met Ryan's penpal; the story did not end there...

Right to Play: www.righttoplay.org - inclusive play-oriented organization started up by Karen Gordon

Foster Parent Plan: www.fosterparentsplan.ca/WorkWithUs/Youth-advisory-counsel.aspx?ContentID=26 (the Youth Advisory Council is a voluntary group of young people taking action to promote international development issues, child-centred development and children's rights issues; youth can also become involved through working with younger children in the Kids Who Care program)

Amnesty International Youth and Student Program: www.amnesty.ca/youth - no better way to become involved in human rights and global issues than to become part of the Youth & Student program, take action on behalf of other students and youth

World Vision Youth Network: www.worldvision.ca/home/get-involved/world-vision-youth-network - an interactive, nationwide movement of young people who are informed and engaged in important global issues, by speaking out, writing letters, or organizing events, you can make a difference in many ways. This is the organization that sponsors the 40-hour famine.

Northern Youth Abroad: www.nyaponline.org - enables youth aged 15 to 21 living in Nunavut and the Northwest Territories to acquire professional skills and training, hands on work experience, and high school credits through a cross cultural work

and learning experience in southern Canada and abroad, seeks to foster cross-cultural awareness, individual career goals, and international citizenship in Northern youth, promotes leadership development, healthy self confidence and self esteem by providing life-changing experiences

General

Street Kids International: www.streetkids.org - check out their Youth Skills Entrepreneurship Initiative case study

Project Ploughshares: www.ploughshares.ca - an ecumenical agency, studies approaches that build peace, prevent war, and promote the peaceful resolution of political conflict

Inter Pares (Among Equals): www.interpares.ca - works with social change organizations around the world to promote social and economic justice in their communities

CARE: www.care.org - International relief and development agency that helps people in developing nations through humanitarian programs

Doctors without Borders (Medecins sans Frontieres): www.msf.ca - works in areas of Africa, the Americas, Australia, Asia, and Europe where it has found services inadequate to meet a population's medical needs, usually in situations involving wars and conflicts, refugees and displaced people, natural or man-made disasters, and countries dealing with insufficient health care systems

Engineers without Borders (Ingenieurs sans Frontieres): <http://www.ewb.ca/en/index.html> - helping people in developing communities gain access to technologies that will improve their lives, especially in relation to hunger and clean water

Oxfam: www.oxfam.ca - non-profit international development organization that supports community programmes in food security, health, nutrition and democratic development with an emphasis on working with women, tackling the root causes of poverty, social injustice and inequality

Weight of the World Challenge: www.cbc.ca/weightoftheworld - partnership between the Canadian Broadcasting Corporation and the National Film Board of Canada, aims to help our youth deal with the epidemic of obesity they face on a daily basis

Policy Alternatives: www.policyalternatives.ca - coordinates the Canadian Centre for Policy Alternative's national research agenda and publishes reports, studies, books and commentary on a wide range of public policy issues

Miscellaneous Topics

Fair Trade

Many NGOs and CSOs argue for fair trade rather than free trade. There are lots of websites. Here are a few to get you started:

Make Trade Fair: www.maketradefair.com

TransFair Canada: www.transfair.ca/en/education/primary/whatsfair - discussing fair trade and cacao

Just Chocolate: www.newint.org - article in New Internationalist magazine #385, December 2005 about free trade chocolate

Fair Trade Coffee: www.oxfam.ca - information and workshop activities related to free trade in coffee

World Food Day: www.oxfam.ca/campaigns/worldFoodDay2.htm - more information on winners and losers in coffee prices and trade

Mennonite Central Committee: www.mcc.org/us/washington/coffee/effects.html - effects of the falling prices of coffee

Economics

One of the characteristics of free trade is privatization. There is a lot of controversy. Here is one study:

Privatization: <http://www.cbc.ca/news/features/water/> - CBC study on the privatization of water services

Credit Unions: www.nunatsiaq.com/news/nunavut/50520_02.html - discussions concerning a credit union in Iqaluit, a step towards microfinance?

Health

Bill C-9 makes it legal for Canadian companies to produce generic versions of specified patented medicines for export to a number of developing countries facing public health crises such as HIV/AIDS. Are companies willing? Check out: Doctors without Borders: www.msf.ca

Access to Essential Medicines: www.accessmed-msf.org

Oxfam: www.oxfam.ca/news/WorldFoodDay/Biotech_wont_feed_world.htm - joint article by Oxfam, Greenpeace and CUSO re genetically modified foods

Youthlinks: www.youthlinks.org/index.do - for links about genetically modified foods, choose Human Security, then personal security, then hunger

What about the Chagas disease in South America, tuberculosis, and malaria, bird flu virus, West Nile virus, or bullying

Environment

There are many topics: global warming, carbon dioxide emissions, Kyoto, mining activity, oil drilling, clean and plentiful water. What is the environmental record of Canadian mining and oil companies in the Third World? What has happened to Canada's commitment to Kyoto?

People and the Planet: www.peopleandplanet.net/ - articles and pictures regarding human behaviour and the natural resources of the planet

Economy: role of unions

Alternative Journal: www.alternativesjournal.ca - articles on the environment and how it is connected to social and economic events

The politics of food and farming: www.newint.org - the New Internationalist magazine #353, January/February 2003 contains many articles about genetically modified food - a very controversial topic

War and Conflict

World War II was supposed to be the war to end all wars, but there are many wars being fought around the world. More and more frequently civilians and children are the victims. Canada used to be known as a peace-keeper. Our blue berets were welcomed. Now our military is involved in Afghanistan. What message does that give? There is terrible fighting between Israel and Lebanon. Thousands of Lebanese have made their home here in Canada. Why are we not trying to help find a peace settlement? Find out what Lloyd Axworthy has to say about the role of the United Nations and the responsibility to protect, the obligation to shield people all over the world from genocide and ethnic cleansing at the hands of their own government.

Children in Armed Conflict

www.ploughshares.ca/images/articles/ACR04/Child_Soldiers_Map.pdf

What about migrants and refugees, the exploitation of marginalized peoples. What about the human rights abuses in countries around world? What about the issue of land mines and arms sales? At one time, Canada was leading the global campaign against the use of land mines.

Technology

Google released the name of an internet user who was criticizing the Chinese government to government officials. They have arrested the person. The Chinese Google website is censored. What do you think?

ERBOL: <http://www.unesco.org/cgi-bin/webworld/ipdc/cgi/page.cgi?g=Detailed%2F611.shtml&d=1> also <http://www.thp.org/bolivia/2003/oct> - radio broadcasting in Bolivia that discusses current affairs, issues such as democracy, to raise social consciousness

For youth involvement through radio: www.nfcb.org and www.unicef.org/icdb or www.radioafrica.oneworld.net

Indigenous Peoples

The United Nations has just released (June, 2006) the Declaration of the Rights of Indigenous Peoples. What do you think of it?

And lots more...

Reflection

You must be the change you wish to see in the world.

Ghandi

Content: What connections do you see between human rights, sustainable development, and globalization? How do these relate to the Millennium Development Goals with their 2015 target date?

Collaborative: Talk with one of your close friends. Look at the list of characteristics of global citizens and those who demonstrate *pijitsirniq*. Ask your friend to tell which of those qualities she or he thinks that you have. Ask them for examples of things you have done that make them think you have those qualities. Do you agree? Do the same for your friend.

Personal: Reflect on the quotation by Ghandi above. Think of yourself five years from now. What change do you see yourself making in the world?

Go to Appendix A and rate how well you participated in the activities for this unit.

Appendix A: Self Assessment

Learning Competencies Evaluation

Give the following a number from 1 to 5 to show how well you feel you have demonstrated the following learning competencies:

1	2	3	4	5
don't know	not sure	sort of	well done	very well done

- I researched multiple connections and perspectives in the global village.
- I explored the human condition in the global village and identified the significance of human rights at home and abroad.
- I explored the foundation and expansion of contemporary globalization and examined alternative viewpoints on challenges and opportunities that exist.
- I explored the *race to the bottom* and the impact of globalization on women. I identified means to promote the role and rights of women in society.
- I explored child labour, street children, and the impact of globalization on children and youth. I identified means to promote the rights of children.
- I explored the issue of HIV/AIDS and the impact of globalization. I am able to describe and share the potential impact of the virus in Nunavut.
- I explored issues related to hunger, poverty, free trade and foreign aid. I debated the impact of globalization on the quality of life of individuals and communities.
- I analyzed creative innovations that have improved the quality of human life and I demonstrated how the principle of *qanuqtuurunnarniq* (seeking solutions) enables us to meet the changing needs of society.
- I examined how a wide variety of communities and organizations have united to improve their quality of life. I applied the principle of *piliriqatigiiniq* (working together for the common good) to the development of a solidarity movement among youth.

- I learned about individuals who have demonstrated the responsibilities associated with global citizenship and I have applied the principle of *pijitsirniq* to my own life.

Updating Your Aulajaqtut Personal Portfolio

Review your journal and your portfolio. Pick out three things you did in this module that you feel show your best work. They will become part of your permanent Aulajaqtut personal portfolio collection. These may be pages photocopied or scanned from your journal. In your conference with your teacher, share these things.

Module Evaluation

This module is intended to help you understand issues of globalization involving human rights and sustainable development and to become a person able to become engaged in issues and make change in the world, at any level.

- a) Write a brief statement about what you feel you learned from this module.

- b) What were the key issues for you?

- c) What do you think should be added?

Evaluating Your Participation

Give yourself a rating on how well you participated in the following activities. Mark an X to indicate whether you think you participated fully or did not participate.

Unit #	Activity	Participated fully	Participated somewhat	Did not participate
1	Only Connect			
1	The Global Consumer Connection (seal hunt)			
1	Where Clothes are Made			
1	Human Geography - Country Profile			
1	Global Connections and <i>Avatimik Kamatiarniq</i> - Sheila Watt-Cloutier Presentation			
1	Reflections			
2	Human Rights Quiz			
2	If the World Were a Village			
2	Human Rights in the Global Village			
2	Visualizing Human Rights			
2	Reflections			
3	Making Global Connections			
3	The Meaning of Globalization			
3	Sort and Predict			
3	Timeline of Globalization			
3	Reader's Theatre			
3	Three Theories of Disempowerment			
3	Reflections			
4	Auction Role Play: The Race to the Bottom			
4	<i>Global Village, Global Pillage</i>			
4	Work Stations: Labour Conventions			
4	Update PMI chart			
4	Reflections			

5	Labour Conventions			
5	Street Kids			
5	Case Studies of Child Labour			
5	Poetry and Personal Response			
5	Nunavut Charter for Children			
5	Reflections			
6	What if...			
6	Anticipation Guide			
6	Our Affected Classroom			
6	<i>Their Brother's Keeper</i>			
6	Personal Response			
6	It's Not Just Africa: Leetia and Kaitlin			
6	Reflections			
7	A Tangle of Wool			
7	12 Myths about Hunger			
7	Global Trade Examples			
7	Reader's Theatre			
7	NAFTA Reading			
7	Foreign Aid Advice			
7	Reflections			
8	Needs of the Present, Needs of the Future			
8	Changing Paradigms			
8	Examples of Paradigm Shifts			
8	A Cree Saying			
8	Reflections			
9	Matching Case Studies			
9	Big Fish, Little Fish			

9	<i>Global Village, Global Pillage</i>			
9	Children in Solidarity with Children			
9	Reflections			
10	Mariano Aupilaarjuk's Visit to New York			
10	<i>Pijitsirniq</i> and Global Citizens: Qualities			
10	What is the future of Inuit youth?			
10	A Personal PMI Chart			
10	You must be the change ... Research			
10	You must be the change... Project			
10	Reflections			
App. A				

Journal Evaluation

Look through your Student Journal and decide on how you would rate your work. You may decide to improve on the overall quality of your student journal using some of the scoring criteria from the rubric below.

5 POINTS

Quantity: I completed all the journal activities.

Depth: My journal writing demonstrates a good, solid understanding of the material covered in this module.

Interest: Reading through this is interesting to me and would also be interesting to others.

Value: Responding and reflecting in this journal has been very helpful to me and I can understand global issues and become involved in change.

4 POINTS

Quantity: I completed most of the journal activities.

Depth: My journal writing demonstrates a good understanding of the materials covered in this module.

Interest: Most of this writing is interesting to me and would also be interesting to others.

Value: Most of this responding and reflecting has been helpful to me and I can understand global issues and become involved in change.

3 POINTS

Quantity: I completed some of the journal activities but a lot is missing.

Depth: My journal writing demonstrates an acceptable understanding of the materials covered in this module.

Interest: Parts of this writing are interesting to me and would also be interesting to others.

Value: Some of this responding and reflecting has been helpful to me and I can understand global issues and become involved in change.

2 POINTS

Quantity: My journal contains little of the required information.

Depth: My journal writing demonstrates only a little understanding of the materials covered in this module.

Interest: A bit of this writing is interesting to me.

Value: A bit of the responding and reflecting has been helpful and I can begin to think about global issues and getting involved.

1 POINT

Quantity: My journal is missing most of the required materials.

Depth: My journal writing demonstrates very little understanding of the materials covered in this module.

Interest: Not much of this writing is interesting.

Value: None of this has really been helpful. I'm still confused about global issues.