



A Right to Education

Reflections on Educating Former Child Slaves



I always look forward to those wonderful September days where, on my walk to work, I meet eager young students hurrying to school to catch up with the latest news from friends they haven't seen since June. Their energy and enthusiasm can't help but affect me. My years as a teacher have made me face September with an overwhelming sense of hopefulness and optimism in the endless possibilities that exist for children. The contrasting experience of children who are enslaved is particularly evident this September, as I move forward on a research project with students whose lives *don't* include the possibilities that education can offer.

While exact numbers of people in slavery is difficult to calculate due to its underground nature, researchers estimate there are about 27 million people being held as slaves and this number is increas-

ing at about 700 000 people per yearⁱ, with many of these being children. The newest and fastest growing form of slavery is contractual slavery, which exists within the practices of modern labour relations. What may be presented as legitimate offers of employment, turn out to be well organized illegal operations aimed at vulnerable people. The market for slaves, which drives the increased numbers, exists in the shadow of the global economy that demands ever cheaper sources of unprotected labour. As the number of poor, marginalized people increases, so too does the supply of desperate workers, ready to take any employment contract. Children become key players because of their vulnerability caused by poverty and local gender, class, caste and cultural practices that create conditions of exclusion and isolation. Driven by a desire to earn a living, these children, and often their par-

ents, find the possibility of employment a desirable, if not necessary, choice. These choices are exacerbated by a lack of education and limited access to schools.

Slavery and Economic Globalization

The current globalization of de-development and underdevelopment, as evidenced by increases in global poverty, decreased life expectancy, and deterioration of the quality of life for many of the world's people, certainly provides ample evidence that the linear modernization project called "development" and the promised *escalator to wealth*ⁱⁱ quite literally don't exist. This model, heralded by United States President Harry Truman in his 1949 Inaugural Address, where he deemed the world to be made of those who were 'developed' and those who were 'undeveloped', set in place a system of international financial institutions and agreements, international aid programs, and a globalized system where economics was used to define all human activity.

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Change for Children Association (CFCA) is an Edmonton-based non-profit, non-governmental organization with a 27-year history of working for sustainable, grassroots community development in Latin America and the Philippines.

Our development projects, their cost and priority, are determined by our Southern partners according to the current needs of their communities.

In Canada, our education program engages the public in a process of awareness raising, analysis and action on issues of global justice.

While CFCA highly values its partnerships with communities of various religious and political persuasions, we are a non-sectarian, non-partisan society.



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CHANGE FOR CHILDREN: It takes a village...

Change for Children. The name spoken out loud rolls easily over the tongue and brings to mind images of community, solidarity and sustainable development. But for those wanting to understand how our name reflects the work being done in our partner countries and at home, it can also raise the question: Do all project and activities funded by Change for Children involve children?

The simple answer is yes! While the Muralism Workshops for Children and Youth project in Nicaragua is an obvious fit, the Sesame Seed project in Ometepe, Nicaragua may not, at first glance, have obvious links to children. The fact is that all of our projects and activities focus on some aspect of the overall health of the communities in which they work. Empowered communities working for positive, long-term sustainable change can better provide a nurturing and healthy environment for children to grow and develop. As the African proverb goes "it takes a village to raise a child."

In 1976, the name Change for Children was chosen to recognize "the primary victims of injustice while at the same time suggesting the need for transformation". (Adapted from *We Remember: 20 Years in Solidarity*, by Hank and Tillie Zyp, May 1996). This continues today as we strive to celebrate partnership in solidarity and recognize the potential of each community member. The September 2004 edition of Building Bridges focuses on children and how they spend their time when they are not, or do not have the opportunity to be, in school.

For me, September is always a time for reflection and renewal with memories still lingering years later of the first day back to school, my head filled with endless possibilities for the months ahead. This feeling of anticipation still bubbles up every year as the leaves begin to change colour and the air loses its warmth. The months ahead at Change for Children promise to be full of these new challenges and visioning as we continue to nurture our partnerships overseas, in Canada and within our local communities. Activities within our own local community will include a board development workshop, peer-based staff evaluations and renewed commitment to a flat staffing structure. In addition, this and upcoming issues of Building Bridges will highlight our new projects, local education initiatives, community events and updates from our intern posted in Eritrea.

Finally, and most importantly, the strength of our community and organization depends on you, our supporters, and your commitment to the work we do. I will leave you with the words of our founders, Hank and Tillie Zyp: "The legacy of Change for Children is that ordinary people are capable of doing extraordinary things; and, as such, are able to make a difference in the lives of people who have been marginalized by unjust economic and political structures."

Margo Nelson
CFCA President

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**ordinary people
can do...
extraordinary
things**

– Hank Zyp, CFCA Founder

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We are guilty of many errors and
Many faults, but our worst crime is
Abandoning the children,
Neglecting the foundation of life.
Many things we need can wait.
The child cannot.
Right now is the time,
his bones are being formed,
his blood is being made
and his senses are being developed.
To him we cannot answer
"tomorrow."
His name is "TODAY."

- Gabriel Mistral



Photo taken in
Chinandega,
Nicaragua
by Tara Irwin



A youth action project proving youth in rural Alberta with an opportunity to talk to their peers about the nature of poverty around the world – and to move together toward action.

TOUR DATES

Northern Outreach
Edmonton to Jasper
Sept 29 – Oct 1

Southern Outreach
Edmonton to Banff
Oct 20 – 22

YOUTH SUMMIT

March 10 – 12 2005
Edmonton, Alberta
Strathcona Arts Barns

register early!

get involved!

- book a presentation in your school
- register for the youth summit
- volunteer!

To find out how you can get involved with this project, visit our website at www.changeforchildren.org or call our office at (780) 448-1505.

A RIGHT TO EDUCATION ...continued from page one



Photo taken in Nueva Esperanza, El Salvador by Jeff Doyle

Slavery emerges when economic vulnerability combines with high population growth and a lack of regulation or control over the use of violence.

As countries became more closely tied to the globalized economic system through World Bank and International Monetary Fund programs in the latter part of the last century, these nations' economies and entire public sectors were restructured in alignment with the neoliberal ideology of the international financial institutions. "Under-developed countries," as they were referred to in accordance with the development agenda, filled a specific role in the deregulated global economy, which was (and is currently) that of providing cheap sources of labour and market-friendly environments where transnational corporations (TNCs) were not restricted by labour, health and safety, environmental regulations, or local tax laws. The stability of this global system depended, and is still dependent, on the emergence of local responses to ensure the system was maintained. The results of these trends have been, among other things, the collapse of many small local enterprises that sustained individuals,

families and communities. It is at this point that the vast increase in slavery is located. "Slavery emerges when economic vulnerability combines with high population growth and a lack of regulation or control over the use of violence."^{iv} Local communities, with economic livelihoods devastated by neoliberal policy and with public sector policy and programming minimized by neoliberal structural adjustment programs, had few material or social resources with which to respond to the new global economic reality into which they were thrust.

The system of slaveholding mirrors the globalized system^v and is characterized by transnational interactions that have few, if any, ties to nations. Just as with TNCs, the sites of production, finance, marketing, and "consumption" in the slave market exist in isolation, with slave traders avoiding the onerous responsibilities of ownership, preferring the fluid relationships of out-sourcing and short-term contracts.

International treaties and agreements, having ploughed tracts into the heart of the economy of nations and communities, leave TNCs free to make ever increasing demands of governments, communities, and workers. Slavetraders and slaveholders, functioning within this free market system, find easy access to marginalized people, lax regulations, and few enforcement agents. The result has been a global slave trade where people are disposable,^{vi} exchanged at low prices, and valued only for their short term productivity. As cheap commodities of the new economy, these people are often carelessly discarded when their productivity decreases.

Re-Framing Questions of Education: From Needs to Rights

Recent international and local initiatives have resulted in an increasing number of children being rescued from situations of slavery. Education is named as the key to

their recovery and reintegration into society. However, how this education is best provided and by whom, is of question. For children who have experienced slavery and those vulnerable to becoming enslaved, education cannot be neutral: it will exist either as a reinforcement of their marginalized role in society or as a mechanism to equip them for new futures with more expansive possibilities.

ful in that it provides an understanding that action and change are possible, that there are choices and as social agents, the children have the power, ability and right to act on their own behalf.

"The traditional educational system in both content and structure is a poor preparation for life in the 21st Century; it meets neither the personal needs of indi-

For children who have experienced slavery and those vulnerable to becoming enslaved, education cannot be neutral

Children who have been enslaved are particularly vulnerable when they have been trafficked across borders, psychologically manipulated and physically abused. Often they are returned to their communities. But, the economic and social conditions that created the context of their slavery still exist and, lacking either agency or efficacy, these children's sense of intense contextual vulnerability limits their responsive choices. Having experienced complete loss of power and choice, these children must regain their sense of efficacy and agency through processes that are emancipatory and hopeful; emancipatory in that the children become aware of the oppressive nature of their experience, of the role of the oppressor, and that they, themselves, can become subjects in their own actions. This process must be hope-

ful nor the development needs of their societies."^{vii} The traditional needs based approach to education depoliticizes the conditions that exist to marginalize and stigmatize particular groups. "The real problem [is] the dominant discourse on development was framed not in the language of rights and justice, but with the vocabulary of charity, technical expertise, neutrality and a deep paternalism."^{viii} When children who have been marginalized in the contemporary slave trade enter this system, limits are placed on their human development potential and life possibilities.

In contrast, a rights-based approach to education policy is concerned with individual and group entitlements to basic services and livelihoods and in this, politi-

cizes the lack of these services and opportunities. This approach provides a means for students, families, and local communities to claim social justice. For students who need particular focus on regaining agency and efficacy, this approach provides the possibility of shifting from material-needs fulfilment to engagement as social agents. While needs-based approaches might help to identify the resources required by these children, rights-based approaches provide a means of making claims to those resources. Education moves from being productivist, where students function as future participants in the economic system, to a focus on engagement in the socio-cultural, economic, and political contexts of their own lives. If children are to have the capability to exercise their freedom of participation as citizens, they require education that provides opportunities to learn and practice engagement as citizens. It is through the acquisition of the knowledge, skills, and attitudes of such engaged citizenship that students can claim their rightful position as members of their communities and access the material, social, cultural, and political rewards of such membership. As Kumi Naidoo, Secretary General of Civicus recently stated: "The poor should be considered as full citizens and not simply victims, as full citizens and not simply recipients, as full citizens and not merely beneficiaries or charity cases. Unless we put people, and particularly those that have been historically excluded, at the centre of public life, our development goals will continue to evade us." If education is to play a role in this process it would be well served to begin with human rights as the base for policies and practices. Children who have been enslaved require more than reading and job skills if they are to claim their rightful place in their communities.

Sources Used:

- ⁱ Bales, K.(1999). Disposable People: New Slavery in the Global Economy. Berkeley: University of California Press
- ⁱⁱ UN DESA (2002). The UN Response to trafficking in Women & Girls. New York: United Nations
- ⁱⁱⁱ Rihani, (2002). Complex Systems Theory & Development Practice. London: Zed Books
- ^{iv} Bales (2000). Slavery in the Age of Globalization. Journal of International Affairs. Vol53(2) p. 461-484
- ^v *ibid.*
- ^{vi} Bales, K.(1999) Disposable People: New Slavery in the Global Economy. Berkeley: University of California Press
- ^{vii} Rihani (2002). Complex Systems Theory & Development Practice. London: Zed Books
- ^{viii} Manji (1998). Development and Rights. Oxford: Oxfam





Photo taken in Nueva Esperanza, El Salvador
by Jeff Doyle

250 MILLION CHILDREN BETWEEN THE AGES OF 5 AND 14 ARE ENGAGED IN CHILD LABOUR. As many as 50 million children work in dangerous environments like mines or factories, or with dangerous substances like chemicals and pesticides. 5.7 million of these children work in especially horrific conditions, including the virtual slavery of bonded labour.

125 MILLION PRIMARY SCHOOL AGED CHILDREN DO NOT ATTEND SCHOOL. Estimates indicate that providing quality basic education for a minimum of four years would eradicate illiteracy within a single generation.

Of the more than 40 million people living with HIV/AIDS, 2.5 million are children under the age of 15. **EVERY DAY, APPROXIMATELY 1700 MORE CHILDREN ARE INFECTED WITH HIV/AIDS.** 6000 persons under the age of 25 are infected each day – making up more than half of all new HIV/AIDS infections.

Every 14 seconds a child loses her parent to AIDS, leaving **13.4 MILLION CHILDREN ORPHANED WORLDWIDE.** Most of these orphaned children live in sub-Saharan Africa, where 250 Africans are infected with HIV per hour.

More than 30 countries around the world actively recruit children to fight in adult wars - there are now over **300,000 CHILD SOLDIERS UNDER THE AGE OF 18.** The majority of child soldiers are between the ages of 15 and 18, but records include instances of children as young as seven years old being recruited.

Armed rebels and national armies in countries like Columbia, Sri Lanka and Uganda force children to serve as soldiers and/or aggressively recruit them with promises or threats. Technological advances in modern-day weaponry facilitate child participation in armed conflict through the **CREATION OF WEAPONS THAT ARE SUITABLE FOR TEN YEAR OLDS TO OPERATE.**



LIFE OF A CHILD

There are currently **25 MILLION CHILD REFUGEES** forced, due to war and conflict, to flee their homes and, in many cases, their families. Living in refugee camps, these children lack adequate access to education, health services and proper nutrition. Many become malnourished and face the possibility of starvation.

There are 110 million active landmines worldwide – often brightly coloured and shaped like toys. **EVERY DAY THIRTY CHILDREN STEP ON LANDMINES** – 85% die before they reach a hospital.

OVER 650 MILLION CHILDREN WORLDWIDE LIVE IN EXTREME POVERTY. Every year 1.7 million children die as a result of poverty – 75% of all hunger-related deaths are children under the age of five.

More than **100 MILLION CHILDREN WORLDWIDE LIVE AT LEAST PART OF THE TIME ON THE STREETS** – the vast majority of them are working children.

The World Health Organization estimates that **40 MILLION CHILDREN UNDER 15 SUFFER FROM ABUSE AND NEGLECT** and require health and social care.

Each year, **1.2 MILLION CHILDREN ARE TAKEN FROM THEIR HOMES AND TRAFFICKED.** Child trafficking includes forced labor, prostitution, and pornography – a significant percentage of these children are trafficked across international borders to work as domestic servants or in sweatshops, on construction sites, or in brothels.

Every year the multi-billion dollar **SEX TRADE INDUSTRY EXPLOITS ONE MILLION CHILDREN.** The majority are poor children between the ages of 13 and 18, but research indicates that the ages of children involved in the sex trade industry is decreasing. Often the children used by the industry are from impoverished families who are attracted to the industry through the small payment they receive in exchange for the use of their children.

FOOD FOR THOUGHT



"To look into some aspects of the future, we do not need projections by super-computers. Much of the next millennium can be seen in how we care for our children today. Tomorrow's world may be influenced by science and technology, but more than anything, it is already taking shape in the bodies and minds of our children."

– Kofi Annan,
Secretary General of the United Nations

Photo taken in La Vega, Guatemala
by Alison Roberts

THE UNITED NATIONS' CONVENTION

The Convention on the Rights of the Child (CRC) is the most widely ratified human rights treaty in the world. It is a comprehensive document, comprised of 54 articles that address child rights in the areas of survival, protection, development, and participation. The CRC applies to any child under the age of 18 and includes civil rights and freedoms, basic health and welfare, education, play, and cultural activities.

Critical to the convention is the understanding that children are individuals and have equal status with adults as members of the human family: they are not the possession of parents or government, and they are not "people-in-the-making." Special consideration must be given to the protection of children's rights because of their reliance on adults as they grow toward independence, and because they are the most vulnerable to the effects of poverty and injustice.

The CRC was initially adopted by the United Nations General Assembly in November 1989, and has since been ratified by 192 countries (including Canada in 1990) who have agreed to be held accountable to their commitment before the international community. The only two countries who have not ratified the convention are Somalia and the United States.

Some of the CRC's articles are summarized here: for a complete listing visit www.unicef.org/crc.



Photo taken in Managua at INPHRU by CFCA volunteer Matt Roberts
(See *New CIDA Projects, Cultural Programming for Children and Youth*, on page 10.)

ON THE RIGHTS OF THE CHILD

Article 6: All children have the inherent right to life.

Article 7: All children are to be registered immediately after birth and shall have the right to a name, to acquire a nationality and as far as possible, the right to know and be cared for by his or her parents.

Article 10: Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11: Governments should take steps to stop children being taken out of their own country illegally.

Article 16: Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 24: All children have the right to good quality health care, clean water, nutritious food and a clean environment in order to stay healthy and rich countries [like Canada] should help poorer countries achieve this.

“A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognizes but protects their human rights.”

– Carol Bellamy, UNICEF Executive Director

Article 27: All children have the right to a standard of living that is good enough to meet their physical and mental needs and governments should help families who cannot afford to provide this.

Article 28: All children have the right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 31: All children have the right to relax and play and to join a wide range of activities.

Article 32: Governments should protect all children from work that is dangerous or might harm their health or education.

Article 34: Governments should protect all children from sexual abuse.

Article 35: Governments should make sure that children are not abducted or sold.

Article 38: Governments should not allow children under 15 to join the army and, in war zones, the government should provide special protection to all children.

Article 40: All children who are accused of breaking the law should receive legal help, and only those children who commit the most serious offences should receive prison sentences.

Article 42: Governments should make the Convention on the Rights of the Child known to all parents and children so they can ensure their rights are respected.

EDUCATOR'S CORNER



In a whole group discussion, have your students compile a list of things that they think are protected by the CRC. Compare their list to the actual rights determined by the CRC – what differences and similarities do they find? Which of the rights that are included or omitted surprise them? Why?

Visit **The Right's Site** (www.therightsite.org.uk) for more information on the CRC – including an online game that asks students to determine the difference between a want and a need.

e-sources and plans

United States Fund for UNICEF

www.unicefusa.org

UNICEF has several downloadable classroom activities and resources on children’s issues. Click on “For Educators” in the Youth Action section for details.

International Labour Organization

www.ilo.org/childlabour

The ILO has a number of fact sheets, links and publications on child labour-related issues. Explore their site, or download “Invisible Children,” a teachers resource created for World Day 2004 that includes information and activities for the classroom.

PROJECTS UPDATE

Thus far, 2004 has been a successful year for CFCA with regards to projects. This past winter we worked with Kindness In Action to send three delegations of dentists south to provide free dental care for communities in Nicaragua and Peru. One of the delegations provided their services to indigenous communities in Nicaragua's Bosawas Biosphere Reserve, the most remote area any delegation from Kindness in Action has ever visited.

This past spring we worked with a Grant MacEwan's *Project Hope* to construct a three room school in Guatemala. In May, the 12 member student group traveled to the community to assist with the construction and get to know the community and CFCA's partner organization there. This project was also supported by Jones Soda and Westwood Unitarian Congregation.

This summer, CFCA's internship proposal was approved for funding from CIDA's Youth Action Unit. Our intern Laura Roberts will work in the office for the next couple of months researching African development issues. She will travel to Eritrea in the fall to work with CFCA's new partner organization: The National Union of Eritrean Women. Laura will assist the women in the development of Human Rights and Gender Equality educational materials.



Photo taken in Managua at INPHRU by CFCA volunteer Matt Roberts

Also in 2004, CFCA received funding from the Wild Rose Foundation and from CIDA for the following projects:

WILD ROSE PROJECTS FOR 2004

Monsenor Romero Popular Resource Centre

Tierra Blanca, El Salvador

This project is designed to address the problems of poverty and violence by providing a physical space and programs for high risk youth that fall victim to criminal activity and gang violence in the area.

Systematic Capacity Building/Income Generation Projects for Women

Cuernavaca, Mexico

The project benefits over 500 agricultural producers who will expand their capacity for action through technical training and micro-enterprise initiatives.

NEW CIDA PROJECTS FOR 2004

Community Water and Capacity Building Project

Somotillo, Nicaragua

This project will provide year-round access to clean water with the construction of wells and water systems and complementary health and hygiene programs to 8,424 people in 20 communities in Chinandega and Leon in northern Nicaragua.

Cultural Programming for Children and Youth

Esteli & Managua, Nicaragua

This project will reach over 2,500 children and youth with its programming aimed to increase the self-esteem and self-awareness of working children and youth. It is a joint project between two organizations which together will realize a national Nicaraguan campaign to promote the Rights of the Child.

Community Health for Indigenous Communities (Phase II)

BOSAWAS, Nicaragua

This project will benefit the entire population (over 10,000) of isolated, indigenous communities within BOSAWAS. It will focus on the cultivation and distribution of medicinal plants and the prevention of AIDS and STDs among women.

WHEN SCHOOL IS NOT AN OPTION

Last summer my niece moved from British Columbia to Alberta. All summer she faced expenses she hadn't anticipated: health care premiums, vehicle inspection and registry, and much higher auto insurance and childcare costs. At the end of August when she registered her two children in grades 3 and 4, she received a long list of school supplies each of her children needed for the first day of school. Although she spent way more than she could afford to send her kids to school, it never occurred to her to keep them home or to send them out on the street to earn money.

Yet this is the decision millions of mothers in Central America and the rest of the Two-Thirds World are forced to make each school year. Article 13 of the International Covenant on Economic, Social and Cultural Rights adopted by the UN General Assembly on December 16, 1966 states that the universal right to education includes compulsory and free primary education for all, secondary education generally available and accessible to all and higher education equally accessible to all. Thirty-eight years later, the right to education is still a dream for millions of children.

I remember how shocked I was in 1995 to find Doña Ambrosia, a 54-year old widow, living with six children and grandchildren in her kitchen, a dirt-floor shack smaller than a one-car garage. She had rented her house to be able to send the six children to school.

While education is "free" in Nicaragua, and most other Latin American countries, it is inaccessible to the poor. In Nicaragua, over 30% of the population lives in extreme poverty. Poverty means that there is no money to cover the costs of going to school, that children need to work in order to supplement the family income or to take care of younger siblings while the mother works. Children of migrant farm workers who cross borders illegally to harvest sugar cane, coffee or cotton cannot attend classes either.



While poverty is the major cause of in-attendance at school, it is not the only cause. Neoliberal policies and the structural adjustment program (SAP) imposed by the World Bank and International Monetary Fund have forced Latin American governments to drastically reduce education budgets. As a result, teachers work at two or more jobs just to make ends meet; classrooms are crowded with 60 to 70 students; there is no chalk, no textbooks, no supplies. In Managua, with a shortage of 100, 000 desks, it is not uncommon to see a child lugging her own desk to school.

Getting every child in school is not an impossible dream.

What can we, North Americans, do to make it possible for poor Latin Americans to better their situation? As I look at Change for Children's projects in the Two-Thirds World, I realize that what we are doing has a tremendous effect on education.

Many of our projects aim at the creation of skills and income generation. A sustainable income - whether it's from weaving, sewing, baking, brick and tile making, or farming - will enable many children to attend classes. The skills the parents learned and the increase in self esteem are passed on to their children.

CFCA supports programs that offer educational and recreational activities for children and youth. We are aware of the untold benefits of such programs here in Canada. How much more beneficial where children do not have access to libraries, enrichment classes, arts and crafts, dance and music, computers. As they advance in these programs, youth become mentors passing on the skills they have learned. They learn organizational skills needed to demand more fiscal and social responsibility from their governments.

What can we do besides financially supporting CFC programs? Countries of the south are burdened by SAPs because of external debts that are simply unpayable. These fiscal policies affect mainly women and children. We must continue to pressure our government to condone these debts. Our partners in the south are very concerned with the free trade agreements and policies that destroy local subsistence economies and permit the rich north to consolidate its power on the tears, sweat and blood of the south. Accessibility to education requires that rural populations in the south be able to earn a living from the land. Purchasing fairly traded goods insures that producers obtain a just price for their labour.

Sweatshop assembly plants form part of the economy of the Two-Thirds World. We can inform ourselves of the work being done in Canada to persuade companies such as Nike, Sears, Bay, and Liz Clairborne to ensure safe working conditions and just salaries so that mothers working in these maquiladoras will be able to send their older children to school rather than leave them home to care for younger siblings.

Getting every child in school is not an impossible dream. All it takes is each of us doing our bit for sustainable change in our global village.

Cecily Mills holds a PhD in Microbiology from the University of Alberta. She spent seven years in Central America with Witness for Peace and with the Volunteer Missionary Movement. Cecily is a past board member and committed volunteer at Change for Children Association

EVENTS UPDATE

WORLD WATCH

CFCA's Monthly Movie Night
#221, 9624 108 Ave., Edmonton

The World Stopped Watching

October 14 @ 7:00 pm

Fourth World War

November 18th @ 7:00 pm

CFCA'S ANNUAL BENEFIT DINNER AND SILENT AUCTION

@ The Copper Pot
Sunday, September 26, 6:00 pm
Tickets available only in advance.
Contact CFCA for more info

FOCUS ON HIV/AIDS

w/ guest speaker Brian Rude

@ CFCA #221 9624 108 ave
Thursday, October 7 @ 7:00 pm

GLOBAL VISIONS FILM FESTIVAL

November 3 – 7

@The Citadel Theatre, Edmonton
For more info call (780) 414-1052
www.globalvisionsfestival.com

EDUCATING FOR HUMAN RIGHTS AND GLOBAL CITIZENSHIP CONFERENCE

November 11 -13

@ The University of Alberta
Visit www.ualberta.ca/~hre04

PARKLAND INSTITUTE 8th Annual Fall Conference

November 19 – 21

@ The University of Alberta
For more info call (780) 492-5885
www.ualberta.ca/~parkland

JUST CHRISTMAS: An Alternative Global Marketplace

November 26 – 27

@The Prince of Wales Armouries
For more info call (780) 474-6058

RESOURCES

The information provided in this issue of Building Bridges has been compiled with the help of the following resources.

Kids Can Free the Children

www.freethechildren.org

International Labour Organization

www.ilo.org

Human Rights Watch

www.hrw.org

UNICEF

www.unicef.org

Coalition to Stop the Use of Child Soldiers

www.child-soldiers.org

The Rights Site

www.therightssite.org.uk

Child Labour Coalition

www.stopchildlabour.org

Global March Against Child Labour

www.globalmarch.org

End Child Labour

www.endchildlabour.org

Make Change for Children your UNITED WAY donor choice!

When donating to this year's United Way campaign, simply choose "other" from the list of designated charities and write Change for Children Association in the blank provided. Thanks for your support!

Please support CFCA's Important Work with a CHARITABLE DONATION

All donors who contribute \$10 or more automatically gain membership in Change for Children Association and will receive our Building Bridges newsletter three times annually.

Please find enclosed a tax-deductible donation to be used in the following areas:

- \$_____ Undesignated - to be used as needed by Change for Children
- \$_____ General project account (supporting a variety of projects as required)
- \$_____ Supporting projects in the country of _____
- \$_____ A specific project: _____
- \$_____ Change for Children's Global Education Program in Canada
- \$_____ The Change for Children Endowment Fund
- \$_____ **Total Amount Enclosed** *Please make cheques payable to Change for Children*

Name: _____

Address: _____

City/Town: _____ Prov: _____ Postal Code: _____

Telephone: _____ Email: _____

Pre-Authorized Payment Plan Option

I/We authorize Change for Children Association to begin Automatic monthly withdrawals from my/our bank account as specified on the enclosed cheque marked "VOID." This authority is to remain in effect until further notification from myself/ourselves or Change for Children.

Please make a withdrawal in the amount of \$_____

per month on the _____th day of each month.

Signature(s) of Account Holder

Date Signed