

BUILDING BRIDGES



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LEAVE NO ONE BEHIND

BRIDGING THE DIVIDE



The Sustainable Development Goals are the cooperation agenda for our generation. They provide a roadmap for us to end hunger, achieve gender equality, improve health and well-being, improve education for all, provide universal access to water, to act on climate, to reduce inequalities, to achieve peace and justice. The central promise is to LEAVE NO ONE BEHIND.

The SDGs provide a focal point for global development efforts and opportunities for citizens to hold their governments accountable. But GOALS are one thing. ACTION is another.

With your help, Change for Children is taking ACTION. In the communities where we work, we see that all too often, it is the most vulnerable who get left behind – left behind from adequate health services, left behind from advances in basic and secondary education, left behind from access to technology. We work in some of the developing world’s most remote communities – and

Narrowing the knowledge gap to leave no one behind.

we provide access to quality education, clean drinking water, technology, training – we make the promise of inclusion a reality. When you support Change for Children projects, you are taking action so that everyone is included in the world’s progress.

Together, we can keep the promise. We can ensure that no one is left behind. #Leavenoonebehind

Lorraine Swift
Executive Director, Change for Children.



A Remote Area Community Hotspot for Education and Learning (RACHEL) delivers free content – tailored to meet cultural and language needs – to offline communities.

RACHEL is a plug-and-play server that can connect a classroom to a world of pre-loaded educational content; that can connect a water committee to valuable training resources; that can connect a teacher to innovative instructional tools. And all with the click of a button.

Access to the internet is largely unavailable, unreliable, or unaffordable for many communities.

A RACHEL bridges the gap. It is the best of the internet, without the internet.

For those living in remote locations or those living in poverty and economic and social marginalization, offline digital technologies provide access to learning, advocacy, and services to help girls, boys, men, and women reach their potential and break the cycle of poverty.





Though we walk into the Taltimiche, Guatemala school classroom brandishing our own manual cameras and smartphones for capturing photographs, it is we who end up being photographed, smiling back at tablet-wielding secondary students. It seems, in addition to having recently learned how to use tablets for accessing the pre-loaded content on their school's hotspot for education as part of our Technology for Improved Education project, students here have also located the camera function.

Technology invites collaboration, and also facilitates individualized learning by enabling students to work at the pace and on the content that best suits their learning needs.

Incorporating the use of offline resources with traditional learning strategies allows students to actively participate in learning. This interactive approach helps with information retention, keeps the students engaged and interested, and allows students to shine in new ways as they discover interests and abilities they didn't know they had!

In the Taltimiche classroom, students congregate in small groups around tables. Those holding a tablet for only the first or second time are helped by those students more comfortable with the new technology. Peer mentors emerge. Students are engaged as they experience, and visualize, and do.

As we leave, the last clicks of tablet cameras subside, the hum of algebra videos and math games resume, and the potential of this project to improve quality of education resonates — loud and clear.



Great technology alone is not the answer to education, but technology in the hands of a great teacher can transport a classroom enthusiastically into the unknown! Teacher training is a key part of the implementation of technology-for-education projects, especially where many teachers lack formal education and where professional development opportunities are few.

Before the tablets hit the classrooms, before math classes become more interesting, and before researching, collaborating, and sharing in small groups become part of the student routine in the new technology classrooms, it is the teachers who first become the students.



Photo Credit: Josiane Farand

Learning not only how to use the technology and how to access the offline content, but also learning how to integrate content in an engaging and interactive way, how to incorporate collaborative learning, and how to encourage creativity and critical thinking, is essential to making student learning not only successful, but also fun!

Technology is not enough. Preparing teachers to make the best use of this technology is essential for improved student learning.



When we invest in the education of girls, empowered young women emerge.



Two years ago, we met Marjorie in the indigenous village of Aniwas in the Bosawas Biosphere Reserve in Nicaragua. We learned about her household obligations — hauling water, doing laundry in the river for her family, cooking, taking care of her little brother, shucking rice. And we were encouraged that the Secondary School under construction at that time — funded by Change for Children’s generous donors and with support from the 60 Million Girls Foundation — would allow her to continue her studies beyond grade six.

This fall, once again in the Bosawas, we tested the feasibility of implementing a technology-enabled, innovative, off-line training program to assess its potential to increase teacher capacity, gender equality, and student learning outcomes in the region.

And, we once again met Marjorie. This time, she was inside a classroom of the new Aniwas Secondary School. She radiated a little more confidence this time around and with a digital tablet in hand for the first time, she learned to navigate the content on a RACHEL as part of the initial field test in her community.

With access to resources on gender equality and sexual and reproductive health and rights, in addition to school curriculum content, the goal is to improve the decision-making power, education, and health of girls and young women.



In the community of Santa Teresa in northern Nicaragua, Dominga and the rest of the Community Water Committee (CWC) is learning to use tablets to communicate with their municipal government, to track water usage in their community, and to continue their water advocacy efforts.

While the RACHEL is used to deliver offline training content, the availability of internet in the community of Santa Teresa means that the CWC also has online access to the custom app and resources provided as part of the Technology for Sustainable Water Resource Governance project.

Technology for monitoring, reporting, and for water rights advocacy empowers citizens to improve their access to water as a human right.

“It is not easy to learn how to use the new technology, but it is important because communication can be instantaneous. It is easier to communicate with officials in the municipal office and between members of the Water Committee. We can also look for information about water rights laws on the internet, solve difficulties through consultations, and schedule a meeting.”

Dominga looks forward to using the tablet to access the experience of others online through the Water Committee network and also as a tool to track water usage and better manage the water services in her community.





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YOU ARE THE SPIRIT OF CHANGE FOR CHILDREN

Our work would not be possible without you – our dedicated volunteers, supporters, donors, and advocates. This year, you lifted your voices to advocate for others, you invited us into your communities to promote awareness, you offered your resources to increase our reach, and you opened your hearts to be the change. As we enter the season of holiday magic, we feel your spirit. You give us hope for not only a meaningful new year, but also for lasting change – a World of difference. Thank you!

There's no place like
HOPE
for the holidays



Change for
Children

PLEASE JOIN US!

Change for Children's
Annual Holiday Open House

Friday, December 6, 2019
5pm - 10pm

2nd Floor, 10808 - 124 St
Edmonton

Live music 7pm - 9pm.
Refreshments provided.

Everyone Welcome.



Thank you volunteers, donors, partners, fundraisers, advocates,
friends and tireless supporters. Your local support means global
change. You are the spirit of Change for Children.

www.changeforchildren.org

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