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# Education for Peace, Human Rights, Democracy, International Understanding and Tolerance

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## Report of Canada

*Prepared in reply to the request of the Director-General of UNESCO  
for information on steps taken to apply  
the Declaration and the Integrated Framework of Action on Education  
for Peace, Human Rights and Democracy  
adopted by the General Conference of UNESCO in 1995*

**Prepared for  
The Council of Ministers of Education, Canada  
in collaboration with the Canadian Commission for UNESCO**

**by**

**South House Exchange  
Ottawa, Canada**

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INTERNATIONAL DECADE 1 0 0 2 2 0 1 0 AND NON-VIOLENCE  
FOR A CULTURE OF PEACE FOR THE CHILDREN OF THE WORLD



COUNCIL OF MINISTERS OF EDUCATION, CANADA

CANADIAN COMMISSION FOR UNESCO



EDUCATION FOR PEACE, HUMAN RIGHTS, DEMOCRACY,  
INTERNATIONAL UNDERSTANDING AND TOLERANCE

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October 2001

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# Executive Summary

## Introduction

This report is Canada's response to the request of the Director-General of UNESCO for information on steps taken by the member States to apply the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy adopted by the General Conference of UNESCO in 1995.

## Overview

The 1995 Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy are not well known in Canada, but the principles they express are important elements of education policy, both in formal school systems and in many areas of non-formal education. Despite many pressures for a "back to basics" style of education in Canada's formal education systems, policy-makers, researchers, and teachers continue to develop citizenship education curricula and to integrate peace, human rights, and global education into school programs. There has also been growth in postsecondary and non-formal education in these fields.

During the period under study, the most noticeable trend has been a much higher level of integration of the themes of peace, democracy, human rights, international understanding, and tolerance in both formal and non-formal education programs.

## Highlights

- Citizenship education is the subject of considerable renewed interest in Canada. Ministries of Education in several provinces and territories are developing new curricula in this field. Policy-makers, researchers, and educators are exploring the meaning of active citizenship in a country of considerable ethnic, linguistic, and geographic diversity that is, at the same time, open to the multiple influences of the rest of the world.
- Peace education has received support from the federal government's Canadian Peacebuilding Initiative. It provides support for several educational initiatives designed to promote conflict resolution and a culture of peace.
- The Ontario Human Rights Commission has developed "Teaching Human Rights in Ontario" (THRIO), an educational package for use by teachers in Ontario schools to teach students about the provisions of the Ontario Human Rights Code and the work of the Commission. Released in 1995, the package was reviewed for use in Ontario schools and has been endorsed by the Ministry of Education.
- Several Canadian universities have launched new academic programs in human rights.
- Cégep international is an organization of 22 Quebec colleges that promotes international activities and works toward the internationalization of the curriculum. The college-level project, "Éducation à la citoyenneté dans une

perspective planétaire” (ECP), focuses on introducing curriculum and training content in the areas of international understanding and solidarity, peace education, rights and democracy education, environmental and sustainable development education, and intercultural education. This program is currently being voluntarily implemented in 14 colleges.

- Public concern over the issue of school safety has been increasing. Governments, departments of education, school boards, and individual schools have been under pressure to address actual and anticipated violence in schools. This has evoked an array of responses across the country. In Nova Scotia, the League of Peaceful Schools has developed an effective Peer Mediation Program for non-violent conflict resolution. In Alberta, the provincial government has implemented the Safe and Caring Schools (SACS) initiative to promote safe and caring learning and teaching environments in Alberta schools. A number of projects are currently operating as part of this initiative, including the Alberta Teachers’ Association’s SACS Project, a comprehensive violence-prevention endeavour designed to encourage socially responsible and respectful behaviour.
- There are many interesting examples across Canada of efforts to respond to the needs of vulnerable groups, including those with handicaps as well as children and youth at risk because of socio-economic factors. British Columbia’s extensive distance education services and open learning systems are exemplary, as is Saskatchewan’s program of integrated services for children and youth at risk.
- The Government of Canada has made a formal Statement of Reconciliation to Aboriginal peoples for the history of abuse in the Residential Schools system. It is implementing a plan to transfer authority for education to First Nations communities and to respond to the needs of Aboriginal youth through a variety of other programs, including multi-purpose urban Aboriginal youth centres to provide career planning, employment opportunities, and recreational activity in a supportive, culturally relevant environment.
- The Pan-Canadian Education Research Agenda (PCERA) was initiated by the Canadian Education Statistics Council (CESC), a partnership of Statistics Canada and the Council of Ministers of Education, Canada (CMEC). As a joint federal-provincial initiative to promote research on education policy issues, PCERA has identified citizenship and social cohesion, diversity and equity, Aboriginal education, and special-needs programming among its highest research priorities.
- Resources and information about education for peace, human rights, democracy, international understanding, and tolerance in Canada are now widely accessible on the Internet.

## **Conclusions**

The principles of the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy have been well received and widely applied in Canada. Many educators already had considerable experience working with these

principles before 1995. Canadians increasingly see all of these areas as aspects of a general effort in education for democratic values.

Considering the importance of the principles of the Declaration and the Integrated Framework to ongoing debates about educational priorities in Canada, it would be beneficial to have them produced and disseminated in popular forms that make them more accessible.

In the year and decade for building a Culture of Peace, some see a need in Canada for more systematic linkages between programs offered by members of the United Nations family that address various aspects of this common theme, including the United Nations Association in Canada, the Canadian Commission for UNESCO, and UNICEF. This would enable them to secure a more comprehensive level of cooperation and engagement from Canada's education systems.

## Introduction

Canada — a vast country stretching across the northern half of North America from the Atlantic Ocean to the Pacific Ocean and north to the Arctic Ocean — is a confederation of ten provinces and three territories. Within its federal system of shared powers, Canada's *Constitution Act, 1867*, provides that “[I]n and for each Province, the Legislature may exclusively make Laws in relation to Education.” Although there are a great many similarities in the provincial/territorial education systems across Canada, each reflects the diversity of its own region's geography, history, and culture.

The provinces and territories are responsible for education at every level, but the Government of Canada has played an important support role, based on the common federal-provincial/territorial objective of human resource development and the federal government's overall responsibility for the well-being of the federation.

The historical and cultural events leading to confederation in the 19<sup>th</sup> century led a century later to Canada's adoption of the *Official Languages Act* (1969, revised in 1988), which makes French and English the official languages of Canada and provides for special measures aimed at enhancing the vitality and supporting the development of English and French linguistic minority communities. Canada's federal departments, agencies, and Crown corporations reflect the equality of its two official languages by offering bilingual services.

Across the country according to the 1996 Census, 67 per cent of the population speak English only, 14 per cent speak French only, and 17 per cent speak both English and French. English is the mother tongue of about 59 per cent of the population, and French is the mother tongue of 23 per cent. In Quebec, 38 per cent of the population speak both languages, while another 56 per cent speak only French. In other provinces, the proportion of those who speak both languages decreases — in New Brunswick, 33 per cent; in Ontario, 12 per cent; in Manitoba, 9 per cent. Education is available in either official language, wherever numbers warrant.

The federal government department of Indian and Northern Affairs Canada (INAC) is responsible for the elementary and secondary education of Registered Indian children living on reserves either through First Nations-operated schools on the reserves, or provincially administered schools off the reserves, or federal schools operated by INAC on the reserves. The department also provides financial assistance (through administering authorities such as First Nations councils) to eligible Registered Indian students in postsecondary education programs, and it funds some programs designed for First Nations students at First Nations and postsecondary institutions. Educational services for Registered Indians in the Yukon and both Registered Indians and Inuit in the Northwest Territories are provided by the respective territorial governments. Registered Indians and Inuit in northern Quebec receive educational services from the province of Quebec under the James Bay and Northern Quebec Agreement.

The federal government also provides education and training to those who serve in the Armed Forces and the Coast Guard, and to those inmates serving time in penitentiaries and other institutions of Correctional Service Canada.

### **Elementary and Secondary Education**

Each province or territory has a ministry or department of education that is responsible for providing elementary and secondary education to age 18 free to all Canadian citizens and permanent residents. At the local level in all provinces and territories, members of school boards (or school districts, or school divisions, or the District Education Councils in New Brunswick) are elected by public ballot. The powers and duties of these “trustees,” defined by provincial/territorial legislatures, are fairly consistent throughout Canada. Their authority usually includes the operation and administration (including financial) of the schools within their board, staffing responsibilities, enrolment of students, implementation of the provincial/territorial curriculum, and initiation of proposals for new construction or other major capital expenditures.

The ages for compulsory schooling vary from one jurisdiction to another, but most require attendance in school from age 6 or 7 to age 16. All provinces and territories also offer one-year kindergartens for 5 year-olds, which are operated by local education authorities. In addition, some jurisdictions provide early childhood services, including preschool programs or junior kindergarten. In most jurisdictions, elementary schools provide the first six to eight years of compulsory schooling, after which most children/adolescents go on to the secondary level where they can choose from a variety of programs leading to apprenticeships and the job market or to further studies at colleges and universities.

The first two years of secondary usually offer a core of compulsory subjects supplemented by some optional subjects. In the final two years, there are fewer compulsory subjects so that students can choose more optional courses in specialized programs that prepare them to enter the job market or to meet the entrance requirements of the postsecondary college, university, or institution of their choice. Students who pass the required number of both compulsory and optional courses graduate with a Secondary School Diploma. In Ontario since September 1999, for example, students must complete 30 credits during the four-year secondary school program — 18 compulsory and 12 optional courses. They must also pass the Ontario Secondary School Literacy Test in order to graduate.

The point of transition from elementary to secondary school varies from jurisdiction to jurisdiction. Some school boards break up the elementary-secondary continuum by grouping kindergarten to grade 5, 6, 7, or 8 in elementary schools, either grades 6–8 in middle schools or grades 7–9 in junior highs, and the remaining grades in secondary schools or collegiates. In Quebec, students choose either the general education or vocational education branch at secondary level (7–11) and may continue in the same branch with publicly funded studies at the college level.

Most public schools accommodate special-needs students (the physically or mentally disabled or the gifted) in various ways, whether in a classroom where they follow the regular program with additional specialized courses or in separate programs.

Private or independent schools provide an alternative to publicly funded schools in any province or territory, but they must meet the general standards prescribed by that jurisdiction. In most cases, they follow closely the curriculum and diploma requirements of the ministry/department of education, but they function independently of the public system and charge tuition fees. Some provinces — Alberta, British Columbia, Manitoba, Ontario, Quebec, and Saskatchewan — provide some form of financial assistance to these schools.

### **Postsecondary Education**

In the graduating year of secondary school, students may apply to a college or a university, depending on the region and on their qualifications. Quebec students must obtain a college diploma if they want to proceed to a university program to obtain a degree. The Quebec colleges, called *Cégeps* (*collèges d'enseignement général et professionnel*), are free to students and offer both a general program that leads to university admission and a training program that prepares students for the labour market. In all other provinces and territories, students pay tuition fees for college programs and courses.

Postsecondary education is available in both government-supported and private institutions. Colleges such as technical and vocational institutions, community colleges, *Cégeps*, and others offer programs varying in length from six months to three years that train and develop students' knowledge and skills for careers in business, the applied arts, technology, social services, and some of the health sciences. In general, colleges award diplomas or certificates, not academic degrees. Some colleges and technical institutions, in cooperation with business and industry partners, offer degrees in applied arts and sciences as professional development services or they offer specialized programs in high-technology areas that prepare students for employment upon graduation.

The British Columbia community college system allows students to complete two years of academic course work toward a bachelor's degree. Some students may decide not to continue, but others have the opportunity to complete the third and fourth years at a university-college or university to earn a degree. In other provinces, students must have their college courses evaluated for equivalency in order to receive credit for having completed them when applying for admission to a university.

Most Canadian universities offer three-year or four-year programs leading to bachelor's degrees, depending on the program and the province. Universities in some provinces grant a general B.A. (Bachelor of Arts) or B.Sc. (Bachelor of Science) degree after three years, but require a fourth year, or four years in total, of specialized study for an honours degree (H.B.A. or H.B.Sc.). Other provinces require four years of study before granting either a general or an honours degree. The larger universities offer a complete range of programs; others are more specialized and have developed specific areas of excellence.

Along with some specialized institutions that are not campus-based, some offer courses and programs through distance education, by correspondence or by telecommunication.

It is possible to pursue specialized advanced studies through three levels from the bachelor's degree to a master's degree and on to a doctoral degree at those universities that offer graduate studies and degrees. To achieve a master's degree, students pursue one or two years of further study, depending on whether their undergraduate degree was a general or honours degree. Some institutions require the student to produce a thesis or to work through a professional practicum for the master's degree. For the doctorate, students spend three to five more years after that, usually researching, writing, presenting, and defending a thesis, in addition to attending seminars and a specified number of courses.

### **The Council of Ministers of Education, Canada**

In 1967, the Council of Ministers of Education, Canada (CMEC) was formed to provide a forum in which the provincial/territorial ministers could discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces/territories with national education organizations, the federal government, foreign governments, and international organizations. CMEC provides a national voice for education in Canada, and through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.

Additional information is available at the following Web sites: <http://www.cmec.ca>, <http://www.educationcanada.cmec.ca>, and <http://cicic.ca>.

## 1. Policies and principles

The 1995 Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy are not well known in Canada, but the principles they express are important elements of education policy, both in formal school systems and in many areas of non-formal education.

Public attention to education policy has increased during the 1990s. More than ever, access to education is a critical determinant of the life chances of young people. At the same time, there has been concern by governments and employers about the competitiveness of Canada's labour force in an economy that is open to the world. During the late 1980s and the 1990s, all provinces and territories have reviewed their education systems and introduced reforms that address these concerns. As they have done so, debates over education policy have often been intense.

Many of the tensions underlying these debates are represented by two major international reports that appeared in 1996. In *Lifelong Learning for All*, the Organisation for Economic Co-operation and Development put its emphasis on educational reform to meet the needs of individuals and societies in a changing international economy. It placed its primary emphasis on ensuring access by all citizens to the foundation learning skills — literacy, numeracy, and use of technology — and occupational skills throughout their lifetimes. The Report to UNESCO of the International Commission on Education for the Twenty-First Century (the Delors Commission), *Learning: The Treasure Within*, while recognizing that learning skills and occupational skills are essential, gave equal weight to the skills, knowledge, attitudes, and behaviours each person requires to live together with others and to grow as a person, able to act with autonomy, good judgment, and responsibility. We understand education for peace, human rights, democracy, international understanding, and tolerance to be central to these latter goals.

These various objectives of education are not mutually exclusive, but the question of where to place emphasis can be critical when it comes to making education policy. During the 1990s, both points of view have had strong advocates seeking to influence the main decision-makers in Canada's formal education systems — the provincial and territorial governments, particularly their ministries of education.

The findings of our survey suggest that education for peace, human rights, democracy, international understanding, and tolerance have continued to be important elements of education programs in Canada, both within and outside of the formal education systems. Our report describes many new initiatives in all these areas despite pressures for a stronger focus on “the basics” — literacy, numeracy, and communication skills — and on occupational skills.

To some extent, educational policies have attempted to embrace and merge both philosophies. Concern for human rights, respect for diversity, and inclusiveness frequently result in efforts to ensure that citizens of all backgrounds have access to good quality education, defined in OECD's sense of learning skills and employability skills.

British Columbia, for example, considers that the provision of access to advanced education is one of its top priorities, a way of ensuring that students from every background can prepare for participation in the new knowledge-based and technologically advanced economy. The government has increased its funding of student seats at a faster rate than the projected population growth rate in order to ensure that more learners from diverse backgrounds have opportunities to gain the skills and knowledge needed to obtain employment and lead productive lives.

This way of interpreting the principles of the Declaration and the Integrated Framework finds expression as well in efforts taken in many jurisdictions to respond more effectively to the educational needs of vulnerable groups, described in Section 7, and of Aboriginal people, described in Section 8.

Canada's education policy-makers, however, have not lost sight of the importance of the skills, knowledge, attitudes, and behaviours each person requires to live together with others and to grow as a person, as advocated in *Learning: The Treasure Within*. Citizenship education and social studies have received increased attention in recent years, a trend we describe in Sections 2 and 9. Concern about violence in schools has led in many places to new, experimental programs to develop skills in non-violent conflict resolution (Section 4). Postsecondary institutions have launched several new programs in peace education and human rights education (Section 3).

Outside of the formal education systems, other departments and agencies of both the government of Canada and the provincial and territorial governments have developed new policies and programs related to education for peace, human rights, democracy, international understanding, and tolerance.

In Quebec, for example, the enabling law for the Ministère des Relations avec les citoyens et de l'Immigration (MRCI) came into force in 1996. It encompasses both the ministry's traditional immigration responsibilities and a set of new areas focusing on promoting, protecting, and respecting human rights and freedoms, supporting and enhancing social cohesion, and fostering active participation by citizens and the exercise of their civic responsibilities (Section 2).

There has also been a rapid growth of non-formal education programs related to peace and human rights provided by non-governmental organizations. These are described in Section 3.

In short, although the Declaration and the Integrated Framework of Action are not well known in Canada, there is a great deal to report on the implementation of their principles in this country over the past six years.

## 2. Citizenship education

Canada's formal education systems employ a variety of approaches to cultivate caring and responsible citizenship. All provinces and territories have made some form of citizenship education a part of the core curriculum for elementary and secondary school students. Most address this goal formally in their social studies curriculum. One province, Québec, is currently introducing a new curriculum specifically designated as citizenship education (éducation à la citoyenneté). Another, Saskatchewan, aims to nurture the values underlying caring and responsible citizenship — peace, equality, tolerance and democratic attitudes — in all subject areas as “Common Essential Learnings.” These school programs are intended to introduce Canadian youth to all of the areas under study in this report — peace, human rights, democracy, international understanding, and tolerance.

Other government departments in both federal and provincial jurisdictions offer non-formal citizenship education programs, particularly for new immigrants. Non-governmental organizations have educational programs in various sectors that address the same broad goals. This section reviews both formal and non-formal citizenship education in Canada.

The origins of Canadian approaches to citizenship education predate the period under study here. Civics, the study of public institutions and the roles and responsibilities of citizens, has long been a part of school curricula. Canada adopted a policy of bilingualism and multiculturalism in the early 1970s, and education ministries responded with French immersion programs for anglophone students, exchange programs, and curricula that emphasized Canada's cultural diversity. This trend evolved through the 1970s and 1980s. Educational materials received more rigorous reviews for bias based on class, race, gender, and other forms of stereotype. Global education, or “world issues,” became a part of the curriculum in every province and territory, emphasizing the responsibilities of Canadians to protect the environment, build peace, defend human rights, and alleviate poverty. Educational methods stressed greater student involvement in activities at the community, national, and international levels to address these issues.

During the first half of the 1990s, however, citizenship education received less emphasis as policy-makers became more concerned with developing the employability skills that youth were believed to require to ensure Canada's competitiveness in a globalizing economy. In many jurisdictions, curricula gave renewed emphasis to “the basics” in mathematics, science, technology, and communications and aimed to promote a spirit of entrepreneurship and competitiveness. Moreover, according to some observers, the concept of citizenship embodied in existing curricula in many provinces of Canada were passive and elitist; few were designed to encourage active citizenship (Sears 1996). Some believed the very concept of active citizenship was threatened as young people learned to define themselves as consumers of government services (Osborne 1996, Booi 1998).

These remained worrisome trends at the end of the decade, but there are signs of renewed interest in education for active citizenship in many parts of Canada. Educators,

researchers, and policy-makers increasingly recognize that living together in a democratic, inclusive, multicultural society that is open to the world demands the skills, knowledge, attitudes, and behaviours nurtured by good citizenship education. A significant new research initiative in citizenship education was launched in 1998, involving several Canadian universities and federal departments; it is described in Section 9. Reports from across the country show serious efforts in many places to give due importance to citizenship education.

## **PROVINCES AND TERRITORIES**

### **Alberta**

Like British Columbia, Alberta Learning, Alberta's ministry of education, approaches citizenship education in the kindergarten through secondary school social studies curriculum. Social studies is a core subject that aims to assist students to acquire the basic knowledge, skills, and positive attitudes needed to be responsible citizens and contributing members of society.

Responsible citizenship is defined as understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community participating constructively in the democratic process by making rational decisions respecting the dignity and worth of self and others. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (values analysis, decision making) is incorporated in the skill objectives.

The attitude objectives are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, learning in an atmosphere of free and open inquiry, and the development of a feeling of joy and excitement in learning. The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students are encouraged to develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance, and understanding toward individuals, groups, and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global)

In 1997, the Alberta Teachers' Association's Social Studies Council conducted a survey of its members to "identify concerns and understandings that elementary and secondary teachers have about the current social studies curricula in Alberta." The survey identified strong support for a model of social studies that is based on developing active citizenship,

decision-making, critical thinking, and the understanding of issues and values. It found that Alberta social studies teachers believed it was important to strengthen the cooperative, participatory, and experiential approaches to teaching, and to maintain the emphasis on active citizenship. They also favoured incorporating greater recognition of cultural issues in the curriculum, particularly issues of diversity, gender, the mass media, and popular culture. A follow-up symposium in 1998, entitled “Citizenship: Where Is It Lived?” brought together teachers and researchers from around Alberta and resulted in a publication by the same name including 15 papers on the subject of citizenship education in Alberta (Alberta Teachers’ Association 1998). The papers give evidence of new, creative thinking about citizenship education in Alberta. They raise such questions as: “What is it to be a citizen in a country in which individuals juggle multiple identifications, within a country whose physical border is indefensible, in a world in which identities are rapidly shifting and physical borders are irrelevant?” (Hébert 1998b)

A project of the Calgary Board of Education (CBE), “In My World,” deserves particular mention. This curriculum project teaches young learners (K–grade 3) basic children’s rights and responsibilities, and the qualities of good citizenship. It is based on “The World around Us” curriculum, piloted in Victoria, B.C., in 1996–1997.

Eight teachers in the CBE introduced the curriculum into seven elementary schools in Calgary. The second year of the project expanded the number of teachers who could teach this curriculum, thus expanding the valuable exchange of information and experiences surrounding the Convention on the Rights of the Child among young students in Calgary and promoting children’s understanding and practice of human rights and responsibilities.

The CBE concluded that the major outcomes of the pilot project were the creation of just and caring learning communities where children and adults worked together in a spirit of mutual respect for the dignity and worth of all participants. Based on its success, the CBE extended the program to include 16 additional schools and expanded the project to include one high school and one junior high school.

### **British Columbia**

Citizenship education, addressed in the social studies curriculum, is one of the core areas of study in the public school system of British Columbia. The goal of social studies is “to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.” The Social Studies kindergarten to grade 11 curriculum provides students with opportunities as future citizens to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future.

Through their participation in social studies, students are encouraged to:

- understand and prepare to exercise their roles, rights, and responsibilities within the family, the community, Canada, and the world
- develop an appreciation of democracy and what it means to be Canadian
- demonstrate respect for human equality and cultural diversity

- think critically, evaluate information, and practise effective communication

The social studies curriculum emphasizes developing understanding, making connections, applying knowledge, and practising active citizenship.

- ***Developing understanding*** involves in-depth study from multiple perspectives (e.g., time, place, culture, values) leading students to think critically and make reasoned judgments. Suggested instructional and assessment strategies emphasize an understanding of underlying ideas and relationships.
- ***Making connections*** means linking historical and contemporary events and issues, different regions, environments, and cultures around the world, other subjects, the humanities, and different social science disciplines with personal interests, concerns, and career aspirations.
- ***Applying knowledge*** means that students use it to inform their judgments, shape their opinions, help them solve problems, and guide their actions.
- ***Practising active citizenship*** involves providing students with opportunities to practise the skills and processes necessary to be responsible, active citizens.

These goals are specified in detailed sets of learning outcomes prescribed for each year of study from kindergarten to the end of secondary education. Social Studies 11, a required course for graduation, marks the culmination of students' social studies education. Building upon the foundation of knowledge, skills, and attitudes students have gained in social studies from kindergarten to grade 10, it offers students an integrated approach to Canadian and global issues. Social Studies 11 is also a foundation course for further study in the humanities and social sciences. The following is just a sample of the learning outcomes expected of students in Social Studies 11:

***It is expected that students will:***

- demonstrate skills associated with active citizenship, including the ability to:
  - collaborate and consult with others
  - respect and promote respect for the contributions of other team members
  - interact confidently
  - assess the role of values, ethics, and beliefs in decision making
- identify elements that contribute to the regional, cultural, and ethnic diversity of Canadian society
- identify major Canadian social policies and programs and their impact on Canadian society
- describe the role of women in the development of Canadian society
- compare and contrast the forces that have united and divided Canadians during the 20th century, including Quebec separatism
- devise and defend a personal definition of what it means to be Canadian
- recognize the importance of both individual and collective action in responsible global citizenship
- identify and assess social issues facing Canadians

- describe the history and contributions of Canada’s French and English cultures in shaping Canadian identity
- describe the role of Canada’s First Nations peoples in shaping Canadian identity
- describe the role of cultural pluralism in shaping Canadian identity
- identify the contributions of the arts in reflecting and shaping Canadian identity
- identify and assess cultural issues facing Canadians
- describe Canada’s evolution as an independent nation
- identify the structure and operation of Canada’s federal, provincial, and municipal governments
- explain Canada’s political system and contrast it with other political systems
- demonstrate understanding of the history and present status of Aboriginal land claims and self-government in Canada
- identify the major provisions of the Canadian Constitution, the *Canadian Charter of Rights and Freedoms*, and human rights legislation
- describe the fundamental principles of the Canadian federal and provincial legal systems, including the rule of law
- demonstrate awareness of how to access the various levels of government in Canada
- demonstrate awareness of the provisions of the *Indian Act* and its impact on the citizenship of Aboriginal Canadians
- identify and assess critical legal issues facing Canadians
- demonstrate awareness of disparities in the distribution of wealth in Canada and the world
- assess implications of industrial and technological development for societies and cultures
- identify and assess economic issues facing Canadians
- explain the environmental impact of economic activity, population growth, urbanization, and standard of living
- identify and assess environmental issues facing Canadians

Detailed information on the social studies curriculum is available at the Web site of the B.C. Ministry of Education: <http://www.bced.gov.bc.ca/irp/irp.htm>.

At the postsecondary level, education and training for citizenship is incorporated within educational programs throughout the advanced education system, and continues to be fostered through system-wide strategies such as *Charting a New Course: A Strategic Plan for the Future of British Columbia’s College, Institute, and Agency System*. Education and training for citizenship is an integral strategy within *Charting a New Course* to ensure that students in programs offered throughout the system will be exposed to the evolving issues of a global economy, and develop knowledge, skills and attitudes for living in the global community. Detailed information on the range of strategies taken in *Charting a New Course* is available at the following Web site: <http://www.aett.gov.bc.ca/strategic/newcourse/toc.htm>.

“Our Pathway to a Culture of Peace: United Nations Convention on the Rights of the Child and Public Education,” a national forum of education specialists from across

Canada was held by the Greater Victoria School District #61, with the goal of sharing information on curriculum materials focusing on the Convention on the Rights of the Child and developing effective strategies for the implementation of children's rights curricula at all levels.

### **Manitoba**

Civics education is fundamental to the grades 5, 9, and 11 social studies curriculum in Manitoba. It is at these grades in particular that Manitoba students acquire the knowledge, values, and skills that will enable them to become caring, responsible, and active citizens with an understanding of democratic issues and ideals. Civics education, in the more general sense of active and responsible citizenship, is woven throughout all of the other grades in which social studies is taught.

Manitoba has produced a curriculum support document entitled *Education for a Sustainable Future: An Interdisciplinary Approach* to ensure an equitable quality of life for all, for seven generations to come. This document provides direction to curriculum developers and educators with respect to the integration of sustainability issues.

Manitoba participates in the Western Canadian Protocol for Collaboration in Basic Education. A new Social Studies curriculum for Western Canada is currently under development; it is to be completed in December 2002.

The Multiculturalism Secretariat of the former Manitoba Department of Culture and Heritage developed a Citizenship kit which was distributed to all Manitoba public libraries. The kit includes human rights, multicultural, and civics education materials, and related posters have been sent to all schools in Manitoba. The kit is intended for use by community groups for public education on citizenship.

Additionally, the English Language Arts curriculum in Manitoba has defined the concept of "building community" as a general learning outcome for all English Language Arts students, Kindergarten to Senior 4. This contributes to furthering conceptual and skill development around issues central to citizenship education and diversity.

### **New Brunswick**

Citizenship education is fundamental to all aspects of public education in New Brunswick. This is reflected in the mission of public education which states, "to have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment, and to contribute to a productive, just, and democratic society." In this context, the goal of public education is to foster the development of individuals who are self-reliant, innovative, linguistically competent, proud of their culture, sure of their identity, and who have a desire to pursue their education throughout their lives. In addition to supporting holistic personal development, public education in New Brunswick is committed to the development of responsible citizens who are mindful of their environment and able to build a just and peaceful society grounded in respect for human rights and freedoms.

Citizenship is one of the six “essential graduation learnings” (statements describing the knowledge, skills, and attitudes expected of all graduates from high school). It is stated in the following terms: “graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.” It goes on to state that graduates will be able, for example, to:

- demonstrate understanding of sustainable development and its implications for the environment.
- demonstrate understanding of Canada’s political, social, and economic systems in a global context.
- explain the significance of the global economy on economic renewal and the development of society.
- demonstrate understanding of the social, political, and economic forces that have shaped the past and present, and apply those understandings in planning for the future.
- examine human rights issues and recognize forms of discrimination.
- determine the principles and actions of just, pluralistic, and democratic societies.
- demonstrate understanding of their own and others’ cultural heritage, cultural identity, and the contribution of multiculturalism to society.

In our efforts to meet the expectations of the “essential graduation learnings,” Foundation documents have been developed in language arts, mathematics, science, social studies, and fine arts. These documents reflect a commitment to addressing citizenship in the curriculum.

The social studies curricula reflect several broad themes related to citizenship education, including:

- **The world as global village:** All societies interact with others. This fact necessitates the defining of the values particular to one’s own culture as well as one’s self, and the recognition and respect of those of others. In addition, the need to be cognizant of individuals’ responsibilities as citizens of the world is emphasized by the ease and speed of global communication. Further, rapid social change requires a commitment by each individual to engage in the preservation of social harmony at the local and global levels.
- **Exercising democracy:** Schools regularly involve students in democratic processes in their interactions with their peers. Social studies provide students with an understanding of democracy and of the importance of democracy in Canada and other countries. Social studies also sensitize students to possibilities for applied civics. The comparison with other political systems helps to define the concept of citizenship and focuses on the rights, freedoms, and responsibilities of persons.

In both the science and mathematics Foundation documents, there is an emphasis on each subject’s role in developing citizenship. In the case of mathematics, it is in terms of mathematical applications and the role they play in a citizen’s understanding of government and society. The emphasis on the concept of interdependence in the science

document further supports citizenship. The Fine Arts Foundation document places a significant emphasis on citizenship outcomes as well.

The Language Arts Foundation documents emphasize the reading of literature of many cultures in addition to investigating how forms of language both construct and are developed in particular social, historical, political, and economic contexts. Such activities develop students' sense of cultural identity and promote their understanding of the contribution of diverse cultures to society.

These foundation documents have been directing, and will continue to direct, the extensive efforts being undertaken to develop new curriculum for K–12.

The theme of the *Innovation in Education Grant Program* for 1999–2000 was “Citizenship in a Democratic Society.” A number of schools submitted proposals in which the primary focus was on “improving student understanding of citizenship and democracy.” Twenty-three schools received grants of up to \$2,500.00 each for a wide range of projects, as reflected in these titles: “Lion’s Pride Community Wide,” “Playing Fair at Fairvale,” “Order of the Maple Leaf.” Complete descriptions of the successful programs are available from the New Brunswick Department of Education.

The Association des enseignantes et des enseignants du Nouveau-Brunswick (AEFNB) has created a committee on values and human rights education, mandated to address a number of social issues such as poverty, violence, harassment, racism, international solidarity, and the status of women, and to advise the Association on measures that will increase members' awareness of those issues. AEFNB has undertaken a number of projects including producing various documents, adopting core positions, coordinating conferences, and holding symposia. The documents published include: *Énoncé de principe sur l'éducation antiraciste* (1995), *La violence en milieu scolaire: responsabilités et interventions possibles* (1998), and other publications against violence.

### **Newfoundland and Labrador**

In addition to implementing the new Atlantic Provinces social studies curricula, the Department of Education of Newfoundland and Labrador has developed guidelines and suggested classroom activities for “Balancing Students' Rights and Responsibilities” at each stage of elementary and secondary school. The aim is to educate students regarding their rights and responsibilities with respect to their interactions with others, and so learn to understand, respect, and promote basic human rights for all. Activities range from lessons in basic fairness in kindergarten to issues of discrimination, prejudice, and equal pay for work of equal value at the secondary level.

### **Northwest Territories**

The Northwest Territories Social Studies Curriculum for kindergarten to grade 9 currently includes a separate strand for civics education. The goal of education to develop caring and responsible citizens, respectful of their fellow human beings, and committed to peace, human rights, democracy, and sustainable development is addressed within the context of this strand. This curriculum will be replaced by the Western Canadian Protocol

Common Curriculum Framework for Social Studies for kindergarten to grade 12 when it is completed in December 2002.

The intent of the Northwest Territories' programs in this area is to "develop good citizens." The ongoing work to develop the program has required revisiting what is meant by "good citizens." Citizenship is a complex issue, especially for Aboriginal people in Canada. The NWT Department of Education, Culture and Employment is using more culturally appropriate and reflective approaches to define what civics education or practice is. Participation in one's community is central to its attempts to have students become active and responsible citizens in Canada.

### **Ontario**

Curriculum documents of the Ministry of Education address issues of human rights and the relationship between rights and responsibilities. For example, the elementary Social Studies curriculum identifies the need for students to examine and understand communities (local to global), their various heritages, and the nature of citizenship within these communities. Students learn about Canada and the role of citizens in a democratic society and within the larger context of a culturally diverse and interdependent world. Students are expected to develop: positive attitudes toward learning, including respect, tolerance, and understanding with regard to individuals, groups, and cultures in the global community; respect and responsibility for the environment; and an understanding and appreciation of the rights, privileges, and responsibilities of citizenship.

In 1996, the Ontario Human Rights Commission, in cooperation with the Ontario Ministry of Education, released a document entitled *Teaching Human Rights in Ontario*, that assists teachers in promoting respect for human rights.

As part of the new high school graduation requirements, students are required to take a new compulsory half-credit course in Civics. This is the first time that Civics has been a mandatory course. The course explores dimensions of democracy, notions of democratic citizenship, and the political decision-making processes. Students are encouraged to identify and clarify their own beliefs and values, and to develop an appreciation of other beliefs and values that relate to issues of civic importance.

By the end of the course, students will be able to describe the changing nature of rights and responsibilities of Canadian citizenship based on examination of provincial legislation, the Bill of Rights (1960), and the Canadian Charter of Rights and Freedoms (1982). Students will also summarize the rights and responsibilities of global citizenship based on an analysis of the United Nations Universal Declaration of Human Rights (1946) and the convention on the Rights of the Child (1989).

Grade 12 Law courses will also have extensive expectations with regard to human rights. For example, students will examine the sources that have influenced the development of human rights in Canada, barriers to human rights, and related human rights legislation.

The Ministry of Education supports the inclusion of environmental science expectations in all elementary and secondary school science courses; environmental science is integrated into the compulsory core Science curriculum.

Ontario's new elementary Science and Technology curriculum addresses environmental issues throughout the various topics covered in each grade. Emphasis is placed on relating science and technology to the environment, and on the need for sustainable development.

The new grades 9 to 12 curriculum has the goal of relating science to technology, society, and the environment. Students will study the relationship between science, society, and the environment, examine the impacts of science on the environment, and deal with issues that relate to developing a responsible attitude toward the environment. Through this integrated approach, students will learn more about both environmental science and the social impacts of scientific and technological knowledge.

Elements of environmental studies are also included in non-science courses. As part of the Canadian and World Studies grade 9 course, Geography of Canada, students are expected to demonstrate an understanding of how human activities (such as rural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment. Students will also research and report on ways to improve the balance between human needs and natural systems through studying such topics as recycling, river clean-ups, ecological restoration of local wood lots or school yards, and industrial initiatives to reduce pollution. Students will also demonstrate an ability to relate Canada's environmental concerns to global environmental concerns in topics such as deforestation and pollution that crosses international boundaries.

### **Prince Edward Island**

Since 1995, the Department of Education has been actively promoting diversity/equity education to foster understanding of the diversity within our community and society (diversity in ability, ethnicity, gender, language, lifestyles, race, religion and spiritual belief, class, sexual orientation, and values). It promotes a commitment to equity through awareness-raising, critical analysis, and action designed to challenge prejudice, discrimination, and other abuses of human rights, either by individuals or institutions.

Applications within schools include:

- creating an inclusive learning environment in which all students feel valued, physically and emotionally safe, and stimulated to achieve their full potential.
- providing opportunities for all students to develop self-esteem and to value each others' attributes and contributions.
- encouraging students to question their own assumptions and beliefs, and to appreciate the perspectives of others.
- helping students develop the skills to critique and challenge examples of prejudice and discrimination that they witness in school or in the community.

Initiatives undertaken in this area include:

- partnering with the PEI Association for Newcomers to Canada in the revision and distribution to all schools of a handbook entitled *Understanding Others (Comprendre Autrui)*.
- partnering with the Department of Canadian Heritage and Women's Network PEI to develop and distribute to all intermediate schools a supplementary curriculum resource entitled: *Regarding Diversity: Women Share Their Experiences of Life in PEI*.
- partnering with the Prince Edward Island Advisory Council on the Status of Women in the *PEI Women Do Math & Science* project.
- with funding from the Department of Canadian Heritage, the committee initiated the *Partnerships in Employment Equity Project*, which examined employment practices in P.E.I. schools and school boards to see how the four employment equity groups are encouraged to apply for employment in the school system. Interviews were conducted and recommendations made on the findings.
- partnering with the P.E.I. Multicultural Council and the RCMP in the annual contest run in Island schools on Racism and Respect issues in order to produce a *Diversity/Equity Handbook*. This has resulted in the submission of posters, pictures, and poems from which the committee will select students' work to be included in a handbook for grades 4-9 teachers on issues of diversity.
- In collaboration with the Department of Canadian Heritage, the Department of Education has funded a *Hate on the Internet Project*. This project will involve a video and oral presentation to teachers about hate sites on the Internet. Sample lesson plans focusing on critical thinking about this issue will be provided to teachers.
- Several antiracism and diversity/equity workshops and symposia have been offered to teachers over the past five years to improve teaching strategies for promoting critical thinking and inclusive practices.
- Verbal Abuse Prevention Week — Posters and pamphlets in both official languages were distributed to every Island school, and the first week of October was declared Verbal Abuse Prevention Week. Schools were encouraged to engage in activities that teach respect and develop peaceful strategies to deal with Verbal Abuse. Many schools used this week to launch the school programs that present non-violent ways of dealing with conflict, for example, the Anti-Bullying programs, League of Peaceful Schools movement, Safe and Caring Learning Environment, and other policies.

## Quebec

Quebec is currently in the process of making major reforms to its system of education. The basic policy statement on these reforms is *L'école, tout un programme* (1997). In it, the government of Quebec states:

“Through the teaching of history and citizenship education, of geography and of economics, students will come to understand their institutions, will come to know and understand human beings as social beings, will

discover the roots of their present reality, will be awakened to world history, and will be initiated into the world of financial markets and industrial and commercial activities. The teaching of the humanities must be open to other societies of the world and stress the growing interdependence of world societies. The main chronological reference points in our history and in world history, as well as the major space-time reference points, must be well assimilated, i.e., memorized, and the acquisition of such reference points will be periodically verified. In the Quebec context, the teaching of history takes on a special significance, because of the need to become open to the cultures of others and to compare various readings of our past.” (p. 18)

Changes to the pre-school and elementary curriculum began in September 2000 for primary cycle only, and they are being implemented gradually. To see the policy statement and details on curriculum changes to date, see the Web site of the M EQ at <http://www.meq.gouv.qc.ca>.

The following information, supplied by the Quebec Ministry of Education, highlights recent innovations in elementary level education.

#### *Moral education (2000)*

- Study of human relationships and the values that infuse them in various cultures.
- Learning to engage in moral dialogue, developing skills in finding answers to ethical problems in a group setting in a spirit of mutual respect.
- Student projects to realize, translate, and promote humanist and democratic values.

#### *Geography, history, and citizenship education (2000)*

- Adding to the curriculum, the study of societies organized on values different from those of Quebec society as part of the openness to other cultures.
- Learning differences: putting forward one’s opinions while respecting those of others; comparing points of view and their nuances, which are in keeping with the acquisition of the necessary values of tolerance and respect.
- Reinforcing the presence of democratic realities and those related to human rights and responsibilities, with emphasis on requirements for living within a society (upholding the values, exercising one’s rights and responsibilities, respecting the rules, regulations, and institutions of that society).

#### *History of Quebec and of Canada (1982, modified in 1998)*

- This curriculum has been modified in order to include, as required elements, the knowledge of the purposes of the Quebec and Canadian Charters.

#### *Curriculum framework*

- The curriculum framework’s ultimate goal is to prepare students to participate fully and actively in the life of a democratic and egalitarian society.

- The educational purposes of this framework are consistent with the focus of the UNESCO survey: interventions in the natural and built environment to ensure harmonious living from the perspective of sustainable development; production of documents using various media focusing on individual and collective rights; and finally, participation in democratic life through assuming an active role within school and later within society in a spirit of respect for diversity and differences.

*L'école, tout un programme* proposed the implementation of a history course and education for citizenship at the elementary and secondary levels. Given the currency of the issue, the Conseil supérieur de l'éducation of Quebec reviewed its position on citizenship education as part of the mission of education. In its 1997–98 annual report, *Éduquer à la citoyenneté*, the Conseil evokes a “nouvelle citoyenneté” (new citizenship), a much broader and more demanding concept but also potentially much richer, given the complexity of modern democratic societies and the issues at stake in the coming century. The Conseil observes that citizenship must be perceived as the ability to *live together* in a democratic, pluralistic society open to the world, but even more, as the ability to *build together* a just and equitable society.

Citizenship, according to the Conseil, thus refers to the qualities, attitudes, behaviours, and knowledge that help shape a civil framework within which respect for individual differences can be reconciled with common shared values, and which prepares everyone to engage actively in the exercise of responsible citizenship. Schools have a crucial role to play to ensure equality of opportunity for all citizens whom they must prepare for the practice of democracy — a difficult role to fulfill. The Conseil believes that the exercise of full citizenship requires that institutions not only promote social equality for all but also ensure consistency in their policies and practices.

For Quebec, the Conseil reminds us that the mission of the schools in citizenship education has become clearer as this culturally different society, rooted on American soil, has become transformed and opened itself to the world. Schools are now called upon to educate citizens who are aware of the issues at stake in their societies, who are aware of their responsibilities as social actors to preserve democracy and build a sustainable world, who are able to be critical and to participate actively in building that world, who are open to others and open to differences. Citizenship education is therefore education for democracy, for pluralism, and for collective engagement.

The task of citizenship education lies at the confluence of the three missions of the education system: socialization, education and intellectual development, and qualification; indeed, it is only if it educates “fully developed” individuals, equipped for their roles, that the education system can claim to have adequately fulfilled its mission. The Conseil thought it important to highlight a number of pitfalls that citizenship education must avoid in order not to be diverted from its purposes. Such pitfalls include using citizenship education for political indoctrination; confining it in the narrow bands of multiculturalism, legalism, or compulsory education; or neglecting the importance of consultation with educational stakeholders.

Citizenship education can be implemented and attain desired results if relevant curriculum, appropriate educational approaches and an educational environment that reinforces what is taught in the classroom are combined in a planned and consistent manner. Such a multi-stage strategy is essential at every level of the education system, including compulsory education, vocational training, higher education, and adult education.

The Conseil believes that action must be taken, as a priority, in the elementary and secondary levels. Curriculum must be appropriately adjusted in light of these new issues.

The Conseil lists the relevant skills and knowledge to be acquired, including:

- a solid intellectual grounding to develop critical intelligence and the ability to know and judge for oneself
- a broad and deep culture
- mastery of the French language, the idiom of civic life
- knowledge of the history of Quebec
- knowledge of political institutions, the foundations of democratic life, and charters of rights
- knowledge and understanding of international realities
- familiarity with discussion, debate, and civil discourse
- acquisition of attitudes and values focusing on democracy, sharing, and solidarity

But the Conseil stresses the fact that curriculum content must not remain theoretical and schools must devote as much energy to training as to informing. This requires emphasis on active teaching approaches that can open a space where all students can participate and that involves the entire life of the school as an institution. The Conseil holds that citizenship education cannot lead to tangible results unless students have the opportunity to implement concretely, in their school environment, the values, rights, responsibilities and participation they are taught in the classroom.

In higher education (colleges and universities), and to a certain extent in the vocational sector, curriculum contributes to citizenship education more indirectly through educational strategies that foster multiple opportunities to learn about participation in the life of public institutions and that promote personal engagement and the practice of democracy.

The Conseil offers some appropriate strategies for the various levels of the educational system:

- At the elementary-secondary level, the Conseil suggests that a balance be sought between teaching knowledge, learning know-how, and practising a way of being, in order to develop the ability to live and build together.
- At the college level, the Conseil suggests that curriculum revision be used as an opportunity to give citizenship education a pervasive presence.
- At the university level, the Conseil focuses on consolidating the notions learned in earlier levels, with a focus on opening the world. The Conseil calls upon

universities to include among their education objectives a concrete concern for the development of a social conscience leading to involvement as well as the encouragement of teaching strategies that foster the acquisition of attitudes and skills related to the exercise of fuller participation.

- In adult education, the Conseil believes that access to full citizenship requires various types of approaches depending on the issues underlying the respective backgrounds of participants, from literacy to pre-employment training, but must be based on the pursuit of the broadest and most “cultural” general education possible.
- In community-level education, the Conseil emphasizes the need to increase cooperation between the education sector and grassroots organizations.

The enabling law for the Ministère des Relations avec les citoyens et de l’Immigration (MRCI) came into force in 1996. To the ministry’s traditional responsibilities were added a series of new areas focusing on promoting, protecting, and respecting human rights and freedoms, and supporting and developing social cohesion and active participation by citizens in the exercise of civic responsibilities.

The MRCI’s Programme de soutien à la participation civique (PSPC) was implemented in 1998–1999. During the implementation phase, community stakeholders were made aware of the program’s objectives, especially the promotion of rights and responsibilities, support for various forms of solidarity, and openness to pluralism in its inclusive dimension. Funding of \$1.9 million was provided to 162 organizations. The program was revised early in 1992 and its general objective is to foster the exercise of full citizenship in Quebec and the development of a sense of belonging to Quebec society. Projects implemented as part of the program will contribute to civic education and promote citizen participation as well as the integration and the inclusion of all citizens in Quebec society.

The “Semaine québécoise de la citoyenneté” has now been held for the third time. During that week, many activities are organized in the various regions of Quebec, in partnership with community and institutional organizations, in order to illustrate the objectives of the week, which are: to sustain, develop, and reinforce the solidarity between citizens regardless of their origins; to affirm the pluralism of Quebec society; and to foster the development of a sense of belonging. The 1999 citizenship week involved six provincial projects that included guided tours of citizenship landmarks in Montreal, tours of the provincial legislature for students, debates in secondary schools, public and televised debates on citizenship in various cities, an art contest, and a symposium on equality and access programs. The Prix québécois de la citoyenneté are awarded during Citizenship Week to individuals, companies, and organizations that have made an exceptional contribution to activities focusing on the acquisition of democratic values and the exercise of citizenship through intercultural integration and solidarity. The three prizes awarded are le Prix Jacques Couture for closer intercultural links, le Prix Claire Bonenfant for democratic values, and the Prix Anne Greenup for solidarity.

MRCI participated in a Council of Europe project focusing on education for democratic citizenship, that seeks to examine the meaning of participatory democracy and the place

of citizens in light of the changes wrought by globalization and technological change. The exploratory phase is under way at Université du Québec à Montréal (UQAM) to illustrate and document citizenship practices developed by four community groups. The research report by sociology professor Jocelyne Lamoureux, entitled *Citoyenneté et pensée métisse: pratiques réfléchies de quatre sites de citoyenneté au Québec* is available at <http://www.mrci.gouv.qc.ca> (follow links: Relations civiques; Citoyenneté démocratique and Sites de citoyenneté).

One of these “citizenship sites” is the **Centre d’organisation mauricien de services et d’éducation populaire (COMSEP)**, founded in 1986 by about ten citizens and community workers concerned with the high rate of illiteracy in the Mauricie region. COMSEP is based in Trois-Rivières but its work extends throughout the Mauricie region. It includes some three hundred members (of whom 80% are low-income women) as well as over one hundred active volunteers and fourteen paid staff, and its many activities reach four thousand people.

COMSEP is a non-profit organization and is an active and influential member of two province-wide networks in Quebec, the Mouvement d’éducation populaire et d’action communautaire du Québec and the Regroupement des groupes populaires en alphabétisation du Québec (RGPAQ), and focuses on the following objectives: bringing together low-income people in the Trois-Rivières area to promote their economic and social interests; providing literacy and popular education (social, political, and economic) through community services identified by members and meeting individual and collective needs to promote social change (workshops, sessions, coffee house meetings); representing its members to obtain recognition of their rights and values; cooperating with other organizations involved in community socio-economic promotion; and promoting individual and group development focusing on the values of solidarity, freedom, and democracy.

Workshop participants acquire literacy and numeracy skills to promote:

- social integration
- increased self-esteem
- control over their daily lives

The awareness aspect is designed to foster change in decision-making. For example, participants demand special meetings, become involved in other committees, speak up to claim their rights. These workshops have led to the development of concrete community resources, including a number of literacy awareness documents. The relationship between workers and participants is egalitarian, with both sharing their respective knowledge.

In pre-employment training, learning focuses on the group and is understood as a means of social transformation. Learning focuses on the causes rather than the effects of social problems. Training is thus divided into two parts. The first deals with “know-how,” i.e., the practical side of the job, and the second with “learning to be,” i.e., personal development. This organization stands out among community groups by its regular follow-up and the contacts it cultivates with participants.

The following documents were published on relevant themes:

- Théâtre alphabétisation : Pratique en alphabétisation populaire
- Pièce de théâtre : “Un pont entre Trois-Rivières et Odanak”
- Pratiques en alphabétisation-conscientisation Démocratie
- Pratiques en alphabétisation-conscientisation Pouvoir de ...pouvoir sur
- Pratiques en alphabétisation-conscientisation Nos programmes sociaux, des acquis à protéger
- Pratiques en alphabétisation-conscientisation Les médias...l’envers de la médaille
- Pratiques en alphabétisation-conscientisation. Les femmes dévictimisation et l’alphabétisation

The group has also offered training and symposia on the following subjects:

- Social policy
- Community organizations
- Citizenship
- Charters of rights and freedoms
- Social movements
- Status of women
- Social economy
- Local economic and social development

The **Centre de développement pour l’exercice de la citoyenneté (CDEC)** has implemented three projects, two of which are now completed with a third in progress. These projects are based on the notion that education in the 21<sup>st</sup> century consists among other priorities in learning to live together and with others, which requires new forms of teaching.

1. *Relance intersecondaire Canada/Chile*. This debate on education was organized on April 17, 1998, on the occasion of the second Summit of the Americas. Six 16-year-old students from Santiago, Chile, and 6 16-year-olds from the Montreal region prepared for five weeks and met for a debating contest via videoconference. This initiative was organized with the cooperation of the Canadian Embassy in Chile and offers a rich education potential. Videotapes are available.
2. *Débat de citoyens*. CDEC was created to continue the “Relance intersecondaire” project, now renamed “Débats de citoyens,” that continues to be CDEC’s main intervention in the education sector. This project was used during the 1999–2000 school year to foster participation of 15- to 17-year-olds in the reflection process among 15- to 30-year-olds around the Sommet du Québec et de la jeunesse. A number of debates took place and the resulting proposals were transmitted to the minister responsible for the Sommet du Québec et de la jeunesse du Québec.
3. *Ils ont façonné l’Amérique*. On the occasion of the third Summit of the Americas, held in Quebec City in April 2001, CDEC developed this activity for humanities

teachers to present to elementary and secondary schools in order to involve young people in reflection about the three Americas. This activity could be extended to schools throughout Canada and throughout the three Americas and could contribute significantly to the culture of peace by allowing young people to become open to diversity and differences and aware of the many contributions of those who built the three Americas. This exercise will also help in understanding the issues discussed by the 34 heads of state who met in Quebec City on April 21 and 22, 2001.

The **Centrale des syndicats du Québec (CSQ)** is the driving force behind the École verte Brundtland (EVB) movement. Launched in 1994, the EVB project has become a solidarity movement of young people and adults as well as a force for social transformation that seeks to promote resource conservation and sustainable development in schools, in communities, and throughout society.

The name of the project honours Gro Harlem Brundtland, chair of the UN's World Commission on the Environment and Development and author of *Our Common Future*, the report (published in 1988) that stresses the need to link together our work on the environment, equity, democracy, the economy, solidarity, development, and peace. The EVB movement focuses on acting locally and thinking globally and now includes hundreds of educational institutions in Quebec (colleges, schools, daycare centres, etc.). EVB is no passing fashion, but rather a choice to adopt a lifestyle seriously and joyfully by changing individual and collective behaviours in the school, in the community, and throughout the planet. This project gives rise to the hope for change among both young people and adults, who become committed to a dream in the belief that it can be realized.

The concept of sustainable development, by calling on us to “meet the needs of the present without impairing the ability of future generations to meet their own needs,” necessarily involves transformation in our daily lives, in the economy, in society, and therefore in the education we offer today to the citizens of tomorrow. EVB is designed as a tool to integrate, to bring together existing sustainable development activities in schools.

Therefore, young people and adults involved in EVB cooperate to focus on the links and interdependency that must characterize our work on resource conservation, environmental protection, and the promotion of peace, non-violence, equity, democracy, sharing, solidarity, cooperation, and human rights, and thus of sustainable development for a viable future.

An EVB is an institution that acts to promote the “6 Rs” for sustainable development, for a viable future and for a different society:

- Reduce the consumption of resources (e.g., two-sided printing).
- Re-use goods (e.g., vermicomposting and composting).
- Recycle products (e.g., pickup of refundable containers and paper).
- Re-evaluate our value systems (e.g., peaceful conflict resolution).

- Restructure our economic systems (e.g., cooperation, democracy, solidarity, and sharing).
- Redistribute resources.

### **Saskatchewan**

Saskatchewan’s core curriculum, developed with significant grassroots participation in the mid-1980s, embedded values such as peace, equality, tolerance, and democratic attitudes across all subject areas as “Common Essential Learnings” for all students. Teachers were active participants in the curriculum development and implementation process, which has lasted for nearly 20 years. According to the Saskatchewan Teachers’ Federation, there is strong broad-based ownership in the province for this integrated curriculum approach.

The Common Essential Learnings (CEL) entitled “Personal and Social Values and Skills” address this area through several subjects from grades 1 to 12, including English Language Arts, Social Studies, Health Education, Physical Education, Mathematics, Choral, Dance, Visual Arts, Arts Education, and Life Transitions. Human rights education, racism, and heritage are also addressed through the social studies curricula in grades 1 to 12.

The CEL Personal and Social Values and Skills focus on four goals in each area of study:

- To develop compassionate, empathetic, and fair-minded students who can make positive contributions to society as individuals and members of groups
- To support students in coming to a better understanding of the personal, moral, social, and cultural aspects of school subjects
- To support students in treating themselves, others, and the environment with respect
- To promote understanding of prejudice, discrimination, racism, sexism, and all forms of inequality and exploitation, and a desire to contribute to their elimination

At the elementary level, one program goal states that students will develop “skills/abilities and attitudes/values necessary for responsible citizenship participation now and in the future.” As well, the elementary curriculum guide identifies specific Citizen Action Objectives to help students achieve this goal.

At the middle level, students learn that citizenship is the “exercising of rights, privileges, and responsibilities as a member of a community.” As well, they learn to identify their own rights and responsibilities as citizens of Canada.

At the secondary level, students explore world issues such as human rights, population growth and its effect on the environment, and the conflict between the rights of those who produce wealth and those who have a great need for it. Citizenship and heritage are sub-concepts which are naturally addressed within each of the world issues explored. Students also explore issues of relevance to Canadian citizens of all heritages. Students explore issues such as social change, economic development, acculturation, and constitutionality

as they affect Canadians presently and as they have affected them in the past. Citizenship and heritage are sub-concepts inherent in the exploration of these issues.

The Saskatchewan Teachers' Federation, through its Professional Development Unit, has undertaken a major initiative on Diversity in the Classroom. It includes workshop and resource documents on honouring diversity, teaching responsibility, creating a positive classroom atmosphere, gender equity, making multicultural connections, and Aboriginal cultures. "Honouring Diversity in the Classroom: Challenges and Reflections" is the foundation and introduction to the other documents in the series. "Multicultural Connections: Exploring Strategies and Issues" gives practical ideas for creating a rich multicultural environment for learning. "Aboriginal Cultures and Perspectives: Making a Difference in the Classroom" offers ideas to deepen teachers' understanding of Aboriginal perspectives while providing practical suggestions. "A Voice for all Students: Realizing Gender Equity in Schools" helps teachers find out if their teaching is gender-biased, and what they can do to help all students develop to their full potential. "Creating an Inclusive Classroom: Integrating Students with Special Needs" offers tools useful in creating inclusive classrooms, and provides the regular classroom teacher with strategies for meeting the diverse educational needs of students with special needs. These are described on the STF Web site at <http://www.stf.sk.ca/ps/spdu/spdu.htm#resource>.

The proposed Code of Ethics for Saskatchewan teachers, currently under intensive discussion by members of the Saskatchewan Teachers' Federation, includes the following statement: "The teacher shall model the fulfillment of social and political responsibilities associated with membership in the community." The statement recognizes the professional obligation of teachers as role models in developing in students the values, attitudes, and interests that will encourage them to fulfill their social and political obligations to their community, broadly defined to include the global community as well as the school, municipality, province, and nation.

### **Atlantic Region**

The provinces of Atlantic Canada — New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador — have adopted a new Foundation document for the development of social studies curricula throughout the region (Atlantic Provinces Education Foundation, 1999). It aims to "enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world." The social studies curriculum is the main vehicle for the development of responsible and caring citizenship within the formal education systems of the region from kindergarten to the end of secondary school. It is expected to convey "the main principles of democracy, such as freedom, equality, human dignity, justice, the rule of law, and civic rights and responsibilities." It provides "opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others."

In general terms, students are expected to demonstrate:

- an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

- an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives
- the ability to make responsible economic decisions as individuals and as members of society
- an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future
- an understanding of the interactions among people, places, and the environment
- an understanding of the past and how it affects the present and the future

Each of these general areas is elaborated in detailed statements of expected learning outcomes for students at the end of grades 3, 6, 9, and 12.

In a statement of principles underlying the social studies curriculum, the foundation document states: “Empowering and effective social studies is meaningful, significant, challenging, active, integrative, and issues-based.” It encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes. It is student-centred and age-appropriate, and emphasizes significant events, concepts, and principles that students need to know to be able to apply them in their lives. Teachers are expected to model high expectations for their students, promote a thoughtful approach to inquiry, and demand well-reasoned arguments. Students assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of the program. The curriculum crosses disciplinary borders to explore issues and events. It considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

Teaching approaches and strategies are expected to engage all students in the learning process, through their involvement in a wide variety of experiences, both inside and outside the classroom.

#### **GOVERNMENT OF CANADA**

Several programs of Citizenship and Immigration Canada (CIC) target the education of caring, responsible citizens, respectful of their fellow human beings and committed to peace, human rights, democracy, and sustainable development.

The Integration Branch of CIC partners with the Rotary Club of Ottawa and the National 4-H Council to carry out the Adventure in Citizenship program and the National 4-H Citizenship Seminar. These two programs bring youth from across Canada to Ottawa to give them the opportunity to develop a national perspective on citizenship, build an understanding of Canada’s democratic principles, learn about other regions of the country, and foster pride in being Canadian. Program activities have traditionally included visits to the House of Commons, Government House, workshops on the

Canadian Constitution and on the rights and responsibilities of Canadian citizenship. Both programs culminate in a special citizenship ceremony.

Settlement programs funded through the federal government provide initial bridging mechanisms to assist immigrants in accessing services available to all Canadians and in becoming participating and contributing members of Canadian society. Settlement programs and services also promote an acceptance of immigrants by Canadians. Businesses, non-profit corporations, non-governmental organizations, community groups, educational institutions (including school boards, districts and divisions), individuals, provincial/territorial governments, or municipal governments are eligible to receive contributions for the purpose of providing settlement services. Possibilities for collaboration to enhance the opportunities for immigrants in the labour market are explored.

Three settlement programs are the Host Program, ISAP (Immigrant Settlement and Adaptation Program), and the LINC program (Language Instruction for Newcomers to Canada). Similar settlement programming is administered by the provincial governments of Quebec, Manitoba, and British Columbia. In these three cases, agreements have been signed between the province and the federal government, whereby federal funds are provided to the province which is then responsible for administering settlement services.

The Host Program matches Canadian volunteers (individuals or groups) with newcomers in order to facilitate integration. It funds the recruitment, training, matching, coordination, and monitoring of volunteers who help newcomers adapt, settle, and integrate into Canadian life. Volunteers are matched with newcomers to help them access and use available services, practise their language skills, develop contacts in their employment field, and participate in community activities. In return, Host volunteers acquire new friends, learn about other cultures, and strengthen community life. The objective of this program is to help newcomers to Canada overcome the stress of moving to a new country by matching them with Canadians who will help them learn about life in Canada.

The Immigrant Settlement and Adaptation Program (ISAP) provides funding for direct, essential services to newcomers, including reception, orientation, translation and interpretation, referral to community resources, para-professional counselling, general information and employment-related services, such as job-finding clubs. Orientation to Canada is provided both in Canada and abroad. Overseas, prospective immigrants and refugees can learn a great deal on the many aspects of Canadian life through three-day or five-day modules of the Canadian Orientation Abroad program. The modules look at the climate, culture shock, employment, education, rights and responsibilities, housing, cost of living, and more. On their arrival in Canada, the immigrants or refugees will learn more on these subjects from the Service Provider Organizations (SPOs) that oversee their initial integration into the Canadian way of life. SPOs provide settlement services under ISAP through paid and volunteer staff. This creates opportunities for interactions between Canadians and newcomers to Canada.

The Language Instruction for Newcomers to Canada program (LINC) provides basic language training in one of Canada's official languages to adult immigrants to facilitate their social, cultural, economic, and political integration into Canada as quickly as possible. One of the key aspects of LINC is a consultation process to involve local and regional stakeholders in the development of language-training strategies. These consultations identify existing language-training capacity, priority client groups and their needs, and help coordinate the efforts to address those needs. Language training is provided through non-governmental organizations, universities, colleges, schools, and the private sector. Enhanced language proficiency creates greater opportunities for interaction between Canadians and newcomers.

CIC's Settlement Programs provide funds to a number of umbrella organizations to allow volunteers and front-line settlement workers to make connections between their work and other sectors concerning immigrants, refugees and settlement issues. Conferences and workshops provide non-profit agencies with a forum for information-exchange, training, and networking. The objective of funding such organizations is to encourage people from different regions in Canada who work within the same field to exchange information, receive training, and create a vehicle for networking.

Participation at these conferences may include settlement agencies, mainstream social service agencies that serve immigrants and refugees, government officials, church refugee-support groups, students in related academic fields of study, volunteers, lawyers, Canadian and international academics, and representatives from ethno-cultural associations.

Some CIC-funded umbrella organizations represent community agencies across Canada while others represent regional interests. For example, the Canadian Council for Refugees (CCR) is a non-profit umbrella organization committed to the rights and protection of refugees in Canada and around the world, and to the settlement of refugees and immigrants in Canada. The Ontario Council of Agencies Serving Immigrants (OCASI) is an association of over 100 community-based agencies seeking to help immigrants integrate better. The Atlantic Region Association of Immigrant-Serving Agencies (ARAISA) and the Western Canadian Association of Immigrant-Serving Agencies (WCAISA) have similar objectives in the Atlantic and Western provinces respectively.

CIC also supports one-time funding initiatives. A good example of this is: "Walk a Mile: The Immigrant Experience in Canada." This is a joint effort of the Open Learning Agency and Knowledge Network, with funding from Citizenship and Immigration Canada, the British Columbia Ministry of Multiculturalism and Immigration, and the Manitoba Immigrant Integration Program of Manitoba Labour. It is a series of four television segments on identity, language, discrimination, and employment developed in concert with video clips on what newcomers go through when they arrive in Canada. For more information, please see the Web site at <http://www.walkamilecanada.com>.

The Web site, Integration-Net <http://integration-net.cic.gc.ca/>, provides support to the community that helps newcomers settle and integrate. Service provider organizations

(SPOs), the federal and provincial governments, mainstream organizations, newcomers and potential newcomers to Canada use this site. Developed as a communication and research tool, the site contains a virtual library (infocentre), discussion groups, a national calendar of events, FAQs (frequently asked questions), and links. Publications in the virtual library are offered in either or both official languages, or they may be multilingual. The Web site is a communications and research tool that people from across Canada, interested in the settlement field, can use to share ideas, best practices, and information as well as discuss relevant issues.

*Citzine*, is a web magazine designed to stimulate young Canadians to think and talk about what it means to be citizens of Canada <http://www.citzine.ca/>. The Web site provides young Canadians with on-line access to information about Canada and Canadian citizenship, and allows young Canadians to have on-line discussions with one another on topics and questions about being Canadian.

CIC is engaged in several initiatives to promote the understanding of citizenship and the integration of newcomers. These initiatives include special events on Canada Day and during Citizenship Week in October. Events are held across the country on these occasions and include such activities as citizenship and reaffirmation ceremonies, flag-raising ceremonies, Canadiana Quiz-type events, lectures and essay-writing contests. Activity Guides are distributed across the country and used in classrooms and community halls by teachers and youth/community leaders to plan events and to raise awareness of Canadian citizenship. CIC has also developed a year-round activity kit targeted to primary, middle school, and early secondary school teachers, and youth leaders. This kit explores, through fun and cross-curricular activities, ideas of belonging, respect, and shared responsibility for building communities and our country.

Citizenship judges also play a role in promotion and outreach. They perform citizenship/reaffirmation ceremonies, and visit schools, community organizations, and service clubs to speak about the value and the rights and responsibilities of Canadian citizenship.

Many publications are produced that assist newcomers to settle in Canada by providing them with an understanding of life in Canada and the values of Canadian citizenship, as well as to assist them to become an integral part of our country. The new “Welcome to Canada Kit” is a good example of these publications.

Parks Canada focuses on elementary and secondary education in general.

Citizenship education involves a visit to national historic sites such as national maritime conservation areas. Training officers develop interpretive activities (e.g., brochures and other print materials, exhibitions, audiovisual presentations, audio guides, games). Off-site training is also offered through interpretive activities held in the classroom or in public places. Materials produced are very diverse (e.g., games, CD-ROMs, posters, audio guides, videotapes, educational kits) and also include virtual materials (e.g., lesson plans, information sheets, and downloading school activities from the Parks Canada Web site <http://www.parkscanada.gc.ca>).

Over 170 educational resources are available, including educational kits, print materials mostly designed for the formal education market, videotapes, CD-ROMs, and games including reproductions of hands-on manipulatives.

Increasing numbers of bilingual educational resources are also available on-line on the Internet. These resources deal with the history of Canada, with the environment, with the Trent-Severn waterway.

### **3. Peace, human rights, and global education**

In Section 2 we noted that citizenship education embraced all the areas of education under study in this report — peace, human rights, democracy, international understanding, and tolerance. Section 3 examines formal and non-formal education focused more specifically on peace, human rights, and international understanding. Inevitably, there is overlap with citizenship education in these categories. Peace, human rights, democracy, international understanding, and tolerance are closely linked; it is not surprising that educational initiatives in each area involve all of the others.

Nevertheless, there are distinct networks devoted to peace education, human rights education, and global education in Canada that deserve to be reported separately. These networks run through formal education systems, other public institutions, and non-governmental organizations. Our purpose in this section is to provide an overview of work in each of these networks since our last report in 1994.

#### **3.1 Peace education**

New Brunswick is involved with CMEC and the federal Department of Justice in an initiative to identify processes, programs, and services that contribute to safe and positive learning environments.

The YMCA Peace Medallion that originated in Fredericton in 1987 is used by YMCAs across Canada every year during YMCA Peace Week. The award recognizes the achievements of individuals or groups in local communities who demonstrate in their lives and activities the values expressed in the 1981 Statement of Peace from the World Alliance of YMCAs, which says (in part): “Peace has many dimensions. It is not only a state of relationships among nations. We cannot expect to live in a world of peace if we are unable to live in peace with those close to us — even those who differ from us.... the responsibility for peace begins with each person, in relationships with family and friends, and extends to community life and national activities...”

The International Year for the Culture of Peace reminds us that peace is rooted not in treaties and declarations but in the mind and heart of every person. To quote from the education kit “Building a Culture of Peace,” produced by the Canadian Commission for UNESCO for this special year <http://www.unesco.ca/>, peace is “the fruit of careful nurture of values, attitudes, and behaviours that give life to the principles of co-operation, non-violence, respect for human rights and cultural diversity, democracy, and tolerance.”

There is in Canada an identifiable network of organizations that devote themselves specifically to peacebuilding and non-violent conflict resolution. A visit to the Web site of the Canadian Peacebuilding Coordinating Committee (CPCC) <http://www.cpcc.ottawa.on.ca/> provides an overview of Canadian organizations involved in peacebuilding activities of several kinds — local, national, and international — from United Nations peacekeeping operations to mediation of family conflict. Many of these organizations offer educational programs and resources. Following is a brief survey of the educational work of these organizations in recent years, beginning with governmental

programs, moving to educational institutions, and then to other non-governmental organizations. (Several Canadian provinces and territories have taken initiatives in the past few years to build peace and reduce violence in schools; these initiatives are described in Section 4.)

#### **GOVERNMENT OF CANADA**

The federal government's **Canadian Peacebuilding Initiative** is a set of principles and actions intended to coordinate Canadian peacebuilding activities, both government and NGO, and to strengthen Canada's contribution to international peacebuilding. It is a joint initiative of the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA). DFAIT coordinates the Peacebuilding Initiative and works in close partnership with non-governmental organizations in Canada (primarily through the CPCC) to promote policy dialogue and exchanges on peacebuilding issues.

Two objectives of equal importance underpinning the Canadian Peacebuilding Initiative are to assist countries in conflict in their efforts toward peace and stability, and to promote Canadian peacebuilding capacity and Canadian participation in international peacebuilding initiatives. The Initiative has a budget of C\$10 million annually. Several of the activities involve peace education or training in peacebuilding skills in other countries. For example:

- A project managed by the **Canadian Bureau for International Education** brings together Canadian experts with Haitian and Lebanese education specialists to design programs for schools to promote conflict resolution and a culture of peace among youth.
- The **Centre d'études et de coopération internationale** has supported a series of training sessions on conflict resolution techniques for civil society organizations at the community level (women, church groups, and youth) in Burundi. This project allowed civil society organizations with a demonstrated interest in peace to be trained in conflict resolution techniques.
- The **Canadian Institute for Conflict Resolution** operates a train-the-trainers project in conflict resolution techniques for Rwandans. It involves training in Rwanda and a fellowship at the Canadian Institute for Conflict Resolution. The participants will disseminate the training upon their return to Rwanda.

For further examples, visit the Web site of the Canadian Peacebuilding Initiative at <http://www.dfait-maeci.gc.ca/peacebuilding>.

The **Lester B. Pearson Canadian International Peacekeeping Training Centre**, based in Nova Scotia, was established by the government of Canada in 1994 with funding from the Department of Foreign Affairs and International Trade and the Department of National Defence. Its mission is to support and enhance the Canadian contribution to international peace, security, and stability through the provision of quality research, education, and training in all aspects of peacekeeping. It provides national and international course participants with the opportunity to examine specific peacekeeping

issues, and to update or share their knowledge of the latest peacekeeping practices. It serves the “New Peacekeeping Partnership” — those organizations and individuals that work together to improve the effectiveness of modern peacekeeping operations. This includes the military, civil police, government, and non-governmental agencies dealing with human rights and humanitarian assistance, diplomats, the media, and organizations sponsoring development and democratization programs.

The Centre offers a multifaceted curriculum of special interest to all the stakeholders associated with peacekeeping operations, through an extensive schedule of conferences, seminars, workshops, training and educational courses. Off-campus activities are conducted by mobile training teams or through electronic distance-learning technology. The Centre conducts roundtables, research, seminars and courses, and produces a number of publications each year. All are attended by Canadian and international military and civilian participants. These courses have also been conducted in Jamaica, Argentina, Japan, Italy, England, and Africa. In addition to its scheduled functions, the Centre has the ability to respond quickly to requests for customized training packages. It also functions as an information clearing house and research centre (see Section 9 below). The Centre conducts a sizable and active Internship Program, which allows students to gain valuable working experience while learning more about peacekeeping.

The Canadian Peacekeeping Press is the publishing arm of the Pearson Peacekeeping Centre. It has the mandate of publishing books, booklets, periodicals, annual reports, and other informative materials on all aspects of peacekeeping.

The Centre offers an extensive range of formal courses ranging from a general survey through those delving into various technical aspects of peacekeeping, and courses custom-crafted for one or more specific peacekeeping disciplines. In addition to these standard two-week courses, the Centre offers a four-week course entitled “Issues in Modern Peacekeeping: The Advanced Course.” This is the Centre’s flagship program. Each course is eligible for academic credit at Canadian and other universities.

The Centre has also developed an interactive role-playing exercise entitled “Canada in a Dangerous World,” which has been conducted in several high schools and at the university level in Ontario and Nova Scotia. For a complete overview of the educational programs and resources offered by the Centre, visit its Web site at <http://www.cdnpeacekeeping.ns.ca>.

#### **CANADIAN UNIVERSITIES AND COLLEGES**

**Acadia University** in Wolfville, Nova Scotia, offers a Peace Studies course which, combined with a human rights course, allows a student to do significant work in the area of peace studies. It is designed for students concerned with the causes of war and organized violence and the conditions for peace. It analyzes the most recent theories on the causes of war and organized violence at the national and the international level, to examine alternative theories and approaches to resolving and preventing organized violence and war, as well as contending approaches to peacemaking, building cooperative global relationships, and international negotiation. It also analyzes current conflict

situations and develops policy proposals for their resolution. The Web site is <http://ace.acadiau.ca/polisci/aa/DigAgora/Courses/idst2216/homepage.html>.

The **Peace and Conflict Studies (PAX)** program at **Mount Saint Vincent University** in Halifax, Nova Scotia, consists of faculty, administrators and students from a dozen different disciplines working together, trading ideas, sharing research interests, planning a lecture series, a panel, or the content of an interdisciplinary course. The concerns to tackle issues of war and peace, or development and justice, are accompanied by a sensitivity to concrete applications of the principles of justice and feminism. An informal PAX committee meets to share concerns, whether the arms buildup in the 1980s, the Gulf War, or learning more about the means of peacekeeping and conflict resolution. There are three objectives to the program. The first is to increase the opportunity for students to spend time in university courses and in their research where they can focus on patterns of conflict wherever they are found. The second is to explore the avenues of dispute resolution and negotiation. The broad appreciation of how theory and practice interrelate constitutes the third. The Web site is <http://www.msvu.ca/pax/>.

**Conflict Resolution and Mediation** courses have been offered at the **University of Prince Edward Island** in Charlottetown since 1993. Since 1995, an advisory committee, representing government, community groups and educational institutions has been arranging courses, determining faculty, and developing a long-range strategy for a more formal structure. In May 1997, the **Centre for Conflict Resolution Studies** was established at the university as a unit of the Department of Extension and Summer Sessions. The Web site is <http://www.upei.ca/~conflictcentre/>.

The **Canadian Institute for Conflict Resolution** is based at St Paul's University in Ottawa. Its mission is in the public interest to foster, develop, and communicate resolution processes for individuals, organizations, and communities in Canada and internationally and to further the objective to embody within the conflict resolution process the positive attributes of common sense, compassion, and spirituality. In keeping with this mission, it has done pioneer work in developing the new field of Community-Based Conflict Resolution (CBCR) with its Third Party Neutral (TPN) training, and has broken new ground in the area of deep-rooted conflict and reconciliation. In addition to its project with Rwandans, mentioned above, the CICR has a similar project in Burundi, where it aims to train 10,000 individuals. These projects build on the training methodology the Institute has developed working with Canadian groups and individuals since its inception in 1988.

**Peace and Conflict Studies** at **University College, University of Toronto**, provide undergraduate students with a wide-ranging understanding of the causes and nature of violence and peace. The program, guided by three distinct perspectives, moves beyond the traditional study of International Relations by examining the causes of violent strife both among and within countries, including war, revolution, insurgency, and ethnic clashes. The program emphasizes practical knowledge, the interdisciplinary nature of peace and conflict, and the importance of bringing leading-edge research directly into the classroom. The Web site is <http://www.library.utoronto.ca/pcs/>.

The **Centre for Peace Studies at McMaster University** in Hamilton, Ontario, has organized several international conferences, initiated a number of scholarly publications, and has a wide range of international contacts, especially in Central America, Europe, India, and the Middle East. The Centre supports multidisciplinary research and teaching in the area of peace and conflict studies. Research and teaching within the Centre focus on four areas: social movements against war and violence; religious and philosophical approaches to peace and conflict; human rights; and the relation of war and peace to health. Students at McMaster can complete an undergraduate Minor in Peace Studies. The Web site for the Centre is <http://www.mcmaster.ca/peace/>.

The **Institute of Peace and Conflict Studies, Conrad Grebel College, University of Waterloo** in Waterloo, Ontario. The central idea behind the Peace and Conflict Studies program is learning to manage conflict by focussing on human rights and using the tools of mediation and negotiation. It offers more than one hundred courses conflict and conflict-resolution and in related fields, including Environment and Resource Studies, Geography, History, Philosophy, Political Science, Psychology, Religious Studies, Social Development Studies, and Sociology. Students gain an understanding of the issues and also learn practical conflict-solving skills. Students can also get real-world experience in social justice, conflict, and peace-making by applying for a Peace and Conflict Studies internship in a troubled region overseas, a developing nation, or their local community. The Web site is <http://www.adm.uwaterloo.ca/interdis/pacs/>.

The International Development Studies and Conflict Resolution Studies programs are jointly offered by **Menno Simons College (MSC)**, rooted in the Anabaptist traditions of peace and service, and the **University of Winnipeg**, a liberal arts university in Winnipeg, Manitoba. The Conflict Resolution Studies Program (CRS) offers a Bachelor of Arts in Conflict Resolution Studies. The courses are interdisciplinary and utilize small group, problem based learning methods. They prepare students for theoretically informed “hands on” conflict transformation work and research. These emphases highlight the close relationship between careful academic scrutiny of particular problems and a firm grounding in experiences of people living in community, whether in personal relationships, organizational settings, civil society, or the global culture. The Web site is <http://www.uwinnipeg.ca/~msc>.

**The Lester B. Pearson College of the Pacific** in Victoria, British Columbia, promotes the cause of international understanding by creating an environment in which students from many countries and cultures are brought together to study and to serve the community. It is a member of the network of United World Colleges. The aims of the Colleges are, first, to provide an education, in the total sense, which will produce involved, active, educated citizens, whose attitudes of understanding and service will be a force against bigotry and hatred between peoples; second, to provide a practical demonstration that international education works and that it can build bridges of understanding between peoples. The Web site is <http://www.pearson-college.uwc.ca/>.

**Royal Roads University** in Victoria, B.C., offers a Master of Arts Program in Conflict Analysis and Management. Created for mid-career professionals, it is a two-year interdisciplinary program providing both the theoretical and practical skills necessary to identify, analyze and manage group conflict in a variety of international and domestic arenas. To accomplish this, the program stresses a holistic, cross-cultural approach to conflict analysis and management. It focuses on bilateral and multilateral disputes relating to trade, investment, development, resource use, the environment, governance, sovereignty, peacekeeping, and peacebuilding. It is structured on the basis of two five-week on-campus residency periods, contemporary distance education technologies, and a work-based thesis project. The Web site is <http://www.royalroads.ca/pcs/macam/>.

The **Institute for Dispute Resolution (IDR)** at the **University of Victoria**, British Columbia, is an interdisciplinary centre focused on effective dispute resolution and alternative dispute resolution theory and practice. Its mandate is to work toward fair, effective, and peaceful dispute resolution locally, nationally, and internationally. Its objectives are, first, to conduct theoretical and empirical research in the area of dispute resolution; second, to develop university and professional education and training in dispute resolution; third, to encourage the interdisciplinary study of dispute resolution in the University; fourth, to promote the development of dispute resolution services to the community; and fifth, to enhance awareness of, and promote the use and acceptance of, alternative dispute resolution procedures. The IDR was established in 1989. It has conducted research and disseminated dispute resolution knowledge through local, national, and international conferences and symposiums and professional development workshops. In addition, IDR has provided professional education and training in dispute resolution for public and private sector organizations. IDR's focus on public policy issues led to the development and implementation in 1998 of an interdisciplinary graduate program in public policy dispute resolution. These activities have resulted in more than 20 publications and several videos. Topics include: conflict and culture, public dispute management, community dispute resolution, qualifications in dispute resolution, aboriginal Peoples and dispute resolution, and family mediation. The Web site is <http://dispute.resolution.uvic.ca/>.

#### **NON-GOVERNMENTAL ORGANIZATIONS**

**Peacefund Canada (PFC)** was established in October 1985 by the International Council for Adult Education (ICAE), the Canadian Association for Adult Education, and l'Institut Canadien d'Éducation des Adultes. Its goal is to encourage and support adult peace educators and other learners in their efforts to build a more humane, non-violent and demilitarized world. Its mission is to fund peace education projects in Canada and around the world. Its work focuses on the efforts of individuals and organizations around the world seeking to bring peace to their communities and beyond. PFC is placing particular emphasis on the Global Campaign for Peace Education, one of the seven main actions undertaken by the Hague Appeal for Peace (HAP) in May 1999. This campaign is being conducted through a global network of education associations and regional, national and local task forces of citizens and educators. (See the HAP Web site at <http://www.haguepeace.org/>).

The PFC also coordinates the Peace and Human Rights Program of the International Council for Adult Education through its network of over 100 members in seven regions of the world. Through this network PFC is working with adult educators and other learners to promote the HAP campaign. In 1999 alone, the PFC supported over 30 initiatives in conflict-ridden areas such as Sierra Leone, Zambia, East Timor, India, Nigeria, Nicaragua, Colombia, and Guatemala. All activities are part of a collective effort by individuals to reduce the pervasiveness of violence and suffering in their communities through education.

PFC is also actively involved in the international initiative for a Global Non-violent Peace Force. Its mission is to mobilize and train an international non-violent, standing peace force which will deploy to conflict areas to protect human rights and prevent death and destruction, thus creating the space for local groups to struggle, enter into dialogue, and seek peaceful resolution. The PFC Web site is <http://www.web.net/~pfcan/>.

**Project Ploughshares**, based in Waterloo, Ontario, promotes disarmament and demilitarization, the peaceful resolution of political conflict, and the pursuit of security based on equity, justice, and a sustainable environment. Public understanding and support for these goals are encouraged through research, education, and the development of constructive policy alternatives, particularly reduced reliance on military force, abolition of nuclear weapons, and control of the weapons trade. Educational activities include public forums, round tables, and dissemination of research findings in their publications *The Ploughshares Monitor*, *Armed Conflicts Report*, *Working Papers*, *Briefings*, and other resources.

Project Ploughshares also operates an internship program providing an opportunity for Canadian youth (under 30 years of age) to work with non-governmental organizations that are engaged in activities related to international peacebuilding and security. Interns are graduates of postsecondary programs such as peace and conflict studies, political science, history, international studies, and communications, and have an interest in pursuing careers in emerging areas of international peace and security. In 1998 16 interns were placed for six months with Project Ploughshares and with peace and security organizations in Canada, Germany, Costa Rica, South Africa, Kenya, Switzerland, the United Kingdom, Sweden, Thailand, and the United States. The Project Ploughshares Web site is <http://www.ploughshares.ca>.

The **Centre de ressources sur la non-violence** in Montreal was created in 1988 with a mandate to promote non-violence in all aspects of life and society. The centre has a library of 4,000 volumes, open to the public, as well as a collection of periodicals and dossiers on a number of issues concerning violence and non-violence. The centre also publishes a quarterly newsletter and has created a number of publications on specific issues. The centre has a service focusing on education, conciliation and consultation on peaceful interaction that works on violence prevention and conflict resolution in secondary schools. The centre has also published a guide on conflict resolution. The Resource Centre covers various aspects: involvement; solidarity with First Nations; international solidarity; and disarmament and peace.

**Project Peacemakers**, a Winnipeg affiliate of Project Ploughshares, seeks to motivate people through education and to become involved in working for peace at both the local and international levels. In response to the fact that many youth lack an understanding of current global peace issues, the group has prepared a social studies unit for junior-high and high-school students focusing on the issue of child soldiers. It is hoped that by informing students of a situation that is affecting millions of children their own age, they will become interested in a broader range of peace issues, such as nuclear disarmament and militarism.

**Educating for Peace** is a community non-profit organization working with the Canadian school system to help build a peaceful, just and sustainable world for our children. EfP's chief tool in its work among teachers for the past 16 years is a short annotated resource guide. EfP is producing a sixth edition of the guide for easy access on the Internet.

The **Canadian Centres for Teaching Peace (CCTP)**, founded in 1997, is developing a virtual centre for teaching peace, information dissemination, and networking through its Web site <http://www.peace.ca>. The CCTP believes that to dramatically increase our achievements globally, we must start with our own education and use an information-based approach to change individual behaviours and attitudes.

Global Education is a community-based educational program that involves hundreds of **Canadian Red Cross** <http://www.redcross.ca/> volunteers and staff. Its overall goal is to educate Canadians about the conditions facing the world's most vulnerable people and to offer ways to be involved in the effort to improve these conditions. The program is primarily devoted to educating young Canadians about the dangers of landmines and activities of the Red Cross to eradicate these deadly and indiscriminate weapons. A campaign entitled "Survive the Peace" helps to do that. It is supported by a number of training workshops, resource materials (including a continually revised web page), a newsletter and, most importantly, the Youth Mine Action Ambassador Programme (YMAAP).

The Canadian Red Cross, in cooperation with the Department of Foreign Affairs and International Trade and Mines Action Canada, oversees the activities of the youth ambassadors as they use their idealism, energy and knowledge of the issues to raise landmine awareness in Canada. Five of the eight youth ambassadors work from Red Cross offices across the country. A trip to Bosnia-Herzegovina took place in April 2000 where the youth ambassadors investigated, first-hand, the progress of the landmine ban in the region.

During Canadian Landmine Awareness Week (February 23 to March 3), Toronto high-school students planted red paper discs through downtown streets that said "PICK ME UP." When turned over they said, "BOOM! This could have been a landmine!" and explained how children in some countries lose arms, legs and even lives by picking up curious objects like these. Youth Ambassadors in Ottawa, Montreal, Halifax, Quebec

City, Winnipeg, and Vancouver held similar public events to further educate Canadians about the dangers of landmines worldwide.

### 3.2 Human rights education

This section combines the closely related areas of human rights education with education programs to promote respect for differences and to combat racism and hatred.

The Canadian Association of Statutory Human Rights Agencies (CASHRA), a national organization representing human rights jurisdictions from the provinces, territories and federal government, made human rights education the focus of its annual conference at Banff, Alberta in May, 2000. Entitled “Building a Human Rights Culture: Tools for Transformation” [*Faire des droits de la personne un mode de vie: les outils de transformation*], the conference focused attention on the many activities that can help build a society that fosters equality and reduces discrimination. Held at the mid-way point of the United Nations’ Decade for Human Rights Education, 1995–2004, the conference was part of the long-term work of improving the planning, design, implementation and evaluation of human rights educational and change initiatives. A conference report is available at the Web site of the conference host, the Alberta Human Rights and Citizenship Commission <http://www.albertahumanrights.ab.ca/conference/index.html>.

The conference was an opportunity to showcase new initiatives in human rights education and to think more deeply about the challenges involved in building a human rights culture. Details are incorporated in the reports that follow.

#### PROVINCES AND TERRITORIES

Nine of Canada’s provinces as well as Yukon Territory have human rights commissions that are devoted to the protection of human rights guaranteed by provincial laws and human rights codes.

##### Alberta

In the province of Alberta, through the provisions outlined in the Human Rights, Citizenship and Multiculturalism Act, the **Alberta Human Rights and Citizenship Commission (AHRCC)** follows a two-fold mandate: to foster equality, and to reduce discrimination for Albertans. The Commission fulfills this mandate through public education initiatives and the investigation and resolution of complaints of discrimination.

The Commission’s publication, *Human Rights Education and Diversity Initiatives in Alberta* (AHRCC 2000), describes 54 current human rights education initiatives in Alberta involving government departments and agencies, parastatal organizations, and NGOs. It is evidence of an active human rights education community addressing a wide range of issues, including the rights of Aboriginal people, racial, ethnic and religious tolerance, integration of immigrants and refugees, the rights of the child, gay and lesbian rights, sexual harassment, family violence, the rights of people with HIV and AIDS, and the rights of people with disabilities. Here are a few examples:

- The Alberta Civil Liberties Research Centre’s Human Rights Education Project provides speakers, material, in-services and teacher support for human rights

education at the secondary level. The Centre has a lending library that contains human rights education materials. It has produced videos and print materials for teachers and students on harassment and discrimination as well as international human rights law.

- The Alberta Parents and Friends of Lesbians and Gays (P-FLAG) has developed a program entitled “Confronting Homophobia in the Schools and Community.” It offers a selection of workshops within the classroom and with community groups.
- The Boyle Street Co-op Education Centre in Edmonton commissioned “skin deep,” a film and mural project carried out by inner-city youth. Students and community members painted a large mural on the outside of the Centre’s building to depict racial diversity. The students also created a video about racism in an attempt to challenge stereotypes and change perceptions that cause discrimination and racism. It is used as a public service announcement on the CBC and is used as a tool to initiate discussion.
- The Holocaust Education Symposium is an annual educational experience organized by the Calgary Jewish Centre for 1800 grade 12 students and social science teachers in Calgary. The symposium includes an historical overview of the Holocaust within the context of World War II by a university professor, a film on the Holocaust, three live theatre scenes from the anti-racist comedy “Klanback” by Caroline Russell-King, and meetings in smaller groups with survivors and eye-witnesses who relate their personal experiences. The discussion is facilitated by “Second Generation” adults; that is, children of Holocaust survivors. The symposium ends with a discussion of human rights which brings the importance of the Holocaust into the context of today’s society.
- The Council of Canadians of African and Caribbean Heritage sponsors “Afro-Quiz,” a quiz contest where contestants are asked questions based on history, geography, and current affairs relating to black people in Africa and the Diaspora.
- The Human Rights and Citizenship Branch of Alberta Community Development has developed an activity kit, “Celebrate and Educate,” for schools, community organizations, and businesses to help them celebrate Human Rights Day. It includes a poster, bibliography of human rights resources, and suggested activities.
- The Human Rights Education Foundation infuses human rights education into existing summer camps and youth programs. It provides guest speakers, games, videos, materials, resources and lectures.
- The Library Association of Alberta, in partnership with the AHRCC, has a program to raise human rights awareness through libraries by acquiring books, videos, and recordings related to human rights and making them more accessible to the public through displays, posters, and bibliographies.
- The Multicultural Association of Fort McMurray has developed a Web site to provide information on diversity in the community and to provide access to on-

line resources on multiculturalism to schools, local organizations, and individuals. View it at <http://www.divnet.org/fortmcmurray>.

- The AHRCC itself has developed two videos and companion User's Guides. The first, "Discrimination and the Law," contains dramatized stories that illustrate two of the areas (tenancy and employment) and some of the grounds protected from discrimination under Alberta's Human Rights, Citizenship and Multiculturalism Act: gender, age, race, colour, religious beliefs, marital status, source of income, physical disability, and mental disability, with particular emphasis on workplace discrimination. The second, "Understanding Gender Discrimination," similarly illustrates discrimination in three areas: goods and services, accommodation of facilities customarily available to the public, and employment.

## **Ontario**

The Ontario Human Rights Code has given an explicit public education mandate to the **Ontario Human Rights Commission**. It is charged with helping to create "a climate of understanding and mutual respect for the dignity and worth of each person so that everyone feels a part of the community and able to contribute fully to the development and well being of the community and the Province." In particular, the Code requires the Commission to "to develop and conduct programs of public information and education and undertake, direct and encourage research designed to eliminate discriminatory practices that infringe rights under this Act." The Web site is: <http://www.ohrc.on.ca>.

The Commission's Policy and Education Branch is responsible for the strategic planning function for public education and communications at a corporate level and for implementing educational programs and partnership initiatives, such as public awareness campaigns, presentations, workshops and conferences. In 1999–2000, Commission staff participated in 108 public education events and delivered education and training to over 8,600 people, making it one of the most active years in the area of public education. Other activities included:

- conducting a province-wide public awareness campaign on public transit vehicles regarding sexual harassment
- launching a new series of plain-language guides on several major policy areas including *Protecting Religious Rights*, *Guide to the Human Rights Code*, *Hiring? A Human Rights Guide*, and *Pregnancy – Before, During & After: Know Your Rights*
- introducing *Human Rights at Work*, a first-ever manual for employers on human rights in the workplace
- releasing a second edition of *Human Rights Policy in Ontario*
- developing a new public education strategy for the next three-year period (2000–2003) entitled "Getting the Message Out," which calls for expanding public education on human rights in the education sector, focusing public education in the employment sector, and increased use of thematic campaigns to target particular topics of public concern.

Since 1994, the Ontario Human Rights Commission has introduced 13 new or revised human rights policies to promote understanding of human rights and encourage research to eliminate discriminatory practices. To ensure public accountability, the Commission includes consultations as part of all policy development. As well, the Commission develops discussion papers on emerging policy areas, updates existing policies and introduces new ones. The Commission's policies help Commission staff, members of the public and those involved in human rights to understand and interpret how the Human Rights Code applies.

A key component of the Commission's activities in the education sector is *Teaching Human Rights in Ontario* (THRIO), an educational package developed by the Ontario Human Rights Commission. This package is for use by teachers in Ontario schools to teach students about the provisions of the Ontario Human Rights Code and the work of the Commission. Released in 1995, the package was reviewed for use in Ontario schools and has been endorsed by the Ministry of Education and Training. It complements current Ministry objectives related to equal opportunity and anti-discrimination.

THRIO is used as a teacher's resource for teaching the concept of respecting and protecting each other's rights. Teachers of grade 11 and Ontario Academic Credit (OAC) law courses in Ontario secondary schools as well as those teaching Cooperative Education Programs, adult literacy, worker training programs, or other similar programs can use this resource to increase knowledge of the Human Rights Code and the work of the Commission.

THRIO consists of three main sections:

- A Teachers' Package explaining how to use the material in the classroom
- Teacher's References with background information to help teachers better understand how to deal with questions that may arise while using the material
- Student Handouts for use with classroom activities.

The package uses examples of real human rights cases in its illustrations and case studies. Selected cases describe relevant situations in language that is easily understood. THRIO is available in several formats including a binder with exercises ready for photocopying, in electronic text, on audiotape and in both English and French language versions.

In 1999–2000, the Commission also supported the development of a teaching resource on "Human Rights and Disabilities." This section is part of an updated disability awareness resource teacher's manual entitled *Discover Together*, and makes use of some of the resources already developed in THRIO. The manual is designed to help teachers introduce non-disabled students to a variety of disability issues and to increase their awareness of the abilities of people with disabilities. The package has been recently re-released by the Equity Department of the Toronto District School Board and is being distributed to all elementary schools in the Toronto District School Board.

The OHRC has also initiated several educational campaigns on issues related to the human rights of vulnerable groups:

- In 1998, the Commission launched a province-wide public awareness campaign to promote awareness of sexual harassment. The campaign was conducted in partnership with the Ontario Women's Directorate, the Human Resources Professionals Association of Ontario, and the Canadian Human Rights Commission. The campaign involved the display of transit ads featuring the message, *Sexual Harassment: It's never okay. It's against the law/Le harcèlement sexuel: C'est jamais correct. C'est illégal*. The poster was displayed in 18 municipal transit systems in Ontario, and 15,000 copies and support material on sexual harassment were distributed to human resources professionals, community groups, and agencies throughout the province for circulation in workplace environments. The Commission also published and distributed a plain language brochure and a more extensive policy on *Sexual Harassment and Inappropriate Gender-related Comments and Conducts/ Le harcèlement sexuel et les remarques et conduites inconvenantes liées au sexe*. In 1999, the Commission repeated its public awareness campaign on sexual harassment through transit ads and expanded it to include Liquor Control Board of Ontario outlets throughout the province.
- In 1996, the Commission developed its Policy on Female Genital Mutilation (FGM). The position was developed within the framework of: (i) female genital mutilation as an internationally recognized human rights issue; (ii) the domestic implications of Canada's obligations as a signatory to international conventions and treaties which recognize FGM as a human rights violation; and (iii) the mandate and jurisdiction of the Ontario Human Rights Commission under the *Human Rights Code* (the "Code"). The document outlines the international community's educational and legal efforts to abolish the practice, sets out the health, child safety, and criminal law implications of FGM and examines the human rights implications within the framework of the provisions of the *Human Rights Code*. In 1999, the Commission developed a plain language brochure in a question/answer format on FGM. It was produced in six languages, English, French, Arabic, Somali, Swahili, and Amharic and distributed to women's associations and public health units throughout the province to increase awareness of this health hazard and form of violence and discrimination against women and girls.
- The Commission prepared a discussion paper on age discrimination in 1999–2000, following the designation of the United Nations' International Year of Older Persons in 1999. The paper explores human rights issues facing older persons in Ontario in the areas of employment, housing, and services and facilities. It reviews demographic trends, broader social and economic issues related to age discrimination, case law and the types of cases coming to the Commission through complaints. The paper will form the basis for public consultation prior to developing a formal public policy on this issue over the next two years.
- Ontario attracts over 50 per cent of all immigrants to Canada. It is home to people from over a hundred different ethnocultural groups who speak some 170 languages. One of the largest and fastest growing groups is the South Asian

community. In 1999, the Commission partnered with the Council of Agencies Serving South Asians to develop a seminar on access to professions and trades for foreign trained professionals. Policy work in this area is under way as is the development of a multilingual plain language version of the Commission's *Complainant's Guide* in six South Asian languages: Hindi, Tamil, Punjabi, Gujarati, Urdu, and Bengali.

- The Commission has conducted research, consultations and meetings with the transgendered community, selected officials, and health professionals. Following the consultations, the Commission developed a discussion paper entitled *Toward a Commission Policy on Gender Identity*, which was shared with members of the transgendered community and stakeholders associated with this issue. Based on feedback received, the Commission approved a formal policy statement based on the discussion paper, *Policy on Gender Identity*. The document outlines the major barriers and issues that face transgendered persons. In developing this policy, the Commission aims to promote awareness of gender identity, to dispel stereotypes and myths, and to prevent discrimination and harassment against individuals because of their gender identity.

### **New Brunswick**

The Ministerial Statement on Multiculturalism and Human Rights (1989) established the Department of Education's commitment to the development and enhancement of school programs and operational practices that promote the dignity and fundamental worth of all human beings regardless of racial, religious, or socio-cultural background.

The Social Studies Foundation document describes social studies as a forum to provide students with a lens through which they can examine the cultural experiences of people in their neighbourhoods, in Canada, and in the world.

The social studies curriculum taught in grades 8 or 9, "Atlantic Canada in the Global Community," contains several outcomes related to human rights:

Students:

- recognize that culture is dynamic and shaped by many forces, and identify examples of culture diversity at the local, regional, and global levels.
- define prejudice, discrimination, social injustice, ethnocentrism, stereotype, racism.
- recognize the cultural diversity that exists within Atlantic Canada.
- research and evaluate stereotyping and racism as issues affecting Atlantic Canadians.
- discuss the concept of world view and recognize that world views are personal and varied.
- explore a human rights issue in Atlantic Canada that has international implications.

Similarly, outcomes in the personal development curriculum focus on human rights:

Students:

- demonstrate the ability to accept, respect, and understand themselves and others.
- demonstrate the ability to assume responsibility for their own behaviour.
- demonstrate an understanding and acceptance of the similarities and differences among people.

The New Brunswick Department of Education held a conference for middle- and high-school teachers in April 2001 entitled “Human Rights and the Holocaust: Sensitivity and Social Responsibility.” The conference provided in-service to teachers for the Holocaust unit that is part of the grade 11 Modern History course, and offered sessions dealing with a variety of human rights topics, including racism and issues around First Nations, multicultural groups, and gender. It also examined literature and media in human rights education.

A number of resources published by the New Brunswick Human Rights Commission are made available to schools. These resources deal with human rights, prejudice, discrimination, stereotyping, and racism. The resources include *Foundations for Fairness, Rights and Responsibilities: The Fourth and Fifth R's of Education*, *Say No to Racism*, *Visions for Equality*, and *Human Rights Fact Sheets*.

A New Brunswick research centre, Groupe de recherche en éducation dans une perspective mondiale (GREPM), has also prepared a *Guide to Human Rights Education*, analyzed the practices and needs of francophone primary and secondary teachers in the Atlantic provinces, and organized a summer institute (August 2001) to prepare francophone teachers in the Atlantic region to integrate the concepts of citizenship education in a planetary perspective into their teaching practices and courses.

### **Nova Scotia**

The **Nova Scotia Human Rights Commission** staff participates in ongoing training to develop increased understanding of racism, gender issues, and respect for the cultural heritage. It has developed training modules and conducted training sessions on human rights, diversity, sexual orientation, and sexual harassment awareness for educational institutions and for private and public sector organizations.

Two committees work in co-operation with the Commission to address racism:

1. Partners Against Racism, which focuses on special public events commemorating December 10 (Human Rights Day) and March 21 (International Day for the Elimination of Racial Discrimination). Events for these days have focused on youth participation through design contests for bookmarks and murals depicting an anti-racist theme for transit buses in the Halifax Regional Municipality. These events also provide opportunities to recognize and reward the work of individuals and groups in the community whose efforts are aimed at creating a more fair and welcoming society.

2. Community Advocates for Rights and Responsibilities works toward addressing the proliferation of hate and hate activities directed at youth. The group hosted a conference on hate and marketing of hate through media on March 25, 2000.

As well, the Nova Scotia Human Rights Commission:

- is involved in a group that examines the issue of student-to-student sexual harassment in schools (the Coalition Against Sexual Harassment in Schools) which organized a one-day conference for the fall of 2000 to discuss the issue.
- is a member of the Multicultural Education Council of Nova Scotia which recently developed kits for schools to assist teachers with addressing matters in the areas of racism, human rights, Aboriginal rights, and ethnicity.

A Race Relations Division was established within the Nova Scotia Human Rights Commission in 1991. It was subsequently joined with the Commission's Affirmative Action Division which was already in existence. The role of the Race Relations and Affirmative Action Division is to provide advice and assistance with the development and implementation of race relations programs and policies to agencies, companies and government departments throughout the province. The objective of such activities is to promote the full and equal participation of racial and ethnic persons in the social, economic, legal, cultural and political life of the province. These activities are conducted in accordance with Section 26A of the *Human Rights Act* and they often involve mediation, consultation, training, public education and special projects.

In 1995, the Human Rights Commission developed a video on race relations entitled "Racism and You." The video gives examples of how racism is practised in a workplace environment and the impact it has on those involved. The video is used during speaking engagements, educational workshops and seminars in the public, private, and not-for-profit sectors.

A Multicultural Training Course for criminal justice workers in the province of Nova Scotia has been initiated. The intent of the course is to assist police and correctional personnel in Nova Scotia to develop a basic understanding of other cultures and values, and to assist them in the normal discharge of their duties in a multicultural environment.

Apart from the Human Rights Commission, Nova Scotia has a number of education and cultural programs which have as their objective the elimination of racial prejudice. In 1990, the provincial government appointed the Black Learners Advisory Committee (BLAC). The three-volume BLAC Report on Education was published in 1994. This report laid the groundwork for significant structural changes to the Education Act and the Department of Education including the establishment in 1996 of an African Canadian Services division within the Program Branch. In 2000, an African Canadian seat was established by legislation on each regional school board.

A similar process is taking place between the Department of Education and the Mi'kmaq community. A Mi'kmaq Services Division was created by the Department in 1997. The new Education Act legislated the creation of a Council on Mi'kmaq Education and allows

for the appointment of a Mi'kmaq representative to each regional school board that has a tuition agreement with one or more Mi'kmaq bands.

Dalhousie University, Nova Scotia's largest university, continues to operate programs designed to encourage and facilitate the enrolment of Black and Aboriginal students. The Transitional Year Program has been operating since 1972. A Black Student Advisory Centre was established in 1992. In 1996, the James Robinson Chair in Black Canadian Studies was established. The Indigenous Black and Mi'kmaq Program at the Law School has been operating since 1989.

In 1996, the Joint Human Rights and Education Committee was re-activated with the Executive Director of the Human Rights Commission and the Deputy Minister of education serving as co-chairs. The Joint Committee acts as forum for discussion and sharing information; it also has a mandate to recommend ways that human rights concepts and issues can be integrated into policies and curriculum development.

In March 1997, the Nova Scotia Sport and Recreation Commission launched a "Fair Play" program that emphasizes zero tolerance for violence, racism and verbal abuse in sports facilities. The program will also promote the right to increased access to sports regardless of racial origin. The City of Halifax has provided a program to immigrant children since 1995 that is designed to increase the children's awareness of recreational opportunities and to feel more comfortable participating.

The province of Nova Scotia continues to recognize the following events: African Heritage Month, which is celebrated throughout the month of February with numerous events; Aboriginal Treaty Day, which is celebrated on October 1st; and International Day for the Elimination of Racial Discrimination which is commemorated on March 21st each year by special events planned in partnership with provincial government departments, the private sector and federal government.

Nova Scotia has found, in addition to the other programs and activities of education, that government-wide compulsory training in race relations has been well received and proved effective. The government of Nova Scotia is continually looking to further the goals through education and international measures and services to ensure that the distribution of funds takes account of all groups.

### **Prince Edward Island**

The Department of Education participated in the APEF (Atlantic Provinces Education Foundation) project to develop a complementary human rights education resource for social studies for French Immersion and Francophone students. The resource is comprised of three activity guides for the following grade levels: K-3, 4-6, and 7-12.

Human rights education in the school system is integrated into the social studies and language arts curricula at various grade levels.

## Quebec

The Quebec **Commission des droits de la personne et des droits de la jeunesse** is mandated to approve the principles set out in the Charter of Human Rights and Freedoms as well as to protect the interests of children and uphold their rights under the *Loi sur la protection de la jeunesse*. The Commission exercises the functions and powers provided under the Charter and the law.

Its responsibilities include the development and implementation of an awareness and education program designed to promote understanding and acceptance of the purpose and provisions of this Charter and to guide and encourage research and publications on fundamental rights and freedoms.

The Commission provides organizations in the workplace and in the areas of education, housing, and youth protection with educational programs and tools and information and training sessions. These organizations can work with the Commission to create education initiatives.

The adoption of the *Convention on the Rights of the Child* on November 20, 1989, was a major step in the recognition of children as rights-holders. To mark the 10<sup>th</sup> anniversary of the Convention, the Commission organized activities focusing on dialogue and development and tailored to each level of the educational system, including elementary, secondary, college and university (especially teacher training), in the following objectives:

- Promoting awareness of the *Convention on the Rights of the Child* and human rights and freedoms
- Promoting familiarity with teaching activities available for schools and classrooms

Six sessions were available:

- **Session 1** This session uses a collection of 16 teaching activities designed for primary school children and involves two stages: taking ownership of the notions of human rights and freedoms based on the Convention on the Rights of the Child; and applying these notions while working with the activities. The activities deal with the following themes: teaching of human rights and freedoms; peer relations; the democratic exercise of authority; defining and adopting guidelines for living; peaceful conflict resolution; fighting against discrimination, injustice and inequality.
- **Session 2** Games for secondary students. Where do the notions of rights and freedoms come from? Since when have these notions influenced our collective life? What were the key events and who were the main actors in this field? This development workshop offers the basics of the history of human rights and freedoms with two games: “Route et dérouté des droits humains” for the international situation and “Parcours des droits humains” for the Canadian context. Through this process, the Convention on the Rights of the Child is

presented and situated in the context of its adoption and application. Each participant gets to keep the games.

- **Session 3** *Droits et libertés, un parcours de luttes et d'espoir*. This document for rights and freedom education at the college and university levels was developed in cooperation with the Service interculturel collégial. This reference document is divided into two parts. The first part covers the history of the affirmation of human rights and freedoms, the creation of the United Nations, the adoption of many international conventions, and the implementation of mechanisms to protect and promote rights and freedoms. The second part of the document presents the leaders and the key players in that history, those human rights workers and non-governmental organizations who take on much of the work of promoting rights and freedoms. The document is rounded out by suggested teaching activities and a bibliography.
- **Session 4** More and more, students with disabilities have access to mainstream education. Several of them, however, especially those identified as having mental disabilities, are still excluded and grouped in special schools or classes. What issues are involved in this area, in terms of the principles of the Charter of Human Rights and Freedoms? What is discrimination based on disability in the school setting? What remedies can be brought to bear? What is the daily reality of mainstreaming? Examples are drawn from the experience of three school boards. In the light of the Charter, this session offers in particular:
  - an analysis of the relevant provisions of the Loi sur l'instruction publique and education system framework documents;
  - a review of the results of a joint survey by the Commission des droits de la personne et des droits de la jeunesse and the Office des personnes handicapées du Québec;
  - a review of recent court cases.
- **Session 5** Students with learning difficulties process information differently. Some believe that the education system has not adapted to that form of diversity but rather provides its clientele with “one size fits all” services to which all students must adapt. Often, when accommodations are requested for students with special needs, such measures are perceived as a favour to the students. What does the notion of reasonable accommodation imply? What legislation is it based on? How should it be implemented and how far should it go? These questions are addressed in the context of the Charter of Human rights and Freedoms and the Loi sur l'instruction publique.
- **Session 6** This session deals with teaching human rights. Many teachers are concerned about human rights but do not have the necessary training to extend their teaching. This workshop helps prepare teachers to play their role as agents of change within society. Participants study the rationale for teaching human rights; address educational objectives in the area of human rights; define the content of teaching as well as its place in the curriculum; and look at participative approaches and methods. What are the major challenges and how can they be met? Participants work together and share their human rights teaching strategies from their institutions and their respective fields.

The Commission offers two three-hour awareness sessions in a number of regions of Quebec.

- The first session, “Sensibilisation aux droits de la personne et aux droits de la jeunesse,” is designed for anyone wishing to know more about the content of the Quebec Charter of Human Rights and Freedoms, the Loi sur la protection de la jeunesse, the Loi sur les jeunes contrevenants, and the Commission’s services.
- The second session, “Sensibilisation aux droits et libertés de la personne pour une population vieillissante,” is designed to meet the needs and concerns of older adults as well as workers and volunteers working with them, while presenting the content of Quebec Charter of Human Rights and Freedoms and the Commission’s services.

The Commission also offers an awareness workshop on the rights of elderly persons in the Montreal, Laval, and Montérégie regions.

That workshop addresses the rights and freedoms of elderly persons through three major aspects of the Quebec Charter of Human Rights and Freedoms: fundamental rights, the right to equality and economic and social rights. Participants are told about the extent of these rights and remedies available under the Charter.

Fundamental rights are inherent in every person without exception. The same applies to the right of equality that is addressed with a special focus on the prohibition against age-based discrimination. The workshop also addresses some common prejudices against elderly persons.

Economic and social rights also include a section protecting elderly persons against possible exploitation. Participants receive explanations about remedies and practices developed by the Commission to protect elderly persons against such exploitive situations.

As part of its Programme d’accueil et d’établissement des immigrants, the **Ministère des Relations avec les citoyens et de l’Immigration (MRCI)** supports its partners in the fight against violence and for the recognition of and respect for rights. The ministry also provided funding for a campaign to prevent violence against women, and the creation of an information and awareness workshop on spousal violence, and participated in the development of a sexual assault action plan.

Each year, MRCI organizes an event during Black History Month. In 2000, the exhibition “Noir en couleur” on the image of Black persons in francophone advertising was presented in four cities: Quebec City, Hull, Sherbrooke, and Montreal.

The ministry also organized activities on March 21, 2000, on the occasion of Anti-Racism Day. A breakfast meeting was organized with representatives of 152 organizations involved in increasing employability for visible-minority youth, as well as a dinner and lecture by writer Émile Olivier and sociologist Philippe Bataille. A motion

was also tabled in the Quebec Legislature by the minister responsible for MRCI. The minister was surrounded by some fifteen visible-minority pioneers.

MRCI financially contributes to and works with many awareness activities organized during Anti-Racism Week (March). The week's activities are jointly coordinated by a number of organizations.

Over the past few years, MRCI has provided funding to the "Fondation la tolérance," a non-profit organization with a mandate to create links between individuals from various social and cultural backgrounds on issues of civic interest such as eliminating discrimination in all its forms and promoting values of respect, tolerance, and democracy. The main activities are "Caravane de la tolérance," a roving multimedia teaching exhibition designed for secondary level students; a twinning program to bring together young people and elderly persons; the "Décroche Raccroche" program to prevent and counter dropping out of school, and the Théâtre-forum project.

#### **GOVERNMENT OF CANADA**

All governments in Canada carry out public education programs in the area of human rights. Within the federal government, the main agencies involved are the department of Canadian Heritage, the department of Justice, and the Canadian Human Rights Commission.

The **Department of Canadian Heritage** has a mandate to promote a greater understanding of human rights, fundamental freedoms and related values. To fulfill this mandate, it provides grants and technical advice to human rights organizations and other community groups for their activities that educate the public. It also distributes, free of charge, various human rights materials, including the Canadian Charter of Rights and Freedoms, the principal international human rights instruments, and Canada's periodic reports to the United Nations under the various UN human rights treaties to which it is a party.

A Web site provides information on human rights in Canada and internationally, and includes on-line copies of the Canadian Charter of Rights and Freedoms, Canada's periodic reports to the United Nations, and the concluding observations made by each UN Committee on Canada's reports. See <http://www.pch.gc.ca/ddp-hrd>.

Canadian Heritage organizes the annual, national anti-racism March 21 Campaign. Initiated in 1989, the campaign commemorates the International Day for the Elimination of Racial Discrimination. A social marketing approach has been incorporated into the campaign to maximize its outreach and to demonstrate to Canadians the importance with which major Canadian corporations view the issue of eliminating racism. Over the last three years, the campaign has taken on a unique and easily identifiable look through the branding of the open hand and the "Racism. Stop It!" message. Complementing this social marketing approach, the campaign has targeted youth, ages 12 to 18 years. Integral to the campaign is the Stop Racism National Video Competition which encourages youth teams to produce a short video expressing their thoughts on eliminating racial

discrimination. The ten winning teams receive prizes and are given an opportunity to attend the Stop Racism Concert and Awards Program aired on March 21. Over the past ten years, the campaign has attracted increasing support from corporate sponsors. Media partnership with MuchMusic/MusiquePlus, Canada's all video channel, creates visibility and mass market outreach, utilizing music as the universal language of youth which crosses cultural and racial boundaries. The Canadian Broadcasting Corporation, Canada's national broadcaster, increases that reach to isolated, remote communities not covered by other broadcasters. *Tribute* and *Cool* magazines (distributed in Famous Players theatres across Canada) complement the reach of partners in the electronic media. Products developed to spread the campaign's message include posters; stickers; flyers; TV commercials; VJ editorials on MuchMusic/MusiquePlus; brochures; teachers' guides; and information booklets. A promotional mailing is sent to Canadian schools and multicultural organizations. The Web site is <http://www.pch.gc.ca/march21>.

Canadian Heritage also publishes "The Evidence Series: Facts about Multiculturalism," two-page summaries of select research findings relating to multiculturalism in Canada. By summarizing major studies carried out by academics and practitioners, the series contributes to evidence-based public debate about multiculturalism as a demographic, economic and social reality. Issues to date include "Ethnic Identity Reinforces Attachment to Canada" "Visible Minority Workers are at a Greater Economic Risk" "Hate and Bias Activity in Canada" and "Multiculturalism Promotes Integration and Citizenship."

In December 1995, Parliament passed a motion officially designating February as Black History Month. To demonstrate the government's commitment to the recognition of Black History Month, the Multiculturalism Program of the Department of Canadian Heritage established the Mathieu Da Costa Awards Program in 1996. This Awards Program commemorates the legacy of Mathieu Da Costa, the first recorded Black person in Canada, who served as an interpreter between the Mi'kmaq people and French explorers in the early 17th Century. Through a national competition, the Awards Program aims to encourage students between the ages of 9 and 19, to explore in artistic and written form, the contributions of people of diverse cultural backgrounds to the building of Canada and to promote mutual respect and understanding between Canadians of different backgrounds. Since its inception, the Multiculturalism Program, Department of Canadian Heritage, has administered the Awards Program and Ceremony in partnership with the Canadian Teachers' Federation and the Canadian Museum of Civilization. Program winners are selected by a national adjudication committee composed of teachers, artists, school administrators and youth from across Canada.

The **Department of Justice** sponsors the **Access to Justice Network (ACJNet)** <http://www.acjnet.org>, an Internet-based service providing information, and educational resources on Canadian justice and legal issues. It is dedicated to making law and justice resources available to all Canadians in either official language. Its Lesson Plans section is especially useful for teachers preparing lessons on human rights themes for elementary and secondary school students.

The Department of Justice also supports the education projects of non-governmental organizations and individuals that focus on human rights and the law. The Department provides grants and contributions for projects that promote a greater understanding of human rights issues, laws and institutions, both domestically and internationally, in the justice system and the community at large. One example of such a funding program is the Aboriginal Justice Learning Network (AJLN), described in Section 8. Another is the program of the Department of Justice's National Crime Prevention Centre to reduce violence in schools, described in Section 4 below. Further examples include:

- The Department contributes financially to the National Judicial Institute (NJI) to support the continuing judicial education of judges. The Institute has been tasked with the development of a detailed and advanced social context education program for judges, that includes issues relating to gender equality, visible minorities and Aboriginals. Justice Canada, Canadian Heritage and Status of Women Canada have worked with NJI in developing a program that has been tested and well received by judges.
- The Canadian Bar Association Working Group on Racial Equality was established to conduct a comprehensive examination of the legal profession and develop recommendations for a more aware and responsive legal profession. The Group focussed on issues relating to race, colour, national and ethnic origin, and the intersection of race with gender, age, religion, sexual orientation, disability and other forms of discrimination. The final report offers models and strategies for the implementation of key recommendations to address issues of racism and racial equality in the legal profession.
- McGill School of Social Work (McGill Consortium for Human Rights Advocacy Training) received support for a project designed to deal with barriers experienced by visible minority youth, economically disadvantaged youth, and their families who come into contact with the justice system. This was accomplished, in part, by providing public legal education, volunteer-driven community advocacy, and culturally relevant programming.
- An international conference — “Hate, Genocide & Human Rights: Fifty Years Later” in January 1999, hosted by McGill University in Montreal — included the following topics: the “Universal Declaration of Human Rights and the Genocide Convention Fifty Years Later” “Hate Speech, Hate Crimes, Genocide” “Early Warning: The Obligation to Warn – The Duty to Act.”
- “Linking the Domestic and the International Human Rights Into the 21st Century” (October 1998) a conference organized by the University of Toronto, Faculty of Law, was designed to seek, identify and explore emerging and challenging human rights issues and to explore future legal and policy directions, particularly directions where academic, non-governmental organizations and government can work together.

The **Department of Foreign Affairs and International Trade (DFAIT)** hosted the International Conference on War-Affected Children in Winnipeg in September 2000. Canada is a signatory to and a leading participant in international agreements to protect

children, the most important of which is the 1989 *Convention on the Rights of the Child*. The Convention recognizes a range of rights related to children and child protection, and calls upon countries to honour their obligations to uphold these rights. The conference, the first international gathering of its kind, built on the international momentum emerging from recent inter-governmental, non-governmental and regional meetings, resolutions and declarations on various aspects of the issue of War-affected children. Graça Machel, the United Nation's appointed expert on War-affected children and author of the seminal study entitled *The Impact of Armed Conflict on Children*, was the honorary chair of the event. It brought together a diverse mix of delegates, including Ministers and representatives of War-affected countries and interested governments, United Nations agencies, international organizations, youth, researchers, civil society and non-governmental organizations (NGOs), and the private sector.

The objectives of the Conference included:

- getting young people involved in discussions and decision-making on the issue of War-affected children
- reviewing the progress made to date in protecting War-affected children since Graça Machel first presented her study to the United Nations, *The Impact of Armed Conflict on Children*
- examining innovative approaches to dealing with the dilemmas facing War-affected children and identifying gaps in knowledge, policy, and practice to better support these children
- committing to an international agenda for War-affected children that included principles to guide the international community's actions, and that identified priorities for immediate and longer-term action

The **Solicitor General Canada** is responsible for Canada's federal penitentiaries and policing. Recruitment and selection processes use specific criteria to determine if a potential candidate has the values and ethics sought by Correctional Services Canada. The Correctional Training Program includes core training in the following areas: Working in Diversity, Harassment Awareness, and Cultural Awareness. This training aims to increase the participant's sensitivity to diversity in staff and offender interactions and encourages new recruits to explore diversity through the examination of cultural values and beliefs and to generate strategies to appropriately handle situations involving cultural friction. Anti-harassment training is mandatory for all recruits and aims to educate participants of informal and formal harassment procedures.

In addition, the federal government and partners are developing a training initiative to strengthen the accountability and managerial capacity of First Nations' self-administered police services and their governing bodies. Strong accountability mechanisms, in particular, are considered essential to building the confidence and trust of a community in their police service.

As a law enforcement organization, all employees of the Royal Canadian Mounted Police receive ongoing anti-harassment training.

In 1998, **Citizenship and Immigration Canada** conducted a workshop on Values and Ethics for Enforcement Officers and, as a follow up, the Department is developing a values and ethics training component for the Enforcement Officers' training programs. Two department-wide training courses exist on multiculturalism: Cross-cultural Training and Cultural Profile.

Under the Broadcasting Act, the **Canadian Radio-Television and Telecommunications Commission (CRTC)**, which regulates and monitors the Canadian broadcasting system, ensures that the broadcasting system serves the needs and interests of Canadians and, among other things, reflects the multicultural and multi-racial character of Canadian society and the special place of Aboriginal peoples. In keeping with the CRTC's ethnic broadcasting policy, authorized commercial ethnic stations offer the various ethno-cultural communities programming that meets their needs. Live-broadcast ethnic stations must devote at least one half of their programming schedule to programs in a third language (not English, French or Aboriginal languages). Ethnic and conventional live broadcasters must also offer programming that reflects the diversity and interests of local communities. Finally, ethnic broadcasters offer a vast range of programs in numerous languages, giving minority ethnic groups access to broadcasting services that meet their needs. Under these policies, ethnic broadcasting in Canada has expanded rapidly in recent years.

Aboriginal broadcasting, for its part, falls under a separate policy. Under this policy, the CRTC authorizes Aboriginal radio stations to distribute programs relevant to Aboriginal communities. The role of these services is similar to that played by other public services, such as the CBC, as they provide a service not available in the private sector and for which a great need is apparent, especially in the case of Aboriginal languages.

In 1999, the CRTC approved the Aboriginal Peoples Television Network (APTN), the first national Aboriginal television network in the world. The APTN broadcasts programs produced by Aboriginals in all parts of Canada that are of interest to these communities, in English, French and 15 Aboriginal languages. Aboriginal and non-Aboriginal communities have access to a high percentage of Canadian content programs that reflect the culture, history and concerns of Aboriginal peoples. To make the APTN more accessible, the CRTC made it compulsory for authorized distributors to distribute the APTN. To promote their financial viability, the CRTC granted Aboriginal enterprises and other small enterprises an exemption from paying broadcast licensing fees.

The **Canadian Human Rights Commission** carries out promotional activities, conducts training sessions to federally regulated public and private sectors employers, produces publications on various human rights issues, as well as videos, posters, and reports. The Commission publishes *Equality*, a quarterly magazine to inform the public about developments in human rights. A large number of its publications are available on its Web site <http://www.chrc-ccdp.ca>. The Commission's materials are used for information and education purposes by schools, employers, NGOs, and unions.

The Commission endeavours to involve the community in its work. For example, in 1997, the Commission organized a Disability Issues Forum to bring together representatives of disability organizations to talk about their concerns and priorities and get useful suggestions on how disability rights can be better protected. Again in 1997, the Commission also produced a poster and booklet — in partnership with the Canadian Dyslexia Association — aimed at increasing awareness of this learning disability.

Each of the regional offices of the Canadian Human Rights Commission conducts educational and training programs and publishes materials relevant to its region. (These should not be confused with the programs of provincial and territorial human rights commissions, described below.) In British Columbia, the CHRC supports the Visual and Language Arts Program — a broad range of multi-media visual and language arts projects by youth across the B.C. on a different selected human rights theme each year. Recent themes have included gender equity, disability, and aging.

The British Columbia regional office recently published *Human Rights, My Rights*, a handbook and video for Aboriginal people in B.C., advising them of their rights. They provide information on what discrimination is, what legal rights Aboriginal people have under human rights laws, what to do if a person is discriminated against, and who can help. In addition, the video brings to life examples of discrimination faced every day by Aboriginal peoples.

Similar booklets have been produced in the other provinces of Western Canada: “The Rights Path” for Manitoba and Saskatchewan, and “Rights Path Alberta” with information on the rights of Aboriginal persons in such areas as education, housing, employment, and the justice system.

The Prairies regional office has developed “Erasing the Hydra of Hate,” an internet game targeted at youth in grades 7 to 12 (ages 13 to 18), that aims to help young Canadians to understand how the seeds of hatred and racism are sown, and to learn what each person can do to stop them from growing. Its Web site is <http://www.chrc-ccdp.ca/promotion/hydra/intro.asp>. The game and an accompanying poster, “Stop the Hatred,” were distributed to schools in Manitoba and Saskatchewan in 1997 and 1998.

Further CHRC educational programs on the Prairies include:

- “Understanding Your Human Rights” — a brochure developed in partnership with NGOs to provide information on human rights to recent immigrants and persons studying English as a second language.
- “Freeze Frame” — an international festival of films for youth featuring films that deal with discrimination as well as exposing viewers to various cultures around the world.
- “Internet and Hate” — a seminar for high-school students on the topic of hate propaganda on the Internet, produced in cooperation with Manitoba Association of Rights and Liberties (MARL).

The regional office in Edmonton, responsible for Alberta and the Northwest Territories, collaborated with the Alberta Human Rights Commission and the University of Alberta to organize a conference in November, 1988, entitled “Human Rights and Fundamental Values: A Blueprint for Peace, Justice and Freedom.” Participants included Archbishop Desmond Tutu, the United Nations High Commissioner for Human Rights Mary Robinson, and Canadian Chief Justice Antonio Lamer. The University of Alberta Press published the proceedings as a book (Bhatia 2000). Other activities of this region included:

- YWCA Week Without Violence: a national initiative of the YWCA dedicated to protecting youth, making schools safer, confronting violence against women and facing violence among men, eliminating racism and hate crime, replacing violence with sports, recreation and culture.
- The project by the Northern Alberta Alliance on Race Relations “All Colours are Beautiful.” This involved going to schools throughout the greater Edmonton area to speak about racism to upper elementary students.

The Ontario regional office of the CHRC collaborated with the Ontario Human Rights Commission in producing a poster on sexual harassment which was disseminated on all public transportation within the Greater Toronto Area and the city of London. Commission staff worked with the Access and Equity Centre of the city of Toronto in producing a handbook on combatting hate. The Commission was also a member of the B’nai Brith Planning and Advisory Committee in developing a handbook and a trainers guide for dealing with hate propaganda.

In collaboration with the 50th Anniversary Initiative of the Greater Toronto Area for the United Nations Declaration of Human Rights, the Commission co-sponsored a competition for elementary and secondary school children in the city of Toronto. Students in grades 6 to 11 submitted entries depicting a human rights theme in one or more of the following three disciplines: literature, visual arts, and performing arts.

The CHRC works closely with three active youth groups in southwestern Ontario in the promotion of human rights at the school level and in the community. It also participates in the annual march for the promotion of human rights with a coalition of over 25 groups, including labour unions and Amnesty International.

In Quebec, the “Bas les Pattes” video on sexual harassment was produced in 1998 in partnership with Vidéo Femmes. “Employeurs sans obstacles,” a practical guide to workplace accommodation for persons with disabilities, produced in 1997 in partnership with the Commission de la fonction publique, is available on the Commission’s Web site <http://www.chrc-ccdp.ca>.

In March 1999, the Atlantic regional office organized an anti-hate conference, entitled “Hate: Poisoning Youth,” for teachers and other youth workers, in collaboration with the Nova Scotia Human Rights Commission, the Nova Scotia Advisory Council on the Status of Women, the Black Educators Association, and the Halifax School Board.

The Commission hosts visits from foreign delegations interested in learning about human rights promotion and protection in Canada, and provides in-depth study tours on specific human rights issues. It also provides internship programs for members or staff of existing or soon-to-be created national human rights institutions.

The **International Centre for Human Rights and Democratic Development**, created in 1988 by Canada's Parliament, is an independent and non-partisan organization committed to the universal values of human rights and the promotion of democracy around the world. Called **Rights & Democracy** for short, it works with citizens' groups and governments in Canada and abroad to promote human and democratic rights, as defined in the International Bill of Human Rights. It focuses on four themes: democratic development and justice, women's rights, indigenous peoples' rights, and globalization and human rights.

Rights & Democracy's work emphasizes advocacy and capacity building. As its key functions, the Centre

- provides political, financial and technical support to many frontline human rights groups, indigenous peoples' groups and democratic movements around the world
- advocates policy changes in national and international institutions, and strengthens the capacity of its partners to do the same
- assists the efforts of NGOs to gain access to multilateral institutions
- works to mainstream women's rights in human rights mechanisms
- brings together members of civil society and the State from different countries to discuss fundamental human rights and democratic development issues
- contributes to building public awareness, in Canada and abroad, of human rights violations
- sponsors research, publications, conferences, missions of enquiry and other public events

Rights & Democracy supports Canadian NGOs and networks with an interregional mandate to strengthen their capacity to establish or improve the quality of international human rights and democratic development educational programmes. Its partners include the Network on International Human Rights, Ligue des droits et libertés, Human Rights Internet, Canadian Lawyers Association for International Human Rights (CLAHR), the United Nations Association in Canada, B'nai B'rith Canada, and McGill University's InterAmicus.

In 1998, Rights and Democracy organized a popular education project, in collaboration with the Canadian Council of Refugees, to mark the 50th Anniversary of the Universal Declaration of Human Rights and to increase awareness in Canada of its importance. Six men and women from different regions in Canada were part of a special project organized by the International Centre in collaboration with the Canadian Council for Refugees to mark the 50th Anniversary. They shared their experiences of human rights abuses with Canadians throughout the country in an effort to bring to life the words of the Declaration.

Canadian Law Professor John Peters Humphrey (1905–1995) led the drafting of the Universal Declaration of Human Rights. The International Centre’s annual human rights award is named in his honour. Palden Gyatso, a Tibetan monk who endured 33 years of torture in Chinese prisons and labour camps, was awarded the 1998 John Humphrey Freedom Award. Following the Award ceremonies, he travelled to cities across Canada, displaying the instruments of torture routinely used on Tibetan prisoners, to help increase Canadians’ awareness of the situation in Tibet. The 1999 award was presented to Dr. Cynthia Maung, who has worked with refugees living along the Thai/Burmese border since 1988, and Min Ko Naing, the inspirational Burmese human rights activist, currently imprisoned in Myanmar (formerly Burma).

Rights and Democracy offers seven-month internships to Canadian youth to gain first-hand experience in international human rights work. In 2000, for example, five young Canadians worked overseas under this program, two in the Indigenous Rights program in Central America, two in the Globalization and Human Rights program in Hong Kong and Peru, and one in the Women’s Human Rights program in Kenya.

The Web site of Rights and Democracy is <http://www.ichrdd.ca/>.

#### CANADIAN UNIVERSITIES

Several Canadian universities offer academic programs in human rights. The first full Bachelor of Arts degree in Human Rights was developed by **McMaster University** in Hamilton, Ontario. McMaster’s new Theme School on Globalization, Social Change and the Human Condition includes a human rights focus in its graduate teaching program.

**St Thomas University**, in Fredericton, New Brunswick, launched a Bachelor of Arts program in human rights in 1998. It is based in the University’s Atlantic Human Rights Centre, which has a mandate for both research and teaching. Its interdisciplinary approach allows students to gain a strong foundation in human rights while applying their knowledge to another field of interest. **Carleton University** in Ottawa instituted a similar program in 1999. These programs aim to develop knowledge of the social and cultural context of human rights issues, both in Canada and the rest of the world, as well as an understanding of ethical issues, law, and citizenship. **Acadia University**, in Wolfville, Nova Scotia, offers a course examining the linkages between international human rights instruments and national and regional human rights law. It examines the different natures of civil and political rights and economic, social and cultural rights. Acadia has a large collection of human rights documents, books, and journals.

The Canadian Institute for Peace, Justice and Security (CIPJS) at the **University of Regina**, represents a unique approach to meeting the research, educational and professional development needs of justice professionals worldwide. The Institute seeks to specifically address this need by engaging in applied research, offering undergraduate and graduate educational opportunities in policing, human justice, and related fields, and providing accredited advanced professional training for police officers, corrections workers, and security and peace professionals from across the country and around the world. In addition, the Institute encourages creative and critical thinking in order to

cultivate the development of new governance and operational models to guide us in peacekeeping, law enforcement, conflict and dispute resolution, as well as in personal, institutional, and community development. The work of the Institute is guided by the assumption that social justice is one of the fundamental prerequisites to peace and a cornerstone of positive human interaction.

The CIPJS plays an active role in developing and promoting research related to peace, justice and security — especially as it relates to policing, prisons/corrections, security, and peace-keeping. The Institute is currently involved in a number of research programs that examine theoretical, as well as applied, aspects of: (1) policing, (2) prisons and corrections, (3) peace-keeping, and (4) the application of justice (e.g., restorative justice, courtroom procedures, etc.). Specific programs of research currently being conducted by the CIPJS include:

- ethics training for police and prison officers
- domestic violence interventions and procedures
- policing in remote and rural communities
- Aboriginal people and justice
- community policing
- restorative justice
- Justice professionals and stress

In addition to CIPJS, the University of Regina recently launched a Bachelor of Arts degree in Police Studies. This program is offered in partnership with the Saskatchewan Police College and involves an on-going process of cooperation, collaboration, and curricular articulation between the University of Regina, the Saskatchewan Police College, and the Saskatchewan Police Commission. In addition, the University of Regina recently signed a formal partnership agreement with the Royal Canadian Mounted Police Academy, providing an important link with one of Canada's foremost law enforcement organizations.

**The University of Ottawa's** Human Rights Research and Education Centre at the University of Ottawa operates several research and education programs for diverse audiences. For example, the Centre works with Canadian businesses operating abroad to develop business practices that are sensitive to the requirements of business ethics, human rights and social justice. It examines company values, researches best practices in various business sectors, drafts Codes of Conduct, designs implementation systems, and provides staff training. The Centre has partnered with the Department of Justice and Industry Canada to create an interactive educational Web site to reach Canadian school children about human rights on the information highway. The Law Room <http://www.uottawa.ca/hrrec/lawroom/lawroom.html> is part of Industry Canada's SchoolNet. It contains a number of educational units, including "Insult and Injury: Hate Crime in Cyberspace."

#### **NON-GOVERNMENTAL ORGANIZATIONS**

There are dozens of human rights organizations in Canada, and many of them include educational work in their mandate. For an overview, see the Canadian Internet links page

of the Web site of the Human Rights Research and Education Centre in Ottawa, at <http://www.uottawa.ca/hrrec>.

Here are samples of human rights education conducted by Canadian NGOs:

**The Canadian Human Rights Foundation (CHRF)** is a non-profit, non-governmental organisation dedicated to the defence and promotion of human rights through education, in Canada and around the world. Established in 1967 by a group of Canadian jurists, the CHRF offers educational programs that focus on human rights law and public education techniques and strategies. These contribute to the creation and consolidation of networks of human rights defenders, in Canada and around the world. Its main activities include an annual International Human Rights Training Program, Regional Programs in Africa, Asia and Central and Eastern Europe, as well as training programs for National Institutions in developing countries. The CHRF also initiates dialogue and fosters research through Conferences on emerging human rights issues and a series of Publications including educational materials, conference proceedings and a bilingual newsletter, Speaking About Rights. Its Web site is <http://www.chrf.ca>.

**The Canadian Race Relations Foundation**, based in Toronto, began work in 1998 with a mandate to “foster racial harmony and cross-cultural understanding and help to eliminate racism.” It is a non-governmental organization established with the aid of an endowment fund provided by the government of Canada. According to its Vision Statement, it aims to help bring about “a more harmonious Canada that acknowledges its racist past, recognizes the pervasiveness of racism today, and is committed to creating a future in which all Canadians are treated equitably and fairly.” Through its Program for Initiatives Against Racism, it sponsors activities that increase critical understanding of racism and racial discrimination in Canada; expose the causes and manifestations of racism; inform the general public of the facts, contrary to popular misconceptions, about groups affected by racism and racial discrimination; and, highlight the contributions of groups affected by racism and racial discrimination, notably Aboriginal Peoples and racial minorities.

**Human Rights Internet (HRI)** (<http://www.hri.ca>) supports the work of the global non-governmental community in its work for human rights. To this end, it promotes human rights education, stimulates research, encourages the sharing of information, and builds international links among human rights groups. Its primary role is to serve the information needs of international scholars, human rights activists, asylum lawyers, and other organizations via an extensive documentation centre and computerized databases. HRI’s databases include information on thousands of human rights organizations, bibliographic abstracts of the literature, bodies which fund human rights work, human rights awards, education programs on human rights, and children’s rights information. Presently, it is working to make these databases available on-line. HRI also offers a publications program, which includes regular (i.e., quarterly and annual) publications, human rights directories, and occasional publications. “Human Rights Tribune” is a quarterly magazine of information and analysis aimed at the concerned public and the human rights community. It monitors important developments in the United Nations and other international institutions, as well as the work of human rights activists. The “HRI

Reporter,” published since HRI’s inception, abstracts and indexes thousands of the publications received at HRI. Recent editions focus on such themes as ethnic conflict and women’s rights.

**The International Bureau for Children’s Rights**, <http://www.web.net/~tribunal/> an international NGO based in Montreal, aims to protect, defend and promote the rights and welfare of all children in accordance with the United Nations’ Convention on the Rights of the Child. Its president is children’s rights activist and youth court Judge Andrée Ruffo. The Bureau’s main focus since its inception in 1994 has been the sexual exploitation of children. It has established the International Tribunal for Children’s Rights, which it describes as a moral institution, not a formal judicial body. The Tribunal, comprised of five judges who are internationally recognised legal experts from different regions of the world, has met in France, Brazil, and Thailand to hear evidence and report on violations of children’s rights. In 1999, the Bureau turned its attention to the situation of children in armed conflict. It aimed to raise public awareness on this issue through a series of interventions, consultations, and hearings. In November 1999, the Bureau hosted an international conference in Montreal on the theme “Children’s Rights in the New Millennium” to mark the tenth anniversary of the Convention on the Rights of the Child.

To assist legal professionals and others working with children in applying the United Nations Convention on the Rights of the Child in Canada, **UNICEF Canada** produced “The United Nations Convention on the Rights of the Child: A Practical Guide for Its Use in Canadian Courts” <http://www.unicef-kids.org/justice/>.

**War Child Canada** is the Canadian branch of the international War Child network. It carries out public education on the situation of War-affected children and raises funds for War Child projects in several countries. Its activities aim particularly to involve young people, through working with the media, music and entertainment industries. Among the Canadian artists who have worked with War Child are Bryan Adams, Céline Dion, Susan Aglukark, Bruce Cockburn, and The Tragically Hip.

**The Newfoundland-Labrador Human Rights Association** <http://www.stemnet.nf.ca/nlhra> carries out education programs that create and promote awareness of human rights among the general public and among target groups such as youth, seniors, women, and minorities. It also offers education and training to individuals, groups, and organizations interested in providing human rights advocacy or education services. Its Web site offers resources particularly useful to people working on human rights issues in Newfoundland and Labrador, with links to a large array of other human rights education resources of interest to Canadians generally.

The Canadian Section of **Amnesty International (English-speaking)** (AIC-ES) piloted its first Human Rights Education Project in 2000. Teachers receive a complete set of human rights classroom materials, including video and CD-ROM, by pledging to conduct a fundraising and public awareness event. AIC-ES operates annual education/advocacy campaigns around human rights themes. Details of current themes are available from its Web site at <http://www.amnesty.ca>.

**The Baha’i Community** of more than 25,000 Canadians has begun a non-formal program of human rights education through which it hopes to encourage its own membership, and, within its level of capacity, other NGOs, government ministries and the school system to increase generally the level of education and awareness of the international human rights system. It has also encouraged a few of its members to work closely with the United Nations Association of Canada new program titled “What Kind of World...?” <http://www.unac.org/teachers/whatkind.html>, and any other program they learn about that attempts to instill greater international understanding among young people.

### 3.3 Global education

All provinces and territories had introduced global education into their curricula by the time of our 1994 report, *The Global Classroom*. Courses on “world issues” were offered at the upper secondary level, and elements of global education were introduced into the social studies curricula at all levels. The Global Education Program of the Canadian International Development Agency (CIDA), launched in 1987, supported much of the development work — including both curriculum development and teacher training. This program ended in 1995, a moment of sharp fiscal retrenchment by the federal government, but global education continues to be integral to the social studies and citizenship education curricula described in Section 2.

Experience in New Brunswick is a good example of developments during and since the Global Education Program. A joint initiative by the Department of Education and the Association des enseignantes et des enseignants du Nouveau-Brunswick (AEFNB), the **Projet d’éducation à la solidarité internationale (PESI)**, was created in 1988 and ended in 1995. That project, funded by CIDA, was designed to raise New Brunswick francophone teachers’ awareness of international solidarity and thus help their students to recognize their role as world citizens and stakeholders. According to AEFNB, PESI brought enormous results in terms of awareness and its impact in schools is still being felt today. AEFNB’s professional development activities for its members since the advent of PESI have also involved themes related to international solidarity. AEFNB has published four booklets of suggested activities offered by teachers themselves in the area of human rights, international development, peace, and the environment.

The New Brunswick Department of Education in cooperation with the New Brunswick Teachers’ Association and CIDA created the Global Education Centre in 1988. During the seven years that it operated it had a major impact on the development of a strong focus and better understanding of global education in New Brunswick schools that is still in evidence today. The Centre delivered an intensive training program for teachers of all grades and developed and/or provided an extensive array of resources that support global education. An example of one resource that is still available is *A Two-Way Approach to Understanding Issues in Global Education*. The book was developed in cooperation with the YMCA and provides 87 classroom activities and readings on a variety of global issues, including trade, poverty and population, refugees and migrants, aid, food, water, literacy, environment, and women.

The AEFNB and Department of Education are also associated with **Réseau PECPPA (Projet d'éducation à la citoyenneté dans une perspective planétaire pour l'Atlantique)** of the Groupe de recherche sur l'éducation pour une perspective mondiale (GREPM), a team of professors in the Faculty of Education at Université de Moncton that has worked since 1990 to develop a model to integrate "éducation dans une perspective planétaire" (ÉPP) in pre-service training (Vienneau and Ferrer, 1999). ÉPP, as designed by GREPM, is an evolving approach that aims at transforming education to humanize society (Ferrer, 1997). That global approach integrates a number of complementary themes under the integrative planetary concept that reflects the dynamics of this expanding perspective. The planetary perspective is closely linked to one of the general objectives of general and universal education, i.e., "to develop a sense of social responsibility and an awareness of global reality in the context of solidarity between individuals and people."

The Premier's Round Table on the Environment and the Economy in 1990 released *Towards Sustainable Development in New Brunswick: A Plan for Action*. Section 2 of that report underscores the vital role that public education and information must play in fostering a move toward sustainable development, and identifies as a goal, "To have a society fully informed about the issues and implications surrounding sustainable development."

Educating for Sustainability in New Brunswick has written a document entitled, *Learning for a Sustainable Future: A Context*. This paper outlines a rationale for educating for sustainability and discusses the implications for content selection and methodology within the context of the New Brunswick curriculum requirements.

According to GREPM, integrating ÉPP in pre-service training is made necessary in order to train teachers to "understand the scope and interdependency of modern world issues"; is required to *balance the fragmentation of knowledge and the trend to excessive specialization*; and is essential to *take into account the globality of the individual and of learning*.

**Cégep international** is an organization with a membership of 22 Quebec colleges that promotes international activities, in particular through internationalization of curriculum. The college-level project "Éducation à la citoyenneté dans une perspective planétaire" (ECPP) focuses on introducing curriculum and training content in the area of international understanding and solidarity, peace education, rights and democracy education, environmental and sustainable development education and intercultural education. This program is currently being voluntarily implemented in 14 colleges:

- in humanities, computer science, social work, specialized education and environmental studies certificate programs
- as part of practicums abroad in some programs
- in student activities, i.e., outside the classroom (for example in international solidarity awareness campaigns)

According to Cégep international, “The notion of éducation planétaire is a perspective (as opposed to a learning objective) that underlies, influences, and harmonizes the teaching and learning processes in schools. It allows students to study and understand global issues in order to address them in their own setting. It also allows students to adopt healthy values focusing on respect for the environment, global interdependency, social justice for all peoples, peace, human rights and processes of economic, social and cultural development to the benefit of all. Students have an opportunity to enhance their determination and ability to act as responsible citizens and must contribute to building a better world for themselves, for their community, and for the entire planet.”

In universities, the Éducation à la citoyenneté dans une perspective planétaire Project focuses more specifically on teacher training programs. The objective is to make future teachers aware of the importance of the issue, to allow them to understand the complexity of issues involved in the current world situation, and to lead them to become actively involved in building a society of peace. To that end, the project seeks to integrate the specific notion of éducation dans une perspective planétaire across the entire curriculum. In Quebec, the departments or faculties of education of four universities are part of the project: Université de Montréal, Université Laval, Université du Québec à Montréal, Université de Sherbrooke.

One of the principal supports to global education in communities and schools across the country prior to 1995 had been the network of “development education” centres and programs supported by CIDA. The abrupt cancellation of CIDA funding in 1995 has had a drastic effect on this network. All have had to reduce their programs severely, and many have closed. Those that continue have searched for new strategies to be effective global educators in their community. For example, the **Victoria International Development Education Association** in British Columbia offers a Web site on which teachers may share resources and ideas for global education <http://www.islandnet.com/vglobe>. It complements the Global Education Fund of the **British Columbia Teachers’ Federation** which supports the production of curriculum materials and resources, professional development activities for teachers, school-based projects, and student activities, including twinning with schools in the South.

Several Canadian universities have developed programs at the undergraduate and graduate levels in international studies or global education. For example, the Collaborative International Development Studies (CIDS) program at the **University of Guelph** is a teaching program devoted to the goals of tolerance and respect for human rights, the practice of democracy, learning about the diversity and wealth of cultural identities, and equality of access to basic material needs. In particular it offers innovative BA and MA specializations in International Development that emphasize human rights (broadly defined), democracy and the sustainability of development. These degrees are fashioned from a selection from hundreds of courses in a wide range of disciplines. In addition, the International Development students every year organize a series of public development education seminars and lectures outside of the classroom.

In Alberta, the Global Education Program of Learning Network, an education service organization, has continued the work of the former Alberta Global Education Project, albeit on a much smaller scale. With CIDA Public Engagement Program funding, it has created a number of partnerships through which it offers workshops, resources, and an annual youth summit on global issues. It continues to promote the workshops, resources, and library created under the Alberta Global Education Project and now provided through the Alberta Teachers' Association (ATA).

The Centre for International Education and Development (CIED) provides an organizational focus and stimulus for diverse internationalization programs and activities within the Faculty of Education of **the University of Alberta**. CIED has an active interest in Global Education which focuses on the integration of global issues in schooling as well as community and non-formal education. The Centre has been an active participant in the Global Education Project advisory committee as well as in regular dialogues and invited workshops/talks to classes and student meetings in Edmonton schools. Workshops and courses in global education have been conducted in various partner countries including Russia, Uganda, South Africa, Jamaica, and the Philippines.

The Global Education Program at the University of Alberta raises awareness on campus and in the Edmonton community about global issues: environmental, human rights and security issues, South-North relations and sustainable human development. Its Directory of Resources for a Global Education assists students in designing an educational program with a global perspective. The Directory outlines resources and courses on and off campus that have a focus on the South or human rights.

The **Baha'i Community of Canada** sponsors a secondary school in British Columbia, the Maxwell International Baha'i School which has developed a substantial World Citizenship Program that has received positive support from students, teachers and administration at the school. Efforts are also made to incorporate international themes in a range of subject areas. A second school, the privately-run Nancy Campbell School in Stratford, Ontario works closely with the Baha'i Community, and has undertaken concrete steps to link its program in the arts to a broad international focus, carrying out projects in other countries in an effort to expand students' awareness of peace, human rights, and international understanding through arts exchange programs, and through some international travel, as well as in the classroom.

## **4. The atmosphere of educational institutions**

The 1995 Declaration on Education for Peace, Human Rights and Democracy speaks of establishing in educational institutions “an atmosphere contributing to the success of education for international understanding, so that they become ideal places for the exercise of tolerance, respect for human rights, the practice of democracy and learning about the diversity and wealth of cultural identities.”(paragraph 2.2)

The atmosphere of educational institutions has become a source of serious public concern in many parts of Canada, particularly because of the widespread perception that there is a problem of violence in schools. In this section, we will describe first the general policies in place for promoting an atmosphere of tolerance and respect in schools. We will then look more specifically at responses to the issue of violence in schools.

### **4.1 Promoting tolerance, respect for human rights, democracy, and learning about the diversity and wealth of cultural identities**

All ministries and departments of education in Canada have policies designed to promote tolerance, respect for human rights, and learning about the diversity and wealth of cultural identities. In Sections 2 and 3, we reported on how these goals are being addressed through the curriculum in several provinces and territories. In addition, ministries have a range of policies and practices designed to achieve these goals. There are also various approaches to enhancing democratic participation in educational institutions and linkages between educational institutions and the local community, including families, workplaces, the media, and non-governmental organizations.

#### **PROVINCES AND TERRITORIES**

##### **British Columbia**

Educational institutions in British Columbia have established policies that seek to achieve an environment where all people are treated with dignity and respect, and within which tolerance and equity can be realized. Within their policies, institutions are committed to the principle that all people, regardless of gender, sexual orientation, race, colour, religion or disability have a right to equal opportunity in education and employment. Institutions are also committed to identifying and removing any discriminatory barriers which prevent access to equal opportunity in education and employment.

All postsecondary institutions in British Columbia foster an atmosphere which contributes to the success of international understanding through their international education offices and activities. The public postsecondary system of the province continues to be actively involved in international education activities including international student programs, study/work abroad and exchange programs, international projects, and institutional and community linkages abroad. International education, a key component of British Columbia’s education policy in *Charting a New Course*, increases access to learning opportunities and helps to promote economic activity and employment opportunities for British Columbians. Through a variety of strategic initiatives,

international education establishes and strengthens connections in education, government and industry around the world.

### **Manitoba**

Manitoba's 1992 policy statement on multicultural education has served to build more inclusive curricula and schools. The policy has three primary areas of focus:

- Education for full participation in society by all Manitobans
- Education for cultural and linguistic development
- Education for intercultural understanding

Additionally, a commitment has been made in Manitoba, as articulated in the educational document *Foundation for Excellence*, to develop and support the implementation of inclusive curriculum, integrating gender fairness, Aboriginal perspectives, and diversity and antiracism.

### **New Brunswick**

The New Brunswick Department of Education is committed to providing learning environments that are safe, orderly, inviting, and conducive to the pursuit of excellence. All individuals are intrinsically valuable and must be treated as such.

In the spring of 1999, after considerable consultation with parents, students, educators, teachers' associations, and other groups having an interest in school environments, the Department of Education of New Brunswick implemented its Positive Learning Environment Policy. Its purpose is to provide a framework for creating positive learning and working environments in the public education system.

This policy recognizes a positive learning and working environment as one in which:

- every person is valued and all individuals, including staff<sup>1</sup>, pupils and parents<sup>2</sup> are treated with respect and treat others with respect.
- pupils have the right to be taught and to learn without being disrupted by others and have the responsibility not to disrupt the learning of others.
- pupils are responsible for their behaviour in accordance with their stage of development and to the extent to which their behaviour is voluntary. When disruptive behaviour is due to exceptional characteristics of a pupil and he/she is unable to control this behaviour, solutions must take the needs of the pupil and the pupil's classmates into account.
- adults and pupils in the public school system have the right to work and to learn in a safe, orderly, productive, respectful, and harassment-free environment.
- parents, pupils, staff and the community together have defined goals for the learning environment of the school, have agreed on a plan for reaching those

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<sup>1</sup> Staff includes: educators, support staff, bus drivers, resource staff and volunteers

<sup>2</sup> Parents includes guardians

goals, and are communicating and applying the plan consistently at home, in school, and in the community.

- great value is placed on effective teaching so that pupils have a sense of belonging, feel they are supported by staff in their efforts to succeed, and have a positive relationship with at least one adult in the school system.
- successes, appropriate behaviour, and accomplishments are emphasized and celebrated.
- parents, staff, and the community understand that social skills, self-discipline, compassion, and ethics continue to be learned throughout life and each partner in education plays a role in teaching these things through instruction and by example.
- administrators at the school, the district, and head office support effective teaching and behaviour management.

In order to ensure the successful implementation of the Positive Learning Environment Policy, the government of New Brunswick has added funds to the Department of Education's base budget. These monies are transferred to school districts, primarily for the purposes of hiring additional staff, notably behaviour intervention workers and mentors, and for staff training in areas such as choice theory, reality therapy, restitution, non-violent crisis intervention, and anger management.

### **Newfoundland and Labrador**

The Department of Education adopted a Multicultural Education Policy in 1992 (Newfoundland and Labrador 1992). It commits the department to the promotion of multiculturalism, including a recognition of the unique position of the Aboriginal peoples. It defines multicultural education as education that promotes cultural understanding and facilitates cultural accommodations. The outcomes expected are an increased knowledge about other cultures, an appreciation of other ways of life, and cross-cultural social and communication skills. These aims are addressed through the curriculum, by promoting respect for all cultural groups in the classroom, and by helping all students and educators achieve their physical, intellectual, emotional, cultural, social, and moral potential.

### **Northwest Territories**

Working in an environment with several distinct Aboriginal cultures, the NWT Department of Education, Culture, and Employment understands that, when people learn, they learn within a particular learning context. This context lets them take in information and experiences, interpret these experiences, and use them for day to day living. The learning context is made up of people's particular culture, heritage and language. Culture is a people's way of life. It is their connections, their spiritual relationships, their relationship with the land and with other people. It is reflected in what they do and how they do it. It is the customs and laws and values that guide them. It is the way they live together and raise their children.

Because they shape and form what people learn, culture, heritage and language form the foundations for learning. These bases for all other learning develop in the home and the community. Each part of the community makes its own indispensable contribution to the learning and development of individuals and the community. The daycare, the school, the community learning centre and the college hold special significance as places of learning. Staff facilitate learning and help learners apply classroom knowledge to the realities of community life. They also help learners reflect their community experiences and transfer them into principles, values and skills for daily living.

Each community has its own cultural needs and priorities and each must determine the programs and services that will respond to these priorities. The department has a dual mandate to provide programs and services and also to coordinate support for culture, heritage and language development at the community level.

### **Ontario**

Key statements of the Ministry of Education's position on the atmosphere of educational institutions can be found in the recently released Ontario Schools Code of Conduct: "A school is a safe place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. All students, parents, teachers, and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself."

The Code of Conduct wants to create an atmosphere in which:

"Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others."

"Insults, disrespect, and other hurtful acts are considered disruptive to learning and teaching in a school community; hence members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility."

The Ministry of Education's position on anti-discrimination education is contained in Ontario Secondary Schools: Diploma Requirements Grades 9–12, first implemented for grade 9 in 1999. The statement describes a number of principles including:

- respect for diversity in school and the wider society
- responsibility for providing a safe learning environment that is free from harassment of all types, and free from violence and expressions of hate
- responsibility for providing an inclusive learning environment.

### **Quebec**

The Ministry of Education of Québec promotes tolerance, respect for human rights, democracy, and learning about the diversity and wealth of cultural identities primarily through its curricula, described in Section 2. The teacher training programs developed in

the context of the Éducation à la citoyenneté dans une perspective planétaire (ECP) project, described under “Global Education” in Section 3, also addresses these goals.

Another Québec ministry, le Ministère des Relations avec les citoyens et de l’Immigration (MRCI), addresses this goal through its programs. Its school exchange program is designed to bring young people from the Montreal region closer to those from other regions of Quebec. It focuses on secondary and senior elementary students. Young people participate in joint activities to become more aware of Quebec’s current reality, of its history and its people. Through the exchange, they can also share their reality and become more open to that of others.

In the areas of linkages between schools and local communities, including families, the MRCI’s Programme de soutien à la participation civique (PSPC) provides funding to about thirty organizations to implement activities related to reinforcing parenting skills and civic participation.

### **Saskatchewan**

Saskatchewan Education has implemented a policy on multicultural education. The policy contains 22 goals of multicultural education grouped into the areas of *self-concept development, understanding and relating to others, spiritual development, and membership in society*. Through Saskatchewan Education’s social studies curricula, students from grade 1–12 engage in activities that promote the understanding that all persons, including themselves, are unique and important. They learn that while all groups of people have differences, they also have similarities. They also learn that the differences are what make Canada so culturally rich and diverse as a nation where we live together in a variety of interdependent relationships.

The government of Saskatchewan recently conducted an extensive survey of citizens on the question of involvement by parents and the community in schools. The report on this process was released in 1999 (Saskatchewan Education 1999). The survey found a diverse set of mechanisms for parent and community involvement throughout the province, with significant differences between rural and urban schools. In general, citizens recognized the importance of strong links between schools, families, and the community. There was satisfaction with current structures of involvement, but respondents asked for better communication between school authorities and parents in order to facilitate more active involvement. The government of Saskatchewan has undertaken to make such improvements.

The Saskatchewan Teachers’ Federation, Saskatchewan Education, and other organizational partners in education together produced a policy framework in 1999 to support and promote an atmosphere in schools that invites parent and community participation (see *Parent and Community Partnerships in Education: Policy Framework* at <http://www.sasked.gov.sk.ca/parent>).

The Community Education Unit of Saskatchewan Education develops and manages policies and programs designed to address barriers to learning and enable school systems,

community groups and families to be responsive and innovative in meeting diverse learning needs. These are described in Section 7.

## **4.2 Addressing school violence**

During the 1990s, several studies have shown that, although youth crime in general is declining in Canada, the rate of violent crime by youth has been increasing (Day et al. 1995). While some critics question the validity of these findings (Schissel 1997), there is no doubt that public concern over the issue of safety in schools has been increasing. According to many observers, the traditional problems of schoolyard bullying have been compounded in the present period by a much greater incidence of drug trafficking in schools, as well as an increase in the number of students carrying weapons. Governments, departments of education, school boards, and individual schools have been under pressure to address actual and anticipated violence in schools. This pressure has been heightened by sensational media accounts of violence in schools in both the United States and Canada. Some provinces have emphasized prevention, others have focused on sanctions. It would appear that a balanced approach results from a combination of local initiatives and a well-managed community and legal framework.

### **PROVINCES AND TERRITORIES**

#### **Alberta**

In Alberta, the provincial government has implemented the Safe and Caring Schools Initiative to promote safe and caring learning and teaching environments in Alberta schools. A number of projects are currently operating as part of this initiative including the Alberta Teachers' Association's Safe and Caring Schools (SACS) Project.

The overall goal of this project is to encourage school practices that model and reinforce socially responsible and respectful behaviours so that learning and teaching can take place in a safe and caring environment. Based on extensive input from school communities and other stakeholders in education, SACS developed and distributed a document entitled "Supporting a Safe and Caring School: Common Attributes." SACS staff are working with Alberta Learning and various health and guidance agencies to develop a school assessment program based on common attributes and other school wellness indicators. Among the resources that have been produced are a booklet called "Principal's Best," guides for extracurricular programs, and various manuals and videos on peer education, volunteer mentorship, peer support and classroom meetings. Staff also coordinated the production of nine easy-to-read booklets on such topics as bullying, media violence, and the link between anxiety and fear and impaired brain functioning. A workshop to help schools plan how to create a safe and caring environment is under development.

The SACS project has also developed "Toward a Safe and Caring Curriculum: ATA Resources for Integration: ECS to Grade 6," a resource approved by Alberta Learning, designed to help teachers integrate character education, the prevention of bullying, and conflict resolution into the Program of Studies.

## **British Columbia**

British Columbia has developed an extensive set of programs to respond to the issue of youth violence in general and the goal of safe schools in particular. The Live Violence Free Campaign, a partnership between the government of B.C. and the B.C. Association of Broadcasters, is a long-term public education initiative designed to encourage individual and community action for preventing violence. The campaign includes television and radio advertisements and an information kit with ideas and suggestions for taking action on prevention at the individual, community and societal level. In the first year of the program, preventing violence against women was the theme. In 2000, the program's second year, preventing violence against youth was profiled.

In addition to the Live Violence Free initiative, the B.C. government funds a range of prevention programs to help children and youth recognize and deal with abuse and violence, as well as community crime prevention programs. The B.C. government also funds a variety of programs and services which support individuals who have experienced violence.

The B.C. Safe School Centre <http://www.safeschools.gov.bc.ca> is a partnership program with the Ministries of Education and Attorney General and the Burnaby School District. The provincial resource Centre is committed to enhancing the safety and security of schools and communities in B.C. by providing resources and strategies to promote safe and supportive learning, working and living environments for youth. The Centre offers a comprehensive source of information, training, resource materials and examples of best practices and strategies to address a range of topics focusing on enhancing safe schools.

## **Manitoba**

Manitoba addresses school violence on three fronts:

- i. The provision of financial supports to help school teams address needs of children with severe emotional and/or behavioural disorders.
- ii. The provision of financial supports to schools to hire clinical supports and counselling supports to help students with severe problems that may develop into more serious emotional behaviours.
- iii. The provision of grants through the Early Behaviour Intervention and Students at Risk grants to help schools address needs before they become so severe as to require intense interventions.

Manitoba was one of the early provinces to use Conflict Managers in schools. There is a fairly intense involvement in community-based responses to gangs in areas where this is a major concern. Almost all schools have codes of conduct and many are developing School-Wide Discipline programs in response to the more general concerns around behavioural problems, including violence in schools.

Manitoba Education, Training, and Youth has provided support for all schools to develop training cadres at the local school level in WEVAS (Working Effectively with Violent and Aggressive Students from WEVAS, Inc.), a front-line teacher-training program that

provides a second-level response from teachers. Manitoba Education, together with Health, Justice, and Family Services provides training to intersectoral groups in developing Coordinated Multisystem Planning. The program is called Sharing the Caring and is a third level response. The Flin Flon school division is using the Virtues Project to develop community-wide mentors and commitment to development of personal virtues.

Some school divisions utilizing WEVAS have evaluated its overall impact and instituted division-wide training requirements based on their evaluations. Coordinated Multisystem Planning was developed out of a three-year pilot project where successful intervention strategies were evaluated and incorporated into the training model.

Additionally, there are many innovative, community-based mental health initiatives dealing with violence prevention.

Manitoba also supports the development of the Manitoba Council for Secure School Communities, which was jointly initiated by the Manitoba Association of School Trustees and the RCMP. A number of community agencies, government departments, and interested organizations have provided support to this initiative.

### **New Brunswick**

The Positive Learning Environment Policy requires each school to develop a positive learning environment plan. This plan is to be a collaborative effort among students, parents, educators, administrators, resource and support staff, bus drivers and volunteers. Priority areas identified are included in the School Improvement Plan for action.

Examples of recent anglophone and francophone initiatives geared at violence prevention and response include:

- “Safer Schools...Safer Communities Conference,” Fall 2000
- *Focus on Bullying* program sent to all elementary and many middle schools in the province, 1999
- Repeated Summer Institutes with Dr. Debra Pepler and Dr. Wendy Craig, Canadian experts on bullying, and Flaurie Storey, international conflict resolution negotiator
- Summer Institutes on harassment issues, including homosexuality, diversity, and male aggression, Choice Theory, and Reality Therapy
- Partnering with the Muriel McQueen Ferguson Centre for Family Violence to conduct research and programming on violence issues in the schools
- *Keeping Our Schools Safe: A Protocol for Violence Prevention and Crisis Response in NB Schools* distributed to all schools, Fall 2000, accompanied by in-service
- Quantum Summer Camps in conjunction with the Districts for the past 3 summers to address the needs of identified at-risk students
- As part of the Personal Development strand at the 9/10 level, there is a five-hour Suicide Awareness and Prevention Module. This outcome is delivered by a trained facilitator.

- Summer Enrichment Programs within the Districts for the past 2 years to bolster the skills of students at risk and better prepare them for the next academic year
- Teacher in-service training on bullying and behaviour management
- In February 2001 the Department published the *Crisis Events Response Protocol*

The Department is currently developing a system for tracking problem behaviours in schools in order to better understand the incidence and context for behaviour issues.

### **Nova Scotia**

The League of Peaceful Schools (LPS) has been developed to provide support and recognition to the growing number of schools which have declared a commitment to creating a peaceful, secure, and stable environment for their students. The LPS has a mandate to create a culture of peace in which students, staff and families may be treated with dignity and respect with emphasis on their safety and well being. After establishing a framework of criteria to provide support and general direction, schools are encouraged to find their own way in establishing a culture of peace.

Schools that become members of the LPS are encouraged to demonstrate a commitment to the following criteria:

- a written school-wide discipline policy developed with input from students, staff and parents
- regular review of the discipline policy
- classroom rules and consequences developed with input from students
- evidence of involvement in programs which promote positive social behaviour
- school policies which promote effective alternatives to punishment
- evidence of a problem-solving approach to the management of the school
- an active peer mediation program
- an effective crisis intervention plan
- professional development for staff focused on improving school climate

The LPS Peer Mediation Program has become particularly important to many of the 160 schools that have become members to date. According to LPS, traditional forms of discipline are not conducive to effective conflict resolution. Punishments like suspensions and detentions do nothing to address the root of the conflict. LPS promotes long-term solutions that create an environment where aggressive behaviour is unacceptable in any form. According to LPS there are several advantages to establishing an effective peer mediation program:

- It is a better way to deal with the inevitability of conflict.
- It improves communications between students and faculty.
- It reduces violence in the school.
- Mediation is a skill that students' will use throughout their life.
- It assists students' in recognizing diversity and promotes understanding.

A recent evaluation of the Peer Mediation Program can be found on the LPS Web site: <http://www.leagueofpeacefulschools.ns.ca>.

## **Ontario**

The government of Ontario passed a Safe Schools Act in June 2000. The Act establishes a Code of Conduct that specifies unacceptable behaviour and enacts strict consequences for students who commit serious infractions. For example, bringing a weapon to school, trafficking in drugs, or sexual assault will result in an expulsion hearing and police notification. Students who cause extensive property damage, possess illegal drugs, swear at a teacher, or threaten serious injury will face suspension.

In addition to giving authority to the new provincial Code of Conduct, the Safe Schools Act allows the government to proceed with plans to:

- give teachers the authority to suspend students for one school day.
- give school principals the authority to expel students from their school for up to one school year.
- give parents or guardians the right to request an appeal of an expulsion.
- set mandatory requirements for students who have been expelled from all schools of their school board to attend a strict discipline or equivalent program in order to re-enter the regular school system.
- require that school boards provide programs for suspended students.
- allow a majority of parents at any school to decide on a dress code or a uniform for their children.
- allow for criminal background checks of anyone working in a school and give principals authority to deny access to anyone who poses a threat to school safety.

## **Prince Edward Island**

In Prince Edward Island, the Department of Education, the Regional School Boards/Districts, the University of Prince Edward Island, and the community have worked on several initiatives to promote the concept of a safe and caring school environment:

- March 1998, the Western School Board implemented a comprehensive policy package entitled “Communities for Learning: School Climate, Discipline, and Safe Policies and Procedures”
- November 1998, the Eastern School District released their policy document, “Caring Places to Learn/Safe School Environment”
- La Commission scolaire de langue française is currently in the process of developing a comparable policy.
- Both the Eastern School District and the Western School Board award annually to a school in each area the Tami Martell Award for the Prevention and Awareness of Violence and Verbal Abuse. This award was donated by parent Tami Martell in 1998 as part of her personal effort to heighten awareness of the negative effects of verbal abuse in schools.
- Many of the schools in P.E.I. use programs such as Second Step, taught as a supplement to the Health curriculum, to focus on the development of social skills, along with various programs that address issues of anger management and conflict resolution.
- Several high schools are involved with PEACE WORKS PEI, a non-profit, community-based organization whose goal is to reduce violence in our

communities through the teaching of non-violent conflict resolution skills.  
([www.isn.net/~cliapei/peaceworks.htm](http://www.isn.net/~cliapei/peaceworks.htm))

- Several schools are working on fulfilling, or have fulfilled, the requirements to become a member of the League of Peaceful Schools that was developed in Nova Scotia. Discussions are currently under way to explore the possibility of developing a provincial association in PEI.
- The Department of Education is in the process of reviewing a locally developed program called TLC (Talk, Listen, Choose), which addresses the issues of exclusion and aggressive behaviour, with the intent to add it as a supplement to the Health curriculum.
- Consultants at the Department of Education have presented several workshops to individual schools on the safe school concept, linking this to issues of equity and diversity.
- The Department has been involved in an Eastern School District pilot project to initiate school wide participation in a bully prevention program. This was successfully piloted in ten elementary schools and the recommendation has been made to extend the program “Bully Proofing Your School” to be available to all schools.
- The Department of Education has proclaimed the second week of October to be “Verbal Abuse Awareness Week,” with activities planned to focus on the harmful effects of verbal abuse.
- The University of Prince Edward Island has presented its second Summer Institute on Promoting the Peaceful School, which explores practical strategies for resolving conflict and encouraging responsible participation in school and community. This was followed in the fall of 2000 by Stream II of Promoting the Peaceful School, which enabled participants from the two previous Summer Institutes to explore relevant topics in much greater depth.  
([www.upei.ca/~extensio/peaceful.htm](http://www.upei.ca/~extensio/peaceful.htm))
- UPEI was the site of the 14th Annual National Crime Prevention Conference, “Communities Challenging Violence,” June 15-18, 2000, which offered a diverse program of speakers, forums, and activities focused on positive alternatives to violence, and raised awareness of the many initiatives taking place across the country.
- The PEI Home and School Association completed a video on Violence Prevention to be used with parents. It was ready for distribution in the fall of 2000.

*The Healthy Child Development Strategy.* The provincial government has received the proposed Healthy Child Development Strategy and is in the process of structuring an implementation plan. The complete strategy can be accessed at the following Web site: <http://www.gov.pe.ca/publications/getpublication.php3?number=392>.

## **Quebec**

Although the official statistics do not show an increase in violence among young people, the manifestations of violence are sometimes more extreme and certain school environments may be more affected than other. Violence in schools takes the form of extortion, harassment, and intimidation; there is also an issue of violence against school staff but that phenomenon seems to be marginal. Since 1995, the Ministry of Education

has created a Table provinciale de concertation sur la violence, les jeunes et le milieu scolaire to support schools in their work <http://www.wl.csvdc.qc.ca/violence/introduction.html>. That table brings together the main stakeholders from the sectors concerned, including Education, Justice, Health and Social services and Public safety. The work of the round table led to actions including the production of a document entitled *Présence policière dans les établissements scolaires – Cadre de référence*.

The Centrale des syndicats du Québec (CSQ), in association with Fondation Docteur Philippe-Pinel, launched a broad 3-year violence awareness campaign in the fall of 1999. The two organizations also decided to build intervention tools for those working in the field who need help and support to deal with violent situations in the workplace, in schools, in the media and throughout society (see Web site at <http://www.csq.qc.net/violence.htm>).

### **Saskatchewan**

Saskatchewan addresses problems of violence primarily through the curriculum, for example in Health education units that deal with such issues as Conflict Resolution, Respect in Relationships, and Safety at School, Home, and in the Community.

The Saskatchewan Teachers' Federation recently adopted a policy on Violence in Schools that recognizes, among other things, that optimal learning and teaching can only occur in a safe and secure school environment, and that the Federation should take a leadership role in ensuring that safe and secure conditions for teaching and learning exist in all schools. The Federation supports the elimination of violence in schools and the classroom by encouraging its members to act against inappropriate behaviour every time it occurs and to attach consequences to that behaviour. The Federation supports initiatives aimed at the development of an environment which fosters safety, security and equity for all students and staff.

“The Caring and Respectful Schools Initiative is a three-year action plan working to promote caring and supportive learning environments for children and youth. The initiative is affirming the philosophy of inclusive schools by providing a balance between prevention, intervention, and crisis-response strategies. It frames issues of bullying and violence within the broader context of developing the capacity of schools and students to be caring and respectful.”

### **GOVERNMENT OF CANADA**

The National Crime Prevention Centre (NCPC) of the Canada's Department of Justice, through its Safer Communities Initiative, provides support to numerous communities across the country to undertake school-based crime prevention interventions. For example:

- The Vernon, B.C., School District has launched a project, “A Different Way of Doing Business,” which will identify the systemic changes required in its school communities in order to change attitudes, beliefs and develop the skills necessary to prevent violence and foster resiliency in children and youth.

- The Durham Board of Education in Ontario will, over three years, test and document a school-based model which builds resiliency and responsibility in young children and mobilizes the entire community to work in partnership with the school. The program supports the reduction of anti-social tendencies in children and will be documented for use by schools across the country.
- In Newfoundland, the Beechville-Lakeside-Timberlea School's Comprehensive Guidance and Counselling Program will implement a violence prevention program designed to teach skills which reduce impulsive and aggressive behaviour of school-aged children.

The NCPC is also supporting the Canadian Association of Principals to facilitate the development of a national consensus statement on creating positive learning environments in schools.

#### **OTHER INITIATIVES**

The variety of approaches described above are testimony to the current state of the debate on school violence in Canada. Some focus more on punishment than on prevention and intervention. Concern over violence among youth, particularly in schools, has prompted reflection in many settings regarding ways to address the issue. For example, the Youth Canada Association conference in November 2000 brought together youth and youth workers from across Canada to share best practices and develop action plans in the area of youth conflict resolution. The conference aimed to integrate the skills and processes of conflict resolution into the Canadian youth culture and promote the peaceful resolution of personal, community and societal conflicts. It also aimed to establish a Canadian network of youth peacemakers and peer mediators. See the Youth Canada Association Web site at <http://www.youcan.ca>.

Inspired by the International Year for the Culture of Peace, the 53<sup>rd</sup> Congress of Association canadienne d'éducation de langue française (l'ACELF) held in August 2000 in Sherbrooke, Quebec, focused on peace and youth. In partnership with the Canadian Commission for UNESCO (CCU), ACELF developed a program focusing on three themes: forms of violence affecting the school clientele; the school as a place to learn about peace; and the need for solidarity between the school environment and the community. Over 225 participants involved in French language education in all regions of Canada reflected about the best ways of educating young people for a culture of peace. A list of actions to promote a culture of peace in schools can be found on ACELF's Internet site <http://www.acef.ca/congres/congres53/pleniere.html>.

More reflection, debate, and negotiation by all actors will help Canadians come to conclusions about the best approach to this issue.

## 5. Educational materials

In other sections, we mention interesting examples of new educational materials produced in Canada in the past six years, including print, video, and on-line resources. In this section we report only on the efforts of educational authorities to ensure that educational materials satisfy the principles of the 1995 Declaration on Education for Peace, Human Rights and Democracy. The Declaration calls for textbooks and teaching materials offering different perspectives on a given subject and emphasizing the national or cultural background against which they are written, based on scientific findings and free of negative stereotypes and distorted views of the “other.”

Education ministries of Canadian provinces and territories, as well as teachers’ associations, have developed guidelines for textbooks and teaching materials that respond well to these principles. In some cases, they have also developed proactive materials for teachers that help them to integrate these principles actively in the classroom. In many cases, these predate the Declaration. Here are some examples:

### PROVINCES AND TERRITORIES

#### British Columbia

British Columbia’s Centre for Curriculum, Transfer and Technology (CCTT) provides another interesting example of a proactive approach to instilling inclusive and international dimensions into curriculum materials. The CCTT works with postsecondary institutions in developing curricula which provide students with the knowledge, skills and attitudes which enable them to live and work as citizens in a diverse world. The Centre’s diversity, inclusion and internationalization curriculum products in many fields have been developed in partnership with the Ministry of Advanced Education, Training and Technology, the province’s postsecondary institutions and the public and private sectors. The products include handbooks, curriculum outlines, annotated bibliographies and learning resource materials in many subject areas. Detailed information on products that illustrate a variety of ways that inclusive and international dimensions have been incorporated in postsecondary education curricula in British Columbia are provided on the Centre’s Web site: <http://www.ctt.bc.ca/curric/diversity/>.

#### Manitoba

All learning resources that are identified for use by teachers in the province of Manitoba undergo a rigorous screening process with respect to social considerations. Teams of educators review learning resources for appropriateness, not just with respect to curricular fit, but appropriateness in terms of the following social considerations:

- People of all ages are represented positively
- Fair balance and equity of gender roles are portrayed
- Resource is free from cultural, racial and ethnic stereotypes/biases
- Diverse beliefs, customs and language use are accurately portrayed
- Diversity of Western Canadian society, including a variety of First Nations, Inuit and Métis are accurately portrayed
- References to religious beliefs are appropriate and balanced

- References to political topics are appropriate and balanced
- References to people with disabilities are included and appropriate
- References to people from a variety of social and economic situations are present
- Inclusive language is used
- Unnecessary portrayals of violence have been avoided
- Controversial issues are presented appropriately representing various viewpoints on the issue
- Material has Canadian content (author, language usage, Canadian spelling, literature, visuals, statistics, information, examples of achievement and people)
- Demonstrates a consensus-based decision-making process that details a sustainable process of integrating and balancing the economy, the environment, and society

### **New Brunswick**

All resources approved for use in the classroom are subject to review by educators within the province.

*Checklists for Detecting Bias and Stereotyping in Instructional Materials*, prepared by the New Brunswick Department of Education, is a document designed to assist those responsible for designing, writing, editing, publishing, and selecting materials for the classroom. The document consists of a checklist and questions dealing with bias and stereotyping both in general and in specific subject areas.

A human rights conference sponsored by the Department of Education, to be held in 2001, will include a full-day focus on literature and the media. It will include sessions on: deconstructing text and choosing appropriate literature; gender issues in literature and the media; and First Nations and multicultural awareness in literature and the media.

### **Newfoundland and Labrador**

Policy guidelines governing textbook selection provide direction in the identification of learning resources. Program Development Specialists perform an intense scrutiny of resources with very specific criteria when screening books to ensure the highest quality product reaches the hands of students. This learning resources screening instrument has been in use for several years.

### **Ontario**

The Ministry of Education has demonstrated a continuing concern about the quality of learning resources available for selection and acquisition by Ontario district school boards.

Comprehensive learning resources must meet specific eligibility and evaluation criteria prior to listing for purchase by district school boards. One criterion relates to bias and inclusivity. The resource must reflect awareness and sensitivity to the following areas of bias: appearance, belief systems, disabilities, family structures, gender, race, and ethnocultural and socio-economic status.

In addition, district school boards have similar eligibility and evaluation requirements for the review of supplemental learning resources prior to use in their classrooms.

### **Quebec**

The Ministry of Education approves textbooks and teaching guides used in preschool, elementary, and secondary education, based on criteria known to publishers and the school system.

Two of those criteria seek to promote the education of “un citoyen ouvert aux autres et respectueux de la dignité humaine et des différences” (paragraph 2.4 of the Declaration).

The first criterion deals with the accuracy of content in teaching materials. To meet this requirement, materials shall:

- present accurate and current data and theories for each field of learning
- present objective viewpoints based on observed facts
- make objective references to popular beliefs or to opinions held by groups or individuals

The second criterion seeks to ensure that teaching materials adequately depict the diversity of society and are free of discrimination. To meet that requirement, materials shall:

- include a fair representation (25%) of people from minority groups
- show egalitarian relations between genders
- show a diversified, non-stereotypical representation of personal and social characteristics
- involve minority group individuals in the interactions of daily life situations
- use non-sexist language.

### **Saskatchewan**

Saskatchewan Education has developed policy and guidelines for evaluation of teacher resources and student learning resources. The criteria include social considerations such as absence of bias and stereotyping based on gender, race, ethnic background, culture, ability, age and economic status. Consideration is given to inclusiveness, diversity and balance in portrayal of people. Accuracy of portrayal in presenting diverse beliefs, customs and language use is considered to be important. People of all ages should be represented positively. There should be a fair balance and equity in portrayal of gender roles. Reference to religious beliefs must be appropriate and balanced. References to people with disabilities should be included. References should be made to people from a variety of social and economic situations. Evaluators are asked to check for use of inclusive language. Guidelines are provided for use of non-sexist language, as are detailed guidelines for evaluation resources with Indian and Métis content. Resources should examine a culture from within rather than have an ethnocentric viewpoint. Topics of discrimination and prejudice should be provided where appropriate, detailing strategies for reflection, examination and/or discussion. Resources should present multiple points of view on controversial issues. Evaluators are also asked to check that diversity of Western

Canadian society is represented including a variety of Indian, Inuit and First Nations peoples and that they are accurately portrayed.

The Saskatchewan Teachers' Federation's Professional Development Unit has produced a series of instructional resources to assist teachers to respect and honour diversity, promote gender equity, and foster inclusiveness of students with special needs. Called the "Diversity in the Classroom" series, these include:

- *Honouring Diversity in the Classroom: Challenges and Reflections*, the foundation and introduction to the other documents in the series.
- *Multicultural Connections: Exploring Strategies and Issues*, practical ideas for creating a rich multicultural environment for learning.
- *Aboriginal Cultures and Perspectives: Making a Difference in the Classroom* offers ideas to deepen understanding of Aboriginal perspectives while providing practical suggestions.
- *A Voice for all Students: Realizing Gender Equity in Schools*
- *Creating an Inclusive Classroom: Integrating Students with Special Needs*

See the STF Web site for details: <http://www.stf.sk.ca/ps/spdu/resource>.

### **Western Canada**

The Western Canadian Protocol has developed criteria for resource development. These criteria include social considerations, such as:

- representing all ages
- balance and equity of gender roles
- free of cultural, racial and ethnic stereotypes/biases
- diversity of beliefs, customs and language use
- diversity of Western Canadian society including First Nations, Inuit and Métis
- religious beliefs
- people with disabilities

## 6. Teacher training

The Declaration on Education for Peace, Human Rights and Democracy calls on its signatories to enhance the role and status of educators in formal and non-formal education and to give priority to the preparation of educators in the fields of peace, human rights, and democracy.

In Section 3, we reported on the exciting efforts in Quebec and New Brunswick to develop training methods to prepare teachers to offer citizenship education from a global perspective. Further to this, we report the following responses to our survey in the area of teacher training.

### PROVINCES AND TERRITORIES

#### Alberta

Alberta has established two standards that relate directly to the preparation of both teachers and Alberta students in the areas of democracy, peaceful coexistence, and human rights. The first is the Ministerial Order on *Goals and Standards Applicable to the Provision of Basic Education in Alberta*. The second is the Teaching Quality Standard (TQS) Ministerial Order.

The TQS Ministerial Order represents the key element that directs teachers' preparation, certification, career-long professional development, supervision, and evaluation in Alberta. The Order defines the knowledge, skills, and attributes (competencies) expected of teachers. In this regard, teachers are expected to: "understand the knowledge concepts, methodologies and assumptions of the subject disciplines they teach.... and their relevance and importance in everyday life at the personal, local, national, and international levels"; to "apply a broad range and variety of instructional and learning strategies. The strategies are selected and used to achieve desired outcomes [for student learning], the expectations outlined in the Guide to Education, programs of study and other approved programs"; and to "model the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same."

With respect to teacher preparation, Memoranda of Agreement between the Minister of Learning and each provincial institution for teacher preparation require that their programs be designed and delivered to provide students with the knowledge, skills, and attributes of the TQS Ministerial Order in order to positively support student learning as graduates of these programs take charge of classrooms. As noted below, student learning outcomes include those related to the development and maintenance of democracy, peaceful coexistence, and human rights.

The Ministerial Order on *Goals and Standards Applicable to the Provision of Basic Education in Alberta* describes the minimum student learning outcomes of a basic education program in Alberta. A key goal for the basic education system is that "... students will understand personal and community values and the rights and

responsibilities of citizenship. ... and to attain levels of proficiency [in languages other than English] and cultural awareness which will help to prepare them for participation in the global economy.” Specific student learning outcomes address the development of students’ respect for cultural diversity and desirable personal characteristics such as “respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals.”

### **British Columbia**

The government of British Columbia has a role in providing leadership and direction in areas of high level concern such as the preparation of teachers for the public school system of the province. The Ministry of Advanced Education, Training and Technology works co-operatively with the Ministry of Education, the Faculties of Education at universities and university colleges, the British Columbia College of Teachers (BCCT), and other stakeholders in carefully reviewing teacher education programs in the province to ensure that the development of high quality and relevant programs prepare students in the public school system for the real world, and adhere to the aims of education for peace and tolerance.

The Faculties of Education at several universities and university colleges in British Columbia provide a range of programs in the field of teacher education, and determine admission requirements for applicants who wish to prepare as elementary or secondary teachers in the province. Opportunities for continuing professional education for teachers are also offered through the postsecondary institutions.

In the process of developing teacher education programs, it is recognized that all future teachers in British Columbia have a professional obligation to the well-being and educational growth of students. All teachers require a broad understanding of the importance of developing lifelong learners who are prepared to participate in the real world in terms of employment and social responsibility. Therefore, teachers need to engage students in the pursuit of knowledge while encouraging an understanding of knowledge within social contexts.

The program options for the preparation of teachers in British Columbia integrate pedagogical studies and school experience, and incorporate curricula which continue to adhere to the principles of peace, human rights, democracy, international understanding and tolerance. Within the program options, student teachers extend their liberal education by exploring educational theory and practice, applying their understanding in carefully graduated teaching practice, and building a foundation for leadership in the classroom and the community.

BCCT was established by the government of British Columbia under the *Teaching Profession Act*, as the professional regulatory body for teachers in the province. Under the Act, the responsibility for establishing standards for the education of teachers in the public schools of the province rests with BCCT. The mandate of the College is to establish professional standards related to training, certification, discipline and the professional practice of teaching in the province.

The Act gives BCCT the mandate to approve, for certification purposes, the programs of the Faculties of Education in British Columbia. The Teacher Education Programs Committee of BCCT is given the authority under the Act, to cooperate with teacher education institutions in the design and evaluation of teacher education programs. The Committee has wide representation and is responsible for policy development in the teacher education programs area. Detailed information on teacher education in British Columbia is outlined on the Web site for BCCT <http://www.bcct.bc.ca>.

### **New Brunswick**

New Brunswick has offered extensive teacher training opportunities through various avenues. The Department's summer institute program, introduced in the late 1980s, provides teachers with up-to-date information, techniques, and skills in areas of ongoing and current concern. Areas which have been addressed over the past several years include: crisis intervention, Choice Theory, Reality Therapy, citizenship education, Atlantic Canada in the Global Community, and issues in intercultural education. In addition, this summer for the fourth year, the Department will be sponsoring teachers to attend a human rights institute developed by the Atlantic Human Rights Centre affiliated with St. Thomas University. This is a 3-credit course that provides the theoretical/historical background to human rights legislation and education, possible approaches and resources for teaching about human rights, citizenship, and inclusive education, and strategies for dealing with value-based and controversial issues/concepts with students.

### **Northwest Territories**

The Department of Education, Culture and Employment has a vision for teacher education in the Northwest Territories: "Professional educators representative of the population, the culture and the language who are qualified to implement the curriculum of the NWT." By preparing teachers who reflect the cultures of NWT students, the Department supports the belief that children need role models with whom they can identify. To support beginning teachers, both from the NWT and those new to the environment, an NWT Teacher Induction Program was introduced in 2000. This program is composed of four phases: pre-orientation, orientation, systematic sustained supports, and professional development.

The NWT Teacher Education Program is a pre-service program for elementary teachers which integrates the knowledge and methods of culture-based education. In addition, a training program for Aboriginal Language and Culture Instructors prepares teachers to fill this role in NWT schools.

In 1999–2000, a new program was piloted through distance delivery for Special Needs Assistants who were currently employed in schools across the NWT.

### **Ontario**

An integral part of maintaining high standards is making sure that teachers maintain their certification by having up-to-date skills, knowledge, and training. To do this, the Ministry of Education will require teachers to participate in a teacher-testing program. A Teacher Standards Panel (composed of groups of education stakeholders and Ministry staff) was

established to provide the Ministry with a set of core competencies for the development of all teacher testing components.

In May 2000, the Ministry announced the new Ontario Teacher Testing Program. This program strengthens teacher education and training through a series of initiatives that support both new and established teachers. The program, initiated in June 2000 and to be implemented in stages, will include three key components.

First, all teachers will have to be re-certified every five years to ensure that they are up-to-date in their knowledge, skills, and training. To be re-certified, teachers will be required to successfully complete a number of required courses, including written tests and other assessments.

Second, all new teachers will have to take and pass a qualifying test, similar to a bar exam for lawyers, for initial certification by the Ontario College of Teachers. This will ensure they know their curriculum subjects and have adequate teaching skills and methods. In addition, the Ministry will design an induction program in which all new teachers can get coaching and support from more experienced colleagues to ensure they get off to a strong start at the beginning of their careers.

Third, the government will establish new, province-wide standards to ensure that the way principals and school boards evaluate teachers is consistent across the province. A new certification review process will determine if teachers who are not meeting the standards should have their certification removed. Under the new standards, parents and students will also be given an opportunity to be involved in teacher assessment.

Graduates from teacher preparation programs in the spring of 2002 will be the first to write a certification test.

In addition, all new teachers trained in a language other than English or French will have to pass an oral and written language proficiency test to ensure they can teach in either English or French.

In order to support the implementation of the new Ontario curriculum, teachers need to be prepared to help their students successfully meet the challenges of the rigorous and relevant new elementary and secondary curriculum. The government committed \$370 million over five years (1998-2003) to give teachers and students the support they need to implement the new curriculum. The funding supports the development and delivery of professional resources such as:

- purchases of new textbooks
- developing course profiles
- sample units of study for elementary grades in science, mathematics, social studies, history, and geography
- exemplars [samples of student work to illustrate the achievement levels as defined in the new curriculum]
- discipline-specific workshops conducted throughout the province

- teacher training materials

The funding supports summer institutes (three-day training seminars for teachers) developed by the Ontario Teachers' Federation in partnership with the Ministry of Education. In 1999, about 4,600 elementary and secondary school teachers (4,000 English and 600 French) took part in some 65 summer institutes. By 2000, the number of teachers enrolled in the summer institutes had increased to approximately 9,000 (6,000 English and 3,000 French). Plans are under way for Summer Institutes in 2001.

The Ontario government support for teachers includes the establishment of District Steering Committees and Provincial District Teams. The mandate of these bodies is to support implementation of the new curriculum at the secondary and elementary levels by providing in-service training, facilitating development of partnerships and networks, gathering data and identifying issues.

At the individual school level, School Implementation Teams (SIT) operationalize the work of the steering committees and the district teams. The SIT facilitate connection between teachers and the school councils and other key partners, in addition to coordinating the implementation of the new curriculum at the local school level.

### **Quebec**

The Quebec Ministry of Education announced its teacher training framework in the spring of 2001, along with an accompanying set of professional competencies.

One of these competencies relates to ethical skills, including the ability to construct a moral position (in respect of justice, violence, rules of conduct, social norms, and democracy), to seek out the values on which laws are based, to work on acceptance of differences, and to set rules for healthy discussion. This competency is set in the context of greater autonomy for teachers.

The wording of the competency: "To behave as a responsible professional while carrying out his or her duties" is broken down into a number of detailed components:

- providing stakeholders with a rationale for decisions about students' learning and education
- implementing a democratic process in the classroom
- understanding the values involved in one's interventions
- using appropriately the legal and regulatory framework of the profession
- complying with the confidentiality provisions of the profession
- avoiding any form of discrimination in respect of students, parents, and colleagues
- placing any moral issues arising in the classroom in the context of major schools of thought
- providing students with appropriate attention and assistance

In addition, the ministry's document "Une école d'avenir," which sets up the Politique d'intégration scolaire et d'éducation interculturelle, focuses among other areas for action

on education for democratic citizenship in a pluralistic context. Schools will be required to create an action plan and a policy that takes into account the guidelines contained in the document. This action plan will include the measures chosen to promote in-service training for teachers, in cooperation with various partners such as universities.

### **Saskatchewan**

Saskatchewan Education provides workshops for teachers regarding provincial mandated curricula. These workshops address the particular area of study plus Core Curriculum components such as the Common Essential Learnings of Personal and Social Values and Skills described in Section 2.

The Saskatchewan Teachers' Federation (STF), through its Professional Development Unit, conducts numerous workshops and courses for teachers and teachers-in-training in a variety of forums each year. A strong, ongoing strand of this intensive professional development program is devoted to matters related to peace, human rights, and equity. The STF *Code of Ethics* contains statements that require teachers to conduct themselves in ways that promote these principles. The Code is part of a course that the STF offers to teachers in training each year.

### **GOVERNMENT OF CANADA**

Citizenship and Immigration Canada's Settlement Programs provide funds to a number of umbrella organizations to allow volunteers and front-line settlement workers to make connections between their work and other sectors concerning immigrants, refugees and settlement issues. Conferences and workshops, organized at a regional level, provide non-profit agencies with a forum for information-exchange, training, and networking. The objective of funding such organizations is to encourage people from different regions in Canada who work within the same field to exchange information, receive training, and create a vehicle for networking. Participation at these conferences may include settlement agencies, mainstream social service agencies that serve immigrants and refugees, government officials, church refugee-support groups, students in related academic fields of study, volunteers, lawyers, Canadian and international academics, and representatives from ethno-cultural associations.

Citizenship and Immigration Canada provided funding to the Canadian Centre for Victims of Torture (CCVT) to develop training material to assist those who work with victims of torture. See the CCVT Web site at <http://www.icomm.ca/ccvt>.

Citizenship and Immigration Canada funds the Centre for Peace Action and Migration Research (CPAMR) at Carleton University to develop People Oriented Planning (POP), a training course originally developed by the United Nations High Commissioner for Refugees (UNHCR) in 1989. POP aims to improve the targeting of assistance and protection programs in refugee camp situations around the world and particularly emphasizes implications of gender roles.

## 7. Education of vulnerable groups

Paragraphs 25 to 29 of the Integrated Framework of Action on Education for Peace, Human Rights and Democracy call for specific strategies for the education of vulnerable groups. These may include recent refugees, victims of racism, children who have experienced war, street children and youth, sexually abused children and youth, members of ethnic, linguistic, or religious minorities, and people with disabilities.

Regarding linguistic minorities, the Constitution of Canada guarantees English and French-language minorities in every province the right to have their children receive primary and secondary school instruction in their own language, wherever numbers warrant. Where necessary, provinces have taken steps since 1982 to ensure this right is respected.

We describe efforts to respect the educational rights of Aboriginal people in Section 8. This section describes other efforts to respond to the needs of vulnerable groups in Canada.

With respect to the scholastic integration of students with disabilities in the different provinces and territories of Canada, we now distinguish two approaches : mainstreaming, with a continuum of services (ordinary classes, special classes in ordinary schools and special schools) and inclusion, with ordinary classes and their necessary adaptations (Doré et al. 1998). The provinces and territories can all make significant improvements to their policies to give equal opportunities to students with disabilities (Smith and Foster, 1996). The majority of provinces and territories seem to prefer the first approach, the continuum of services (the least restrictive environment). As well as noting the scarcity of research on the question, gaps have been noted on the availability and reliability of statistical data, common indicators and information on certain priority target groups. However, there are different avenues for measuring the results of school services. With respect to the success factors of scholastic integration in ordinary classes, several works identify a systemic body of conditions including ten principal dimensions (Doré, Wagner and Brunet, 1996).

### PROVINCES AND TERRITORIES

#### British Columbia

British Columbia is committed to increasing access to postsecondary education and reducing barriers to learning for vulnerable groups. *Charting a New Course* (British Columbia 1996) outlines the objective of reducing attitudinal and physical barriers, and, at the same time, providing learning opportunities for non-traditional learners, including visible minorities, and others who may face systemic barriers to entering and completing postsecondary education and training. Some key initiatives undertaken on behalf of vulnerable groups in British Columbia include:

- Institution-based training (IBT) strengthens the role of postsecondary institutions in helping students who are income assistance recipients to acquire the

employment-related skills necessary to move from economic dependence to independence. Examples of activities promoting action on behalf of vulnerable groups either directly or indirectly through IBT include English Language Training (ELT), access for Aboriginal students, and international credential assessment.

- The Safer Campuses initiative was introduced in British Columbia in the mid-1990s as a response to growing public awareness that women and other traditionally under represented groups were experiencing fear of physical and psychological violence while pursuing postsecondary education. Diversity committees and task forces have been established at the institutions to ensure an ongoing and proactive approach to the promotion of inclusion and the reduction of barriers to an equitable studying and working environment.
- English Language Training (ELT) programs are offered at most public postsecondary institutions across British Columbia, enabling many people to participate more fully in Canadian society and to access training programs and prepare for employment. Programs range from ELT Literacy for learners who are not literate in their first language to Academic ELT for learners who are entering university programs. ELT Combined Skills Programs integrate language skills with job specific skills for a variety of occupations. For learners who already possess specific job skills there are Vocational ELT programs. Programs are offered through a variety of delivery modes including community-based outreach, computers and the internet, and open learning.
- Adult Literacy Programs support community adult literacy activities to Anglophone, Francophone and Aboriginal groups.
- Policies and services for students with disabilities have been significantly advanced at postsecondary institutions in British Columbia during the 1990s. Thousands of students with various disabilities are now able to access specialized programs and services throughout the public postsecondary system of the province. Examples of measures taken include: increasing access to specialized services and resources for students with visual, hearing and learning disabilities; improving physical access to buildings at postsecondary institutions for students with disabilities; increasing awareness of the needs of students with disabilities regarding educational support services; improving the social integration of disabled students on campus; and establishing resource centres for students with disabilities at postsecondary institutions to help students achieve their educational goals and maximize their participation at postsecondary institutions. In addition, the Vocational Rehabilitation Services Program (VRS) has existed for many years in British Columbia, providing support, assistance and access to training for persons with disabilities to ensure that they can develop employment skills and participate in the economy. Detailed information on VRS is available at the following Web site <http://www.mhr.gov.bc.ca/publicat/vrs.htm>.
- The establishment of the Office for Disability Issues (ODI) in 1994 by the government of British Columbia significantly enhances opportunities for people with disabilities and continues to provide them with a direct connection to

government on disability public policy issues including access to advanced education. The Web site for ODI is: <http://www.disability.gov.bc.ca>.

- In April 1997, British Columbia signed a Labour Market Development Agreement with the federal government of Canada which provides for shared responsibility or co-management over active labour market programs available under the *Employment Insurance Act*. One of the main objectives of the agreement is that equity principles regarding members of underrepresented groups will be respected in the design and delivery of programs and services. As well, the goal of programming is to address employment concerns relating to occupational integration of underrepresented groups and other client groups.
- The Industry Training and Apprenticeship Commission, established in 1997, is a government -funded public agency that oversees work-based training programs around British Columbia. The Commission is a partnership of business, labour, education and training providers and government, and has a mandate to expand skills training in the province. An important objective of the Commission is to increase the participation of women, people with disabilities, aboriginal people and youth, older workers and members of racial minorities in designated trades and occupations. To carry out its mandate, the Commission has established a number of standing committees and task groups including a Task Group for Under-Represented Groups. Detailed information on the Commission's activities is provided on the following Web site <http://www.itac.gov.bc.ca>.
- Prior learning assessment and recognition (PLAR) is an important initiative within British Columbia's strategies to increase access to postsecondary education for students from all backgrounds. PLAR is the assessment of an individual's demonstrated knowledge, skills and abilities regardless of where or how the learning occurred (either formal or informal learning experiences), for the purposes of granting credit at a postsecondary institution. Province-wide work on PLAR has been ongoing since 1994 in British Columbia. See the following Web site <http://www.ctt.bc.ca/PLA/plapubs.html>.
- Distance education technologies and all modern communication tools play an important role in increasing access to postsecondary education. Distributed learning blends educational technologies with campus-based delivery, open learning systems and distance education. This approach gives instructors the flexibility to customize learning environments to meet the needs of a diverse student population, while providing high quality and cost-effective learning opportunities. British Columbia is considered to be one of the world leaders in distance education. The Provincial Learning Network (PLNet) continues to be implemented in British Columbia. It will provide the telecommunications infrastructure to enable province-wide access to distributed learning connecting learners in schools, postsecondary institutions, community skills centres, libraries, museums, and science and cultural organizations. PLNet is designed to provide universal and affordable internet access and equity, and to ensure that high-technology learning is not a privilege afforded only to those who can pay for computer technology. Detailed information on distance education and

distributed learning initiatives and strategies in British Columbia is available at the following Web site <http://www.ctt.bc.ca/edtech>.

## **Manitoba**

In Manitoba, the main initiative of note is the Special Education Review Initiative, released in 1999.

It was a huge undertaking with hearings held throughout the province. Opportunities were made available to all Manitobans with respect to the education of special needs groups. Among its findings, the review found that other provinces and territories were similar to Manitoba in that they support an inclusive model of special education with a continuum of supports that allows for alternative placement when it is considered in the best interests of the individual student. This philosophy is also supported by the international literature. The key findings and recommendations of the Review are posted on the following Web site: <http://www.edu.gov.mb.ca/metks4/instruct/specedu/review/>.

## **New Brunswick**

The New Brunswick Department of Education has had a legislative mandate for inclusive education since 1986.

The Education Act states that pupils who are considered exceptional under the Act will receive special education programs within a regular classroom setting, to the extent practicable, given the needs of all students.

The following statements briefly summarize the department's philosophical position on the delivery of educational services to exceptional students:

- All children can learn.
- All children attend age-appropriate regular classrooms in their local schools.
- All children receive appropriate educational programs.
- All children receive a curriculum relevant to their needs.
- All children participate in co-curricular and extra-curricular activities.
- All children benefit from cooperation and collaboration among home, school, and community.

Removal of exceptional pupils from the regular classroom environment is to occur only when extensive and appropriate individual program planning indicates that education in regular classes, with the provision of supplementary supports and services, cannot meet the students' educational and social needs. If removal from a regular class is deemed necessary, this should occur for a limited time and with a goal-oriented plan focused on returning the child to the regular class.

The delivery model for inclusive education in New Brunswick is predicated on a collaborative-consultative process. This means that the Methods and Resource Teacher works as a peer resource to the regular classroom teacher, sharing expertise in methodology and pedagogy for working with children who are exceptional. A diversity of services is available within the school setting to respond to student needs.

A pilot project currently under way in the anglophone sector, entitled *The Learning Strategies Program* is a course of studies at the grade 11 or 12 level that provides high-school students who have learning disabilities with the opportunity to gain skills and strategies to support them as they go on to further studies. The Resource and Methods teacher introduces and develops skills in each of the following areas:

- learning style identification
- study skills and application of strategies to the regular curriculum
- writing skills development
- reading skills development
- skills for coping with the transition process

Through the newly introduced *Healthy Learners Program*, a public health nurse has been added to the staff of each school district office to work with district and school staff, other professionals, parents, and communities to develop health promotion and disease/injury prevention initiatives. The focus is on supporting healthy decision-making by students, addressing all aspects of health, not only physical, and enhancing students' ability to be successful in learning.

A number of documents have been developed and distributed to assist teachers to work effectively with students with learning disabilities. These include "Resource for the Transition of Students with Exceptionalities from School to Work or Adult Life," "Resource for the Identification and Teaching of Students with Specific Learning Disability: Elementary/Middle Level," "Resource for the Identification and Teaching of Students with Specific Learning Disability: 9-12 Level," and "Lignes directrices sur les services aux élèves ayant un handicap sensorial."

### **Northwest Territories**

Inclusive schooling funding is allocated to school boards in the NWT to provide support services to students based on individual needs. Funding includes resources for specialized equipment, staff travel and training identified to meet student needs, for example, the purchase of a Braille reader or the training of student support staff in mobility skills.

The Department also works with the Western Canadian Protocol, Special Education group to develop resources that provide teachers with strategies to help meet student needs. An example of special relevance to the NWT is the Suicide Prevention and Intervention document.

### **Ontario**

Ontario's new education funding mechanism includes a Learning Opportunities Grant, designed to assist students at the elementary and secondary levels who may be at greater risk of not achieving their educational goals because of social and economic conditions in their family or communities. Some of the programs and services that district school boards may use to help these students include reading and recovery programs, adapted curriculum, tutors, counsellors, mentoring, classroom assistants, expanded kindergarten,

summer school, after-school programs, homework clubs, breakfast and lunch programs, and reduced class size.

In addition to programs and support services provided by school boards, Ontario maintains a system of provincial and demonstration schools, which provides intensive support in a residential setting and is a resource for school boards.

Recent changes to the education funding mechanism include the creation of a new Special Education Grant under which special-needs programs and support services are financed out of a protected fund that cannot be used by district school boards for other activities. The fund thus guarantees access by special-needs students throughout the province to an equitable level of services.

Ontario is making significant investments in adaptive technology to ensure that the disabled child has effective access to education and services.

Changes to the regulations under the *Education Act* (effective September 1, 1998) provide students aged 16 years and over with access to full participation in the identification, placement, and review process (IPRC), through which the needs of exceptional students are identified and addressed. In addition, Individual Education Plans (IEP) are now required for each exceptional student (excluding gifted students) aged 14 years and over. The IEP will include a transition plan to further education, work and/or community living. Effective May 1999, all district school boards must submit annual plans setting out how each district school board intends to meet the needs of its exceptional students.

The Ministry of Education has announced a new three-year program to improve accountability and introduce quality standards for special education in Ontario. To ensure greater accountability and quality standards, the Ministry stated that it would:

- set standards for individual education plans and school boards' overall special education programs, and start monitoring individual education plans in the fall of 2000.
- set province-wide criteria for special education programs.
- make it easier for parents to gain access to a coordinated web of social, health, educational, speech-language, and psychological services for children with special needs. The Ministry of Education will continue to work with parents, other Ontario government ministries, and education partners to ensure that these services are effectively co-ordinated.

The Canadian Charter of Rights and Freedoms (Section 23) guarantees:

- the children of all English- and French-language Canadians the right to receive primary or secondary instruction in their first language, and
- the right of linguistic minorities to govern their own schools.

As part of the structural reforms of Ontario's school boards, the government created 12 French-language district school boards (4 public and 8 catholic) and thus implemented full French-language governance for French-language right-holders.

The elementary and secondary curriculum in Ontario is offered in both English and French. School policies and principles apply equally to English- and French-language students. The curriculum for French-language students:

- takes into account French-language linguistic and cultural specificity in a minority language context.
- places the emphasis on language development.

The Ministry of Education provides support for the development of both learning materials for students and the training of French-language teachers to help respond to the needs of French-language students who are learning in a minority context.

The Independent Learning Centre develops and provides a comprehensive distance education program in both English and French at both elementary and secondary levels for all Ontario residents.

At the postsecondary level, the Ministry of Training, Colleges, and Universities is making new investments to support students and maintain their access to an affordable education. One example of these initiatives is the Aiming for the Top tuition scholarships. These scholarships will be awarded to high-school graduates who earn top marks, and will assist students who need financial assistance to attend college or university.

The number of Ontario Graduate Scholarships increased by more than 50 per cent and the value of each scholarship is also being increased. Postsecondary students will now be able to work part-time during their period of study without any reduction to their Ontario Student Loan entitlement. As well, students with merit-based scholarships will be able to earn an income from part-time work without any reduction to their loan entitlement.

To help students pay for their studies, the Ministry is doubling the funding for the Ontario Work-Study Plan to help universities and colleges hire twice as many students.

The May 1997 Ontario Budget committed Ontario to working with the federal government to implement an income-contingent loan program for students at the postsecondary level. In the interim, the ministry is proceeding with a variety of actions that can be undertaken on a unilateral basis to assist students:

- re-introduce grants for students through the \$300 million Ontario Student Opportunity Grants.
- provide interest relief to low-income and unemployed graduates for up to two years after graduation.
- require universities and colleges to provide student assistance by setting aside 30 per cent of additional revenue from tuition fee increases.
- require postsecondary institutions to provide better information to students on completion, placement, and loan default rates of recent graduates.

- provide student aid from approximately \$560 million in permanent endowments through an Ontario Student Opportunity Trust Fund; and establish pilot projects involving 13 colleges and universities through the Learning Opportunities Task Force, that will help students with learning disabilities make the transition to college or university.

In order to reduce the overall Ontario Student Loan default rate for students attending postsecondary institutions, Ontario is:

- reviewing ways to introduce more flexible loan repayment schedules that are sensitive to graduates' incomes.
- providing Ontario Student Opportunity Grants so that no student will incur more than \$7,000 of debt per year of study.
- accessing income tax refunds to offset amounts owed on loans that have gone into default.
- screening the credit history of new loan applicants for repeat instances of credit delinquency/default.
- requiring lenders to report students' loan repayment experience to credit bureaus; and sharing the cost of loan defaults with institutions whose students have high default rates.

## **Quebec**

The Quebec Ministry of Education states that the mission of Quebec schools is based on a number of principles, including equality of opportunity. As part of the education reform launched in 1997, the school's three missions of instructing, socializing, and qualifying must be seen as tending to promote the success of all students, regardless of their social, cultural, or personal characteristics. Many changes have been made to the Loi sur l'instruction publique, to curricula, to educational regulations, and to policies on special education and students from diverse cultural backgrounds in that spirit. Here are the major changes:

- The Loi sur l'instruction publique requires schools to adapt educational services for students with disabilities or students in difficulty. To allow schools to adapt to the characteristics of their students, educational authority has been decentralized to individual schools and a school council has been created in each school in order to promote greater parent and community participation in the school's educational management.
- Quebec has also increased the accessibility of daycare services for all children by creating subsidized places, focusing especially on access for children from underprivileged backgrounds. Preschool educational services have been extended to 4-year old children from underprivileged backgrounds and to children with disabilities. Preschool education services have been extended to full-time by the age of five, and class sizes have been reduced in underprivileged communities.
- New curricula have been designed to focus on success for all students, with special concern for cultural dimensions, leading to instruction based on meaningful learning situations taking into account students' prior knowledge. Citizenship education is part of the main objectives of education. In addition,

within the training program, teachers are provided with information to help them take into account vulnerability factors or signs of difficulty observed in many students.

- Students at risk require complementary educational services; schools must be able to use resources such as remedial teaching or psychological services. The draft educational framework implemented in July 2000 redefines complementary services as being:
  - support services to provide students with conditions conducive to learning
  - services involving school life and designed to contribute to the development of autonomy in students, to their sense of responsibility as well as to their sense of belonging to school and society
  - services to help students in their educational progression and in their educational and occupational decisions, as well as in problem-solving
  - services focusing on promotion
- The new educational framework also defines special services as being services designed to provide assistance to students who are required for special reasons to receive settlement and French language learning support services, or else home schooling services or schooling in a hospital setting. One example is welcome classes for new arrivals.
- The Ministry of Education is also a partner in a multi-sectoral agreement focusing on sexually or physically abused children or children whose physical health is at risk due to lack of care. That agreement is designed to provide better protection and appropriate assistance for those children by ensuring effective coordination between interested ministries, institutions and organizations. The agreement sets out the responsibilities of each partner, as well as measures to take when cases arise. The focus of the agreement is prevention and staff training.
- A new special education policy was launched in February 2000. This policy is designed to increase the success rate for students with disabilities or students with learning or other difficulties and to offer such students additional schooling options. The policy focuses on prevention, mainstreaming and creating a true educational community between the school, parents and other stakeholders, and includes special attention for children at risk, especially those with learning and behavioural difficulties. The action plan accompanying the policy proposes a series of measures including, on the one hand, increased services to those students, and on the other hand increased expertise for school staff. These measures will be implemented as a priority in underprivileged communities.
- A support program for Montreal schools was launched in 1997 with a specific budget. That program is designed to ensure school and educational success for the greatest number of students. It promotes school projects designed to offer schooling options adapted to the characteristics and needs of Montreal students, especially those from disadvantaged backgrounds. New arrivals to Quebec and ethnic communities (most of whom settle in the Montreal area) also benefit from the program.

- In 1998, the Ministry of Education promulgated the *Politique d'intégration scolaire et d'éducation interculturelle*. That policy deals with several areas including principles of action for Quebec schools in dealing with ethno-cultural, linguistic and religious diversity. Those principles – shared and supported by all institutions – are the following: equality of opportunity; mastery of French, common language of public life; and education for democratic citizenship in a pluralistic context. The policy specifies that allophone students are not over-represented among students with disabilities or with learning or other difficulties. The results of allophone students, broken down by language groups, do show that certain groups experience difficulties and have results that are significantly lower than the average for students. The policy provides that schools must fulfill their mission to all students by taking into account special characteristics such as ethnic origin, mother tongue, social conditions, gender, religious allegiances, etc. The action plan that accompanies the *Politique d'intégration scolaire et interculturelle* is designed, among other aims, to promote the integration of all newly arrived students in the school, the development of the ability to live together in a francophone, democratic and pluralistic society, and training of school staff to that effect.

These measures are designed to apply to all Quebec schools and the government guarantees financial resources commensurate with the needs of each community. Each school chooses its own measures and school boards ensure follow-up and implementation. Some school communities have offered exemplary projects related to the implementation of these measures or policies. The Ministry does not have a list of such projects.

As part of the *Programme de soutien à la participation civique (PSPC)*, the *Ministère des Relations avec les citoyens et de l'Immigration (MRCI)* subsidizes organizations that focus on integrating and including all citizens in society and work with vulnerable clientele, especially young people and women.

In addition, the *Fonds pour les jeunes des minorités visibles*, created in 1997, is designed to fund organizations carrying out projects to adapt their services to a visible minority clientele and to develop employability for youth. The fund includes two segments, one of which focuses on offering services and tools adapted to reality of life for visible minority youth in their employment search.

The second segment deals with developing skills and competencies for visible minority youth and developing awareness among employers. The *Fonds pour les jeunes des minorités visibles* has received \$1,807,000 since its creation.

### **Saskatchewan**

The Community Education Unit of Saskatchewan Education develops and manages policies and programs designed to address barriers to learning and enable school systems, community groups and families to be responsive and innovative in meeting diverse learning needs. It serves as a key point of contact for a range of government, education

and community individuals and organizations and responds to a variety of social and economic policy issues related to education.

Saskatchewan Education provides financial and consultative support to 31 urban and 10 northern Community Schools in communities with significant Aboriginal populations and children and youth at risk primarily due to socio-economic conditions. The Community School Program model has proven successful in meeting the needs of these populations. The model includes four major components:

- A high-quality learning program that is culturally affirming, academically challenging and includes early intervention programming, and in some locations, adult education
- Parent and community involvement
- Integrated services
- Community development

While the Community Schools model was developed for pre-kindergarten to grade 8, secondary schools and rural schools are adapting the model to address their unique needs.

Saskatchewan's Integrated Services Program is a successful approach for meeting the needs of vulnerable children and youth. Saskatchewan Education introduced the Integrated Services Program in 2000. The program provides funding to school divisions and their community partners to provide integrated supports for children and youth at risk of not succeeding in school or life. Three target groups were identified:

- children and youth facing multiple risk factors
- youth not attending school
- children and youth with emotional, behavioural and/or social problems

Nutana Collegiate in Saskatoon has been developing an Integrated School-Linked Services Initiative for three years. The school has found that community partnerships, on-site human services, and student leadership development are three highly successful practices within the initiative.

Saskatchewan has been recognized internationally for its innovative programs integrating services for children and youth at risk (OECD 1998).

In 2000, the Special Education Review Committee submitted its report to the Minister of Education outlining 58 recommendations on how to improve the provincial education system's response to the needs of children and youth with disabilities. While the province's response has not been released yet, two initiatives have been announced:

- an enhanced Shared Services Program, which provides funding to rural, northern and the Fransaskois school divisions to share specialized staff such as speech/language therapists and educational psychologists with neighbouring school divisions and human service agencies
- increased funding for special education and community education

## **Yukon**

In Yukon Territory, an early intervention project attempts to identify and meet the needs of at-risk students before they become candidates for learning assistance teaching. Four areas are addressed: family, community, classroom, and teacher support. The project has focused on the following activities:

- Community Books for Babies — A literacy promotion through which a free book is presented to parents of all Yukon newborns
- Family PALS (Parental Action for Literacy Support) — A block of five sessions is offered to the parents of year 1 and kindergarten students on home support strategies for at-risk children. Both urban and rural schools participate
- Teacher Reading Recovery™ — Sixty teachers have taken three two-day sessions to prepare themselves for the implementation of Reading Recovery. Twenty more will be trained next year. The focus of the sessions is information on Reading Recovery™, in-depth assessment training, and the development of a balanced literacy program
- Classroom Wiggleworks — An interactive CD-ROM program, that has been introduced to all Year 1 teachers and learning assistants as a specific support to at-risk readers
- Roving Teacher Pilot Project — Direct support is provided to the majority of classrooms in urban schools for half an hour a day, four mornings a week, from October to March, so that the classroom teacher is able to work with four at-risk students

The Early Intervention Project was expanded in order to make components available on a territory-wide basis in the year 2000.

## **GOVERNMENT OF CANADA**

Please see Section 2 for a descriptions of Citizenship and Immigration Canada's main initiatives undertaken on behalf of potential or new immigrants to Canada. See also the description of CIC's programs described in Section 6.

## 8. Education by, for, and about Aboriginal peoples in Canada

### PROVINCES AND TERRITORIES

Educational services for First Nations people off-reserve is an area of responsibility that is not clearly defined between provincial/territorial governments and the federal government. The public school systems are also responsible for integrating education about Aboriginal peoples in Canada into the curricula for all students. Here are reports from a number of provinces and territories in Canada.

#### Alberta

In September 2000, the Government of Alberta released its Aboriginal Policy Framework. The document, *Strengthening Relationships*, is designed to guide the Alberta government's relations with First Nations, Métis, and other Aboriginal people in the province. In *Strengthening Relationships*, the Government of Alberta commits to working with Aboriginal people, federal and municipal governments, industry and other interested parties toward two goals. One goal is aimed at individual and community well-being and self-reliance. Improving the educational attainment of Aboriginal learners is a key objective under this initiative. The other goal is aimed at the clarification of federal, provincial and Aboriginal roles and responsibilities.

Alberta Learning supports the development and delivery of programs and services to improve the success of Aboriginal students in the Alberta education system, and that contribute to a better understanding of Aboriginal educational needs and best educational practices:

- Alberta Education (now the Ministry of Learning) has a *Policy Statement on Native Education in Alberta*. The policy ensures that all students in all Alberta schools are provided with curricular materials that give a balanced and positive view of Aboriginal peoples. At the same time, the policy encourages the involvement of Aboriginal peoples in the education of their children.
- Alberta Learning makes funds available for Native Education Projects in support of Alberta's *Policy Statement on Native Education in Alberta* (e.g., for Native personnel, learning resources, Native language development, and cultural awareness).
- Alberta Learning in partnership with elders and educators has developed the Aboriginal Studies 10, 20, and 30 course program, the first provincial program in Aboriginal Studies. Aboriginal Studies 10, 20, and 30 course content deals with First Nations and Métis history and contemporary issues from an Aboriginal perspective.
- Alberta Learning provides funding to support the expansion of postsecondary spaces in high priority fields, such as teacher education focused on Aboriginal learners.

Alberta's universities, colleges and technical institutes implement courses and programs to serve the needs of their community members, including the specific needs of Aboriginal adult-learning communities. Several institutions offer a range of Aboriginal student support services to enhance learner success.

### **British Columbia**

With an enrolment of 40,000, Aboriginal students made up seven per cent of the students in B.C. public schools in 1998/99. Less than one-third of B.C.'s Aboriginal people live on reserves, and one in five Aboriginal people live within the Greater Vancouver Regional District.

However, Aboriginal students graduate at less than half the rate of their non-Aboriginal counterparts. Recognition of this problem led to the adoption of five Aboriginal Education Improvement Agreements as pilot projects in 1999. Improvement Agreements are intended to support strong cooperative relationships between Aboriginal communities and school districts. They give Aboriginal communities and districts greater autonomy to find the solutions that work for their students, schools and communities.

The B.C. Ministry of Education supports school districts funding for educational programs for Aboriginal students. The funding must be used in specific areas: for counselling and support services, to increase knowledge about First Nations' culture and language, and for other programs that improve the success of aboriginal students. For more information on Aboriginal Education programs in B.C., visit this Web site: <http://www.bced.gov.bc.ca/abed>.

B.C. has also taken steps to improve the knowledge of all students in provincial schools about Aboriginal peoples. A key resource is *Shared Learnings: Integrating B.C. Aboriginal Content K-10*, a set of guides for teachers to integrate Aboriginal topics into all subject areas at an introductory level. The aim is to assist educators in creating a greater sensitivity to and respect for the richness and diversity of the Aboriginal peoples of British Columbia. In recognition of the many cultural and experiential differences that exist among B.C. Aboriginal peoples, the "shared learnings" are intended to highlight issues, concerns, and realities that are common to most or all. Specifically, the shared learnings are statements of knowledge about B.C. Aboriginal peoples' cultures, values, beliefs, traditions, history, and languages, with emphasis on the following areas:

- Aboriginal people's relationship with the natural world, a relationship characterized by a sense of connectedness, respect, and stewardship
- Aboriginal influence: The wisdom and knowledge embedded within Aboriginal cultures continue to influence the world
- The endurance of Aboriginal traditions, which are living expressions of dynamic cultures
- Aboriginal languages and communications, which reflect distinctive world views
- Aboriginal artistic traditions, which are vital expressions of Aboriginal cultures
- Aboriginal social, economic, and political systems, which continue to be sources of strength and direction for Aboriginal people

- The evolution of human rights and freedoms, with reference to Aboriginal people: Aboriginal people are continuing to define and affirm their individual and collective rights and freedoms

The *Shared Learnings* guides are freely available from the Web site of the B.C. Ministry of Education at <http://www.bced.gov.bc.ca/abed/shared.htm>.

In the past five years, the B.C. government has also developed a framework to significantly improve access to postsecondary education for Aboriginal students. It has established two Aboriginal public postsecondary education institutions — Nicola Valley Institute of Technology (NVIT) and the Institute of Indigenous Government (IIG) — managed by Aboriginal people.

The *Aboriginal Postsecondary Education and Training Policy Framework* was approved by the Cabinet of British Columbia in June 1995. The key objectives of the framework are: to increase the participation and success rates of Aboriginal people in postsecondary education and training; to support capacity-building toward self-government for Aboriginal people through postsecondary education and training opportunities; to establish a long-term plan to ensure that Aboriginal people can acquire the knowledge and skills required for effective self-government in the post-treaty environment; and to secure federal government commitment to maintain financial contributions for postsecondary education and training for Aboriginal people. Detailed information on the framework can be accessed at the following Web site: <http://www.aett.gov.bc.ca/aboriginal/framework.htm>.

NVIT and IIG were established in 1995 by the provincial government to increase access to postsecondary education for Aboriginal people. The mission of these institutions is to provide high quality postsecondary education relevant to the diverse and evolving needs of First Nations communities, in an environment that fosters student success. Respect for the dignity, rights, cultures and beliefs of all people is a key value within the mission of these institutes.

Aboriginal program initiatives in British Columbia continue to enhance learner transition and recruitment into postsecondary education and training, and the development of relevant Aboriginal programming for all learners. Programs are offered through partnerships between Aboriginal organizations (private Aboriginal postsecondary institutions, tribal councils, bands and organizations) and the public postsecondary institutions, and include a range of programs from Adult Basic Education to University Transfer Programs. Curriculum and cultural awareness activities, staff training, and development of Aboriginal resources are provided as well as training for capacity building in anticipation of treaty settlements. Aboriginal coordinators have been established at public postsecondary institutions throughout British Columbia to support Aboriginal students in the postsecondary education system. Institutions offer several hundred programs which support education and training for Aboriginal students.

The *1997 British Columbia College and Institute Aboriginal Former Student Outcomes Report* prepared by the Centre for Education Information Standards and Services shows that Aboriginal people who attend postsecondary education in British Columbia find work more easily after completing their studies and consider their education to be useful while on the job. Detailed information on findings from this study can be accessed on the following Web site: <http://www.ceiss.org/edresearch/aboriginal/aboriginal.asp>.

## **Manitoba**

Manitoba Education and Training has identified Aboriginal education and training as a priority. Its policy of inclusion is being applied to Aboriginal education and training in all areas of the Department which includes kindergarten to Senior 4, training, and postsecondary education.

Manitoba Education and Training has adopted a policy of inclusion, which will insure that the Aboriginal Education and Training Strategy is carried out through Departmental initiatives, from a foundation based on the Department's mission and guiding principles.

The goals of the Aboriginal Education and Training Strategy are: to strengthen partnerships with the Aboriginal community and other stakeholders; to increase the graduation rate of Aboriginal students and to increase the labour market participation of Aboriginal people. An Aboriginal Education and Training Strategy permanent working group has been established.

Aboriginal Perspectives are being integrated into the provincial curriculum and an Aboriginal Education Curriculum Steering Committee has advised and assisted the Department in the development and integration of Aboriginal Perspectives into the curriculum.

The Department co-sponsors with the University of Winnipeg, University of Manitoba, Red River College, and the Winnipeg School Division No.1, a Summer Institute on Aboriginal education.

Manitoba Education and Training also co-sponsors with the University of Manitoba and the School District of Mystery Lake No. 2355 a Northern Summer Institute on Aboriginal Education.

Staff development activities for the Program Implementation Branch have focused on increasing the awareness and knowledge of all staff with regard to Aboriginal education and effective strategies for increasing student success.

Today's vision for scientific literacy (as reflected in the Pan-Canadian Science Framework and Manitoba's K-4 Framework) reflects an inclusive stance related to gender and varying cultural perspectives, including an Aboriginal perspective. This is in contrast to the previous view of science as the domain of white male scientists from the Western world. Manitoba has incorporated this vision into General Learning Outcomes that reflect student expectations for the end of their kindergarten to senior 4 schooling.

A support document on differentiating instruction called *Success for All Learners* provides teachers with research and strategies to assist them in helping all students to succeed. This document includes best practices from an Aboriginal perspective, and information to teachers on Aboriginal as a First Language speakers.

Currently, Manitoba Education and Training is a partner in a Western Canadian Protocol project to develop a common curriculum framework for Social Studies. The composition of the project team, which includes Anglophone, Aboriginal and Francophone representatives from each of the western provinces and northern territories, ensures that this framework also will play a key role in strengthening students' knowledge of the issues related to Aboriginal people and in developing positive attitudes, skills and behaviours to challenge stereotypes and ignorance.

Manitoba Education and Training has produced a number of support documents for the integration of Aboriginal perspectives and to provide Aboriginal students and others an opportunity to learn about the Aboriginal peoples and culture. A curriculum support document for integrating Aboriginal Perspectives into curricula is in the initial phase of development.

### **New Brunswick**

The Department of Education of New Brunswick has adopted legislative and policy initiatives designed to address academic, social, and cultural needs of Maliseet and Mi'kmaq students attending public schools. These initiatives ensure development and implementation of culturally-sensitive curriculum, programs, and services within the public school system. The Department recognizes the need to develop resources and learning materials that provide information about Maliseet and Mi'kmaq histories, languages, cultures, traditions, and contributions (both historical and contemporary) to the development of Atlantic Canada. The primary goal of Aboriginal education in New Brunswick is to assist Maliseet and Mi'kmaq students to acquire the skills required for active participation in mainstream society and to be proud of their ancestral languages and cultures. Policy and legislative initiatives also require the Department to ensure all students (Native and non-Native) gain a greater understanding of Maliseet and Mi'kmaq histories and cultures.

New Brunswick's *Policy Statement on Maliseet and Mi'kmaq Education* provides a clear direction for the positive development of Aboriginal education in New Brunswick. The Policy requires the Department to develop, implement, and monitor programs and initiatives in the following broad areas:

- Maliseet and Mi'kmaq participation in the education system
- Curriculum and instructional resources
- Training for student teachers, teachers and administrators
- Research and evaluation
- Liaison and coordination with other education agencies

Given the above policy framework, the Department has developed and implemented a number of initiatives designed to address the needs of Maliseet and Mi'kmaq students attending public schools. These include:

***Maliseet and Mi'kmaq Participation Initiatives:***

- establishment of Departmental committees such as Aboriginal Education Curriculum Development Advisory Committee, Maliseet Language Committee, and Mi'kmaq Language Committee
- establishment of district-based Aboriginal Education Advisory Committees in those areas where a significant number of Aboriginal students are enrolled
- recruitment of Maliseet and Mi'kmaq teachers into the public schools
- parental involvement in District Education Councils
- establishing Native Education Coordinator positions in select districts

***Curriculum and Instructional Resources Initiatives:***

- offering a Native studies course at the high school level and Maliseet language courses
- developing Maliseet and Mi'kmaq curriculum units/modules/resources
- development of materials (written, audio-video, and computer software) with Maliseet/Mi'kmaq content
- implementation of the Circle of Understanding program designed to introduce Maliseet and Mi'kmaq perspectives into the public school classrooms

***Training for Teachers and Administrators Initiatives:***

- implementation of district and school-based in-service sessions for teachers and administrators; pre-service sessions for student teachers
- cultural immersion summer institute for teachers and administrators
- delivery of summer institutes designed to assist educators meet academic, social and cultural needs of Aboriginal students

***Research and Evaluation Initiatives:***

- establishment of “information base” required to monitor academic progress of Maliseet and Mi'kmaq students attending public schools
- information base is also useful for developing and implementing programs and services
- studies conducted include “Closing the Gap,” “Learning Styles of Aboriginal Students,” “Counselling the Native Students,” and “Addressing the Educational Needs of Maliseet and Mi'kmaq Students Attending Public Schools in New Brunswick”

***Additional Initiatives:***

- delivery of cultural immersion summer camp for Native and non-Native students
- implementation of at-risk intervention program
- establishment of Maliseet/Mi'kmaq Cultural Resource Centres in public schools

- provision of funds for implementation of culturally-sensitive support services at district level

It is important to note that all initiatives are developed in consultation with Maliseet and Mi'kmaq Elders, educators, and leaders through various committees.

Public education is provided to Native students under agreements negotiated with individual First Nations. Historically, these have been for one-year periods; however, negotiations are currently under way for five-year agreements. Provisions of the agreements address a number of issues such as educational outcomes for Maliseet and Mi'kmaq students, delivery of culturally-sensitive programs and services, and other priority areas identified by First Nations.

### **Northwest Territories**

NWT legislation recognizes eleven official languages (Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey and South Slavey). Of these, nine represent languages and cultures of Aboriginal Canadians. For some time, political movements have pressured the NWT government to make Aboriginal education more meaningful. The Department of Education responded initially by putting energy into teacher education. This response was based on the belief that trained and qualified Aboriginal teachers would know how and what to teach of their cultures. While successful, the teacher education program in itself was not enough. Teachers, including Aboriginal and non-Aboriginals, need to be supported in developing a better understanding of the role of culture and language in the success of students in school programs.

Significant progress has recently been made in supporting teachers to provide culture-based education for Aboriginal children. Most notably, the department, in concert with Aboriginal governments, has completed the development of the Dene Kede and Inuuqatigiit curricula. The curricula encompass the cultures, languages and world views of the Dene and Inuit. They consist of a set of learning expectations broadly categorized into four areas and relate to the students' relationships with the spiritual world; the land; other people and themselves. These curricula are the result of extensive community input and consultation. The primary developers were Inuit and Dene teachers, working intensely with elders in their regions and communities to gather data and to receive direction.

During the writing of the curricula, some of the elders passed away. This saddened many people who understand the value of the knowledge and skills these elders had, and heightened the urgency to effect changes. The divisional education councils (similar to school boards) are now making considerable progress in implementing culture-based programs. This step requires teachers and administrators in individual communities to thoroughly inform, consult and involve parents and other stakeholders in their communities.

## **Nunavut**

On April 1, 1999, Canada's geographical and political map changed and a new jurisdiction, Nunavut, was created. Nunavut, "our land" in Inuktitut, the language of the Inuit people, is the realization of more than 20 years of negotiations and planning by the Inuit people of the Eastern and Central Arctic. The Agreement gave Inuit the right to self-government and self-determination. While Inuit represent 85 per cent of the population in the Nunavut area, they have chosen to pursue their aspirations to self-determination through a public government structure rather than through Inuit-specific self-government arrangements. Nunavut is governed through a public government framework that represents all residents, Inuit and non-Inuit alike.

Nunavut faces many challenges: high costs for goods and public services, a young workforce, high levels of unemployment, low education levels and low average annual incomes. The creation of Nunavut, however, gives residents greater decision-making power and control over how to meet these challenges.

Nunavut incorporates Inuit values and beliefs into a contemporary system of government. Its working language is Inuktitut, but other languages used in government are Inuinnaqtun, English and French. Inuit culture is promoted through the Department of Culture, Language, Elders and Youth, which plays a key role in helping all departments develop and implement policy reflective of Inuit values. The Department is responsible for implementing programs that maintain traditional Inuit values, promoting and encouraging Inuit representation in the public service and ensuring that Inuktitut and Inuinnaqtun are incorporated into each government department. The Department works closely with the Department of Education to ensure Inuktitut and Inuinnaqtun are taught from grades K–12 in Nunavut schools. The Department is also responsible for a large number of grants and contributions to community museums, oral traditional projects, arts and cultural events, northern performers and cultural organizations.

The Department of Education recognizes that learning is based on and flows from a foundation of culture, tradition, heritage and language. As such, Inuktitut is promoted throughout the education system. Education-Nunavut provides and supports education and training opportunities at all levels for Nunavummiut. The department supports the network of community Daycare Centres across Nunavut, provides support and direction to the public school system in communities, and supports post secondary education through the community college. The department supports the development of electronic information systems to support distance learning, by accessing the Internet. It provides financial assistance to postsecondary students through student loans, career development counselling and coordinates a territorial apprenticeship program. The department supports continuing education programs and a public library service.

## **Ontario**

Aboriginal peoples are unique in Canada's mosaic, and exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country.

The purpose of the Native Studies curriculum is to provide students in Ontario schools with a broad range of knowledge related to Aboriginal peoples, and to inculcate within Ontario students a better understanding of local, regional, and national issues pertinent to Aboriginal peoples. Native Studies will foster an increased awareness and understanding of the history, cultures, world-views, and contributions of Aboriginal peoples in Canada.

The Ministry has already developed a Native Studies component in the elementary social studies program. In grades 3 and 6, students compare cultures found within Canada, examine lifestyles from different geographic settings, and study the accomplishments of important people in Canada. The grade 7 and 8 history and geography program emphasizes the partnerships and alliances between Aboriginal and non-Aboriginal peoples in Canada before 1867, as well as the experiences of Aboriginal peoples within the Canadian nation during the final decades of the nineteenth century.

Two Native Studies courses are offered by secondary schools in grades 9 and 10. The grade 9 course, *Expressing Aboriginal Cultures*, provides an overview of the various art forms used by Aboriginal peoples to communicate information about Aboriginal cultures. The grade 10 course, *Aboriginal Peoples in Canada*, highlights twentieth-century history and contemporary issues from an Aboriginal perspective. As well there are six courses in grade 11 and two courses in grade 12 in the Native Studies discipline.

Policies and programs exist for teaching Aboriginal languages and cultures in Ontario elementary and secondary schools.

The Native Languages program in grades 1 to 8 is designed to provide a general foundation of language skills, to maintain and strengthen the foundation of Native language skills, to create a deeper sense of appreciation, pride, and respect for speaking a Native language as part of the culture. The purpose of the program is to revive the use of Native languages into living languages.

The new, province-wide Ontario Curriculum sets new standards of achievement for every student enrolled in Native Language programs in the province, and specifies the knowledge and skills that students should acquire in grades 9 to 12. The new, more structured courses place a strong emphasis on helping students develop oral communication skills as well as reinforcing the relationship between language and culture. Native Language courses in each of grades 11 and 12 emphasize the students' ability to communicate.

First Nation band councils, which act under the authority of Indian and Northern Affairs Canada, have established First Nation Education Authorities (FNEA) to administer education in their communities and act in the capacity of school boards. Funds administered by these local Authorities are provided by the federal government. When school-aged students in First Nations communities continue their education in provincial schools, the FNEA purchases educational services from neighbouring school boards through tuition agreements. Where this occurs, the First Nation is entitled, under provincial legislation, to representation on the relevant school board.

The Ministry also supports three alternative secondary schools housed within Native Friendship Centres, where Native students at risk of dropping out of school can obtain their secondary education in a culturally-supportive environment.

There are eight Native postsecondary institutes that have articulation agreements with colleges of applied arts and technology. A number of Ontario universities offer credit courses within First Nation communities, as a bridge to postsecondary study outside the community.

The Ontario Human Rights Commission is working to develop a special program in partnership with Aboriginal persons in the province. Many Aboriginal communities have little experience with the provincial human rights process, and are unaware of the Commission's services or its ability to serve Aboriginal interests. The program's goals include enhancing awareness among Aboriginal persons of the protections contained in the Human Rights Code, developing appropriate and culturally-sensitive mechanisms for accessing the Commission's services, and developing a sustained corporate Commission presence within Aboriginal communities and organizations.

### **Prince Edward Island**

In 1997, the Department of Education established the Aboriginal Education Advisory Committee to recommend strategies to assist Aboriginal students in the province achieve their potential, to profile Aboriginal role models, and to combat racism. The committee has representation from the education system as well as First Nations communities and organizations. Initiatives include:

- building collaborative partnerships with the Aboriginal community.
- providing workshops for teachers on recognizing and eliminating stereotyping of Aboriginal peoples in curriculum.
- analyzing the Review of Special Education and making recommendations to the department about its implications for programming and service delivery for Aboriginal students with special needs.
- *Success in School Project*  
The committee funded a part-time research assistant to record, analyze, and make recommendations on the discussions by several focus groups in the Aboriginal communities. The focus groups consist of youth aged between 15 and 24 discussing what can possibly make school a more successful experience for Aboriginal students. Focus groups will also be held with the parents to get their views on these issues. The results will be transcribed and the recommendations used to make school a more positive experience for Aboriginal students on Prince Edward Island.
- *Native Studies 801*  
This High School credit course is a local pilot course; the Aboriginal Education Committee was instrumental in writing the curriculum to reflect Prince Edward Island Aboriginal culture. The course was launched in February 2001 with a

ceremony attended by the Island Aboriginal communities, Social Studies and History teachers across the Island, representatives of the Department of Education, and committee members.

- *Aboriginal Justice Workshop*  
The committee attended this workshop in January 2001 at which various Aboriginal speakers talked about the success of Native people in the justice system. It was very positive to see how some Aboriginal solicitors, judges, justice workers, and others have succeeded in their careers and been able to encourage more of their people to enter these fields. They are very positive role models and their stories were very memorable. Donald Marshall was there and spoke at a panel discussion the evening before.
- *Aboriginal Treaty Rights*  
The committee is hearing presentations and reviewing proposed curriculum resources on Aboriginal treaty rights.

## **Quebec**

The Ministry of Education is actively contributing to the publication of a collection of brochures on First Nations. Eight brochures entitled “Nunavik” (Inuit), “Nitassinan” (Montagnais), “Wôbanaki” (Abenakis), “Nitakinan” (Algonquin), “Nitaskinan” (Attikamek), “Wendake” (Huron-Wendat), “Eeyou Astchee” (Cree), “G’mtgiminu” (Micmac), as well as an activity guide are currently available for senior elementary classes (grades 4, 5, and 6). A ninth brochure on the Naskapi people will be published in the fall of 2001.

Higher education institutions have developed an expertise in First Nations education, either on campus or in Native communities, especially Université du Québec à Chicoutimi (UQAC) and Université du Québec en Abitibi-Témiscamingue (UQAT), McGill University, and more recently Concordia and Laval Universities as well as Sept-Îles, John Abbott, Chicoutimi, Héritage and Marie-Victorin Colleges.

Université du Québec à Chicoutimi has been associated with First Nations since 1971. Its Centre d’études amérindiennes (reorganized in 1991) served more than 450 native students in 1993–1994. Most activities were offered in communities and served a number of interests. The University has established relations with the Montagnais, Attikamek, Algonquin, Naskapi, Cree and Mohawk nations. In addition, the University has developed a number of certificate programs, especially in education, science, multidisciplinary programs, administration, psychology and languages, to meet community needs. First Nations participate in centre administration and the centre’s own research service has a number of publications on First Nations languages and population as well as documents on First Nations history and culture. Over 500 diplomas and certificates have been awarded to First Nations students since 1977.

McGill University has offered a First Nations teacher training program since 1975. The program was initially developed for Inuit in close cooperation with the Commission scolaire Kativik, and is now extended to Cree with the cooperation of Commission scolaire crie, as well as to other First Nations groups such as Algonquin, Micmac and

Mohawk nations. In each case, First Nations communities took the initiative of organizing and applying the program in their community; 15 program credits are local and can be adapted to the cultural and social specificity of each First Nations community.

The implementation and conduct of the program (which includes a total of 45 credits) are directed by an advisory committee made up of representatives of McGill University, those First Nations communities participating in the programs, as well as – more recently – student representatives.

The teacher training program leads to a teaching certificate whose credit can also be applied to the bachelor's degree in education program.

In 1982, McGill University also developed a program to train Inuit social workers. This program is now delivered partly on campus, partly in the North, to a group of twenty Inuit community workers at a beginner or more advanced level.

Concordia University recently created an association called Le Cercle des Premières Nations for on-campus First Nations students. The association has created a service centre for the University's First Nations students, offering assistance and counselling services to help them adapt to the academic, cultural and economic requirements of their urban setting. Université du Québec à Montréal also recently created a First Nations Committee that came into being on December 20, 1993. Laval University has also developed a similar service on a small scale for First Nations students enrolled in its Faculty of Law following a preparatory year at the University of Ottawa.

Université du Québec en Abitibi-Témiscamingue has offered since 1984 an undergraduate teaching certificate program for two northern villages, that also meets the needs of First Nations communities in the Val d'Or region.

The Ministry of Education gives effect to its policy of accessibility to higher education by promoting flexibility and cultural accommodation to meet the needs of First Nations, while maintaining the standards and requirements of diploma programs. We believe that over 1000 First Nations students have now received university programs.

### **Saskatchewan**

In 1988, the Saskatchewan Human Rights Commission required all school divisions with a significant proportion of Aboriginal students to develop Education Equity plans and programs and report on them annually at a public hearing. The Education Equity policy was designed to reduce the number of Aboriginal students who dropped out of school before they had completed secondary school. Equity plans are comprehensive, emphasizing hiring Aboriginal teachers; reviewing school policies and procedures; providing cross-cultural training; changes in curriculum to include Aboriginal content; and increased involvement by Aboriginal parents.

Saskatchewan Education has since established the Aboriginal Education Provincial Advisory Committee (AEPAC) consisting of Aboriginal people along with the regular partners in education, including the Saskatchewan Teachers' Federation. Aboriginal input

and decisions drive the recommendations aimed at removing obstacles to cooperation and to nurturing partnerships geared to meeting the diverse and unique needs of students. The Committee helps to discern factors that make up program effectiveness and advises on how to evaluate their impact.

Through dialogue and cooperation, realistic ideas on reversing low graduation rates and on increasing representation in the professions and employment are defined. Department-based partnerships with Aboriginal people show that the advice provided by Aboriginal people results in a qualitative change in thinking and in innovation that benefits provincial schools as well as schools on reserves.

- Saskatchewan Education works in partnership with the Prince Albert Grand Council (PAGC) to support a coordinated strategy for the development of Indian languages. This ensures participation of Elders and language specialists from all the six language groups in the province. Similar work is carried out with the Métis community to support development of the Métis language bank (Michif).
- A contractual arrangement with the Federation of Saskatchewan Indian Nations supports development and adaptation of a K–12 scope and sequence of First nations history, cultures, values and technological learning outcomes for use by all schools. The secondary level School-to-Work Transition program and the K–8 cultural understandings are currently under development.
- Work is furthered through department research on the status of Aboriginal language policy and program development at the local level.
- Policy frameworks and mechanisms are implemented that allow for greater cooperation and shared decision-making in curriculum adaptation at the local level.
- The new Core Curriculum with its Aboriginal issues integrated in all subjects at all grades provides a basis for teaching and learning for all students. This undergoes continual actualization and renewal with Aboriginal people.
- Saskatchewan’s technology-based on-line curriculum coupled with a distance education capacity supports participation and equitable access in the north and south, and in rural and urban contexts.

Saskatchewan Education established the Indian and Métis Education Development Program (IMED) in 1984 to provide incentive grants to school divisions for use in developing, implementing and maintaining Indian and Métis educational programming. It includes such initiatives as: alternative education models for students unable to succeed in regular classroom settings; community education programs based on the Community Schools model; and, the integration of Indian and Métis content and perspectives in Core Curriculum. It also supports projects of a provincial scope including such initiatives as studying student movement and the prevalence of youth living on the streets in Regina.

In response to a need identified by school divisions, Saskatchewan Education developed the Aboriginal Elder/Outreach Program as a special component of the IMED Program in 1999. The program funds initiatives that bring Aboriginal resource people, such as

Elders, outreach workers or cultural advisors, into the school. The purpose is to encourage the building and enhancement of relationships between school divisions and the Aboriginal community. Aboriginal Elders, outreach workers, cultural advisors and other Aboriginal resource people play a vital role in creating a culturally-affirming school environment. These resource people can link students, staff, families and community to Aboriginal cultures and traditions, as well as bring an enhanced Aboriginal perspective to the school.

Special teacher education programs associated with Saskatchewan universities encourage and assist First Nations people, Métis, and northerners to become teachers. The Saskatchewan Teachers' Federation is a major supporter of Saskatchewan's three teacher education programs for Aboriginal people (one for treaty Indians, one for urban Aboriginals and one for northern Aboriginals). It maintains a special subject council called AWASIS for educators interested in Aboriginal education.

### **Yukon**

The following initiatives are intended to promote understanding of Yukon First Nations and their changing role in contemporary society.

- *Dene Games/Arctic Sports Curriculum Guide*. This curriculum resource guide and resource kit is available for grades 6–11 physical education in Yukon schools. There is teacher support available from the Skookum Jim Friendship Centre Recreation Program and Sport Yukon.
- *B.C. First Nations Studies 12 Integrated Resource Package (I.R.P.)* The course focuses on the study of the Yukon Land Claim and Self-Government Agreements.
- *Western Canadian Protocol for Collaboration in Basic Education: Aboriginal Language and Culture Project*. This generic framework for Aboriginal languages from kindergarten to grade 12 provides culturally appropriate Aboriginal language activities encompassing a high degree of community and elder involvement. Two Yukon schools piloted this curriculum in the 1998–99 school year.
- *The Yukon Native Teacher Education Program (YNTEP)* is a four-year Bachelor's degree program offered at Yukon College to train First Nations people to be educators. Since 1993, of the 27 students who have graduated from the program, 18 have been hired for teaching positions in Yukon and five are teaching in the provinces. Advanced Education is discussing a new five-year agreement for YNTEP with Yukon College and the University of Regina.

### **Western Canada**

The Western Canadian Protocol: Aboriginal Language and Culture Project is the collaborative effort of Aboriginal educators from the four western provinces (British Columbia, Alberta, Saskatchewan, and Manitoba) and two territories (Yukon and Northwest Territories). The mandate of the project is to create a generic curriculum framework for the development of curricula for the teaching of community or regional Aboriginal languages and cultures.

Elders representing each of the jurisdictions have given views regarding the value of this collaborative work and the principles which might define it. The Elders agreed that the framework would be valuable, affirming that there were foundational “laws” governing an Aboriginal world view, but they cautioned against a framework that would take control away from “villages deciding which person, which family, which village would be involved in developing its own materials.” (Mary John, Prince George, B.C.)

A review of the literature regarding Aboriginal Education and a review of the current Aboriginal culture and official Aboriginal programs in each of the participating provinces and territories has been completed. The results of the review are contained in *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education* (June 2000). The framework reflects the universal values and beliefs inherent in Aboriginal cultures and is intended to be a support document for schools or regions within the Western provinces and the territories wishing to develop curricula, learning resources or strategies dealing with Aboriginal languages.

#### **GOVERNMENT OF CANADA**

The Royal Commission on Aboriginal Peoples, initiated by the government of Canada in 1991, completed its work in November 1996. Its report contained over 400 recommendations regarding every aspect of relations between Aboriginal peoples and governments in Canada, including education. In January 1998, the government of Canada responded with its action plan *Gathering Strength: Canada's Aboriginal Action Plan* [http://www.inac.gc.ca/gs/chg\\_e.html](http://www.inac.gc.ca/gs/chg_e.html). This was accompanied by a Statement of Reconciliation that read, in part:

Sadly, our history with respect to the treatment of Aboriginal people is not something in which we can take pride. Attitudes of racial and cultural superiority led to a suppression of Aboriginal culture and values. As a country, we are burdened by past actions that resulted in weakening the identity of Aboriginal peoples, suppressing their languages and cultures, and outlawing spiritual practices....

One aspect of our relationship with Aboriginal people over this period that requires particular attention is the Residential School system. This system separated many children from their families and communities and prevented them from speaking their own languages and from learning about their heritage and cultures. In the worst cases, it left legacies of personal pain and distress that continue to reverberate in Aboriginal communities to this day. Tragically, some children were the victims of physical and sexual abuse.

The government of Canada acknowledges the role it played in the development and administration of these schools. Particularly to those individuals who experienced the tragedy of sexual and physical abuse

at residential schools, and who have carried this burden believing that in some way they must be responsible, we wish to emphasize that what you experienced was not your fault and should never have happened. To those of you who suffered this tragedy at residential schools, we are deeply sorry.

In dealing with the legacies of the Residential School system, the government of Canada proposes to work with First Nations, Inuit and Métis people, the Churches and other interested parties to resolve the longstanding issues that must be addressed. We need to work together on a healing strategy to assist individuals and communities in dealing with the consequences of this sad era of our history.

The government of Canada's action plan contained several elements involving education. Under the Constitution of Canada, education is a provincial responsibility, but the federal government has the responsibility for the education of First Nations people, that is Aboriginal people with official status as Registered Indians, living on reserves.

In its plan, the federal government made a number of commitments in the field of education:

- to work with Aboriginal people to address the early childhood development needs of Aboriginal children by continuing the off-reserve Aboriginal Head Start Program and extending it to include on-reserve communities.
- to support education reform on reserves: to improve the quality and cultural relevance of education for First Nations students, improve the classroom effectiveness of teachers, support community and parental involvement in schools, improve the management and support capacity of First Nations systems, and enhance learning by providing greater access to technology for First Nations schools.
- to support First Nations, Inuit and Métis youth to explore career options while in school and to acquire practical work experience; to expand support of young entrepreneurs through activities such as the Aboriginal Business Youth Initiative, which provides loan funds, mentoring, and business support through Aboriginal financial organizations.
- to establish a network of multi-purpose urban Aboriginal youth centres linked to friendship centres or other Aboriginal community organizations, to encourage Aboriginal youth to stay in school and to provide career planning, employment opportunities, and recreational activity in a supportive, culturally relevant environment.

Currently, the federal government is in the process of transferring authority for education to First Nations communities. This is seen as an important prerequisite to the development of relevant education programs. In his 2000 Report to Parliament, the Auditor General of Canada reported that about 69,000 Indian students (59%) are enrolled in community-managed schools on reserves. An additional 46,000 Indian students living

on reserves (39%) are enrolled in provincial schools off reserves. Approximately 1,700 students are enrolled in schools still run directly by the federal government.

In the same report, the Auditor General concluded that the government of Canada cannot demonstrate that it meets its stated objective to assist First Nations students living on reserves in achieving their educational needs and aspirations. The Department of Indian Affairs and Northern Development (DIAND), he said, does not have the necessary assurance that First Nations students are receiving culturally appropriate education. Moreover, the progress in closing the education gap for Indian students living on reserves has been unacceptably slow. At the current rate of progress, it will take over 20 years for them to reach parity in academic achievement with other Canadians, his report stated.

In April 2000, the National Chief of the Assembly of First Nations (AFN) endorsed the Auditor General's conclusions, saying that the current system simply does not work. He called on DIAND to work with members of the AFN to develop a First Nations educational infrastructure, train qualified First Nations teachers, develop culturally appropriate curricula, develop First Nations educational standards and establish an understanding with provincial governments in these areas. He added that, in transferring authority over education to First Nations communities, the government of Canada must ensure that there are sufficient financial resources to guarantee that the criteria developed to ensure quality education for First Nations students comes with sufficient funding for the communities.

Indian and Northern Affairs Canada acknowledged the Auditor General's criticisms, adding that it believes that *Gathering Strength – Canada's Aboriginal Action Plan* and other planned education initiatives involving the Department, First Nations, and provincial governments will help close the education gap he described.

In 1999, the federal government also began implementation of the Urban Multi-purpose Aboriginal Youth Centres in communities across Canada. The centres will develop programs that encourage school completion, increase effective participation in employment, provide skill development and career counselling, and improve life skills. The federal government's Youth Employment Strategy also contains several special programs for Aboriginal youth, most of which are administered directly by Aboriginal communities and organizations.

#### **ABORIGINAL PEOPLE'S ORGANIZATIONS**

The **Assembly of First Nations (AFN)** is the national representative organization of the First Nations in Canada. There are over 630 First Nations communities in Canada. The AFN Secretariat is designed to present the views of the various First Nations through their leaders in areas such as Aboriginal and Treaty Rights, Economic Development, Education, Languages and Literacy, Health, Housing, Social Development, Justice, Taxation, Land Claims, Environment, and other issues that are of common interest.

In the area of education, the AFN advocates the promotion of community-based and governed education systems through treaty and Aboriginal rights. Its goal is to safeguard

education treaty rights and advance First Nations jurisdiction over education. It promotes and facilitates the development of national strategies, policy frameworks, guidelines and standards for education. It supports local First Nations educational goals, needs and initiatives, and it facilitates the development and implementation of a national strategy for jurisdiction over education. Among its recent activities are the following:

- The AFN carried out an Elementary-Secondary Education Study to identify: the priorities for quality education programming in First Nations schools; effective strategies for managing First Nations schools; barriers to the effective implementation of jurisdiction in First Nations education programming; resourcing implications for quality management and jurisdiction; and ways to finance First Nations education.
- The Post Secondary Education Review was to: (1) examine the development of the policy and programs administered by DIAND; (2) make recommendations to improve services, program development, resource levels and methodologies to best accommodate First Nations program initiatives, needs and requirements; and (3) identify an implementation and resource strategy for program and institutional improvements.
- The purpose of Special Education Study was to gather information regarding First Nations special education across Canada. It was anticipated that the data gathered would provide the starting point from which to develop a national policy on special education for First Nations.
- Wisdom of the Fire-Learn Not to Burn®: Canada has one of the highest fire death rates in the industrialized world. The on reserve fire death rate for the Aboriginal peoples of Canada is three times higher than the Canadian national average: the death rate per year is 6.1 for Aboriginal communities and 1.89 for the Canadian population. In response to the need for a fire safety curriculum in First Peoples communities, the Assembly of First Nations worked in partnership with a variety of organizations to develop a culturally appropriate fire prevention and protection curriculum for First Nations, Métis and Inuit children in kindergarten through grade two.
- The AFN organized a National Education Conference in 1999 to provide a forum for First Nations educators, administrators, professionals, and others to share educational information and dialogue about different perspectives regarding community and national educational programs, policies, practices and initiatives.

Across Canada, there are Aboriginal people's organizations at the provincial and regional levels that address educational issues and operate or support educational programs. For example, the **Federation of Saskatchewan Indian Nations (FSIN)** has created a Saskatchewan Indian Education and Training Commission (SIETC) and mandated it to:

- undertake a lead role in the protection, promotion and implementation of the Treaty right to education and training;
- provide overall direction with respect to the development and review of First Nations' legislation and policy in the areas of education, training, sports, culture and recreation;

- ensure the successful implementation of such legislation and policies; and
- review and analyze legislation and policies developed by other governments which impact on the education training, sports, culture and recreation rights of First Nations and make recommendations with respect to such legislation and policies.

The FSIN operates several educational programs in co-operation with federal and provincial authorities. These include a School-to-Work Transition program for First Nations youth designed to provide students at the Secondary Level with knowledge, experience, skills and contacts that will provide them with more leverage in making the transition from school to work. It includes four broad strands integrated within the Secondary School curriculum:

- **Cultural Affirmation:** To develop and acquire knowledge and understanding of First Nation perspectives as they apply to self, family and community during transition from school to work.
- **Increased Secondary Graduation Rates:** To develop an awareness of the link between career planning, educational requirements and the job search process. Students explore First Nations traditional family lifestyles in order to develop a foundational background for making career choices. Students examine personal values and determine how these values affect their career choices.
- **Post Secondary Continuation Rates:** Students develop research techniques that will allow them to study and investigate careers from a First Nation perspective.
- **Participation in the Labour Force:** To develop employability skills and gain an understanding of the workplace environment from a First Nations perspective.

The FSIN's School to Work project is similar to work experience courses used in many schools today, however the perspective and course content differ significantly. Students are taught basic employment skills and knowledge required to making the transition from School to Work. Students participate in a variety of job experiences that connect academics with the world of work and incorporate the world views of First Nations people. It is a unique approach to education through a combination of culturally sensitive curriculum and on-the-job training. It provides students with the skills, knowledge, experience and contacts to participate fully in the labour force. It is designed to foster cross-cultural sharing and strengthen First Nations culture and identity.

The FSIN also runs Science Camps for First Nations students and co-operates with Saskatchewan Education in the development of curricula for public schools.

The **Saskatchewan Indian Federated College** is a First Nations higher education centre located in the province of Saskatchewan. SIFC is dedicated to offering quality university education on a foundation of First Nations traditions. With an annual enrolment of approximately 1,300 students, it offers students a university education in an environment of First Nations' cultural and traditional affirmation. Students may graduate with certificates, diplomas, or Bachelor's degrees in Social Work, Education, Administration, Science, Dental Therapy, and Arts degrees in such areas as Indian Studies, Indian Art, Indian Art History, English, History, Anthropology, Psychology, Linguistics, and

Political Science. Elders play an important role in the College. These individuals offer wisdom and counsel not only to the students, but to the rest of the College as well. Their knowledge of First Nations' traditions, cultures and spirituality provides students and staff with an invaluable awareness level that students would not gain at other universities.

The **World Indigenous Peoples Conference on Education (WIPCE)**, held every three years, has brought together Aboriginal peoples from Australia, New Zealand, the United States, Canada, and several other countries. The first conference was held in Vancouver in 1987. In 1993, the WIPCE adopted the Coolongatta Statement on Indigenous Rights in Education. It is intended as a stimulus document toward the eventual preparation of an International Instrument on Indigenous Peoples' rights in education.

The central focus of the Coolongatta Statement is the principle that Indigenous Peoples have the inalienable right to be Indigenous, which includes the right to self-determination. The Coolongatta Statement also addresses other fundamental principles and issues which are considered vital to achieving the reform and the transformation of Indigenous education:

- Indigenous control of Indigenous education
- Indigenous education as a means of protecting, preserving and developing Indigenous cultures
- The philosophy and principles of Indigenous education
- Quality and exemplary Indigenous education models
- Indigenous teacher education programs
- The role and responsibilities of non-Indigenous peoples in Indigenous education
- Indigenous education standards and terms of reference
- Racism
- Indigenous education and gender participation patterns
- Sexism
- Ethics of Indigenous education research and development
- Indigenous education and human rights
- Indigenous schooling/post-schooling Learning Centres
- Indigenous Studies/Cultural Studies

The complete text can be viewed at the following Web site:

<http://www.wipcehawaii.org/coolongatta.htm>.

The next WIPCE conference will be hosted by the Stoney Nation near Calgary, Alberta, in 2002.

## 9. Research and Development

The Integrated Framework of Action on Education for Peace, Human Rights and Democracy calls for strategies that make better use of research findings, new teaching methods and approaches, and improved coordination in choosing research themes between research institutes in the social sciences and education in order to address in a more relevant and effective way the complex nature of education for peace, human rights and democracy. It also calls for research on decision-making by all those involved in the educational process. Research, it says, should also be focused on finding new ways of changing public attitudes towards human rights, in particular towards women, and environmental issues. It suggests setting up a system of indicators of results, setting up data banks on innovative experiments, and strengthening systems for disseminating and sharing information and research findings, nationally and internationally. (Paragraph 30)

This section reports briefly on efforts to these ends in Canada. In the course of our survey we have identified several research programs and projects related to peace, human rights, democracy, international understanding and tolerance. Our only purpose in this section, however, is to report on research and development in education on these themes, in the ways suggested by the Integrated Framework of Action.

### PROVINCES AND TERRITORIES

The Canadian Education Statistics Council (CESC), a partnership between Statistics Canada and the Council of Ministers of Education, Canada, initiated the **Pan-Canadian Education Research Agenda (PCERA)** which, among other functions, promotes research on existing and emerging policy issues that are of concern to researchers, policy-makers, and practitioners across Canada. The current research priorities of the PCERA were defined through a process of consultation with the ministries and departments of education as well as through the work of an advisory committee of educational researchers and government officials.

In February 1999, the CESC organized a PCERA Symposium to promote dialogue and convergence among the different stakeholders in education — researchers, policy-makers, practitioners, and funding organizations — and to promote future research in the areas identified as priorities by the ministries and departments of education. Of particular interest to this study were the papers on citizenship and social cohesion (Sears et al. 1998), diversity and equity (Corson 1998), aboriginal education (Wotherspoon and Schissel 1998), and special-needs programming (Lupart 1998; Doré et al. 1998). All papers are available from the CMEC Web site at <http://www.cmec.ca/stats/pcera/compaper>.

In each of these areas, Symposium participants proposed research questions to guide future work. The symposium identified gaps in education research, including lack of funding and research capacity, lack of pan-Canadian baseline data, poor dissemination of research results, and lack of linkages among researchers, policy-makers, and practitioners (CESC 1999). The Symposium report is available at the CMEC Web site: <http://www.cmec.ca/stats/indexe.stm>.

The PCERA is addressing these gaps through the establishment of networks among researchers and between researchers and practitioners, through vehicles promoting synthesis and applications of knowledge as well as creating new knowledge, and through the coordination of symposia and reporting mechanisms. Symposia are being organized on a regular basis and will offer more focussed subjects. In addition, research papers will explore issues of priority in a more in-depth manner. The 2000 Symposium focused on “at-risk” youth in Canada.

Within each province and territory, education ministries have curriculum revision processes that include undertaking research in each area of study, in the area of instructional teaching and learning strategies, and in the area of assessment and evaluation. Only one, Quebec, responded to this survey with details of its current activities as they relate to the objectives of the Declaration and the Integrated Framework.

### **New Brunswick**

The Citizenship Education Research and Development Group maintains a program of work aimed at the promotion and enhancement of the practice of democratic citizenship through education. The work responds to a widely recognized civic deficit in both developed and emerging democracies. The Group’s major interest is in experience of citizenship education in Canada. The work pursued by the Group involves:

- education and training (mainly with beginning and experienced school teachers but also with professional educators from other public agencies, as well as the private sector and NGOs);
- research (with the focus on educational dimensions of citizenship education);
- development (the design of instructional materials and pedagogical approaches relevant to citizenship education);
- evaluation (the assessment of current programs and practices);
- consultation services (assistance to agencies, both public and private, in the development and implementation of citizenship education initiatives); and
- coordination (the maintenance of a high level of awareness of citizenship education initiatives in Canada and internationally).

The Group consists of a permanent core membership of Faculty of Education at the University of New Brunswick. Associates of the Group are Canadian and international scholars in citizenship education and M.Ed. and Ph.D. students pursuing their studies under the direction of the Group or one of its members.

In April 1995, the Citizenship Education Research Group at UNB in conjunction with the Chair of Studies in Canadian Citizenship and Human Development organized an invited conference, “Citizenship Education: Canadian and International Dimensions,” involving scholars from across Canada as well as from the United States and Australia. Selected papers from that conference were published in a special edition of the journal *Canadian and International Education*. The conference also provided the genesis for linkages with citizenship education researchers around the world. The group maintains a number of ongoing research and development projects. Two which are currently underway are:

### *Learning the Spirit of Democracy*

This is a three-year project being carried out in partnership with the Russian Association for Civic Education and funded by the Canadian International Development Agency (CIDA). Participants will develop case studies that will be used in Russian and Canadian schools to stimulate discussion and debate and to explore the meaning of ideas such as citizenship, privacy, and equality. The project will also make use of the Internet to disseminate educational material and as a forum for young people and teachers to discuss democratic concepts.

### *Children and Young Peoples' Understanding of Citizenship*

This is a three-year research project funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). It is designed to map how children and young people understand key ideas and concepts related to democratic citizenship.

Please also see the description of the *Réseau projet d'éducation à la citoyenneté dans une perspective planétaire pour l'Atlantique* of the University of Moncton referred to in section 3.2 on human rights education.

## **Quebec**

The Quebec Ministry of Education's Direction de la recherche has been associated with a number of research activities. This portion of the report sets out those activities as well as their outcomes and concludes with a look at the future.

*The study on values*, carried out in 1996, dealt with value definitions and choices in the context of attaining the educational purposes of Quebec's school system and revising curriculum content for the elementary and secondary levels.

The study concluded that public opinion is largely favourable to a recognition of cultural and religious pluralism. The researchers also found a community of interest between several ideas expressed during the hearings of the Commission des états généraux sur l'éducation and the work of UNESCO, especially with respect to the construction of democracy in schools as well as the acquisition of knowledge and the development of attitudes to promote international understanding and a culture of peace. This community of ideas is encouraging since it shows a common vision of educational issues.

During the year 1996, the Ministry also carried out a ***content analysis for curriculum in the field of personal education***. That study was an opportunity to compare core content in various areas of curriculum, especially human rights education, education for life and society, and education for international understanding.

A linguistic analysis showed that learning objectives for the curriculum areas in question focused first and foremost on cognitive objects. In other words, values related to life and society, tolerance and human rights were defined in terms of formal knowledge to be acquired. In addition, objectives related to the development of citizenship attitudes and behaviours were taken into consideration for activities suggested in the area of interpersonal relations.

The results of that analysis served as a basis for discussion during meetings with practitioners working in school settings. Those exchanges allowed for debates on issues related to the values of young people and adapting the content of teaching to contemporary issues of relevance both to young people and to adults (civil attitudes vs. incivility, tolerance vs. rejection of others, non-violent conflict resolution vs. violence).

**Curriculum reform** During 1996–1997, the Ministry’s Direction de la recherche was asked to provide analysis and research to support the work of the Groupe de travail sur le curriculum. That task force, created at the request of ministry authorities, was mandated to recommend changes in elementary and secondary curriculum to meet the requirements of the 21<sup>st</sup> century.

In that context, a content analysis was performed in order to define areas of life experience to be developed among students, in light of UNESCO’s 1974 Recommendation on education for international understanding, cooperation and peace and education for human rights and fundamental freedoms. The working group defined education for international understanding as follows: “its main objects are to promote awareness of our belonging to a common humanity and to create links of willing interdependence between persons, people and nations.” This area of education is part of the trend to globalization in social, political, economic and cultural relationships and is designed to highlight the issues and analyze the effects of that process. As such, it can contribute significantly to the international community’s efforts to construct peace.

**Adaptation to pluralism in education** During 1998 and 1999, the Direction de la recherche worked with a team of Université de Montréal researchers as part of the Groupe de recherche sur l’ethnicité et l’adaptation au pluralisme en éducation. This group mostly focuses on measures taken by schools to offer students from diverse cultural backgrounds the ability to become integrated in a rule-of-law society, as well as the effects and consequences of those actions.

That research partnership was designed to bring together decision-makers, researchers and practitioners in intercultural and citizenship education to carry out joint projects. Studies on images of citizenship and living together are in progress among school stakeholders. A pan-Canadian questionnaire survey is in progress, dealing with the acquisition of formal knowledge through the introduction into the curriculum of activities related to citizens’ rights and responsibilities, as well as initiatives in the areas of social and community action, international cooperation, mutual assistance, peace and anti-racism.

**Outcomes** These studies and research projects led to results dissemination activities as well as institutional support measures. Results are disseminated through conferences, seminars and publications. Lectures were given in three universities and a special issue of the Ministry’s magazine *Vie pédagogique* was devoted to citizenship education (no. 109, November–December 1998, pp. 11–50).

Support activities included special commissioned studies, especially as part of the preparation of the Annual Report of the Conseil supérieur de l'éducation on citizenship education (CSE 1998), as part of the drafting process for the Ministry's policy on school integration and intercultural education (Gouvernement du Québec 1998), and of the guiding principles for new curricula (MÉQ 1999), as part of the creation of a pedagogical update feature on the Quebec National Assembly's Web site <http://www.assnat.qc.ca/fra/fondationbonenfant/veille/veille.htm>, in preparation for Quebec's participation in the Council of Europe's project on citizenship sites, cultural communities and social cohesion (Comité interministériel sur la participation du Québec au projet du Conseil de l'Europe, 1997), as part of the design of a platform on citizenship education in a world perspective by the Centre d'éducation interculturelle et à la compréhension internationale (CEICI), and in response to students' requests in connection with theses, or as part of information exchanges with a number of international non-governmental organizations. (One such NGO is Association mondiale pour l'école instrument de paix <http://www.eip-cifedhop.org>, founded in 1967, an advisory body to the UN, UNESCO, the Council of Europe and the Commission africaine des droits de l'homme et des peuples.)

***A look to the future*** Since the late 1980s, issues in education for peace, human rights and democracy have been transformed by rapid global changes and emerging problems related to those changes. Calls for learning to live together better and for creating a culture of tolerance and democratic construction are becoming more urgent. Such appeals to share common values have been well-received in schools. They have led to studies, to the creation of teaching frameworks and to the publication of a large number of teaching innovations.

Data banks have been created, especially by the International Bureau of Education (IBE) in order to promote optimal use of that work. Other sources are also available and the substantial development of new information and communication technologies has led to a growing number of access points to knowledge in the field.

In future years, it would be appropriate to reinforce support to curriculum designers and practitioners in the field, through research and analysis, by making available to them relevant work and innovations in the area of education for peace, human rights and democracy. To that end, it would also be appropriate to make the body of available knowledge accessible on-line in order to make it easier and more cost-effective to use. Such an exchange of interventions in this field can only promote further comparative work as well as further exchanges at the local, national, regional, and international level.

The Ministère des Relations avec les citoyens et de l'Immigration (MRCI) participated in a Council of Europe Project on education for democratic citizenship. That project is designed to inquire into the meaning of participatory democracy and the place of citizens in light of changes wrought by globalization and technological change. An exploratory project has been carried out at l'Université du Québec à Montréal (UQAM) and illustrates and highlights citizenship practices developed by four community groups. This research

report by sociology professor Jocelyne Lamoureux, entitled “Citoyenneté et pensée métisse” is available on the MRCI’s Web site at [http://www.mrci.gouv.qc.ca/52\\_2.asp?pid=civiques/fr/206](http://www.mrci.gouv.qc.ca/52_2.asp?pid=civiques/fr/206).

## **GOVERNMENT OF CANADA**

*Citizenship education.* The Metropolis Project is a domestic and international research project on immigrant integration and the impact of immigrants on urban centres. Coordinated by a project team at Citizenship and Immigration Canada, research is coordinated by four centres of excellence located at Canadian universities in Montreal, Toronto, Edmonton and Vancouver. It aims to study systemic barriers to the participation of immigrants in Canadian society, to increase awareness and dialogue on issues relating to immigrant settlement patterns and minorities’ integration and participation in society, to promote the integration of research into policy development, and to promote public commitment to cultural diversity and culturally sensitive policies. More than 200 research projects have been initiated since 1996, and the learning shared through numerous conferences, seminars, workshops, and publications.

The Metropolis Project supports the Citizenship Education Research Network, a joint initiative with the Canadian Society for the Study of Education, the Multiculturalism Directorate of Canadian Heritage, and the University of Calgary. The network links and supports the work of researchers across Canada. The project is devoted to “the development of strategies to facilitate full and active participation of diverse communities in Canadian society; encouraging and assisting the development of inclusive policies, programs and practices of public institutions and federal departments/agencies; as well as increasing public awareness, understanding and informed public dialogue about multiculturalism, racism and cultural diversity in Canada.” (Hébert 1998a)

The research program of the Citizenship Education Research Network embraces four themes:

1. Citizenship conceptions and contexts
2. Citizenship practices, including the state of knowledge on what citizenship education is actually being done (policies, programs, material, practices)
3. Citizenship values, seeking to identify the citizenship values and principles which Canadians share
4. Citizenship skills, knowledge, attitudes and behaviours, not only among students, but also among citizens in general, and the influence of pedagogical approaches in the transmission and acquisition of citizenship concepts

The work we described in Section 2 on *Éducation à la citoyenneté dans une perspective planétaire* (ECP) in Quebec and New Brunswick is being carried on by members of the Citizenship Education Research Network. In addition to the publications already cited in Section 2, we would also call attention to the special issue of *Canadian Ethnic Studies / Études ethniques au Canada*, which includes several articles on citizenship education and multicultural education (Sears 1997, McAndrew and Tessier 1997, Tessier and Bourgeault 1997, Pagé 1997, Ouellet 1997, Hébert 1997).

## TEACHERS' ORGANIZATIONS

The Saskatchewan Teachers' Federation established and supports the Dr. Stirling McDowell Foundation for Research into Teaching, a charitable organization that funds teacher research into teaching and learning. Since 1994, the Foundation has funded over twenty projects in Saskatchewan dealing with violence, gender equity, cross-cultural and multi-cultural education, aboriginal and northern education, students with special needs, and at-risk students. The results of these projects are published and distributed to all schools, and the projects are highlighted at an annual conference for teachers on Learning from Practice. (See the McDowell Foundation Web site at <http://www.stf.sk.ca/kiosk>.)

Projects funded by the Dr. Stirling McDowell Foundation include studies into Aboriginal, northern and cross-cultural education, gender equity, the organization and administration of schools, outdoor and environmental education, special education, and school atmosphere, including analysis of a school-based anti-violence program.

## NON-GOVERNMENTAL ORGANIZATIONS

The **Baha'i Community of Canada** undertook a series of regional seminars to assist its own members in their understanding of the international human rights system. In the second phase of that program, in the fall of 2000, it brought together a small group of educators with experience at the level of the education ministry, at the school board level, in a university faculty of education, and at the level of the school principal, in discussions aimed at developing some ideas on how our national community, our local community executives, and parents of school children can do more to encourage greater attention to the goals of education for peace, human rights, democracy, and international understanding. Research should also be a focus, in particular, on status of women and environmental issues.

The **Institute for Media, Policy and Civil Society (IMPACS)**, a non-profit organization based in Vancouver, addresses the goal stated in the Integrated Framework of finding new ways of changing public attitudes towards human rights. It is an organization committed to the expansion and protection of democracy and the strengthening of civil society. Its goal is to help build strong communities by providing communications training and education to Canadian non-profit organizations, and by supporting free, open and accountable media internationally.

IMPACS' Communications Centre is the first full-service, non-profit public relations and communications training organization in Canada. Launched in July 1998, the Centre offers the most sophisticated communications tools used by the corporate sector to charitable and non-profit organizations. It does this through training workshops, professional services and a continually evolving resource centre. At the same time, IMPACS' Civil Society Project supports research, roundtable discussions on pressing issues, and the publication of reports and policy studies that explore tangible ways to elevate the profile and contributions of civil society organizations in Canada. See the IMPACS Web site at <http://www.impacs.bc.ca>.

The **Nigerian Hinterland Project**, based at York University in Toronto, is affiliated with the UNESCO Slave Route Project. The project focuses on the development of the African diaspora stemming from the “Nigerian” hinterland during the era of the slave trade from approximately 1650 to 1900. The region under investigation includes the interior of the Bights of Benin and Biafra, from where approximately 40 per cent of all slaves who went to the Americas trace their origins. In addition, slaves from this region were sent to various parts of the Islamic world. The project concentrates on the effects of this population displacement on historical developments both in Africa itself and in the African diaspora. The region identified here as the “Nigerian” hinterland today comprises modern Nigeria, the Republique du Bénin and, to a lesser extent, neighbouring countries (Togo, Ghana, Niger and Cameroon).

The programme of research is collaborative in nature, involving a network of scholars and institutions. The project explores the historical impact of Africa on world history as reflected in the development of the African diaspora and the extent to which enslaved Africans and their descendants in the Americas and elsewhere contributed to the making of an “Atlantic world.”

This project is financed by a five-year grant from the Social Sciences and Humanities Research Council of Canada under its Major Collaborative Research Initiative (MCRI) programme. Its Web site is <http://www.yorku.ca/research/nhp>.

## **10. UNESCO's Associated Schools Project Network, UNESCO Chairs, Clubs and Associations**

UNESCO's Associated Schools Project Network (ASPnet) aims at mobilizing schools throughout the world with a view to undertaking pilot projects to strengthen the role of education for peace, human rights, and democracy. Twinning between participating schools and exchanges of materials, teachers, and students are integral parts of the ASPnet's activities.

There is only one school in Canada that is a member of the ASPNet, River East Collegiate in Winnipeg, Manitoba, but twinning and other forms of exchange with schools in other parts of Canada and the world is widely practised.

Teachers' organizations also support international co-operation by their members. The Canadian Teachers' Federation, a national alliance of provincial and territorial organizations representing 241,000 elementary and secondary school teachers across Canada, works on international co-operation programs with national teachers' organizations in Africa, Asia, the South Pacific, the Caribbean, and Latin America. Its International Development Assistance Program works in partnership with counterpart organizations in other countries on professional development projects, leadership training, and institutional support. Canadian teachers work during their vacations with counterparts in the developing world, sharing skills and experience that enrich classroom education in Canada as well as overseas.

Provincial and territorial federations also provide human and financial resources to this work. For example, the Saskatchewan Teachers' Federation devotes 1 per cent of its annual budget to international development. The money goes primarily to sponsor teachers in undertaking educational work overseas and to implement a professional development project carried out jointly with the All-India Primary Teachers' Association. These international contacts and experiences with colleagues in education in other countries promote understanding, tolerance, and collegiality among teachers.

The British Columbia Teachers' Federation's Global Education Fund includes provision for support to school twinning between B.C. schools and schools in countries of the South.

At the Université du Québec à Montréal (UQAM), a UNESCO Chair on the foundations of justice and democratic society has been created and has developed two seminars:

- The first seminar deals with the diversity of democracy (1999–2000). It focuses on current issues for democracy, such as inequality, representation, specificities, citizenship and globalization.
- The second seminar is a virtual political and legal philosophy seminar (1999–2001), focusing on exchanges with the South (Africa and America) on issues related to the relationship between the political and economic realms within globalization.

The UNESCO-UQAM Chair was a co-founder of the CIRCEM Centre on Citizenship and Minorities, directed by Yvon Thériault of the University of Ottawa, and participated in symposia organized by that centre.

The Chair also worked with fellow sociology professors and doctoral students to carry out a research project subsidized by the Social Sciences and Humanities Research Council (1999–2002), that includes a research focus on identity politics, multiculturalism, and tolerance.

The Chair produced a citizenship education handbook for Sainte Eulalie Secondary School, written by Christian Giguère, a doctoral student under the UNESCO-UQAM Chair. The project is attempting to create a rotating UNESCO Chair that would include the five participating universities (Laval, UQAM, Montréal, Moncton, Sherbrooke).

The virtual political and legal philosophy research seminar at the master's and doctoral levels (1999–2001) focuses on *National sovereignty in the era of globalization*, with a number of sub-themes (the concept of sovereignty; sovereignty, legitimacy and citizenship; debate and political representation; the social contract; nationalism, transnationalism and cosmopolitanism).

The theme of the cycle of debates on the diversity of democracy organized in 1999–2000 was *La démocratie dans tous ses états*.

In addition, a biannual symposium alternates between Montreal and Washington, in cooperation with the Centre de recherche en économie politique (Caen) dealing with issues related to links between political freedoms and economic necessities in the era of globalization.

Plans are under way to twin the future Millennium Chair (Canada) at the UQAM Faculté des sciences humaines and the UNESCO-UQAM Chair to develop a new interdisciplinary research area on culture, society, and democracy. Finally, a cooperative project is under way with the Montreal-based Observatoire international de la démocratie.

## 11. Lessons Learned

Comments received in the course of our survey on the appropriateness of the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy suggest that both have been well received by those who are familiar with them, and that the principles have been applied widely in Canada. Many educators had already had considerable experience working with these principles before 1995.

During the period under study, the most noticeable trend has been a much higher level of integration of education on themes of peace, democracy, human rights, international understanding, and tolerance. As reported in Section 2, we saw this particularly in the work on citizenship education in Canada. Entering the field from the perspective of education for democracy leads directly into issues of human rights, peace, international understanding and tolerance. The same can be said for the other themes; each is a point of entry into the others. Canadians increasingly see all of these areas as aspects of a general effort in education for democratic values.

In the year and decade for building a Culture of Peace, the integration of these themes should become even stronger. Some see a need in Canada for more systematic linkages between programs offered by members of the United Nations family that address various aspects of these themes, including the United Nations Association in Canada, the Canadian Commission for UNESCO, and UNICEF. This would enable them to secure a more comprehensive level of cooperation and engagement from Canada's education system.

In an increasingly complex and interdependent world, Canadian educators appear to understand the practical importance of education for peace, human rights, democracy, international understanding, and tolerance. They also acknowledge that there is still a great deal of work to do to achieve the objectives set out in the Declaration and the Integrated Framework.

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**DATA BANK ON EDUCATIONAL INNOVATIONS AND BEST PRACTICES**

**Territory:**

Northwest Territories

**Project Title:**

Supporting Aboriginal Language Community Plans

**Responsible body:**

Department of Education, Culture and Employment, GNWT

**Cooperating bodies:**

Federal Government

Aboriginal language communities in the NWT

**Funding amount/source:**

Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT.

A funding formula, which provides a base allocation of \$50,000 to each Aboriginal language community, is supplemented by a per capita allocation based on the remaining budget.

**Start of project/duration:**

5 year agreement, beginning 1998/99.

As a requirement of annual funding, Aboriginal language communities will be asked to update their language plans.

**Objectives:**

Support Aboriginal language communities to develop and implement strategic plans for revitalizing, enhancing and promoting their languages.

**Principles:**

Primary responsibility for ensuring the survival of the language rests with the individual, the family and the language community.

The role of government is to support Aboriginal language communities to achieve their goals for their languages.

**Goals:**

Aboriginal language communities in the Northwest Territories have language plans.

Aboriginal language communities in the Northwest Territories are funded to implement their language plans.

**Target Groups:**

Organizations representing the Chipewyan, Cree, Dogrib, Gwich'in, Inuvialuit, North Slavey, and South Slavey language communities.

**Description:**

The role of the GNWT in supporting Aboriginal language communities to implement their language plan is to:

- Coordinate the activities of the GNWT to meet its obligations under the Official Languages Act and the Official Languages Policy;
- Negotiate funding arrangements for official languages activities with the government of Canada;
- Develop an evaluation strategy for Aboriginal languages;
- Provide funding to Aboriginal language communities;
- Promote official languages;
- Facilitate the integration of community-based Aboriginal language plans with the Teacher Education Program Strategy and the Aboriginal Language/Culture-Based Education Strategy
- Provide professional and technical support to language communities;
- Gather and make available information on past and current language activities so that we know what resources are available and what work has already been done;
- Coordinate communications between Aboriginal language communities so that information may be shared and opportunities for joint initiatives may be pursued.

**Problems encountered/shortfalls/lessons learned:**

Too early to say

**Impact/evaluation:**

Too early in the process

## DATA BANK ON EDUCATIONAL INNOVATIONS AND BEST PRACTICES

**Territory:**

Quebec

**Project Title:**

Éducation à la citoyenneté dans une perspective mondiale ou planétaire (ECP).

**Responsible body:**

Fabienne Desroches  
150, rue Berlioz, #156  
Verdun, (QC) H3E 1K3

**Cooperating bodies:**

Universities, colleges

**Funding amount/source:**

Canadian Heritage

**Start of project/duration:**

Universities: 1995. Colleges: 1996

**Objectives:**

Inject ECP values and concepts in formal training

**Target Groups:**

Education students (university)  
College students and general student population

**Description:**

Formal Education Project

**Problems encountered/shortfalls/lessons learned:**

Motivate teachers to change their teaching.

**Impact/evaluation:**

Well received in theory, slow to implement.

## **DATA BANK ON EDUCATIONAL INNOVATIONS AND BEST PRACTICES**

### **Territory:**

UNESCO-UQAM Chair on the philosophical foundations of justice and democratic society.

### **Project Title:**

1. Seminar in 1999 and 2000 on “Démocratie dans tous ses états.”
2. Virtual political and legal philosophy seminar

### **Responsible body:**

Josiane Boulad-Ayoub

Chaire UNESCO d'étude des fondements philosophiques de la justice et de la société démocratique

Département de philosophie

UQAM

C.P. 8888

succ. Centre-Ville

Montréal QC H3C 3P8

### **Cooperating bodies:**

1. Research Centres: Critères (interuniversity) and CRDPC (McGill) CIRCEM (Ottawa)
2. AUPELF-UREF

### **Funding amount/source:**

1. Nil
2. AUPELF-UREF

### **Start of project/duration:**

1. 1999–2001
2. 1999–2001

### **Objectives:**

1. Study of current democracy issues (inequality, representation, identity politics, citizenship, globalization) and search for alternatives.
2. Exchanges with the South (Africa and America) on issues related to the links between the political and economic realms in the area of globalization. Doctoral level credits available for seminar.

### **Target Groups:**

1. Universities, labour unions and NGOs (Canada)
2. Master's and doctoral level students (Africa and South America)

### **Description:**

1. Conferences and monthly workshops, prize for best essay.
2. Virtual courses and discussion forum

**Problems encountered/shortfalls/lessons learned:**

1. Inadequate funding
2. Deficient infrastructure in Africa

**Impact/evaluation:**

1. Attendance and participation by an audience of 100; major success
2. 200 participants, major success

**Outcome:**

a collective book by students involved.

## DATA BANK ON EDUCATIONAL INNOVATIONS AND BEST PRACTICES

**Territory:**

Québec/Commission scolaire de Laval/École secondaire Marie-Curie

**Project Title:**

Student government, democratic life, training of young citizens.

**Responsible body:**

Raymond Chrétien  
5075, boul du Souvenir  
Laval (Québec) H7W 1E1  
Tel. (450) 686-9923

**Cooperating bodies:**

Fondation "Sois Branché"  
Ville de Laval  
M.R.C.I.  
Commission scolaire de Laval  
Chambre de Commerce de Laval  
Ministère des relations avec les citoyens (Québec)  
Conseil des relations interculturelles du Québec

**Funding amount/source:**

Fondation "Sois Branché"  
Ville de Laval  
M.R.C.I.  
Commission scolaire de Laval  
Chambre de Commerce de Laval  
Ministère des relations avec les citoyens (Québec)  
Conseil des relations interculturelles du Québec

**Start of project/duration:**

1997

**Objectives:**

- training responsible young citizens;
- initiating young people into the workings of democratic life to promote better community integration;
- leading young people to better self-esteem and greater respect for individuals in our society through the teaching of democratic life;
- establishing better communication to create a more peaceful and harmonious climate.

**Target Groups:**

Secondary level students

**Description:**

Marie-Curie Secondary School created an innovative student government modeled on Canada's parliamentary system. Students select 10 members representing the five grades, as well as a prime minister and a deputy prime minister, who then appoint 7 ministers to manage the school's social and community affairs. The faculty and principals make up a senate that can approve or refuse bills drafted by the members or ask for amendments.

In addition to that innovative initiative, Marie-Curie Secondary School also developed the "Carnet du jeune citoyen," an idea promoted by community leader Raymond Chrétien. The Carnet, developed in cooperation with Régie régionale de la Santé et des Services sociaux, the Laval School Board and the municipality of Laval, encourages young people to become socially involved. The Carnet is an official record of volunteer commitments and serves as a résumé of community involvement, that can be shown to potential employers as evidence of the diverse experiences acquired.

[See the Sois branché Web site at <http://www.soisbranche.qc.ca/projet-carnet.html> ]

**Problems encountered/shortfalls/lessons learned:**

- adults' fear that young people might acquire too much power;
- integrating the various communities (allophones vs. francophones);
- young people's negative attitude to democratic life.

**Impact/evaluation:**

Very positive personal development for young citizens-in-training who become involved in their community:

- opportunity to take part in change (hope);
- increased self-respect and respect for others;
- increased self-esteem;
- better communication;
- more open and responsible young citizens

By allowing better social integration of young people in their community, those two initiatives will allow them to gain more understanding of the issues and of our country's political, social and economic structures. They will also become more aware of the potential and constraints inherent in social life. That critical and social development will also help them in turn to contribute effectively and constructively to the continuous improvement of all spheres of society.

At Marie-Curie, citizenship starts at an early age and it's for everyone!

## DROITS ET LIBERTÉS PRIZE

THE COMMISSION DES DROITS DE LA PERSONNE ET DES DROITS DE LA JEUNESSE AWARDS THE DROITS ET LIBERTÉS PRIZE FOR LAVAL TO RAYMOND CHRÉTIEN

Laval, October 20<sup>th</sup>, 1998 – At a ceremony held at Laval City Hall, the Commission des droits de la personne et des droits de la jeunesse, chairman Claude Filion, and Laval mayor Gilles Vaillancourt awarded the 1998 Droits et Libertés prize to Raymond Chrétien of the "*Sois Branché*" Foundation.

The Droits et Libertés Prize honours an individual, an organization, a business or a municipality for an achievement for a commitment related to the promotion or respect of human rights and freedoms or the rights of youth. This year, for the first time, the prize is awarded in each region of Quebec.

RAYMOND CHRÉTIEN, FOUNDER OF THE "*SOIS BRANCHÉ*" PROJECT

Raymond Chrétien has worked with Laval youth for over 15 years and has been the initiator of many achievements. As a pastoral worker at L'École Horizon Jeunesse, he launched a number of cultural projects to give students opportunities to talk about their values and to think about the process of becoming adults. He has organized many student exchanges, as well as activities for seniors and other projects such as the "Festival interculture" and the "Rendez-vous interculture."

Raymond Chrétien is a man of action, an achiever, a visionary, a teacher who goes far beyond his job description both in his time commitments and in his work.

But it is as a driving force behind the "*Sois branché*" Project that Mr. Chrétien has become best known in recent years. With some key partners, he launched in 1995 this well-thought-out, school-based, violence-prevention program. The program is based on the assumption that by showing young people how to live in society, to put into practice principles that they had a hand in defining, they will adopt socially acceptable behaviours. "*Sois branché*" also highlights the Quebec Charter of Rights and Freedoms.

The project has proven popular and has been adopted by most secondary schools in Laval and even beyond; some 19,000 young people take part in this activity.

Mr. Chrétien developed close links between several publics, community and related partners. He is considered to be a creative, innovative resource, accessible to all, who puts a premium on clean work and who has a gift for getting through to people, both young and more mature, by his very simplicity. He is a visionary leader who seeks to bring people together to carry out great human projects.

Mr. Chrétien's project was chosen based on the criteria of innovativeness, creativity, commitment, leadership, emulation and appal, as well as the outcomes of his work in the community.

The winner of the regional Droits et Libertés Prize received an original work by Quebec artist Hugues Soucy, depicting the flight towards freedom as the hope of humanity.

Mr. Raymond Chrétien will now be a candidate to the province-wide Prix Droits et Libertés that will be handed out at the Provincial Legislature by the Premier of Quebec and the Chairman of the Commission des droits de la personne et des droits de la jeunesse, Mr. Claude Filion, on December 10, the 50<sup>th</sup> anniversary of the Universal Declaration of the Rights of Man.

## DATA BANK ON EDUCATIONAL INNOVATIONS AND BEST PRACTICES

**Territory:**

Québec

**Project Title:**

Relance Intersecondaire

**Responsible body:**

Francine Payette

7460 rue Malherbe, Brossard, J4Y 1E5, QC

**Cooperating bodies:**

College Durocher St-Lambert

**Funding amount/source:**

- Department of Foreign Affairs and International Trades
- Quebec Ministry of Education
- Chilean Ministry of Education
- CIDA – Bell Canada • Septembre Média

**Start of project/duration:**

Event: Videoconference Debate, April 17, 1998 – duration 2 hrs

Preparation of students: 5 weeks

Project Preparation Phase: - 5 months

**Objectives:**

Associate young people with a debate on education issues by 34 Heads of State gathered for the Summit of the Americas.

**Target Groups:**

16-year-old students from 2 secondary schools in Santiago, Chile

16-year-old students from 2 secondary schools in the Montreal region

**Description:**

Debate on education with 6 students in Montreal communicating via videoconference with 6 students in Santiago.

**Problems encountered/shortfalls/lessons learned:**

Lack of human resources but project was incredibly stimulating for all those involved.

**Impact/evaluation:**

Project has enormous potential for developing a culture of dialogue, vital for a true culture of peace.

## **DATA BANK ON EDUCATIONAL INNOVATIONS AND BEST PRACTICES**

**Territory:**

Québec

**Project Title:**

“Ils ont façonné l’Amérique”

**Responsible body:**

Francine Payette (Chargé du projet)  
7460 rue Malherbe, Brossard, J4Y 1E5, QC

**Cooperating bodies:**

to come

**Funding amount/source:**

to come

**Start of project/duration:**

October 2000 – April 2001

**Objectives:**

Involve elementary and secondary students in the debate on the three Americas on the occasion of the Summit of the Americas and as part of the Quebec School Development Program.

**Target Groups:**

Elementary and secondary students from Quebec from Canada and the Americas.

**Description:**

**Problems encountered/shortfalls/lessons learned:**

**Impact/evaluation:**

## **DATA BANK ON EDUCATIONAL INNOVATIONS AND BEST PRACTICES**

**Territory:**

Ontario and across Canada

**Project title:**

A Resource Guide for Schools

**Responsible Body:**

Educating for Peace  
PO Box 4791, Stn E  
Ottawa ON K1S 5H9

**Cooperating Bodies:**

Peacefund Canada, Global Educators Network

**Funding amount:**

\$2000

**Target groups:**

Teachers in the public school system (primary, intermediate, secondary) in Ontario and across Canada; teachers' federations, school boards, ministries of education, NGOs associated with support for education.

**Duration of project:**

June–Dec 2000

**Objective:**

To update E4P's sixth edition of a teacher's resource guide to peace education materials and to produce a Web site integrating these materials with those of the Global Educators' Network.

**Principles:**

Teachers need quick, well-indexed access to reliable peace and global education materials. Community advocates can support the teaching of peace and global education in local schools. A network of such advocacy groups using the web will expand the range of materials and experiences available to peace and global educators.

**Goals:**

To strengthen and integrate the teaching of peace and global education in primary, intermediate, and secondary school curricula.

**Problems:**

New materials are being developed faster than they can be tested. We will need teachers' feedback to tell us what is good and what is not.

**Evaluation:**

In the past we have judged the usefulness of the resource guide by the numbers that were sold and distributed. We expect to do the same by counting the 'hits' on the Web site, and by asking for teachers' feedback.

Educating for Peace

PO Box 4791 stn E

Ottawa ON K1S 5H9

Penny Sanger, 613 233-7133, [pennysanger@cyberus.ca](mailto:pennysanger@cyberus.ca)

Blodwen Piercy, 613 749-8929, [jepiercy@cyberus.ca](mailto:jepiercy@cyberus.ca)

## **DATA BANK ON EDUCATIONAL INNOVATIONS AND BEST PRACTICES**

**Territory:**

Ontario

**Project title:**

Peace and Global Education for Student Teachers

**Responsible Body:**

Educating for Peace  
PO Box 4791, Stn E  
Ottawa ON K1S 5H9

**Cooperating Bodies:**

Peacefund Canada, Global Educators Network

**Funding amount:**

\$4000 – 5000 (expected)

**Target groups:**

Student teachers and faculty at the Faculty of Education, University of Ottawa

**Duration:**

September 2000 – June 2001

**Objective:**

To demonstrate to student teachers how peace and global education can be integrated into classroom curricula and practices.

**Principles:**

Student teachers are beset by demands and challenges as they prepare for their first years in the classroom. Peace and global education is still too often seen as one more 'add-on.' Experienced teachers can demonstrate how, when the global/peace perspective is infused into the curricula and used in classroom practices, learning is richer, discussion and debate thrive, and the level of respect and tolerance rises.

**Goals:**

- a. to integrate peace and global education into school curricula and to make it as important across all school systems as the study of the environment (itself part of peace education) has become.
- b. to develop an ongoing citizen advocacy group in support of peace and global education.

**Problems:**

The perception that teachers are too busy to take on anything else. Lack of political will and citizen advocacy.

**Evaluation:**

Responses from students during their course work, in workshops, and during the end-of-year student conference next June. For the latter we will have an evaluation form.

Educating for Peace

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Ottawa ON K1S 5H9

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