

## Business Conference Launches Fairtrade Fortnight



30 primary school children from four schools launched Fairtrade Fortnight in Tower Hamlets at the Museum of London Docklands on Monday 23<sup>rd</sup> February. They acted as journalists creating questions and interviewing two Fairtrade producers from Ghana who work for Kuapa Koko growing cocoa for Divine Chocolate. The interview was filmed and has been put on the website [www.citizenship-pieces.org.uk](http://www.citizenship-pieces.org.uk) for all schools to use.

The children took part in a mini business conference interviewing business people and then presenting their findings to the conference.

They met with one of the founders of the worker's co-op Paperback, the first to focus on selling recycled paper, the founder of Portable Group, a winner of Greenwich Businesswoman of the Year, the branch manager of the local Credit Union, the Director of the Tower Hamlets Co-operative Development Agency, a volunteer English teacher of a Fairtrade community in Nicaragua, the founder of a business teaching English.



In the afternoon the children role-played the people in the supply chain for the banana trade to discuss where the money should go, and then took part in an interactive quiz. All the students were presented with a Fairtrade badge in recognition of their work and of becoming Fairtrade children ambassadors.

The teachers met with the fair-trade producers, shared their ideas about becoming fair-trade schools, were presented with resources and support materials, and were shown the Sugar and Slavery Exhibition by the museum's education officer.

This was all organised by HEC in partnership with Tower Hamlets Co-operative Development Centre, the Education Business Partnership, Youth Participation Team and Toynbee Hall Citizenship Project. It is part of the Banking on the World project funded by the DfID to promote development education in the field of business and enterprise.

### Local4Global: Local Authorities

The Local4Global strategy aims to develop a learning community which influences policy by establishing a model for working with local authorities in London. HEC is working with the five London boroughs in the North London Schools International Network (NLSIN), as well as Tower Hamlets. The model aims to combine elements of global schools, a coherent CPD offer, to highlight the **London Grid for Learning Global Area** and support the transition to **Fronter** across London.

HEC is also meeting with the UK Local Government Alliance for International Development. The Alliance aims to champion local authorities working in development across the country.

## Global Dimension: Principles into practice

Monday 22nd June 2009  
09.30am – 3.45pm  
Friends House, Euston

### Aims

- ✦ to provide participants with practical examples of how the global dimension can be embedded and addressed within the curriculum and through other national agendas.
- ✦ to explore how the Global Dimension can support schools on responding to other key priorities including community cohesion, raising participation and attainment and sustainable schools.
- ✦ to showcase diversity of international work taking place in local schools and via the School Linking Network.

### Workshops

1. Global Citizenship – Liz Craft, QCA.
2. Sustainable Schools – Argyle School
3. Community Cohesion – Mandy Curtis, Local4Global
4. Towards a Global School – Sophie Mackay, Local4Global

Cost of event: £50 and £25 for schools in NLSIN member authorities.

To book and for further information contact Des Georgiou:

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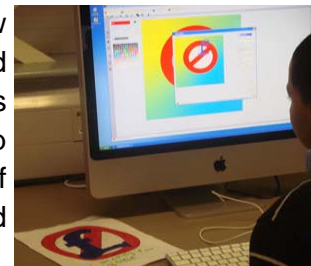
### Fairtrade Designs for Ethical Fashion

Smithy Street, Harpley Inclusion Support Centre and St Elizabeth Primary School children having been looking at the world of fashion and the moral issues of who makes our clothes.

Having done a workshop in their schools, led by Sharifa Khanom from the HEC, exploring the world of child labour, poor work conditions and wages, the classes visited Tower Hamlets City Learning Centre to use computers to design T-shirts or shopping bags that promote Fairtrade.

The children learnt about the need for co-ops to help farmers and workers around the world gain wages that would allow them and their children to have the basic human rights of housing, education, food and health care. The United Nations states that over half the world's population have better lives because of co-ops.

At the City Learning Centre the students saw how their computer designs can be industrially printed onto textiles made from recycled plastic bottles using sublimation printing. Each child ended up with their design printed onto an A4 piece of recycled cloth to be displayed in their school and then taken home.



The **Humanities Education Centre** promotes the values, aims and principles of development education and global citizenship through all areas of education.

#### Our Aims are:-

- To provide opportunities for schools to raise standards through curriculum enrichment and giving young people a voice.
- To promote a global perspective and understanding of sustainable development in the context of an interdependent system of lands and people.
- To engender an appreciation and celebration of the richness of cultural diversity in our, and other communities.
- To maintain and develop the resources to support curriculum development and provide in-service training and advice to teachers.
- To raise awareness among young people of the causes of injustice and inequality in a local, national and international context and to instil an understanding and empathy for oppressed peoples.



Spring 2009

# Global Footprints

Promoting global learning in schools

## Cambridge Primary Review

The Cambridge Primary Review is the biggest independent inquiry into primary education in England for 40 years and has just published its interim report which calls for a major debate about the state of primary education. The authors of the Review were keen to gather as much evidence as possible from teachers, parents, children and the wider public. HEC saw the chance to encourage children to have their say in this process and back in May 2007 we produced a child-friendly questionnaire based on the main themes of the Review. We circulated it to schools and were pleased to get a number of emails back which we sent on to the Cambridge Review.

The Cambridge Primary Review, quote from p21.

*'When the Humanities Education Centre invited children to answer the question, 'What kinds of things should children learn in school?', the responses were almost universally given in terms of subjects, although children often qualified their responses with reasons why these subjects were important. Two Y6 children, for example, wrote in their submission:*

*"Maths for our everyday life, science for how things work in the world, English to learn standard English so we can talk properly, RE to learn about other cultures and countries, ICT to learn the world's technology, history to learn the world's history and geography to learn where places are and how our world is."*

*This succinct set of justifications is perhaps more utilitarian than those who value education for its own sake would prefer, though its internationalism is notable: 'the world ... Other cultures and countries ... global ... the world.'*

The full set of questions were:

- Why do you think we have schools ?**
- Should we have schools at all ?**
- How could children learn things if there were no schools ?**
- What kinds of things should children learn in school ?**
- What are the best ways of learning things ?**
- Are there things that stop children learning?**
- What do you not like about schools now?**
- How could things be better?**
- What makes a good teacher?**
- What are the best things to do after school, or at the weekend?**
- Should there be different holidays?**
- Who should be in charge of schools?**



Children using electronic voting as part of a consultation.

For the full interim report go to: [www.primaryreview.org.uk](http://www.primaryreview.org.uk)



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## Ethnic Minority Achievement Grant

We have been working with a number of schools who have obtained the Ethnic Minority Achievement Grant. (EMAG)

The EMAG is the main source of additional central government funding available to schools and local authorities for giving ethnic minority and EAL pupils (pupils with English as an additional language) access to the curriculum.

Primary and Secondary schools can apply for the EMA Innovations Grant to enable them to carry out projects in schools. Over the last few years we have seen a range of innovative projects going on, and thought that their good practise should be shared more widely. To that end we have been working with the schools to develop and showcase work on our sites [www.eastendtalking.org.uk](http://www.eastendtalking.org.uk) and [www.eastendeye.org.uk](http://www.eastendeye.org.uk)

For example, at **Chisenhale School**, Bernard Hazell, our Associate Drama Specialist, has been carrying out drama sessions with pupils to develop their language skills and confidence, they are then videoing and creating web pages to show people around their school.



**Redlands** researched Local History using a specially constructed webquest; teachers used the Bancroft Road Archive; two classes visited the London Metropolitan Archives; classes visited the tube station, Ideas Store, Mosque and Sainsburys with digital audio recorders; used the CLC to create interactive maps; gave presentations to school assembly and to visitors from the Countryside Trust and after a review of materials and processes to maximise global framework all material to be put on the web.



At **Olga School** we have been creating web-pages and video clips of interviews about how the Roman Road is changing and its effect on the community.

**Smithy Street** and **Ben Jonson** have been holding Parental Engagement sessions introducing toy-making and sewing sessions using recycled materials as a starting point.

Come along to the next  
**EMA Innovations Good Practice**  
**Thursday 11<sup>th</sup> June 2009**  
at the PDC from 4.15pm to 5.45pm.

Comprehensive guidance has been produced to support teachers in their work with these children and the DfEs website contains information ranging from the role of LEAs through to advice on supporting individual communities.

[www.standards.dfes.gov.uk/ethnicminorities](http://www.standards.dfes.gov.uk/ethnicminorities)

## Highlights on the Humanities Education Centre's websites



[www.citizenship-pieces.org.uk](http://www.citizenship-pieces.org.uk)

### Citizenship Pieces

Find out how your students can run a Fairtrade stall at Spitalfields and Greenwich market's.

Fairtrade growers interviewed by Tower Hamlets children.



[www.eastendeye.org.uk](http://www.eastendeye.org.uk)

### East End Eye

Your issues, your voices.  
Local Democracy Peer project.  
Human rights detectives.



[www.eastendtalking.org.uk](http://www.eastendtalking.org.uk)

### East End Talking

Watch out for all the new pieces of work from schools doing EMA projects.



[www.globalfootprints.org](http://www.globalfootprints.org)

### Global Footprints

Check out the completely new Globalfootprints website.

We have totally revised and updated our core issues, which is a good place to start exploring.

## Its my Business to Change the World

A directory of local businesses willing to work with schools was launched during Fairtrade Fortnight by the Tower Hamlets Co-operative Development Agency. They have been working with HEC on a DfID funded project using enterprise as a delivery tool for active global citizenship.

The directory of businesses that have workers willing to work with schools, or support school visits, is supported by a guide for business people on working with young people to ensure global development issues are explored within their work. Teachers, youth workers, people who work with children and business volunteers learnt different ways that they can use enterprise to look at tackling poverty and community development, locally and around the world.

For the directory go to: [www.co-operation.coop](http://www.co-operation.coop)

## Working Towards a Global School

As part of our work for the regional Local4Global strategy we are working with colleagues within the region, and in schools, to develop starting points for a whole school - Global School - model.

**Why** Having a vision that becoming a global school will change the way children think in terms of their engagement with global issues and that schools will understand the importance of embedding a global dimension into their curricula.

**What** Becoming a global school will impact policy, curriculum and active citizenship for children and teachers as well as the whole school. The global focus will be brought into all aspects of school life.

**Who** Becoming a global school means working with everyone in the whole school community: teachers, teaching assistants, pupils, governors, senior management teams, school council, PTA and parents.

**How** Working as partners with schools, cultivating pupil voice and bringing expertise and challenges to each other as Educators, looking at policy development and whole school planning at a strategic level.



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