



September 2009

# INTERNATIONAL EDUCATION

## Cambridgeshire Advisory Service

To: International Coordinator

### Special points of interest:

- UN Millennium Development Goals
- Resources for teaching about the UN Millennium Development Goals

This newsletter focuses on the UN Millennium Goals for Development (MDGs) and resources for schools that link to subjects or aspects of the curriculum such as citizenship and global dimensions.

### UN MDGs

In September 2000 the United Nations set out a series of targets to reduce extreme poverty by 2015. These targets have become known as the Millennium Development Goals. The 8 MDGs are:

1. End extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

Resources for schools include the following online Oxfam resources:

- Change the World in 8 Steps (9 –13 year olds)  
Posters and activities for the classroom, information for teachers on the 8 MDGs.
- Water for All (7 –14 year olds)  
An online resource that links to goal 7 (which includes a commitment to reducing by half the proportion of people without access to safe drinking water); includes case studies, images of water from around the world and water maths.

The materials can be found at:

[www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)

Under Topics select more topics, then scroll down to Millennium Development Goals.

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## Focus on Fairtrade

Trading fairly links to goals 1 and 8. The Fairtrade website is a very useful starting point. Their site has information about Fairtrade in general and an area for schools. The schools section includes working towards becoming a Fairtrade school.

The web site is at: [www.fairtrade.org.uk/](http://www.fairtrade.org.uk/) then select Fairtrade Schools in the menu on the right.



## Fairtrade School Status

To become a Fairtrade School you need to be able to say that your school:

- has set up a Fairtrade School Steering Group in which pupils/students are at least half of the members and which meets together at least once a term
- has written and adopted a whole-school Fairtrade Policy that has the support of the Governing Body and is signed by the Headteacher
- is committed to selling, promoting and using Fairtrade products as much as possible
- learns about Fairtrade in at least three subjects in each of two year groups
- promotes and takes action for Fairtrade at least once a term in the school and once a year in the wider community.

The application and process for submitting evidence is online. It will take a school year or more to gather and upload the evidence to support your application.

## International Education Portal Pages

Under the Resources tab we have included information and resources about Fairtrade in schools.

This section includes:

- A PowerPoint presentation on the process of applying for Fairtrade School Status
- Web based resources from a number of different sites for primary and secondary schools
- Web addresses of Fairtrade sites around the world
- How Fairtrade links to current agendas in schools, such as EYFS, Rose Review, Alexander Review, revised Key Stage 3 curriculum, Key Stage 3 Personal Learning and Thinking Skills and the 8 key concepts of the Global Dimension in Education.

Links to resources include:

For primary Schools - the Coop's [Make Your School Fairtrade Friendly](#), a comprehensive guide for primary schools including background information, activities and lesson plans.

For key stages 2 and 3 - [Growing bananas](#), a whole class trading game with background information including photos of the production process

For key stages 2- 4 - [Choc-o-lot](#), enabling young people to explore their links with contemporaries in the South

For key stages 3 and 4 - [Coffee chain game](#), a downloadable resource exploring how the profits from growing and selling coffee are distributed

To browse this resources list go to:

[www.ie.ccceducation.net](http://www.ie.ccceducation.net) and select Resources.

## Campaign for Female Education (Camfed)



This links to goals 2, 3 and 6.

Camfed International is based in Cambridge. It has offices in Ghana, Tanzania, Zambia, Zimbabwe and the USA. Camfed is a non-governmental organisation. Camfed is dedicated to fighting poverty and HIV/AIDS in rural Africa by educating girls and investing in their economic independence and leadership once they complete school. Since 1993, Camfed has been working in partnership with rural communities in Africa to set in motion a virtuous cycle of change.

Camfed's development education team works with schools and universities in the UK and in Africa to bring global diversity to life.

Supporting the curriculum at primary and secondary level, they work on the eight key concepts of the global dimension, incorporating global citizenship, justice, rights, diversity, sustainability, conflict resolution, interdependence and values.

Resources featuring girls and women who have achieved their dreams through education are available accompanied by teachers' packs, in-school sessions, and CPD. Resources use games, songs, photographs and stories. They are flexible enough to fit in with the aims of the National Curriculum and the school's needs and interests.

To find out more about Camfed resources for schools, tel: 01223 227 063, or email [tmcleish@camfed.org](mailto:tmcleish@camfed.org).

The Camfed website includes videos of girls and women helped by Camfed. Visit:

<http://uk.camfed.org/index.html>

## Send My Friend to School



This links to goals 2 and 3.

The Global Campaign for Education (GCE) started in 1999. The GCE exists in over 100 countries, and is made up of hundreds of civil society organisations, unions, child-rights

groups and adult learning groups. They jointly campaign on education to ensure that voices are heard and that governments put Education for All in place.

Since the GCE was launched, some 40 million more children have been able to go to school. More girls are going to school and the gender gap is slowly closing.

There is an annual global Action Week during the last week in April. Action Week is based around a central theme. There is an opportunity to make this a part of the curriculum. For everyone involved, it is an incredible opportunity to ensure the world's leaders feel the pressure on them to keep pledges to ensure that everyone has access to quality education by 2015.

In 2003 2 million people world wide took part. In 2008 9 million people took part. In 2009 6500 schools in the UK signed up to the Big Read, the theme for the Action Week.

To find out more about the GCE in the UK go to: [www.campaignforeducation.org](http://www.campaignforeducation.org)

Then select Your Country > Europe > United Kingdom. Teaching resources include films, case studies, lesson plans and a spotlight on Tanzania.

Shortly the GCE will be announcing the latest news on the education campaign's Football World Cup 2010 project and how you can get

## Mums Matter



involved.

This links to goals 4 and 5.

This varied set of curriculum-linked activities for ages 8-11 explores the issue of healthcare for mothers and babies around the world.

These resources work as a series of linked lessons, covering various parts of the curriculum, but most activities can stand alone. There is also an Assembly plan and a PowerPoint slideshow to introduce the issue.

The lesson plans cover elements of the Primary curriculum in England, Scotland and Wales and highlight the links to curriculum areas.

To access the resources go to:

[www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)

## Support for Secondary Schools

then under the Topics menu on the left select Maternal health.

### Making the Most of the Global Dimension in the New Secondary Curriculum

This could link to a number of the MDGs, depending on the focus of activities in a school.

This is an exciting national initiative to support secondary schools in delivering the global dimension in the curriculum. This process includes opportunities to develop activities around key issues, such as Poverty Reduction and the Millennium Development Goals, Globalisation and Social Justice. The process can make a difference to the outcomes for students.

An integral part of the initiative is a Global Dimension Self Evaluation Framework to help measure attitudinal change and schools' progress in incorporating the global dimension in the curriculum. The questions are linked to the QCDA Big Picture of the Curriculum and exemplified by statements related to the global dimension. The outcomes of this part of the process could contribute to your Self-evaluation form.

For further information and to register your interest in participating in this exciting initiative, please contact Jane Carpenter at

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[www.cas.ccceducation.net](http://www.cas.ccceducation.net)

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