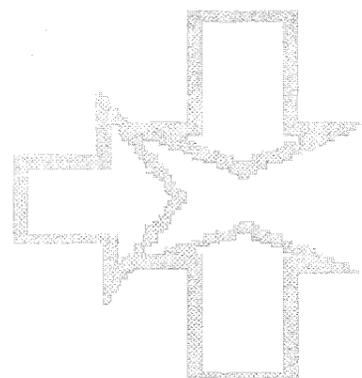


Humanities

Too





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For more information contact Peter Walsh on:
peter@j-walsh.freemove.co.uk

Humanities Too

Summer 2002

Issue 18

Editorial

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This is the last paper edition of TOO. We have decided that in future the magazine and newsletter will be distributed to our members via our web site humanitiesassociation@fsnet.co.uk. This has been due to spiralling printing and postage costs and we feel that it is the method for the future. There will be less constraint as to the size of the magazine so that editions can vary in size without too much difficulty. A password will be issued to all our members.

Whilst on the matter of membership can I encourage you all to renew your subs if you haven't yet done so? You will receive a £15 discount for conference so at £12.50 you are actually in pocket! Plans are well advanced for this year's conference and enclosed with the magazine is the most up to date information. All the workshops and keynotes are in place and I think you will agree that it is an exciting and imaginative programme?

Plans for 2003 are well advanced. The conference will take place at Ushaw College Durham on November 14th to 16th 2003. The theme is "The Global Dimension in Schools". It is hoped that we will get support from DfID to make it the biggest conference we have ever staged. Already many of the workshops and keynotes have been booked but there is still some space to be filled. If you are interested, or know someone who is, please let me know at the address below.

Peter Walsh

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Meeting the needs of higher achieving pupils

This article is designed to examine approaches to meeting the needs of higher achieving pupils from two perspectives, the classroom teacher and the subject leader. Closer attention has been paid to this part of the cohort in the more recent past through initiatives such as the Excellence in Cities (EiC) gifted and talented programme, although this obviously does not operate in all areas of the country. One element of the programme has been to provide enrichment activities beyond mainstream lessons, but other work has focused on differentiation within the classroom.

Teachers have always been concerned to differentiate their work as much as possible in a variety of ways - task, outcome, resource, support etc. Much effort, quite rightly, has gone into producing materials and other resources for SEN pupils and pupils making slower progress. Work for higher achieving pupils has often consisted of extension activities to be attempted once the main work has been completed. This may not always be serving these pupils' needs to their best advantage.

It is crucial that teachers have a clear idea of the target group and can answer the question - who are the higher achieving pupils? Most secondary schools use general tests, such as CATS and YELLIS, to predict outcomes at Key Stage 3 and GCSE. It is important, however, to have more subject - specific data, using National Curriculum (NC) attainment levels and GCSE assessment criteria. Any pupil operating at one clear level above the age-related NC level should be included in the higher achieving cohort. Within that group there may also be some pupils who are clearly gifted, in EiC terms. Other pupils to look out for are those with the potential to perform at above the age-related level, but are currently not doing so.

There is general acceptance that we all learn in different ways and have our own preferred learning styles. Much research has been

carried out, such as that on multiple intelligences by Howard Gardner. It is important that debate and discussion about approaches to teaching and learning take place within a department / faculty and the wider school community. Although it is not practical for every pupil always to be able to learn in her / his own preferred style, it is desirable that schemes of work contain a variety of teaching and learning activities. If some pupils prefer to learn in a kinaesthetic way, for example, and there are no such activities in a scheme of work, they may be at a disadvantage and have to work much harder to make progress. The ideal solution would be for the school to find out preferred learning styles and for departments / subject areas to plan to meet these different needs collectively.

Many activities designed specifically to benefit higher achieving pupils will often be of help to all pupils. It is also important not to limit some activities just to the higher achieving cohort. For example, a major area of development in the humanities is thinking skills. Research and practice has been centred on the University of Newcastle and the work of David Leat, particularly looking at activities designed to encourage higher order thinking skills. It is clear that higher achieving pupils need to be challenged more by this type of work, but all pupils can benefit from such approaches, if set at an appropriate level.

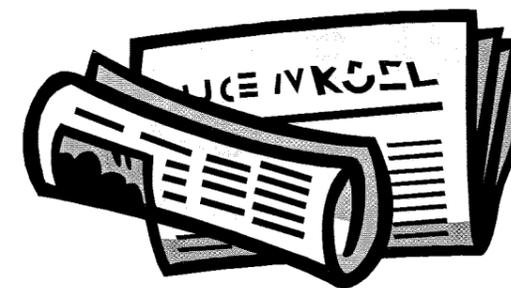
A major area to concentrate on is task setting. Too many tasks are closed, with little allowance for creativity and independent learning. Too often differentiation is by outcome, with higher achieving pupils needing to complete simpler, closed activities before progressing to extension work of a more challenging nature. On some occasions it may be better to set these pupils an open-ended enquiry and for them to work on it independently or in small groups while others in the class are given more support. Of course independent self-supported study needs good resources or else it will become an impossibly challenging task. Such work should allow

Rex Beddis Award

The Rex Beddis Award offers up to £1000 to promote linking between schools in the UK and overseas to enable the winner to visit their overseas counterpart to both strengthen their partnership and to develop some mutually beneficial teaching and learning resources. The focus of the link is citizenship and sustainable development.

If anybody has been successful in obtaining an award then please put on a workshop at our 2003 conference in Durham when the theme is "The Global Dimension in Schools".

It is going to be held from November 14th to 16th 2003 at Ushaw College, Durham



The British Film Institute

The Bfi are promoting the teaching pack Images and Reality, recently published by the International Broadcasting Trust, in association with bfi Education, part of the British Film Institute.

Images and Reality consists of a video and Teaching guide, written by Mark Reid, Teacher Training Officer at the British Film Institute. It highlights how TV news footage can be used to encourage students to learn about the developing world, and is an ideal teaching resource for teachers of Media Studies, English or Geography.

Further details can be obtained from Wendy Earle at: -

The British Film Institute
21 Stephen Street
London
W1T 1LN

Phone: 020 7957 4822
Fax: 020 7580 8434
Email: wendy.earle@bfi.org.uk
Web: www.bfi.org.uk

NEAD

NEAD is the Norfolk Education and Action for Development. It has just obtained further funding from DfID. It has resources for sale and also some free ones on the Web.

For sale, for example is Trade Rules! Trade Rules! is about informing people's attitudes on trade rules and understanding their contribution to the root causes of poverty and injustice. In this activity the teams take on the roles of countries and trading groups. They produce goods, sell on the international market and make decisions at the World Trade Organisation, which affect the way they trade. The way the game is structured favours certain countries, just like trade in real life. It has been produced jointly by the development agencies and CAFOD and is suitable for up to 30 players in KS 4. Price £4.99

The Website has been developed and has a free resources section.

Two examples of what you can obtain are The Banana Game and The Banana Game online.

The Banana Game

This has been produced by Banana Link (www.bananalink.org.uk). It allows players to discover what happens to a banana before it reaches the consumer and to introduce the reality of "who gets what" in the chain.

The Banana Game Online

The current price of a banana in the shops is about 20p. The idea of this game is to decide on the fair distribution of this price between all the people involved in getting it to you, the consumer: the growers, packers, shippers, wholesalers and retailers.

You can contact NEAD through Sarah Gann by
Phone: 01603 610993
Fax: 01603 625004
Email: sarah@nead.org.uk
to purchase resources.

To obtain the free resources go to
www.jusbiz.org/cgi-bin/resources/show.pl

Global Dimension

Global Express

The Global Express for June is predictably about the World Cup. There are lots of activities for 8 to 14 year olds ranging from a simple Glo-ball quiz, which is a simple true or false exercise for eight years olds to Sponsorship in the Spotlight, which examines aspects of football as a business. The latter discusses the idea that sponsorship has benefits in that it can create jobs and bring wealth to some. But it also has disadvantages, such as poor working conditions, for employees of the sponsoring companies. The huge amount of sponsor money for top clubs has been criticised because it makes it harder for smaller clubs to survive.

When you read this the World Cup will be over but I hope this snapshot of Global Express will encourage you to subscribe. For £15 you will receive the next five mailings. Each edition reflects an issue of the day. Send your cheque made payable to Manchester DEP to Cathy Midwinter at DEP, c/o Manchester Metropolitan University, 801 Wilmslow Road, Manchester M20 2QR, or if you require further details then:

Phone: 0161 445 2495
 Fax: 0161 445 2360
 Email: depman@gn.apc.org
 Web: www.dep.org.uk/globalexpress

There are some out of print editions on the web site, which can be downloaded as text to give you a better idea of how useful it might be to you.



"Global Express" is produced by Manchester DEP. The May edition, for example, contains instant photocopiable classroom activities for 8 – 14 year olds.

Primary

- Talking about rights and responsibilities
- Exploring ways to have a say
- Hearing what children say.

Secondary

- Comparing children's views on global needs
- Discussing progress on children's rights.

Global Express can be obtained for a subscription of £15, which will entitle you to five editions of the paper.

DfID Publications catalogue

DfID publishes a multitude of material. Some examples are listed below.

The Global Citizenship Guide

The Guide aims to help teachers, advisors and teacher educators understand the significance of the global dimension to citizenship and help them to teach it in meaningful ways. The booklet contains links to the National Curriculum programmes of study and QCA schemes of work, as well as teaching and learning ideas and starting points.

Copies available from:

www.citizenship-global.org.uk or
 DEA
 Phone: 020 7490 8108
 Fax: 020 7490 8123

Developing a Global Dimension in the School Curriculum

This booklet is aimed at teachers responsible for planning and implementing the school curriculum. Its purpose is to show how a global dimension can be incorporated into both the curriculum and the wider life of the school.

The Sexual Exploitation of Children.

Guidelines for action to eliminate the worst forms of child labour

The purpose of these guidelines is to explain the inter-linkages between the sexual exploitation of children and broader human rights issues, and to identify strategies through which DfID can contribute to achieving the rights of children. The catalogue has forty pages so there is a wealth of material. If you are interested in any of the three above then

Email: dfidpubs@eclogistics.co.uk
 Or enquiry@dfid.gov.uk
 Phone: 0845 300 4100
 (1000 – 1600 Mon-Fri)
 answer-phone outside these hours

Some publications are available online at
www.dfid.gov.uk
 (just click on the publications button)



pupils to reach the higher levels of attainment and this should be represented in schemes of work.

The subject leader must ensure there is a policy outlining approaches to meeting the needs of higher achieving pupils and that the policy is implemented consistently. Any policy must dovetail with whole-school approaches, if they exist. Policy development needs to take place in an ethos of open discussion. Any policy needs to be located within the broader aspects of differentiation and inclusion, but teachers need the opportunity to raise issues and seek clarification, at some if not all meetings. The policy must be of practical value to existing staff and others joining the department, giving guidance on identification, assessment, marking and teaching and learning.

Identification of the cohort needs to be based on common criteria used by all staff, with moderation from time to time to maximise consistency. Data should be analysed to ensure that pupils are performing to their potential and underachievement at all levels is addressed. Challenging targets need to be set with curricular guidance for pupils on how to achieve them. The marking policy should be based on the principles of assessment for learning, otherwise known as formative assessment. Comments should relate to clear learning objectives, in language understood by pupils. They should be informed about how they might improve to better meet the objectives. Higher achieving pupils need to be told how to meet the higher levels of attainment and then set tasks allowing them to reach those levels.

Schemes of work need to allow for a wide range of attainment and it is important for the subject leader to check that inappropriate task setting is not placing a ceiling on learning. Resources need to be in place, both ICT and book-based, to allow some students to research both individually and in groups. At times higher achieving pupils will need more support than other pupils; at other times they need the space and time to work on their own. Teachers will often need to model the higher order skills before pupils can work on their own.

Approaches to meeting the needs of higher achieving pupils vary little from those for other pupils.

It is usually the type of work that is different and the involvement of the teacher, sometimes intense and at other times detached. An understanding of the pupils' learning needs and styles is essential to providing the most appropriate teaching programme. There is a growing stock of resources to support teachers at a theoretical and practical level; some based in the humanities and some at a generic level. For example web-based guidance can be found at the following: -

www.nc.uk.net/gt
www.xcalibre.ac.uk

A workshop at the Humanities Association conference will examine these ideas in more detail and look at available resources.

Colin Adams

June 2002

Footnote

I have used the term 'higher achieving' throughout the article as it represents the target group better than other terms. Terms such as 'gifted and talented' and 'more able' are more problematic as they imply that ability is fixed and applies to all aspects of the curriculum.

Meeting the needs of higher achieving pupils

Colin Adams -National Association of Humanities Advisers

This workshop covering all Key Stages will examine issues from a classroom teacher's and subject leader's perspective. There will be opportunities for discussion as well as a chance to look at resources and teaching ideas. All participants will receive background materials. The workshop will be relevant to all humanities subjects.

Citizenship and Assessment

At both key stages 3 and 4 the requirements for assessing, recording and reporting citizenship are broadly the same as for all other national curriculum subjects. There are no requirements to submit school data. At the end of key stage 3 teachers will be required to assess pupils' attainment. This will be required for **all pupils who complete Year 9 in summer 2004**.

Throughout both key stages teachers are required to report on **pupils' progress** in citizenship to parents as for other foundation subjects. This applies **from August 2002 onwards**.

In one way Citizenship is different! All national curriculum subjects and RE now have an eight level scale used to report teacher assessment at the end of Year 9. Citizenship simply has 'End of Key Stage Descriptions'.

Pupils will be assessed as

- * Working towards
- * Achieving
- * Working beyond

the end of the Key Stage Description for Citizenship:-

By the end of key stage 3, most pupils:

**Have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems;*

**Show understanding of how the public gets information; how opinion is formed and expressed, including through the media; and how and why changes take place in society;*

**Take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.*

This is broadly comparable with Level 6 in other National Curriculum subjects.

Help from QCA Schemes of Work for End of Key Stage Assessment

The QCA Citizenship Scheme of Work provides a useful end of key stage review unit:-

Unit 19, Review Unit:

Assessing progress and recognizing achievement

at the end of key stage 3.

This is very helpful process-based advice for the **end of key stage assessment and reporting**.

HOWEVER

QCA also encourages the use of:

*A wide range of approaches to assessment

*Pupil portfolios – perhaps in the context of ROA or Progress File materials.

Pupils should take responsibility for their own portfolios. These could be collated over time by pupils and can be used to support annual review; pupils' reflections on their Citizenship studies and inform reporting on progress.

*Pupil self-assessment

*Active and peer assessment

The requirement to report on individual pupil's progress annually poses some challenges when part or all of citizenship is taught in a cross-curricular context. Ofsted is concerned that Citizenship objectives must be made explicit to pupils so that they know what they are learning and why, in the context of the Citizenship programme of study.

Some ideas for tackling the big management issue when Citizenship is taught across the Curriculum.

Practical Suggestion from the Institute of Citizenship

"Many schools are teaching Citizenship across the curriculum in key stage 3. Where this is happening, subject teachers could just add an extra sentence or two relating to each student's attainment in the aspect of citizenship they are delivering. Tutors, who often provide a general overview and comment on reports anyway, could then summarise attainment and progress in Citizenship in their section of the report".

That is very helpful. HOWEVER, your Citizenship Co-ordinator is likely to feel the need for a clear map of where in the world the Citizenship objectives are covered, and to know that the comments on **pupil progress** relate to those objectives.



Book Review

The Trenches

The Trenches, a first world war in depth study for Key Stage 3, is a schools history project text packed full of good ideas. Dale Banham and Christopher Culpin have cleverly pulled together a wide range of ideas and placed them within this edition. So, we find a burger to help us write an effective speech and a roller-coaster ride to guide us through the ups and downs of writing a report.

The book includes a section, which provides an extract with activities from "Goodbye", the last episode from the TV comedy Blackadder goes Forth. (Surely we're not finally admitting to showing this video to every year nine in the country?). It is also pleasing to see an extract from "Birdsong" by Sebastian Faulks, which gives a very moving account of life in the trenches. This seems like an ideal reading homework but also comes complete with questions on themes such as trench life and British tactics. The Trenches proves itself to be from a new generation of text books by concluding with a section on how to design your own First World War website. Unfortunately it leaves the poor teacher to struggle with how to turn this into a reality.

The ideas and activities seem to be incorporating the literacy strategy but this is the area that concerns me most about the text. The activities are literacy based but the pages themselves are crammed with information and sources. This is clearly good value but too fussy for the average Key Stage 3 student. Each page tries to be new and exciting, which leads to problems when

guiding the reader through the text, as there seems to be no common format. An example of this would be that the activities are all placed in blue boxes; this would indicate that the student should quickly learn where to look for their tasks. Yet, some titles and sources have also been placed in blue boxes, which tends to create confusion. Our very passionate Literacy Co-ordinator, with whom we discuss all new text, was enraged to see white writing on a black background. Worse still, the information was all in capitals!

Throughout, the text sticks to the SHP ethos of investigation and examining evidence. In this case trying to discover if a film about the Battle of The Somme provides a realistic picture of life in the trenches. If you happen to be looking for a Key Stage 3 depth study for higher ability students, and your budget will stretch to it, then this is definitely worth considering. In an attempt to give a rounded critique of this book I gave it to a couple of boys in my year nine form to read through. Their opinion? "It's good that Miss", praise indeed!

Julie Robb



London Metropolitan Archives

We are regularly circulated with information from the Archives. Their library for example contains around 100,000 books where you can find references to local history, technology, engineering, social & economic history, interior design, politics – and many other topics relating to the culture, fabric and infrastructure of London. They have INSET days. On October 11 There is a session on "Black & Asian citizens 1536 – Now" which will explore ways into Black and Asian History in London. The cost is £20 / £15 students which includes lunch. From 1st July until 28th September documents and images are available on "Governing London 1538-1965", giving

fascinating insights into many aspects of governing London over four centuries. The records show how decisions were made which kept the great machine of London working and shaped the day-to-day existence of millions of people.

I am sure they are well worth a visit. They are open at 9.30am until 4.45pm every weekday staying open until 7.30pm every Tuesday and Thursday. They are open on Saturdays approximately twice a month. They are within 20 minutes walk of King's Cross and 10 minutes walk from Farringdon underground station.

Further details can be obtained from Jan Pimblett
Phone: 020 7332 3851

Email: Jan.Pimblett@corpoflondon.gov.uk

Sample Workshops at Conference 2002

Challenge in Humanities

Lindsay von Elbing, TLF Consultant, Staffs LEA

An investigation of how teachers might challenge pupils. The session makes use of video and group discussion. Materials are based on the TLF training file as part of the Key Stage 3 strategy

Coming unstuck: teaching about race and racism in citizenship education

Dylan Theodore, author and trainer in global and intercultural education

Appropriate Key Brief description including subject focus: Experience examples and ideas from new Hampshire LEA classroom materials, designed for KS2, to explore prejudice, exclusion, discrimination and aggression based on skin colour and/or culture. Multicultural education seldom challenges underlying negative attitudes and notions of superiority among white people. So, following McPherson, Parekh and the government's emphasis on 'citizenship', these innovative resources will challenge us to move on.

Humanities GCSE and Citizenship

Steve Radford, Chief Examiner, OCR Humanities
Stuart Wilson, Principal Moderator, OCR Humanities

Many schools are looking at ways in which to accredit Citizenship in Key Stage 4. This workshop considers ways of providing students with a GCSE qualification while still making sure that Citizenship is exciting, relevant and interesting, and at the same time not placing too much of an assessment burden on teachers. The workshop will also provide a "surgery" for schools following the new specification where they will be able to raise issues.

Labour Behind the Label

Finbarr Carter, – 'Just Business' Project Co-ordinator.

This workshop for KS 4 will give some ideas for interesting and practical activities in the classroom to explore issues around globalisation, business ethics and the fashion industry that could also contribute crucial elements to the delivery of the Citizenship curriculum.

Using Internet based learning communities to enhance European understanding.

Clare Brooks, Institute of Education, London University

This session, for KS 2/3, will be based on using Internet based learning experiences such as on-line communities to encourage students to explore their perceptions of their own area and other European environments. The basis of the workshop will be the results of a European funded project called YoungNet, and the learning experiences that students have gained from working in this project, and how this can contribute to their understanding and European awareness.

'Paths to Justice' – an enquiry based learning project set in Victorian Britain

Joan Bennett Senior History adviser Quality Learning Services, Staffordshire

'Paths to Justice', for KS 2 provides an opportunity for pupils to investigate some aspects of life in late Victorian Britain through the experiences of two individuals. During their enquiry, pupils consider a series of key questions, look for clues, select and use evidence to interpret events from a variety of perspectives. The focus is on real people, events they were involved in, and allows pupils to explore, through the use of drama, ideas about motives and the consequences of actions taken.

Workshop title: Human Rights and Responsibilities - Do it to learn it

by Edward Waller, Head of the Humanities Department at John Hanson School
Chief Examiner for the new AQA Humanities GCSE.

Aims of the workshop:

To show and discuss

- § how our improved understanding of the ways young people like to learn can be applied in teaching about human rights and responsibilities
- § how the development of interpersonal and communication skills (including literacy), critical awareness and evaluation can be emphasised
- § how the learning activities can be adapted to be used in a variety of contexts within the humanities.

The following suggestions might help:-

- * Citizenship Co-ordinator conducts audit
- * Contributing subject departments agree objectives they will cover explicitly for Citizenship and return these to the Citizenship co-ordinator
- * Citizenship co-ordinator identifies where Citizenship aspects are taught in each year group/subject
- * Draws up overall map
- * Provides each department with 'mark-book headings' or group assessment sheets for Citizenship.
(These will be provided originally by the department, in order of provision, to aid management of ongoing assessment for progress in Citizenship. See year 9 history/year 10 geography)
- * Contributing heads of department then distribute these alongside class lists to all teachers of the relevant subject and year group. The Assessment record is very easy to complete using a simple key which identifies where pupils have:-
 - (a) Are working towards
 - (b) Achieved
 - (c) Are working beyond

The three point key has been suggested as it is easy to record and provides an immediate visual profile of a pupil's individual attainment and progress in e.g. Citizenship in history, and clearly indicates areas of strengths and weaknesses. This can easily be used to inform annual reporting on progress linked to clear objectives.

It also allows us to mirror the end of key stage approach 'working towards'; 'achieving'; 'working beyond'; in each unit or objective suggested for assessment.

This can then accurately inform the 'extra sentence or two' relating to Citizenship in the pupil's subject report.

QCA points to the importance of clear objectives and Ofsted will evaluate lessons separately against the Citizenship objectives and/or the host subject objectives.

In one example, the objectives indicated on the recording sheet are derived from QCA Scheme of work, Key Stage 3, Unit 11 'Citizenship and History' and Key Stage 4 scheme of work, Unit 12, 'Global issues, Local Action', which has strong links with geography.

We think that we have provided a model, which will help schools meet the requirements.

We have provided blank proformas where subject leaders can identify clear Citizenship objectives for their departments – lesson by lesson or unit by unit.

The Pupil Portfolio Tracker Sample sheets we have provided also draw on these objectives.

- *Departments identify their Citizenship Focus.
- *Teachers/subject departments provide pupils with copies of the sheets to organize into their Citizenship portfolios (kept in the form base?)
- *Objectives are clearly shown. Pupils tick boxes to indicate the Citizenship focus. Although these are indicated on the top of the form, pupils should consider these and tick the box to show they recognise what they have done contributes to these aspects of the programme of study.
- *If wished, teachers can set pupils the task of completing the self-assessment on the reverse of the form, although it is **not necessary** that pupils should record every citizenship activity in written form. As the Institute for Citizenship points out:-

"Assessment should be built into active projects so that students do not experience the fun element as 'learning' followed by a mundane exercise in writing up notes for 'assessment'".

The emphasis is very much on 'active citizenship' and a range of assessment activities, rather than seeing assessment as a 'bolt-on' activity at the end of a unit. Often, completing and storing the front of the form is all that is required. On other occasions there may be a number of other materials that pupils may wish to store in their Citizenship portfolio.

However, the Pupil Portfolio Tracker sheets exemplified, do help pupils to understand the range of the work they have done in Citizenship across the curriculum and through specific Citizenship activities.

If these are related to assessment sheets, which show attainment in the various Citizenship objectives, any subject department can easily consider these as they 'write their extra sentence or two' about an individual pupil's progress in Citizenship.

We do hope this is helpful.

The Citizenship Advisory Team. The Humanities Advisory Team.

Dee Smith Wirral LEA

Mass lobby for trade justice

Over 12,000 people gathered outside the Houses of Parliament in London this recently to lobby MPs about the urgency of changing the rules of international trade. The members of the Trade Justice Movement, who organised the demonstration, are clear that they believe in trade and they believe in trade rules, but the rules must be fair and not always end up by making the rich richer.

The main things which would ensure fair trade are that it should be sustainable - respect the environment and not take out of the planet more than it puts back in, and that it should help to get rid of poverty. It should make sure that all countries are capable of benefiting from trade and that some do not exploit the resources (for example the cheap labour) of weaker countries. Rich nations should not give extra money (subsidies) to weak industries, like agriculture, in their own country so as to give them an unfair advantage over countries which cannot afford to do so. It should make sure that all people have access, by right, to services such as water, housing, health and education. Making the provision of essential services open to competition between private firms means that poorer people do not stand a chance of getting access to them, as of right.

Fair trade would ensure that patents and so-called intellectual property rights do not mean that poor people do not have access to medicines. It would make sure that workers in poorer countries were treated and paid properly and that consumer laws and rights applied in the same way to all states of the world. Everyone should have access to trade and trade should not become a way of strengthening some countries and corporations, while weakening others and draining the resources of the planet.

The organisers of the event felt that it was a success. Many MPs came out to talk to the representatives of the crowd and trade was discussed in parliament as part of the day's question time. *Do you think that trade should in effect be considered illegal if it actually creates poverty, damages the planet and is not sustainable? Or is the traditional competitive approach still the right model for the future?*

Secrets and lies

The 'war against terrorism' is putting a lot of strain on the United States government and public, especially since so much has been invested in it and there has been so little in terms of results. The way it is being handled is coming in for some criticism in the US press, especially now that the attack on the twin towers is nearly a year away. A number of scare stories have been published in recent months, most of which seem to have dwindled away to nothing and only served to cause alarm and panic amongst the US public.

The most recent was the story of the plot to detonate a so-called 'dirty bomb' in the centre of Washington. Earlier there were the warnings by the US vice president about attacks on tower blocks, and before that there was the anthrax scare. These may or may not have been true; those arrested and locked away to be tried by secret military courts may or may not prove to have been guilty. The lack of openness is being questioned, but so is the language in which these events are being announced. People are being described as "serious terrorists" without evidence having been brought in a court of law. The US attorney general described the dirty bomber as a "known terrorist" and the president publicly referred to him as a "bad guy", when he had in fact been convicted of no crime. An Algerian pilot accused of terrorism by the US and wanted for extradition from Britain to the US was later freed by a British court for lack of evidence.

There is concern that politicians feel they have to satisfy the public with new stories about the war on terrorism, and that sometimes what they do and say cannot be justified. The New York Times is quoted as saying: "The government must be vigilant about fighting terrorism, but this war can be waged without suspending the constitution." In other words, what has to be done must be done legally and what is said must be founded in truth. Opinion polls in the United States have suggested that more and more people are beginning to believe that the timing of what the government is saying is worked out as much for political as for security reasons. *What should be the job of political leaders in times of difficulty? How is it that some people manage to build up trust and others not? What ways have ordinary people got of checking up on people in positions of power? How far can you rely on the media?*

Asylum: young people hold the most negative views

A priority at today's European Union summit meeting in Seville will be to discuss ways of preventing 'illegal immigration' into Europe. It has received a lot of publicity in the British press, as have recent statements by politicians which threaten to impose some kind of punishment on countries which do not accept the return of failed asylum seekers. The whole discussion has become highly charged and often prevents people from understanding the true facts about the movement of people in the world today.

A recent national poll for the Refugee Council about the attitudes of British people towards asylum seekers and refugees showed that in general young people held more negative views than adults and that these were often based on wrong information. Most of them had inaccurate ideas about the numbers coming to Britain, and very few realised what a tiny proportion (below 2%) these were of the total number in the world. Many of the young people interviewed felt they needed to be better informed and that the media were not helpful in giving information or encouraging a positive view of asylum seekers and refugees. The commonest phrase which most of them remembered was "illegal immigrants". Yet this phrase has already been found by the British Advertising Standards Authority to be "racist, offensive and misleading", since strictly speaking no asylum seeker can be illegal: seeking asylum is a human right protected by international law. The results of the poll suggest that, especially amongst younger people, there is a serious need for education and information. They also suggest that the media are exaggerating and distorting the situation. The Refugee Council thinks that schools have an important part to play in correcting this state of affairs and that good public information is crucial if we are to be a well-informed, understanding and tolerant society. *Why do politicians in the main political parties seem to be responsive to such one-sided and often inaccurate views?*

Ecotourism: a new commercial goldmine

Tourism is the largest industry in the world and ecotourism is the fastest growing sector of it. The United Nations has named 2002 as the international year of ecotourism. The fact is that many tourists - often paying more for the experience - want simple holidays in the world's unspoilt areas of natural beauty, away from large hotels with lavish facilities. The benefits claimed for this kind of tourism are that it is sustainable (in other words does no damage to nature), cheap to provide, brings income and work to local people and provides funds for environmental protection.

There are many excellent ecotourism projects throughout the world, but the fact that it is such an obvious goldmine has meant that it is already open to abuse. The number of people interested in this kind of holiday is putting pressure on the wild

natural landscapes they have come to see. 60,000 people visit the Galapagos Islands every year; large numbers go to Africa on safari holidays; Costa Rica, sometimes considered the home of ecotourism, is now considering building luxury hotels in the middle of rainforest areas. Apart from this, indigenous peoples, who live in some of the most unspoilt parts of the world, are being forced to move off their land to make way for ecotourism. Indeed some governments say that their subsistence way of life goes against conservation and use this as an excuse for evicting them from their ancestral homes. This has happened in the Philippines and in parts of Africa, and whether they are moved away or not, local people are often left out of the planning for these new projects and the profits which come from them. The new proposals in Costa Rica reflect the fact that even if tourists like the idea of simple or 'primitive' holidays, they still usually want a certain degree of comfort, like running water, and cause problems of waste disposal which can't help affecting the environment. Richer tourists want - and will pay for - more and more imaginative forms of holiday. *Is this a good way of redistributing money to poorer countries? Is it possible to accommodate them without damaging the environment? Can tourism ever be sustainable - and fair?*

Out of sight, out of mind

The massive use of electronic machines like computers and the rapid turnover which occurs as old models are replaced by newer, faster and more efficient ones, has caused a new problem: electronic waste, or e-waste. What happens to all the old photocopyers, printers, telephones which nobody wants, often to be seen in skips in city streets? What happens to the toxic substances they contain? The reality is that a lot of e-waste is shipped off to countries where labour is cheap and health and safety conditions are non-existent, where they are smashed up and metals and usable parts are reclaimed. Child labour is often used for this in dangerous conditions where ventilation and protective clothing are unheard of. Some results of this activity have been the contamination of soil and water supplies and serious skin and respiratory diseases amongst those who handle these dangerous substances. The pleasant-sounding word 'recycled' is often used to disguise the fact that such things are going on. The dumping of e-waste in this way is presented as 'creating employment' in poor countries and 'preferable to disposal in landfill sites'. *How can public information on such matters be improved? How can waste on such a wide scale be prevented? How can the human and labour rights of people in poor countries be better protected?*

[Sources of information used in the compiling of these articles and their URLs may be found on the NFE website.]

