



## Development Education Research Centre

Research Paper No.18



# Fairtrade in Schools and Global Learning

Douglas Bourn

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## **Fairtrade in schools and global learning**

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**Douglas Bourn**

1

## Introduction

This paper aims to provide an overview of evidence of schools' engagement in Fairtrade in the UK through the Fairtrade Foundation's Fairtrade School Awards programme. The paper provides a summary of the comments from schools' engagement with the programme based on data from teachers and pupils' learning with evidence from the different levels of the award. The paper also aims to locate the evidence from the award programme within the broader landscape of global learning in the UK.

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## Overview of Fairtrade in schools and contribution of the Fairtrade Foundation

Fairtrade is known to be a popular topic within schools. There is considerable evidence from a range of research initiatives that discussions on Fairtrade and the promotion of Fairtrade products within a school can make an important contribution to learning about global and development issues within the classroom (Blackmore, 2014; Bourn and Hunt, 2011; Hunt, 2012; Brown, 2015; Edge, Khamsi and Bourn, 2009). However, there is also evidence that Fairtrade can often be seen as too simplistic a solution to addressing global inequalities in trade (see Asbrand, 2004).

Brown's research shows that in response to the question to young people about how best they could respond to global poverty, buying Fairtrade products was recognised by the overwhelming majority of those interviewed as an important action. What was also identified was that where learning about Fairtrade did take place, young people were able to explain what the term meant for producers (Brown, 2015: 22). Similar evidence can be found in Hunt's research with primary schools which showed that over 50 percent of children interviewed saw buying Fairtrade products as an important activity related to global issues.

Lawson's research with primary schools in England found similar observations from children:

*I think we just need to launch more companies like Fairtrade. That will reduce poverty because the farmers or whatever they are will get paid a good amount for what they give to the outside world (Lawson 2018).*

This research noticed the theme of fairness as being a major one that engaged children and where things were clearly unfair, this was commented upon. This theme had been noted by Hunt (2012) in her research with primary schools. There was clear evidence from her research of the linkage between engagement in global learning themes within the classroom and a sense of fairness (Hunt, 2012: 73). This theme of fairness was summarised in the report for Cambridge Primary Education Trust:

*Children are growing up in a globalised society. They need the skills and knowledge base to make sense of and effectively engage in this global and fragile world. They also need to be equipped with a values base that recognises concepts such as tolerance, respect, compassion, a sense of fairness and concern with social justice. (Bourn, Hunt, Lawson and Blum, 2016:38)*

Awards have become an important feature of global learning practice in the UK over the past decade (Hunt, 2012; Bourn and Hunt, 2011; Gadsby and Bullivant, 2010). Awards have become a vehicle for encouraging schools to regularly review and assess their own level of engagement in global issues, to demonstrate their commitment to specific issues and to have a framework for identifying future goals and aspirations. Amongst the range of awards such as International School Award (ISA) run by British Council, Eco-Schools Award run by Keep Britain Tidy and Rights Respecting School Award (RRSA) run by UNICEF, the Fairtrade School Awards programme is probably the most popular after these three. From an analysis of schools involved in the Global Learning Programme in 2014, 56 percent were participating in Eco-Schools, 47 percent in ISA and 21 percent in RRSA. 14 percent said they were involved with the Fairtrade School Awards programme.

The Fairtrade School Awards programme has, therefore not surprisingly, proven to be very popular with many schools across the UK. Fairtrade is a topic that can be tackled at both primary and secondary level and can be applied across a range of curriculum subjects including geography, mathematics, sciences, design and technology and citizenship.

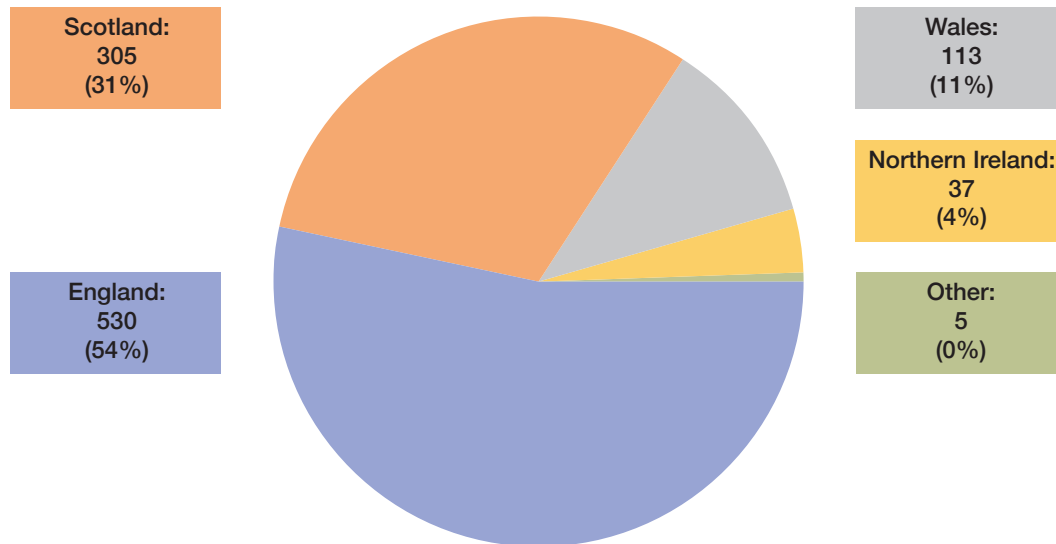
Up until 2014, there was one Fairtrade award. Since then this has been replaced by a three level process of engagement:

FairAware  
FairActive  
FairAchiever

The programme is based on a progression route model with schools having to demonstrate levels of engagement in Fairtrade through the curriculum, broader school activities, and engagement of pupils and purchasing of Fairtrade products. To support the award programme, the Foundation has produced a range of educational resources and also made access available to a broader range of materials that are relevant to the Fairtrade School Awards and themes that they cover.

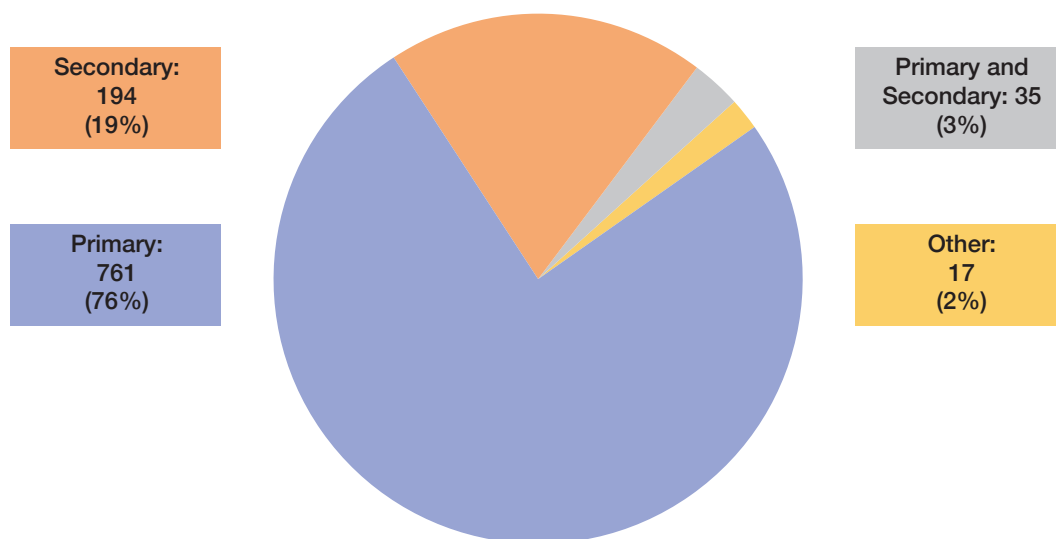
A feature of the FairAware award is the completion of audits of schools' involvement, evidence of learning from pupils, product promotion and specific curriculum activity. To date 1,007 schools involved have submitted this audit data. The evidence below suggests that compared to the number of schools that exist in Scotland, Wales, Northern Ireland and England, there is a comparatively high percentage of schools involved in Scotland engaging with the award. This reflects the strength and support there is in Scotland for both Fairtrade and global learning in general through education policies and programmes.

### FairAware participation by school location



The number of primary schools involved reinforces other evidence (Hunt, 2012; Bourn, Hunt, Lawson and Blum, 2016) of the interest and support for learning about global issues. Primary schools often focus on topics for learning and this enables global learning themes such as Fairtrade to be promoted.

### FairAware participation by school type



A number of schools have repeated the audit but wanted to stay at this level and not move up to the next stage. To date this has been 45 schools.



For the second award, FairActive, the focus is on the creation of a school action group on Fairtrade, the development of a school plan, a school assembly run on the theme of Fairtrade and at least one event to raise awareness. For this award there is no school or learner audit.

For the third award, FairAchiever, the school needs to demonstrate evidence, including further audits, and be assessed by an independent assessor to show that Fairtrade is an everyday feature of school life.

Evidence is also taken from schools that were involved in the earlier version of the award programme, 'legacy schools', and have since become involved in FairAware (238 schools) and FairAchiever (269). Of these legacy schools, 102 were voluntary aided.

### 3

## Methodology

The evidence for this report has been taken from schools that have been involved with the earlier programme and remained involved (legacy schools) and schools that have been involved at the first award (FairAware) and either repeated this award or progressed to FairAchiever, thus providing comparable learner audit data.

The data is based on the material schools submitted for the FairAware and FairAchiever components of the award. This includes:

### **FairAware:**

- A product audit as to where and how Fairtrade is used in the school
- An audit that shows which subjects Fairtrade is taught in, and whether the school takes part in Fairtrade Fortnight and other activities
- A learner audit, completed by a cohort of pupils, which asks a series of questions on the use of ethical products, views on statements regarding injustice and trade, recognition of the FAIRTRADE Mark, and knowledge of Fairtrade products

### **FairAchiever:**

- Evidence of a Fairtrade policy
- A review of their action plan
- Evidence of the ways Fairtrade has been embedded into the curriculum
- A Fairtrade product audit in which schools show how they use and promote Fairtrade products
- Evidence of a Fairtrade campaign or event
- A repeat of the learner audit

In addition, evidence was also analysed from schools that had been involved in the previous single level award programme and have now engaged with the new award programme. These are termed the 'legacy schools' and would include schools that have just done FairAware and those that have done FairAchiever. The data also looked specifically at all 94 voluntary aided schools.

For the intermediate award, FairActive, schools have to set up a Fairtrade group, hold an assembly on the theme, create an action plan, hold an event and take part in one Fairtrade challenge. Data from this stage is not included in this report.

The evidence from the two stages was submitted to the author in the form of an Excel spreadsheet and it is from this data that the following evidence has been produced, some qualitative and some quantitative.

As the new award programme has only been going a couple of years, the vast majority of the data is based on the first FairAware stage. The evidence from the FairAchiever stage and those 'legacy schools' tends to focus more on the impact of a more developmental approach.

## 4

# Overview of school engagement in Fairtrade

## 1) Only once and twice as FairAware

### Enjoyment and engagement

The dominant theme from the overwhelming majority of respondents to the survey was how much the pupils enjoyed learning about Fairtrade. This was the same regardless of primary or secondary school or which nation of the UK they lived in. Many respondents refer to how engaging the pupils found the activities. The evidence demonstrated that learning about global issues was seen as relevant and important to the pupils. What was also noticeable from the evidence was that the approach taken by the schools in following the award programme had been 'very effective' in helping '*pupils have a very secure knowledge and understanding of Fairtrade*'. The Fairtrade message also seems to have gone beyond the school to the '*wider community and homes*'. *Pupils can confidently identify Fairtrade and speak about how it has an impact on the global community.*

There was clear evidence of increased knowledge and understanding and also action as a direct follow up to learning. It was also noticeable that in the vast majority of the schools, undertaking activities on Fairtrade was seen as relevant to be covered across the school:

*We planned a whole school focus on Fairtrade. Each class was allocated a Fairtrade product and country that they had to research and focus on over the course of a set period of time. There was also an introductory lesson recapping their knowledge of Fairtrade and what it means. This was planned by a small team of teachers who researched and sourced various resources to support the learning in the classroom.*

What was also evident was the extent to which pupils internalised the importance of Fairtrade and took the message to their homes and the wider community. Fairtrade was also a popular topic to encourage understanding of democratic structures, how to influence their peers and how to influence policymakers.

Many schools set up Fairtrade Committees that were pupil led. There were numerous examples of letter writing to local shops, councillors and MPs. There was evidence of different levels of understanding with the concepts but this is not surprising particularly in primary schools. Although there was evidence of variations within existing knowledge of Fairtrade both within a school and across schools, it was noticeable how many of the schools stated that Fairtrade as a topic was already known by many pupils:

*Teaching for year 6 pupils was very 'two way'. They had an enormous knowledge of Fairtrade anyway plus a few misconceptions. Teaching for year 4 pupils was a little more one sided but still the pupils were vocal and some knew a fair bit about Fairtrade and remembered much about it from speakers we'd had in assemblies. Year 2 were a little harder to teach the principles of Fairtrade although they had been looking at Africa as part of their 'Hot and Cold' topic and had been involved in raising money for WaterAid. They had also been cooking using Fairtrade products.*

### **Progression**

A theme often raised about Fairtrade in primary schools particularly is that the term can often be too difficult for younger children to understand. The recognition of the need to look at the process of learning about Fairtrade as an incremental process over a number of years was noted by several schools. For example in one school:

*Younger children concentrated on Food Technology and older children used the Fairtrade resources from the website, the journey of a banana etc.*

But it was also noted that more support and guidance here would be valued:

*The younger children enjoyed the activities and can now recognise the Fairtrade symbol but staff found it difficult to explain the concept of Fairtrade and we would welcome more resources for younger children on the Fairtrade website.*

There was also evidence from special schools that Fairtrade was and could be an effective topic:

*We are an all-age group special school with meeting the needs of pupils with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). As part of Fairtrade Fortnight we had a whole school assembly based on Foncho and bananas. We watched the Fairtrade film featuring Foncho, and compared his and his family's life to ours. Each different class group then completed an activity using Fairtrade bananas, which had been bought by a group who visited the Co-op store locally. The different activities were tailored to meet the abilities of the pupils in each class and varied from sensory cooking and art work using bananas to written work about Fairtrade.*

### **Sense of fairness and empathy**

As noted in the previous section of the report there is an important linkage between Fairtrade and a sense of 'fairness'. This theme is used a lot within many schools, particularly primary in introducing learning about global issues. Fairtrade is an obvious topic to demonstrate this and the most popular method is through some form of role play type activity. Here is one example:

*The learning intention for this lesson was for the pupils to have an understanding of what Fairtrade is and why it is important to so many people throughout the world. Pupils were split into three groups: farmers, chocolate factory owners and shop keepers. The farmers had to spend time making 'cocoa beans' (playdough), while the chocolate factory owners and the shop keepers did nothing to contribute. When the 'cocoa beans' were ready, the chocolate factory owners then came to buy them from the farmers for a very small price. The 'cocoa beans' were then made into chocolate bars and sold on to the shop keepers for a great sum of money. The pupils were then asked to investigate which group(s) ended up better off. They came to the conclusion that the shop keepers had all of the chocolate, which they would be able to sell, and the factory owners had the most money, while the farmers, who did all of the work had nothing much to show for it. They all agreed that this was not fair.*

The theme of fairness was often seen as linked to a sense of empathy and awareness of the needs and conditions of farmers. It was noted that through a process of learning, empathetic skills can be nurtured:

*The children showed a great deal of empathy towards farmers who were not being given a fair amount of money for their work. They have been inspired to move the campaign forward to their parents and wider families. This topic is fundamental to developing a greater awareness of how young people live in other parts of the world which in turn can help to develop empathy skills.*

### **Award programme and broader school initiatives on global learning**

Fairtrade was often used to link to broader initiatives and topics within the school. These included discussions on inequalities in the world and forms of slavery. Fairtrade also became linked to initiatives such as UNICEF's Rights Respecting School Award and Eco-Schools:

*We have recently embarked on Rights Respecting status through UNICEF and find that Fairtrade dovetails into this. Our learners have become much more aware, not only of their rights, but of their responsibilities to ensure others have their rights.*

There was also evidence that the process of the award programme in itself leads to deeper forms of engagement:

*Based on the learner audit we planned as a school to hold a Fairtrade week in association with our World of Work week. Exciting activities were planned throughout the school during the week. Under 5s Unit went shopping for Fairtrade produce in the village, year 1 and 2 completed food tasting and compared to non-fair trade products, year 3 created their own quiz based on their own research and also completed comparison tasting, year 4 looked at the journey of a banana and recorded their ideas, year 5 looked at Fairtrade honey in Chile so made posters in Spanish and year 6 created information leaflets and compared costs, comparing fair trade and non-fair trade and evaluated the effectiveness. As a whole school the children's knowledge of Fairtrade and what it was fairly low, but after the Fairtrade week all pupils can recognise the logo on food and can understand the significance and importance of it.*

There were numerous examples of how engaging in the award led to follow up initiatives within the school:

*On the back of learning about what Fairtrade was, we decided that we wanted to set up a Fairtrade shop in our school. We researched food and non-food products and decided on items to sell that people would like to buy. They had to be healthy snacks and there was a lot to choose from. We are selling apple and orange juice, fruit gummy bears, wafer bars and lots more. We are making enough money to sustain the Fairtrade tuck shop and we want it to continue on so that we are supporting Fairtrade in our school. At a Fairtrade Coffee morning we recently held for parents to come and see what we had learned during Global Week we asked parents to sign the Banana petition. We explained why we wanted them to sign it and we received over 60 signatures. We have decided to start giving house points to people coming in with Fairtrade items at break time. Five House points per snack item.*

In secondary schools there were several examples given as how Fairtrade can be a useful starting point for issues such as war and conflicts and the role of multinational companies:

*Introduced the concept of fairphones in KS4 PSE. Looking at conflict minerals in the DR Congo and the impact of their mining on local people and the country. Mapped the source of phone components first then showed a powerpoint and parts of the film 'blood in the mobile'. Students were unaware of the impact of their consumer choices. Having covered the issue of conflict minerals we then looked at future solutions and introduced the concept of fairphones and phone blocks and looked at newspaper extracts of companies like Apple who have promised to cut their use of conflict minerals in their products. Students were fully engaged and wanted to petition the local MP to raise the issue of conflict minerals in Parliament.*

There were numerous examples of Fairtrade leading to more extracurricular activities. One example is:

*We have run a weekly Fair Trade Club over the course of the year for KS1 and KS2 children undertaking a range of Fairtrade focused activities, including plays, crafts, baking with Fairtrade recipes, writing persuasive letters etc. Evidence is available if requested.*

## Approaches towards learning

Fairtrade as a topic lends itself well to project and learner-centred approaches where children themselves can explore more about the issue and identify ways they can take their learning forward.

Schools referred to using Fairtrade as a topic for arts and crafts type activities, including designing posters and in some cases producing short videos. Fairtrade can also be a good topic to question assumptions, challenge perceptions and encourage new ways of thinking and taking action. For example:

*Children approached the topic enthusiastically and with open minds. Our focus began on the country of Malawi and a comparative study between Malawi and Scotland. We then investigated Fairtrade and what it means to workers and farmers around the world. Children began to realise at this point, that they could do things to help and wanted to create an action plan of ways to support Fairtrade. Although this was planned, the children led the learning and teaching in a slightly different direction and were keen to come up with their own ideas and plans. Children researched and surveyed popular Fairtrade products within the school and decided on the products which they could promote around the school for other children to purchase. The children's idea was to promote the idea of everyone making one small change. The class decided on a number of enterprising ideas including a Fairtrade coffee morning,*

Role play is a popular form of learning with which to address Fairtrade:

*The children were introduced to our new topic of Fairtrade by completing a role play game where they were given specific jobs in order to complete a task in groups of six. They were told that they would all be paid prior starting the task but the specifics were left vague. After they had performed their jobs they were informed that some would receive a higher proportion of the wage, which in our case was a Fairtrade chocolate bar, than others. The children hated this leading brilliantly onto a discussion about what would be fair and what they would do if they were in charge. They were then asked to work in their groups to create a pay system that we could use for our next Fairtrade challenge, which was to revolve around collecting autumn natural resources to create a class art project. We then as a class discussed what they knew already about Fairtrade and we created a list of products we knew were Fairtrade. We then completed the Learner Audits which we used to set our targets.*

Fairtrade is, however, a complex topic and the majority of schools made reference to using external experts and also materials produced by NGOs to help them promote the topics. The most popular were using role play games, videos and powerpoint presentations to introduce a topic:

*The children watched Foncho's video about bananas. We made a big yellow banana and cut it to represent the portion of money we pay for a banana that goes to each person in the process. The children acted out the hard work of the farmer and represented each stake. They then showed the whole school this at an assembly to explain that this was not fair as the farmer had worked very hard but received a*

*very small percentage of the money. The children also took part in the Banana quiz on the Fairtrade school website and found out some interesting facts! The children then designed and created smoothies using Fairtrade bananas and other fruits of their choice.*

The most popular websites referred to were those from Oxfam, Traidcraft, CAFOD, Global Dimension and ActionAid.

### **Days and weeks of activities**

A lot of schools have tended to use Fairtrade as linked to specific days within the school. But as shown from this example even when a school did this, there was evidence of progression in terms of where, how and the impact of the learning within the school:

*Fairtrade Day 2011: Pupils organised into groups and each group was assigned a Fairtrade product on which they had to produce a presentation outlining how Fairtrade is supporting the producers of that product. Fairtrade Day 2012: Department leaders were provided with materials to produce a themed lesson on Fairtrade. For example ICT researching and producing posters about Fairtrade, DT created Fairtrade sculptures, Art – Fairtrade collages, English – Fairtrade podcasts, Humanities – history of Fairtrade and scale of Fairtrade. Values Day 2013: Fairtrade themed session revolving around the banana trade during which pupils learnt just how unfair banana farming was, and what can be done to improve the situation.*

Fairtrade Fortnight naturally provides an opportunity to explore Fairtrade as a topic and many schools used it as a starting point. But what was noticeable were the references to seeing such weeks as starting points and not the end point of the learning about the topic:

*For Fairtrade Fortnight every class in the school from P1-7 complete work based around Fairtrade. This varies from simple colouring-in sheets to baking using Fairtrade ingredients to a full two-month project of work undertaken by the P6 pupils. This involves the children creating new Fairtrade logos, making advertising posters for Fairtrade items, visiting the local Co-op where they undertake a Fairtrade item search and price comparison, completing map work on where Fairtrade products originate and empathetic writing where the children write in the role of a Fairtrade farmer. The P6 pupils also hold an assembly to start Fairtrade Fortnight and inform the other children of the theme for that year.*

*During Fairtrade Fortnight each class had to evidence lessons linked to Fairtrade. Class teachers planned a variety of lessons linked to themes within the class. As part of this we invited a variety of visitors to our school. We had a presentation and talk at assembly which was organised through the Traidcraft Schools website. The lady talked to the pupils about different Fairtrade products and how they are produced. She also helped the pupils to understand the difference that buying these can make to people's lives. Each class from Primary one to seven also took part in workshop activities led by a company from out with the local area. The day*

*started with an assembly from Chief Chebe and his wife. The follow-on workshops included African drumming, making Fairtrade wall hangings, necklaces, drums and banners. During this time we also held our annual Fairtrade Coffee morning which was organised by the pupils on the Fairtrade Council.*

Where schools had a strong commitment to global themes and where it is clearly embedded across the curriculum, there were numerous examples of using Fairtrade. For example in one school:

*We have a Global Citizenship Group that meets every three weeks. The group consists of pupils from across the year groups, working on outcomes from our curriculum. In our curriculum we covered these outcomes, 'through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. (SOC2-20a) By comparing the lifestyles and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. (SOC 2-19a) I can contribute to discussion of the difference between my needs and wants and those of others around me.(SOC1-16a)'*

There were, however, other examples where global themes are still seen as one off activities like global awareness days. Here is one example of this which uses Fairtrade:

*The children really enjoyed our Global Awareness day, where they started to think about what Fairtrade means and what types of thing we can buy that are Fairtrade. They loved hearing from the Traidcraft speaker who talked all about Fairtrade bananas and how we can tell if foods in the supermarkets are Fairtrade.*

### **Engagement of parents**

Children were asked as a home / school task to ask parents when they did a food shop if they could put some Fairtrade products into the trolley or swap some of the usual brands for Fairtrade. Children then fed back to the rest of the class on the Monday.

### **Elements of patronisation**

Global learning themes can often be reduced to forms of stereotyping, dressing up in national dress and promoting a sense of pity for the peoples of the Global South. What was evident from the comments from schools was there were very few examples where learning about Fairtrade could be equated to a form of 'charitable mentality'. Only one school mentioned helping 'children less fortunate than ourselves' and 'dressing up as Maasai'.



## Fundraising

Sometimes there is a linkage between this mentality and fundraising. Whilst there were several examples of school fundraising, they appear to have been the outcome of informed knowledge and understanding about Fairtrade and global issues in general. Above all fundraising emerged out of activities within the classroom and not as a one-off action:

*Each class chose a Fairtrade recipe to create prior to the day and then created the recipe while looking at, using and tasting different Fairtrade ingredients. The foods the children created were then started with parents at a music event in school that day to help raise money for Oxfam, the children's chosen charity.*

## Engagement in a range of subjects

Fairtrade is a topic that can be used with a range of subjects at both primary and secondary level. For example, one school noted how the topic had been used within literacy. Pupils were asked to find out about how the school can become a Fairtrade School:

*The pupils spent time on the iPads in partners, exploring the 'What is Fairtrade' tab on the Fairtrade Foundation website. The website was useful in providing facts and figures about Fairtrade. Such as 'there are 878 Fairtrade Schools in the UK (2012).'* This prompted the pupils to ask 'how can we become a Fairtrade School, we want to support the cause.' The pupils then worked in groups using mind maps, recording different ideas and activities we could do in school to promote Fairtrade.

An obvious and popular subject for Fairtrade is geography. This is one example:

*In year 9 Geography pupils have completed a unit of work on Fairtrade. To start off with pupils investigated why Fairtrade is needed as they compared how much more money the farmers were getting compared to the supermarket. They investigated through the information the impact of Fairtrade on people's lives and they produced a persuasive piece of writing to supermarket managers and to the shoppers to encourage them to stock Fairtrade produce and then buy it. Pupils then investigated the work of Fairtrade in improving factory conditions. They looked at the Dhaka factory collapse and as a result created guidelines for factory owners. ...Pupils then had to write a letter to the United Nations about the need for Fairtrade factories.*

In another school, there was evidence in Geography of connections to themes mentioned elsewhere in this report such as empathy and fairness:

*In a year 8 Geography lesson, pupils displayed empathy for workers who have to work in poor/ dangerous conditions. The Bangladesh factory collapse was used as a case study to demonstrate this, after several lessons on globalisation. Some pupils were unaware previously where their 'stuff' came from and how it was made.*

*The contrast was then demonstrated by listing all the benefits of Fairtrade demonstrated in a video clip of football producers in Pakistan.*

It was often in these subjects that some of the broader moral and social justice issues that emerge from Fairtrade were discussed:

*The teaching took place as part of Citizenship and PSHE lessons and it went well. Fairtrade in our school was launched last year as part of Fairtrade Fortnight, and lessons took place during this time. Students were very aware of Fairtrade but did not know specific details in terms of 'how it works'. Lessons last year were aimed at developing students' understanding of the importance of supporting Fairtrade and also touching on sustainable development. Through video clips and other resources students were becoming more aware of why they were learning about Fairtrade and how it was relevant to them.*

### **Done twice**

For schools who have done the audit twice but wished to stay at FairAware level, it is clear that Fairtrade was seen as important to the schools but also as a means to link to other global learning activities they were undertaking. For example:

*Students understand and appreciate the importance of Fairtrade. The feedback was excellent and students for two years have now joined forces with the link for life project. The next steps for us on this journey is to ensure we have a coordinated approach to developing student understanding of Fairtrade in a variety of subjects, through tutor time and also in assemblies.*

## **5**

## **Differences with Fairtrade**

### **Both – FairAware and FairAchiever**

#### **Fairtrade at the heart of school life**

The nature of this higher level award can be seen in the evidence submitted by the schools, with numerous examples of Fairtrade being at the heart of school philosophy with linkages to broader themes such as justice and sense of fairness. Fairtrade is seen more as part of ongoing activities within the school. Above all Fairtrade is seen as relevant to a range of classes and subjects:

*For past 20 years St Elizabeth's School and community have spearheaded Fairtrade locally and nationally. We adhere to the Fairtrade philosophy and habitually use Fairtrade products throughout the school in baking, budgeting for Fairtrade tuck and as gifts when visiting other establishments. Using the Fairtrade resources in particular, all classes are encouraged to play various Fairtrade games exploring the*

*notion of fairness, to map using Fairtrade labels, to creatively produce Fairtrade raps and posters especially during Fairtrade Fortnight and to work with local retail and media in the promotion of Fairtrade.*

School assemblies are also used regularly to promote Fairtrade. The establishment of Fairtrade committees in the schools led to some schools allowing these committees to run assemblies.

### **Continuing value of Fairtrade Fortnight**

What was also noticeable from many of the schools was that whilst they were including Fairtrade as an ongoing theme, they still felt that the Fortnight provided an opportunity to raise the profile of Fairtrade. For example:

*During Fairtrade Fortnight, a wide range of activities and competitions take place for all year groups. Students are invited to support events held by Dover and Deal Fairtrade. We hold a Fairtrade stall every month selling snacks and other produce. We have held a whole school 'design a Fairtrade logo' competition. We also actively participate in national appeals such as 'The Big Breakfast'. In addition, we also arrange coffee and cake events where Fairtrade products are highlighted. The Fairtrade emblem is displayed prominently and we have a permanent Fairtrade noticeboard that is regularly updated with Fairtrade news.*

*We run a comprehensive education programme during Fairtrade Fortnight that encompasses all year groups. This consists of lessons over a few weeks delivered in tutor time and PSHCE lessons. Key Stage 3 students utilise some of their lessons to create stalls for our 'Fairtrade Day', which runs on the last day of Fairtrade Fortnight.*

### **Linkages to the curriculum**

Outside of Fairtrade Fortnight, Fairtrade is discussed in a number of subjects. As well as subjects like Geography where international trade might be discussed, Fairtrade is also featured in PSHCE through human rights and in Design and Technology through debating mass-produced food and producing ethical clothing:

*To ensure Fairtrade learning was embedded within our school we held a Fairtrade Learning Week from 18 – 22 January. Schemes of work and lesson plans were created for every stage within the school to ensure a breadth of learning. There were also additional activities and resources for each lesson made available to teachers who wished to use them to deepen the children's understanding and learning.*

### **Linkages to other global learning initiatives**

As mentioned earlier in this report, the Fairtrade School Awards programme complement other global learning initiatives within the school. Several schools made reference to UNICEF'S Rights Respecting School Award and Eco-Schools:

*Each year pupils will learn about Fairtrade and link this to children's rights through Rights Respecting Schools Award.*

## **6**

### **Legacy awards**

The evidence from those schools that had been involved in the former programme suggests a wealth of activity but were very often not that strategic and with fewer examples of Fairtrade being embedded in the life of the school. The evidence tended to focus on specific themes such as food technology. There was evidence of awareness of the FAIRTRADE Mark and engagement in Fairtrade Fortnight:

*The whole school learned about Fairtrade bananas during Fairtrade Fortnight and were so inspired they were desperate to sign the petition. Years 1 and 2 also learned about Fairtrade farming and fruit and vegetables. We also had some Fairtrade tea farmers visit our school for lessons and assemblies. The children have learned about Fairtrade during one of their faith festivals and raised money for them at a tea and coffee stand.*

There was also evidence of some schools setting up pupil committees and using external experts as speakers.

#### **Legacy FairAchiever**

Here the evidence of Fairtrade being more embedded within the school could be seen. In some cases, schools had been involved with promoting Fairtrade for a number of years. One school said:

*For past 20 years St Elizabeth's School and community have spearheaded Fairtrade... Fairtrade is part and parcel of many subjects across the curriculum. In fact in many lessons, teachers will refer to Fairtrade at every possible opportunity – in subjects like RE, Geography, Business Studies, Food Technology, Science and Art as well as Personal Development and Citizenship teachers will discuss Fairtrade with students when dealing with any topic that involves trade or exploitation or injustice. Every year, each year group have a Fairtrade Assembly during Fairtrade Fortnight – it is part of our annual events.*

This theme of Fairtrade being covered in a number of subjects and with different year groups was common. One school commented:

*Initially we carried out an audit at the school to see where Fairtrade was being taught and we were actually teaching it in many curriculum areas. In Primary school they have special Integrated Learning themes and in year 4 they learn about all the issues associated with chocolate, so they do a lot of work about Fairtrade there, working with visitors...*

*In Secondary school Textiles teach year 8 students about Fairtrade through their sustainable cushion project, DT have a chocolate bar project, where the students have to design a Fairtrade chocolate mould and wrapper. The Geography department have a big year 9 Fairtrade project and competition where the students have to market Fairtrade Fortnight at the school. Many IB and IGCSE exam syllabuses require the students to learn about Fairtrade, such as Business, Economics, French, Geography and Sociology.*

Another typical comment was:

*In addition to our annual whole school cooking lessons with Fairtrade ingredients during the autumn term, every year group between year 2 and year 6 receive at least one Fairtrade related lesson during Fairtrade Fortnight. Year 2 worked on an activity to collect Fairtrade packaging from home and then in school to identify on a map where in the world the products came from; year 3 learnt about Fairtrade cotton and designed their own Fairtrade t-shirts; year 4 conducted a tea survey of friends and family to see how many buy Fairtrade tea. The classes then produced a bar chart to show their results as part of ICT and maths lessons; year 5 played Traidcraft's orange game and learnt about cocoa and how delicious Fairtrade chocolate can be; year 6 learned about the banana production process and played the CAFOD banana split game.*

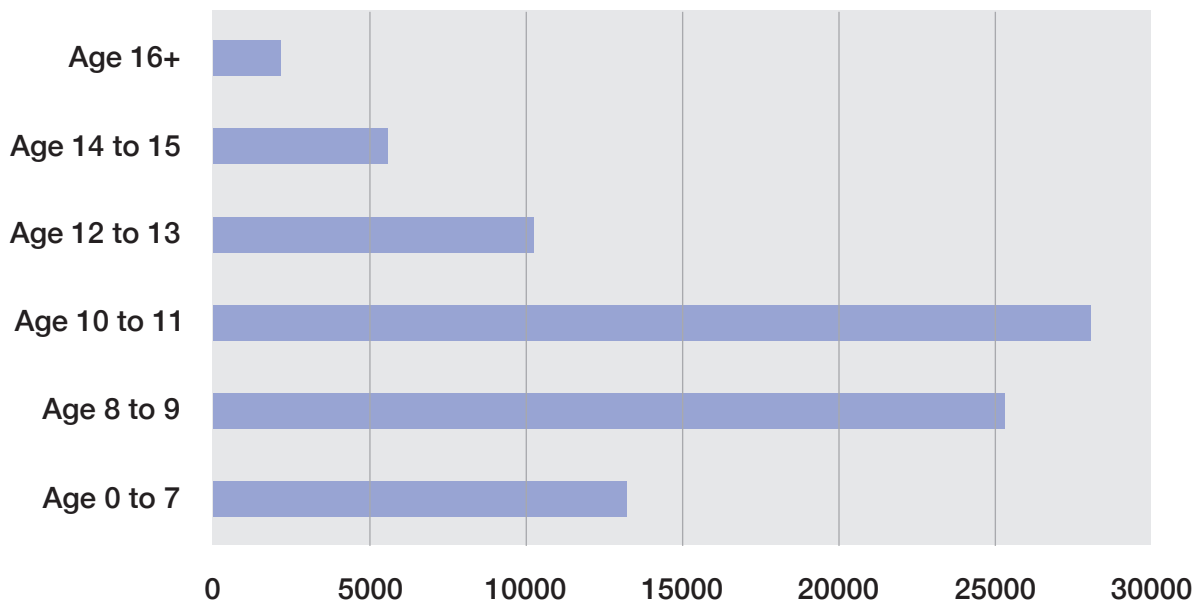
### **Both – Aware Achiever (voluntary aided, Faith)**

There did not appear to be too much difference in terms of the nature of the engagement from the voluntary aided and faith schools. There were perhaps more references to themes such as social justice. Also a number of these type of schools tended to work more closely with outside organisations more than other schools. For example Catholic schools often mentioned the engagement of CAFOD.

## 7 Pupils' learning

For the FairAchiever award, pupils had to complete a learner audit to assess the nature of their learning about Fairtrade. The audit was completed by **83,941** pupils, which is a very impressive figure. The majority of the pupils who completed the audit were pupils from the upper end of primary schools.

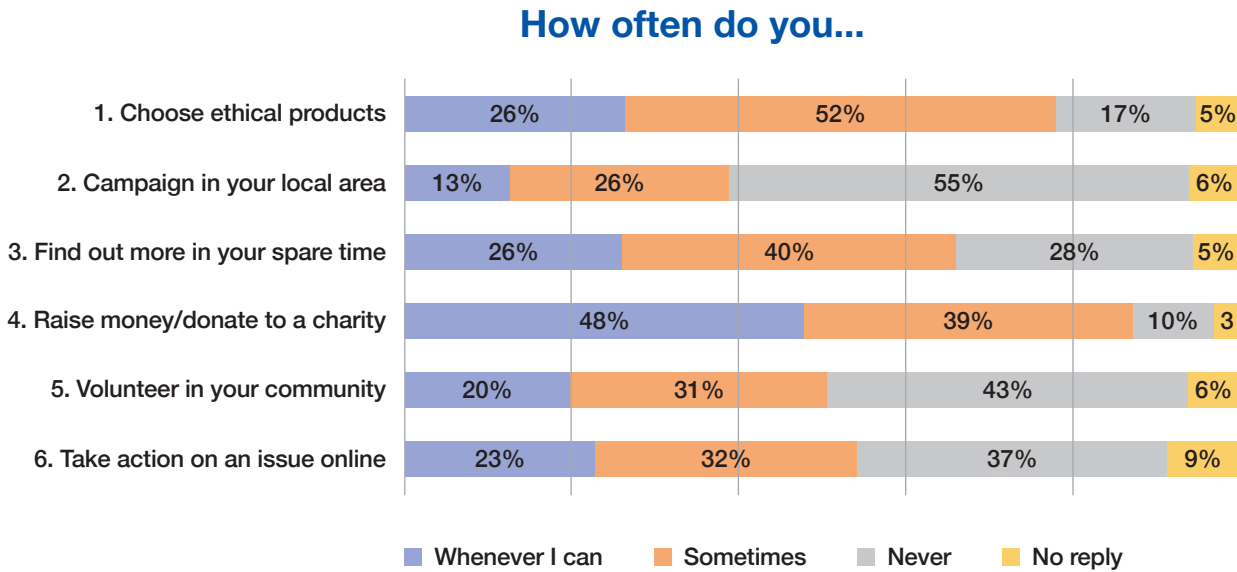
**Age ranges of learners audited**



What the evidence below demonstrates is that the vast majority of the pupils were aware of ethical products, and the majority of them were involved in some form of fundraising.

As the majority of the pupils were of primary age it is, therefore, not surprising to see the lower numbers for campaigning or taking action on issues.

**Learner audit Q1.\* How often do you...**



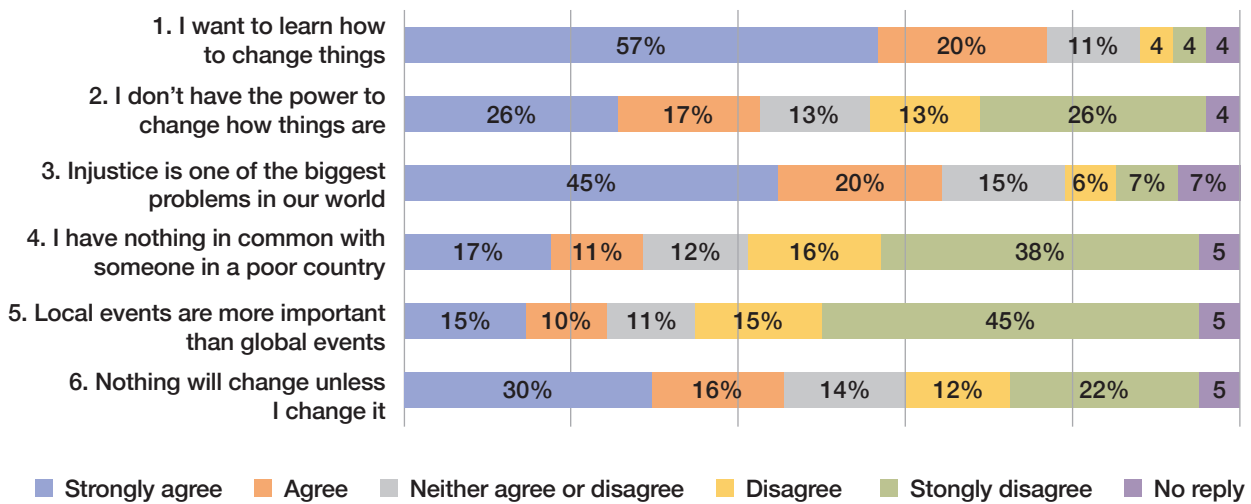
**\*1**

*<sup>1</sup>Answers have been edited for display. Original questions were: 1. Choose ethical products (e.g. Fairtrade, organic, ethically made, local), 2. Campaign in my local area to change things, 3. Find out more about issues that interest you in your spare time, 4. Raise money or donate to a charity or cause, 5. Volunteer your time to help out in your local community, 6. Do something online related to an issue that interests you that would tell others you're interested in it too. (e.g. sign up to find out more; post, tweet; like etc.)*

The audit also showed the linkages between their awareness of Fairtrade and sense of injustice in the world. There is a noticeably higher percentage than one might expect of those who question the statement that local events are more important than global ones.

**Learner audit Q2. Read the statements below and show whether you agree or not**

**Do you agree or disagree...**

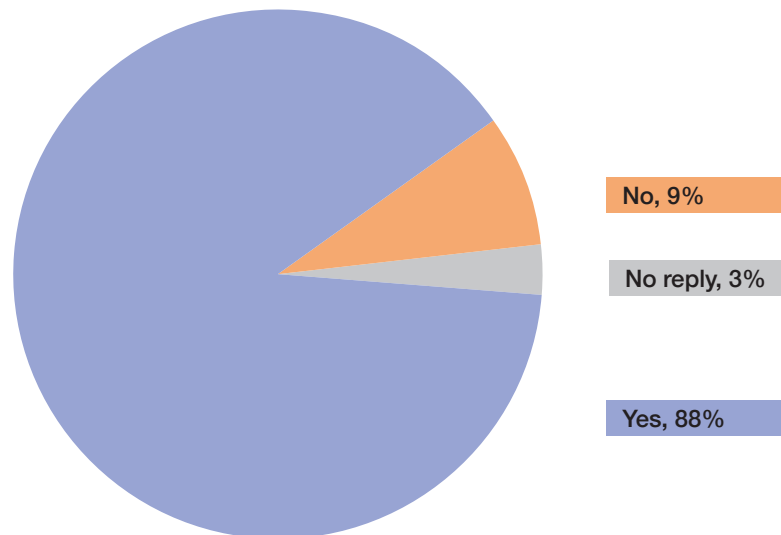




**Learner audit Q3. Do you recognise this Mark?**

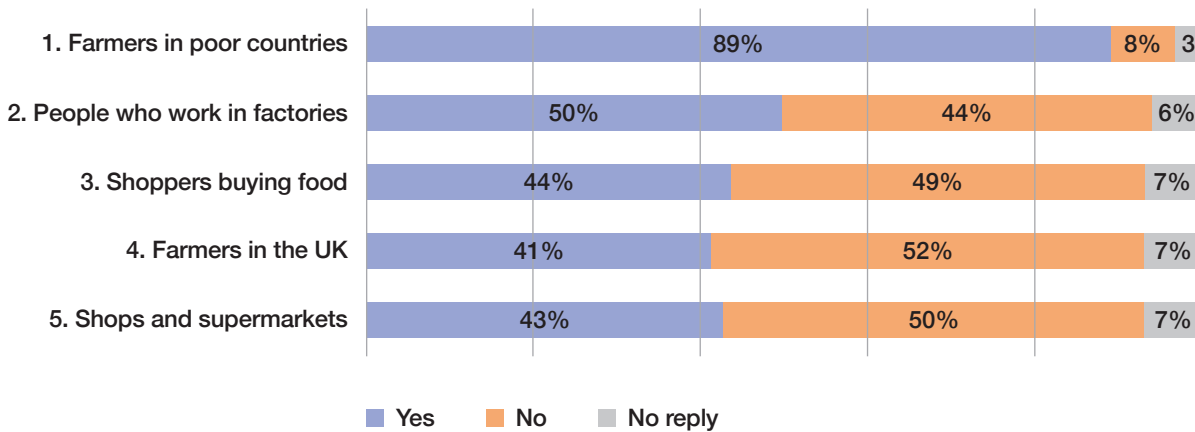
88 percent of learners recognised the FAIRTRADE Mark.

The awareness of Fairtrade is particularly noticeable through the recognition of the FAIRTRADE Mark and also the extent to which it aims to help farmers in poorer countries. Their broader knowledge of Fairtrade products and where they are produced is reflected in the answers to the question of location of products. Here, their answers reflect particularly the strong linkage between Fairtrade and products such as coffee, bananas and chocolate.

**Do you recognise this Mark?**

**Learner audit Q4.\* Fairtrade is all about helping people get a better deal. Who does it help?**

**Who does Fairtrade help?**

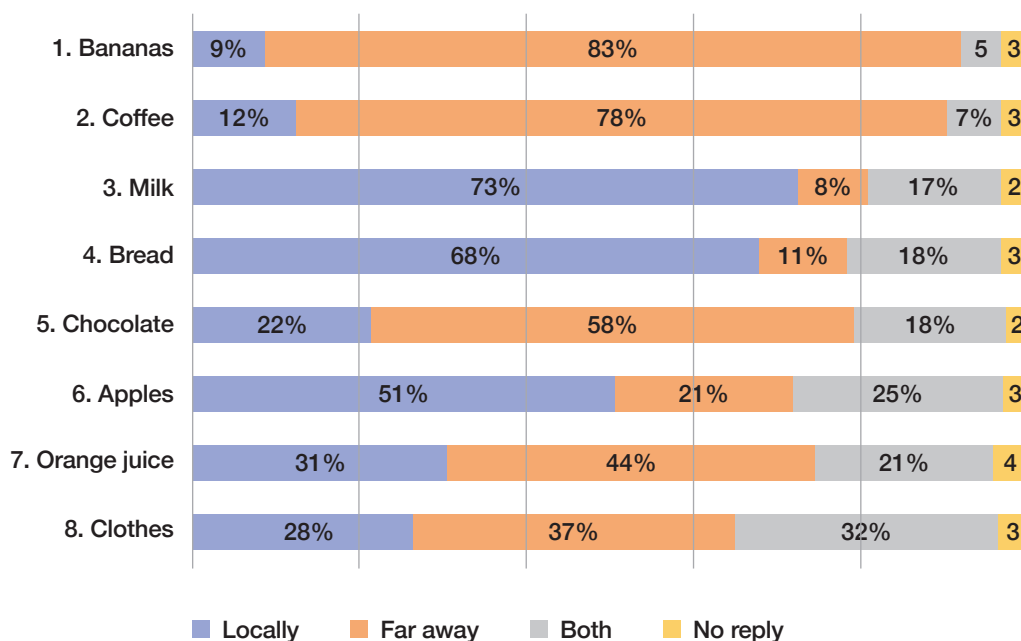


\*4

Answers have been edited for display. Original questions were: 1. Farmers in poor countries who grow food we eat, 2. People who work in factories, 3. Shoppers buying food, 4. Farmers in the UK, 5. Shops and supermarkets

**Learner audit Q5. Which of these products do you think are produced locally, and which come from places far away?**

**Where are these products produced?**



**8**

## Recommendations

Fairtrade provides an important opening to bring in global issues into a range of curriculum subjects. More could be done to make explicit links to specific curriculum subjects and where and how they add value to specific subject knowledge.

Many schools engage with the awards programme as a means of actively engaging with pupils and parents. More could be done here to set specific targets and goals that both the pupils and the parents could work towards that might relate to support for Fairtrade in the local community.

There are a range of award programmes available to schools in the UK. The Fairtrade School Awards programme is clearly popular.

In taking the award programme forward, it would be beneficial to teachers to identify ways in which some of the themes in the award programme could be reflected in other award programmes such as International School Award. This would ensure greater synergy and potentially lead to greater collaboration that could in turn lead to increased impact in the understanding of Fairtrade across a wider range of schools.

Teachers are very busy people but for Fairtrade to be taught well, then there is a need for teachers to have the skills, confidence and knowledge to teach the area well. This means more consideration perhaps by the Foundation, perhaps in partnership with other organisations, to run professional development courses on this area.

For the theme of Fairtrade to have lasting impact on pupils it needs to relate to the broader aims and ethos of the school. More could be done to support schools to connect the two through areas such as social justice and equity.

9

## Conclusion

The evidence from the surveys for the Fairtrade School Awards demonstrates the value of such a programme in developing children and young people's learning about global issues. Fairtrade is recognised as an important feature of trying to make the world a better place but what is particularly striking about the material is the extent to which there is a depth of learning. All too often themes such as Fairtrade are promoted within schools as a good thing to do, to promote the purchasing of Fairtrade products and to take part in some form of campaign or activity. Whilst there is some evidence of this, what is particularly noticeable from the evidence are the ways in which Fairtrade is promoted as an integral component of learning, to make connections to a range of curricular subjects and above all to see it as a way of empowering pupils to have a voice and share their own views.

There is also evidence that where the theme of Fairtrade is seen as part of a broader school philosophy related to the theme of social justice, then it is likely to have a deeper impact upon pupils. Fairtrade activities also led in themselves to a more child-centred approach towards learning and this can be seen from the range of examples of activities that have been identified. The popular usage of role play is one example of this.

The larger numbers of primary schools is not surprising in light of similar data on global learning in primary schools. Fairtrade lends itself to topic-based activities and as already mentioned themes such as fairness and sense of justice are popular aspects of the philosophy of many primary schools.

What, above all, the evidence demonstrates is the popularity of such initiatives and the seriousness with which many schools have taken their engagement in the award programme, viewing it not just as one-off activity but as part of the school's broader approach to preparing their pupils to live in a global society.

## 10

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## Fairtrade Foundation

The Fairtrade Foundation is an independent non-profit organisation that focuses on four key areas of work in the UK:

- We provide independent certification of the trade chain for products and license the use of the FAIRTRADE Mark on products
- We help in growing demand for Fairtrade products and empowering producers to sell to traders and retailers
- We find new ways of working with our partners to support producer organisations and their networks
- We raise awareness of the need for Fairtrade to the public and the significant role of Fairtrade in making trade fair

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