



# The EthCo Interdisciplinary Tasks

*Your future role: An Ethical Scotland in the Global Economy*

## 20. The MDGs and Global Partnership

*Aimed at a Curriculum for Excellence at all levels*

## Developing Global Citizens through An Interdisciplinary Approach

**EthCo** sets out to provide a task-based framework to allow young people to explore the United Nation's Millennium Development Goals, and how they impact on world poverty and growth. The concept of ethics in business is also investigated, and pupils will contextualise that within Scotland's place in the world economy. Through EthCo, pupils will be encouraged to see how the choices made by individuals within businesses, organisations and communities impact on economic life in their own and other countries. Using action-based enterprise activities they will take the first steps towards 'making a difference', through positive challenges to existing practices, illustrating that consumer and citizen power can impact on poverty reduction and economic success. Pupils will learn about, and raise awareness of, the 'Millennium Development Goals' to their families, their communities and local businesses. Young people are the employers, employees, and community activists of the future and EthCo hopes to embed a global perspective for the longer term. They, along with their teachers and their communities, hold the key to implementing actions which impact on the Millennium Development Goals. It is hoped that their energy and hope for the future may be harnessed, and their actions and attitudes affected, by learning global Citizenship through these tasks.

**EthCo** will provide approaches and materials within a 'Curriculum for Excellence' to link together Development Education, Enterprise Education, Financial awareness, understanding of business, citizenship education, education for sustainable development, and other cross-cutting themes. These are brought together in the EthCo interdisciplinary Tasks and, since the tasks contribute to many of the Learning Outcomes in the Curricular Areas of CfE, can be built in as part of the on-going curriculum to help develop Global Citizens.

**Pupil Led—Teacher Prompted:** EthCo is not a topic, but rather an open ended process which teachers are free to adapt to their own curricular needs. It is envisaged that EthCo will run as an enterprise activity based on a real task, and is set up to provide appropriate learning outcomes within ACfE. As such EthCo encourages interdisciplinary learning between, and across the Curricular areas. It is focused on international education, and is designed to fit in with a range of existing initiatives available to schools, such as Eco Schools, financial education, social enterprise and others. Each task facilitates learning via a thinking/discussing phase, a research phase and a doing phase, and finishes on a demonstration of learning outcome. Timescale for the task is at the discretion of staff.

**The EthCo tasks are not set to any particular Curriculum for Excellence level and Teachers may adapt them to suit their purposes.** In all cases this is best done by matching the learning to the curricular level being taught, however it is perfectly acceptable to adapt the task content, or reduce or extend the scope of the task, as long as the EthCo learning outcomes for the task and your aims are met.

**The tasks are numbered only to ease identification and not to indicate an order of work.**

**Hints, tips and resources** are detailed for each task in tandem with suggested links to existing initiatives.

**Our website** containing additional information and resources is available at [www.EthCo.org.uk](http://www.EthCo.org.uk)

*The Queensland Rich Task project is acknowledged for the inspiration for this task format.*



# EthCo Interdisciplinary Tasks

## The MDGs and Global Partnership

*Aimed at a Curriculum for Excellence at all levels*

Working to 'develop a Global Partnership for Development'

Goal number Eight of the Millennium Development Goals is to 'Develop a Global Partnership for Development'. This task sets out to explore what is meant by this, and what needs to be done to achieve this goal. Pupils will consider the individual targets to see what developments are intended to take place, and will seek information on the progress made toward these targets to date. The implications for the peoples in the developing world of not meeting these targets will be a significant part of the task. Pupils will demonstrate their learning at the end of the task by showing how they feel this Global partnership should be developed.

The five targets of this MDG are as follows :

**1. Develop further an open, rule-based, predictable, non-discriminatory trading and financial system.**

*Developing countries gain greater access to the markets of developed countries.  
Least developed countries benefit most from tariff reductions, especially on their agricultural products*

**2. Address the special needs of least developed countries, landlocked countries and small island developing states.**

*Aid continues to rise despite the financial crisis, but Africa is short-changed.  
Only five donor countries have reached the UN target for official aid*

**3. Deal comprehensively with developing countries' debt.**

*Debt burdens ease for developing countries and remain well below historical levels*

**4. In cooperation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries.**

*Agreement from pharmaceutical companies to donate at least 10 per cent of their vaccine production to poor countries*

**5. In cooperation with the private sector, make available benefits of new technologies, especially ICT.**

*Demand grows for information and communications technology.  
Access to the World Wide Web is still closed to the majority of the world's people.*

What do we mean by a 'Global Partnership for Development' ? And how do the countries of the world intend developing this? Who will be involved? And what is to be developed? The targets listed opposite are clear in their intentions, but how difficult will it be to actually do these things? What are the barriers to achieving these targets? *Explore these questions, discuss, and create a world map showing the development partnership across the world.*

*Do you think all of these are necessary?*

Historically many developing countries were exploited, their peoples used for cheap labour and their resources taken to be used elsewhere. Does this still happen? If yes, identify where and by whom. *Discuss the ethics.*

*Can Scotland be involved in the achievement of any of these?*

For each of the targets listed on the left, research the progress made so far in delivering this target. Where the target is not yet met, identify the reasons and the difficulties. *Discuss what you think needs to be done. Create a series of illustrated classroom displays showing each target and what you have discovered.*

The demonstration of learning will be a presentation by the pupils of the targets, progress made in meeting these targets, difficulties in delivering these targets, and what they feel needs to be done. The presentation should make full use of the classroom materials created in the course of this task and make full and appropriate use of suitable ICT. The pupils should be well learned and briefed so that they are able to take questions from the audience and give constructive answers. The background display should feature all of the Millennium Development Goals and the pupils should be familiar with them and their purpose.

## Planning and developing the task:

Staff are free to develop this task in a manner which suits the individual needs of the school, as long as the EthCo learning outcomes are achieved.

The planning can include any CfE curricular area which has a natural link with the task, and can be designed to suit the strengths of the school and the CfE level of the pupils involved

### The Ethco Learning outcomes for this task are :

- To learn about the 'Millennium Development Goals', their development and implications for the world community.
- To learn about ethics and develop the ability to recognise and demonstrate ethical behaviour.
- To learn about Scotland's contribution to the Millennium Development Goals.
- To develop skills in learning, research, presentation, discussion and argument.

## Resources, hints and tips:

Open web searches can be very fruitful sources of information but the results need constant critical support and supervision from the teacher to ensure suitability. Some notes on the use of 'Philosophical Inquiry' are provided.

There are clear links to: 'Enterprising approaches to learning and teaching', 'Entrepreneurial learning', 'Vocational and work based learning', and 'Careers education'.

**Some issues which might be explored are:** government policies, the financial world, world markets, world debts, banking, development of ICT, exploitation, fair trade, aid organisations, financial institutions, micro finance, company investment, the greedy company, unethical dealing, bid rigging, environmental issues, sustainable issues, profits and profit distribution, human rights, political awareness, selling, the entrepreneur, cheap labour, education, universities, cheating, corruption, etc., etc., etc.

**Class organisation:** To provide the teams for the demonstration, it is necessary to work in groups. Best results often come when the principles of cooperative or collaborative learning are employed. Use of 'Philosophical Inquiry' or similar can assist the discussion of the issues involved. Adequate encouragement, time, resources and teacher support should be given to facilitate a high level of research, discovery and sharing by the pupils. The sections in the full bold outline should be taught by the teacher to ensure coverage and understanding.

**The demonstration of learning** should take the form suggested and to an appropriate audience. The audience can be drawn from the community and represent a range of interests, prizes may be awarded by the school as appropriate. The event may be videoed, then shown to and analysed by a larger audience.

Other variations of the presentation are possible depending on the aspirations of the school.

The assessment of performance of the task should be made by staff using the criteria below. The assessment of the individual should also include assessment of their contribution to the task and individual performance in class work, related to the appropriate CfE Learning Outcomes.

## CfE Curricular Areas , Levels, and capacities.

Many of the CfE curricular areas : Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and moral education, Science, Social Studies, and Technologies, etc., have CfE learning outcomes which can be contributed to by completing this task and are shown on the back page.

The full extent of this contribution, and indeed whether the outcome can be satisfied entirely, depends on the teacher's individual planning,

**When planning a task the appropriate learning outcomes for the level being taught should be applied.**

**Clearly in completing this task, impact will be made on the CfE capacities of 'Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens'**

## Assessment of the task:

**The demonstration of learning in the task is assessed as 'high quality', 'quality', 'acceptable' or 'fair'** using the following descriptors.

In a group demonstration, all members are given the same task award. Individual performance should be assessed and reported in a formative manner using the appropriate CfE learning outcomes. The individual contribution to the task should also be commented upon.

### A high quality demonstration of learning is evidenced by:

A clear statement showing understanding of the concept of a 'Global Partnership' and how it is expected to be developed.

Clear demonstration of understanding of ethics and standards. Clear demonstration of how this should apply and be monitored.

Evidence of consideration and understanding in depth of the benefits to developing countries of a global partnership.

Showing good knowledge of the Millennium Development Goals, their impact on the developing countries.

High presentation skills with confident responses to questioning showing excellent background knowledge.

### An acceptable demonstration of learning is evidenced by:

A clear statement of the concept of a 'Global Partnership' and how it is expected to be developed.

Clear demonstration of understanding of ethics and standards. Clear demonstration of how this should apply.

Evidence of consideration and understanding of the benefits to developing countries of a global partnership.

Showing knowledge of the Millennium Development Goals and their impact on the developing countries.

Good presentation skills with responses to questioning showing good background knowledge.

**A quality demonstration falls between these, a fair demonstration falls below.**

## Relating to a 'Curriculum for Excellence'

Every area of the curriculum can make an important contribution to the Ethco learning outcomes.

This EthCo Interdisciplinary Task can contribute to the coverage of the 'Curriculum for Excellence outcomes and experiences'.

The impact in each case is dependant on the specific focus given to the task, and in many cases to the choice of topic studied within the task by the individual pupil, and this should be considered when determining coverage.

### Expressive Arts

Explores how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art, music dance and sporting activities. Considers how the expressive arts are used to express protest at social injustice and promote visions of positive change. Provides opportunities to learn about and from different cultures through the arts.

Can contribute to the following CfE outcomes:

EXA 1-01a; 1-02a; 1-03a; 1-04a; 1-05a; 1-07a  
(if a consideration has been made of the arts of the developing countries and artistic expression used in the presentation.)  
EXA 1-10a (If dance across cultures is featured.)  
EXA 1-13a; 1-15a (If drama used in the presentation.)  
EXA 1-18a (If performing music from different cultures is part of the presentation.)

EXA 2-01a; 2-02a; 2-03a; 2-04a; 2-05a; 2-07a.  
EXA 2-09a; 2-10a; 2-11a. (if drama is explored)  
EXA 2-13a; 2-15a. (if drama features)  
EXA 2-18a; 2-19a. (if music features)

EXA 3-01ab; 3-02a; 3-04a; 3-07a

### Health and Wellbeing

Develops appreciation of diversity and encourages critical thinking through the exploration of similarities and differences between people and the discussion of social and moral dilemmas. Explores wellbeing in all senses, from physical health to financial wellbeing and key factors in this, both local and global.

Can contribute to the following CfE outcomes:

HWB 1-01a; 1-02a; 1-04a; 1-05a; 1-08a; 1-09a; HWB 1-10a; 1-11a; 1-12a; 1-13a; 1-14a; 1-19a;

HWB 2-01a; 2-02a; 2-04a; 2-05a; 2-08a; 2-09a; HWB 2-10a; 2-11a; 2-12a; 2-13a; 2-14a; 2-19a;

HWB 3-01a; 3-02a; 3-04a; 3-05a; 3-08a; 3-09a; HWB 3-10a; 3-11a; 3-12a; 3-13a; 3-14a; 3-19a;

### Languages

Explores issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages.

Develops awareness of global interconnectedness in that languages are continually evolving and borrowing from each other. Provides opportunities to explore global issues while developing language skills.

Can contribute to the following CfE outcomes:

(there are no first level outcomes in modern languages)  
If a consideration of the language of developing countries is given, then:

MLAN 2-01abc; 2-02a; 2-03a; 2-04a; 2-05a.

If the task and the presentation are made in a language other than English, then a significant number of these outcomes will be targeted.

It is also possible to consider the language of the developing country

### Literacy and English

Explores values, beliefs, and experiences of different groups of people, and themes common to people the world over, through texts from a range of cultures and traditions. Develops empathy, communication skills, the ability to argue effectively, critical thinking and media literacy.

Can contribute to the following CfE outcomes:

LIT 1-02a; 1-04a; 1-05a; 1-06a; 1-07a; 1-08a; 1-1-09a; 1-10a; 1-13a; 1-14a; 1-15a; 1-16a; 1-18a; 1-20a; 1-21a; 1-22a; 1-23a; 1-24a; 1-25a; 1-26a; 1-28a; 1-29a.  
ENG 1-03a; 1-12a; 1-17a; 1-30a

LIT 2-02a; 2-04a; 2-05a; 2-06a; 2-07a; 2-08a; 2-09a; 2-10a; 2-13a; 2-14a; 2-15a; 2-16a;  
2-18a; 2-20a; 2-21a; 2-22a; 2-23a; 2-24a;  
2-25a; 2-26a; 2-28a; 2-29a.  
ENG 2-03a; 2-12a; 2-17a; 2-27a; 2-30a

LIT 3-02a; 3-04a; 3-05a; 3-06a; 3-07a; 3-08a; 3-09a; 3-10a; 3-13a; 3-14a; 3-15a; 3-16a;  
3-18a; 3-20a; 3-21a; 3-22a; 3-23a; 3-24a;  
3-25a; 3-26a; 3-28a; 3-29a.  
ENG 3-03a; 3-12a; 3-17a; 3-27a; 3-30a.

### Numeracy and Mathematics

Provides opportunities to illustrate mathematical concepts and processes by means of issues in local, national and global society.

Promotes opportunities to consider the influence of different cultures on mathematics and the history of development of maths.

Develops critical thinking around use, presentation and manipulation of data.

Can contribute to the following CfE outcomes:

MNU 1-09ab; 1-20ab;  
MTH 1-12a; 1-17a; 1-21a.

MNU 2-09abc; 2-20ab  
MTH 2-12a; 2-17c; 2-21a.

MNU 3-01a; 3-03ab; 3-07a; 3-09ab; 3-20a.  
MTH 3-17b; 3-20b; 3-21a.

### RME and RERC

Explores issues of justice, equality, care for others and for the planet, and peace and conflict from different perspectives.

Develops awareness of diversity through exploring different values, beliefs and attitudes. Develops empathy, critical thinking, respect for others and the ability to argue effectively. Explores the role of religious belief in global issues and perspectives.

Can contribute to the following CfE outcomes:

RME 1-04a; 1-05a; 1-06ab; 1-07a; 1-09abc.  
RERC 1-25a; 1-26a; 1-27ab.

RME 2-04a; 2-05ab; 2-06abc; 2-07a 2-09abcd  
RERC 2-25a; 2-26a; 2-27ab.

RME 3-04a; 3-05abc; 3-06ab; 3-07a;  
3-09abcde.  
RERC 3-25ab; 3-26ab; 3-27ab.

With careful consideration there may be opportunities to contribute appropriately to other outcomes

### Science

Engages with the social, cultural and economic contexts in which scientific enquiry takes place. Explores ethical issues surrounding science and its pursuit and uses, considers the contribution of science to the debate on sustainable development, develops appreciation of interdependence within the natural world and between people and planet. Provides opportunities to explore the contribution of different cultures to science.

Can contribute to the following CfE outcomes:

SCN 1-03a; 1-04a; 1-13a; 1-20a.

SCN 2-03a; 2-04ab; 2-20ab.

SCN 3-03a; 3-04ab; 3-05b; 3-13c; 3-20ab.

### Social Studies

Questions, investigates and critically engages with issues affecting peoples lives throughout the world, develops understanding of global interdependence.

Explores differences and similarities between events, people, places, cultures and environments through time. Considers significance of individual and collective action, critical thinking and interpretation.

Explores the shaping of society, political, environmental and economic.

Can contribute to the following CfE outcomes:

SOC 1-04a; 1-06a; 1-07a; 1-08a; 1-09a; 1-12ab;  
1-13ab; 1-15a; 1-16a; 1-17a; 1-18a; 1-20a; 1-21a; 1-22a.

SOC 2-01a; 2-02a; 2-04a; 2-06a; 2-07ab;  
2-08ab; 2-09a; 2-12a; 2-13a; 2-14a; 2-15a;  
2-16abc; 2-17a; 2-18a; 2-19a; 2-20a; 2-21a; 2-22a.

SOC 3-01a; 3-02a; 3-04a; 3-05a; 3-06ab;  
3-07a; 3-08a; 3-10a; 3-11a; 3-12a; 3-13a;  
3-14a; 3-15a; 3-16a; 3-17ab; 3-18a; 3-19ab; 3-20ab; 3-21a.

### Technologies

Considers the impact of technological development on society and on quality of life.

Addresses sustainability issues in product design, food production and consumption. Considers the manufacturing and production methods across the world and the ethics involved. Considers the impact of ICT developments across the world on individuals, communities and society. Impact of ICT on day to day living. Considers business activities, organisation and ethics.

Can contribute to the following CfE outcomes:

TCH 1-01abc; 1-02a; 1-03ab; 1-04ab; 1-08a;  
1-15a.

TCH 2-01ab; 2-02ab; 2-03ab; 2-04ab; 2-08a;  
2-15ab.

TCH 3-01a; 3-02a; 3-03a; 3-04a; 3-06a;  
3-07ab; 3-08abc.