

Years 6 & 7



Fair Enough?

Thematic Unit



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About this Thematic Unit

This Thematic Unit is linked to the Years 6/7 ICL *Wonderful World*. Within this unit children have the opportunity to think critically about the world, explore its diversity and understand its interdependent nature.

Through the activities children are encouraged to find out about the concept of Fair Trade and to compare the roles of those people involved in the production of commodities that are fair for all with their own role as consumers in society.

Children will have the opportunity to develop some of the skills that meet the requirements of the Northern Ireland Curriculum at Key Stage 2. The focus within this unit is outlined below:

Northern Ireland Curriculum Objective	To develop the young person as a contributor to society.
Key Element	<i>Ethical Awareness</i>
Thinking Skills and Personal Capabilities	<p>This Thematic Unit focuses on Thinking, Problem-Solving and Decision-Making.</p> <p>Children have opportunities to:</p> <ul style="list-style-type: none"> • <i>Examine evidence and distinguish fact from opinion;</i> • <i>Make links between cause and effect; and</i> • <i>Examine options and weigh up pros and cons.</i> <p>There will also be opportunities for children to develop the skills of <i>Being Creative</i> and <i>Working with Others</i>.</p>
Cross-Curricular Skills	<p>Where appropriate, learning intentions that relate to cross-curricular skills are signposted. These cross-curricular skills are:</p> <ul style="list-style-type: none"> • Communication (Comm); • Using Maths (UMaths); and • Using ICT (UICT).
Connecting the Learning	<p>This Thematic Unit provides teachers with the opportunities to connect learning across the following Areas of Learning:</p> <ul style="list-style-type: none"> • Language and Literacy; • Mathematics and Numeracy; • The Arts; • Personal Development and Mutual Understanding; and • The World Around Us.
Aim	<p>The aim of this Thematic Unit is to encourage children to:</p> <ul style="list-style-type: none"> • Develop an awareness of imbalance existing in the wider world; • Develop an awareness of global issues and understand how these impact on their lives; and • Develop respect for self and others through deeper understanding of other cultures;



SECTION

What's Fair?

01

Activity One

That's Not Fair!

Suggested Learning Intentions

Children will:

- be able to identify scenarios as fair or unfair (TSPC); and
- be able to make decisions on a variety of scenarios and justify them to the rest of the class (Comm).

Suggested Learning and Teaching Activities

This activity should be introduced using the **Walking Debate*** method.

A large space is needed for this activity. Tell the children that one corner of the room represents FAIR, one corner represents UNFAIR and a third corner represents UNSURE.

Call out a range of statements from the 'Fair/Unfair Scenarios' sheet (Resource A). Add scenarios of your own if you feel they are more appropriate.

Give children time to consider their opinion and then ask them to move to the corner that describes how they feel about the statement. Ask them to explain why they have moved to that corner.

Follow-Up Activity

Children 'pair and share' an experience they had when they felt they were treated fairly and/or unfairly. The pairs report back to the whole class on their partner's fair/unfair experience.

- * See Active Learning and Teaching Methods for Key Stages 1 & 2



Activity Two

What's Fair Trade?

Suggested Learning Intention

Children will:

- use a range of digital and traditional sources to research a topic (Comm) (UIC1).

Suggested Learning and Teaching Activities

Discuss what it means to be fair – ask children to think of examples from the classroom and home. Ask them to describe how they feel if something or someone is unfair to them. Talk about the 'Fair Play' flag in football and why it is brought on at the beginning of football matches.

Show the children a jar of coffee (or bar of chocolate) and ask why it has the Fair Trade logo on it. Where would they see that logo in the supermarket?

Look at the Fairtrade website with the class (www.fairtrade.org.uk). Find out more about a variety of products and investigate which retailers stock Fairtrade items. Ask the children to work out who stocks the most Fairtrade fruit.

Ask the class to consider the following statement: 'lots of people drink coffee, so that must mean the people who grow coffee beans must be very wealthy'. Is this so?

What happens between growing the beans and buying it in the supermarket? Children investigate the chain of supply in small groups.

Grower → Manufacturer → Supplier → Retailer

Why do growers need to be part of the supply chain? Why can't they sell directly to the public? Is it a good idea for growers to sell all their produce to the people in the next link in the chain?

If food has a Fairtrade label, it must meet certain requirements. In groups, ask the children to work out what guarantees the growers would need, and what guarantees the companies might make, in order for the trade to be fair. The groups report back and discuss how realistic their lists are. Check the Fairtrade website to find out what the requirements for Fairtrade products are.

Fair Trade ensures that:

- the price paid covers the cost of sustainable production and living;
- a premium is paid which must be invested in development; and
- contracts with growers allow for long-term planning.

Ask the children to discuss the effect that Fairtrade has on prices for growers and consumers. They record their findings using a **Fishbone Strategy***

* See Active Learning and Teaching Methods for Key Stages 1 & 2

Activity Three

What's in a Logo?

Suggested Learning Intentions

Children will:

- access and select information from given digital sources (UICT); and
- participate in group discussion and use evidence to justify opinions (Comm).



Suggested Learning and Teaching Activities

Using fair grouping strategies, sort the children into groups of two to four. Provide each group with at least three types of Fairtrade products. Ask the children to work out the common link between the products. The groups report back to class.

Discuss logos as a class - why are they used, who uses them, etc.

Home Learning Activity

Children use the Internet to research other logos and download three logos of their own choice for the next lesson.



Activity Four

Logo Lotto

Suggested Learning Intentions

Children will:

- prepare and give a short presentation on Fair Trade logos (Comm);
- design a Fair Trade logo focusing on shape, space, line and colour; and
- use ICT to communicate and develop ideas (UICT).



Suggested Learning and Teaching Activities

Sort the class into groups of four to six. Give each one a collection of enlarged coloured copies of Fair Trade logos (Resource B). The groups observe and discuss each logo. They should consider the colour, shape, line, space and lettering. Then decide which is the most effective design and why. They arrange the logos in order of preference and nominate a speaker to explain their decision back to the class. Scribe the group responses on a flip chart under the headings 'colour', 'shape', 'line', 'space' and 'lettering'. Use the following prompt questions to explore the topic further:

- Which of the logos do you think is most eye-catching? Why?
- Without the lettering would you know the logo promoted Fair Trade? Why/why not?
- What features have the logos in common?

After all the groups have spoken, draw from the children that a logo is a symbol that can be recognised quickly and promotes or represents a particular product, cause or company.

Children now design their own Fair Trade logo. They should be encouraged to draw lines and basic shapes in order to end up with a simplified logo. When they are happy with their black and white design, they can then introduce colour onto their logo, using a variety of media (paints/pastels/coloured pencils).

Extension Activity:

Children vote for the most effective logo design within their class, and use this as the logo for their Fair Trade products and packaging in school.

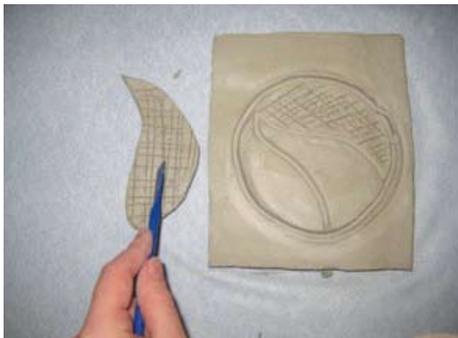
Activity Five

Trade Tile

Suggested Learning Intentions

Children will:

- use modelling and construction techniques to make three dimensional work; and
- be able to use a range of processes to create a clay tile with a raised logo (TSPC).



Suggested Learning and Teaching Activities

Ask the children to talk about the properties of clay. Remind them not to overwork the clay, otherwise it will dry up and cracked lines will appear.

Give each pupil a small block of clay. The children use rolling pins to roll their block into a rectangular tile. Ensure the children's tiles have a thickness of at least 1.5cm. When they are happy with their tile, they can use a toothpick to outline the position of the logo they created in the previous activity.

Taking another piece/s of clay, the children mould shapes that make up the logo (like a jigsaw). Demonstrate the method used for joining clay –

To join clay:

- Scratch the tile position.
- Scratch the moulded shape.
- Use slip (water + clay mixture) to paste between both scratched surfaces.
- Ensure both surfaces meet by smoothing the edges with a tool/fingers.

They can apply patterns and words if they are part of the logo. When the logo parts are attached, use a damp sponge to smooth over the tile. The tile can be fired or left to dry.



Extension Activity

Fair Trade Tasting

Suggested Learning Intentions

Children will:

- share and evaluate ideas using evidence or reason to justify opinions (Comm); and
- use ICT to record and present data (UMaths, UICT).

Suggested Learning and Teaching Activities

Provide a variety of Fairtrade and non-Fairtrade products for children to taste, for example, chocolate, bananas, coffee and tea. They conduct a 'blind' taste test on the products and choose which is their favourite, the Fairtrade or non-Fairtrade version. Some children record the results of the test in a tally chart, and then present the information in a variety of ways to the rest of the class.

Alternatively, children can debate whether they think Fairtrade products taste different or better than non-Fairtrade products.





SECTION 02

Who's Fair?

Activity Six

Organisations That Promote Fair Trade

Suggested Learning Intentions

Children will:

- use appropriate structure and language to write a report (Comm);
- use ICT to research, select, edit and present information (UICT); and
- use ICT to communicate and develop ideas (UICT).

Suggested Learning and Teaching Activities

In pairs, the children use the Internet to research organisations that promote Fair Trade products. They choose one of these organisations and write a report on it using an appropriate report structure.

Follow-Up Activity

Hot Seating

The Hot Seat is placed either in front of the group or in the middle of the group. Children take it in turns to sit in the Hot Seat and take on the role of the Chief Executive of the organisation they have researched. They must answer a series of prepared questions from the other children.



Activity Seven

A Day in My Life - A Day in Your Life

Suggested Learning Intentions

Children will:

- use ICT to research and present information on the life of a Fair Trade grower/farmer/worker (UICT); and
- use empathy to examine options and weigh up pros and cons (TSPC).

Suggested Learning and Teaching Activities

The children use ICT to research the life of a Fair Trade farmer, grower or worker using the Fair Trade and Oxfam websites.

They compare and contrast their own lives with that of a Fair Trade farmer, worker or grower using the 'Compare and Contrast Thinking Diagram' (Resource C).



A Day in My Life



Life of a Fair Trade Worker

Activity Eight

Screen Printing

Suggested Learning Intentions

Children will:

- participate in group and class discussion about a selection of pieces of art (Comm);
- discuss and respond to a selection of prints; and
- understand the properties of line and colour through the experience of printing.



Suggested Learning and Teaching Activities

Research African cloth prints using Google Images to find Korhogo cloth from Côte d'Ivoire. Ask children to discuss the range of images and discuss:

- What is the subject in this print?
- What do you think of the colours used?
- What different shapes and lines can you see in the print (thick; thin; long; short; zigzag; curved...)?

Alternatively, use any of the websites listed in the Useful Resources section of this resource.

The children look for photographs of growers and workers in Africa on the Internet. They discuss the different images and choose one as their subject for printing. Ask the class to set up their workspace with printing ink, polystyrene pads, rollers, pencils and A3 paper.

First children roll the black ink onto their A3 sheet, and then lay another A3 sheet on top of the ink. Then they sketch their line drawing of their chosen grower or worker onto the paper. Finally, they peel back the top A3 sheet to view their monoprint.

The children now try an alternative method of printing. They draw the outline of their logo onto a polystyrene pad. They then roll on black ink. Children turn the pad ink-side down onto an A3 sheet of paper and rub on the back of the pad. When the pad has been pressed against the paper, lift the pad to find another form of print. Mount the print on card and display. Compare and contrast both styles of printing by asking the children:

- * What are the similarities/differences between both prints?
- * Which do you like best and why?

Activity Nine

Coffee Supply Chain

Suggested Learning Intentions

Children will:

- interpret evidence and express opinions (Comm); and
- make links between cause and effect (TSPC).



Suggested Learning and Teaching Activities

Divide the class into five groups. Explain that four groups will play the role of people who are involved in the coffee supply chain. The fifth will split up and observe the other groups. Distribute the relevant 'Supply Chain Role Card' (Resource D) to each group. The groups read the information and discuss what their role involves.

Look at a packet of ground coffee. Ask the groups to discuss how important their role is in the production of the coffee and the percentage of the price that should be theirs.

Each group presents to the rest of the class, describing what their role is and what percentage they believe they should have. What is the most important part of the chain?

Give the fifth group, who have been observing, the fifth card. They will explain how the Fairtrade coffee supply chain works and how everyone has a role to play in this fairer process.

Discuss the information suggested by some websites that the grower can receive as little as 50p per day. One kilo of coffee can give approximately 80 cups of coffee. Consider the cost of a cup of coffee in your local coffee shop and compare it to what the grower receives according to your research.

Optional Activity

School Visit - Oxfam, Traidcraft or Trócaire

Suggested Learning Intentions

Children will:

- use a range of media to identify and contact a number of organisations that promote Fair Trade products (Comm) (UICT);
- plan and carry out an interview session with invited guests (Comm);
- interpret results of a survey mathematically using appropriate diagrams (UMaths); and
- use contemporary digital methods to communicate (UICT).

Suggested Learning and Teaching Activities

Children decide on an organisation(s) that promotes Fair Trade that they would like to invite to their school. In line with Enterprise strategies, the children work in groups to organise the visit, with each group taking on a role, for example:

- phoning or emailing the organisation to plan the visit;
- confirming the arrangements in writing;
- sending invitations to other classes and agreed visitors;
- setting up the assembly hall for the visit;
- meeting and greeting the representative;
- chairing the question and answer session during the talk;
- thanking the representative;
- writing thank you letters to the organisation; and
- evaluating the visit and surveying the pupils' responses.



Optional Activity

Shop Visit

Suggested Learning Intention

Children will:

- work with others to research a subject (COMM).

Suggested Learning and Teaching Activities

Children work in groups to organise a visit to a local shop stocking Fairtrade products. They must contact the shop to arrange a suitable date for a visit, devise suitable questions to ask during the visit and organise consent forms for children. They should also nominate a child to meet, greet and thank the shop manager. Afterwards, they should evaluate the visit.



SPECTATION 03



Where's Fair?

Activity Ten

Journey of a Product

Suggested Learning Intentions

Children will:

- understand the sequence involved in producing Fair Trade products (TSPC);
- use ICT to research, select and edit information on the journey of a Fair Trade product (UICT); and
- use ICT to present information (UICT).

Suggested Learning and Teaching Activities

Sort the class into groups of two to four. Give each group a Fairtrade product to research (its journey from source to shop). The children use a **Mantle of Experts*** method, with one member of the group nominated as the expert on their particular product. The 'expert' then fields questions from the rest of the class.

Children present all their findings to the class/ assembly using Slideshow or PowerPoint.

* See Active Learning and Teaching Methods for Key Stages 1 & 2



Activity Eleven

Moving Trade

Suggested Learning Intentions

Children will:

- create moving images using ICT (UIC); and
- understand the process of animation.

Suggested Learning and Teaching Activities

In this activity the children work in groups to create an animation about the journey of a Fairtrade product (coffee, cotton, banana, tea or chocolate), from source to shop.

Arrange the children into groups of four to six. Each group researches the journey of a particular Fairtrade product. They then storyboard the journey on A4 paper, illustrating, very simply, the different stages in the journey. They insert text to accompany the images on the storyboard, if necessary. When the storyboards are completed, the groups model the images using play dough or plasticine. They also make a backdrop for their animation.

Each group sets up their background scenery and malleable props. Children take turns at the roles of storyboard director, actors (moving props), photographer and deciding the stop/start position of images.

The groups take photographs of each part of the journey. They upload their images onto the computer and use appropriate software to organise the frames and create the animation. They can then add titles, voiceovers or music.

Finally, the groups present their animation to the rest of the class.



Activity Twelve

Supermarket Sweep

Suggested Learning Intentions

Children will:

- use a range of texts to source a product (Comm); and
- use ICT to research and present information (UICT, UMaths).



Suggested Learning and Teaching Activities

Present children with a collection of products, some with the Fairtrade label. Split the class into groups and assign each one a different task as listed below.

Task 1: Where do Fairtrade products come from?

Look for the country of origin on the product (or from the Fairtrade website). Find the countries of origin in an atlas. Map these products on a world map. Draw a 'flag' for each type of produce on the map.

Task 2: Which product is cheaper?

Compare the prices of Fairtrade products with those of non-Fairtrade products. Make sure the products are the same weight or work out the prices per 100g, so the comparison is fair.

Task 3: Which products are local?

Find out which food products are produced in Northern Ireland. Write or e-mail a local farming organisation about buying local produce and what types of products are available.

Task 4: Do we need the packaging?

Examine the packaging of the products collected. Use ICT to record the properties of the various packages in terms of colour, shape, size and whether or not the packaging is necessary. Present the information in a digital format.

Finally, ask each group to make a presentation to the rest of the class on their findings.

SECTION 04



Why Fair?

04

Activity Thirteen

Pros and Cons

Suggested Learning Intentions

Children will:

- discuss the pros and cons of using/purchasing Fair Trade products (TSPC); and
- use a thinking diagram to record information (TSPC).

Suggested Learning and Teaching Activities

Arrange the class into groups of three or four.

The groups use the Pros and Cons table (Resource E) to record what they believe to be the advantages and disadvantages of using or purchasing Fairtrade products. Encourage children to think about everyone involved in the Fair Trade world, including the growers, farmers, supermarkets, consumers, etc, when completing the table.

As a plenary session, the children report back to the whole class using a **Snowball*** method.

* See Active Learning and Teaching Methods for Key Stages 1 & 2



Activity Fourteen

Buy Fair

Suggested Learning Intentions

Children will:

- present a point of view in a persuasive way (Comm); and
- identify an audience and present information in an appropriate format (Comm).



Suggested Learning and Teaching Activities

Ask the children to read carefully the information on the back of a variety of packets of coffee (Fairtrade and non-Fairtrade). Ask them to reflect on:

- Whom are the writers trying to appeal to?
- How do they do this?
- Which packet is doing most to promote Fair Trade?
- Which packet tells you most about the coffee?
- If you cared about Fair Trade, which part of the text is written to appeal to you?
- Which packet is also trying to appeal to someone who doesn't care about Fair Trade?
- Which company is doing most for the farmers?
- How could you check up on what the packets are saying?

In pairs, the children write a 'blurb' for the back of a Fair Trade chocolate bar wrapper. They design the rest of the wrapper and add the 'blurb' to the back. Remind them that they want all types of people to buy this chocolate bar.

In groups, the children make a TV advertisement for Fairtrade coffee or chocolate. They must identify their audience and how they can get across their message in an entertaining way. The groups storyboard the advertisement and work on and refine a script. Record the advertisements with a digital camera and ask the groups to present their advertisement to the rest of the class.

SECTION 05



We're Fair!

Activity Fifteen

We're Fair! Fair Trade Day

Suggested Learning Intentions

Children will:

- be able to organise a Fair Trade event; and
- be able to work together towards shared targets (TSPC); and
- understand the process of enterprise.

Suggested Learning and Teaching Activities

Divide the class into groups and give each one a Fair Trade-related event to organise. For example:

- Set up a Fair Trade fruit shop.
- Run a Fair Trade coffee shop.
- Create a Fair Trade craft shop.
- Put on a Fair Trade art show.
- Invite speakers or organisations to talk about the importance of Fair Trade.
- Plan a Fair Trade school.

Each group will be responsible for all aspects of their event, including: sourcing and purchasing products needed for shops, gathering art and photographs for gallery and/or contacting relevant speakers or organisations.

As a class, the children should decide on ways to publicise their Fair Trade day. They must evaluate the success of the day using either questionnaires or by holding customer satisfaction surveys.



Resources

Resource A

Fair/Unfair Scenarios

Hannah is the new girl in the class, so she has to do all the tidying up.

Rosa forgot to bring in her lunch to school so her friend Sharon shares her lunch with her.

The teacher always asks the same boy to go for messages.

Michael always plays with the skipping rope at break time and doesn't let anyone else play.

Aaron is called names because he wears glasses.

The teacher always chooses a different child to go for messages.

There is only one ball in the playground so each class takes turns to use it at break time.

Damien attends football training every week but is never picked to play in a match.

Shannon has a birthday party coming up. She invites all of the girls but none of the boys.

The bus is crowded. An old lady gets on the bus. Adam gets up and gives her his seat.

Robert has auditioned three times to be in the choir but he's never gained a place.

Gavin is chosen every year to read at the school's annual carol service.

Resource B

Examples of Fair Trade Logos

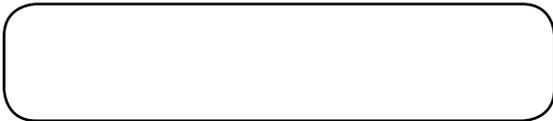


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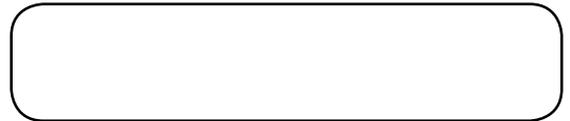
Resource C

Compare and Contrast Thinking Diagram

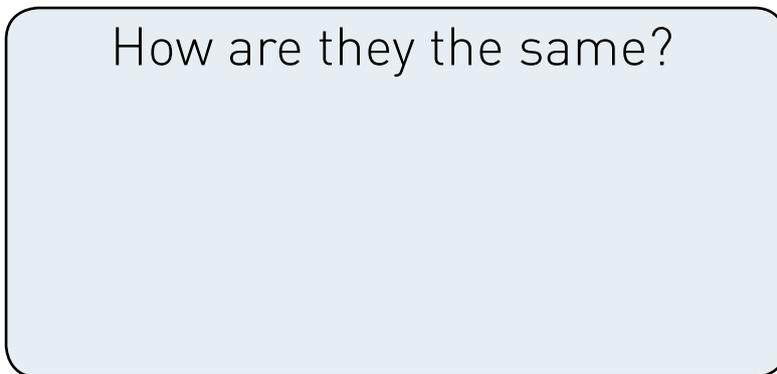
A



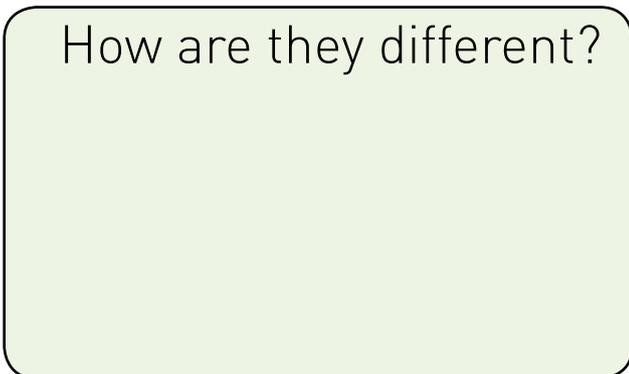
B



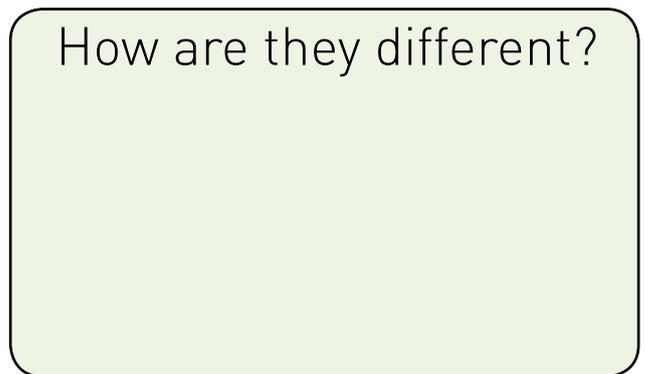
How are they the same?



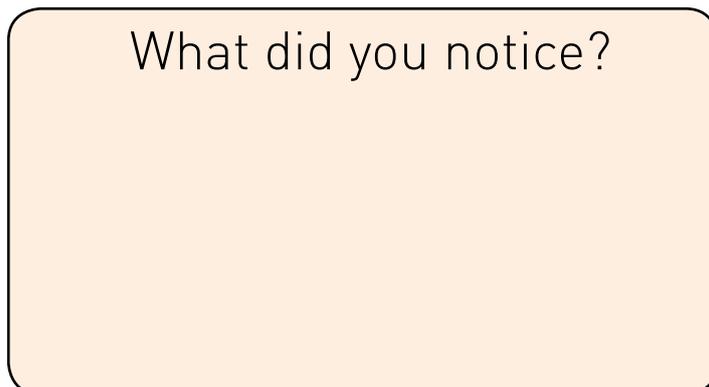
How are they different?



How are they different?



What did you notice?



Resource D

Supply Chain Role Cards

The Farmer

I live in a remote rural part of Ethiopia. I have a small farm where I plant and look after coffee trees. This provides my main source of income. The trees sprout fruit which we call the 'red cherry'. I employ some people to harvest the fruit from the trees. Some farmers pay independent contractors to harvest their trees. We can only afford to pay them a about 22p each for every kilo of coffee they harvest. I get about £1.12 per kilo.

The Wholesaler

I buy the coffee cherries from the farmers. The cherries are washed, dried and transported to Addis Ababa, the capital of Ethiopia. I then need to sell the coffee at auction. By law, the coffee must be sold through auction or through a cooperative. Sometimes I sell the coffee to exporters for between 50p and £1 per kilo of coffee, depending on the quality.

The Roasting Company Director

My company roasts the coffee, blends it with other kinds of coffee and prepares it for the customer. Roasting the coffee reduces its volume by 20%. The coffee is then bagged for sale. We design the packaging and put the coffee into attractive jars and packets to sell it to supermarkets, cafes and restaurants. We spend a lot of money on shipping, packaging and advertising our product in newspapers, magazines and TV advertisements. The more people hear about our coffee, the more will buy it. Sometimes the company operates coffee shops and by the time you drink your coffee there has been a mark-up of approximately 400%.

The supermarket Manager

I buy the coffee from the coffee roasting company. Once the coffee arrives at the supermarket it is priced, put on display and sold to customers.

I have to make my shop look attractive for customers so they will enjoy shopping and buy more. My staff is trained to help people and provide good service.

Resource D *continued*

Supply Chain Role Cards

Cooperative members

We are members of a Fair Trade cooperative. Our cooperative washes, dries and packages the coffee for shipment to ATOs (Alternative Trading Organizations) in the developed world. The coffee is transported from inland rural farms to Addis Ababa for shipping overseas. The coffee is sold to the ATO for a minimum £1.12 per kilo. The ATO roasts and packages the coffee for sale. It sells the coffee either directly to the consumer or through supermarkets. The members of the cooperative benefit from the profits through re-investment and profit sharing.

Resource E

The Pros and Cons of Fair Trade

Fair Trade Explore the pros and cons of Fair Trade thinking of all those involved – growers, manufacturers, supermarkets, consumers.	
Pros	Cons
We have examined the pros and cons of Fair Trade and we think...	

List of Suggested Resources

Suggested Books:

Vergara, Diane Abad. *Zapizapu Crosses the Sea: A Story About Being Fair*
Trafford Publishing (2007)
ISBN: 1 425120628

Cooper, Adrian. *Fair Trade*
Franklin Watts (2008)
ISBN: 0 749670126

De Carlo, Jacqueline. *Fair Trade: A Beginner's Guide*
Oneworld Publications (2007)
ISBN: 1 851685219

Useful Websites:

Fair Trade
www.fairtrade.org.uk

Oxfam
www.oxfam.org

UNICEF
www.unicef.org

Trócaire
www.trocaire.org

Christian Aid
www.christianaid.org.uk

OneWorld
<http://uk.oneworld.net>

Textiles
www.adire.clara.net/afgallery.htm

www.hamillgallery.com/SITE/Textiles.html

www.starbeck.com/african_textiles_02.htm

www.princetonol.com/groups/iad/lessons/middle/clohex.htm

www.textilemuseum.org (Search: Africa)

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