



Global link

24a New Street, Lancaster, LA1 1EG, 01524 36201
 info@globallink.org.uk www.globallink.org.uk
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Women's Rights Edition

International Women's Day: Why?

By Sara Nobili

The 8th March marks International Women's Day—when ordinary women, who fought for their right to partake in society on an equal footing with men, are remembered and celebrated.

The first International Women's Day took place on 19th March 1911. German women chose the date because, on 19th March 1848, the Prussian king had promised the vote for women. They wanted to be fully represented and recognised in society with equal rights to men.

In my home country, Italy, the 8th March is celebrated nationwide with free events and TV shows. In the streets and in schools, people are encouraged to give *mimosa*, a lovely scented seasonal yellow flower, to women and girls. However, some believe there is now gender equality and therefore no need for Women's Day. So, let us consider the following:

- two thirds of the world's 799 million illiterate adults are women;

- 1.3 million women die each year by HIV/AIDS infection, four times more than men; and 510,000 die from pregnancy related complications
- an estimated 25 to 30% of all women experience domestic violence
- at least 4 million women and girls are sold into sexual slavery each year

Discrimination against women continues and millions of women worldwide still lack full legal and political rights. In 1979 the UN General Assembly adopted the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). This is often described as an international bill of rights for women, consisting of a preamble and 30 articles that define what constitutes discrimination against women. It also sets an agenda for national action to end such discrimination. As of March 2005, 180 state parties signed the convention.

Countries that have ratified the convention are legally bound to put its provisions into practice and must

submit national reports, at least every four years, on measures they have taken. In many countries it guides national law. For example:

- Colombia, a country with one of the highest rates of domestic violence, has made it a crime and required legal protection for its victims
- Nicaragua, Jordan, Egypt and Guinea all saw significant increases in literacy rates after improving access to education for girls and women
- Ukraine, Nepal, Thailand and the Philippines all passed new laws to curb sexual trafficking

Despite all efforts, much remains to be done. And unfortunately it is not encouraging to see that, to date, the U.S is the only country in the North that has yet to ratify the convention. It stands alongside countries like Sudan, Iran and Somalia.

For more info visit:

www.internationalwomensday.com
www.un.org/womenwatch/daw/cedaw
www.womenstreaty.org

Global Link Update

As ever, there are lots of changes at Global Link. Firstly, we want to welcome IT wizard Richard, who used to be a volunteer, to the staff team as our publications and website designer and solver of IT problems! We also welcome several new Management Committee members including Khaldoun Jayousi, Sue Simpson and Sue Capstick, who bring with them a wealth of useful experience.

Our *Telling Stories* project ended in December with the publication of our stories in *Nursery World* magazine and the compilation of a beautiful book (see below). We have now commenced a short project with a local primary school to create a town trail of Lancaster, telling the history of Lancaster's involvement in the transatlantic slave trade. Our *Radio for Change* project is drawing to a close at the end of March. Audio clips and information from the fascinating programmes made by local community groups can be accessed via the Global Link web-site. We have been successful in securing Big Lottery funding until March 2009 to further develop our *Escape to Safety* project, raising awareness about refugees and asylum. Details of all our projects can be found on our website www.globallink.org.uk.

Telling Stories—the book

Our *Telling Stories* project has resulted in a beautifully designed full colour 18 page A4 publication which you can buy from Global Link for £5.95 (plus £1.05 p&p—cheques payable to Global Link).



Telling Stories is a collection of stories from five different oral traditions in Australia, India, Indonesia, Southern Africa and North America. Each story has something to tell us about how to play our part in making the world a better place.

Designed for teachers and parents, this book will help you re-tell these traditional stories; it contains plenty of ideas about how to make the stories come alive through the use of props and puppets. It also contains ideas for extension work you can do with children to further develop their

understanding of the wider world. Each story is linked to one of DFES' 8 key concepts of the global dimension and to Oxfam's Curriculum for Global Citizenship.

Global Link Membership

Support the work of Global Link by becoming a member, or by encouraging an organisation to join. Anyone from a member organisation is entitled to enrol as an associate member without further payment. Having joined, you have free use of the resources library.

Please return form to:
Ruth Self, Global Link,
24a New St, Lancaster
LA1 1EG

Organisation:

Contact name:

Address:

Postcode

Tel:

Email addr.

I enclose a fee* of

and a donation of

Date / /

Please make cheques payable to: "Global Link".

*Annual rates per year to end Sept (quarterly pro rata):

£35 large organisation
£25 secondary school
£15 primary school/small org.

£12 vol org or individual (waged)

£5 unwaged/low income individual

£2 junior (16 and under)

Global Link's Services to Schools

Global Link offers a wide range of teacher training, pupil workshops and courses about global issues, using interactive, participatory methodologies. Please contact us for further information.

Continuing Professional Development and Initial Teacher Education

- North-South school linking
- Education for Sustainable Development
- Developing a global dimension to the curriculum from Foundation Stage to KS4
- Race Equality and multicultural education from Foundation Stage to KS4
- Development Education Methodology
- Refugee Awareness

Workshops for pupils

- Workshops exploring the global economy and fair trade for primary, schools, secondary schools and youth groups using our exhibition 'Spilling the Beans' and simulations such as the Chocolate Trade Game, the World Trade Organisation Game, The Trading Game and Trading Trainers
- Full or half day Earth Summits, Trade Summits and other simulations for secondary schools, exploring issues such as climate change, tourism and sustainable development, refugees and asylum and international trade.
- Refugee Awareness workshops, including our interactive multi-media exhibitions *Escape to Safety* and *Fortress Europe*
- Racism and Diversity workshops, including use of forum theatre
- Challenging stereotypes of countries in Africa, Asia and Latin America

Courses

- Global Citizenship courses (suitable for A level General studies candidates) exploring issues such as racism and diversity, international trade and interdependence, climate change, sustainability, and refugees and asylum.
- Philosophy for Children and Global Citizenship courses for primary or secondary school children
- Storytelling sessions for Early Years children to develop a sense of the wider world

Switch to the Phone Co-op and raise money for Global Link

For ethical reasons, Global Link chooses the Phone Co-op, the UK's only telecom co-operative, to provide all our telecommunication services (phone, broad-band and web-hosting).

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your voice counts

"The Phone Co-op's charges are highly competitive against its rivals such as BT"- The Guardian, May 2004"

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"Affinity 121/087 - Global Link"

Welcome to the window on the World's Religions

By Sara Nobili

Sikhism, a monotheistic religion that emphasizes social and sexual equality, was born in the Punjab area of South Asia, which now falls into present day India and Pakistan. The Sikh faith began around 1500 CE, when Guru Nanak began teaching a faith that was quite distinct from Hinduism and Islam, the main religions of the area at the time. After Nanak, nine Gurus followed and developed the Sikh faith and community over

Nowadays, there are 20 million Sikhs in the world, most living in India. In Britain, Sikhism is a popular religion with about half a million adherents. Most of Britain's Sikhs have their origins in immigration either from the Punjab in Northwest India in the 1950s and 60s, or from East Africa slightly later.

The most important belief in Sikhism is the internal religious state of the individual and the importance of doing good actions. They avoid superstitious behaviour, and pilgrimages, statues, buildings, and "blind" rituals. According to Sikhism, we can lead a good life if we:

Keep God in heart and mind at all times

Live honestly and work hard

Treat everyone equally

Be generous to the less fortunate

Serve others

The community of men and women who have been initiated into the Sikh faith is the Khalsa. The Khalsa celebrated its 300th anniversary in 1999. Khalsa Sikh men take the name "Singh", which means lion, while Khalsa Sikh women take the name "Kaur" which means princess. Some Sikh men choose to have beards and turbans, which are an outward sign of their religious identity. Also, Sikhs who have been initiated into the Khalsa will wear the 5 Ks symbols which are: Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kaccha (cotton underwear) and Kirpan (steel sword). The 5 Ks date from the creation of the Khalsa Panth by Guru Gobind Singh in 1699, who introduced them for easy identification of its members and to create a stronger sense of community. Each K has a particular significance (see more on <http://www.bbc.co.uk/religion/religions/sikhism/customs/>)

The Sikh place of worship is a Gurdwara, a Punjabi word meaning *gateway to the Guru*. This is where congregational praying takes place, but is also a community that offers comforts to those who need it. There are four doors into the Gurdwara, known as the Door of Peace, the Door of Livelihood, the Door of

Learning and the Door of Grace. These doors symbolise that people from all four points of the compass and members of all four castes are equally welcome. There's always a light on in a Gurdwara, to show that the Guru's Light is visible and accessible to everyone at any time.

The Sikh scripture is a book called the Guru Granth Sahib. Vaisakhi is one of the most important dates in the Sikh calendar. It is the Sikh New Year festival and also commemorates 1699, the year Sikhism was born as a collective faith. Unlike other festivals, Vaisakhi doesn't move around the Western calendar and has always been celebrated on 13 or 14 April. For the first 5 years of this millennium it will be on April 13. Another important date is the Hola Mahalla which is celebrated around 17th March and coincides with the Hindu festival of colours, Holi.

Adapted from www.bbc.co.uk/religion



Guru Nanak

MDGs and Solidarity in Europe

<http://www.springday2006.org/ww/en/pub/spring2006/togetherworld.cfm>

Part of the Spring Day campaign, this activity aims to encourage young Europeans to support efforts in attaining the MDGs. Together teachers and pupils deepen their knowledge of one goal by exploring resources provided. Pupils are asked to use artistic expression to show the best way to reach the chosen goal and to provide a short explanation of their contribution. The best contribution is submitted to the Spring Day web site.

Schools can register for free at: <http://www.springday2006.org>. They will receive a regular email on activities, projects, exciting competitions and opportunities to collaborate with other schools. The UK website <http://hopelive.hope.ac.uk/international/karld/sd2006> has links to citizenship sites and activities.

Eco-Schools: New International Linking Opportunity

Eco-Schools in England and Northern Ireland can now link to other Eco-Schools all around the world via a new International Linking facility developed at www.eco-schools.net. It aims to provide an "Itinerary" where schools can visit each other virtually, and understand their characteristics within their regional contexts. To participate in the international linking project you must be a registered Eco-School. Further information about the international linking project can be found at <http://www.eco-schools.org.uk/whatsnew/news5.htm>

Teaching & Learning for a Sustainable Future

a multimedia teacher education programme published by UNESCO, containing 100 hours of professional development for use in pre-service teacher courses as well as the in-service education of teachers, curriculum developers, education policy makers, and authors of educational materials. The 25 modules address the difficult challenge of planning for whole-school change, teaching interdisciplinary themes, using learner-centred approaches to classroom teaching, and developing outcomes-based assessment strategies. Visit <http://www.unesco.org/education/tlsf/>

The Tsunami—One Year On

<http://www.oxfam.org.uk/coolplanet/kidsweb/children.htm>

Striking photostories to support teachers wishing to return to tsunami-hit countries in the classroom and understand more about the progress of rebuilding. These stories, told by young people who were caught up in the tsunami are suitable for 7-14 year olds. A Powerpoint slide-show about the tsunami, its effects, and how Oxfam is responding to the rebuilding challenge, will also be available on <http://www.oxfam.org.uk/coolplanet/teachers/tsunami/index.htm>

Young people have their say

For older students (and younger teachers!), there are some great discussions on <http://www.oxfam.org.uk/generationwhy/yoursay>. Talkboard topics include climate change, fairtrade products and supermarkets, ethical transport, and whether celebrities 'make charity cool'...! The young people's views would make great stimulus for classroom discussions, and students might want to post their own responses on the website.

Millennium Development Goals: tackling gender inequality

By Ruth Davies

In the year 2000, the leaders of all the world's countries set themselves 8 goals to reduce poverty and suffering by 2015.

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

Goals 3, 4 and 5 are especially relevant for women.

What do these goals mean to people's lives?

Promote gender equality and empower women:

What would it be like to spend your days helping your mum work in the fields while your brothers went to school? Of all the countries that we have the information for, only half have equal numbers of boys and girls in primary school. At secondary level, only 1 in 5 countries have equal numbers of boys and girls in school. It's not surprising that two thirds of the people in the world who are illiterate are women.

Reduce child mortality:

Imagine expecting a baby, knowing that even if they survive the birth, they might easily die before they are five years old. The Millennium Development Goals aim to reduce the number of children dying before they are five years old by two thirds. Most of these deaths are in the world's least developed countries, where one baby in six dies before they are five (compared to one in 167 in rich countries). Nearly all these deaths could be prevented by very simple measures. For example deaths from measles in southern Africa have fallen to nearly zero. Respiratory infections and diarrhoea -which can be simply treated- account for many of these deaths. Neonatal deaths could mostly be prevented if mothers were more healthy and had access to skilled care during birth.

Improve maternal health:

We take contraception for granted, but 200 million women in the world aren't able to plan when they will have children, or how many children they will have. In this country, dying in childbirth is not something we have reason to fear. But in some African countries, one woman in 16 will die in childbirth- and many others will be left disabled and permanently in pain. Just as with child mortality, much of this death and suffering could be avoided by fairly simple measures. If all women had a skilled attendant

during birth, as we do here, then hardly any would die. Providing the right social and economic conditions so that women could delay their first pregnancy until they were twenty would also save many lives. None of these goals can be achieved independently, however, and progress- or lack of progress- with one will affect the other two. So, if girls are valued as much as boys, they will be more likely to be educated.

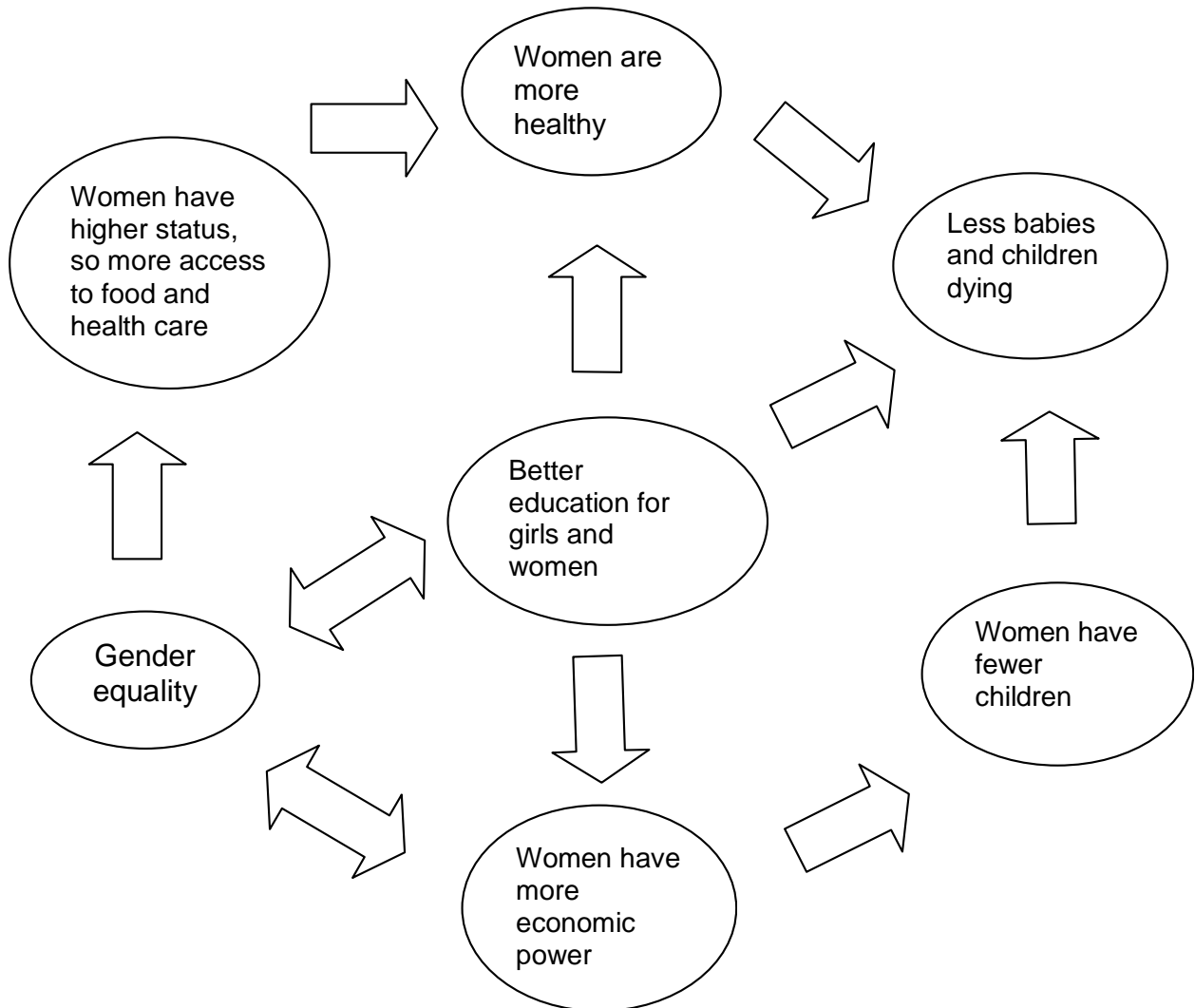
When a country educates both its boys and its girls, economic productivity tends to rise, maternal and infant mortality rates usually fall, fertility rates decline, and the health and education prospects of the next generation improve

*World Bank,
World Development Indicators 2005*

Women who are better educated are better able to stay healthy in pregnancy and to keep their children healthy. Because they are better educated, they will have more economic power and so be less dependent on having many children to ensure their status and security in old age. If their status is higher they have equal access to food and to health care and this will improve their health and therefore that of any babies they have. And when women become educated and therefore have more economic power, their status, and that of their daughters will rise. And when this cycle is in place, economic productivity, health and education for the whole population will improve.

Why are these three goals so interdependent?

- ⇒ **To promote gender equality and empower women**
- ⇒ **To reduce child mortality**
- ⇒ **To improve maternal health**



Most of the information for this article is from the website of the Department for International development, www.dfid.gov.uk

For more on improving maternal and child health, see the breastfeeding pages on the Radio for Change section of our website

New Resources

All the resources listed in the North West Global Education Network leaflet are available from Global Link. Below is a selection not included in the NWGEN listing.

Voices from the Streets

Bloxham, J Eade, K
thinkingpeople Whern-
ham, M & CSC

KS3 pupils can begin to gain an understanding of who street children are, why they exist, how they survive and how their rights are being ignored.

The Computer Game - Exploring the working Conditions in a Mexican computer factory

CAFOD

A game designed to highlight the poor conditions endured by workers in computer factories, not only in Mexico but across the world to enable computers to be marketed at very low prices by multinational companies.

Ripped and Torn - Levi's, Latin America and the Blue Jean Dream

Wright A

Author Amaranta was hired by Levi's to journey through Latin America obtaining information by befriending teenagers so that they could more effectively market their jeans. She becomes politically awake, realising that the teenagers are seen only as consumers - the result of unbridled capitalism

I am Here: Teaching about refugees, identity and the media

Save the Children

Video teaching pack to support the integration of young refugees and asylum seekers by generating empathy and understanding among non-refugee young people. With Teacher/leader handbook containing activities and project work-one based on Global Link's own 'Escape to Safety' exhibition.

Poverty

Christian Aid

A small activity pack designed to assist in making young people aware of poverty, its causes, distribution and extent.

Africa Work Experience

Africatrust Networks

The DVD shows an induction course in Ghana, while other sections introduce the work of Afritrust in Cameroon and Morocco

Change the World in 8 Steps

OXFAM

Series of 9 Double-sided posters with lesson notes, information and suggested activities.

Shout about Climate Change

Friends of the Earth

A teaching pack which focuses on the issue of energy production by burning fossil fuels. Suitable for Key Stage 3.

Home from Home

Bolleten B Editor

Aimed at teachers and other professionals who come into contact with refugee children. Developed in primary schools the material is easily adaptable for secondary school age groups. The areas include :- welcoming Refugee children and their families; developing play opportunities; involving refugee parents; providing advice and support to parents.

Contains Book, CD-ROM, and small poster

'Beyond Face Value' Research Report

St Martin's College Business & Community Enterprise Unit

This report examines the areas of work, education & training researched by a group of young Muslim women, mainly of Indian origin.

Resources about Gender Issues

Global Link has a few resources with useful sections about gender and Women's Rights.

Focus for change - Class, gender and race inequality and the media

Meachim S et. Al

Flexible photopack which teachers can use to raise issues of social justice including gender issues, and make connections between different forms of oppression. Its cross-curricular approach makes it relevant to several subject areas at both KS4 and A level.

Half the World, Half a Chance: An introduction to Gender and Development

Mosse, Julia Cleves

This book explains how and why women are disadvantaged, not only by social and economic structures, but also by many development issues. But all over the world, women are working together to

Jane and the Dragon-

Bayton, M
A story for early years which reverses the 'heroic' gender roles.

Economics for change: Unit 1: Sexism

Maxwell, J. (Ed)

This resource helps young people acquire a greater understanding of economic argument and of the economic dimension of inequality. Suitable for use with young adults of 14 upwards. It is not necessary for teachers to have any prior knowledge of economics, so the materials can be used with Geography, History, Humanities, RE and PSE.

Mothers of the Land: Nepalese Women Today

Sherpa, Lamu

"Women in Nepal start to work early in life - at the age of five most girls do as much work as an adult man". The author experienced some of the difficulties faced by Nepalese women in getting an education.

Changing Perceptions: Writings on Gender and Development

Wallace, T. & March, C. eds.

Includes articles which look at the effect of global issues in women's lives, the individual experience of particular women, and the theoretical basis of gender aware planning and implementation of development projects.

New Internationalist Issue 373 Nov 2004 - Womens Rights - What have men got to do with it?

Issue devoted to women's rights globally.

80:20 Development in an Unequal World

Regan, Colm

This book takes stock of development issues ranging from economics, sustainability, gender and human rights, to AIDS, migration, cultural diversity and war and peace. A useful manual packed with statistics, pictures, articles and different perspectives.

New Internationalist Issue 364. Jan/Feb 2004 - Equality

The theme of equality is examined in terms of race, gender and class across the world.

MAKE FAIRTRADE YOUR HABIT

With over 1,000 Fairtrade certified products available, it's easier than ever to include Fairtrade in your shopping and Make Fairtrade Your Habit. For example Fairtrade fruit juice has become widely available in our district - look out for the *Fruit Passion* and *JP Juices* brands of with the FAIRTRADE Mark.

The oranges used to make the juice are grown by small-scale farmers in countries such as Brazil and Cuba. By buying Fairtrade you are protecting such farmers from exploitation and the injustice of international trade. Fairtrade certification brings them the guarantee of a minimum price plus a further premium to be used for community development projects.



Call in to Global Link to pick up a local directory listing Fairtrade outlets (also on Global Link's website).

Fairtrade Fortnight
6-19 March 2006

If you are in Lancaster on Saturday 11th March stop at the Fairtrade stall in St. Nicolas Arcade where there will be information and a range of products for sale.

This Fairtrade Fortnight you can help spread the word about Fairtrade and the benefits it brings to farmers and workers in developing countries. Perhaps you could encourage an organisation that you are associated with to support Fairtrade. If they already do so, or if your efforts result in regular use of Fairtrade refreshments or other products, the Lancaster, Morecambe & District Fairtrade Group would like to include the organisation on their list so please leave a message for me at Global Link 01524 36201 or e-mail r.self@globalink.org.uk.

By Ruth Self

African Evening—4th March

An evening of entertainment, speakers and delicious African food will be held on Saturday 4th March, 7.30pm at the Renewal Centre, St. Thomas CE Church, Marton Street, Lancaster.

Organised by Lancashire-Gulu Link, the event hopes to raise funds for the rehabilitation of children from the Gulu District in Northern Uganda who were abducted and turned into child soldiers.

Cost £7, £3.50 (concessions), children under 12 free.

Call Angela on 07817 052767 or 01524 382283