



THE KING'S SCHOOL CANTERBURY

INTERNATIONAL COLLEGE



Contact, Engage + Challenge, Facilitate and Support,
Action, Reflect + Feedback or CEFAR - Engaging international
students in local Issues.

15/16.07.2026

Join at menti.com | use code **1658 0246**

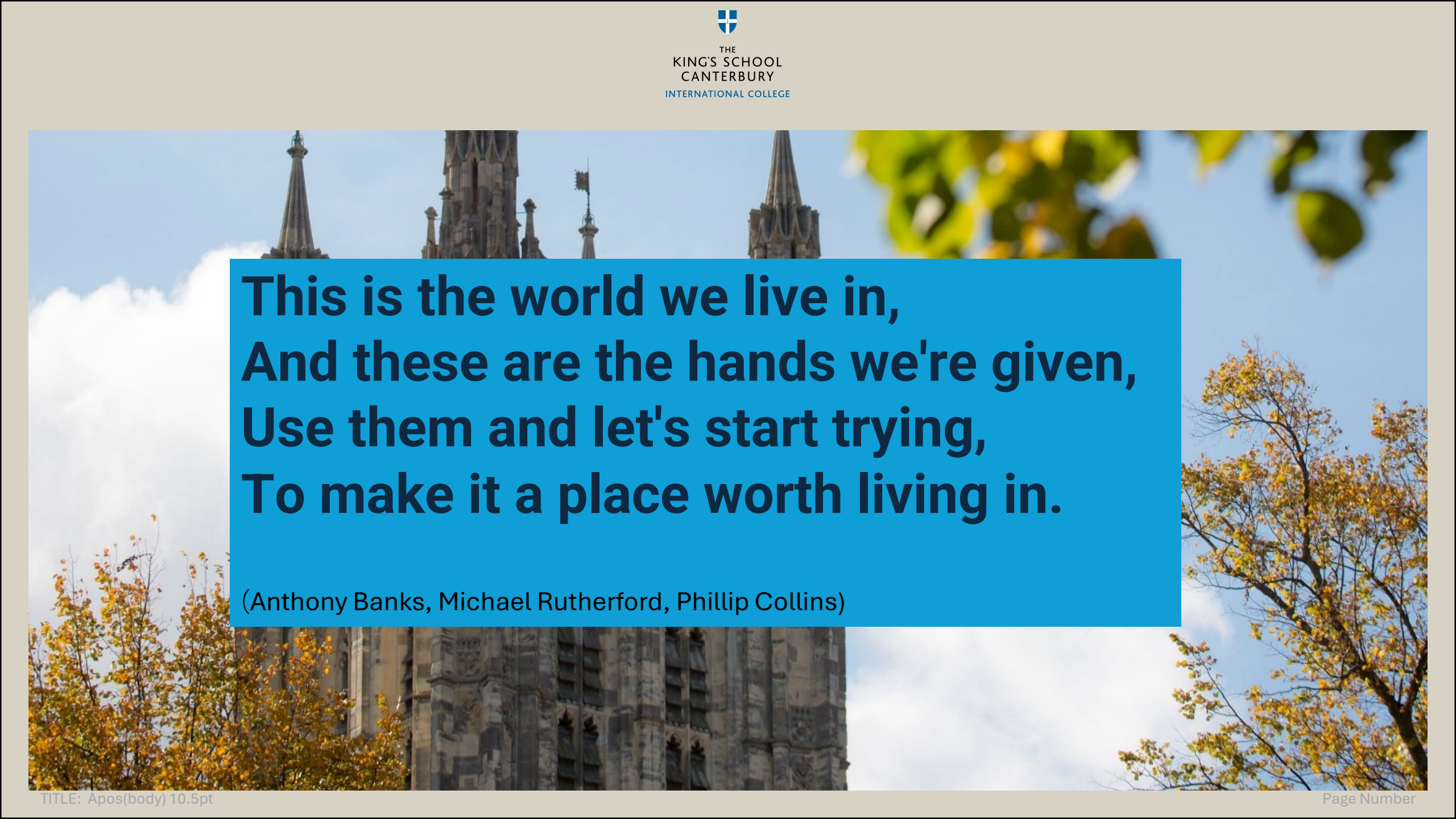
 Mentimeter

What place do you call home?



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Participant counter



**This is the world we live in,
And these are the hands we're given,
Use them and let's start trying,
To make it a place worth living in.**

(Anthony Banks, Michael Rutherford, Phillip Collins)

What are students most worried about in today's world?

fast bold
creative
leader inspiration
focus
transpiration



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Participant counter

Agenda:

- Who are we? What is CE FAR? Why do we believe in it?
- Contact
- Engage
- Facilitate/Support
- Action
- Reflect/Feedback



**WHO ARE WE?
KING'S SCHOOL,
CANTERBURY
INTERNATIONAL
COLLEGE
(KSCIC)**



What is CE FAR and why do we believe in it?





Contact

Which local contacts could you invite into school?

fast bold
creative
leader inspiration
focus
transpiration



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Participant counter



Engage + Challenge



Bin option 2

Pedal Bin

Estimated Cost: £180-£320

The foot pedal, typically located at the base of the bin. Pressing the pedal lifts the lid, and releasing it allows the lid to close, preventing the user from touching germ-prone surfaces, which helps contain odours and reduce the spread of bacteria and germs. This bin can also motivate people to throw trash in bins rather than throwing it on the ground since it is more hygienic.



Bin option 3

Character-style bin

Estimated Cost: £150-£300

A character-inspired bin adds personality to a standard waste container, making disposal more engaging and approachable. The friendly design helps attract attention, encourage correct use, and promote positive recycling habits in public and family friendly spaces. This bin can be implemented in child busy areas such as schools, neighborhoods, parks etc., and can also be used as an educating tool for kids.

Thanks
for your
assistance

help Canterbury become a better place

Arts in society
Change in culture and communities
Climate change, energy and resources
Conflict and peace
Development, trade and aid
Digital world
Education for all
Employment
Environment, pollution and conservation
Globalisation
Health and wellbeing

Law and criminality
Media and communication
Migration and urbanisation
Political power and action
Poverty and inequality
Social identity and inclusion
Sport and recreation
Technology, industry and innovation
Transport, travel and tourism
Values and beliefs
Water, food and agriculture



This little rhubarb is much bigger now

Choosing a SMART action.

Name each issue briefly: 123456					
1. Local and listed The issue must clearly connect to one of the Global Perspectives topics listed in the syllabus. It should have a clear local dimension (affecting e.g. your school, neighbourhood, or community).					
2. Researchable There must be enough information available to research the issue. The issue should allow for exploration of different perspectives (e.g., students, parents, local authorities, experts).					
3. Multiple aspects/perspectives The issue should be broad enough for each team member to research a distinct aspect or perspective.					
4. Actionable The issue should be one that the team can realistically address with a practical course of action.					
5. Measurable There must be clear ways to measure the impact or success of the team's action (surveys, feedback, before-and-after comparisons, etc.) There should be clear ways to measure the impact or success of the action.					
6. Ethical and sensitive The issue should be appropriate for students to address, considering safety, privacy, dignity, and cultural sensitivity.					
7. Potential for collaboration The issue should require teamwork and collaboration, not just individual effort. It should encourage discussion, negotiation, and shared decision-making.					
8. Easy to document The process and outcomes should be easy to explain in writing and document with evidence (photos, feedback, data, etc.)					

Facilitate and Support







Action



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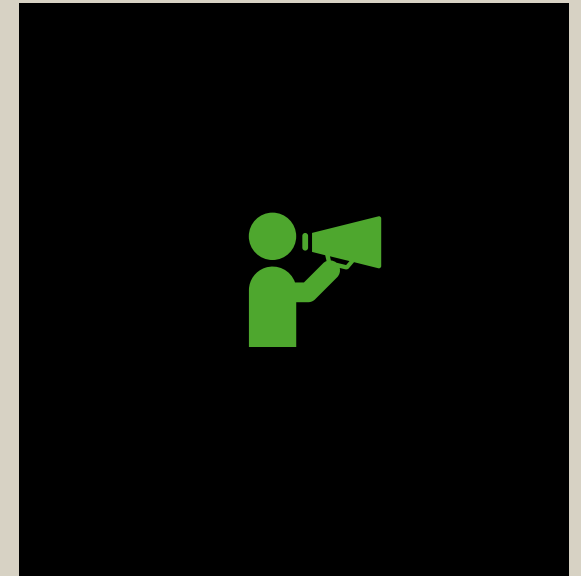


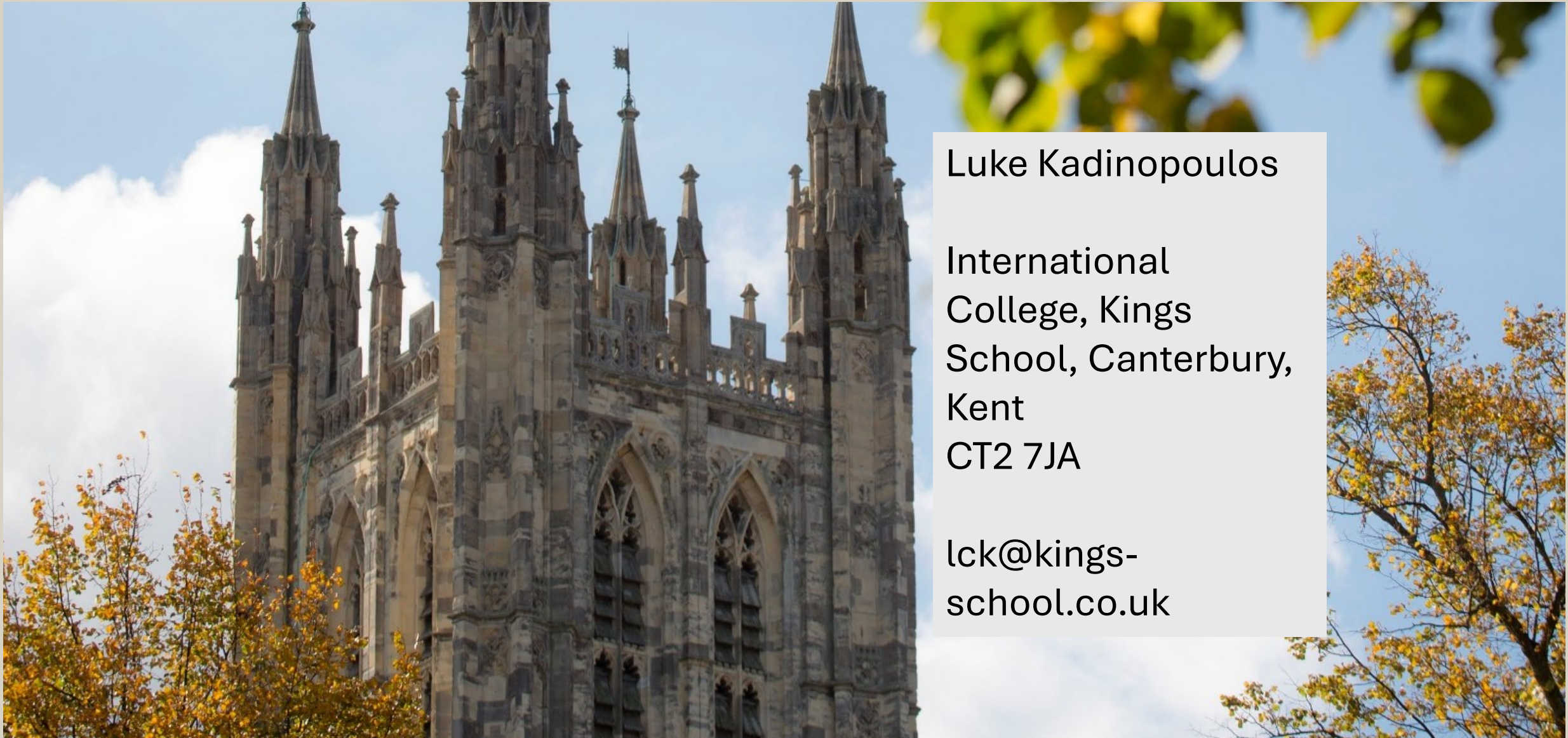
Reflection and Feedback: Part 1



“We are proud of **** and deeply grateful for the opportunity you and the school have given her. It means so much to us that she was able to take part in such a meaningful project and even present to the cabinet. We can only imagine how valuable and empowering that experience must have been for her.”

“Eco-team has also been very fun; we have a nice project and working on it makes me feel part of a team and lets my thoughts drift away from the daily challenges in school.”





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Feedback



Cambridge Schools Conference, July 2026
Future-ready: preparing learners to thrive

Any questions?

Cambridge Schools Conference, July 2026
Future-ready: preparing learners to thrive

Thank you!

Cambridge Schools Conference, July 2026
Future-ready: preparing learners to thrive