

EDUCATIONAL PATH: Global dependencies - Fair trade and migration

Objectives:

1. To familiarize students with socio-economic problems arising from trade relations and the global Fair Trade movement, as well as reflection on consumer behavior in the context of globalization and North-South relations
2. Shaping critical thinking and changing attitudes,
3. Showing the causes and consequences of global phenomena,
4. Acquainting with selected goals of sustainable development,
5. Undertaking local initiatives for Fair -Trade,
6. Motivating to responsible involvement in solving global problems.

Methods:

Knowledge assimilation methods (discussion, lecture, work with text, storytelling)

Self-learning methods (experiences, activities, exercises)

Valorisation methods, impression method

Results

The result was to build an active citizenship attitude of young people oriented towards the goals of sustainable development, in particular learning the principles of Fair Trade.

Specific objectives:

1. young person knows the unfair rules governing international trade,
2. knows how to indicate the mechanisms of functioning of the global market on the example of production and trade of food products,
3. can assess the situation of farmers and producers from countries of the global South,
4. understands the concept, knows the values and principles on which Fair Trade is based,
5. is able to indicate the benefits and obstacles resulting from the participation of producers in the Fair Trade system,
6. is able to do his own and family shopping guided by the values of Fair Trade and sustainable development,
7. has the competence to make consumer decisions taking into account the principles of Fair Trade and Sustainable Development Goals.

Key threads / concepts:

Global inequalities, sustainable development, fair trade, migrants, refugees

INTRODUCTION

The educational path introduces pupils and students to fair trade - in the broadest sense of the term - honesty in all trade relations, especially those between the countries of the North and South. International trade relations are heavily dependent on state interventionism and current policy and are far from being fair. It is particularly bright on the example of agricultural production. There are direct agricultural subsidies in Europe. The largest beneficiaries are large growers, the smaller ones receive a small part of EU aid. Smaller agricultural producers from the countries of the poor South are even worse.

A grassroots, non-political movement was founded around the world, based on the slogan Trade not Aid (trade instead of aid). It aims to support communities of less developed countries, not through unilateral assistance but through fair trade relations.

Lesson 1 / Action 1.

1. Ask students to imagine they are in a store (supermarket). Ask what products they or their parents usually buy. Encourage the participants to discuss by asking questions, what products they buy and what they are guided by when making the choice. The students' answers are written on the board.
2. The teacher explains that it is normal that they take into account these aspects (price, quality, attractiveness, product brand). When choosing the products, did they wonder in what conditions and by whom these products were produced, and how their production, use and utilization affect the natural and social environment of other people - invite young people to discuss.
3. Divide students into 4 teams. Choose a few products that the students mentioned (e.g. milk, chocolate, orange juice, coffee, tea, notebook) and ask them to talk in groups in which countries these products were made.
4. Invite students to the discussion by asking questions:
 - Can the production process be closed at the level of one country?
 - Where did the raw materials come from, how did they get here?
 - Where the packaging was made?
 - In which country was the product disposed of?
5. Introduce students to the concepts, ideas and assumptions of Fair Trade, when it was created, by whom it was founded, for what purpose etc. (teacher's lecture). Presentation of the organization's logo.
6. Homework: each student checks how his / her favorite brand (clothing, footwear, cosmetics, etc.) complies with Fair Trade rules. Does the high price of branded products result only from paying for the logo, or does it translate into the production of a given product in a fair way).

Lesson 2 / Action 2.

1. Students listen to Jacek Kleyff's song "Banana" (<https://www.youtube.com/watch?v=3a-zPbWt7R0>) and discuss the text.
 Threads for discussion: why 1kg of bananas from eg Guatemala is cheaper than 1kg of local fruits like apples in Poland; "What's up" with the bicycle, the role of intermediaries, the "chain" of suppliers, transport, etc .; whether the profit of the final seller and the low price for the buyer should be the highest value in this commercial chain; the cost to producers and the profit they can expect.
2. The next task will be a role-playing game. Divide the students into 5 teams: plantation owner, plantation employee, carrier, importer, store owner. Ask them to read the information of the professional group entrusted to them. Draw a banana on the board and say it costs 1 PLN (use currency of your country). The task of each group is to determine how much of the income from the sale of the banana should be obtained. Write the amounts on the drawn banana, if they are higher than 1 PLN you should continue to negotiate. Each group receives a professional card.

Professional cards

Plantation employee:

You are an employee of a huge banana plantation, where around 250 people work. Every day you wake up around 5.00 in the morning and, with short breaks, work until 20.00 in difficult and exhausting conditions. Although you have been working on the plantation for two years, you are not permanently employed there. You are therefore not entitled to any insurance or social security benefits. You also cannot join trade unions, because you would be fired immediately. Your tasks include: washing bananas (you have your hands dipped in water all day), fertilizing plants with chemicals, including pesticides (which is very dangerous to health and may cause cancer, infertility or damage to the fetus), covering the fruit with plastic material to protect before destruction caused by weather, pests and pesticides, cutting ripe fruit (for this you need to carry machetes and other heavy tools). Your everyday worries are whether you have enough money to send children to school and provide the family with adequate medical care. That is why you care about this job despite the fact that you feel wickedly remunerated.

Plantation owner:

You own a huge banana plantation, where you employ approximately 250 employees. The costs of running a plantation are high: expensive pesticides, gasoline for the aircraft spraying the plantation, tools and machines, lawyers' costs when employees who have been subject to accidents at work are being sued. For this you have to constantly modernize plantations and incur costs associated with the huge risk of crop failure, natural disasters, pest infestation.

Carrier:

You are the owner of a transport company. You have 5 large ships that carry bananas between South America and Europe. Transporting one load can take up to five weeks. On board, bananas are stored in huge cold rooms so that they do not ripen during transport. The purchase and maintenance of ships is a huge investment for which you took a big loan. In addition, you must pay port charges both at the port of loading and unloading.

Importer:

You are an importer of bananas from South America. Your company is a huge undertaking that requires extensive administrative and logistics facilities. To import bananas to Europe, you have to pay insurance, taxes, customs duties, which involves considerable costs. You transport bananas by truck from the port to the ripening rooms, where they ripen in rooms with a constant temperature for about a week, after which they are sorted by size, packed, weighed and sold to wholesalers or supermarkets.

Shop owner:

You have a supermarket where you sell ripe bananas. You need a lot of employees to service it. You incur high costs of maintaining the store: electricity, transport, shopping bags, etc. To attract customers, you still need to invest in advertising and promotion. Additionally, to be competitive, you need to increase the range or increase the number of stores. You bear a high risk of spoilage. You must sell bananas quickly before they are overripe and brown.

3. Then - using a PowerPoint presentation or drawing on a blackboard a banana divided into pieces, the size of which depends on the income of a given professional group - show what such a division really looks like: 0,02 PLN - employee, 0,10 PLN - owner of the plantation, 0,26 PLN - carrier , 0,22 - importer, 0,40 PLN – shop owner.
4. Migration reference
Ask students to provide the reasons for migration.
Reasons for migration:
 - economical - change of location due to the desire to improve living conditions.
 - non-economic:
 - political - migration as a result of war, oppression of authorities, changes in political borders, creation of a new state;
 - religious - migration due to religious persecution;
 - social - migration due to the desire to change the social environment;
 - family - change of residence as a result of family reunification, entering into marriage;
 - other - e.g. migrations due to natural disasters.

Please note that migrations can take place within the territory of a given country (internal migrations, e.g. from the countryside to the city) and can go beyond them (external migrations).
5. Encourage students to discuss whether fair trade can reduce internal migrations from the countryside to the city, as well as migrations outside the country?
6. After the discussion you may present the study about the relationship between Fair Trade and migration.

In 2017, the European branch of the World Fair Trade Organization (WFTO - Europe) announced its theme for the first time. The slogan for 2017 was 'Fair Trade and Migration'. WFTO - Europe conducted a survey among its member organizations on the Old Continent to check whether, from the perspective of Europeans, there is a relationship between these two phenomena. 20 Fair Trade Organizations participated in the study.

Overall, the study confirmed that the relationship between Fair Trade and migration is widely recognized. When asked whether Fair Trade has something to do with migration, 70% of respondents answered "yes" and 30% - "rather yes". There were no voices that did not notice such interdependence. The respondents mainly pointed to economic and social factors emphasizing that the conditions and development opportunities created by Fair Trade in the countries of the Global South, mainly in rural areas discourage north migration and internal migration from villages to cities. All respondents agreed that Fair Trade could to some extent help to stop economic migration. However, preventing migration by creating opportunities for economic development is, according to respondents, not the only positive effect that Fair Trade can bring in the context of migration. The field for fair trade also opens up for migrants who had to leave their homeland because of warfare. The survey sheds light on the actions that WFTO - E members have recently taken for refugees. Some organizations employ migrants. Others support their countries of origin, provide financial assistance to refugee camps and organizations directly involved in activities for migrants.

One of such active members of WFTO - E is the German Fair Trade Association (ARGE Weltläden), which in 2016 launched a three-year social campaign on migration and Fair Trade. Another example is EZA Faier Handel GmbH. This Austrian company has started cooperation with a partner from Thailand - Green Net. The Asians gave rice with a Fair Trade certificate, which was distributed to refugees in Austria through the Fair Trade chain of stores. EZA also co-created the "Drop Earnings Not Bombs" project, where Syrian refugees can find employment in handicrafts. Products that they made in Austria hit the shelves of World Shops.

The above examples show how inseparable Fair Trade is related to migration. And while solving the refugee problem is not a key Fair Trade mission, actions taken by organizations such as the WFTO to support residents of the Global South and those who have come to the countries of the Global North and are subject to discrimination here - have a significant impact on migration processes.

Source: <https://www.sprawiedliwyhandel.pl/pl/fair-trade-a-migracja-temat-roku-wfto-europe-na2017/>

Lesson 3 / Action 3

1. Finding the presence of the Fair Trade brand in your country (gas stations, cafes, supermarket chains and others) by students in teams of 2-3 people via the Internet.
2. Preparation for field operations. Explaining the task of finding during your own shopping or family shopping. In teams of 2-3-4-5 people (as it will be more convenient for them) go to nearby stores and find goods bearing the Fair Trade logo while recording your search (with commentary). Ultimately, a maximum of 5 minutes of material is to be created (the film can be recorded by phone).

Action 4

Reconnaissance of students in nearby stores along with film documentation.

Lesson 4 / Action 5

1. Each team discusses the effects of their store activities with the presentation of footage.
2. Discussion - students are asked to present their thoughts and suggestions on how they could influence their local environment in order to spread the idea of fair trade, e.g.:
 - influence the owner of the school shop to introduce fair trade goods into the offer and in case of success, posting this information on the school's website
 - placing information in a fair trade card or in a visible place
 - creating a letter of intent (edited by the students) to the selected favorite cafe, to introduce coffee with the fair trade logo to the menu. In the case of success, praising a given cafe using online tools (goggle reviews, trip advisor, FB cafés, etc.)

- preparation of footage for release during a long break at school (projector + speakers) on the subject of Fair Trade etc.
- 3. The teacher summarizes the activities and applies the final results to the goals of sustainable development.
- 4. Subject for discussion: Sustainable shopping.
Fair trade refers to the countries of the global south and has an impact on sustainable development on a global scale. How can we influence sustainable development by making consumer choices? Have you ever thought that by choosing local products you can strengthen the potential of local producers? Do we affect the sustainability by using the services of small local companies, as well as the offer of local restaurants / shops?
Or maybe we should buy products that manufacturers care about environmental protection? In this way we can also influence sustainable development.
Other ways how easily and on a daily basis each of us can contribute to achieving the goals of sustainable development can be found in the guide for the lazy (UN): <http://www.un.org.pl/cele-zrownowazonego-rozwoju-ratowanie-swiata-przewodnik-dla-leniwych>

Lesson 5 / Action 6

1. Summary of students' effects of their activities - discussion moderated by the teacher.
2. Individual evaluation of the educational path by finishing the sentences:
I know that ..., I learned that ..., I want to find out..., I want to do...
3. During the summary, students can prepare refreshments, e.g. fair trade coffee or local fruit from organic farming.

Sources:

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