

FAIRTRADE

AND GCE

WEBINAR



A helpful brief on Fairtrade and it's surrounding themes ahead of Fairtrade fortnight.







FAIRTRADE FORTNIGHT IN YOUR SCHOOL FEB 27TH – MARCH 12TH 2023

**1: INVOLVE STUDENTS AND
THE WHOLE SCHOOL
COMMUNITY**

FAIRTRADE



**What's the plan of action?
Planning/meeting dates in the
diary Who do I need to talk to?**

**Grant funding: Are there ways for our school to
spend grant funding?**





FAIRTRADE FORTNIGHT IN YOUR SCHOOL

2. CHOOSE A GLOBAL JUSTICE THEME:

Fairtrade! It can also involve a focus on human rights, environment, trade justice, tax justice, colonization, and decolonization

3. CRITICALLY EXPLORE THE GLOBAL JUSTICE THEME:

Today's session!

This is a very important and integral element to exploring a global justice theme in a quality way. For Fairtrade Fortnight, if the majority of activities are exploring and digging deeper into fair trade, and the systems and structures that contribute to its need in the first place, then you are doing excellent GCE work! ✓





FAIRTRADE FORTNIGHT IN YOUR SCHOOL

4. RAISE AWARENESS

Teacher, student, community, and school leadership engagement:

Assemblies, inter-com announcements, poster competition, quiz, breaktime event, peer-peer education/presentation, student led event, Principal Engagement, Board of Management Involvement, School policy, community engagement, social media and online platforms





FAIRTRADE FORTNIGHT IN YOUR SCHOOL

5. TAKE ACTION

Examples provided later in the session



Buying and advocating for Fairtrade products is **A SOLUTION**, but there are many ways to tackle unfair trading injustices, that we will learn about today





FAIRTRADE FORTNIGHT IN YOUR SCHOOL

6. REFLECTION



Opportunity for WWGS Self Assessment Tool

What did I learn from this experience?

What would I change?

Did I overlook any aspects?

If I had more time, what would I do differently?

What unexpected conclusions did I come to?



FAIRTRADE DEFINITION



WHAT IS FAIRTRADE?

Fairtrade is an alternative approach to conventional trade and is based on a partnership between some of the most disadvantaged farmers and workers in the developing world and the people who buy their products.

When farmers and workers can sell on Fairtrade terms, it provides them with a better deal: an opportunity to improve their lives and plan for their future. Fairtrade offers us a powerful way to reduce poverty through our everyday shopping

Fairtrade.ie



FAIRTRADE FORTNIGHT

FEB 27TH – MARCH 12TH 2023

WHAT IS FAIRTRADE FORTNIGHT?

During Fairtrade Fortnight, hundreds of individuals, companies and groups across Ireland come together to share the stories of the people who grow our food and drinks, mine our gold and who grow the cotton in our clothes, people who are often exploited and underpaid.

Fairtrade.ie



FAIRTRADE AND GCE

Opportunity to provide further depth and context into the systemic barriers that do not allow fair trade to exist in the first place, as well as what we can try do about it!



If we know everything is not 'fair trade', then does that mean everything else is 'unfair trade'?

Questioning dominant narratives: What do we mean by 'conventional' trade?
Does 'conventional' trade take into account people and planetary well being?

WHAT IS FAIRTRADE?

FAIRTRADE IS AN ALTERNATIVE APPROACH
TO **CONVENTIONAL** TRADE AND IS BASED ON A
PARTNERSHIP BETWEEN SOME OF THE MOST
DISADVANTAGED FARMERS AND WORKERS IN THE
DEVELOPING WORLD AND THE PEOPLE WHO BUY THEIR
PRODUCTS.

Critically exploring Fair Trade:

DETANGLING FROM THE LOGO!!



Fairtrade and Fairtrade fortnight



Fair trade! Unfair trading practices! Trade!



Hoover



Vacuum cleaner! |

UNDER THE SURFACE: What systemic barriers are in place that allow unfair trading practices to happen in the first place?

The Denial of
entanglement



Different Approaches to Education

Mastery Education



Input, "right" information, skills, content,
Teacher or learner focused
Emphasis on preferences (likes or dislikes)
Universal relevance
Feels empowering, strengthens the ego

Depth Education



Development of capacities and stamina
World/earth focused
Emphasis on complexities, difficulties (what
one resists)
Contextual relevance
Feels disarming, de-emphasizes the ego



Growth for the sake of growth!

We cannot have infinite growth on a finite planet

GDP: was introduced as a war time measure (great depression 1930's/WW2/Cold war) which is why it's such an aggressive form of measurement.

It does not talk into account planetary wellbeing: impact of extracting from the earth or **people wellbeing**: healthcare, education.. working hours and lack of benefits to workers

War time measure has become our ultimate measure!

'A powerfully disruptive book for disrupted times'

Kate Raworth, author of *Doughnut Economics*

LESS
↓ ↓ ↓ IS ↑ ↑ ↑
MORE

**HOW DEGROWTH
WILL SAVE
THE WORLD**

Jason Hickel

'The most prominent proponent of
the degrowth movement'

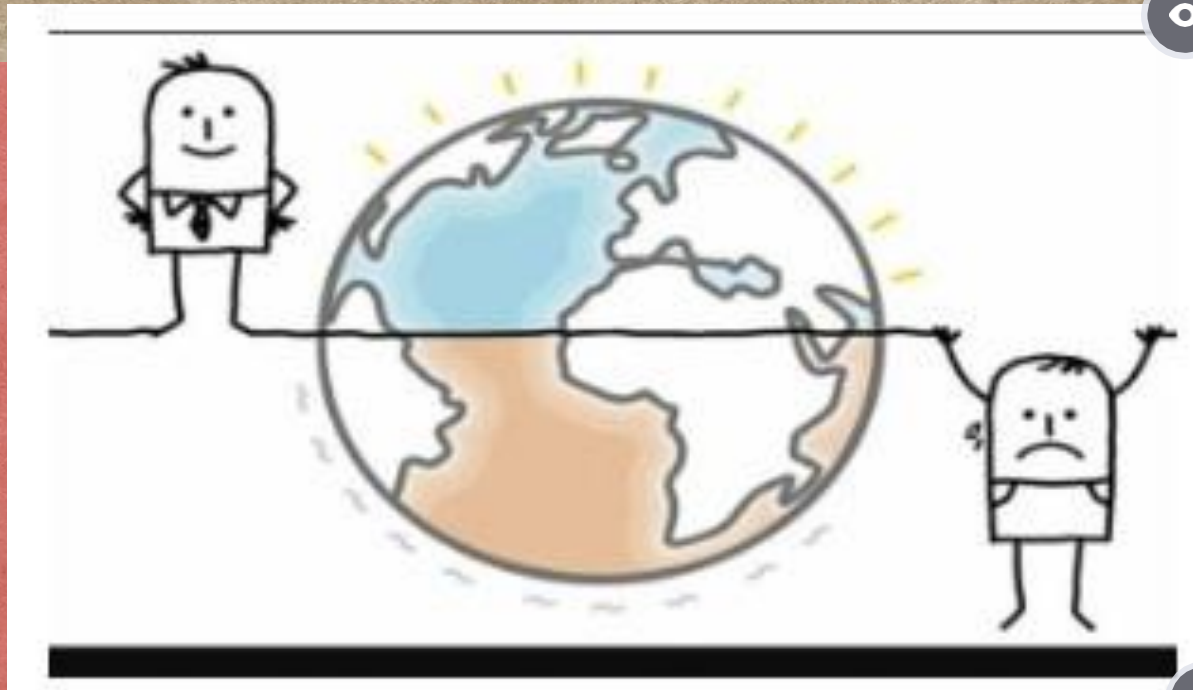
New York Times



UNDER THE SURFACE: What systemic barriers are in place that allow unfair trading practices to happen in the first place?

The Denial
of
entanglemen
t

Post colonial
legacies:
Extracting
resources and
raw materials
from global
south through
unfair trading
practices



Companies and multinationals have the money to pay workers fairly. It would make barley a dent in mass wealth, but they don't have to!

-A visualization of Jeff Bezos Wealth: <https://mkorostoff.github.io/1-pixel-wealth/>

Result: Race to the bottom!



Strand 1: Personal Finance & Strand 3: Our Economy - Learning Outcomes

Students will be able to:

- 1.10 Discuss and evaluate how globalisation and developments in technology impact on consumer choice and behaviour.
- 3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development.
- 3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade

Learning Intentions

- Explain the term globalisation.
- Explain what a multinational company is and the reasons why they locate in particular countries.
- Identify the positive and negative effects of economic growth on society and the environment.
- Appreciate the necessity for sustainable development.
- Understand what is meant by business ethics.

Trade and Investment - A Race to the Bottom?

TEACHING AND LEARNING ACTIVITIES

Materials

- Task Scenario
- Multinationals Factsheet
- Rights Cards
- Envelopes

SCENARIO

A MULTINATIONAL CORPORATION (MNC) IS CONSIDERING SETTING UP A FACTORY IN A COUNTRY.

It is looking for the best way to maximise profits. A meeting has been arranged with representatives of a number of countries where they are considering locating their factory. Your country desperately needs jobs and investment in the economy. But how far are you prepared to go to win them over?

Steps

- The multinational factsheet could be distributed and read at the start or end of this activity.
- Split the class into 4 - 6 groups, depending on numbers. One team represents the multinational corporation and all other teams represent a country.
- Give the teams a country name or let teams choose their own. Each country could represent a different economic system - free, centrally planned and mixed economy. For example,

Activity:

Financial justice Ireland" Not Business as Usual resource

P23:

https://www.financialjustice.ie/assets/files/pdf/not_business_as_usual_resource.pdf

Post colonial legacies: Extracting resources and raw materials from global south through unfair trading practices

Thomas Sankara



1st President of Burkina Faso

Assassinated in 1987 by a french backed coup



Unequal exchange
between Global North
and Global South

Environmental
Impact



Post colonial legacies: Extracting resources and raw materials from global south through unfair trading practices

“Hidden transfer of value”

Takes place subtly and almost invisibly, and therefore without provoking moral outrage.

In 2015 the North extracted :

- **12 BILLION TONS OF EMBODIED RAW MATERIAL EQUIVALENTS**
- **822 MILLION HECTARES OF EMBODIED LAND,**
- **21 EXAJOULES OF EMBODIED ENERGY**
- **188 MILLION PERSON-YEARS OF EMBODIED LABOUR, WORTH \$10.8 TRILLION IN NORTHERN PRICES – ENOUGH TO END EXTREME POVERTY 70 TIMES OVER.**

Unequal exchange is a significant driver of global inequality, uneven development, and ecological breakdown. These resources are not compensated in equivalent terms through trade; they are effectively transferred for free!! This extraction is not insignificant in scale; it comprises a large share (on average about a quarter) of the North’s total consumption.

Above material accessible to learners through Jason Hickel podcasts, eg. -Inequality is Killing us all. Are we going to stop it? Under the Skin, with Russell Brand
-How GDP Fetishism Drives Climate Crisis and Inequality, Citations Needed podcast

Source:

<https://www.sciencedirect.com/science/article/pii/S095937802200005X>

Imperialist appropriation in the world economy: Drain from the global South through unequal exchange, 1990-2015

Unequal exchange between Global North and Global South

For **every dollar** of aid that donors give, they take resources worth **80 dollars** through unequal exchange.

From the perspective of aid recipients, for **every dollar** they receive in aid they lose resources worth **30 dollars** through drain

Unequal exchange between Global North and Global South

Environmental Impact

Extraction of land means:

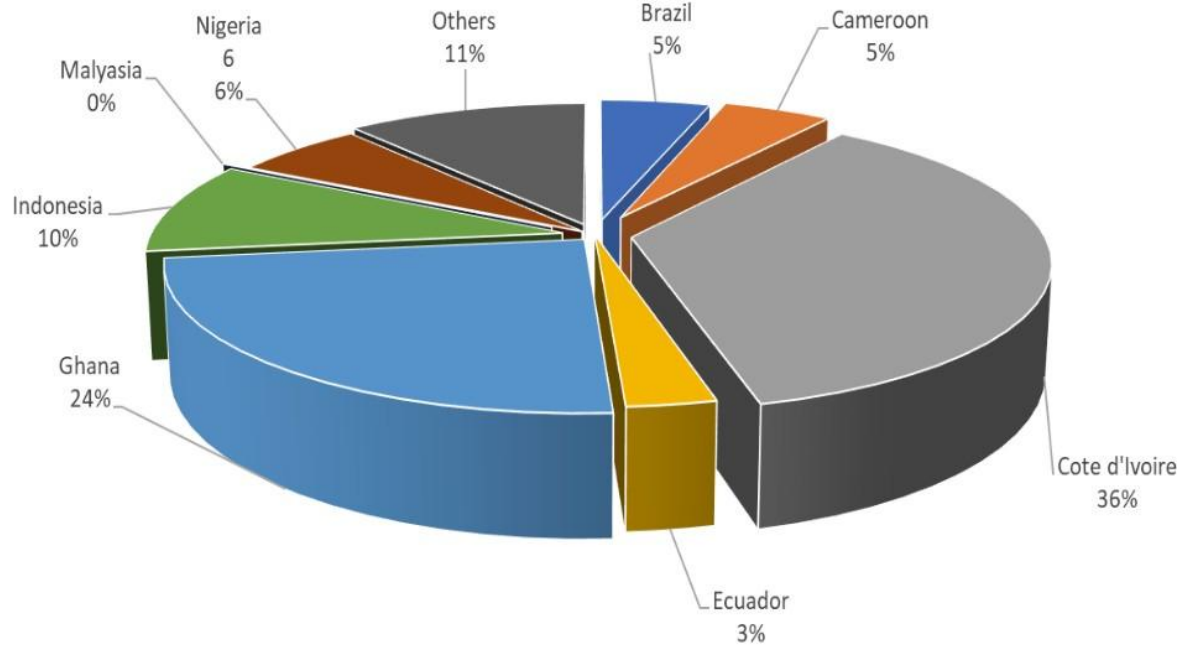
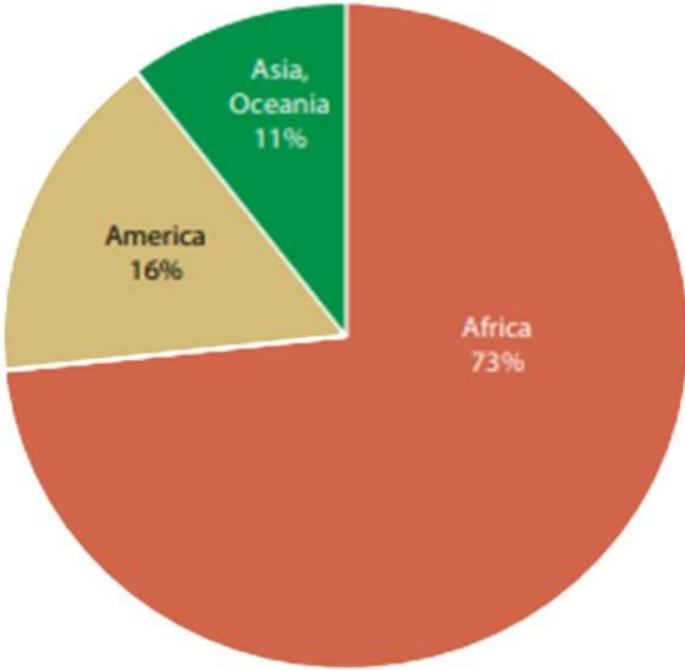
- **soil depletion**
- **water depletion**
- **chemical runoff are offshored;**
- **the health impacts of particulate pollution are offshored;**
- **the negative social impacts of exploitation are offshored,**
- **non-renewable resources:depletion**
- **Extractivism that underpins draining of resources causes social dislocations and conflicts at resource frontiers**

The benefits are seen by the Global North, while the damage is borne by the Global South

David Nyaluke: Head of Education, Proudly Made In Africa: Examining the chocolate value chain, and reimagining our relationship with Africa

School talk:
david@proudlymadeinafrica.org

Africa cocoa production



Cocoa Barometer, 2020



Critical thinking exercise:

ROLE OF BUSINESS, AND HUMAN RIGHTS

“I don’t think that anyone would argue that business now dominates the world’s centre stage. It is faster, more creative, adaptable, efficient and wealthier than many governments ... So in terms of power and influence you can forget the Church and forget politics, too. There is no more powerful institution in society than business.”

Anita Roddick, founder of the Bodyshop.



Critical thinking about business and human Rights :

Self regulation is not enough

Companies cannot be left to regulate themselves in a certain manner. Like other bodies, they have to be held to account!

Business of business is business! and nothing else?

It is a concern whereby companies integrate social and environmental concerns in their business operation and in their interactions with their stakeholders on a voluntary basis.

(European Commission)

Above could be used as part of walking debate, classroom discussion, essay topic. or research

CRITICALLY THINKING ABOUT HOW THE WORLD WORKS:

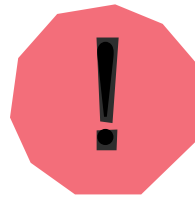
“You have to ask yourself: if our economic system actively destroys the biosphere *and* fails to meet most people’s basic needs, then what is actually the point?”

Jason Hickel, Economist

MULTINATIONAL CORPORATIONS



Globalisation has massively shifted production, with absence of transparency between Multinational Corporations and developing countries



50 global conflicts linked to resource extraction (mining, oil gas etc)

t



**GLOBALIZATION
RESOURCE**

GLOBALIZATION
YOUTH
YOUTH

**G
I**

-NYCI: The Youth and The Truth Globalisation Resource

Download [here](#)

Wide range of activities, and reading for learners on positives and negatives of globalisation, colonisation, and actions going forward.

CRITICALLY EXPLORING FAIRTRADE:





Fairtrade the label

PILLARS OF FAIRTRADE: market-based approach to fighting global poverty which through the use of moderate measures aims to correct those forms of global market failures that often have catastrophic results on the weakest members of the supply chain.

External certification helps provide transparency in business, particularly when there is no internal accountability

Fairtrade certification has become a globally recognised label

CRITICALLY EXPLORING FAIRTRADE:

Six ways Fairtrade strengthens Human Rights:

<https://www.fairtrade.org.uk/media-centre/blog/six-ways-fairtrade-strengthens-human-rights/>

Fairtrade Foundation Flaws in Fairtrade Certification:

<https://fairworldproject.org/looking-back-looking-forward-fair-trade-certification-in-2022/>

Fair World Project Article The Guardian - Ethical Labels not fit for purpose':

<https://www.theguardian.com/global-development/2020/jul/16/ethical-labels-not-fit-for-purpose-report-warns-consumers>

Faulty Fair Trade: The hidden realities of fair trade

chocolate <https://chocolateclass.wordpress.com/2017/05/11/faulty-fair-trade-the-hidden-realities-of-fair-trade-chocolate/>

The sweet spot: is ethical and affordable chocolate possible?

<https://www.theguardian.com/environment/2023/jan/21/chocolate-ethical-affordable-fair-trade>

STEP 3

Digging Deeper - Critically Engaging with a Global Justice Issue

Instructions:

Teacher: Give students an image and/or a text (e.g. newspaper article, social media campaign, advertisement, TedTalk) related to a global justice issue (e.g. migration & seeking asylum, climate change, unfair trade).

Students: in small groups, answer the questions as best you can.

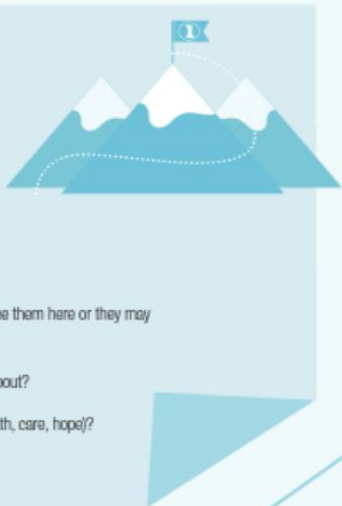
1. Stretch and challenge

Critically think about the situation/issue by using the questions below. Outline the reasons behind your answer:

- What messages or ideas have you heard about this issue before? (from media, from school, from friends, from family, your own direct experience, just 'around'?)
- Which ideas seem 'mainstream'? (commonly held and seem 'normal' at this time)
- Which ideas seem different from the 'mainstream' or seem not to fit what you would expect?
- How is this situation/issue over-simplified by the media, by public opinion, by leaders, etc.?

Review at the image/text you have been given:

- Identify the main actors (groups/people/organisations) involved in this issue? (You may directly see them here or they may be indirect)
- Who is telling this story? Whose voice/perspective do you hear?
- Can you identify an 'us' whose perspective is driving the story, and a 'them' whom the story is about?
- How are people in the situation portrayed? Are they viewed from an outsiders' perspective (e.g. as 'undeveloped', victims, passive) or are their voices heard (e.g. stories of resilience, strength, care, hope)?
- Are outsider-helpers seen as saviours? (there to 'save the day' or fix others issues) How?
- Are outsiders benefiting from this situation and/or helping this situation? How?



2. Power

- Who is in control in this issue/ situation? Who are the powerful key players at the core of this issue?
- Is there a fair balance of power between the actors (groups/people) involved?
- Which people/group are winning and who are losing? And to what degree?
- What sources of organization or leadership can you see? How effective are they?

3. Perspectives

- What are the perspectives of each of the actors (people/groups) involved?
- Whose perspectives do we usually hear most from on this issue?
- Who decides which opinions are heard or valued?
- Are there perspectives that are usually difficult to find on this issue and are often not heard or seen but that would be important to understanding this issue? If so, whose?



4. Background and root causes

- What are the main factors that contributed to this situation/issue?
- What local and global issues does this particular justice issue link to?
- What systems and structures allow this to continue to be an issue (local or international laws, policies, agreements)?
- What actions/ inactions, or those of our political representatives (in Ireland or EU) might impact this issue?
- In what ways does this issue link with our everyday lives in Ireland?



YOUR GLOBAL JUSTICE THEME IS:

5. Equity / Fairness

- What inequalities or unfairness can you see in this issue/situation?
- Why are they unfair?
- Whose voices are loudest?
- Who/what group would you like to hear more from?
- What can be done to ensure that those who are marginalized have more of a voice and power?



6- Future

- Will the issue(s) reduce in the future?
- If it were reduced, what would the possible futures look like for the people involved?
- What would the futures look like in 1 year, 5 years, 20 years, 100 years?
- What would need to happen for the positive futures to be achieved?



7. Responses

- What are possible responses and/or solutions to improve this issue?
- Who benefits from each response?
- To what extent do the solutions address the complex set of factors involved in the issue?
- Is there a solution or set of solutions that have the strongest potential for positive change?
- What options do we have as Irish/European/Global Citizens to effect change on this issue?
- To what extent are the solution(s) proposed sustainable?



This series of questions have been adapted from a Manchester Metropolitan University resource 'Teaching for sustainable development through ethical global issues pedagogy: A resource for secondary teachers'.

CASE STUDY: FAIRCHAIN



COFFEE IS BROKEN BUT WE'RE GOING TO FIX IT



FairChain is a radical principle that aims to balance the scales.

The goal is to create a 50/50 balance between the coffee producers (them) and the coffee drinkers (us)

Killian Stokes CEO Proudly Made In Africa, Co- Founder Moyee Coffee

Two words: **BIG COFFEE**

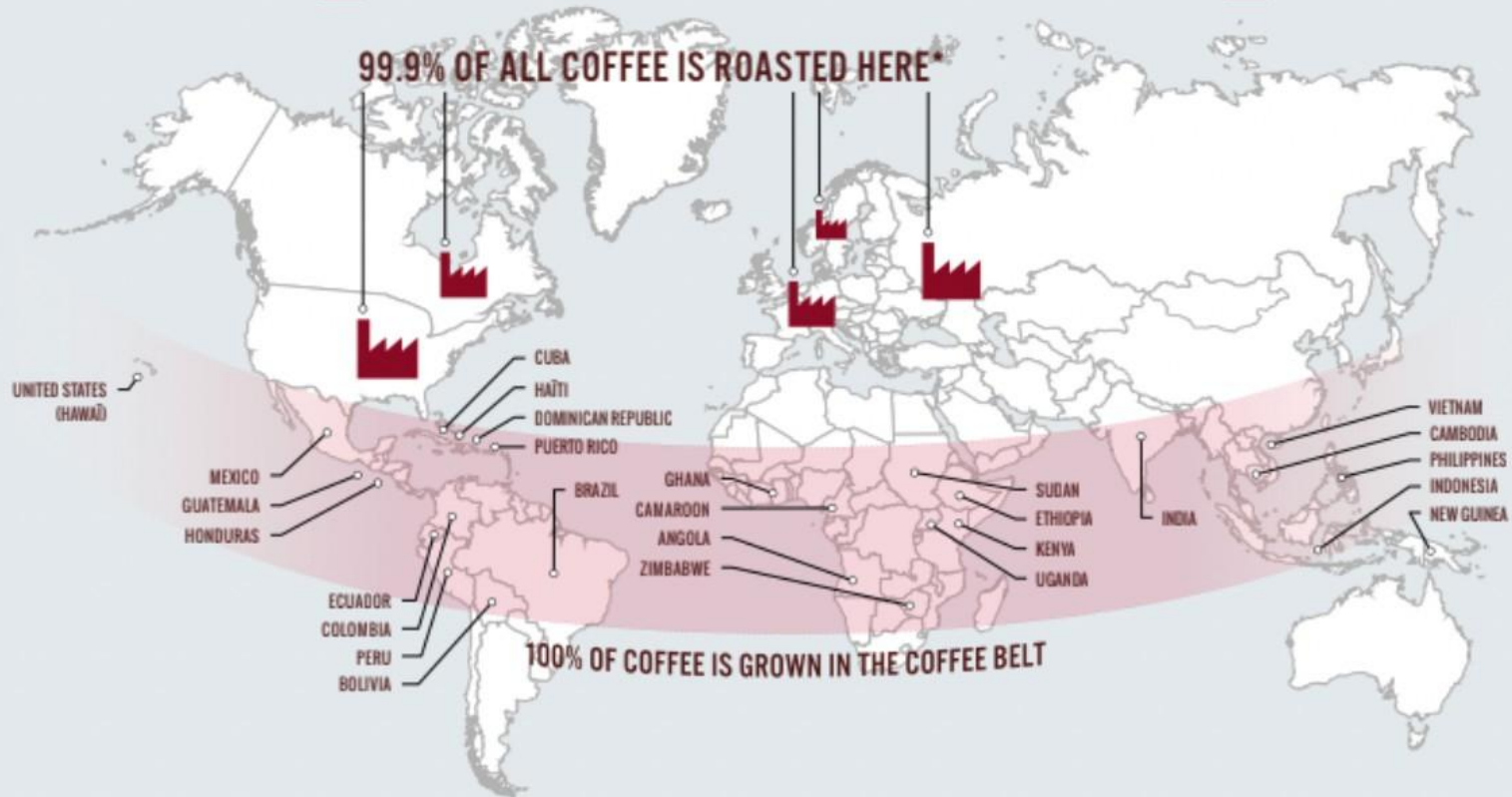
Over the last three decades, the global coffee chain has become dominated by a handful of Big Coffee companies that are exploiting it for serious profit.

The result is that 85% of the proceeds end up in the Global North, leaving just 15% behind in coffee-growing countries

Moyee Impact Report



THE GREAT DIVIDE BETWEEN GROWING AND ROASTING



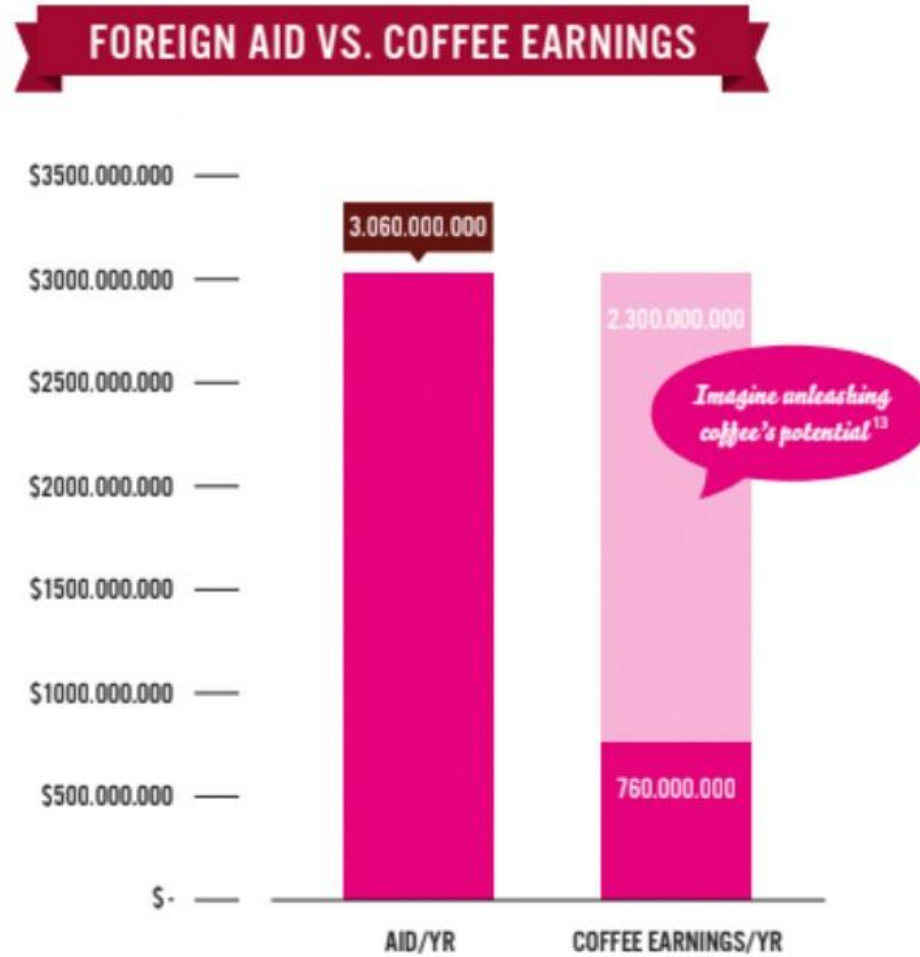
* TO BE PRECISE: 99.9% OF ALL COFFEE WE CONSUME IN THE WESTERN WORLD IS ROASTED HERE.

SOURCE: INTERNATIONAL COFFEE ORGANIZATION

*Moyee Impact
Report*

Trade over aid, my friends

Few countries receive more foreign aid than Ethiopia does. Between 2004 and 2013, Africa's coffee capital received a whopping \$30.6 billion in official development aid, making it the fourth largest recipient of aid in the world.¹² That's \$3 billion dollars each year, and it's increasing every year – all because we don't give them their fair share of the coffee cash. <



Exploring Fairtrade Fortnight: Further possible actions



- *Becoming a Fairtrade school*
- *Research and discussion: Further articles to 'dig deeper' on*
- *Investigating a Fairtrade brand V another brand*
- *Critical literacy on sustainability and greenwashing*
- *Campaigns happening now to get involved in*
- *Examples of how to advocate for fair trade*
- *Examples of how to lobby business and government to act*
- *School talks*



BECOMING A FAIRTRADE SCHOOL

Fairtrade.ie

- Teachers and learners have also worked with community groups to make their town or village a Fairtrade town
- Fairtrade Ireland is responsible with Members for setting international Fairtrade standards, and the work of the external certification body: FLO CERT
- The Members are the highest decision-making body through Fairtrade's General Assembly and they mandate a Board and other leadership teams to carry out international work.
- The Fairtrade system is co-owned, 50;50% by producer representatives from producing countries alongside the market facing orgs such as ourselves.



Tony's Chocolonely: Fairtrade and 100% Slavery free



Contrast and compare: learners can investigate a certified Fairtrade brand, V another brand. Also, is all Fairtrade chocolate also slavery free?

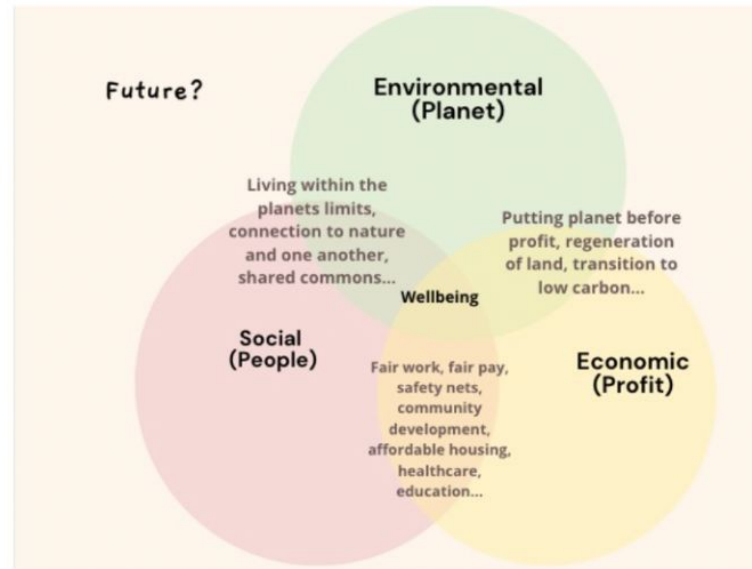
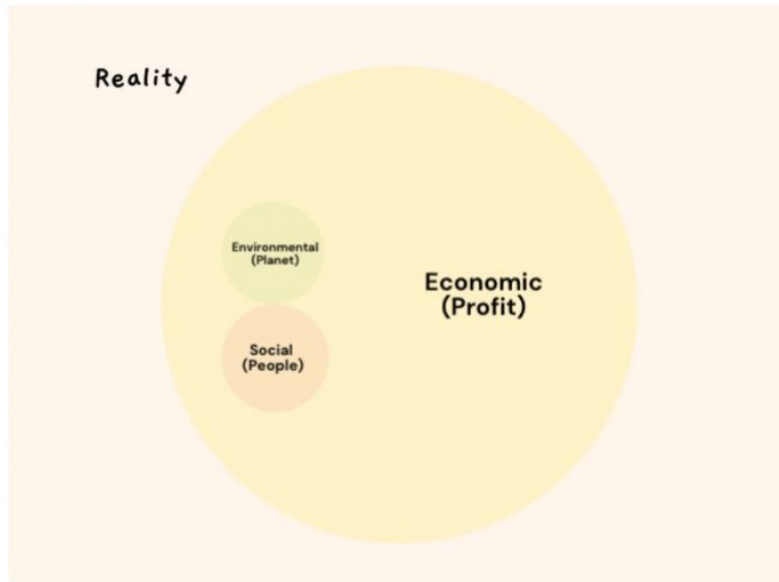
ADVOCATE FOR FAIRTRADE AND FAIRCHAIN LOCALLY

- Contact local businesses directly or by writing letters to them locally.
- Learners could do an audit for the availability of Fair trade or Fairchain products in a number of different retailers, and coffee shops, and share the results with all, as a way of encouraging greater pick up.



Sustainable development is development that meets the needs of the present **without** compromising the ability of future generations to meet their own needs.

(Brundtland, 1987)



Cast a critical eye on internal and external certificates and labels



When brands and companies use the word 'sustainable' are they actually being sustainable?!

Kate Raworth, Economist (Expert in Donut Economics)

Kate Raworth, Economist:

5 KEY POINTS WE SHOULD ASK BUSINESSES:

1. - **What is your purpose?** Why do you exist? What larger goal are you in service of?
2. - **What are your networks?** How do you relate to your customers, employees, communities in which you are based, and suppliers? How do you realise your values through these networks.
3. **How are you governed?** Who has a voice in decision-making and what are the metrics used? What are the incentives paid to middle managers and how do they match up against your stated purpose?
4. - **Who owns the enterprise?** Different ownership models profoundly shape finance, and what those who provide it expects and demand of your organisation.
5. - **How are you financed?** Are you caught in loops of quarterly returns? Showing every quarter that you've got growing market share, growing profits?

“We need to change the way that businesses are owned and financed and the regulatory environment in which they operate if there's any chance of business being part of the solution rather than part of the problem.”

Trocaire Business and Human Rights Advocacy Manual: 21 Action points

1. Research the problem, work with affected people, see what avenues can be worked upon
2. Identify the host and home state of the company and which might be more responsive
3. Refer to due diligence in your complaint to the company
4. Phrase your complaint with reference to International Human Rights standards
5. See if the company has a human rights statement and refer to this in your complaint
6. Who does the company source from or supply to – raise your concerns there also
7. Find out what multistakeholder initiative is in place for this type of company/industry and if there are any existing civil society campaigns in this area
8. See if the national human rights commission will accept complaints about corporate behaviour
9. See if the company has benefited from any state support and raise the issue with that state department
10. See if the taxation arrangements of the company could be a source of leverage.
11. Use social auditing initiatives to examine the companies implementation of public contracts
12. If the state is not being pro-active, raise your concern in a shadow report to one of the UN Treaty Monitoring Committees.
13. Submit a brief report and questions for the next time the state is having to account for itself at the Universal Periodic Reviews at the UN
14. See if there is a UN Special Procedure on a particular theme or country that you could input into
15. Check if the state you are operating in has signed the UN Convention Against Corruption
16. Investigate if there are specific International Labour Organisation initiatives underway that you could press your government to more actively engage with
17. See if the company has signed an international framework agreement with the global union federation and liaise closely with local unions on any collaborations around breaches of such agreements
18. File a complaint at the Irish National OECD Contact Point on the behaviour of that company
19. Complain to the international investment bank that invests in the company you are looking at
20. Talk to faith based shareholders about their potential investments in that company
21. Talk to state pension funds that may be invested in that company

Campaigns you can get involved with NOW

EU Due Diligence Act -New rules on corporate accountability

- New rules on **corporate accountability**
 - EU directive aimed at **cleaning up global supply chains** and minimising the **negative global impacts of business on workers, communities, and the environment.**
 - Join **Trócaire's campaign** to write to your MEP!
- <https://www.trocaire.org/petitions/join-the-rescue-stop-corporate-abuse/>

EU Due Diligence Articles

-Business and human rights resource centre: Articles on Fairtrade, and EU Due Diligence Act
<https://www.business-humanrights.org/en/latest-news/?&search=fairtrade>

-European coalition for corporate justice: How Berlin and Paris sold-out the EU corporate due diligence law
<https://corporatejustice.org/news/eccj-in-euobserver-how-berlin-and-paris-sold-out-the-eu-corporate-due-diligence-law/>

Trócaire: Explained : why do the new EU rules on corporate accountability need to be fixed?
<https://www.trocaire.org/news/explained-why-do-the-new-eu-rules-on-corporate-accountability-need-to-be-fixed/>

-Multinational coffee companies continue buying from suppliers linked to farms with slave labour
<https://reporterbrasil.org.br/2022/05/multinational-coffee-companies-ignore-accusations-and-continue-buying-from-suppliers-linked-to-farms-with-slave-labour/>

Campaigns you can get involved with NOW

CETA (EU-Canada:Comprehensive Economic Trade Agreement)

-Big issue is mechanism that multinational companies can sue a state for damages if a government introduces new laws or policies that the company thinks will reduce its future profits. (This includes any new initiatives regarding reducing emissions)

-Brought to Supreme Court by Green Party TD Patrick Costello, and won!

-CETA can no longer be ratified without changes.

-How to engage with your TD on CETA:

<https://comhlamh.org/blog/comhlamh-concerns-ceta-trade-deal/>

-Join **Cómhlamh Trade Justice group (over 18's) or**

Contact Cómhlamh for a school talk on trade, trade injustices, and spearheading campaigns:

julia@comhlamh.org

Campaigns you can get involved with NOW

Peoples Vaccine Ireland: Vaccines for all

-Campaign to **stop trade barriers to vaccines** due to a handful of pharmaceutical corporations having total control over how many vaccines are made, who gets the vaccines and at what price.

-Call for an agreement on a **waiver of intellectual property rights** for COVID-19 vaccines, treatments and diagnostics (**TRIPS waiver**).

Go to [peoplesvaccines.ie](https://www.peoplesvaccines.ie) to sign the petition, and find out more ways to get involved.
<https://www.peoplesvaccine.ie/#faq>

School Talks



Social Enterprise in Colombia working with cocoa and coffee farmers, as well as projects putting women at forefront of production process. assisting with trade supply chains, and relieving farmers from conflicted affected areas

Marina Murphy and Alejandro Valderrama
+353873539856
hello@ethicalorigin.ie



Reimagining our relationship with Africa: Changing the narrative from aid and charity to responsible trade, innovation, creativity and entrepreneurship.

david@proudlymadeinafrica.org



Fairchain: Disrupting the 'Big Coffee' industries by maintaining a fair share of profit in the country of origin; why this is important, and it's potential to change how we trade

Killian@proudlymadeinafrica.org



Trade justice group: recent campaigns, why it's important to act, and root cause of why these campaigns are needed

Julia@comhlamh.org

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

-Example activity:

-Look at the SDG's, as well as the targets within each Goal.

Put learners into working groups or pairs, distribute the 17 goals accordingly, and ask students to determine whether their SDG is connected to Fair trade, and ask to explain why.

<https://www.globalgoals.org/goals/>

Teacher reference article: Fairtrade and the SDGs: <https://www.fairtrade.net/issue/sdgs>

Activity rationale: Encourages students to critically think about Fair trade, and helps show that it connects to human rights issues in a multi-faceted way.

13



THANK YOU :>



t

