Intersections of Fair Trade and Global Engagement: Pedagogies and Curriculum

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FAIR TRADE LEARNING ABROAD

- What is fair trade learning? FTL learning framework.
- Why fair trade learning?
- Case study: curricular design for pre-departure, on-line course
- Case study: semester-long FTL abroad
- Community partner perspective on FTL
FTL SUGGESTS...

1. Dual purposes in our work, serving community and students simultaneously, and not privileging students over community
2. Community voice and direction
3. Institutional commitment and partnership sustainability
4. Transparency, specifically in respect to economic relationships and transactions
5. Environmental Sustainability and Footprint Reduction
6. Economic Sustainability
7. Intercultural learning and development among all participants
8. Global community building
GLOBALSL.ORG

- Video: globalsl.org/ftl/
CASE STUDY: omprakash

Taking a solid but hollow framework and making it substantive, empirical, scalable and translatable
CASE STUDY: Omprakash

- Omprakash
  - A network of 160+ grassroots Partners in 55+ countries
  - The anti-placement model

- EdGE (Education through Global Engagement)
  - Highly tailored and co-created global engagement programming at universities with leading-edge online-ed tech and critical pedagogy
Complete tasks on your to do list as soon as you are able. And make sure the whole list is complete before you depart for your field position!
Mayme Lefurgey

PhD Women's Studies (in progress), University of Western Ontario

Mayme holds a BA in Sociology from Mount Allison University (MTA). She later went on to pursue an MA in Gender and Peacebuilding from the University for Peace (UPEACE) in Costa Rica and an MA in International Conflict Transformation at the University of Innsbruck in Austria. Upon graduation, she relocated to Malawi where she worked as a gender specialist as part of a CIDA internship. Her volunteer and internship experiences have taken her to Nepal, Costa Rica, Honduras, and Malawi. Mayme is currently a PhD candidate at the University of Western Ontario pursuing a collaborative degree in Women's Studies and Feminist Research and Transitional Justice and Post-Conflict Reconstruction. She is also a Program Associate for the African diaspora led NGO Make Every Woman Count and contributes as a regional correspondent to Safe World For Women. She enjoys running, yoga and travelling.
The Great Convergence, The Great Divergence

In an effort to reconcile notions of 'progress' with the stark inequalities that persist in our world, it may be helpful to think about the historical context of modern inequality. Has it always existed? Is it inevitable? To help us with those questions, we'll first read an excerpt from the introduction of economist Angus Deaton's 2013 book, "The Great Escape: Health, Wealth, and the Origins of Inequality."

Inequality is often a consequence of progress. Not everyone gets rich at the same time, and not everyone gets immediate access to the latest life-saving measures, whether access to clean water, to vaccines, or to new drugs for preventing heart disease. Inequalities in turn affect progress.[…]

Many of the great episodes of human progress, including those that are usually described as being entirely good, have left behind them a legacy of inequality. The Industrial Revolution, beginning in Britain in the eighteenth and nineteenth centuries, initiated the economic growth that has been responsible for hundreds of millions of people escaping from material deprivation. The other side of the same Industrial Revolution is what historians call the "Great Divergence," when Britain, followed a little later by northwestern Europe and North America, pulled away from the rest of the world, creating the enormous gulf between the West and the rest that has not closed to this day. Today's global inequality was, to a large extent, created by the success of modern economic growth.[…]

The Industrial Revolution and the Great Divergence are among the more benign escapes in history. There are many occasions when progress in one country was at the expense of another. The Age of Empire in the
hell with good intentions"

from a speech by Ivan Illich in 1968. Illich was addressing a group of Americans who were you’ll see, Illich is deeply concerned about the implications of such volunteering. Please record to read.

...yours is offensive to Mexico. I wanted to make this statement in order to explain why I feel sick about it all. Intentions have not much to do with what we are discussing here. To hell with good intentions. This is a nobody by your good intentions...=

d will of the U.S. volunteer. However, his [her] good faith can usually be explained only by an abyssal and unfaithful being. Ultimately, volunteering as a middle-class "American Way of Life," since one like this could not have developed unless a moral in the United States had supported it. There is no belief that

...simplifies the idea that every American has something to give, and at all times... occurred to students that they could help Mexican peasants "develop" by spending a few months in

...supported by members of a missionary order, who would have no reason to exist unless they had the same. It is now high time to copy yourselves of this. You, like the values you carry, are the products of an

...ers, with its two-party system, its universal schooling, and its family-car affluence. You are ultimately -

...for a delusional ballet in the ideas of democracy, equal opportunity and free enterprise among people who
Good Intentions & Unintended Sequences, Pt. 1

Consider the complex intentions and assumptions that are often associated with international aid. With this week's content and in light of it all, address the following question as if it's being asked:

"Let on a plane and come work with our organization?"

Your responses should be at least several hundred words, and video responses should be...
Capstone Requirements

A. Due dates:
Submit abstract of capstone: Sunday, July 31, 2016

**General deadline for FSU.** Thursday, September 1, 2016 (unless your internship runs really late and you specifically ask for more time).

**Deadline if taking capstone for credit (and you do not want to have an incomplete for the credits):**
Wednesday, July 27, 2016 (or, if you are taking your internship for credit with a professor of record that is NOT Joe, please make sure you adhere to the requirements of your supervising professor; they might have their own timelines).

Please email your completed Capstone to both Kim and Latika.

B. The Capstone Project:
The capstone project is a serious intellectual exercise and is not just an extended blog entry. Capstones should be polished and presentable and will be showcased in the fall at FSU and through the Omprakash website. Capstones should draw both from the academic literature (background sources) and also your own experiences and...
CASE STUDY: REHEARSING CHANGE

- The only semester-long FT study abroad
- Ecuador: Quito and Amazon
- 12-16 U.S. semester credit hours
- Open to students across the U.S.
- Institute for Study Abroad, Butler University with Pachaysana Institute and the Universidad San Francisco de Quito
REHEARSING CHANGE: FAIR TRADE

- Four communities: Quito, Mariscal, Tzawata, U.S. college students
- Mission: empowering local communities while educating global leaders
- Goal: local counterparts and international students learn together, studying development, sustainability, identity and globalization, all in the context of the reality of our local communities
- Program design and curriculum developed by and for members of each community
REHEARSING CHANGE: CURRICULUM

- Applied arts (arts for social change): movement, storytelling, and theater
- Engaged learning/scholarship: project design
- Participatory action research: independent study
- Decolonial education: no top-down or outside-in, all work is co-created
Planning - beyond a service component. Long-term educational goals for locals and internationals.

Participation - all communities represented in all aspects of program.

Benefits - equal on all sides. Focus cannot be just the project; rather, it must be the process of creating the project and the learning that accompanies it. Equal participation.

Commitment and Time - completely committed to equal educational opportunity. Outline educational plans for locals. No one can value a particular side more than the other.

Methods - Traditional teaching methods give way to more dynamic ones. Practical and applicable methods. Actively engage the material and apply them immediately. Readings shared with locals. Locals have a comparable assignments.

Flexibility with vision - Communities are living entities with real needs. Adapt to their changing needs.

Recognition - locals must be recognized as well as internationals. Credit? Income off-set plan?

FT PEDAGOGIES AND CURRICULUM: INDIA PROGRAMS

Child Family Health International

Hema Pandey, India Programs Director
CHFI QUICK FACTS

Transformative Global Health Education & Community Empowerment

CFHI at a Glance

Founded: 1992
Locations: 30+ sites in 10 countries
Students since 1992: 8,000+
Global Partners: 200+
Students’ Country of Origin: 40
Partner Clinics / Hospitals Supported: 75

CFHI is an NGO in Special Consultative Status with the ECOSOC of the United Nations
Mexico
- Realities of Health Access
- Intensive Beginner Spanish
- Tropical Medicine
- Women's Reproductive Health

Bolivia
- Healthcare in Southern Bolivia
- Pediatric & Adolescent Medicine

Ecuador
- Amazon Indigenous Health
- Andean Health
- Reproductive Health
- Urban/Rural Comparative Health
- Dentistry & Oral Health
- Intensive Beginner Spanish

Argentina
- Primary Care & Social Medicine
- Hospital Medicine
- Global Perspectives in Nursing

Ghana
- Child Health & Social Determinants
- Hospital Medicine

Tanzania
- Community-Based Orphan Care

Uganda
- Nutrition, Food Security, & Sustainable Agriculture
- HIV & Maternal/Child Health

Philippines
- Remote Island Medicine

India
- Maternal & Child Health
- Ophthalmology
- Palliative Care
- Public Health Innovations
- Rural/Urban Himalayan
- Traditional Medicine
- Tropical Disease

South Africa
- Healthcare Challenges
- HIV/AIDS & Healthcare
Recognizes that the individuals and communities that host students and volunteers are uniquely impacted by visitors and should be offered fair working conditions and compensation, hold significant voice in the orchestration of programming, and be offered proper professional development opportunities.
KEY PRINCIPLES OF FTL

- Economic equality
- Equal partnership
- Mutual learning
- Cooperative and positive social change
- Transparency
- Sustainability
RECIPIROCITY IN LOCAL PARTNERSHIPS

Recent study of impact on hosts found:

- Benefits for host partners may include job satisfaction, local prestige, global connectedness, local networks, leadership skills, resources, and sense of efficacy within their communities.

- Host partners call for improvement in trainee attitudes and behaviors and avoidance of unfulfilled promises.

- Host partners desire increased connection with the participants when they return home.

Study: “Host community Perspectives on Trainees Participating in Global Health Education Programs” Tiffany H. Kung, Eugene T. Richardson, MD, Catherine A. Heaney, PhD, MPH, Tarub S. Mabud, MSc, Evaleen Jones, MD, MA, and Jessica Evert, MD. Pending Publication: Medical Education, 2016.
PREPARING STUDENTS FOR FTL: CURRICULUM

- Global Ambassadors for Patient Safety- Modules
- GlobeSmart Tool - Aperian Global
- Readings on Fair Trade through globalsl.org
- Program guides: logistics and local health topics readers
- Key readings focused on professionalism in global health settings, ethics of global health engagement: CFHI Publications pag
QUESTIONS?

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