International Education and Ethical Community Partnerships: Considering Fair Trade Learning

John Tansey, Dartmouth College
Eric Hartman, Kansas State University & globalsl.org
Lisa Kuhn, Foundation for Sustainable Development
Anthony Ogden, University of Kentucky

Forum on Education Abroad Annual Conference
New Orleans, LA, March 2015
To Hell with Good Intentions

- Ivan Illich, 1926-2002
- Austrian Philosopher
- Roman Catholic Priest
- Founded the Intercultural Documentation Center (CIDOC) in Cuernavaca, Mexico
- *Deschooling Society*, 1971

☞

*Conference on InterAmerican Student Projects*

*Cuernavaca, April 20, 1968*
To Hell with Good Intentions

<table>
<thead>
<tr>
<th></th>
<th>THEN</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Political Landscape</strong></td>
<td>President Kennedy; Civil Rights, Vietnam War; Peace Corps; Liberation Theory</td>
<td>President Obama; Iraq &amp; Afghanistan Wars</td>
</tr>
<tr>
<td><strong>Global South-North Relations</strong></td>
<td>Clear demarcations between developed and developing worlds</td>
<td>Dominant global worldview that emphasizes liberalism and capitalism</td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td>Isolationist; Buy USA,</td>
<td>Local decisions have global consequences; Supply-chain</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Knowledge from letters, books, stories, travel, and newscasts</td>
<td>Citizen journalists; Internet, Skype; Global media</td>
</tr>
<tr>
<td><strong>Higher Education</strong></td>
<td>Student radicalism; Equality of educational opportunity</td>
<td>Accountability &amp; Transparency; Metrics</td>
</tr>
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</table>
# To Hell with Good Intentions

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Abroad</strong></td>
<td>&lt;25,000; Junior Year Abroad for elite students, Western Europe</td>
<td>@289,408, Shorter-term programming, non-traditional locations</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Study abroad leads to...</td>
<td>Increasingly complex outcomes assessment</td>
</tr>
<tr>
<td><strong>Experiences Types</strong></td>
<td>Study Abroad, Volunteerism, Mission trips</td>
<td>Study, Research, Teach, Service-Learning, Internships</td>
</tr>
<tr>
<td><strong>Program Types</strong></td>
<td>Direct enrollment, Consortia</td>
<td>Bilateral exchanges, Faculty-directed, Third-party providers</td>
</tr>
<tr>
<td><strong>Facilitating Institutions</strong></td>
<td>Largely church or state mechanisms, universities</td>
<td>Church, state, non-profit, for-profit, universities</td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td>Laissez-faire</td>
<td>Forum Standards, Code of Ethics, Clery Act</td>
</tr>
</tbody>
</table>
# To Hell with Good Intentions

<table>
<thead>
<tr>
<th>IVAN ILLICH’S CORE POSITIONS</th>
<th>BEST PRACTICES TODAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteers tend to impose projects on local people rather than finding out what local people want and need.</td>
<td>More systematic approaches to ensuring various kinds of community voice. More local communities can say, “go to hell”.</td>
</tr>
<tr>
<td>Volunteers cannot help being vacationing salesmen for the middle-class American way of life, since that is really the only life they know.</td>
<td>More students who go abroad are from low-income and immigrant families, or have lived in other countries. Programs now require pre-departure orientations...</td>
</tr>
<tr>
<td>Volunteers are naïve and hypocritical because they are blind to poverty at home.</td>
<td>Programs are designed for students to make connections between home and abroad. Going abroad brings clarity to issues at home.</td>
</tr>
<tr>
<td>There is no way to meet with the underprivileged since there is no common ground to meet on.</td>
<td>More programs provide opportunities to hear the voices of local community partners and to live with them.</td>
</tr>
</tbody>
</table>
# To Hell with Good Intentions

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<tr>
<th>IVAN ILLICH’S CORE POSITIONS</th>
<th>BEST PRACTICES TODAY</th>
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</thead>
<tbody>
<tr>
<td>Volunteers should not pretentiously impose themselves on others.</td>
<td>Many groups now invite students to come learn from them and to work together in solidarity regarding issues of poverty, human rights, peace, etc.</td>
</tr>
<tr>
<td>Most volunteers cannot speak the local language where they plan to conduct volunteer work.</td>
<td>Pressure to allow students to conduct service-learning or even internships with minimal or no language skills.</td>
</tr>
<tr>
<td>Students should come to study, but not come to help.</td>
<td>More groups try to focus on both study and “help” per global service-learning guidelines and other standards.</td>
</tr>
</tbody>
</table>

*Alas, much has changed and much has stayed the same...*
Where is the role of the EA office?

Student demand
Faculty engage.
Staff involvement
Senior leadership
Private sector

Safety
Acad. quality
Reciprocity
Ethics
Standards
Making sense of the programs that feature deliberate community partnership or engagement...

Recipient  < BENEFICIARY >  Student
Service     < FOCUS >     Learning

Service-Learning

Community Service  Field Education
Volunteerism  Internship

Furco, 2011
Making sense of the programs that feature deliberate community partnership or engagement...

“Service-learning is defined as integrative experiences through which learners engage in thoughtfully organized actions in response to a community identified need and assets. Experiences are designed to be reciprocal exchanges of knowledge and resources accomplished through service and reflection. Learning outcomes promote academic and civic engagement and are focused on holistic learner development and community well-being. Service-learning can be credit-bearing or non-credit bearing.”

- University of Kentucky, 2015
Fair Trade Learning – A Strategy for Reciprocity
Jamaica Example: Amizade Global Service-Learning

• Desire for international exchange partnership emerges from community

• Women manage homestays, return 10 - 25% into community pot, then vote on how to use funds

• Hundreds of thousands of dollars have now been injected into the community (addressing UN WTO leakage rate challenge)

• Reciprocal exchange
• Better Volunteering, Better Care Network response to [orphanage tourism](#)
• GASP: Global Activities of Students at Pre-Health Levels
The Trend –

1. Global “voluntourism” is a $2 billion+ sector.
2. Communities partner for mutual development
   1. STUDENTS: “I had an incredible experience, and my life has changed, but I fear that my experience was greater than those who hosted me.”
   2. COMMUNITIES: “We love hosting students, but would prefer some professional development opportunities, just as the students gain.”
3. Pre-professional health interventions
4. Orphanage Tourism
5. Multi-institutional and multi-organizational dialogue to create the standards as they currently exist
Fair Trade Learning

• Dual Purposes: Community & Student Outcomes
• Community Voice and Direction
• Commitment and Sustainability
• Transparency
• Environmental Sustainability, Footprint Reduction
• Economic Sustainability
• Deliberate Diversity, Intercultural Contact, and Reflection
• Global Community Building
• Systematic protection of rights of most vulnerable

globalsl.org/ftl
- FTL broadens scope of intentionality -
Developed FTL Rubric

• Quasi-developmental, stakeholder conversation-starter
# One component of FTL

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Ideal</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Purposes</strong></td>
<td>Agreement upon long-term mutuality of goals and aspirations</td>
<td>Agreement upon overlap of goals and aspirations</td>
<td>Clarity from multiple stakeholders regarding how service* supports community and participant interests</td>
<td>Existing connection facilitates immersive exchange; service is added to “make a difference”</td>
</tr>
</tbody>
</table>

*service*
# One component of FTL

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</tr>
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<tbody>
<tr>
<td><strong>Host Community Program Leadership</strong></td>
<td>Community members have clear teaching, leadership roles; Community-driven research initiatives are co-owned, including fair authorship rights to any co-generated publications</td>
<td>Content and activities of program, from educational through development intervention, are owned by the community through diverse input by community members</td>
<td>Multiple community members have remunerated speaking and leading roles</td>
<td>Key dynamic community member facilitates access</td>
</tr>
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</table>
# One component of FTL

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</thead>
<tbody>
<tr>
<td>Recruitment &amp; Publications</td>
<td>Recruitment materials serve educative function; Shaping expectations for ethical engagement</td>
<td>Writers, photographers, web developers, etc., understand and express responsible social mission via materials</td>
<td>Recruitment materials portray diverse scenes and interactions</td>
<td>Recruitment materials reproduce stereotypical and simplistic portrayals of community members</td>
</tr>
</tbody>
</table>
Foundation for Sustainable Development

SECTORS
- health
- economic development
- youth development
- education
- environment
- appropriate technology
- human rights
- gender equity

PROGRAMS
- Capacity building of community partners
- Grants for community partner projects
- Training programs for volunteers
**our mission**

FSD achieves community-driven goals through asset-based development and international exchange in Africa, Asia, and Latin America.
Integrated program framework

Course Plan
- Learning outcomes
- Expectations
- Participation
- Assignments
- Assessment

Pre-departure
- Orientation
- Preparatory course
- CE preparation

Onsite
- Orientation
- Coursework
- CE activities
- Ongoing reflection

Post-program
- Assessment deliverables
- Reflection
- Application of experience
# GESI-FSD Program Design: Course Plan

<table>
<thead>
<tr>
<th>PROGRAM COMPONENTS</th>
<th>FTLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goal of Reciprocal Competency: both students and partners will increase competency and thus resiliency</td>
<td>• Reciprocity and Dual Purposes</td>
</tr>
<tr>
<td>• Coursework required pre-departure</td>
<td>• Student preparation</td>
</tr>
<tr>
<td>• Weekly essays and journals</td>
<td>• Deliberate diversity, intercultural contact, and reflection</td>
</tr>
<tr>
<td>• Post-return reflection</td>
<td>• Preparation for healthy return</td>
</tr>
<tr>
<td></td>
<td>• Commitment and sustainability</td>
</tr>
</tbody>
</table>

- **FTLS**: Fair Trade Learning in Practice
GESI-FSD Program Design: Pre-departure

**PROGRAM COMPONENTS**

- 7-day intensive training program
- Taught by NWU faculty, alumni, and FSD
- Includes development context, communication, ABCD, case studies, ethical engagement, group dynamics
- Preparation of host organizations to receive students by FSD
- Host organization information and project shared with students

**FTLS**

- Commitment and sustainability
- Deliberate diversity, intercultural contact, and reflection
- Student preparation
- Connect context to coursework and learning
- Dual purpose/Reciprocity
GESI-FSD Program Design: On-site

**PROGRAM COMPONENTS**

- Orientation
- Training on project design and proposal writing
- Placement with host families
- Placement with host partner
- Research community assets and needs together with host partner
- Development of project workplan and budget together with partner

**FTLS**

- Student preparation
- Community preparation
- Local sourcing
- Economic sustainability
- Community voice and direction
- Intercultural contact
- Direct service, advocacy, education, project management, and organization building
- Transparency
GESI-FSD Program Design: On-site 2

<table>
<thead>
<tr>
<th>PROGRAM COMPONENTS</th>
<th>FTLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Execution of project together with host partner</td>
<td>• Direct service, advocacy, education, project management</td>
</tr>
<tr>
<td>• Reflection sessions</td>
<td>• Connect context to coursework and learning</td>
</tr>
<tr>
<td>• Weekly reports/journals</td>
<td>• Challenge and support</td>
</tr>
<tr>
<td>• Regular check-ins by FSD staff to monitor progress and relationship</td>
<td>• Instruction and mentoring</td>
</tr>
<tr>
<td>• Sharing session with all host partners and students</td>
<td>• Dual purpose/Reciprocity</td>
</tr>
</tbody>
</table>
GESI-FSD Program: Post-program

**PROGRAM COMPONENTS**
- Post-return reflection summit
- Reflection on experiences
- Project sharing
- Reflection on future and career
- Personal strengths and weaknesses
- Alumni can write case studies

**FTLS**
- Preparation for healthy return to home communities
- Connect to coursework
- Global community building
### Roles of GESI and FSD

<table>
<thead>
<tr>
<th>GESI</th>
<th>FSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pre-departure curriculum design</td>
<td>• Pre-departure curriculum design input</td>
</tr>
<tr>
<td>• Pre-departure summit</td>
<td>• Pre-departure summit participation</td>
</tr>
<tr>
<td>• Selection of students</td>
<td>• Serve as community liaison</td>
</tr>
<tr>
<td>• Review student assignments and support</td>
<td>• Placement of students with host partners based on partner needs and student skills</td>
</tr>
<tr>
<td>• Reflection summit</td>
<td>• Prepare/train host families and partners to receive students</td>
</tr>
<tr>
<td>• On-going support and advice</td>
<td>• In-country orientation</td>
</tr>
<tr>
<td>• Alumni advisory roles</td>
<td>• In-country reflection sessions</td>
</tr>
<tr>
<td></td>
<td>• Support visits to students/partners during placement</td>
</tr>
<tr>
<td></td>
<td>• Feedback on budgets and workplans</td>
</tr>
<tr>
<td></td>
<td>• End-of-session sharing event</td>
</tr>
<tr>
<td></td>
<td>• Support to partners post-departure</td>
</tr>
</tbody>
</table>

Fair Trade Learning in Practice
# NYU-Alternative Breaks with FSD

<table>
<thead>
<tr>
<th>Program Component</th>
<th>FTLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pre-departure meetings and assignments</td>
<td>• Student preparation</td>
</tr>
<tr>
<td>• Reading and discussion of subject materials as well as political and cultural history</td>
<td>• Reciprocity</td>
</tr>
<tr>
<td>• Direct service side-by-side with community in a project designed with a community org</td>
<td>• Dual purpose</td>
</tr>
<tr>
<td>• Daily reflections</td>
<td>• Community voice and direction</td>
</tr>
<tr>
<td>• Host family placements</td>
<td>• Local sourcing</td>
</tr>
<tr>
<td></td>
<td>• Deliberate diversity, intercultural contact, and reflection</td>
</tr>
</tbody>
</table>
Keys to making it work

- Faculty involvement: linking coursework to experience and vice versa, setting expectations and preparing students
- Community relationships: long-term, year-round, channel for community voice and priorities to be heard
- Communication: between university and program and community partner, between all and student
- Clear and appropriate metrics of success for mutual accountability
Community-driven development?

What does this have to do with us?
Student Expectations

“[The program] did not help us connect with local members of the community. . . Because we were only in class with other Dartmouth students, it was very hard for us to branch out and meet few people.”
Programmatic Goals

“Our students don't spend enough time in places like the NGO XX . . . I feel uncomfortable with the idea that we bring our students just to "take a look" and get some superficial knowledge . . . I fear that, instead of fostering a deeper social consciousness and critical thinking, this kind of tourism can have deleterious effects . . . I suggest that we spent some more time in the area so that students could develop a social work project there under our orientation and supervision.”

• Faculty Leader, Portuguese Language Program
Fair Trade Learning

- Dual Purposes: Community & Student Outcomes
- Community Voice and Direction
- Commitment and Sustainability
- Transparency
- Environmental Sustainability, Footprint Reduction
- Economic Sustainability
- Deliberate Diversity, Intercultural Contact, and Reflection
- Global Community Building
- Systematic protection of rights of most vulnerable

globalsl.org/ftl
- FTL broadens scope of intentionality -
FTL Principles & Faculty-led Programs

• FTL principles are relevant to EA programs
• Approach and terminology can be modified to meet your needs
Adapting FTL to DC Faculty-led Programs

Co-Sponsored 3 Workshops w/DC Center for Advancement of Learning, utilizing outside experts to lead sessions about:

• High Impact Educational Practices
• Fair Trade Learning Principles
  • Ethics of Engagement
  • Appropriate Role of the Outsider
• Intentional, integrated program design
Adapting FTL to DC Faculty-led Programs – Cont.

- Rephrased terminology → faculty friendly
- Expanded definition of community, emphasizing “partnerships” in terms familiar to faculty & students
  - Host institution
  - Host family community & host peers
  - Host geographic location (& inhabitants)
  - Host community connected to course content/academic focus
- Utilizing “integrated program design” methods employed in effective community development models (FSD Model)
TARGETED INVITATION

The Guarini Institute, in partnership with the Foundation for Sustainable Development & the Center for the Advancement of Learning, invites you to join us for a discussion about:

Integrated Program Design,
Pre-Departure Through Post-Program

The session will identify strategies for promoting student learning and development through the delivery of high-impact pre-program orientation activities, the incorporation of reflective exercises throughout the program, and the introduction of activities that advance students' learning through meaningful engagement with the host culture.
Integrated Program Design

Objectives

- Review community engagement & student learning
- Propose an integrated program framework
- Initiate application of framework to programs

Course Plan
- Learning outcomes
- Expectations
- Participation
- Assignments
- Assessment

Pre-departure
- Orientation
- Preparatory course
- CE preparation

Onsite
- Orientation
- Coursework
- CE activities
- Ongoing reflection

Post-program
- Assessment deliverables
- Reflection
- Application of experience

Source: May 2014 Foundation for Sustainable Development Presentation at Dartmouth
## Integrated Program Design - cont.

<table>
<thead>
<tr>
<th>1. <strong>Course Plan – Homestay Example</strong></th>
<th>2. <strong>Pre-departure</strong></th>
<th>3. <strong>Onsite (Orientation &amp; CE Activities)</strong></th>
<th>4. <strong>Post Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goals for homestay experience &amp; link to broader program goals</td>
<td>• Build knowledge of partners/hosts</td>
<td>• Build on background activities</td>
<td>• Assessment final deliverables</td>
</tr>
<tr>
<td>• Expanded notion of student norms of conduct</td>
<td>• Build capac. for reflection/self analysis</td>
<td>• Build on cultural knowledge &amp; competency/action-based learning</td>
<td>• Reports, papers, journals</td>
</tr>
<tr>
<td>• Refine assessment tools (students, faculty, families, homestay coord.)</td>
<td>• Introd. outsider’s line of questioning</td>
<td>• Host family activities</td>
<td>• Support in reflecting, internalizing, articulating &amp; applying experience</td>
</tr>
<tr>
<td></td>
<td>• Devel. personal goals &amp; action plan for integration/CE (homestay &amp; other)</td>
<td>• Research, project-based work</td>
<td>• Support for:</td>
</tr>
<tr>
<td></td>
<td>• Present ethical approach to CE</td>
<td>• Ongoing reflection, re-entry prep</td>
<td>• Cont’d personal development</td>
</tr>
<tr>
<td></td>
<td>• Define indep. or group CE req.</td>
<td></td>
<td>• develop. of global competency</td>
</tr>
</tbody>
</table>

Source: Adapted from May 2014 *Foundation for Sustainable Development* presentation at Dartmouth
“I tried to incorporate some of the global learning ideas that were discussed at various events sponsored by the Guarini Institute. Some of this concerned how I presented cultural differences in the orientation sessions, at the beginning of the program and at various points during the program. I tried to phrase more things as questions and get students to observe and compare cultural practices rather than to tell them: this, that and the other are different in Germany. Students were encouraged to think about their interactions with the native population in "both directions"-that is, not just what they could get out of the situation, but also what they might give back.”

• Faculty Leader, German Language Program
Discussion
More FTL Resources

• University of Kentucky Education Abroad Faculty Toolkit: Fair Trade Learning
  [http://www.uky.edu/toolkit/fair-trade-learning](http://www.uky.edu/toolkit/fair-trade-learning)

• Fair Trade Learning: Summary & Key Documents -
  [http://globalsl.org/ftl/](http://globalsl.org/ftl/)
Welcome to the Education Abroad Faculty Toolkit!

Faculty members are increasingly interested in embedding international education experiences into their otherwise residential courses so as to leverage the international scope of the course content, to provide students with real-world learning opportunities, and to foster meaningful intellectual and intercultural experiences for their students. Engaged faculty members recognize the need to graduate students who have first-hand experience and knowledge of the world beyond one’s national borders.

Read more >
UK Faculty Toolkit

Appendix 22 – To Hell with Good Intentions

Objective:
This discussion-based activity and related assignment builds on Ivan Illich’s address to the Conference on Inter-American Student Projects (CIASP) in Cuernavaca, Mexico on April 20, 1968, “To Hell with Good Intentions.” The objectives are for you to assess global service-learning from a critical perspective, reflect on your motivation for engaging in global service-learning, and to develop a better understanding of social responsibility and community engagement.

Required Pre-Reading:

Case Study (Use actual program if possible):
You are about to participate on a goodwill tour designed for student athletes of three cities in Ethiopia: Korah (or Dansa), Adama and Addis Ababa. The stated purpose of the trip is to improve the lives of the people living in this African country. You will be traveling with about ten other athletes to spend about one week in Ethiopia working on homes, delivering food and sports equipment, and helping families in need. This is the third year for this tour and in previous years, contingents have painted houses and delivered mattresses to people who were sleeping on makeshift beds of hay and cardboard. They also built a well at a village so that the water was safe to drink. Other contingents have planted vegetable gardens and fruit trees at orphanages and done odd jobs in a leper colony. Most of your group has never been out of the country. Your institution's athletic director of marketing will be leading the trip because he and his wife adopted a child from Ethiopia and he has some familiarity with Ethiopian culture. The week-long trip costs about $9,000, not including airline. Your group will meet once or twice before you go to meet each other and familiarize yourselves with travel logistics and safety protocols. No academic credit is being awarded.

Small Group Discussion #1:
Read the following passages from Ivan Illich's 1968 speech:

"By definition, you cannot help being ultimately vacating salesmen for the middle-class American Way of Life, since that is really the only life you know. A group like this could not have developed unless a mood in the United States had supported it - the belief that any true American must share God's blessings with his poorer fellow men. The idea that every American has something to give, and at all times may, can and should give, it explains why it occurred to students that they could help [Mexican] peasants 'develop' by spending a few months in their villages."

"It is now high time to cure yourselves of this. You, like the values you carry, are the products of an American system of achievers and consumers, with its two-party..."
UK Faculty Toolkit

FAIR TRADE LEARNING

**NUMBER:**
21

**PHASE:**
Pre-Departure, In-Country & Post-Study Abroad

**THREAD:**
Expansional Learning

**LEARNING:**
Formal

**OBJECTIVES:**
1. To consider the role of bills in community engagement in international education.
2. To understand the benefits and challenges of community engagement.
3. To align the learning outcomes with the assessment of the learning objectives.
4. To develop recommendations to support continuous program enhancement, specifically in relation to quality community partnerships.

**DESCRIPTION:**
In recent years, there has been growing interest in international education and community engagement. This model provides a framework through which to critically examine ethical standards for community-engaged international education. Through a series of activities, students are required to develop, implement, and evaluate programs in a variety of settings through the lens of fair trade learning standards.

**PROCEDURES:**
1. Students should be required to read the following articles prior to departure, as follows:

2. Students should also be required to watch the following brief videos prior to departure:

3. As described in Appendix 2A, prior to departure, form small groups of 3-5 students each. Note throughout a group session, and discuss in terms of the concept of Fair Trade Learning. The facilitators should discuss the main areas that are of primary concern. Each small group is responsible for understanding the primary principles of Fair Trade Learning and discussing them in the context of the program.

**EVALUATION:**
Details of each assignment should be submitted to the course syllabus and account for final grade percentage. Grading should be based on completion of the assignment as specified.

**MATERIALS:**
Handouts (see Appendices 2A & 2B)

**TIME:**
At least one class session during each phase (pre-departure, in-country & post-study abroad)

**SOURCE:**
E. Harrison & S. Ogden, 2014.
Appendix 21a - Fair Trade Learning

Why Global Engagement?
Students get involved in global education and engagement for many different reasons. Study the list below carefully. Please place a "1" in the left column next to the reason that most closely expresses your top reason for involvement. Place a "10" in the left column next to the reason that least closely expresses your reason for involvement. Please then rank-order the reasons, from 1 to 10, according to how strongly they match with your reasons for involvement in GSL. Please only mark your answers in the left hand column, leaving the right column blank.

1. Developing "peace by pieces" through creating relationships and connections across cultures
2. Purchasing from local community members and business owners
3. Completing research at the request of the destination community and/or local community organizations there
4. Ensuring my own learning in respect to intercultural communication and global civic engagement
5. Seeing new places and experiencing the allure of travel
6. Completing one specific, community-driven infrastructure project (e.g., building a classroom, water harvesting system, or community center)
7. Addressing hunger through direct relief/resource exchange
8. Providing local (destination) students the opportunity to participate in programs and courses
9. Developing lasting relationships with community members, through which we may all grow and become members of a common community of understanding
10. Enhancing my knowledge in respect to my professional and academic paths


Appendix 21b - Fair Trade Learning

Objective:
To shift the focus of international education from myopic concern with student development to simultaneous consideration of student and community outcomes.

Assignment:
a. Pre-Departure. In small groups of 3 to 5 students each, assess the education abroad program using the Fair Trade Learning standards. Each group will prepare a brief presentation and facilitate a class discussion of one of the three sections of the standards as assigned. Presentations should highlight ways in which to further enhance the program by applying the standards.
b. While Abroad. In the same small groups, assess the education abroad program using the Fair Trade Learning standards. Each group will prepare a brief presentation and facilitate a class discussion of one of the three sections of the standards, as assigned. Presentations should emphasize ways in which to immediately change the program to further align with the standards.
c. Upon Return. Each group must assess the education abroad program using the Fair Trade Learning standards and submit a 2-3 page memo suggesting changes to the program based on the standards. As well, each individual student should submit a 1-2 page reflection paper on their assessment of the value of Fair Trade Learning.

Required Reading:

Required Video:
International Education and Ethical Community Partnerships: Considering Fair Trade Learning

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