

Pedagogical Innovations in Sustainable Development:

Fair Trade in the Classroom

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My Fair Trade Journey:

From the Classroom to the Community

What is Fair Trade?

- Fair trade is an **organized social movement** and **market-based approach** to empowering developing country producers and promoting sustainability.
- Fair Trade products originate from producers and workers committed to Fair Trade principles.
- Certifying bodies include FLO (fair trade certification mark), inspects producers and certifies product



Challenges Facing Small-Scale Producers

- Small producers have no direct access to importers and markets
- Middle people/brokers take too much profit
- Difficult to obtain reasonable credit: producers in chronic debt
- Volatile market: prices often too low to support a family



Fair Trade Principles:

- Pay a guaranteed minimum price with a social premium (a separate and additional payment to producer groups for investment in social and economic development).
- Work only with democratically-run farmer cooperatives
- Develop long-term, direct buying relationships
- Encourage ecologically sustainable farming practices

What Fair Trade Means:

- Cooperatives can improve community infrastructure using fair trade social premiums (health clinics, processing plants, warehouses, offices, schools); Children can attend school
- Producers get financing, access to markets, membership in cooperatives
- Creates stability for producers; generates trust between buyers and producers
- Protects wildlife, water supplies
- Prevents family and worker exposure to dangerous chemicals

Cooperativa Ixoq aj Kemool

“The Women Who Weave”

- Cooperative founded in 1991, managed through general assembly (one member = one vote)
- 30 members, ages 17-60
- Women weave an average of 6 hours a day in their homes on a traditional backstrap loom
- Cooperative connects weavers with consumers, eliminating a market “middleman” who would not adequately pay the weavers.
- Income from weaving provides for food, children’s school supplies, and other expenses.
- Cooperative sells textiles in gift and “boutique” shops in larger cities; expanding markets a major concern



Equal Exchange

- First US food or beverage company to adopt the international Fair Trade standards (1991)
- Works with 39 small farmer coffee, tea, and cacao cooperatives in 19 countries
- Worker-owned cooperative: owned and democratically controlled by its employees
- Committed to building a food system that empowers farmers and consumers, supports small farmers, and uses sustainable farming methods.



KSU Nonviolence Studies

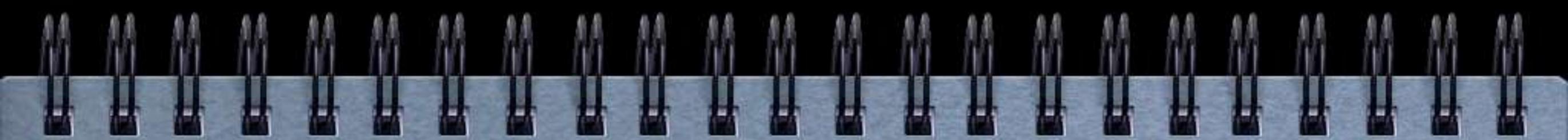
- Activities:
 - Season for Nonviolence
 - Movies on the Grass
 - Noontime yoga and evening meditation
- Works with:
 - the Women's Center
 - campus feminist group
 - Wildcats against Rape
 - SafeZone (**Students, Administrators and Faculty for Equality**)
- Nonviolence Studies Undergraduate Certificate Program



Fair Trade in Action

- Nicaragua Delegation to visit coffee farmers
- KSU Fair Trade Week 2006 & 2007
- Fair Trade Advocates Hunger Banquet
- Fair Trade Designs in the Classroom





Sustainable Feminism:

Redefining Sustainable Development in a Global Context

Women's Studies: Promotes Sustainable Development

Women's Studies is an academic, practice-informed discipline that examines:

- how and why in global society, there has been the ongoing social creation of interconnected inequalities: gender inequality and other inequalities (based on dominant social interpretations of sexuality, age, ableness, "race"/ethnicity and ethno-national/linguistic and religious cultures, class, global location--global South-North and (neo)colonial/imperialist divisions--AND
- how and why social change theories and practices can promote long-term transformations, which includes inclusive, democratic, egalitarian, ecological, and peaceful development that nurtures human beings and other biological life on Earth.

Promoting means implementing the basic premises of feminism, and placing these in a holistic framework. The basic premises of feminisms include core commitments to:

- value the equal worth of women and men, girls and boys;
- address male privilege;
- end all inequalities and break up intersecting hierarchies;
- promote social change through movements, collective activities, and the remaking of social and personal relationships and national/global institutions (for a summary, see Estelle Freedman, No Turning Back 2002: 7-8)



- Sustainable development requires the establishment of new social and ecological relationships that are fully inclusive and egalitarian, democratic, nonviolent, and in tune with long-term, cross-generational harmony between the world's people and Earth.
- Women's studies is about the process of participating together in the personal/collective process of transformations, and changing the ways that global society and future societies are structured so that together, as interdependent Earth dwellers, we will do our best to regenerate all life on our planet and in space around it.
- I ask my students to think about social change as educational processes that involve the joining together of thinking and action in cyclical and ongoing stages of knowledge development and applications.

Feminist Thought & Practice: Action Processes for Groups

- **First process:** talking as a group, assessing and defining women's and other groups' needs, family and community needs, and sometimes global concerns. Democratic and egalitarian participation are central to the process of making inclusive change.

Continuation of the first process: Examine society's adverse impact on the group and begin the ongoing process of evaluating the extent of progress that the group is making. Pay special attention to who is being left out and change group processes to be fully inclusive. Value women's invisible work, identify how it is changing, and recognize women's initiatives and skills as a resource.

- **Second process:** Defining the group's priorities, exploring various approaches for bringing about change, and deciding on an approach or "program" for meeting the group's needs. Make an effort to address more than one priority through selected action. Try to extend women's power in at least two spheres (e.g., home, paid work, and support networks).
- **Third process:** implementing group plans and carrying out social action or group project.
- **Fourth process:** Evaluating the impact and inclusiveness of the project at all stages, especially following the implementation of the social action plan. Using this knowledge to challenge sexism and other intersecting hierarchies as the group considers new social action steps. Linking North/South. actions through related projects, &/or doing inclusive, regional projects that help end interlocking hierarchies. Developing feminist/holistic women-valuing movements that work for: reproductive control & bodily integrity, the end of compulsory heterosexuality; the end of male/state/corporate violence against women, the full valuing of women's paid/unpaid work, the end of social dependency on heterosexist-gender & racism, new forms of reciprocity/redistribution & cooperation, the ecological reclamation of the commons/civil society, & the rise of peaceful, egalitarian, ecological, democratic, work relations/cultures.

To learn about ways to promote sustainable development, my students work on fair trade activities. As students participate in fair trade work on campus, they acquire knowledge about ways to reorganize work, consumption, decision-making, and the redistribution of wealth and power from the global North to the South.



Fair trade promotes an effective, cooperative model of ecological, women inclusive development based on restoring the civil commons and interconnected eco-systems (a model that relates directly to restoring the endangered eco-system and the economy on the prairies of the Great Plains).

- Students have organized and held a fair trade fashion show, which included promoting recycled clothing.
- Students have organized and carried out KSU's Fair Trade Marketplace, which has been held for the last three years. These events have led to the equivalent of about \$2 million dollars of support being sent back to producers and their cooperatives in countries of the global South.
- To do research and educate others about fair trade, graduate and undergraduate students have worked with me on writing and editing *Democracy Works: Joining Theory and Action to Foster Global Change* (Boulder, CO: Paradigm Publishers, 2008).

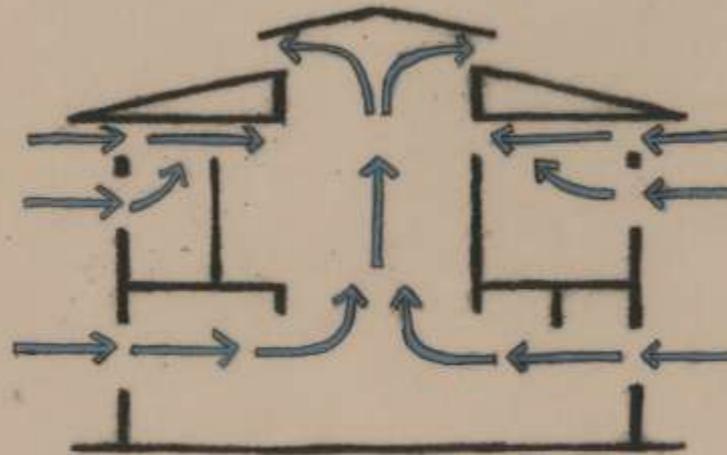


Conceptual Designs for a Fair Trade Cooperative near

Matagalpa, Nicaragua

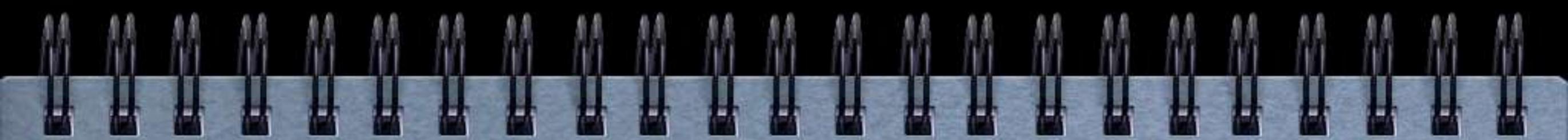
College of Architecture, Planning and Design's

Green Building Committee

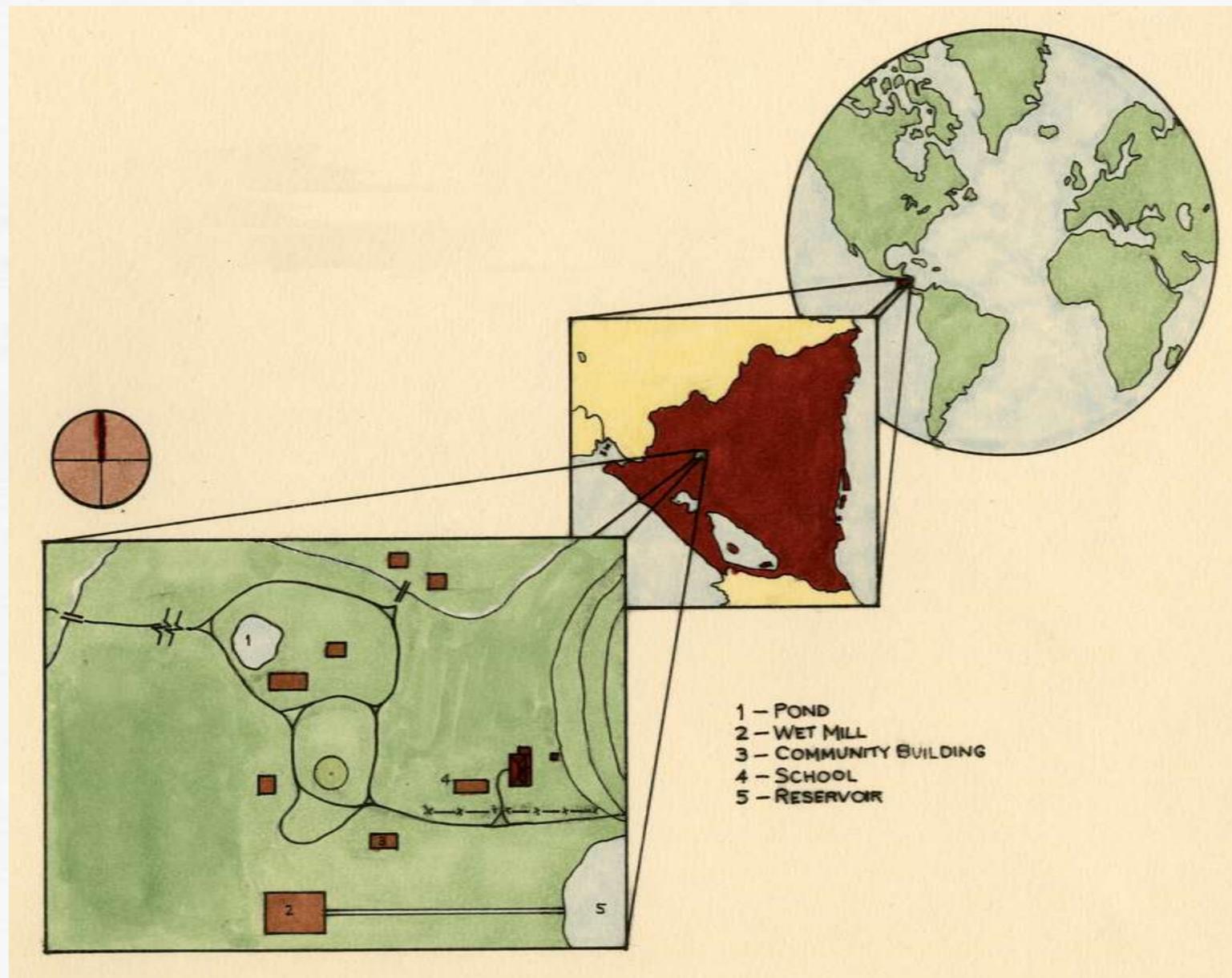


Natural ventilation is used to cool the building. Screened windows with sliding shutters allow for ventilation but also provide natural day lighting and shading when needed. Screened clearstory windows on the second floor provide ventilation for cooling during the day when it is hot and direct sunlight is not wanted. The first floor has a very open floor plan to assist in cross ventilation. This is accomplished on the second floor by placing a screen on the upper portion of the interior walls above eye level so as to provide privacy and still allow for air movement. Stacked ventilation is provided by raising and opening up a portion of the roof with windows above the open space next to the staircase.

“All studio...designs must engage the environment in a way that dramatically reduces or eliminates the need for fossil fuel.”



The Fair Trade Design Exercise



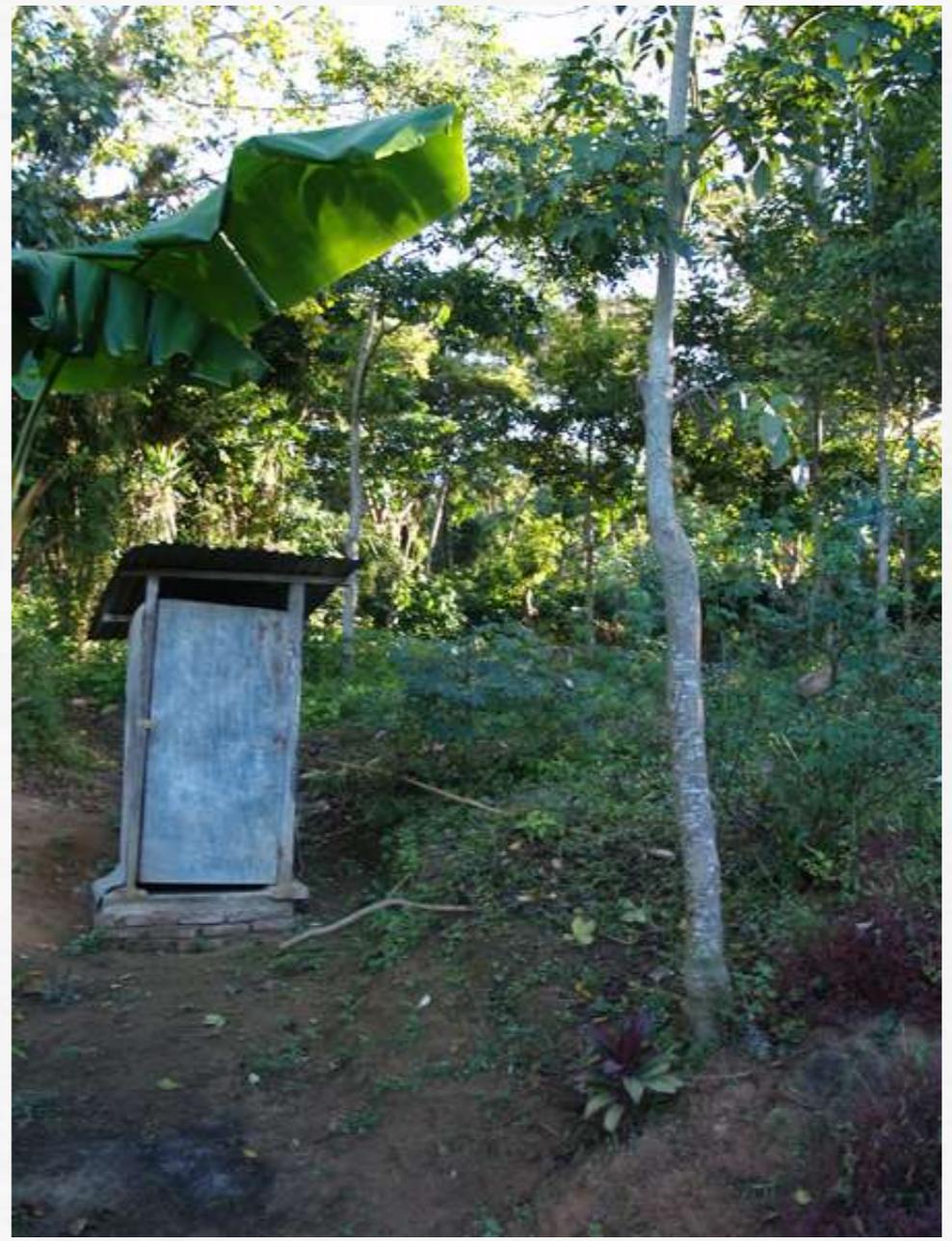
near Matagalpa, Nicaragua

Student Learning Outcome:

- To better understand the impact of fair trade



Fair Trade Impact

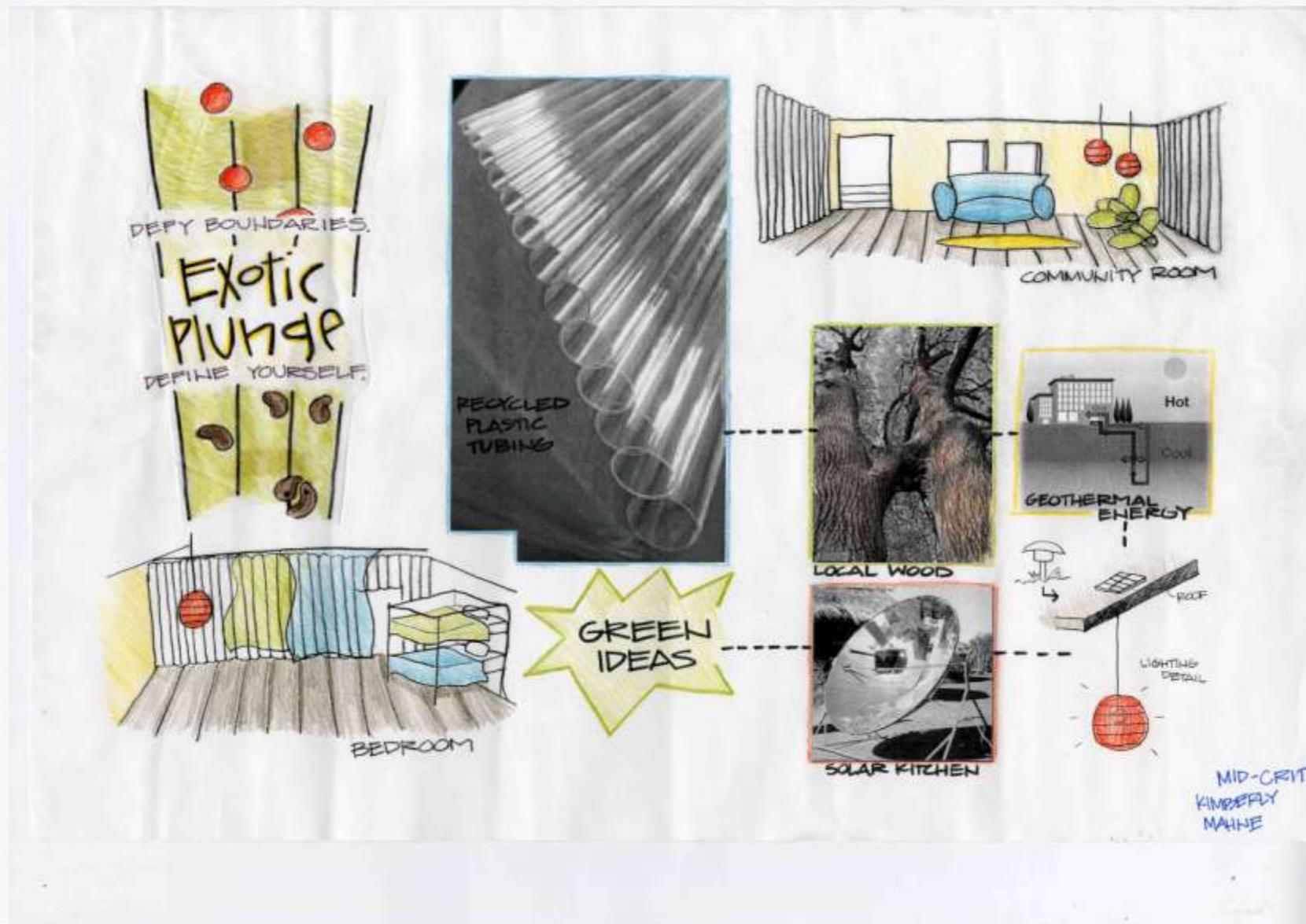


Fair Trade Impact



Student Learning Outcome:

- To introduce and further increase knowledge of applicable strategies of *sustainable* principles of design



Student Learning Outcome:

- To better understand the principles of fair trade versus free trade, coffee production and ecotourism, and Nicaraguan culture (including social, ecologic, and economic issues)

Nicaragua

Andrés Bello

Economy

- 2nd poorest nation in the northern hemisphere
- Only 55% is urban population and 60% are unemployed
- Relies on foreign funding, 75% living in poverty
- Exports- coffee, sugar, and meat (main source of commerce)
- Inflation rates are soaring

Culture

- Strong emphasis on family, national pride, and personal dignity
- Music and dancing
- Spanish literature- poetry
- Corn- key ingredient in most dishes

Politics

- Divided in the beginning many civil wars
- Sandinistas
 - Land distributing, leveling social status, and literacy
- Violeta Chamorro- female president, bettered the country

Architecture

- Colonial architecture
 - Detailed, asymmetrical building
 - Iron grillswork
 - Tiled roofs and stucco finishes
- Indigenous architecture
 - Very primitive
 - Zinc sheet roofs over a metallic panel structure and floors of domestic tile

San Juan Bautista de Suiza
1700

10 STEPS TO COFFEE

1. PLANTING



2. HARVESTING THE CHERRIES



Stripped picked
Selectively picked

3. PROCESSING THE CHERRIES



The dry method



The wet method

4. DRYING THE BEANS



5. MILLING THE BEANS

Hulling
Polishing
Grading and Sorting



6. EXPORTING THE BEANS



7. TASTING THE COFFEE



8. ROASTING THE COFFEE



9. GRINDING COFFEE

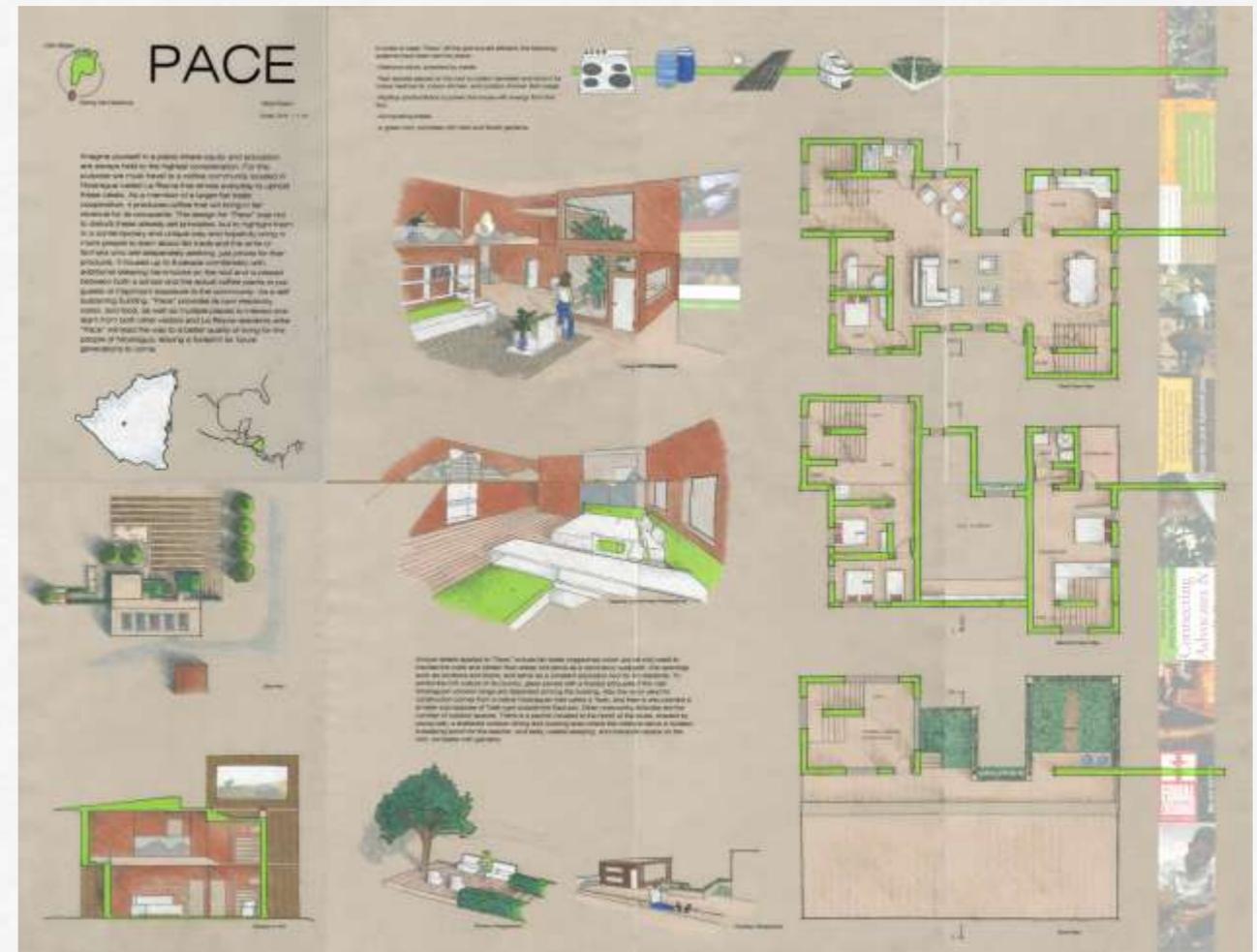


10. BREWING COFFEE



Student Learning Outcome:

- To define the parameters for the designers (i.e. the required needs within the program, functions, spaces for residential units, landscape, organic garden design, and site design)



LA REYNA

SAM WICHER BOB RILLOCK KATERA LEWIS GFD FALL 08

HOME 2 - 1400



Implementation of a system of promoting the benefits of food waste for reuse in the community. The goal is to create a community of people who are interested in food waste and who are willing to share their knowledge and resources. The goal is to create a community of people who are interested in food waste and who are willing to share their knowledge and resources. The goal is to create a community of people who are interested in food waste and who are willing to share their knowledge and resources.

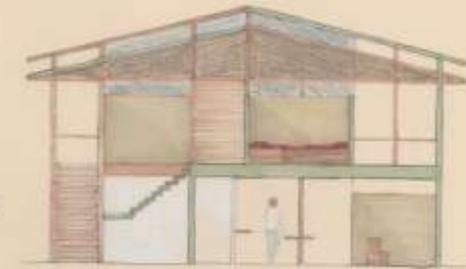


OUTDOOR SHOWER FACILITIES

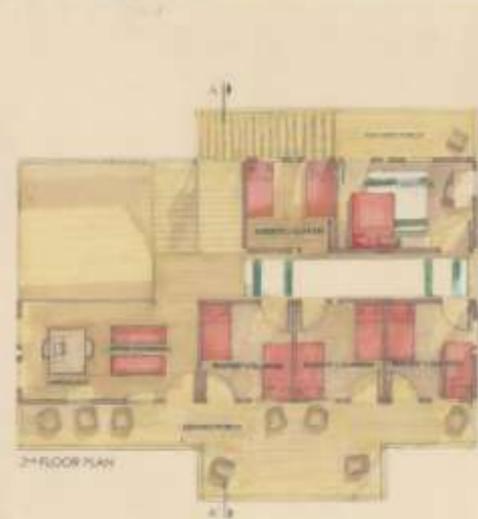
Showering facilities are provided for use of the building residents within the garden, where users can see the plants and get fresh air. The shower is attached to the outdoor kitchen and bathroom facilities.

SITE PLAN

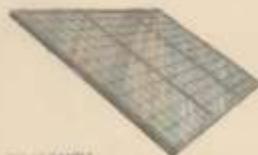
Detailed site plan for the community center facility. The site plan shows the building's location on the plot, the garden, the shower, and the outdoor kitchen and bathroom facilities.



SECTION 4-4'

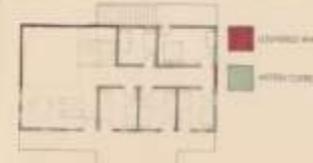


2ND FLOOR PLAN



SOLAR PANELS

Installing the solar panels on the roof of the building can be used as a means to power the community's lighting. The panels will provide energy for the community's lighting, which can be used to power the community's lighting.



VENTILATION

In the fall season of the building, the roof of the building was designed with a ventilation system. The system will provide fresh air to the building, which can be used to power the community's lighting.



SHOE STORAGE

Shoe storage is provided for the community's use. The storage is provided for the community's use, which can be used to power the community's lighting.



BUNKLE BED STORAGE

The bunkle bed storage is provided for the community's use. The storage is provided for the community's use, which can be used to power the community's lighting.



TEACHER'S QUARTERS VIEW



1ST FLOOR PLAN



WATER RETENTION

Water retention is provided for the community's use. The retention is provided for the community's use, which can be used to power the community's lighting.



COMPOSTING TOILET

Composting toilets are provided for the community's use. The toilets are provided for the community's use, which can be used to power the community's lighting.



VERANDA DECK

The veranda deck is provided for the community's use. The deck is provided for the community's use, which can be used to power the community's lighting.



OUTDOOR BATHROOM FACILITIES

Outdoor bathroom facilities are provided for the community's use. The facilities are provided for the community's use, which can be used to power the community's lighting.



OPPOSITE WALL PORCH VIEW



NICARAGUAN IMMERSION

AN ECO-TOURISM DESTINATION SPONSORED BY EQUAL EXCHANGE

THOMAS JONES
IAPD I
FALL 2008

DESIGN OBJECTIVES

THE OBJECTIVE FOR THIS DESIGN IS TO CREATE A RESIDENTIAL AND COMMUNITY BUILDING FOR THE LA REINA COFFEE COOPERATIVE. IT IS DESIGNED AS AN ECOTOURISM DESTINATION TO ATTRACT GUESTS THAT ARE INTERESTED IN COFFEE, FARM TRAILS, AND THE COOPERATIVE MOVEMENT. LIVING SPACE FOR MULTIPLE GUESTS AND A HOME PERMANENT APARTMENT FOR A TEACHER IS INCLUDED IN THE DESIGN. THE PROJECT HAD THREE MAIN GOALS:

1- THE EDUCATION OF VISITORS

VISITORS WILL LEARN ABOUT THE COFFEE PRODUCTION PROCESS, WHICH INCLUDES EVERYTHING FROM GROWING THE BEANS TO HOW THE FINAL COMMERCE ENDS UP WITH THE DRINKER'S CUP OF COFFEE. IN ADDITION TO LEARNING ABOUT COFFEE, VISITORS WILL ALSO HAVE THE OPPORTUNITY TO LEARN ABOUT OTHER ASPECTS OF NICARAGUAN CULTURE SUCH AS TRADITIONAL FOOD AND ART.

2- SUSTAINABILITY

THE HOUSE WILL REMAIN OFF THE GRID AND WILL USE AS MANY SYSTEMS AS POSSIBLE TO CREATE A COST-EFFECTIVE ENVIRONMENT THAT IS HEALTHY FOR BOTH THE RESIDENTS AND THE EARTH. THESE METHODS INCLUDE THINGS SUCH AS PHOTOVOLTAICS, ORGANIC AGRICULTURE, AND THE USE OF RECLAIMED BUILDING MATERIALS.

3- FUSING LOCAL ARCHITECTURE WITH A MODERN AESTHETIC

THIS PROJECT WAS APPROACHED WITH THE IDEA OF ATTENDING TO NICARAGUAN SENSIBILITIES, BUT INFUSING IT WITH MODERN AESTHETICS AND SYSTEMS. FUSING THE OLD AND NEW ARCHITECTURES REPRESENTS RETAINING NICARAGUAN ROOTS AND CULTURE, BUT ALSO LOOKING TOWARD A FUTURE WHICH INCLUDES A BETTER LIFE FOR THE RESIDENTS AND COFFEE FARMERS.



SITE PLAN SCALE: 1/8" = 1'



INTERIOR PERSPECTIVE



WATER COLLECTION
THE ROOF'S CONCRETE SLABS ALLOW WATER TO FLOW TO A SINGLE POINT WHERE IT IS FUNNELED, COLLECTED, AND STORED IN A UNDERGROUND TANK TO BE PUMPED UP FOR FUTURE USE.



UPWARD SHOWER AND BATH
THE UPWARD SHOWER AND BATH AREA IS A RECLAIMED WOOD THAT UTILIZES GUSTO ARRANGED SLATS TO REDUCE BOTH ODOROUS EVAPORATION AND PHEAUX.



BUILDING ORIENTATION AND DESIGN
THE BUILDING'S PORCHES ARE LOCATED TOWARD THE SOUTH TO TAKE ADVANTAGE OF THE COOLING WINDS THAT NORMALLY COME FROM THE SOUTH DURING THE OVERCAST TIMES OF THE YEAR.



SQUARE AND CHIMNEY
SQUARES PROVIDE COOL, SHY LIGHTING AND VENTILATION. CHIMNEYS ON BOTH LEVELS ALSO ALLOW USERS TO OPEN SQUARES EVEN WITHOUT A FAN AND ALLOW FOR AIR CIRCULATION DURING APPROPRIATE TIMES OF THE YEAR.

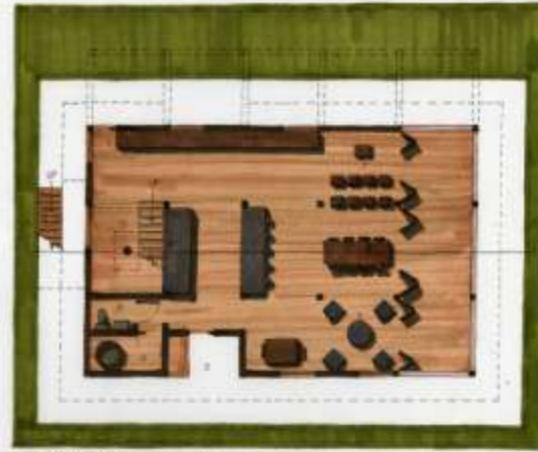


SECTION A-A' SCALE: 1/8" = 1'



1ST FLOOR KIT
KITTY
COFFEE BAR &
OUTDOOR COOKING &
FOOD PREPARATION &
DISHWASHER
STOVE &
REFRIGERATOR
SINK &
DISHES &
KNIVES & UTENSILS
DISPLAY 1

DISPLAY
PLANT SAMPLES AND OBJECTS ON DISPLAY PROVIDE A DETAILED AND INFORMATIVE APPROACH FOR LEARNING ABOUT THE COFFEE PROCESS AND NICARAGUAN CULTURE.



1ST FLOOR PLAN SCALE: 1/8" = 1'



EXTERIOR PERSPECTIVE



2ND FLOOR KIT
STAIRS TO TEACHER'S APARTMENT &
TEACHER'S APARTMENT 2
BED ROOM 1
CLOSET ROOM 1
TOILET 1
PHOTOVOLTAICS &
SHOWERS
KITCHEN & UTENSILS

FURNITURE AND TRIFLES
ALL FURNITURE AND TRIFLES (BED COVER, RUGS, ETC.) ARE PURCHASED FROM LOCAL CRAFTSMEN AND WORKERS TO SUPPORT LOCAL BUSINESS AND GIVE THE BUILDING AUTHENTICITY.



2ND FLOOR PLAN SCALE: 1/8" = 1'

Readings & DVDs

- “The Economic Lives of the Poor” by Abhijit V. Banerjee and Esther Duflo, *Journal of Economic Perspectives*, Volume 21, Number 1, Winter 2007, pages 141-167
- “Is Fair Trade Becoming ‘Fair Trade Lite’?” from Business Week
- *Black Gold* Movie
- Morgan Spurlock’s *30 Days: Season 1*, Episode “Off the Grid”

Student Learning Outcome:

- To be actively involved in on- and off-campus activities directly related to the exercise's principles











Conclusion

Questions & Comments

Credits

- Logos: Equal Exchange, Transfair USA, & KSU Campaign for Nonviolence
- Photographs taken by Katrina Lewis, Torry Dickinson, & Summer Lewis
- KSU Fair Trade Marketplace
- First-Year Women's Studies Seminar (WOMST 105), Fall 2008
- Second-Year Student Work Examples from IAPD Design Studio I (IAPD 307) for Exercise 4: Fair Trade Housing, Fall 2007 & 2008