

Gender Equity and Fair Trade



FAIR TRADE SCHOOLS

Differentiated Lesson Plans for Grades 6-12



Overview of Lesson Series

Fair Trade Schools is a recognition program for schools, grades K-12, demonstrating their commitment to Fair Trade. Through this program, we seek to engage future generations in making a difference through their purchases and understanding Fair Trade within larger global issues. In our globally connected world, the concepts of environmental and economic justice, as well as fair treatment of those less fortunate, are imperative for students to learn.

Fair Trade Campaigns is a powerful grassroots movement mobilizing thousands of conscious consumers and Fair Trade advocates on campuses and in communities across the U.S. We are part of a global effort to normalize Fair Trade as an institutional practice and consumer preference across 24 countries and on 6 continents.

These lessons were developed in partnership with, and incorporate original content developed by, Creative Change Educational Solutions.



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Table of Contents and Lesson Sequence

Lesson/Activity	Description	Time
A) What would you do if?	Students consider a list of everyday abilities and rights often taken for granted, such as the ability to go to school or get a job. Students identify the rights/abilities they have now (or will have), and consider how their life might be different if they were prohibited from doing those things. (The activity sets students up to understand that worldwide, many women and girls face barriers to many rights and opportunities.)	15 minutes
B) A Day in the Life	Through a video, reading and/or podcast, students learn about the gender-based barriers faced by Charlotte, a teen girl from Ghana, and Durga, a young woman from India.	15 minutes
C) So you want to be an entrepreneur!	Playing the role of an entrepreneur, students must complete a list of business start-up tasks, such as opening a bank account, but the ability to do so is determined by 'chance' cards. Half the students get cards with barriers women in 'developing' countries face, while the other half gets cards describing opportunities available to men. (Students do not learn that the opportunities are gender-based until after the activity.)	20 - 30 minutes
D) Data Analysis*	Students work with data on global gender inequality by interpreting and/or creating tables, charts, or infographics.	30 minutes
E) Reading Selection: Advancing Gender Equity in the Global Economy	A reading selection describes gender-based barriers to economic opportunities and the ways in which Fair Trade can advance equity. A formative assessment focuses on cause-effect relationships among barriers, opportunities, and the well-being of families and communities.	30 minutes
F) Taking a Stand on Women Owned Businesses*	Learners write a persuasive paper about whether the school or community should support women-owned businesses.	Time varies. Allow 30 min. in class to develop an outline.

Document Structure

This document contains Teacher Notes followed by complete student materials for all activities. You can print and copy the student pages as desired.

For greatest impact, we suggest using the complete document in sequence. If you have less time, here are some strategies for selecting activities:

- Use Activity A as a ‘hook’ to engage students in the topic, and then continue with your relevant course materials.
- Use the reading selection to supplement your textbook and introduce different perspectives.
- Use the culminating activities as the basis of projects--assuming students have the background knowledge.

Regardless of your strategy, ensure you allow adequate time for debriefing, assessment, and closure. For additional guidance, please see *An Educator’s Guide to Fair Trade*.

Teacher Notes

Guiding Questions

- What does ‘gender’ mean and how can it impact the opportunities you have?
- What are common gender-based barriers and opportunities in terms of education and work?
- How can improving opportunities for girls and women benefit boys and men?
- What can consumers do?

Concepts/Vocabulary

While the terms ‘sex’ and ‘gender’ are sometimes used interchangeably, they are different in important ways. **Sex** refers exclusively to biological differences between men and women. **Gender** refers to the learned behaviors and roles defined as male or female. Gender roles vary widely among societies and cultures, and change over time. The socialization process concerns men and women, boys and girls; and it takes place at the individual, the family, and the community level.

Gender equality means equal opportunity to develop and make choices unhindered by gender stereotypes, roles, and prejudices. It means that the different behaviors and needs of women and men are equally considered and valued. It does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities do not depend on whether they are born male or female.

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

As described in this lesson, Fair Trade helps to eliminate inequalities and ensure equal opportunities between men and women. In this sense, gender equity (fair treatment) leads to equality (equal freedom).

What about boys and men?

A focus on gender equity raises the question, What about boys and men? After all, 'male' is a gender as well. Won't efforts to create equal opportunities for females mean fewer opportunities for males?

The 'girls win/boys lose' mindset sets up gender rights as a zero-sum competition--a game in which only one can win. This way of thinking positions female empowerment as a threat to men. Male-female relationships are seen as adversarial rather than cooperative, eliminating the opportunity for win-win outcomes. And it is exactly a win-win outcome that gender equity hopes to achieve.

When girls and women gain rights and access to education, everyone benefits. Better educated girls have more economic opportunities. Their health tends to be better. They tend to marry later and have lower birth rates, resulting in greater maternal and child health. Women who earn income tend to spend it on the family, bringing benefits to husbands and sons as well as daughters.

A note on the terms 'developed/developing' (when referring to a country)

A 'developing' country typically means a 'poor' or Third World country. However, this term can be problematic because it carries the assumption that undeveloped people or places are primitive and backwards and need to be like the developed ones. Throughout the lesson, encourage students to look beyond material goods and technology as the measurement of development. Instead, highlight the skills, resources and values people of all backgrounds have. Fair Trade recognizes these and aims to build on them.

This is especially important for working with low-income and/or immigrant students. The deficit-based assumption that these students are 'undeveloped' and need to be fixed so that they are 'more like us' overlooks the experiences and knowledge these students bring. Use this cultural knowledge as a bridge to the academic skills they will need to succeed.

As alternatives to 'developing', you can refer to countries by the United Nations' income categories. A full list is [here](#). The terms Northern and Southern nations are also used, respectively, for First and Third World

Additional resources on Women's Empowerment

- [Fair Trade and Women](#)
- UNESCO paper on [gender equity](#)
- [The World Bank](#) is another source.

The *Educator's Guide to Fair Trade* provides additional background reading. You can provide this content to students who are ready for more challenging content.

Additional concepts/vocabulary

Cooperative, discrimination, empowerment, collateral, entrepreneur, equity, equality

(Terms and definitions are provided at the end of the Student Pages. See also the “Educator’s Guide to Fair Trade” for a Master Vocabulary List.)

Background and Prerequisite Learning

This lesson focuses on the relationship among gender, education, and economic opportunities. This requires that students have an understanding of key concepts including gender, sex (i.e., boy/girl), equity, and equality. Students must also understand that improving outcomes and rights for girls and women does NOT mean reducing outcomes and opportunities for boys and men. The section below addresses these issues, drawing on definitions from UNESCO (the United Nations Educational Scientific and Cultural Organization).

Outcomes and Assessments/Activities

Big Ideas	Assessment/Activities
<p>Students will understand that:</p> <ul style="list-style-type: none">● In many countries and cultures, girls and women are still considered second class citizens.● Women face many barriers to economic opportunity, including laws that prevent women from owning land or opening a bank account.● When women are given the opportunity to take leadership roles and participate on an even playing field, they are viewed and treated differently by the rest of their society.● Empowering women has a powerful positive impact on communities, because they invest in their families. This benefits men and boys as well.	<p>Students demonstrate learning as they:</p> <ul style="list-style-type: none">● Identify barriers faced by girls, including lack of education and unequal legal rights.● Describe the impacts of these barriers on girls’ and women’s opportunities in terms of education, economic advancement and leadership.● Create cause-effect statements that show the impacts of women’s empowerment.● Identify ways families and communities benefit from women’s empowerment.● Develop a position on women-owned businesses, and defend it with evidence.

Common Core English Language Arts Anchor Standards

Reading Grades 6-12

Key Ideas and Details

1. Read closely to determine what the text explicitly says and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Activity E)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details. (Activity E)
3. Analyze how individuals, events & ideas develop and interact within the text. (Activity E)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (Activity D)

Writing Grades 6-12

Production and Distribution of Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Activity E)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Activities C & E)

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (Activity F)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (Activity D)

Speaking and Listening Grades 6-12

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Activities A - C)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (Activity B)

Language 6-12

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness levels. (Activity E)

Materials and preparation:

'Chance Cards' for Activity C are provided on page nine (before the student materials). Make a copy of the cards for each group of four students and cut the cards apart. Within the group, two students will get the 'women' cards and two will get the 'men' cards. Don't reveal the gender element.

Activity Procedures

Self-explanatory directions for each activity are provided within the student pages. This section contains additional guidance for each activity.

Activity A: What would you do if?

- Have students read briefly from the list of actions. Actions include owning a business, applying for college, having a bank account, etc. Have students put a C next to those that you can do now, and a P next to those you may plan to do in the future.
- Direct students to turn to a partner and compare one item. For example, what would it be like if they were prohibited from doing that or would it impact their future?

Activity B: A Day in the Life

In this activity, students learn about the lives of two teen girls and their barriers to education: Charlotte from Ghana ([a video](#)) or Durga from India ([an online news story with audio and text](#)).

Charlotte's school is in Bolgatanga, the second Fair Trade Town in the country, and in Africa as a whole. Learn more about the [Bolgatanga Fair Trade Town](#) effort, or view this [45-second video](#) of the public announcement of the community's status as a Fair Trade Town.

The story of Durga addresses her arranged marriage to an older man when she was still a teen, and the subsequent efforts of her father to undo the marriage once he saw the impacts on his daughter's life. To challenge the validity of the union, Durga's father sends her to school so that she is more educated than the husband, resulting in a mismatch. The story is provided here to emphasize early marriage as a barrier to education and the growing realization among parents of the importance of education. It is not intended as a critique of arranged marriages. Moreover, Fair Trade makes no claims that it prevents early marriage, and marital status is not a part of Fair Trade certification standards.

Directions:

Assign the video and/or news story, and have students respond to the questions in pairs, a full group discussion, or as a writing exercise. See *An Educators' Guide to Fair Trade* for a list of reading, discussion, and writing strategies.

Activity C: So you want to be an entrepreneur!

Overview

In this activity, students assume the role of an entrepreneur and must complete a list of business start-up tasks, such as opening a bank account. Students draw 'chance cards' (page nine) that determine access to the resources and opportunities needed to complete the tasks. Half the students get cards with barriers women in 'developing' countries face, while the other half gets cards describing opportunities available to men. (Students do not learn that the opportunities are gender-based until after the activity.) White cards describe men's opportunities. Shaded cards describe women's barriers.

Directions:

- Put students in groups of four: two pairs, one pair representing men, the other representing women. (Don't reveal the gender grouping.) Mix students so that students take on the role of the other gender (although they won't know).
- Have students review the list of start-up tasks.
- Make one copy of the chance cards page for each group of four students and cut the cards apart. Within each group, give one pair of students the men's cards and the other pair the women's cards. Don't reveal the gender dimension.
- As noted, the men's cards describe the access and resources they can get to accomplish the start-up tasks, while the women's cards describe the barriers.
- At your signal, have one pair of students (the 'men') turn over one chance card. Students should check off the start-up task when they can complete it as indicated by the card.
- Alternate with the next pair, the 'women', who will not be able to complete the tasks.
- Continue until all cards have been played, then lead a discussion (or have students write responses) based on the reflection questions. The questions ask students to describe and explain what happened, and connect it to real-life examples. Here, students may draw connections between legal barriers and historical events such as slavery, Civil Rights, etc.

Activity D: Data Analysis

This activity provides two options: Option 1 focuses on reading charts, and Option 2 focuses on creating tables, charts or infographics. Assign one or more options based on students' needs and abilities. As needed, review the definition of 'developed' countries.

Activity E: Advancing Gender Equity in the Global Economy

- Guide students through this multi-part reading using your preferred method. See the *Educator's Guide to Fair Trade* for differentiating the reading for struggling readers. There are strategies for working with the text, such as annotating to highlight important main ideas, supporting ideas (evidence), and definitions.
- A formative assessment follows the reading. Here, students must create a cause-effect infographic about women in the global economy. There are options for students to share and review each other's infographic.

Activity F: Taking a Stand on Women-Owned Businesses

- Have students review the information about Cafe Feminino using the website and/or video links provided. Direct students to write down the benefits and drawbacks of the business. Students may say that the business eliminates jobs for men; clarify that the business provided new jobs and did not take them away from men. As needed, have students review the ways that empowering women benefits everyone. Challenge students to think about 'win-win' rather than 'win-lose' solutions.
- The student pages provide self-explanatory guidelines for developing a persuasive paper. A rubric is included, with criteria for organization, using evidence and other writing skills.

Chance cards follow.

Chance cards

<p>You need to open a bank account and get a loan. The bank trusts people like you, so there's no problem. Plus, you already own property, so that means you have collateral (something of value the bank can take if you don't pay back the money).</p>	<p>You need to open a bank account and get a loan. The bank doesn't think people like you should be in business. Besides, the bank wants collateral (something of value they can take if you don't pay back the money), but you don't own anything. Sorry!</p>
<p>Need to buy land? You got it! You'll meet with a landowner this afternoon and settle the deal.</p>	<p>Need to buy land? Sorry! The law says people like you aren't allowed to own it. The landowner won't even meet with you.</p>
<p>You need to hire workers for the business. You will have to have potential new hires and go through a formal application process. The strengths and weaknesses of the job candidates need to be assessed so that you can have a strong team moving forward.</p>	<p>You need to hire workers for the business. Hiring new workers is a problem because some see you as a weak boss and too emotional. You have to put in long hours because you don't have workers--and probably won't get any.</p>

More cards on following page →

<p>You will have to have a marketing and branding campaign to get your goods on the market. You have a strong squad of workers and partnerships forming so this task is simple. You form many business relations and your product is taking off. Congratulations!</p>	<p>Your brand needs a strong branded message to penetrate the market. You may have to hide your name from the marketing campaign because customers won't trust people like you. If you meet with potential buyers, someone else may have to speak on your behalf. What a shame--no one will know about your product.</p>
<p>You need to obtain a business license. Fill out the correct forms and apply for the permits. This ensures your business is compliant with state and federal laws. You'll get this within a week.</p>	<p>You need to obtain a business license. The inspections are lengthy and the authorities don't trust people like you. You'll have to pay an extra fee, but you don't have any savings. Too bad.</p>
<p>To get you business running, you need certain equipment to operate. You'll need to figure out what your initial expenditures will be and lease or make that first purchase.</p>	<p>To get you business running, you need certain equipment to operate. Some don't want to make business deals with people like you. Leasing equipment is high-cost and there are large charges upfront. You don't have any money for this--unless you can get a loan.</p>

Activity A: What would you do if?

- Read the list of actions below. Put a C next to those that you can do now, and a P next to those you may plan to do in the future.
- Compare with a classmate.
- Choose at least one item. What would it be like if you were prohibited from doing that? Would it impact your future? If so, how?

Finish high school	Own a business
Apply to college	Own a home or land
Apply to graduate school	Have a bank account
Apply for a job	Own/lease a vehicle
Have access to health care	Vote in elections

Activity B: A Day in the Life

In this activity, you will learn about two teens who share their stories about education:

- Charlotte from Ghana: [Watch a video.](#)
- Durga from India: [Listen to and/or read an online news story.](#)

After you learn about their stories, respond to these questions as directed by your teacher:

- What was new or surprising?
- What challenges does she face?
- Name a way your life is similar.
- Name a way your life is different.
- What would you say to Charlotte if you could?

Activity C: So you want to be an entrepreneur!

Congratulations! You've made the decision to start your own business as a coffee farmer. The market for good coffee is strong, and you have the ambition to be successful. But first, you've got a lot of work to do. Here are all of your start-up tasks:

____ Open a bank account and get a loan

____ Purchase land

____ Get a business license

____ Purchase equipment

____ Go to stores and restaurants to promote your coffee

____ Hire workers

Can you get them all done? Your teacher will provide cards that describe what happens when you attempt to complete each task. Turn over the cards as directed by your teacher. Check off the task above if you are able to complete it. Good luck!

Debrief:

- How did your experience compare with other students' outcomes?
- How would you explain that?
- What do you think was meant by 'people like you'? What was that based on?
- Can you think of any real-life examples of the barriers or opportunities you had?

Activity D: Data Analysis

Introduction

Girls and women face unique challenges to equal opportunity. In this activity, you will take a deeper look at the data.

Directions

Work with the data on the following page as directed by your teacher.



Activity D: Option 1

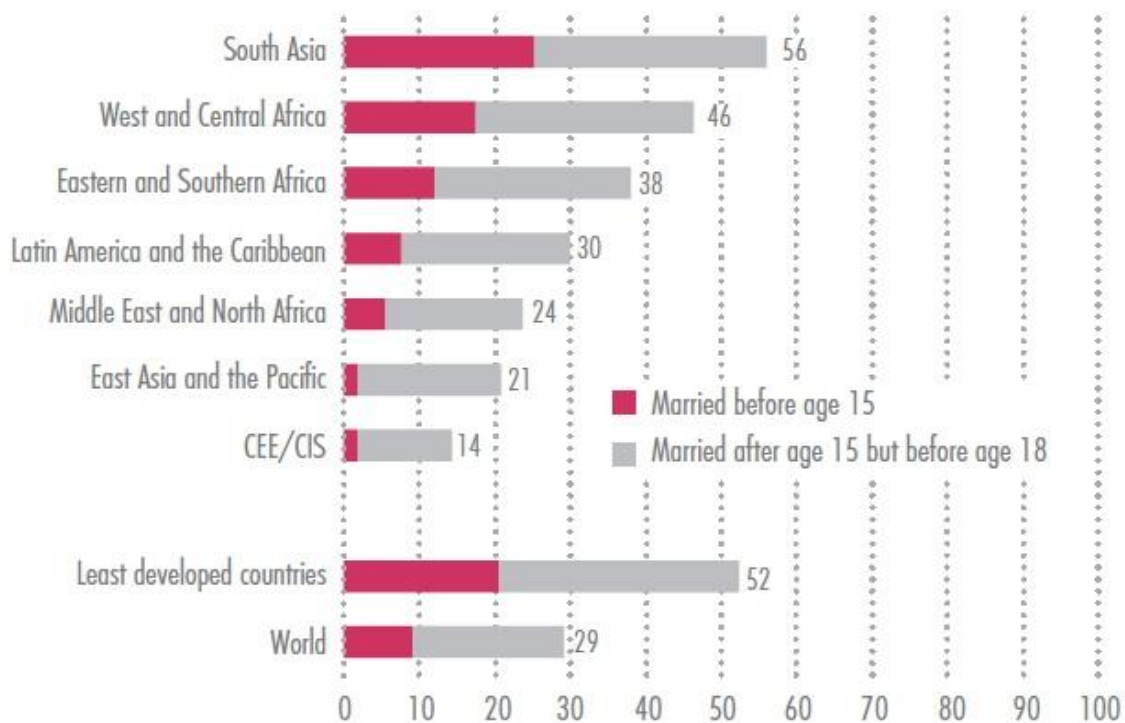
Read the graphic

In some parts of the world, the cultural belief is that girls should not work. This means the family must support the girl. However, when a girl is married, the husband takes on the responsibility. This puts pressure on families to arrange marriages early--sometimes as young as 15 years old.

Review the data in the graphic and answer these questions. (Note that for each horizontal bar, the first section is the percent married before age 15, and the second section is the percent married after 15 but before 18.)

- Does the graphic provide data about individual cities, countries, or regions of the world?
- What do the numbers next to the bars refer to?
- Worldwide, what percent of women were married (or in a marriage-like union) by the age of 18?

Percentage of women aged 20 to 49 years who were married or in union before ages 15 and 18, by region



Source: [UNICEF: Ending Child Marriage](#)

Activity D: Option 2

Create a Graphic

Read the statistics (drawn from The World Bank's [World Development Report: Gender Equality and Development](#)) and create your own graphic (a table, pie chart, or other graphic) to communicate the information to a classmate or peers:

- 103 million youth worldwide lack basic literacy skills, and more than 60 percent of them are women.
- Women produce 60-80 percent of the world's food, yet own only 2 percent of land.
- Women worldwide earn on average 77 percent of what men earn for comparable work.
- More than one third of employed men (35.5 percent) and more than one fourth of employed women (25.7 percent) work more than 48 hours a week. This affects the unequal distribution of unpaid household and care work between women and men.
- At a global level, the employment gender gap is shown by an employment-to-population ratio of 46 per cent for women and almost 72 percent for men in 2015.
- Women's labor force participation has grown in the past 30 years as expanding economic opportunities have drawn many female workers into the market. Between 1980 and 2008, the gender gap in participation narrowed from 32 to 26 percentage points.

Discussion questions:

- What statistics are new or surprising?
- How can you explain the data you worked with? What factors contribute to it?

Activity E: Reading Selection

Advancing Gender Equity in the Global Economy

Women and Agriculture

Twenty-five percent of the entire global population consists of women living in rural areas, mainly in 'developing' countries. Agriculture remains the most important source of employment for these women. For example, in Southern Asia and sub-Saharan Africa, over 60 percent of all working women are employed in agriculture, where salaries are often very low.

According to the United Nations, women produce between 60-80 percent of the world's food. Women are also responsible for most of the unpaid care work such as attending to children, cooking, and household duties. Despite their vital role in the global economy and in communities, women face many barriers to equal pay and economic opportunities:

Cultural Beliefs

In some cultures, girls are expected to be a wife and mother only. In this view, educating girls is not a priority because they are not encouraged or expected to work outside the home.

Legal Barriers

Women entrepreneurs may need a man's approval or signature to do basic things to start a business, such as opening a bank account, getting a loan, signing a contract, and owning property.

Leadership

Women are also underrepresented in leadership positions in business and government, although figures are improving. For example, according to [UN Women](#), only 22 percent of all representatives at the national level were female as of August 2015, a slow increase from 11.3 percent in 1995.

Harassment

Women workers are often harassed through verbal or physical abuse. Female applicants or employees may be required to take a pregnancy test or asked about their pregnancy status when applying for a job or while employed. Pregnant women can be fired or turned away.

When girls and women--half the population--are unable to contribute to their full potential, families lose income and access to health care, better nutrition, and education. This harms boys and men as well. Together, these challenges can weaken the *entire* community.

Activity E: Reading Selection

Advancing Gender Equity in the Global Economy

Gender Equity and Fair Trade

Fair Trade is an approach to business that aims to provide safe, healthy working conditions for farmers and workers; protect the environment; and empower communities to build strong, thriving businesses (benefits that men receive as well).

Equal Wages and Fundamental Rights

Fair Trade standards require that male and female workers receive equivalent wages for work of equivalent value. They also ensure maternity leave for women, and strictly prohibit sexual discrimination and harassment, including pregnancy testing.

Opportunities for Advancement

Male and female workers have equal opportunities for recruitment, promotion, access to training, or other activities. Physical violence and abuse of any kind are strictly prohibited.

Entrepreneurship

Women in Fair Trade are empowered to create other local, women-led businesses and even create international organizations to assist and empower other women globally.

Leadership

Many Fair Trade farms have women's committees that create programs to encourage female participation and leadership within the organization. Examples:

- Ecuadorian flower harvesters Maria Quishpe and Yolanda Changoluiza finished their High School equivalent degrees through Fair Trade scholarships for adult employees.
- Cocoa cooperative Coopérative Agricole Kavokiva de Daloa (CAKD) in the Ivory Coast operates a women's literacy program using Fair Trade premiums.

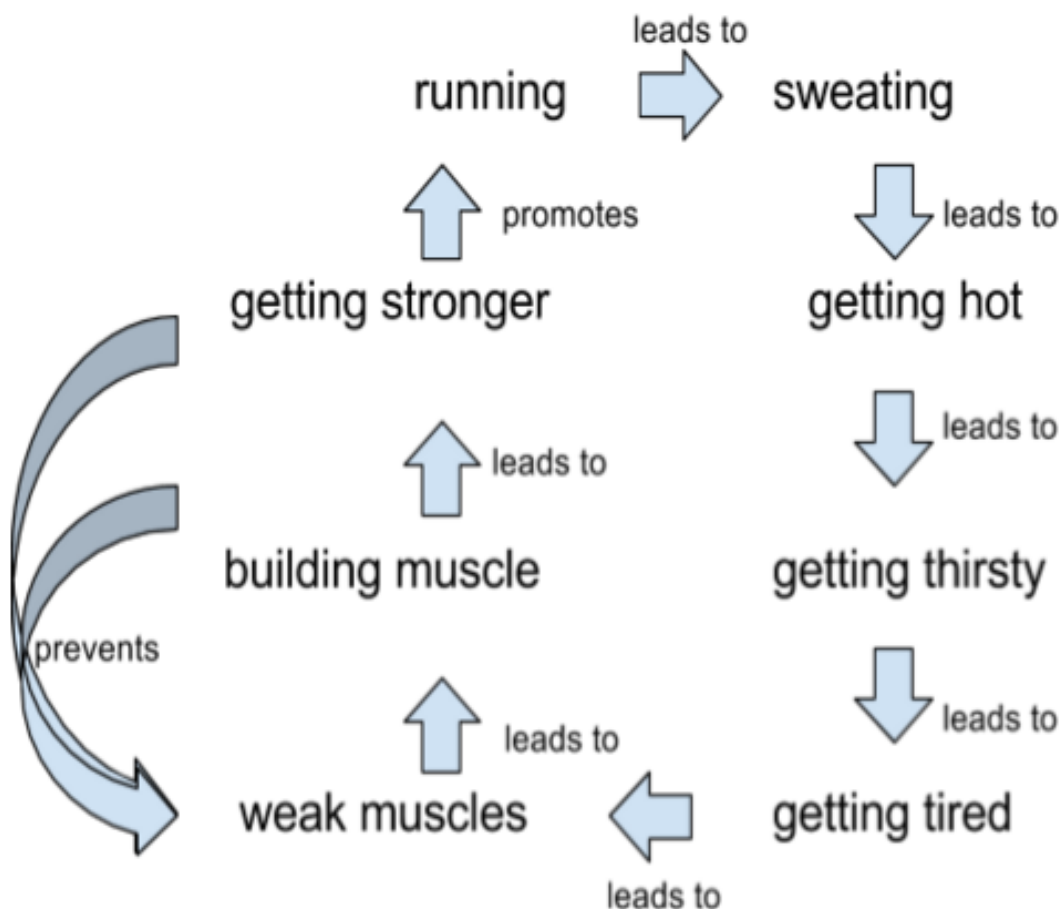
All of these benefits enable women to contribute to their families and better the lives of their children. This creates stronger communities that enable **everyone**--male and female--to reach their full potential.

Activity E: Reading Selection Assessment

Assessment: Cause and Effect

Below are statements and phrases about women and Fair Trade. The phrases and statements are related, but they are not in order. In this activity, you will create a diagram or infographic (a model) that shows the connections. You will emphasize cause-effect relationships and show how one phrase or statement can result in (or prevent) another. Here's a simple example to get started; the phrases have to do with running:

weak muscles | sweating | getting hot | running | getting thirsty | getting tired | getting stronger



Activity E: Reading Selection Assessment

Now try it yourself with the phrases and terms below. Create and show connections using verbs such as create, lead to, result in, enable, support, advance, or prevent. Use additional words as needed. Then write a short paragraph explaining your work. Use complete sentences.

access to education

equal pay

the ability to buy land

better health

access to loans

lower wages

legal rights

more income

cultural beliefs

education for children

respect

leadership

Share your work! Options:

- Present your infographic to a partner and explain it.
- Trade infographics and explain to your partner how you interpret theirs. Provide feedback to each other on accuracy, clarity, and organization.

Activity F: Taking a Stand on Women Owned Businesses

In this lesson you've learned about women in the global economy, including barriers, opportunities provided by Fair Trade, and potential benefits. In this activity, you will write a persuasive paper and/or create a presentation that takes a stand on women-owned businesses.

Your work will answer this question: ***Should our school or community support women-owned businesses?*** As shown in the rubric on the next page, your work must include evidence and describe opposing views--whether for or against.

To get started, you'll review a case study of Café Feminino, a women-owned coffee cooperative in northern Peru. In 2006, 50 women came together to start a women-owned business, and in 2008 the business sold its first coffee grown and processed exclusively by women. The cooperative is now 150 women strong. To learn more about Café Feminino: [read about it online](#) or watch a [video](#).

Begin your paper by generating reasons for or against women-owned businesses. Consider benefits, impacts, drawbacks, challenges, and barriers.

Should our school or community support women-owned businesses?

Reasons to support women-owned businesses	Reasons against this

RUBRIC

Criteria	I'm there!	I'm almost there.	I'm on the way.	I'm a long way off.
Introduction	Introduction is attention-getting. My thesis is clear and sets up the paper.	Introduction is relevant. My thesis is somewhat clear.	Introduction is not relevant. My thesis is muddled or hard to follow.	There is no introduction and/or thesis.
Thesis	I state my position clearly, with well-researched evidence.	I state my position and support it with some evidence.	My position is not really clear.	I don't state my position or it's unclear.
Organization	Paper is well organized with good transitions and a conclusion. Every paragraph is fully developed.	Paper is fairly well organized, needs improvement on paragraph, sequence, transitions, and/or conclusion.	Paper lacks some of the following: sound paragraph development, logical flow, transitions, and conclusion.	Paper lacks a coherent structure in terms of sequencing, logical flow, and transitions. Weak introduction and conclusion.
Evidence/ Citations	I support my position with clear, convincing evidence. Citations are correct and complete.	I support my position with some evidence. Some citations are incomplete.	I provide weak evidence with few or incorrect citations.	I provide no evidence or citations.
Describing opposing views	I clearly describe opposition to my position, and defend my view against them.	I describe opposition to my position, but leave out some important views and/or don't defend my view against them.	I mention that there is opposition to my position, but I don't really say what it is.	I don't mention any opposition to my position.
Conclusion and next steps	I restate my position clearly and concisely. I suggest next steps that are realistic and logical.	I restate my position, but it could be more concise. I suggest next steps, but they are not quite as realistic and logical as they could be.	I provide some information about my position. It's neither clear nor concise. I suggest next steps, but they are unrealistic and illogical.	I don't restate my position. I don't suggest next steps.

APPENDIX A: Vocabulary

- **Collateral:** Something pledged as security when getting a loan. If the loan is not paid, the lender takes the collateral.
- **Cooperative:** Firm owned, controlled, and operated by a group of users for their own benefit. Each member contributes equity capital, and shares in the control of the firm on the basis of one-member, one-vote principle (and not in proportion to his or her equity contribution).
- **‘Developing’ Country:** Typically refers to ‘poor’ or Third World countries. However, this term can be problematic because it carries the assumption that undeveloped people or places are primitive and backwards and need to be like the developed ones. Every country and culture has valuable skills, resources, and values. Fair Trade recognizes and aims to build on them.
- **Discrimination:** The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
- **Entrepreneur:** A person who organizes and operates a business or businesses.
- **Equity:** Fairness and impartiality towards all concerned, based on the principles of evenhanded dealing. Equity implies giving as much advantage, consideration, or latitude to one party as it is given to another.
- **Gender:** The learned behaviors and roles defined as male or female.
- **Gender Equality:** Equal opportunity to develop and make choices unhindered by gender stereotypes, roles and prejudices.
- **Gender Equity:** Fairness of treatment for women and men, according to their respective needs.
- **Sex:** Refers exclusively to biological differences between men and women.

APPENDIX B: Resource List

PAGE 3

- *Statistical Annex, Country Classification*. Retrieved from http://www.un.org/en/development/desa/policy/wesp/wesp_current/2012country_class.pdf
- *Women's Empowerment 101*. Retrieved from <http://fairtradecampaigns.org/resource/womens-empowerment-101-2/>
- *Gender Equality and Equity*. Retrieved from <http://unesdoc.unesco.org/images/0012/001211/121145e.pdf>
- *Topic - Gender*. Retrieved from <http://www.worldbank.org/en/topic/gender>

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