

# WildTech Fair Trade Partnerships (WildTech-FTP)

The United Nations recently identified that improving education and economic development are the two most significant factors in increasing child well-being. In a 2010 report, the World Bank identified that "ICT is the foundation of a knowledge-based world. It allows economies to acquire and share ideas, expertise, services, and technologies locally, regionally, and across the world. It also contributes to making the global economy more integrated than ever before." Technology and the Internet also provide the ability for youth in USA schools to collaborate directly with youth in indigenous communities, creating unique learning opportunities and economic relationships that leverage the resources of both. It also helps address America's and the developing world's most pressing problem in education: Learning that is motivating and relevant to the 21<sup>st</sup> century economy linked to work-based learning experience – which must include international engagements.

WildTech Fair Trade Partnerships (WidTech-FTP) is an education and economic development program that can be customized for students of all ages. The program utilizes constructivist methods, inquiry-based learning and action learning by delivering training "just in time" during authentic project work. It "begins with the end" by challenging USA students at the outset to collaborate with African students through the Internet in order to:

- create an international business venture together with an indigenous community in East Africa;
- based on fair trade principles that leverages the unique resources of the USA and African communities;
- that generates an income for schools, students, and the indigenous community, so it sustains and grows.

The program then deconstructs and delivers the learning needed achieve this. The initial business venture involves importing and selling indigenous Maasai jewelry, working with the Maasai to design and produce custom jewelry, and optionally, exporting and selling surplus USA technology. A large initial cache of jewelry has already been imported and is provided to help kick-start the business. Profits are shared in a fair-trade fashion between the USA school and the indigenous community or school that serves them.

## Learning Objectives:

- Social studies including a historical and cultural understanding of the Maasai and the challenges they face, as well as a political understanding of East Africa, government policies, and potential corruption issues they may need to address.
- Geography including the location, climate, infrastructure and natural resources to better understand the context, challenges and opportunities.
- Mathematics focusing on business math including financial statements, break even analysis, balancing a checking account, and spreadsheets.
- Technology skills needed to market and operate a social venture, including digital video creation (Windows Movie Maker, Paint.net & Audacity), desktop publishing (MS Publisher), and Web Design (Word Press). Note: Students should ideally have basic proficiency in MS Office applications and MS Windows.
- Business, leadership, entrepreneurship skills needed to create and operate a business venture.



## The Program

The WTA is currently collaborating with the White House and their "My Brother's Keeper" program to pilot International Economic Partnerships" (IEP) in Detroit and Washington DC schools. Early pilots have shown the jewelry to be extremely resalable, including custom designs. The WTA is currently developing the detailed IEP curriculum aligned with Common Core Standards in partnership with a Washington DC area school, utilizing 21<sup>st</sup> century pedagogy including rich media, Skype, MOOC, and optional youth trips to Tanzania.

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