



**“Combining consumer education and global citizenship education in
developing consumer citizenship in young people: a case study of the
Papapaa fair trade teaching initiative and the Dubble Fairtrade
chocolate bar”**

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Abstract

This paper will explore the potential for integrating the concepts of both Consumer Education and Global Citizenship Education in developing consumer citizenship in schoolchildren aged 7-14 years old. Resulting from the Crick Report Citizenship Education is now part of the revised UK National Curriculum. This research is based on the UK charity Comic Relief's (CR) joint venture with the fair trade chocolate organisation The Day Chocolate Company to launch in 2000 both a UK schools fair trade education initiative and the first UK Fairtrade chocolate product for young people, called Dubble Fairtrade Chocolate bar.

The paper draws on two large school surveys of pupils and teachers carried out in both 1999 and 2003. The potential for this intervention to develop consumer citizenship in young people will be of significant interest to those stakeholders who's aim is to show young people how they can play a part in tackling poverty via their own consumption.

Keywords

Consumer Education, Fairtrade (FT), Dubble Fairtrade Chocolate Bar, Comic Relief (CR), The Day Chocolate Company, Global Citizenship Education, Consumer citizens, Papapaa.



Introduction

Many of the growers of commodities such as coffee, tea and cocoa live in poverty, and are often faced with poor working conditions, exploitation and limited health, safety and environmental protection (McIntosh et al., 1998). At the heart of this problem are international commodity markets, which often set prices that fail to provide growers with a sustainable livelihood (Tiffen 2002). Nicholls and Opal (2005) propose Fair trade (FT) as a sustainable market based solution to global trade failures in commodity markets. Fair Trade (FT) is defined as: “a trading partnership based on dialogue, transparency and respect that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of marginalised producers and workers- especially in the South.” (Lowe & Davenport 2005 page 499).

Levi and Linton (2003) propose that while FT companies do offer a tangible product, what they are crucially trying to achieve is the concept that consumers in prosperous countries should factor in global social justice into their buying decisions. Retail sales of FT products in the UK at the end of 2005 totalled £195m, showing a growth of 40% (Teather 2006). Adult FT understanding is now around 50% (Fairtrade Foundation 2005). Until now young people’s (7-14 year olds) knowledge and attitudes towards FT have not been investigated. Nicholls and Opal (2005) argue that central to the future development of FT is the need for increased consumer education of young people. They advise that educational campaigns for children should be developed to appeal to children’s innate sense of fairness. This will give young people an informed view on the



impacts of their consumption (consumer citizenship) and to support the re-configuration of the traditional neo-liberal model of consumption (Nicholls and Opal 2005).

One such recent initiative is the Comic Relief (CR) and The Day Chocolate Company's joint venture to launch both a schools education pack called Papapaa¹ which is a FT chocolate teaching pack and the Dubble Fairtrade Chocolate bar. The aim of the Papapaa teaching pack, which will be investigated in this paper, is to "show young people they have a part in tackling poverty and promoting social justice through their shopping" (Comic Relief 2000). The launch of the Dubble Fairtrade chocolate bar in September 2000 gives young people the opportunity to act upon their consumer citizenship. The aim of this initiative is clearly to create consumer citizens by combining both consumer education and global citizenship.

CR has a serious commitment to tackling poverty and promoting social justice. According to Comic Relief, FT is a long-term solution to alleviating poverty (Comic Relief 2000). The different tactic studied in this paper is the use of both consumer education and global citizenship education via schools.

Consumer and Global Citizenship Education

A number of international authors have stressed the importance of global citizenship education within the curriculum to help solve some of the global injustices (Toh 1993, McGregor 1999, Calder 2000, Selby 2000 and Davies 2001). Citizenship education needs to encourage critical thinking in how citizens can challenge social injustice.

¹ Papapaa means in local Ghanaian Twi language 'Best of the Best Cocoa Beans' and is the motto of the cocoa farmers co-operative Kuapa Kokoo



Davies (2001) and Potter (2002) explain the important role played by both the Crick Report (1998) and New Labour's decision to make citizenship education compulsory in UK Schools. The Crick Report (1998) describes Citizenship Education as comprising of three key elements:

- 1) Social and moral responsibility,
- 2) Community involvement
- 3) Political literacy.

Regarding social responsibility the aim outlined in the Crick Report is for children to develop socially and morally responsible behaviour both in and beyond the classroom. *Community involvement* is focused on learning about and becoming helpfully involved in life and concerns of their communities. Political literacy is centred on learning about and how to make themselves effective in public life through knowledge skills and values. Davies (2001) highlights an important consideration for all, how is citizenship education dealt with in schools i.e. primarily in classes on citizenship or is it spread across the Curriculum where it can have greater impact.

McGregor (1999) argues that people as consumers need to be socialised to see the link between being a good citizen and being a good consumer. Hence if citizenship education becomes associated with consumer education then individuals could become concerned with the impact of their consumption. However McGregor (1999) argues there has been little attempt to integrate both concepts and proposes along with Dickson and Carskey (2005) for school curricula that combine both consumer and citizenship education. Calder (2000) proposes a number of practical approaches including the need



for both Government and Non Governmental Organisations (NGO's) to work together to develop curricula, which recognises those interacting global factors, which cause poverty and other social, economic and political injustices. Calder (2000) also proposes linking students through the Internet to develop a more global perspective.

The rise of ethical purchase behaviour has brought with it notions of consumer responsibility. Since responsibility is traditionally an idea belonging more to citizenship it has helped restore to consumption the idea of citizenship (Dickinson and Carsky 2005). Consumers participate in creating the societies of which they are part of via their purchases. Varney (2002) proposes that a consumer citizen acts beyond their interests as a consumer and takes responsibility for long-term considerations beyond themselves. This argument has been taken up in the UK (ECRA, 2001)) by the UK Department for Education and Skills who published its 'objectives for Citizenship at Key Stage 4 (year 10-11), with Unit 09 looking at consumer rights and responsibilities and Section 6 looking at Fairtrade. This section encourages school classes to discuss the duty of responsible consumption and to develop an advertising campaign to educate consumers about FT. It is also interesting to note here from Nicholls and Opal (2005) that at the 2004 UNCTAD (United Nations Conference on Trade and Development) one of the key proposals identified in the resulting Fair Trade Declaration was to encourage FT consumer education. Parker (2005) also suggests the possibility of consumer citizenship offering an opportunity for closer relations between consumers and producers.

Nicholls and Opal (2005) stress the importance of consumer education in building the Fairtrade mark further to avoid the faddishness experienced by environmental products



in the 1980's. The FT model is based on partnership exchanges, the marketing of FT products plays a key role in bringing consumers and producers closer together to shorten the supply chain and thus avoid the disconnect of small-scale producers highlighted by Tiffen (2002). Golding and Peattie (2005) agree and suggest that FT provides consumers with a window to understand the social and environmental implications of production and consumption. Cleaver et al (2004) proposes that UK students understand the concept of citizenship to be 'making sure everyone is treated fairly', this obviously has interesting resonance with FT. This is supported by Raynolds (2002) and Whatmore & Thorne (1997) who identify that at the heart of marketing FT is the concept of common global citizenship encompassing producers and consumers alike, which is based on partnership exchanges that create linkages between consumers and producers. Raynolds (2002) suggests that FT deals with the issue of information flow and re-embeds commodities information flow about the conditions of small marginalized producers.

Day's marketing communications have focused on the "bean to bar" story of cocoa (Baird 1999, Wray 2001) explaining to consumers how and by whom cocoa is grown and how the FT cocoa supply chain works to produce the Fairtrade chocolate bars Dubble and Divine. It is also worth noting here that a number of supermarket buyers during the pre-launch sell-in of Dubble Fairtrade Chocolate bar commented positively on this approach. Ian Eakin (standard chocolate confectionery buyer at Asda Head Office) explained;



“this is the most fascinating sales presentation I have seen while chocolate buyer here, most companies just talk about financials, learning about how cocoa is grown is really interesting”. (Personal communication 2000).

Hence the FT supply chain is shortened by the values it articulates (Marsden et al 2000), in fact the spatial distance is shortened by information flows, and the marketing process is key to this. Day Chocolate have organised cocoa producer tours of the UK annually since 2001, cocoa farmers have visited schools, featured on kids TV programmes such as BBC Newsround and featured in mainstream children and teenage press such as *Sugar Magazine* (Razak 2002).

A Fairtrade fanclub called ‘Dubble Agents’ was set-up in 2001 which now has over 50,000 members who have signed up via the Dubble website (www.dubble.co.uk) to ‘change the world, chunk by chunk’. Being a Dubble Agent gives young people the opportunity to access information and downloadable tools to undertake FT ‘Missions’, for example, lobbying local shops to ‘Stock the Fairtrade Choc’. Dubble Agents can also learn about what life is like for farmers and young people in cocoa growing communities in Ghana through case studies, photos and footage on the Dubble website. This unique website is focused entirely on educating young people outside of school on FT through real stories of communities in Ghana, and developing an online community of young people taking action on FT. The large membership has been achieved with minimal promotion showing the demand among young people for opportunities to engage with FT. This approach to commodity circuits aims to uncover how an understanding of the nature of production may alter the consumption meanings. Every time information moves between the producer and the consumer knowledge of the



commodity circuit increases. Shanahan and Carisson-Kanyama (2005) call for the need to increase the awareness of the consumption production nexus between North and South (low income countries) in order to demonstrate how changing consumption habits can benefit both social justice and sustainable development. It is helpful in doing so if developments in the South can be visualised.

Young people between ages 7-14 are the focus of this FT educational initiative. McNeal (1992, 1999) proposes that children's significant role in consumption must be recognised. They represent three markets in one; current pocket money market, an influencing market on peers and family and a future market as brand loyal adults. Kraak and Pelletier (1998) report that at least a third of US candy and gum purchases are influenced by children. Deveson (2005) reports that British children on average receive £166 a year in pocket money and spend two-thirds of this on sweets and chocolate. Benn (2004) from a study in Denmark also shows that young people (12-19 year olds) display a growing ecological awareness with regard to food and drink. Benn recommends that consumer education for young people must consider the consumer life of pupils outside the school. The empowerment to act upon citizenship education requires insight, engagement, visions and acting experiences. Kraak & Pelletier (1998) also report on the need to build children's consumer information processing skills, to aid in making more informed consumer choices. The ability to select, evaluate and use information relevant to purchasing is termed by Kraak & Pelletier (1998) as 'consumer socialisation', which according to them increases with age. In their paper they note the importance of consumer education.



On a cautionary note US research highlights the concern over a significant rise in the past decade of unsolicited school based commercial activities (Molnar 2001). Larson (2005) identifies exclusive soft drinks and confectionery contracts with schools and associated financial windfalls as the fastest growing commercial activity in US schools. According to Molnar (2001) this commercial activity inhibits the ability of schools to provide a solid education and promote the best interests of children and foster democratic civic values. The Papapaa teaching pack has been funded by the UK Government Department for International Development and its aim is to develop global citizenship values. There are also no contractual obligations to schools who use the Papapaa resources, regarding the Dubble Fairtrade Chocolate bar.

Finally Nicholls & Opal (2005) suggests that anecdotally teaching works well to raise awareness but thus far this approach demonstrates little success in changing brand loyalty or purchase behaviour. However it is recognised in Nicholls & Opal (2005) that Day Chocolate has used innovative means to educate their consumer base about cocoa farming particularly the development of the Papapaa education pack. This paper will investigate the impact of this educational initiative.

Methodology

Due to the fact that FT is a relatively recent phenomenon a number of key insights can be gained from focusing on specific case studies (Yin 2003, Eisenhardt 1989). The authors due to their experience provide a longitudinal case (1999-2005) of a unique FT initiative, which combines the Papapaa teaching pack and the first UK Fairtrade product for young people called Dubble Fairtrade Chocolate bar. This case will draw together



multiple sources of evidence from a range of data collection methods including two sizeable teacher and pupil surveys. The first survey taking place in 1999 prior to launch of the Dubble Fairtrade chocolate bar and Papapaa education initiative in October 2000 and the second survey carried out in September 2003. The first survey carried out in 1999 included 5,783 pupil responses (25% Key Stage 2²; 75% Key Stage 3³) and 552 teacher responses (40% primary, 60% secondary). The second survey carried out in 2003 involved 10,497 pupil responses (29% Key Stage 2; 71% Key Stages 3). The 2003 survey was designed for comparability with 1999 and the questionnaires were intended for completion by pupils in key Stages 2 and 3 (7 to 14 years of age). The two surveys researched a number of key areas including; chocolate eating habits, knowledge of FT, knowledge of Dubble Fairtrade chocolate bar, teaching of FT and attitudes towards CR.

This paper will also draw from case information gathered by participant observation, personal observation, semi structured interviews with key informants (recorded and transcribed to print), site visits, stakeholder policies and documents plus CR and The Day Chocolate Company internal documents. In addition a series of Focus Groups have been conducted with teachers, young people and youth organisations that have been active in campaigning for FT chocolate in their school. Extensive fieldwork is an important strength of this research and enables the interpretations to be triangulated from multiple sources of evidence (Bryman, 1988, Robson, 1997). This paper will now

² Key Stage 2 is teaching for children aged 7-11 years old in UK National Curriculum

³ Key stage 3 is teaching for children aged 11-14 years old in UK National Curriculum



move on to explore the unique case of the Papapaa teaching initiative and the Dubble Fairtrade chocolate bar.

Case study of Papapaa teaching initiative and the Dubble Fairtrade chocolate bar

Comic Relief (CR) shares a mission with Day Chocolate to educate consumers, including young people, about the need for FT in Africa and how everyone in the UK can participate in positive change by choosing FT products. CR's relationship with The Day Chocolate Company pre-dated the launch of Papapaa and Dubble. The cocoa used to make Dubble is produced by Kuapa Kokoo co-operative in Ghana, a co-operative of over 45,000 cocoa farmers who own 47% of The Day Chocolate Company (Butler 2006). CR supported Kuapa Kokoo with a grant to start their business back in 1993. When The Day Chocolate Company was set up in 1997 (Tiffen 2002), CR took up a seat on the board of directors, which they still maintain. The opportunity to launch a new chocolate bar would bring both an opportunity for Kuapa to sell more Fairtrade cocoa to Day and for CR to achieve their educational objectives via the Papapaa teaching pack. It is also worth noting here the excellent reputation CR has for producing highly respected educational materials.

In a joint document (Tiffen 1999) both partners highlight their respective brand values, which are shown in table 1. The values highlight the complimentary nature of the CR, Day Chocolate partnership. Day has a unique producer story with a great tasting chocolate and Comic Relief provides the ability to leverage influence in the mainstream.

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Table 1 Brand values of Day Chocolate Company and Comic Relief

| Values – Day Chocolate Company | Values- Comic Relief |
|--|--|
| Farmer owned company | Fun and serious |
| Unique North-South partnership | Encourage people to get together locally |
| Strong people to people relationships | to change the world |
| Sustainable trading | Mainstream |
| Innovative | Worthwhile not worthy |
| Best quality beans best quality chocolate | Celebrity |
| Papapaa | A bit “risqué” |
| Reciprocal reward to producers and consumers | Outstanding activities |
| Values driven | Worth supporting |

Source Tiffen 1999

The first pupil and teacher survey in 1999 provides a baseline from which impacts on the incidence of FT awareness may be assessed. Although 39% of pupils claimed to have heard of FT, their understanding of FT was poor. On average 21% of pupils were unclear as to which FT products were on the market. Only 50% could identify Africa as the world’s leading cocoa producing region. However of significant importance for CR and Day were the findings below.



- When told about FT, 66% of children thought there should be more FT products in the shops
- 87% of children would particularly like to try a FT chocolate bar made by CR
- 74% of children consumed chocolate almost four times per week so if they switched to a FT product this could generate significant sales
- 96% of teachers thought FT was important but only 37% taught about it. However 51% of teachers already used chocolate in the classroom in either Design and Technology or Science.
- 74% of teachers said they would use educational materials on FT produced by CR most popularly in Geography or Personal and Social Education.

This evidence suggested there was a demand for FT products designed specifically for young people. By 1999, no FT products designed for children had been brought to the UK market. Furthermore the 1999 survey highlighted the need for FT education resources to raise the awareness and understanding of FT among young people. Findings also suggest that a co-branded Day Chocolate, CR Fairtrade chocolate bar targeted at children would meet a demand and be successful. In response to these findings Day and CR involved children from across the UK in the product development process for the Dubble Fairtrade chocolate bar, from developing the product, to selecting the product name and designing the wrapper. On January 22nd 2000 comedienne Jennifer Saunders launched a competition to design a wrapper for new Fairtrade chocolate bar from Comic Relief on Saturday morning TV show BBC Live and Kicking. Over 16,000 young people (between 7-16 year olds) entered making it one of Live and Kicking's most popular competitions ever (Ronchi 2001).

In conjunction with this the educational pack Papapaa was launched and received significant mainstream press coverage e.g. Times Educational Supplement (Brooks 2001). The teaching pack focused on a detailed case study of Kuapa Kokoo and the Dubble Fairtrade chocolate bar, taking pupils and teachers through the "bean to bar"



story. The pack contains lesson plans for a range of curriculum subjects including religious education, Geography, Citizenship, Information Communication Technology, Numeracy and literacy. Through learning about the challenges that face real cocoa farmers and the benefits that FT can bring it was hoped that pupils will want to spend their pocket money on FT chocolate.

The Dubble launch brought to the UK chocolate market the first Fairtrade product specifically developed for children. While it was essential that Dubble would work as a commercial proposition, the objectives for Day Chocolate and CR were and remain related to FT education for young people. Chocolate is an effective vehicle through which children can learn about FT and engages them as something they can universally relate to as part of their everyday life. After they have learned about FT and how their choices make a difference to producers in developing countries they can take action by choosing their own FT product.

For CR, the step of lending their brand to a year-round product, which did not carry a donation to CR, was unprecedented. It came about due to their existing relationship with both Kuapa Kokoo and The Day Chocolate Company and because of their shared commitment to bring Fairtrade to a young mainstream audience, as outlined above.

The educational journey that Papapaa and Dubble takes people on extends beyond issues directly associated with Fairtrade; it's about active citizenship and responsible and aware consumerism. Alongside Papapaa and Dubble chocolate bar the Dubble website was launched in 2000 so young people could continue their learning and



activity around FT outside school. In January 2002 via schools a competition called 'Dubble Vision' was launched to design a TV advert for Dubble via schools. This provided yet another global citizenship learning opportunity.

To measure the impact since 2000 of the Papapaa teaching initiative and the Dubble Fairtrade chocolate on the knowledge and attitudes of young people to FT, the 2003 Fair measures survey was carried out. The survey coupled with wider research also sought to explore the response to the Papapaa teaching packs from both pupils and teachers perspectives. This paper now moves on to explore these findings.

Fair measures - analysis and findings

The 2003 survey highlighted changes in a number of areas including chocolate eating/purchasing habits, knowledge of FT and Dubble, the teaching of FT and attitudes towards snacking. These shall be investigated in turn.

Chocolate Habits

Table 2 below highlights a small decline since the 1999 survey in pupils reporting to eat chocolate every week. However the average numbers of bars eaten per week had risen to 4.4. It is interesting to note that 36% (ahead of sweets 33%) of pupils in the 2003 survey buy chocolate themselves most weeks (compared to 41% in 1999). These findings support the work done by both Mcneal (1992,1998) and Kraak and Pelletier (1998) who identify children's important role as consumers.



Table 2 Chocolate Eating Habits & Fairtrade Awareness

| | 1999 | 2003 |
|--------------------|------|------|
| | % | % |
| Heard of Fairtrade | 39 | 64 |
| Buy chocolate | 41 | 36 |
| Av number bars | 3.9 | 4.4 |
| Eat every week | 74* | 70** |

Source: REF SURVEY

* 1999 – (67% of primary, 75% of secondary);

** 2003 - (69% of primary, 73% of secondary)

It is interesting to note that 17% of boys report eating Dubble compared to 14% of girls, and these pupils tend to be younger. Dubble eating peaks in Year 8 (among 18% of all Year 8s). By Year 10 (aged 14/15) only 13% of pupils report eating Dubble. However, 28% of pupils who report having seen the Papapaa teaching pack report eating Dubble, as do 21% of those who ‘understand FT’. This appears to support the work of a range of authors including McGregor (1999), Dickson and Carskey (2005) and McNeal (1992,1999) who call for initiatives that combine both global citizenship and consumer education to show young people the impact of consumption.



Knowledge of Fairtrade

The percentage of pupils who had heard of FT had risen to 64% by 2003, compared to 39% in 1999. This awareness compares favourably with adult awareness at the time, which is recorded by MORI at 25% in 2003 (Fairtrade Foundation 2003). Awareness peaks at Key Stage 3 (70% of Year 11s and 76% of Year 10s are aware of FT). Awareness is lower in primary schools (53% of Year 4 and 5s are aware of FT as are 65% of Year 6s). Equal proportions of girls (64%) and boys (65%) are aware of FT.

Of those who have heard of FT, 71% have heard about it at school, 35% have heard about it on TV, and 20% have heard about it in the shops; only 9% have heard about it from friends. 84% of Year 10s have heard about it at school, as have 78% of Year 9s, and 75% of Year 11s. This indicates popularity as a teaching subject. This aspect demonstrates the value of combining both consumer education and consumer citizenship in schools supporting the call by McGregor (1999) to integrate the two.

More pupils, 68% reported knowing that Africa is the continent that grows the most cocoa; 73% of those in Years 9 and 10 think so. In 1999, 55% of pupils correctly thought that Africa produced the most cocoa; 59% of those in Year 9 thought so. As a result of a cocoa producer school visit in March 2003 to Whitby Heath Primary School teacher Jane Dickinson said,

“Thanks so much for you coming to visit us in the UK from Ghana, it is so effective to hear the difference Fairtrade makes to you” (Personal communication 2003)



These findings appear to demonstrate that combining both consumer education and global consumer citizenship can create linkages between both consumers and producers. This supports the work of Marsden et al (2000) who proposes that spatial distance between producers can be altered by information flows.

It was found that 26% of the sample understands FT, understanding peaks in Key Stage 4 (43% of Year 11s and 39% of Year 10s understand Fairtrade). Understanding is much lower in primary schools (14% of Years 4 and 5 understand Fairtrade as do 22% of Year 6s). More girls (59%) than boys (41%) understand FT. Of the statements that tested understanding, the one answered correctly by most pupils is Fairtrade is where 'poor farmers in the third world are paid a fair price for what they grow' (74% think this is true; 84% of Year 11s and 82% of Year 10s think so; only 66% of Year 4s and 5s think so). Bruce Crowther, (Fairtrade Towns Co-ordinator) from the Fairtrade Foundation commented that;

"The launch of the Dubble bar in November 2000 made working with schools even easier. Now there was a Fairtrade chocolate bar aimed particularly at children and sold at a very affordable price. The association with Comic Relief meant that the Dubble bar was very high profile and there was no shortage of excellent quality resource materials for schools." (Personal communication 2002)

The value of teaching about FT is evident from these results, how this affects young consumers knowledge and attitudes towards the brand Dubble Fairtrade chocolate bar will now be explored.



Knowledge of Dubble

The 2003 survey provided some useful feedback on the knowledge and impact of Dubble Fairtrade Chocolate bar. 34% of the pupils' sample are aware of the link between Dubble and CR; 58% of those who've seen Papapaa are aware of the link, as are 60% of those who eat Dubble. 41% of Year 9s and 37% of Year 10s are aware of the link, but only 27% of Year 4s and 28% of Year 5s are.

Once told of the link, 60% of the pupils' sample say it makes them more likely to buy Dubble, with 25% saying it makes them "a lot more likely" to buy Dubble. 36% of the pupils' samples know that Dubble is made of Fairtrade chocolate; this proportion does not seem to rise up the Year groups. 83% of those who've used Papapaa, and 62% of those who eat Dubble, know it is made of Fairtrade chocolate. Once told that it's Fairtrade chocolate, 56% of the samples say it makes them more likely to buy Dubble, with 24% saying it makes them "a lot more likely" to buy Dubble. Those in Key Stage 2 are most likely to say this (31% of Year 4s, 36% of Year 5s, and 26% of Year 6s say they are "a lot more likely" to buy Dubble now they know it's Fairtrade). 55% of the teachers' samples are aware of the link between Dubble and Comic Relief; 89% of those who have used Papapaa are aware of the link, and the proportion does not vary between primary and secondary teachers. Emily Alston, Teacher at St Wilfred's School, Exeter said;

"Dubble chocolate bars were very popular and sold quickly. We thoroughly enjoyed the experience and have learned about diverse cultures as well as Fairtrade, and your products have helped us to do this." (Personal communication 2003)



These findings show that integrating consumer education with global citizenship can effect consumption, thus supporting McGregor's (1999) call for combining the two to create consumer citizens.

Once told of the link between CR and Dubble, 72% of the teachers' sample say it makes them more likely to promote Dubble in their school, with 38% saying it makes them "a lot more likely" to promote Dubble (again, the proportion does not vary between primary and secondary teachers). 4% of teachers say their schools have sold Dubble as part of Sport Relief or Red Nose Day (12% of secondary teachers say this). Obviously this aspect has relevance to the current debate on healthy eating in schools, which will be the subject of another paper.

Teaching of Fairtrade

Regarding the teaching of FT, 52% of the teachers' samples say their school teaches about FT; 49% of primary teachers say their schools do, and 71% of secondary teachers say likewise. At primary level, Citizenship is the most popular subject in which to teach about FT (among 52% of those who teach it), ahead of Personal Social and Health Education (48%), Geography (38%), and Religious Education (24%). In secondary schools, which teach FT, Citizenship is the most popular context (among 47%), ahead of Geography (45%). These findings will be of interest to Davies (2001) who calls for further research on how citizenship education is dealt with in schools, it is clear in the case of Papapaa that it is spread across the curriculum. These results support the finding that 71% of 7-14 year olds have heard about FT from school.



Within teachers surveyed 73% of all teachers in the sample feel teaching about FT became more important over the three years leading up to the survey (across the period 2000 to 2003), with 45% saying it became ‘a lot’ more important, and 18% ‘a little more important’.

Use of Papapaa

24% of the teachers’ sample says they have used Papapaa (23% of primary teachers and 20% of secondary teachers say so). 93% of the teachers whose schools have used it rate it ‘very good’ (67%) or ‘quite good’ (26%) in terms of its educational effectiveness. No teacher rates it less than good. 70% of the primary teachers rate it ‘very good’, as do 59% of the secondary teachers. These findings demonstrate the benefit of teaching resources to allow different information flows thereby creating linkages between consumers and producers; this supports the work of Reynolds (2002) who suggests that FT is based on partnership exchanges. This aspect supports the work of Benn (2004) who proposes the need for citizenship education to provide insight, to be engaging by providing active learning experiences.

Snacks at School

Asked whether knowing that a snack sold at school involved FT would make them more likely to buy it, 46% of the pupils’ sample say it would, with 19% saying it would make them “a lot more likely” to buy Dubble Fairtrade chocolate. Those in Key Stage 2 are most likely to say this (34% of Year 4s, 29% of Year 5s, and 22% of Year 6s say they would be “a lot more likely” to buy such a snack). 55% of the pupil sample thinks Dubble should be stocked in their school canteens, tuck shops and vending machines. 62% of Year 9s, 58% of Year 10s and 55% of Year 11s think this, whereas only 41% of



Year 4s, and 47% of Year 5s think likewise. This indicates children will act on knowledge which is contrary to Nicholls and Opal (2005) who proposed that even though teaching about FT works well to raise awareness, little success had yet been demonstrated in the potential for this awareness to change consumption, brand loyalty etc. In fact the demand for Dubble in schools has resulted in a range of mainstream school catering suppliers such as major UK wholesale and food service company 3663, stocking Dubble. Also two new national vending business's namely Supplymasters and Green Machine have set-up too specifically to offer vending machines containing primarily FT products to schools, using Dubble as their flagship product. Craig Knight, Managing Director, Supplymasters who supplies snacks to schools, explained;

“The Dubble chocolate bar represents 40% of my turnover in schools, I even have school council groups writing me letters to contact and come and visit their schools and remove their Nestle vending machines”. (Personal communication, 2005).

How this switch to FT purchasing by young people is sustained over a period of time will be the subject of further research. In the Fair Measures survey young people stated that if Dubble were sold in their schools, 51% of the sample would buy it (18% would ‘definitely’ buy it, and 11% ‘probably’ or ‘definitely’ would not); 28% of Year 4s, 27% of Year 5s, and 24% of Year 6s say they would “definitely” buy it. 64% of those who have seen Papapaa would buy Dubble if it were stocked in their schools. This shows the value of combining both consumer education and global citizenship education in creating consumer citizens. 33% of the teachers’ sample report that pupils have a say in what food is available at school (54% said they do not have a say). In 51% of schools



where they do have a say, their opinion is heard through the school council (in 49% of these primary, and 73% of these secondary, schools). This demonstrates that school councils could be a way for young people to influence the availability of FT products in their schools. Thus demonstrating political literacy which is another key element of Citizenship education outlined in the Crick Report (1998).

It is encouraging to note that 49% of the pupil sample would like to take part in a campaign at school for more FT products (40% of secondary pupils, and 64% of primary pupils, would like to). Girls (53%) are more likely to want to than boys (45%). 73% of those who have seen Papapaa would like to take part in such a campaign.

During an interview in December 2005, the UK Head of Corporate Affairs of a major global food company commented, “not a week goes by without receiving letters from schools asking us to develop a Fairtrade chocolate bar”.

Obviously one cannot attribute this solely to Day and CR. However it does show the potential of this kind of integrated approach in empowering young people to realise they can make a difference to global injustice. In fact a number of UK schools are now working towards Fairtrade school accreditation. The phenomenon of Fairtrade Schools has been developing over the past few years despite the Fairtrade Foundation not yet having launched an official UK wide Fairtrade Schools scheme. Fairtrade Schools networks and accreditation schemes have arisen regionally out of grass roots activism often facilitated by Development Education Centres and NGO's. This does appear to indicate not only the potential for combining consumer education and global citizenship



to alter consumption but also the potential for young people to develop their own consumer campaigns. This aspect will be the subject of further research by the authors.

Conclusions

This study shows that young people could be important in the continued growth for UK Fairtrade companies and therefore supports Nicholls and Opal (2005) who call for more FT educational initiatives with young people. The study also removes the criticism by Nicholls and Opal (2005) that evidence is anecdotal on the value of educational initiatives in schools. This paper highlights a significant gap between the number of genuine FT products available for young people and the obvious demand. In the light of current developments in the healthy schools debate it is important that other Fairtrade products other than chocolate bars are developed for young people to purchase in schools.

This study supports the work of Calder (2002) who describes the importance of Government (in this case the UK Government Department DfID) and NGO's working together on citizenship initiatives. In this case study you also have the important involvement of two other partners, the commercial Fairtrade Company and the producer group Kuapa Kokoo. Together due to their close relationship can deliver information flows such as the 'bean to bar' story and a tangible FT product such as Dubble, hence allowing young people to implement consumer citizenship.

The Case study shows the benefits of both consumer education and global citizenship being spread across the curriculum. Also by integrating both consumer and global



citizenship education you can have an effect on the consumption and habits of young people. This finding lends support to Dickinson and Carsky (2005) who argue that responsible consumption should be taught. Therefore this case could also have implications for those (Selby 2000) developing ecological citizenship. This research also demonstrates that this initiative develops a key element of citizenship education identified in the Crick Report (1998) namely developing social and moral responsibility.

This paper also supports authors (Golding and Peattie 2005, Marsden et al 2000 and Shanala et al 2005) who suggest that FT provides consumers a window through which both producers and consumers can be brought closer together. However as suggested by these authors it is important to take steps to create linkages between producers and consumers. In this case our view concludes potential key steps could be:

- Develop partnerships with key stakeholders including NGO, Government and unique FT companies who incorporate producer ownership in governance structure
- Illustrative teaching pack conveying “bean to bar “ story and the importance of Fairtrade
- Link to an actual Fairtrade product, empowering young people via their consumption
- Range of resources to create information flows, Dubble website, Dubble Agent Fairtrade fan club, nationwide competitions such as Dubble Vision

Further research exploring how these information flows have been developed is recommended. The unique and unprecedented partnership between Government (in this case DfID), NGO (Comic Relief), Fairtrade commercial company (The Day Chocolate Company) and producer group (Kuapa Kokoo) has been very important and integral to delivering combined global citizenship education and consumer education. The case



also demonstrates the importance placed on fairness by young people thus supporting earlier work carried out by Cleaver et al (2004). Dubble could have a place in what is a very competitive market (Mintel 2005) if more young people are made aware of its associations with Fairtrade and Comic relief. How consumer citizens influence the consumption of others is also of interest here. A key message repeated throughout this case is young people can affect positive change by not only choosing Dubble for themselves but encouraging others to do the same, and asking shops to stock more FT products thus influencing the availability of products. This indicates young people are stretching the concept of consumer citizenship. The challenges facing consumers exercising their citizenship is also currently in the process of being investigated by the authors of this paper. How consumers can influence the practices of powerful global industries such as confectionery to change sourcing and category management approaches is of key interest to those stakeholders involved in solving poverty.



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