



FAIRTRADE INTERNATIONAL PRODUCER LIBRARY
2016 USER GUIDE



FAIRTRADE
INTERNATIONAL

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SECTION 1

ABOUT THIS DOCUMENT

This document provides guidance on the use of Fairtrade Producer Library educational games. It includes suggested training activities for trainers, as well as the direct connections between the games' illustrations and the Fairtrade Standards for Small Producer Organisations and Contract Production. The standards referenced here, have two different types of requirements:

"Sometimes what happens when we read and write, we tell people, they don't understand. But when they see the pictures...then basically they put their brain on there, and they see the impact of it. And I will say that is one step ahead."

**Parbindra Singh, Chairperson
of the Lautoka Cane Producers
Association in Fiji**

- Core requirements which reflect Fairtrade principles and must be complied with. These are indicated with the term 'CORE'
- Development requirements refer to the continuous improvements that certified organizations must make on average against a scoring system (also defining the minimum average thresholds) defined by the certification body. These are indicated with the term 'DEV'

Each requirement is assigned a number (0, 1, 3 or 6). This number represents the number of years a producer organisation has until it is audited against the requirement.

In the standards 'you' refers to the party responsible for fulfilling the requirement, In this case, this party could be a Small Producer Organisation or a Contract Production set up.

NOTE: The games and activities included in this document **do not replace** the Fairtrade Standards. Please download your relevant Fairtrade Standard at www.fairtrade.net/our-standards

Fairtrade Australia New Zealand led the design and development of the global Producer Library on behalf of Fairtrade International.

What is FAIRTRADE?

Fairtrade is an independent and ethical product certification system. It is also a market-based development mechanism with demand driven via the FAIRTRADE Certification Mark. **The Mark** is displayed on the package of Fairtrade certified products and tells ethically minded consumers that:

- Producers have been paid a fair and stable price.
- Producers have longer-term trading relationships.
- Producers get extra money to invest in the development of their communities and businesses.
- Producers are empowered to drive the development of their business and communities.



Who benefits from Fairtrade?

Fairtrade certification aims to support small-scale producers and workers in developing countries, who are faced with unpredictable climate, volatile prices for their crops, isolation and/or are marginalised by conventional trade. Approximately 1.5 million farmers and workers were part of the Fairtrade system in 2014, when Fairtrade certified producer organisations received an estimated €05 million in Fairtrade extra income (Fairtrade Premium), a 14 per cent increase on the year before.

How does Fairtrade work?

Fairtrade certification is directed at each member of the supply chain, and encourages fair long-term relationships between producers and traders. This is achieved through a set of internationally agreed standards for business, social and environmental development.

Fairtrade is based on a partnership between producers and consumers. Its market grows every year supported by an international network of consumers who advocate poverty alleviation, environmental sustainability and social justice through fair trading systems. Ethically minded consumers spent nearly 5.9 billion on Fairtrade certified products in 2014, an increase of seven percent on the previous year.

"Fairtrade's vision is a world in which all producers can enjoy secure and sustainable livelihoods, fulfill their potential and decide on their future."



FAIRTRADE benefits

Benefits for producers:

- The Fairtrade Minimum Price is a guaranteed price which covers the cost of sustainable production, and provides a starting point for negotiation among parties in the supply chain. This price acts as a safety net: if the market price is higher than the Fairtrade Minimum Price, producers receive the market price, but if the market price drops below the Minimum Price, producers receive the Fairtrade Minimum Price, securing a stable income.
- The Fairtrade Premium is a separate payment to the producer organisation designated for social, economic, and environmental development. Producers themselves decide how these funds are to be spent, and are accountable for the use of this money.
- Fairtrade encourages producers to work together in cooperatives or other organisations with a democratic structure. This allows small producers to improve their power of negotiation, access larger markets, obtain support from governmental and financial institutions, and liaise with cooperation agencies for the development of their business and communities.

FAIRTRADE benefits for traders:

An increasing number of consumers around the world are recognising the potential impacts their purchasing decisions may have. This is encouraging businesses, from small boutique companies to globally recognised trademarks, to invest in brand responsibility and stakeholder trust through independent product certification systems such as Fairtrade certification.

As the most widely recognised ethical label in the world, Fairtrade certified products are sold in over 125 countries, and the market continues to grow steadily.

The Fairtrade Premium and the Fairtrade Minimum Price do not always significantly increase the end price paid by consumers for a product. There are various factors to consider when setting the retailer price of Fairtrade products.



SECTION 2

PURPOSE OF THE PRODUCER LIBRARY

The Producer Library aims to facilitate the training efforts of Fairtrade applicant and certified producer organisations as well as support organisations in remote areas, through a set of tools that facilitate compliance with the Fairtrade Standards at different levels, focusing on the learning needs of isolated farmers and designed to overcome communication challenges.

The library provides awareness raising tools to be used during introductory sessions or as part of awareness raising campaigns. The format in which the tools are presented are suitable for public display at community gathering places in order to enable further dissemination.

If your organisation is interested in using the Producer Library as part of ongoing training activities, please send a request to

Fairtrade International (FLO)

Bonner Talweg 177 | 53129 Bonn | Germany
Phone +49 (0) 228-949 23 | Fax +49 (0) 228-242 17-13
Email info@fairtrade.net | www.fairtrade.net

The Producer Library is mostly successful when it is accompanied by the appropriate Fairtrade Standards. It is important to note that although the tools make direct reference to the standards, these are continually revised and modified. Thus, the user must be sure to always have an up-to-date copy of the relevant standards as a main reference. To acquire the most recent version of the Fairtrade Standards, please visit the Fairtrade International website.

“Papua New Guinea farmers struggle with information given in lecture-like sessions. Even the most educated people in my village could not find a methodology to break the barrier between information contained in text and the farmers’ way of learning. These materials give producers the opportunity to understand the Fairtrade Standards in their own way and in an engaging manner.” David Micah, Huiwani Cooperative Society in Papua New Guinea.

WHO WILL FIND THE PRODUCER LIBRARY USEFUL?

The Producer Library targets organisations that work to support isolated smallholders to reach the international Fairtrade market through Fairtrade certification. It can also be used to raise awareness of the Fairtrade system.

The following audiences will especially find the Producer Library useful in helping them to better understand and implement the Fairtrade Standards:

- Producer organisations
- In-country support organisations
- Development agencies
- NGOs and governmental organisations
- Schools and support groups



A FAIRTRADE STORY POSTER GUIDELINE

A Fairtrade Story is a comic strip based story for small producers in which the basic requirements of Fairtrade certification are part of the story. The tool covers the following subjects: the members list; the power of working together; traceability and record keeping; the Fairtrade Minimum Price; the Fairtrade Premium; democracy, transparency and participation; and the Fairtrade consumer.

HOW TO PLAY

2-10 people can play. Players must interpret each strip and narrate the story depicted in each illustration. Stories can be based on the players' daily lives or can be entirely fictional.

USE

This tool should be used during introductory training sessions about the Fairtrade system, its basic requirements and benefits. The illustrations in the poster should be utilised to start conversations around the Fairtrade system and raise awareness on its standards. Trainers must give attendees the opportunity to lead the conversation; they must also focus only on connecting the discussion to the specific concepts outlined in this guidance document.



GUIDANCE

This strip represents a producer community concerned about fair and stable prices, and the lack of secure markets for their cash crops. The illustration also refers to the concept that Fairtrade is a business decision for small producers.

Fairtrade is a certification system that contributes to the sustainable development of small producers, workers and their communities. To be part of the Fairtrade system and receive its benefits, farmers must focus on working together to comply with Fairtrade Standards, which require keeping track of members through a members list. The members list should be updated regularly and contain information about each member, including the size of the land, and the volumes of Fairtrade certifiable crop produced.



FAIRTRADE STANDARD

YEAR 0 CORE

You are a small producer organization and at least half of your members **must be small producers.**

- Farm work is mostly done by members and their families.
- They do not hire workers all year round.
- At least half of the volume of a Fairtrade product that you sell as Fairtrade per year must be produced by small producers.

You can only sell as Fairtrade those products which were sourced from your members. For Fairtrade sales you must physically separate the products that were produced by members from the products from non-members, at all stages, until the product is sold.

GUIDANCE

These illustrations make reference to the value of teamwork when building a producer organisation. Committed producer members build strong organisations and businesses. By working together in organised groups, small producers can have a stronger position for business negotiation and can access services only available to organisations.

FAIRTRADE STANDARD

Development Potential

Fairtrade should lead to demonstrable empowerment and environmentally sustainable social and economic development of producer organisations and their members, and through them, of the workers employed by the organisations or by the members, and the surrounding community.

Democracy, Participation and Transparency

Fairtrade International follows ILO Recommendation R193 “on the promotion of cooperatives” which is based on the cooperative principles of “voluntary and open membership, democratic member control, member economic participation, autonomy and independence, education, training and information, cooperation among cooperatives and concern for the community”. Fairtrade International extends these principles to primary producer organisations (cooperatives, associations or other types of organisations) and to umbrella organisations where they exist.



GUIDANCE

These illustrations refer to traceability as a requirement for Fairtrade organisations. The strip sets the basis of traceability at the individual and organisational level. Every actor in the supply chain is required to keep sales records as physical evidence for traceability, in addition to labelling and separating Fairtrade products from non-Fairtrade products.

FAIRTRADE STANDARD

YEAR 0 CORE

You can only sell as Fairtrade those products which were sourced from your members. For Fairtrade sales you **must separate** the products that were produced by members from the products from non-members, at all stages, until the product is sold.

You **must keep records** of products sourced from members. Records **must indicate** the name of the individual member, date of purchase, product name, volume and the price received by the member.

When you sell a Fairtrade product you **must identify** clearly in the related documents (e.g. invoices, delivery notes) that this product is Fairtrade.

You **must keep records** of all your Fairtrade sales. Those records **must indicate** the volume sold, the name of the buyer and its Fairtrade International ID number, the date of the transaction and a reference to sales documents in such a way that the certification body is able to link these records with the corresponding sales documents.

When you sell a Fairtrade product you **must mark** the product clearly so that it can be identified as Fairtrade.



GUIDANCE

The fourth strip refers to the main economic benefits of Fairtrade: the Fairtrade Minimum Price and the Fairtrade Premium.

The left half of the strip refers to the Fairtrade Minimum Price; it aims to cover the cost of sustainable production for Fairtrade certifiable crops and guarantees a stable income for farmers and workers in the Fairtrade system



FAIRTRADE STANDARD

Pricing:

The Fairtrade Minimum Price or relevant market price, and the Fairtrade Premium are core benefits of the Fairtrade system for producers. The payment of the Fairtrade Minimum Price and Fairtrade Premium is a key function of those trade operators who buy from producers and are responsible for paying the Fairtrade price (the “Fairtrade payer”).

Fairtrade Minimum Prices are meant to protect and reduce the risks for producers in the event that market prices fall.

GUIDANCE

The right half of the strip makes reference to democratic participation through General Assembly meetings, and to the use of the Fairtrade Premium.

Fairtrade Standards stipulate that the General Assembly (representation of the membership) must be the main decision making body of a producer organisation. Democratic decisions include those related to the use of the Fairtrade Premium. Producer organisation can have a Premium committee to oversee the implementation of Premium projects and report to the General Assembly on their development.

The Fairtrade Premium is the sum of money paid to Fairtrade certified producer organisations on top of the agreed price for investment in social, environmental and economic development projects that meet the needs of producer organisations. Common projects include the investment in quality and productivity, education, health, infrastructure or technology.

The Fairtrade Minimum Price and Premium for each certifiable product are set in consultation with producers, and can be accessed at <http://www.fairtrade.net/price-and-premium-info.html>

FAIRTRADE STANDARD

YEAR 0 CORE

The structure of your organisation **must have:**

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

It needs to be clear who is a member of your organisation. Therefore, you **must have** written rules to determine who can become a member and you **must keep a record** of your members.

You **must follow** your own rules and regulations such as a constitution, by-laws and internal policies, including those for election and membership processes.

You **must hold** a General Assembly at least once a year.

Minutes of the General Assembly **must be** taken and **signed** by the president of the Board and at least one other member, and **must contain** a list of participants of the General Assembly.



The last strip highlights the importance of Fairtrade consumers and their role in the supply chain. By buying Fairtrade products, consumers support producers who are working to improve their lives. Fairtrade facilitates a closer relationship between all actors in the supply chain. There are many activities in which consumers are engaged in order to raise awareness about Fairtrade. For more information on how to get involved, see <https://fairtrade.org.nz/page/get-involved>



“What we do at the end of the day must come to this. The people with the Fairtrade label on their t-shirts are [from] Fairtrade certified [organisations], and the ones without the label are not members but are still benefiting from the organisation and its Fairtrade certification. These people form the ‘Fairtrade community’.
“Member of **Neknasi Coffee Growers Cooperative Society in Papua New Guinea**

ACTIVITY GUIDELINE

METHOD: Group discussion, brainstorming, presentation

MEDIA: Poster, flipchart, video, written profiles

DURATION: 1 hour

PROCEEDING:

Ask participants to organise themselves into groups, and to interpret the story described on the first strip of the poster, giving 10 minutes for discussion.

After 10 minutes, record on a flipchart the interpretations given by each group.

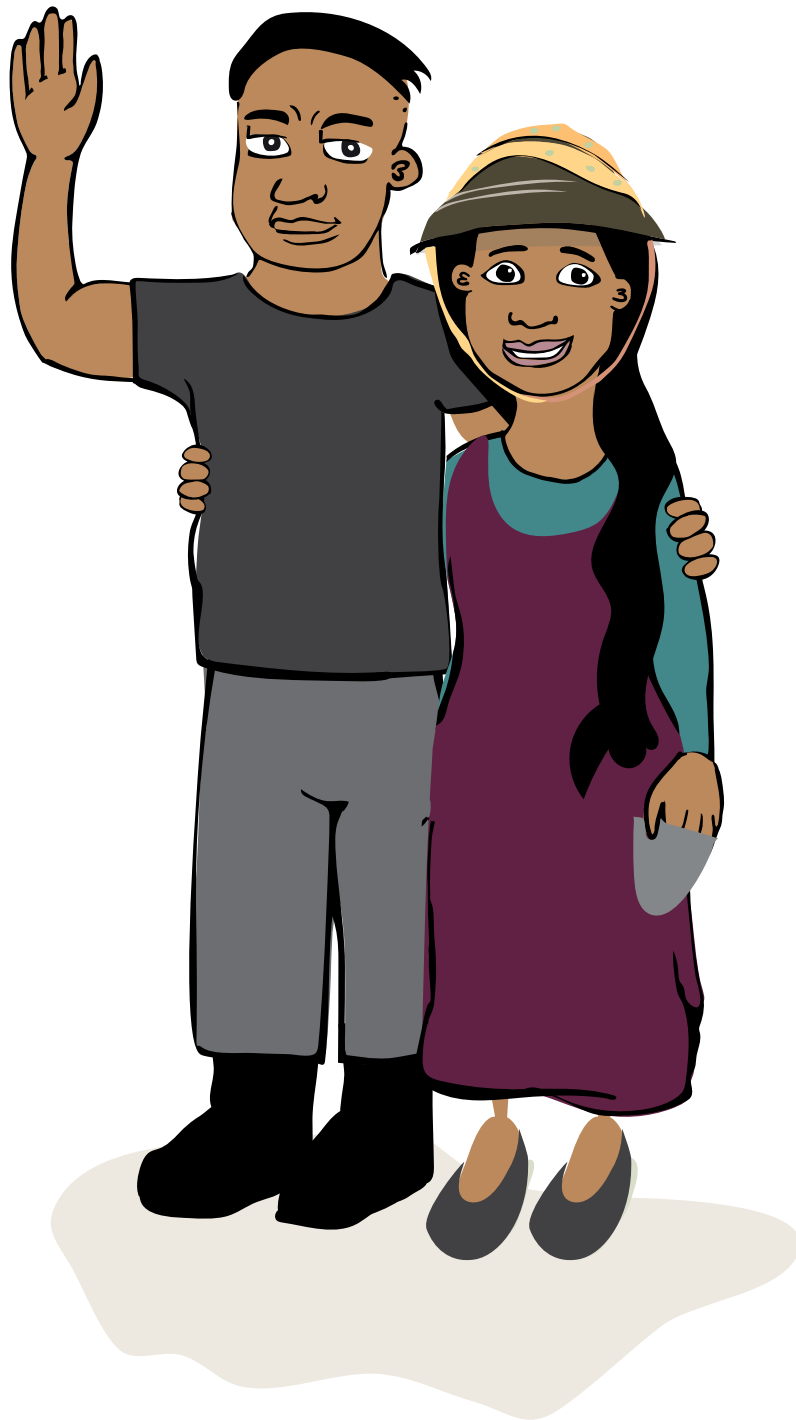
When all the ideas are collected, present the story described on the relevant strip, making connections where possible to the relevant Fairtrade Standard.

Follow these steps for each story in the poster.

To close the activity, the trainer can summarise the key concepts using the A Fairtrade Story PowerPoint presentation, and distribute the poster among participants, inviting them to share the story with their families and friends.

SUPPORT DOCUMENTS AND WORKSHEETS

- A Fairtrade story Powerpoint
- Fairtrade Basics Booklet
- Fairtrade Basics Powerpoint
- Members List Template



FAIRTRADE ENVIRONMENTAL POSTER GUIDELINE

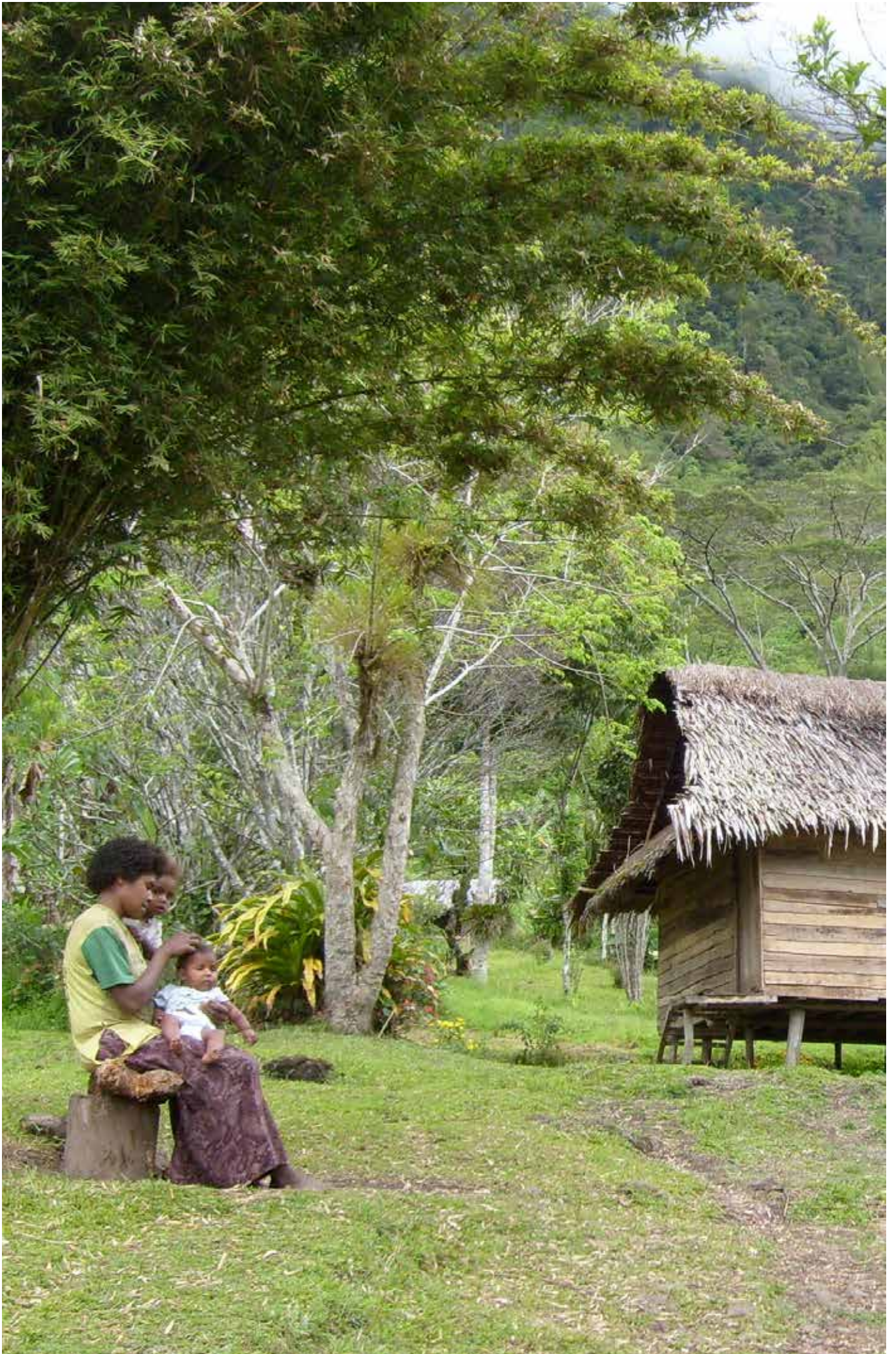
This tool is an A3 size poster which features a comic strip-based story divided into three sections: The Environmental Officer, Management of Production Practices, and Environmental Protection.

HOW TO PLAY

Up to 10 people can play. Players must interpret each strip and narrate the story they see in each illustration. Stories can be based on the players' daily lives or can be entirely fictional.

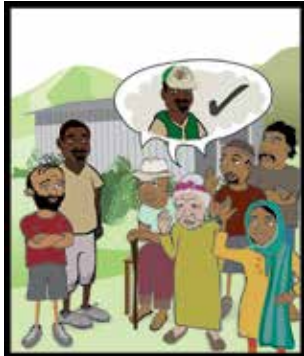
USE

This tool can be used to help small producers to understand and raise awareness on the environmental standards included in the Fairtrade Standards for Small Producer Organisations and Contract Production. Its aim is to support small producers to comply with Core Year 0, Year 1, Year 3 and Year 6 standards.



GUIDANCE

The first strip is divided into two illustrations; the first one represents the election of the environmental officer, whose duty is to offer support to members of the organisation in order to comply with the Fairtrade environmental standards for Small Producer Organisations and Contract Production.



FAIRTRADE STANDARD

YEAR 0 CORE

One person in your organisation **must be given** responsibility to lead the operational steps required for your organisation to comply with the requirements in the section related to environmental protection.

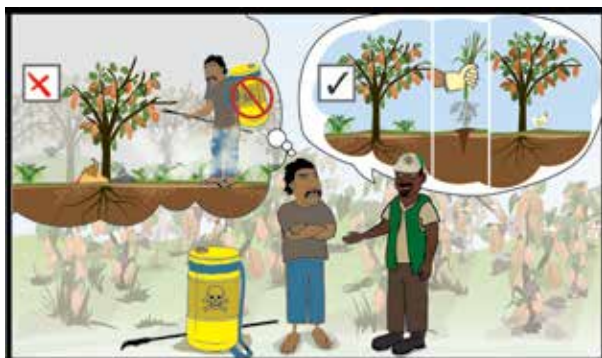
GUIDANCE

The second illustration emphasizes the duties of the environmental officer, who has the responsibility to give guidance to producer members so they can understand and follow the Fairtrade environmental standards. The illustration demonstrates that all producer members must be informed of these requirements.

Fairtrade environmental standards focus mainly on building producers' capacity and promoting sustainable production practices suitable for producers' realities, while enabling them to meet the expectations of traders and the demand of consumers.

The illustration also highlights specific standards such as the compulsory use of protective gear when using agrochemicals, organic alternatives for de-weeding, and the potential side effects of using dangerous chemicals.

NOTE: In this illustration, the representation of a domestic animal has been used to demonstrate that chemicals used on crops can affect other organisms important to producers' wellbeing; however producers should be encouraged to keep domestic animals out of their gardens whenever possible.



FAIRTRADE STANDARD

YEAR 0 CORE

You **must inform** and **explain** to your members the environmental and labour requirements in the Production chapter.

YEAR 3 DEV

You must provide training to your members on the subject of integrated pest management. Training must include:

- The monitoring of pests and diseases
- Alternative ways to control pests and diseases
- Preventive measures against pests and diseases measures to avoid that pests and diseases build up resistance to pesticides

STRIP
02

GUIDANCE

The second strip represents a community meeting where all attendees are members of a small producer organisation and are able to recognise the risks of non-compliance with the Fairtrade environmental standards. In the illustration, each member is highlighting different environmental issues such as erosion, polluted water, scattered waste (empty pesticide containers, plastic containers, etc.), deforestation, caged endangered animals, and pollution. All of these problems are documented in the community map and are being solved with the participation of members.

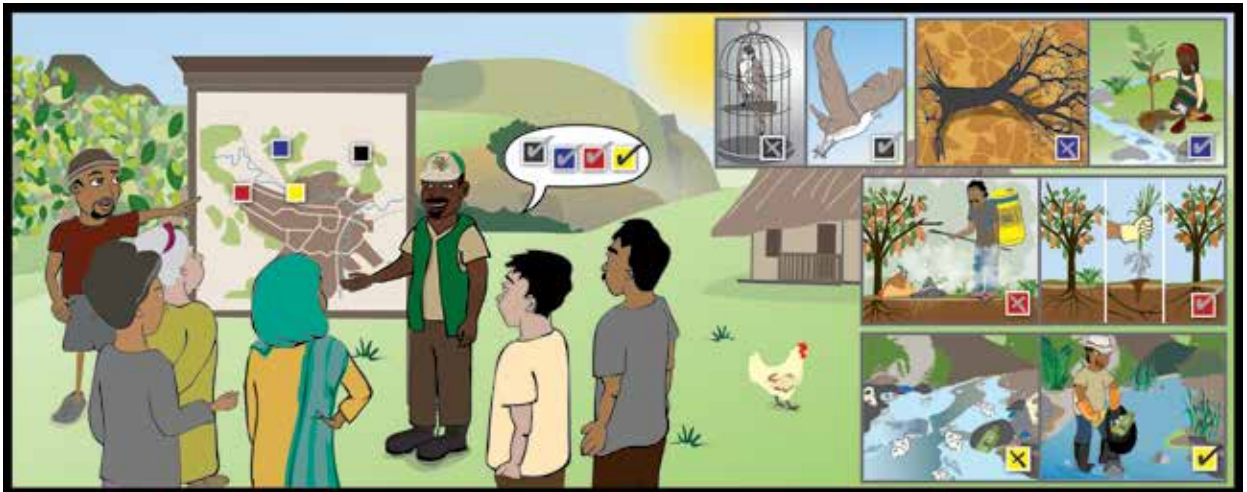
This short story demonstrates the role that each member can play in monitoring their environment as well as the function that the environmental officer has when finding solutions to environmental problems or when addressing non-compliances with the Fairtrade Standards.

Fairtrade certified producer organisations are required to raise awareness of the environmental standards among their members and to promote community-based monitoring systems, which allows producers to choose how they reach their own targets towards compliance with the environmental standards.

FAIRTRADE STANDARD

YEAR 1 CORE

You must identify which requirements in the Production chapter your members may be at risk of not complying with.



STRIP
03

GUIDANCE

The last strip refers to the role that Fairtrade certified producer organisations play in the conservation of biodiversity within their communities through the implementation of the Fairtrade environmental standards. It also highlights the role that consumers and supporters play in encouraging producers' commitment to sustainable production practices.

FAIRTRADE STANDARD



ACTIVITY GUIDELINE

METHOD: Group discussion, brainstorming, feedback, presentation

MEDIA: Fairtrade Environmental Poster, Environmental Checklist, PowerPoint Presentation, Individual Handout

DURATION: 120 mins

PROCEEDING:

Ask participants to break into groups of up to 6 people and then distribute one poster per group.

Ask participants to analyse each of the strips on the poster and discuss the situations presented in each illustration. Participants will be given 10 minutes for group discussion per strip.

Groups will choose a spokesperson to present their thoughts and conclusions to the rest of the participants.

Ask participants to present one strip at a time. Introduce the corresponding Fairtrade environmental concept addressed in every strip at the end of each group presentation. Further develop every topic based on the corresponding PowerPoint slides and the Environmental Checklist.

Close the activity by reading and distributing the Fairtrade Environmental Standards Poster Summary

SUPPORT DOCUMENTS AND WORKSHEETS

- Environmental checklist
- Environmental training recordkeeping template
- Fairtrade environmental standards poster summary
- Fairtrade environmental standards poster powerpoint



FAIRTRADE ENVIRONMENTAL BOARDGAME GUIDELINE

This tool is a double A3 sized board game covering the topics of pest management, soil management, sustainable water use, waste management, genetically modified organisms, biodiversity, and energy and greenhouse emissions. These are all included in the Fairtrade environmental standards for Small Producer Organisations and Contract Production set ups.

HOW TO PLAY

- Up to six people can play.
- Players will choose a captain, who will not play but will be in charge of the Answer Sheet, a booklet which describes the illustrations and indicates if they are positive or negative. The captain also has suggested questions for participants.
- Each player needs a counter. These can be any small object (a coffee bean, cocoa bean, coin, etc.), but each counter should be different from the others.
- Put all counters on the start step.
- The first player rolls the die, and moves his or her counter to the first space on the board of the corresponding colour.
- Moving to the left of the first player, each player has a turn to roll the die and move his or her counter. If the player lands on a space with an illustration, s/he must describe what s/he sees in that illustration. Once the player has described what s/he sees, the captain will read the explanation corresponding to the illustration on the Answer Sheet. If the action is described as a negative action on the Answer Sheet, the player will move backwards one space and wait for his or her next turn. If the action is described as a positive action, the player will move forward one space.
- To win, a player must land on the 'finish' space or be close enough to the end of the game that not all colours are available to land on. At this point, the captain will ask the player three questions (from the Answer Sheet) about the topics covered in the game. If the player answers the questions correctly, s/he wins the game. If not, s/he will wait for his or her next turn to roll the die or answer another set of questions.

USE

This tool can be used to help small producers to understand and raise awareness on the environmental standards included in the Fairtrade Standards for Small Producer Organisations and Contract Production. Its aim is to support small producers to comply with Core Year 0, Year 1, Year 3 and Year 6 standards.

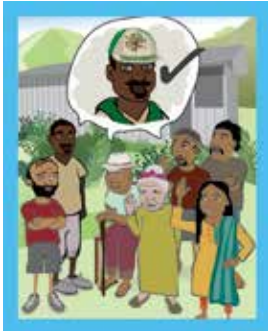


ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
01



This illustration represents the election of the environmental officer, whose duty is to provide support to producers in order to comply with Fairtrade environmental standards.

YEAR 0 CORE

One person in your organisation **must be given** responsibility to lead the operational steps required for your organisation to comply with the requirements in **the Environmental Development section**.

STORY
02



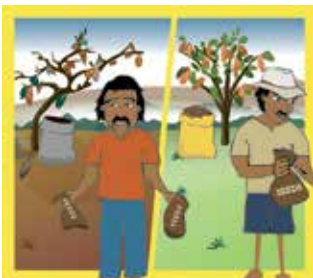
This illustration brings attention to the obligatory, safe central storage area for pesticides and other hazardous chemicals required by the Fairtrade Standards. It also highlights key elements such as the lock on the door, signs indicating danger and that children are not allowed, a mesh door for ventilation, and a person responsible for the management of the storage area.

YEAR 0 CORE

If you have a central storage area for pesticides and other hazardous chemicals, you **must maintain** it in a way that minimizes risks. The storage area **must**:

- be locked and accessible only to trained and authorised personnel
- be ventilated to avoid a concentration of toxic vapours
- have equipment, such as absorbent materials, to handle accidents and spills
- not contain food
- contain hazardous materials clearly labelled and indicating contents, warnings, and intended uses, preferably in the original container when possible, and
- contain information on safe handling (safety sheets)

STORY
03



The illustration makes a comparison between a producer who uses genetically modified seeds and one who does not. The purpose of this illustration is to introduce the concept of genetically modified (GM) seed stock and to make a note of the risks of using these organisms.

YEAR 0 CORE

You and your members **must not** intentionally use genetically engineered seed or planting stock for Fairtrade crop(s). **You must** implement practices to avoid GM contamination in seed stocks.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
04



This illustration brings attention to Fairtrade International's Prohibited Materials List (PML). It aims to remind producers to keep updated versions of the list, so that they are aware of any changes to the list and can tailor their use of chemicals accordingly.

YEAR 0 CORE

You **must compile** a list of the pesticides that are used on Fairtrade crops and keep it updated, at a minimum every 3 years. You must indicate which of those materials are in the Fairtrade International Prohibited Materials List (PML), Part 1 (Red List) and part 2 (Amber List).

You and the members of your organization **must not use** any of the materials on the Fairtrade International PML Part 1 (Red List) on Fairtrade crops. Prohibited materials must be clearly marked not for use on Fairtrade crops.

YEAR 1 CORE

You **must develop** a procedure to ensure that members do not use any materials on their Fairtrade crops that appear on the Fairtrade International PML Part 1 (Red List). The procedure must at least include activities that raise your members' awareness of the PML.

STORY
05



This situation represents the environmental officer addressing a group of producers about a conservation area. The illustration highlights that conservation areas must be identified and protected by producers, and that the environmental officer has a leading role in raising awareness on conservation activities.

YEAR 0 CORE

Your members must avoid negative impacts on protected areas and in areas with high conservation value within or outside the farm or production areas from the date of application for certification. The areas that are used or converted to production of the Fairtrade crop must comply with national legislation in relation to agricultural land use

YEAR 3 DEV

You must define and implement a procedure to monitor and evaluate the performance of your members in relation to the requirements in the Production chapter.

STORY
06



This illustration portrays a situation where empty hazardous chemical containers are reused to store and transport water. It also shows that as a consequence of drinking the water from these reused containers, the man's health is compromised. This illustration can also facilitate conversations around water pollution and the role that producers can play in protecting bodies of water.

YEAR 0 CORE

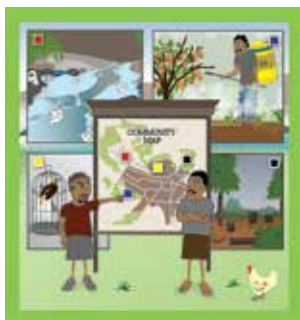
You and the members of your organisation **must not reuse** pesticide and other hazardous chemical containers to store or transport food or water.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
07



The illustration represents a group of Fairtrade producers using their community map to identify environmental issues that can become risks of non-compliance with Fairtrade environmental standards. The issues are carefully represented and documented on the community map. The image brings attention to the role that individual producers have in the identification of environmental risks.

YEAR 1 CORE

You **must identify** which requirements in the Production chapter your members may be at risk of not complying with.

YEAR 3 DEV

Your identification of risks must be repeated periodically, at a minimum every 3 years.

STORY
08



The illustration shows a producer taking trees from a forest and replacing them with more trees than he has taken. The image brings attention to the need to replace and maintain natural resources used by Fairtrade producers, especially when these resources are vital for native or endangered animals.

YEAR 1 CORE

You and the members of your organisation who carry out wild harvesting of Fairtrade products from uncultivated areas **must assure** the sustainability and survivability of the collected species in its native habitat.

STORY
09



The illustration demonstrates the use of buffer zones. It specifies that no hazardous chemicals can be used near human activity or conservation areas. Fairtrade producers are required to keep 10 meter buffer zones around these areas.

YEAR 1 CORE

You and the members of your organisation **must not apply** pesticides and other hazardous chemicals within 10 meters of ongoing human activity (housing, canteens, offices, warehouses or the like with people present). A buffer zone of at least 10 meters **must be kept** unless there is a barrier that effectively reduces pesticide drift.

STORY
10



This image makes reference to compulsory areas for storage and disposal of dangerous agrochemicals. This storage area must be located far from human activity, locked from the outside, and should display the appropriate symbols for the chemicals contained inside.

YEAR 3 DEV

You and the members of your organisation **must have** designated areas for the storage and disposal of hazardous waste. In the absence of appropriate disposal facilities, small amounts of hazardous farm waste can be burned in a well-ventilated area away from people, animals or crops. You and the members of your organisation may only burn hazardous waste if it is allowed by local regulation and all safety recommendations are followed.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
11



This illustration aims to clarify the steps for the appropriate disposal of empty agrochemical containers: triple rinse, puncture and safely store. It also highlights the use of personal protective equipment while handling agrochemicals.

YEAR 3 CORE

You **must implement** measures to ensure that all people, including members and workers, wear appropriate personal protective equipment (PPE) when handling pesticides or hazardous chemicals.

YEAR 3 DEV

You and the members of your organisation **must triple rinse**, puncture and safely store empty containers. All equipment that has been in contact with hazardous materials must be **cleaned and stored safely**.

STORY
12



This image represents a family who collect rare or threatened animals. Its aim is to discourage these practices among producing communities and to raise awareness on the related Fairtrade Standard.

YEAR 3 DEV

You **must raise awareness** among your members so that no collecting or hunting of rare or threatened species takes place.

STORY
13



This illustration brings attention to manual weeding as an alternative to herbicides.

Note: In this illustration, two domestic animals are used to demonstrate that manual weeding is a safe alternative to herbicides; however, producers are encouraged to keep domestic animals out of their gardens.

YEAR 3 DEV

You **must work toward** all members who use herbicides minimizing the amount they use by implementing other weed prevention and control strategies.

STORY
14



This image represents a producer wearing full personal protective equipment. Its aim is to raise awareness on the importance of using protective gear while spraying agrochemicals.

YEAR 3 CORE

You **must implement** measures to ensure that all people, including members and workers, wear appropriate personal protective equipment (PPE) when handling pesticides or hazardous chemicals.

You **must provide** training to members and workers who handle pesticides and other hazardous chemicals on the risks of handling these materials and on how to handle them properly.

You must raise awareness amongst all members and workers of the hazards and risks related to pesticides and other hazardous chemicals, even if they are not directly handling these materials.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
15



This illustration represents a producer looking at her community map to identify an area with soil erosion. The image brings attention to the role that producers have in monitoring risks, and the importance of efficient identification, record keeping and communication of these risks in order to mitigate them.

YEAR 3 DEV

You **must identify** land at risk of soil erosion and land that is already eroded in fields where your members plant Fairtrade crops.

STORY
16



This image represents a producer making a compost pile as one of his efforts to improve soil fertility and encourage a healthier crop. The image raises awareness of the variety of practices that allow nutrients to be recycled, and can support a conversation around the implementation of this kind of activity.

YEAR 3 DEV

You **must report** on measures that you as an organization and your members have implemented to improve soil fertility.

STORY
17

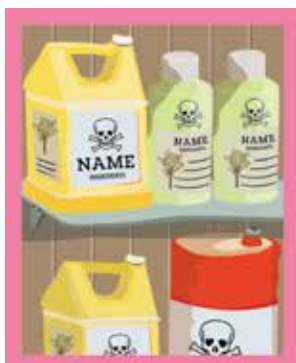


This illustration represents a producer who accidentally starts a wildfire while attempting to burn a pile of empty pesticide containers. It aims to bring attention to the risks of using fire in the field as a method of waste disposal.

YEAR 3 DEV

You **must raise awareness** among your members about re-using organic waste through the implementation of practices that allow nutrients to be recycled. You and your members may only burn organic waste if it is required by applicable legislation for sanitary purposes, or it is clearly a more sustainable practice.

STORY
18



This image shows a set of chemical containers which are properly labelled, indicating contents, warnings, and intended uses. The illustration also suggests that the containers still have their original labels. It aims to give guidance on proper labelling of chemical containers.

YEAR 3 DEV

Your members **must have** all pesticides and hazardous chemicals clearly labelled.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
19



The illustration shows a producer training workshop conducted by the organisation's environmental officer. The main element is a community map that shows the location of water sources, which are identified by the coloured squares. The illustration suggests that producers closely monitor the water sources of importance to them, and receive training on related topics, as suggested by the Fairtrade Standards.

YEAR 3 DEV

You **must list** sources of water used for irrigating and processing Fairtrade crops.

You **must provide** training to the members of your organisation on measures to use water efficiently. This training must include:

- estimating how much water is needed to irrigate and/or process Fairtrade crops
- measuring (or estimating) how much water is extracted from the source
- measuring how much water is used for irrigation and/or processing
- providing maintenance to the water distribution system, and adopting as applicable, methods to recirculate, reuse and/or recycle water.

Your members must store pesticides and other hazardous chemicals in a way that minimizes risks, especially so they cannot be reached by children

STORY
20



This image represents a producer planting a tree alongside a stream, to bring attention to producers' roles in biodiversity conservation, regeneration of native vegetation, and conservation of bodies of water.

YEAR 6 DEV

You and the members of your organisation **must maintain** buffer zones around bodies of water and watershed recharge areas, and between production and areas of high conservation value, either protected or not. Pesticides, other hazardous chemicals and fertilizers **must not be applied** in buffer zones

STORY
21



This illustration represents two Fairtrade producers completing a monitoring table that shows the correct type and amount of pesticide to be used on specific crops and pests. This indicates that producers must monitor their crops so that they apply pesticides based on their knowledge of pests and diseases.

YEAR 3 DEV

You **must work** toward all members who use herbicides minimizing the amount they use by implementing other weed prevention and control strategies.

YEAR 6 DEV

You must provide training to the members of your organization on the appropriate use of fertilizers. This training must include:

- measures to ensure that fertilizers (organic and inorganic) are applied in amounts that respond to the nutrient need of the crop
- measures to store fertilizers separately from pesticides in a way that minimizes risks of polluting water

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
22

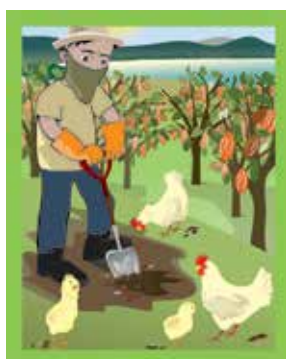


The illustration shows a producer wearing appropriate PPE and using an absorbent material while cleaning a pesticide spill.

YEAR 6 DEV

Your members **must have** equipment to handle accidents and spills in the areas where they prepare or mix pesticides and other hazardous chemicals, so these do not seep into soil or water. Members **must plan** spraying in such a way as to have no or very little spray solution left.

STORY
23



This image represents a producer preparing a pile of chicken manure. The illustration can facilitate a conversation about how increasing organic matter in the soil can increase carbon sequestration, as suggested in the Fairtrade Standards.

NOTE: In this illustration, chickens are used to suggest that the manure pile is composed of chicken manure; however, producers are encouraged to keep domestic animals out of their gardens.

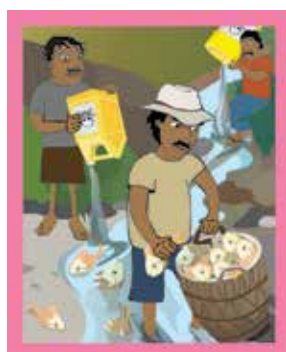
YEAR 6 DEV

You **must report** on practices that you or the members of your organisation carry out to reduce energy and greenhouse gas (GHG) emissions and increase carbon sequestration.

YEAR 3 DEV

You must raise awareness among your members about re-using organic waste through the implementation of practices that allow nutrients to be recycled. You and your members may only burn organic waste if it is required by applicable legislation for sanitary purposes, or it is clearly a more sustainable practice.

STORY
24



This illustration shows a group of members pouring a dangerous chemical into the water to catch fish. The aim of this illustration is to bring attention to the importance of buffer zones around bodies of water, and the common activities that can compromise the health and safety of bodies of water that are essential for crop production and community use.

YEAR 6 DEV

You and the members of your organisation **must maintain** buffer zones around bodies of water and watershed recharge areas, and between production and areas of high conservation value, either protected or not. Pesticides, other hazardous chemicals and fertilizers **must not be applied** in buffer zones.

ACTIVITY GUIDELINE

METHOD: Group discussion, brainstorming, feedback, presentation

MEDIA: Fairtrade Environmental Standards Board Game, die, counters, Board Game Answer Sheet, Fairtrade Environmental Standards

DURATION: 120 mins

PROCEEDING:

Ask participants to break into groups of no more than 6 people and then distribute one Environmental Standards Board Game per group.

With a counter, participants will move through the spaces with the aim to finish the game before the other participants.

To move through the board, participants will throw the die (with colours instead of numbers) and move his or her counter to the next space on the board of the corresponding colour. If the participant lands on a space with an illustration, s/he must identify if the action is positive or negative. If the action is positive, the player should move the counter one space forward, and if the action is negative, one space back.

Players will choose a captain for the game who will be in charge of the Answer Sheet, a booklet which indicates if actions are positive or negative. Participants will be given 40 minutes to play the game. When the game is over, the trainer will bring attention to every illustration in the game, making reference to the Environmental Checklist and facilitating discussion about environmental risks.

The trainer will distribute 2 sheets of butcher paper per group and ask participants to draft a map of their community. On the map, participants will identify the areas which they consider to be at risk of not complying with the Fairtrade Environmental Standards. Participants will use the completed Fairtrade Environmental Standards Checklist as reference to identify risk areas. To close the activity, complete the Environmental Checklist with the information gathered from the discussion.

SUPPORT DOCUMENTS AND WORKSHEETS

- Environmental checklist
- Environmental training recordkeeping worksheet



FAIRTRADE CHILD LABOUR PUZZLE GUIDELINE

This tool is presented as a puzzle consisting of five comic based stories, printed on cardboard cut into various pieces of different shapes that have to be fitted together. This puzzle describes five stories addressing the following concepts:

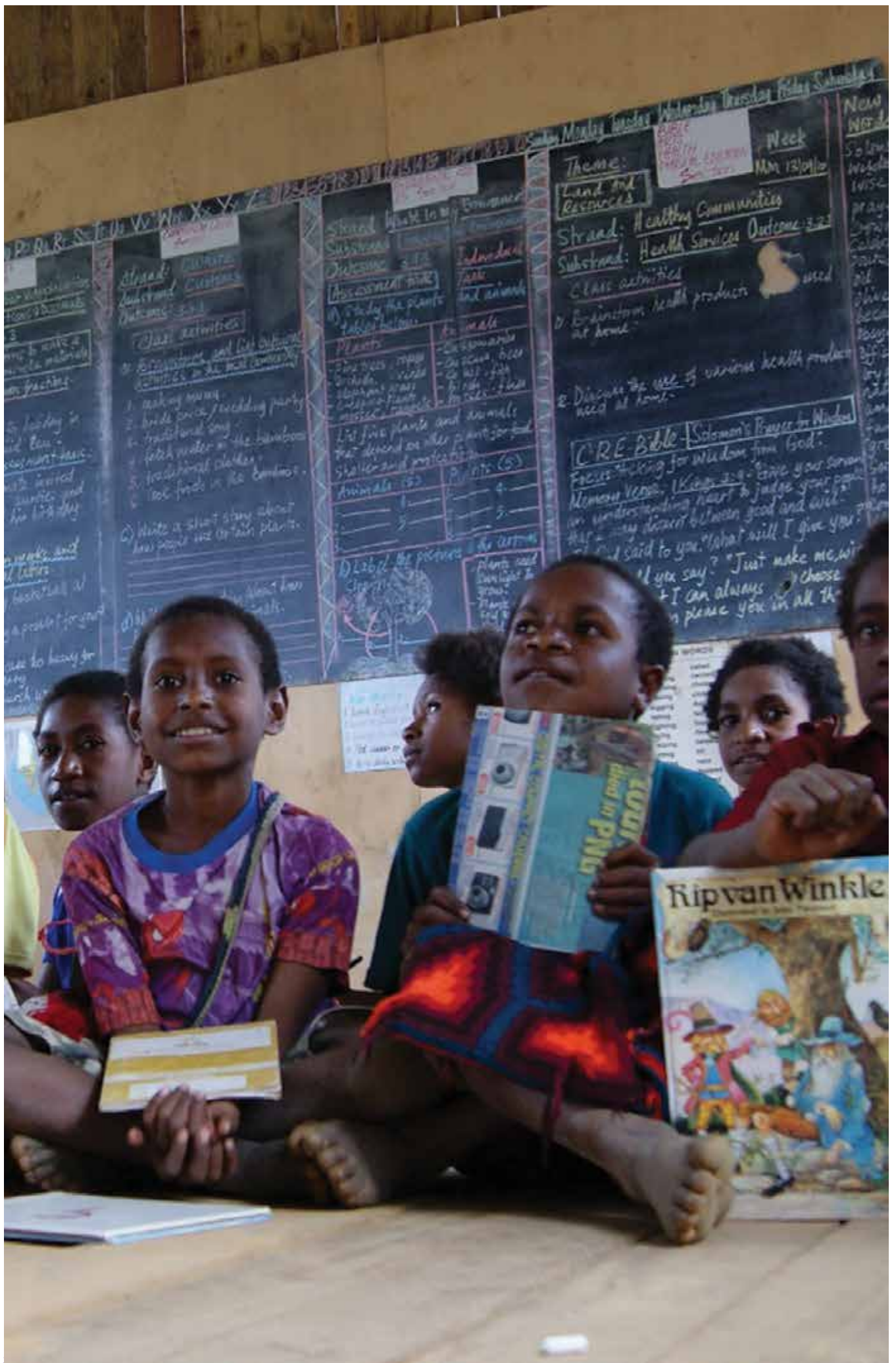
- The definition of child labour as defined by the International Labour Organisation (ILO) Convention No. 138 on the Minimum Age for admission to employment, and Convention No. 182 on the Worst Forms of Child Labour.
- The type and conditions of permissible work that children between 15 and 18 years old can carry out.
- Community monitoring systems as key for the identification of potential risks of child labour.
- Recordkeeping as a way to monitor changes and potential risks in the membership of producer organisations.
- The role of Fairtrade producers in the prevention and mitigation of child labour situations in their communities.

HOW TO PLAY

5 people can play per group. Players must interpret each strip and narrate the story they see in each illustration. Stories can be based on the players' daily lives or can be entirely fictional.

USE

The child labour puzzle can be used to introduce the key concepts for the definition and understanding of child labour from a rights-based approach, and to initiate conversation about potential risks in producer communities. The puzzle should be solved in strips starting from the top, allowing gradual analysis through group discussion.



GUIDANCE

This strip highlights two important elements for the identification of child labour situations: the duration and the type of work performed. The illustrations should be used to talk about the main ILO conventions under which the Fairtrade Standards related to child labour are framed. They should be the starting point for conversations around risky circumstances endemic to the geographical area or crop relevant to the user.

The first set of illustrations describes daily activities that are considered appropriate for a child, emphasising school, rest, play and mealtime.

The second set of illustrations describes a situation in which a child is subjected to forced and hazardous labour. The figure of the trafficker (the man by the river) is introduced here as the person who retains the child against her will.

The last set of illustrations presents a situation where the child is allowed to do light work in and out of the household and under adult supervision, while attending school and resting properly. This introduces the type of work that children under fifteen years old can perform.

FAIRTRADE STANDARD

INTENT AND SCOPE

This section intends to prevent labour that is damaging to children based on ILO Convention 182 on the Worst Forms of Child Labour addressing “work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children”. On ILO Convention 138 on Minimum Age: “The minimum age specified in pursuance of paragraph 1 of this Article shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.”

YEAR 0 CORE

You and the members of your organization must not employ children below the age of 15 or under the age defined by local law, whichever is higher.

You and the members of your organisation must not directly or indirectly submit workers less than 18 years of age to any type of work which, by its nature or the circumstance under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance.



STRIP
02

GUIDANCE

The second strip refers to hazardous labour and unacceptable work for children. This strip can be used to emphasise or introduce ILO Convention 182 (Worst forms of child labour).

The first three illustrations tell the story of a child who works all day in the sugar cane field with sharp tools and heavy loads - jobs that are classified as hazardous by the ILO. The last two illustrations suggest that the child then falls into worse forms of child labour, situations that will compromise his wellbeing and future. By showing a number of children in the same situation, the strip implies that this issue can affect many members of the community.

This strip can introduce a conversation around the worst forms of labour, which can involve slave-like practices, recruitment into armed conflict, sex work and/or illicit activities, all of which could be referred to using the last two illustrations in the strip.

It can also initiate a discussion about the most dangerous tasks related to the relevant crop, as well as the most common illicit activities in the region; it can also aim to prepare participants to conduct gap assessments and set up child-inclusive community-based monitoring systems.

FAIRTRADE STANDARD

YEAR 1 CORE

If in the past you or your members have employed children under 15 for any type of work, or children under 18 for dangerous and exploitative work, you must ensure that those children do not enter or are at risk of entering into even worse forms of labour including hazardous agricultural work, slave-like practices, recruitment into armed conflict, sex work, trafficking for labour purposes, illicit activities and/or working long hours in domestic labour.



STRIP
03

GUIDANCE

This third strip refers to the work that can be carried out by children below the age of 18. Children can participate in non-hazardous activities that contribute to the inter-generational transfer of skills and to children's food security.

The strip presents the story of three children between the ages of 13 and 17, carrying out light work. In the first set of illustrations a Fairtrade certified farmer is teaching his son about traceability, while the son supports his father labelling the sacks of the family's produce. In the second set of illustrations, a grandmother teaches her grandson about composting and soil fertility, and in the final set of illustrations, a young girl participates in a reading exercise at the local school.

This strip can be used to distinguish between light work that is not dangerous for children, and child labour or hazardous labour. The first is work performed under training or adult supervision and in a safe environment; and the second is work that interferes with compulsory schooling and threatens health and wellbeing - this is based on working hours, conditions of work, age, activities and hazards involved.

FAIRTRADE STANDARD

YEAR 0 CORE

Your members' children below 15 years of age are allowed to help your members on their farms under strict conditions: you must make sure that they only work after school or during holidays, the work they do is appropriate for their age, they do not work long hours and/or under dangerous or exploitative conditions, and their parents supervise and guide them.

You and the members of your organisation must not submit workers less than 18 years of age to any type of work which, by its nature or the circumstances under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance.



GUIDANCE

This strip brings attention to the importance of child-inclusive community-based monitoring systems and self assessment as efficient instruments for the identification of risks of child labour situations. The illustration also points out that children must be part of community assessments or monitoring systems.

In the strip, a Fairtrade producer organisation is identifying and documenting circumstances which can lead to child labour. In the first bubble is a group of orphaned brothers who could be forced to take up employment or unsupervised work in order to generate income; in the second bubble is a trafficker, convincing children to leave school to work in an unknown occupation; and in the third bubble, the school is too far away from the community and does not present a safe environment for children. The bubble on the far right highlights that it is useful for producer organisations to keep records of their members, so they can keep track of their ages and the type of work appropriate for each.

This strip can be used to highlight and introduce child labour standards for Year 1 and Year 3, where producer organisations are requested to have and implement policies and strategies for the identification and mitigation of child labour within their communities and organisations. These illustrations can also initiate conversation about the type of risks present in the community, and can be a starting point for community mapping exercises and discussions.

FAIRTRADE STANDARD

YEAR 3 DEV

If you have identified child labour as a risk in your organisation, you and the members of your organisation must implement relevant procedures to prevent children below the age of 15 from being employed for any work and children below the age of 18 from being employed in dangerous and exploitative work.



GUIDANCE

The last strip represents the relationship between Fairtrade producer organisations and Fairtrade consumers.

The illustration shows a consumer thinking about a community where children are supported to go to school, and adults are responsible for carrying out agricultural work in a safe environment.

This story can be used to highlight the relationship that Fairtrade facilitates between the members of supply chains. Fairtrade is a certification system that encourages the eradication of poverty through access to the international Fairtrade market.

FAIRTRADE STANDARD



ACTIVITY GUIDELINE

METHOD: Group discussion, presentation, community mapping

MEDIA: Fairtrade's Child Labour Puzzle, PowerPoint presentation on Child Labour Conventions and Fairtrade Standards, butcher paper and markers

DURATION: 180 mins

PROCEEDING:

Introduce the activity aimed to raise awareness about child protection among producer organisations. Make reference to the child labour requirements included in the Production chapter of the Fairtrade Standards for both Small Producer Organisations and Contract Production.

Ask participants to break into groups of five and choose a spokesperson who will present the group's main ideas. Distribute the twelve puzzle pieces that make up Strip 1 to each group, asking participants to solve the puzzle and identify any situation they suspect to be child labour. After 15 minutes of discussion, the spokespeople should present the outcome of their group's discussion.

Summarise the main points using Slides 1-4 of the **PowerPoint presentation on Child Labour Conventions and Fairtrade Standards**, presenting ILO Conventions No.138 and No.182. Connect the ILO conventions to Fairtrade's rights-based approach to child labour.

Distribute Strip 2 to each group. Ask participants to make up (written or orally) a short story around the illustrations given; participants should be encouraged to build a fictitious background for the main characters, to describe a situation where characters interact, and to present an ending for the story.

Next, ask participants to share some of the jobs related to their crop which they consider to be dangerous. This should lead to a discussion around why these jobs are not suitable for children. After 15 minutes of discussion, invite a person from each group to present the group's story.

To summarise, outline the main points presented and talk about ILO Conventions 182 and 190 using Slides 5-6 about the type and conditions of permissible work that 15-17 year olds can carry out.

Distribute Strip 3 to each group. Ask participants to identify the type of work that characters are performing and try to identify the age of the main characters. Ask participants to identify the type of work that they consider appropriate for children under the age of 15, both related or not related to agriculture.

After 15 minutes of discussion, invite a person from each group to present the group's opinions. After these presentations, summarise the main points presented and discuss Fairtrade Standards using Slide 7.

Distribute Strip 4 to each group. Ask participants to identify the most important message of this strip. After 5 minutes of discussion, invite a person from each group to present. Summarise the main points presented using Slide 8.

To close this activity, show Slide 9 and ask participants about the meaning of the illustration, bringing attention to the relationship between Fairtrade certified communities and the ethical consumer.

SUPPORT DOCUMENTS AND WORKSHEETS

- Powerpoint presentation on Child Labour conventions and Fairtrade Standards

FAIRTRADE CHILD LABOUR (BOYS) MAZE GUIDELINE

This material focuses on child labour scenarios for boys. The ten illustrations that comprise the tool are displayed in a maze-like format, a complex branching route through which the solver finds three kinds of short stories: one presenting a child labour situation, in which the route ends or leads to another form of child labour; another type describing a safe situation which leads to a series of ideal conditions for the achievement of a better future, represented by secure employment, higher education or schooling later in life; and a third type in which the child encounters both child labour and safe situations.

HOW TO PLAY

2 people can play. To solve the maze, the players must find 3 different paths to move from the starting step to the final step, using only open branches.

USE

This tool should be used during introductory training sessions about the Fairtrade system, its basic requirements and benefits. The illustrations in the poster should be utilised to start conversations around the Fairtrade system and raise awareness on its standards. Trainers must give producers or attendees the opportunity to lead the conversation and focus only on connecting the discussion to the specific concepts outlined in this guidance document.



ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
01



This illustration represents a child who works all day in the field and has no time for school or play. In this case the maze's route ends, implying that the child doesn't have many opportunities for building a better future.

YEAR 0 CORE

You and the members of your organization must not directly or indirectly employ children below the age of 15.

You and the members of your organisation **must not** directly or indirectly submit workers less than 18 years of age to any type of work which, by its nature or the circumstance under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance.

STORY
02



This illustration indicates that this child is attending school as part of his normal activities. As this illustration is located near the starting point of the maze, the user can take any of the available routes to solve the game; hence the child's day can become a sequence of child labour and hazardous jobs, or a series of optimal circumstances for his development.

STORY
03



This illustration shows a child enjoying leisure time with peers as part of his or her upbringing. The situation offers two routes out: one that leads to a form of child labour, and another that leads to supervised safe work. The story will take a different direction depending on the choice made by the user at this point of the maze.

STORY
04



A child labour situation is presented here as a child carrying a heavy load. This illustration offers only one route out, which leads to a worse form of child labour in which the route ends badly.

YEAR 0 CORE

You and the members of your organisation **must not** directly or indirectly submit workers less than 18 years of age to any type of work which, by its nature or the circumstance under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance.

YEAR 3 DEV

If you have identified child labour as a risk in your organisation you and the members of your organisation **must implement** relevant procedures to prevent children below the age of 15 from being employed for any work and children below the age of 18 from being employed in dangerous and exploitative work.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
05



This illustration presents a good circumstance for the child as he is working in the field supervised by his parents and is not performing a hazardous job. This illustration is located near the end of the maze, as a gateway which suggests that this is an ideal situation that bringing opportunities and options to young people.

YEAR 0 CORE

Your members' children below 15 years of age are allowed to help your members on their farms or indirectly support members' farms under strict conditions: you **must make sure** that they only work after school or during holidays, the work they do is appropriate for their age, they do not work long hours and/or under dangerous or exploitative conditions, and their parents supervise and guide them.

STORY
06



This illustration suggests a situation of unacceptable work for children as the characters are heading towards a bar in the middle of the night. The illustration also marks the end of this route, suggesting that the child's future will be compromised by these circumstances. The illustration also suggests that other children are in the same situation, bringing attention to endemic issues around child protection.

YEAR 1 CORE

If in the past you or your members have employed children under 15 for any type of work, or children under 18 for dangerous and exploitative work, **you must ensure** that those children do not enter or are at risk of entering into even worse forms of labour including hazardous work, slave-like practices, recruitment into armed conflict, sex work, trafficking for labour purposes and/or illicit activities.

STORY
07



This illustration refers to hazardous work as the child is obligated to climb up a coconut tree, a situation that can be physically harmful. Here the user is offered a way out that leads to a supervised job in the family farm, to transmit idea that children can overcome child labour and take control of their life and future.

YEAR 0 CORE

You and the members of your organisation **must not** directly or indirectly submit workers less than 18 years of age to any type of work which, by its nature or the circumstance under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
08



The boy featured in this illustration is being exposed to chemicals; he is not only spraying a dangerous substance with no protective gear, but also carrying a heavy load. Here, the user has two options for changing the route: one leads to a supervised job in the family farm, and the other to a hazardous labour situation which can negatively impact the child's future. The story will take a different direction depending on the choice made by the user at this point of the maze.

YEAR 0 CORE

You and the members of your organisation **must not** directly or indirectly submit workers less than 18 years of age to any type of work which, by its nature or the circumstance under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance.

YEAR 1 CORE

If in the past you or your members have employed children under 15 for any type of work, or children under 18 for dangerous and exploitative work, **you must ensure** that those children do not enter or are at risk of entering into even worse forms of labour including hazardous work, slave-like practices, recruitment into armed conflict, sex work, trafficking for labour purposes and/or illicit activities.

STORY
09



This illustration presents a child studying after school as a reminder of the time that children need to devote to education. To solve the maze, the user can take one of two options: one leads to supervised work and the other to child labour circumstances. Each option will bring the user to different endings.

STORY
10



This illustration represents the end of the maze and the idea that children who have access to education, family support and leisure time will have more options in the future, whether they want to continue to work in agriculture or have a different occupation such as a doctor or a politician.

ACTIVITY GUIDELINE

METHOD: Group work and discussion

MEDIA: Fairtrade Child Protection maze for boys,
pencils and markers

DURATION: 120 mins

PROCEEDING:

Introduce the activity aimed at raising awareness about child protection among producer organisations. Make a quick reference to the child labour requirements included in the Production chapter of the Fairtrade standards for Small Producer Organisations and Contract Production.

Ask participants to break into groups of two.

Distribute to every group one copy of the maze (alternating the maze for boys and girls), a pencil and 3 markers of different colours.

Ask participants to solve the maze finding at least three different paths to reach the end, using the three markers provided. Encourage participants to discuss each illustration as they progress through the maze, and whether there were potentials for child labour in each and why/why not.

After the exercise, invite the groups to present the three paths, explaining what was happening in the illustrations encountered in each path.

After the final presentation, initiate a wrap up discussion about how to identify risks in their own community, or about what sort of common activities children carry out at home or in the field that can put them at risk. The trainer can also open the floor up for questions.



FAIRTRADE CHILD LABOUR (GIRLS) MAZE GUIDELINE

This material focuses on child labour scenarios for girls. The ten illustrations that comprise the tool are displayed in a maze-like format, a complex branching route through which the solver finds three kinds of short stories: one presents a child labour situation, in which the route ends or leads to another form of child labour; another type describes a safe situation which leads to a series of ideal conditions for the achievement of a better future, represented by secure employment, higher education or schooling later in life; and a third type in which the child encounters both child labour and safe situations.

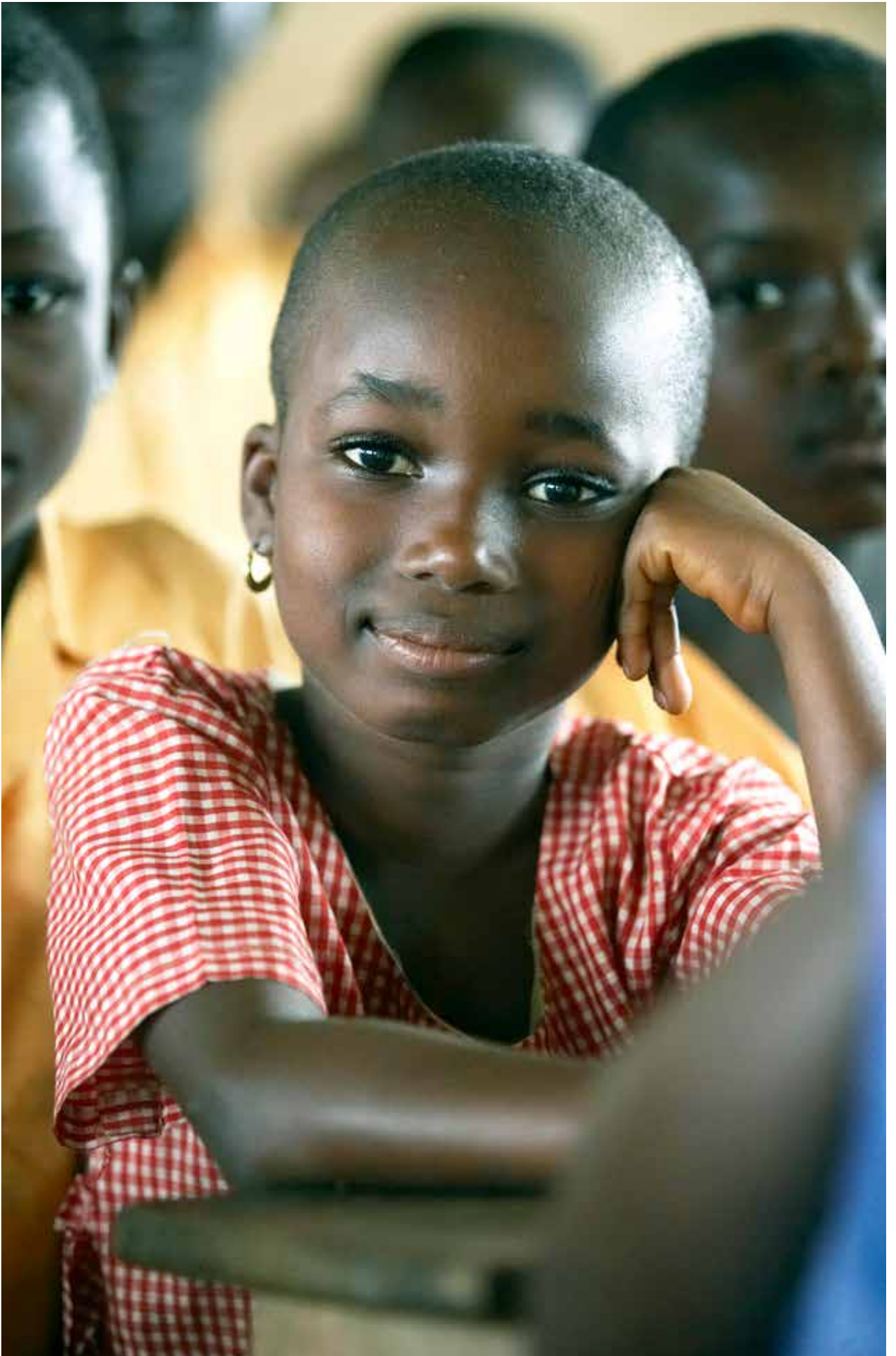
HOW TO PLAY

2 people can play. To solve the maze, the players must find 3 different paths to move from the starting step to the final step, using only open branches.

USE

This material can be used to start a conversation about suitable daily activities for children, both on the farm and in other areas of their lives, to introduce the subject of hazardous labour, to identify risks of child labour in producers area, and to introduce Year 0 and 1 Fairtrade standards in both the Fairtrade Standards for Small Producer Organisations and for Contract Production.

The user can solve the maze by choosing one or more routes to reach the finish line. The game offers routes that end suddenly without reaching the final destination, and routes that lead to the final destination after going through child labour situations and/or safe activities for children. The user must be encouraged to discuss and analyse the different situations featured in the maze and to create stories around chosen routes.



ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
01



This illustration represents a child that works all day in the field and has no time for schooling or playing. In this case the maze's route ends, implying that the child does not have many opportunities for building a better future.

YEAR 0 CORE

You and the members of your organisation **must not directly or indirectly** employ children below the age of 15.

You and the members of your organisation **must not directly or indirectly** submit workers less than 18 years of age to any type of work which, by its nature or the circumstance under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance.

STORY
02



The illustration indicates that this child is attending school as part of her normal activities. As this illustration is located near the starting point of the maze, from here the user can take any of the available routes to solve the game; hence the child's day can become a sequence of child labour and hazardous jobs or a series of optimal circumstances for her development.

STORY
03



This illustration shows a child who enjoys leisure time with peers as part of his or her upbringing. This illustration leads directly to the end of the maze, suggesting that these activities are an important part of the process of building a better future.

STORY
04



A child labour situation is presented here, as the child is carrying a heavy load. This illustration offers only one route out which leads to a school; this is to highlight that children can overcome child labour and retake control of their life and future

YEAR 0 CORE

You and the members of your organisation **must not** directly or indirectly submit workers less than 18 years of age to any type of work which, by its nature or the circumstance under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance.

YEAR 3 DEV

If you have identified child labour as a risk in your organisation you and the members of your organisation **must implement** relevant procedures to prevent children below the age of 15 from being employed for any work and children below the age of 18 from being employed in dangerous and exploitative work.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
05



This illustration presents a child being taught shop keeping skills by a family member. This highlights the importance of trans-generational knowledge. As the child is working under supervision and is not performing a hazardous job, this represents a positive environment. This illustration is located near the end of the maze suggesting that this is an ideal condition that brings opportunities and options to young people.

YEAR 0 CORE

Your members' children below 15 years of age are allowed to help your members on their farms or indirectly support members' farms under strict conditions: you **must make sure** that they only work after school or during holidays, the work they do is appropriate for their age, they do not work long hours and/or under dangerous or exploitative conditions, and their parents supervise and guide them.

STORY
06



This illustration suggests a situation of unacceptable work for children, as the character is performing more domestic work than she should be responsible for and she is without the supervision of an adult. The illustration also suggests that other children are being neglected, bringing attention to endemic issues around child protection.

YEAR 1 CORE

If in the past you or your members have employed children under 15 for any type of work, or children under 18 for dangerous and exploitative work, **you must ensure** that those children do not enter or are at risk of entering into even worse forms of labour including hazardous work, slave-like practices, recruitment into armed conflict, sex work, trafficking for labour purposes and/or illicit activities.

STORY
07



This illustration refers to hazardous work, as the child is obligated to cook unsupervised, a situation that can be physically harmful. From here the user will reach an illustration presenting a child carrying out a supervised job in the house. This is to suggest that children can overcome child labour and take control of their life and future with the help of their parents or other members of the community.

YEAR 0 CORE

You and the members of your organisation **must not directly or indirectly submit** workers less than 18 years of age to any type of work which, by its nature or the circumstance under which it is carried out, is likely to jeopardize their health, safety or morals and their school attendance

YEAR 1 CORE

If in the past you or your members have employed children under 15 for any type of work, or children under 18 for dangerous and exploitative work, **you must ensure** that those children do not enter or are at risk of entering into even worse forms of labour including hazardous work, slave-like practices, recruitment into armed conflict, sex work, trafficking for labour purposes and/or illicit activities.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

STORY
08



The girl featured in this illustration is helping with domestic work, which in this case is a positive situation as the girl is being supervised by a family member and is doing the appropriate amount of work for her age. From this illustration the user has the option to choose from a variety of paths that lead to the positive development of the child which in time lead to the end of the maze.

STORY
09



The illustration presents a child eating a meal, as a reminder of food security as a basic element of children's wellbeing. To solve the maze, the user can take one of two options: one that leads to school and the other that leads to child labour circumstances. Each option will bring the user to different endings.

STORY
10



This illustration represents the end of the maze and the idea that children who have access to education and leisure time will have more options in the future, whether they want to continue working in agriculture or have a different occupation.

ACTIVITY GUIDELINE

METHOD: Group work and discussion.

MEDIA: Fairtrade Child Protection maze for girls, pencils and markers.

DURATION: 120 mins

PROCEEDING:

Introduce the activity aimed at raising awareness about child protection among producer organisations. Make a quick reference to the child labour requirements included in the Production chapter of the Fairtrade standards for Small Producer Organisations and Contract Production.

Ask participants to break into groups of two.

Distribute to every group one copy of the maze (alternating the maze for boys and girls), a pencil and 3 markers of different colours.

Ask participants to solve the maze finding at least three different paths to reach the end, using the three markers provided. Encourage participants to discuss each illustration as they progress through the maze, and whether there were potentials for child labour in each and why/why not.

After the exercise, invite the groups to present the three paths, explaining what was happening in the illustrations encountered in each path.

After the final presentation, initiate a wrap up discussion about how to identify risks in their own community, or about what sort of common activities children carry out at home or in the field that can put them at risk. The trainer can also open the floor for questions.



FAIRTRADE AND GENDER EQUALITY GUIDELINE

Fairtrade and Gender Equality is a storytelling booklet that contains four comic strip based backgrounds and a cut-out character sheet. Each background is the base for a story that can be populated with characters from the cut-out sheet. Since the character sheet offers a female and a male option that can be designated to each one of the activities displayed in the backgrounds, the potential stories can be told from either a female or a male perspective. The backgrounds cover topics such as food security, farming activities, leadership within producer organisations, access to training, access to tools, and sustainable income.

HOW TO PLAY

5 people can play per booklet. The tool invites producers to choose a character from the character sheet and to place it onto the silhouettes in the background; the user must choose the person that s/he thinks belongs in each case. The guidance below is based on the hypothetical case of women being chosen for each one of the activities suggested in the booklet.

USE

This tool can be used during introductory workshops about Fairtrade standards to initiate conversations about the role of women within the relevant organisation. Discussion and conversation should be considered as the starting point of a needs assessment to address gender issues within producer organisations.



GUIDANCE

FAIRTRADE STANDARD



This illustration represents a truck driver, a Fairtrade officer, a manager of a Fairtrade producer organisation, and a Fairtrade producer. Since the character sheet provides both men and women in these roles, this highlights that women have a wider range of job choices in the agricultural sector than traditionally thought.

The illustrations highlight the role that Fairtrade producer organisations have in encouraging women to participate equally in decision making roles and to be rewarded equally for their work at all levels. Producer organisations are also encouraged to identify spaces where women are underrepresented or discriminated against, so that the situation can be addressed through the Fairtrade Development Plan.

YEAR 0 CORE

You **must not discriminate** against members or restrict new membership on the basis of race, colour, sex, sexual orientation, disability, marital status, age, religion, political opinion, language, property, nationality, ethnicity or social origin. You **must not discriminate** regarding participation, voting rights, the right to be elected, access to markets, or access to training, technical support or any other benefit of membership.

Your rules that determine who can become a member must not be discriminatory.

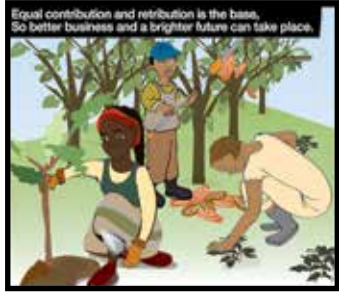
YEAR 6 DEV

You must have programmes in place related to the disadvantaged/minority groups that you have identified, to improve their social and economic position in your organization.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD



This illustration represents a cocoa block that can be looked after by both men and women. The character sheet provides the opportunity to identify the variety of roles that women have in agriculture by showcasing women planting, tending, harvesting and de-weeding. The illustration aims to demonstrate that the activities women carry out in agriculture are key to household income and to building sound agricultural businesses.

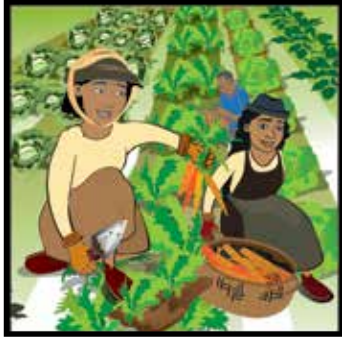
YEAR 3 DEV

You **must identify** disadvantaged/minority groups within your organisation according to, for example, gender, age, income or land area.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD



This illustration demonstrates that a vegetable garden can be looked after by women and men. The character sheet offers the opportunity to identify the role that women have in securing food for the family. In producing countries, women are more likely to be responsible for vegetable gardens, which often represent extra income for the family. This illustration aims to acknowledge the importance of this role.

YEAR 3 DEV

You **must identify** disadvantaged/minority groups within your organisation according to, for example, gender, age, income or land area.



This image represents a household at dinner time. The character sheet provides the opportunity to acknowledge that women traditionally have the responsibility of providing cooked food for the family, and can also support a discussion about the possibility of shifting roles and/or sharing responsibilities with male members of the family.

YEAR 3 DEV

You **must identify** disadvantaged/minority groups within your organisation according to, for example, gender, age, income or land area.

STRIP
03



This illustration represents a training event. The character sheet presents the option of portraying women in a leading role within the training; it highlights that women in Fairtrade organisations must have equal opportunity to receive training and must be supported to take part in training events.

YEAR 3 DEV

You **must identify** disadvantaged/minority groups within your organisation according to, for example, gender, age, income or land area.



This image represents a family having access to agricultural tools through their Fairtrade Certified organisation. The character sheet presents the option of women being the main recipient of tools, to encourage a discussion around the leading role that women can play as beneficiaries of community and business projects run by the producer organisation or by a support organisation such as an NGO.

YEAR 3 DEV

You **must identify** disadvantaged/minority groups within your organisation according to, for example, gender, age, income or land area.

ILLUSTRATION



GUIDANCE

This illustration represents a Fairtrade business transaction. The answer sheet offers the option of having a woman closing the transaction and managing the money earned; this is to support a conversation about who is most likely to manage a family's income (as well as the reason behind this choice and the potential consequences that could result).

FAIRTRADE STANDARD

YEAR 3 DEV

You **must identify** disadvantaged/minority groups within your organisation according to, for example, gender, age, income or land area.

GUIDANCE



FAIRTRADE STANDARD

STRIP
04

The last strip refers to the role that Fairtrade certified producer organisations play in making agriculture a fairer place for women, closing the gap between the benefits that men and women receive from their work. It also highlights the role that consumers and supporters play in encouraging producers' commitment to gender equality.

YEAR 3 DEV

You **must identify** disadvantaged/minority groups within your organisation according to, for example, gender, age, income or land area.

ACTIVITY GUIDELINE

METHOD: Group discussion, PowerPoint presentation.

MEDIA: Fairtrade and Gender Equality Booklet, PowerPoint presentation on Gender Equality and Fairtrade standards, scissors, glue and markers.

DURATION: 120 mins

PROCEEDING:

Introduce the activity as one of Fairtrade organisations' efforts to raise awareness about freedom from discrimination and non-discrimination, especially gender equality, among producer organisations. S/he will also make a quick reference to the freedom from discrimination requirements included in the Production chapter, and the non-discrimination standards included in the Business and Development chapter in the Small Producer Organisation and Contract Production Fairtrade standards.

Ask participants to break into groups of five and to choose a spokesperson who will present the group's main ideas.

Distribute a Fairtrade and Gender booklet with its respective characters sheet, scissors, glue and markers to each group.

Ask participants to carefully look at the given booklet to identify the places where they consider a character should be placed. After five minutes, ask participants to fill in the gaps in the booklet, choosing from the character sheets the person they believe should be placed in the empty backgrounds.

After 20 minutes of group discussion, invite the spokespersons to present the outcome of the discussion emphasising how they chose the characters and explaining what they think is happening in the story.

After the final presentation is made, present the video PNG women in agriculture: www.youtube.com/watch?v=ycoFzc_Ym7g (15 minutes). When the video ends, encourage participants to make a comparison between the video and the stories they made in the booklet.

After ten minutes of group discussion, summarise the main points and using PowerPoint slides 1-4, present the Fairtrade non-discrimination standards.

After the presentation, ask participants to go back to their stories and to find four messages that they, as Fairtrade farmers, would like to say to women who work in agriculture, and then place these messages in every strip of the booklet.

After 15 minutes of group discussion, the trainer will invite the spokespersons to present the messages and the final stories. When the presentations are finalised, the trainer should summarise the main ideas and close the activity using the corresponding PowerPoint presentation.

SUPPORT DOCUMENTS AND WORKSHEETS

- **Powepoint presentation gender equality and Fairtrade**
PNG women in agriculture: www.youtube.com/watch?v=ycoFzc_Ym7g
Closing The gap between men and women in agriculture: www.youtube.com/watch?v=ycoFzc_Ym7g
Adolescents Girls Initiative: www.youtube.com/watch?v=sB6KFqwuCb0

FAIRTRADE GOOD GOVERNANCE PUZZLE GUIDELINE

This is a double sided puzzle presented in two A4 sheets, which when solved displays the 8 main concepts of a democratic organisation's constitution. Each of these 8 concepts is represented by illustrations and small messages. Each piece of the puzzle represents two approaches to the same concept, giving solvers two options per concept. Their choices will shape the final puzzle, and provide the basic instructions to build a constitution for a small producer organisation, based on Fairtrade standards.

The pieces of the puzzle are doubled sided and interchangeable, giving players the possibility of choosing any combination of pieces in the chapters. Pieces can be moved from head to bottom, from side to side and from side to side and turned over, to be finally placed in the desired illustration.

HOW TO PLAY

4 to 6 people can play. The group must decide collectively on one of the 2 options available for each of the 8 chapters in the puzzle, thus customising their constitution.

USE

This tool can be used to support the development of a producer organisation's constitution, based on Fairtrade requirements for Small Producer Organisations and Contract Production set ups.

It can also be used to facilitate understanding of the basic components of a democratic organisation's constitution.



GUIDANCE

Puzzle
01

GENERAL INFORMATION

The illustrations in this chapter represent four details that must be included in the first chapter of the constitution: name and trade name, location, number of members and the purpose of the organisation.

CHOICE ONE: it represents a small organisation located in one village and set to support one single purpose.

CHOICE TWO: It represents a bigger organisation located in various remote areas and set to support members with a variety of services.

FAIRTRADE STANDARD

YEAR 0 CORE

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

Puzzle
02

OBJECTIVES

The illustrations in this chapter show the general objectives of the organisation. The kind of services the organisation will provide to members (such as technical support and financial services) and the values of the organisation,

CHOICE ONE: it represents the objectives of an organisation that aims to support members with transport, export services, agrochemical inputs and to uphold members' rights.

CHOICE TWO: it represents the objectives of an organisation that aims to provide technical support, export services and a steady income to members.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

PUZZLE CARDS

1 **GENERAL INFORMATION:** Gives a broad outline of the organisation, including its purpose, principles, location and area of work.



300 MEMBERS



ASTRAMA




4,000 MEMBERS



TECHNICAL ASSISTANCE

To support members to improve volumes and quality of their crops, and to sell these to international markets

2 **OBJECTIVES OF THE ORGANISATION:** Describes the general activities of the organisation and its business, including services to members, which are carried out in order to fulfil the organisation's purpose.










GUIDANCE

Puzzle
03

THE MEMBERSHIP

The illustrations in this chapter describe five main points regarding the membership. Firstly it describes the requirements for membership, including the rules and regulations members must abide by. It then shows the procedures for entering into membership in the organisation. It stipulates how much the membership fee is (if there is a membership fee), what the rights of members are, and what the responsibilities of members are, such as participation in the organisation.

CHOICE ONE: it represents an organisation that opens its membership only to a small group of people and have unclear membership application procedures.

CHOICE TWO: the illustrations represent an organisation with clear membership entrance procedures and requirements, as well as members' rights and obligations. .

FAIRTRADE STANDARD

YEAR 0 CORE

It needs to be clear who is a member of your organization. Therefore, you must have written rules to determine who can become a member and you must keep a record of your members.

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

Puzzle
04

MEETINGS

The illustrations in this chapter describe the main procedures to be followed when calling and carrying out meetings. The chapter depicts how often certain meetings, such as Annual General Meetings and Board meetings, must be held. It describes the quorum for each of these meetings and the manner in which the notice for these meetings must occur, including the notice period. It also describes the way in which members can call extraordinary general meetings when they have an issue they want to discuss with the General Assembly.

CHOICE ONE: illustrations represent an organisation with clear procedures for calling and conducting meetings such as a comprehensive notice of meetings, and defined quorum and agendas.

CHOICE TWO: illustrations represent an organisation with unclear procedures for calling and conducting meetings, as well as incomplete meeting notice, and undefined quorum and agendas.

YEAR 0 CORE

You must hold a General Assembly at least once a year.

You must inform your members in good time when the General Assembly will take place.

Minutes of the General Assembly must be taken and signed by the president of the Board and at least one other member and must contain a list of participants of the General Assembly.

You must present the annual report, budgets and accounts to the General Assembly for approval.

The General Assembly must meet at least once a year.

PUZZLE CARDS



GUIDANCE

Puzzle
05

INCOME GENERATION AND ACCOUNTS

This chapter describes how an organisation plans to generate income, such as through sales, membership fees and assets. It includes the cost of membership fees and the process the organisation will use to be accountable and transparent. It stipulates who is responsible for financial duties in the organisation and who the signatories are on the organisation's accounts.

CHOICE ONE: Illustrations depict the records of an organisation that has a well stabilised financial control system and a wide range of income generation strategies.

CHOICE TWO: illustrations represent the records of an organisation, which is not concerned with financial control systems and has one single income generation resource: annual fees.

FAIRTRADE STANDARD

YEAR 0 CORE

You must present the annual report, budgets and accounts to the General Assembly for approval.

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

You must keep records and books that are accessible to all members.

You must have a bank account with more than one signatory, unless it is not possible.

Puzzle
06

GOVERNANCE BODIES

This chapter is depicted as a building that only holds together when all parts are working together. The bottom level is the General Assembly, the highest decision making body, who when meeting quorum and in consensus, makes decisions on the direction and objectives of the organisation. The next level, the board, oversees the decisions made by the General Assembly by guiding the management team on how to implement these decisions. The management team, as a separate level, implements the activities under the direction of the board.

CHOICE ONE: Illustrations represent an organisations that has 3 well-functioning governance bodies, thus the organisation has a clear direction given by the General Assembly and implemented by the management team.

CHOICE TWO: illustrations represent an organisation that doesn't have clear understanding of the basic functions of its governance bodies, thus the organisation has not clear direction and an unstable ground to grow.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

PUZZLE CARDS

5 INCOME GENERATION AND ACCOUNTS: Describes how the organisation will make money and keep record of accounts, in order to be accountable and transparent.



6 GOVERNANCE BODIES: Describes who oversees and implements the organisation's activities, and how governance bodies will interact with each other.



GUIDANCE

Puzzle
07

DECISION MAKING

The illustrations in this chapter describe how members have equal voting rights; how the Annual General Meeting can only make decisions when quorum is reached, and that the board needs to have quorum of 50% plus one to make decisions.

CHOICE ONE: Illustrations represent the different types of meetings that a small organisation might have, as well as the voting rights of its members.

CHOICE TWO: illustrations represent the different type of meetings that an organisation might have. In this case, the depicted organisation is using a delegate system because of the high number of members and their dispersed locations. The delegate system enables the General Assembly to make decisions on behalf of all members.

FAIRTRADE STANDARD

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

Puzzle
08

DISSOLUTION AND DISPUTES

This chapter describes the organisation's process of disputes and dissolution. The illustration depicts under what circumstances the constitution allows for dissolution, for example if quorum has not been met at consecutive Annual General Meetings or if an extraordinary general meeting is called and the members call for and approve (with the appropriate quorum) the organisation's dissolution.

The illustration also depicts the process of resolving disputes. If a member has a dispute, he or she should discuss the matter in the following order with the following parties until the dispute is resolved: the manager, the chairperson, the General Assembly, and finally the local tribunal.

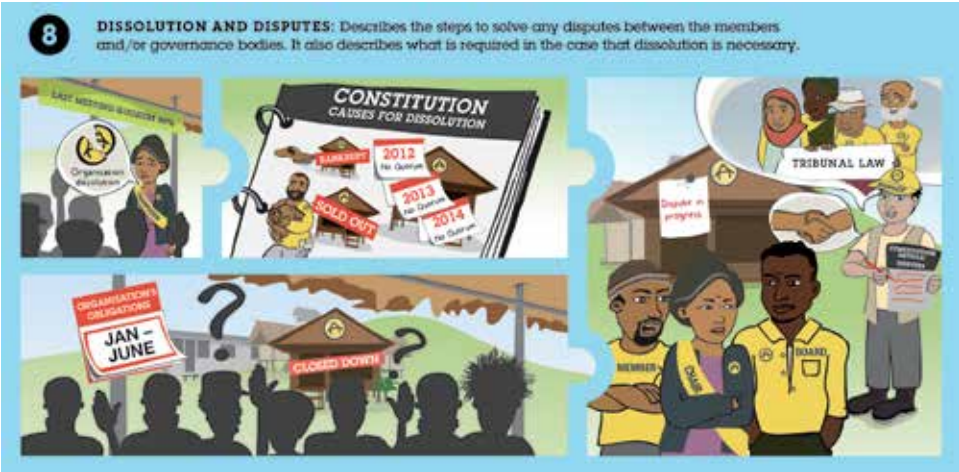
CHOICE ONE: The illustrations represent an organisation that has weak procedures for conflict resolution and unclear dissolution processes.

CHOICE TWO: The illustrations represent an organisation with a strong and clearly defined conflict resolution and dissolution processes.

YEAR 0 CORE

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

PUZZLE CARDS



ACTIVITY GUIDELINE

METHOD: Group Discussion, Brainstorming, Presentation

MEDIA: Fairtrade Good Governance Constitution Puzzle and PowerPoint Presentation.

DURATION: 4 hours

PROCEEDING:

Ask participants to organise into groups of 4 to 6 people.

Distribute the pieces of the puzzle and invite participants to solve the puzzle, by completing the illustrations and by choosing between the two options given on each double sided piece.

When relevant, participants will also be given a written constitution template to be filled in with their choices or/ and customised with further information.

Encourage participants to analyse their choices and the possible connexions between the chapters.

To finalise the activity, the trainer will summarise the main concepts using the PowerPoint Presentation Good Governance Constituion. The session should be a conversation around the chapters presented in the jigsaw puzzle, giving participants the opportunity to ask questions and contribute with their own ideas and knowledge.

SUPPORT DOCUMENTS AND WORKSHEETS

- Powerpoint Presentation Good Governance Constitution
- Constitution Template (PDF)



FAIRTRADE GOOD GOVERNANCE POSTER GUIDELINE

This tool is an A2 size poster featuring the basic information to be included in a producer organisation's constitution: general information, objectives, membership, meetings, income generation and accounts, governance bodies, decision making, and dissolution and disputes. The information is presented in 8 graphic chapters describing each of these subjects.

HOW TO PLAY

10 people can play. Players must interpret the stories in each graphic chapter of the poster, identifying the main elements of each story.

USE

The poster can be used to support small producers to conduct trainings and awareness-raising activities among members, and to facilitate the development and approval of constitutions at the member level. Its overall aim is to help small producers to understand and raise awareness within their organisation on the main components to be included in the constitution of a small producer organisation.



GUIDANCE

strip
01

GENERAL INFORMATION: The illustrations in this chapter represent four details that must be included in the first chapter of the constitution: name and trade name, location, number of members and the purpose of the organisation.



FAIRTRADE STANDARD

YEAR 0 CORE

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

strip
02

OBJECTIVES: The illustrations in this chapter show the general objectives of the organisation. In this case they are “to sell members’ crops to export markets”. The illustrations also shows the kind of services the organisation will provide to members (such as technical support and financial services), and the values of the organisation, in this case democracy, equality and equal opportunity. These services are provided in order to achieve the objectives of the organisation.



YEAR 0 CORE

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

GUIDANCE

strip
03

THE MEMBERSHIP: The illustrations in this chapter describe five main points regarding the membership. Firstly it describes the requirements for membership, including the rules and regulations members must abide by. It then shows the procedures for entering into membership in the organisation. It stipulates how much the membership fee is (if there is a membership fee), what the rights of members are, and what the responsibilities of members are, such as participation in the organisation.



FAIRTRADE STANDARD

YEAR 0 CORE

It needs to be clear who is a member of your organization. Therefore, you must have written rules to determine who can become a member and you must keep a record of your members.

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

You must not discriminate against members or restrict new membership on the basis of race, colour, gender, sexual orientation, disability, marital status, age, HIV/AIDS status, religion, political opinion, language, property, nationality, ethnicity or social origin. You must not discriminate regarding participation, voting rights, the right to be elected, access to markets, or access to training, technical support or any other benefit of membership.

strip
04

MEETINGS: The illustrations in this chapter describe the main procedures to be followed when calling and carrying out meetings. The chapter depicts how often certain meetings, such as Annual General Meetings and Board meetings, must be held. It describes the quorum for each of these meetings and the manner in which the notice for these meetings must occur, including the notice period. It also describes the way in which members can call extraordinary general meetings when they have an issue they want to discuss with the General Assembly.



YEAR 0 CORE

You must hold a General Assembly at least once a year.

You must inform your members in good time when the General Assembly will take place.

Minutes of the General Assembly must be taken and signed by the president of the Board and at least one other member and must contain a list of participants of the General Assembly.

You must present the annual report, budgets and accounts to the General Assembly for approval.

The General Assembly must meet at least once a year.

GUIDANCE

strip
05

INCOME GENERATION AND ACCOUNTS: This chapter describes how an organisation plans to generate income, such as through sales, membership fees and assets. It includes the cost of membership fees and the process the organisation will use to be accountable and transparent. It stipulates who is responsible for financial duties in the organisation and who the signatories are on the organisation's accounts.



FAIRTRADE STANDARD

YEAR 0 CORE

You must present the annual report, budgets and accounts to the General Assembly for approval.

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

You must keep records and books that are accessible to all members.

You must have a bank account with more than one signatory, unless it is not possible.

strip
06

GOVERNANCE BODIES: This chapter is depicted as a building that only holds together when all parts are working together. The bottom level is the General Assembly, the highest decision making body, who when meeting quorum and in consensus, makes decisions on the direction and objectives of the organisation. The next level, the board, oversees the decisions made by the General Assembly by guiding the management team on how to implement these decisions. The management team, as a separate level, implements the activities under the direction of the board.



YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

GUIDANCE

strip
07

DECISION MAKING: The illustrations in this chapter describe how members have equal voting rights; how the Annual General Meeting can only make decisions when quorum is reached, and that the board needs to have a quorum of 50% plus one to make decisions. The organisation is using a delegate system because of the high number of members and their dispersed locations. The delegate system enables the General Assembly to make decisions on behalf of all members.



FAIRTRADE STANDARD

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

strip
08

DISSOLUTION AND DISPUTES: This chapter describes the organisation's process of disputes and dissolution. The illustration depicts under what circumstances the constitution allows for dissolution, for example if quorum has not been met at consecutive Annual General Meetings or if an extraordinary general meeting is called and the members call for and approve (with the appropriate quorum) the organisation's dissolution.

The illustration also depicts the process of resolving disputes. If a member has a dispute, he or she should discuss the matter in the following order with the following parties until the dispute is resolved: the manager, the chairperson, the General Assembly, and finally the local tribunal.



YEAR 0 CORE

You must follow your own rules and regulations such as a constitution, by-laws and internal policies, including those for election, membership processes and a delegate system (if applicable).

ACTIVITY GUIDELINE

METHOD: Group Discussion, Brainstorming, Presentation

MEDIA: Fairtrade Good Governance Poster

DURATION: 2 hours

PROCEEDING:

Ask participants to organise into groups, and to interpret the story described on the first strip of the poster, giving 10 minutes for discussion.

After 10 minutes, collect on a flipchart the interpretations given by each group.

When all the ideas are collected, present the story described on the relevant strip, making connections where possible to the ideas proposed by the attendees.

Cover each of the stories in the poster, following the same procedure described above.

Present a couple of stories of successful cooperatives, using videos or written profiles.

To close the activity, distributing the poster among attendees and invite them to share the story with their families and friends.

To finalise the activity, run a friendly competition between groups based on the Good Governance Quiz. Then, summarise the main concepts covered during the activity, using the PowerPoint presentation Good Governance Poster. The session should be a conversation around the chapters presented in the poster, giving participants the opportunity to ask questions and contribute with their own ideas and knowledge.

The trainer may use this presentation, when relevant, to summarise all the concepts discussed through the poster. Please refer to the Good Governance Training document for further information on each of the concepts covered by this tool and its presentation.

SUPPORT DOCUMENTS AND WORKSHEETS

- Powerpoint Presentation Good Governance Poster
- Good Governance Quiz



FAIRTRADE GOOD GOVERNANCE CARDS GUIDELINE

This tool is a set of 42 cards describing 7 roles and 6 responsibilities which cover the topics of the General Assembly, Good Governance Principles, the Chairperson, the Manager, the Treasurer, the Secretary and the Member.

HOW TO PLAY

- This suggested card game is based on the game “Go Fish!” However, other preferred games can be played with the 42 card set.
- Up to six people can play.
- First, the group will choose a dealer, the person that will shuffle and deal the cards.
- The dealer will deal 6 cards to each player. Players hold their cards so that nobody else can see them. The remaining cards are placed face-down in a pile between the players.
- Starting from the left and moving clockwise, the first player asks any one player for a specific card, e.g. “Do you have any Manager cards?” The card requested must be one the player has in hand.
- If the player being asked has one or more of the requested cards, she/he must give all cards from the requested set to the player who has asked.
- If the player being asked does not have any cards from the set, they respond to the request by saying “Go Fish!” The asking player must then pick up a single card from the deck of cards.
- When a player collects all six cards in a set, the player will put the set aside and carry on playing to collect more sets.
- When a player runs out of cards, she/he can pick up one from the deck.
- The game is won by the player who collects the highest number of full sets.
The game will end when no more sets can be collected.

USE

This tool can be used to facilitate understanding of the role of an organisation’s General Assembly, the role of its board of directors, and each one of its board members and general members, as well as of good governance principles. Its overall aim is to help small producer organisations to understand and raise awareness on the Business and Development Chapter, subsection Democracy, Participation and Transparency, in the Fairtrade Standards for both Small Producer Organisations and Contract Production.

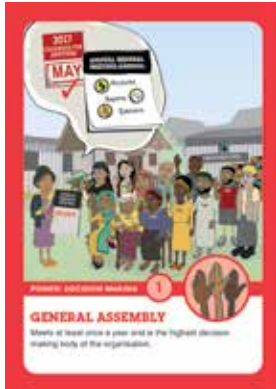


ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

RED
01



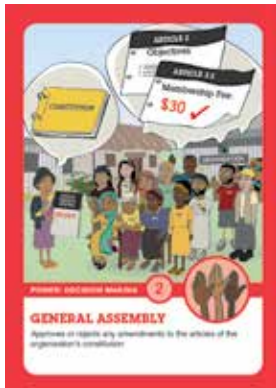
This illustration represents the General Assembly Meeting of a small producer organisation, where the membership fully represented discusses and votes on the future direction of their organisation. Minutes are taken and each member participates and votes.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

RED
02



This illustration shows the General Assembly meeting, where the membership fully represented is amending the organisation's constitution, and discussing about the membership fees and objectives of the organisation. These decisions are recorded in the minutes.

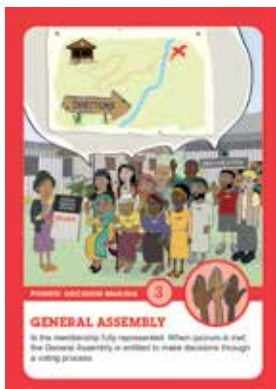
YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

You must follow your own rules and regulations such as a constitution, bylaws and internal policies, including those for election, membership processes and a delegate system (if applicable).

RED
03



This illustration depicts the General Assembly electing and removing the office bearers. It shows how individual members can influence the organisations through their voting rights. Minutes are recording the election process.

YEAR 0 CORE

The structure of your organization must have:

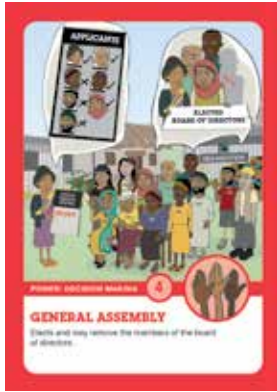
- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

RED
04



This card represents the Annual General Assembly meeting, where the membership reviews and approves the annual accounts, reports and plans through democratic voting. Minutes are kept.

YEAR 0 CORE

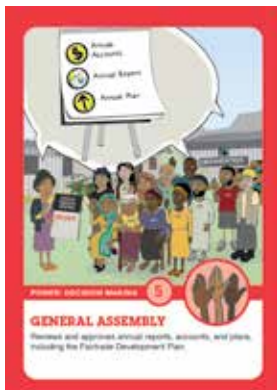
The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

YEAR 0 CORE

If there are non-members on your board, it must be approved by your General Assembly, in accordance with your constitution/statutes and national legislation, and it must be specified whether they have a voting or advisory role.

RED
05



This card represents the type of decisions that can be taken by the General Assembly. This case refers to a financial decision: whether to take a bank loan or not. In this case, members vote against the bank loan. This process is recorded in the minutes

YEAR 1 CORE

You must include all the activities that you plan to fund with the Fairtrade Premium in the Fairtrade Development Plan before you implement the activities.

Before you implement the Fairtrade Development Plan, you must present it to the General Assembly for approval. You must document the decisions.

ILLUSTRATION



GUIDANCE

In this card the General Assembly is coming together for their annual meeting, which was planned in advanced. The meeting agenda covers the presentation of the accounts and annual report given by the Chairperson and Treasurer, and elections for open positions. Minutes are taken during the AGM.

FAIRTRADE STANDARD

YEAR 0 CORE

You must hold a General Assembly Meeting at least once a year.

You must inform your members in good time when the General Assembly will take place.

Minutes of the General Assembly must be taken and signed by the president of the Board and at least one other member, and must contain a list of participants of the General Assembly.

You must present the annual report, budgets and accounts to the General Assembly for approval.

YEAR 1 CORE

You must plan and document at least one activity with the intention to promote the progress of your business, organization, members, workers, community and/or environment. The plan is called the Fairtrade Development Plan.

In the plan you must include:

- the description of the activity (what you plan to do)
- the objective of the activity (why you plan to do it)
- the timeline of the activity (by when you plan to do it)
- the responsibilities (who will be in charge of doing it)
- and in case you need to spend funds the budget of the activity (how much you plan to spend)



ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

PURPLE
01



This illustration highlights the very basic principle of good governance: Every member has one vote in the General Assembly. The card shows a member of a Fairtrade organisation, proudly wearing a t-shirt that reminds viewers of this principle.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

PURPLE
02



This card illustrates the concept of quorum. Based on the total number of members, producers can set a minimum number of members who must be present or represented in order for meetings to validly take place. Quorum will be less than the total number of members. When quorum is met, decisions may be made by the organisation.

YEAR 0 CORE

You must follow your own rules and regulations such as a constitution, bylaws and internal policies, including those for election, membership processes and a delegate system (if applicable).

PURPLE
03



This card illustrates the concept of simple majority. In the illustration, more than half of voters favoured the purchase of a truck. Minutes are taken of the process.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

PURPLE
04



This illustration shows members attending the Annual General Meeting where a member is asking the chairperson about the accounts. The chairperson is answering these questions so the members will be informed to vote and make decisions.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

You must present the annual report, budgets and accounts to the General Assembly for approval.

PURPLE
05



This card depicts the treasurer being transparent by letting the member review in close detail the organisation's sales data.

YEAR 0 CORE

You must keep records and books that are accessible to all members

PURPLE
06



This illustration shows the treasurer, chairperson and secretary of a Fairtrade organisation, all knowing and taking their responsibilities seriously so that the organisation can be accountable.

YEAR 0 CORE

You must follow your own rules and regulations such as a constitution, bylaws and internal policies, including those for election, membership processes and a delegate system (if applicable).

You must keep records and books that are accessible to all members.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

GREEN
01



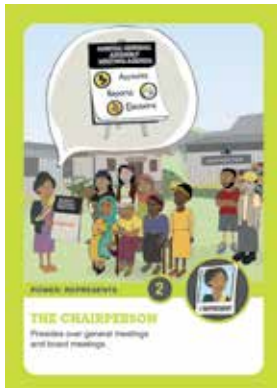
This illustration represents the election of the chairperson. It features the General Assembly voting to elect him or her. All members have a vote. The candidate with the most votes is elected as the chairperson.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

GREEN
02



This card shows the Annual General Assembly meeting, with the chairperson presiding and following the agenda.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

GREEN
03



This card shows one responsibility of the chairperson: planning meetings and agendas. It also illustrates how this responsibility is shared with the secretary.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

GREEN
04



This card shows the chairperson meeting with the management team to discuss implementation of the strategy agreed upon during a General Assembly Meeting. The group is discussing how to best implement the directions given to them from the board.

YEAR 0 CORE

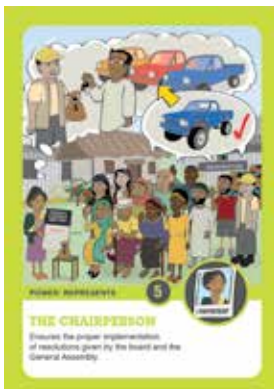
The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

GREEN
05



This card illustrates the General Assembly voting to buy a truck with the Fairtrade Premium, and the chairperson ensuring that this decision is implemented by the manager.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

GREEN
06



This illustration shows that the chairperson is elected as a signatory and can sign relevant documents, such as contracts and bank documents, on behalf of the organisation.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a board chosen in free, fair and transparent elections

YEAR 0 CORE

You must follow your own rules and regulations such as a constitution, bylaws and internal policies, including those for election, membership processes and a delegate system.

YEAR 0 CORE

You must have a bank account with more than one signatory, unless it is not possible.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

ORANGE
01



This illustration represent the main role of the treasurer of a democratic organisation, which includes overseeing financial responsibilities. In this card, the accountant is showing the annual accounts to the treasurer, and the treasurer is examining the records to make sure they are accurate.

YEAR 0 CORE

You must keep records and books that are accessible to all members.

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

ORANGE
02



This card shows that the treasurer of a democratic organisation also works with the manager. Here, the treasurer is ensuring that all payments have been made and there is proof of transactions.

YEAR 0 CORE

You must keep records and books that are accessible to all members.

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

ORANGE
03



This illustration shows the treasurer overseeing the accountant's work to ensure that records are kept and are easily accessible.

YEAR 0 CORE

You must keep records and books that are accessible to all members.

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

ORANGE
04



This card portrays the accountant and treasurer working together to make sure all income is properly accounted for and deposited into the organisation's account.

YEAR 0 CORE

You must keep records and books that are accessible to all members.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

YEAR 1 CORE

You must have an accounting system that accurately tracks the Fairtrade Development Plan expenses, and in particular identifies the Fairtrade Premium transparently.

ORANGE
05



This illustration shows that the treasurer is elected as a signatory and can sign relevant documents, such as bank documents, on behalf of the organisation.

YEAR 0 CORE

You must have a bank account with more than one signatory, unless it is not possible.

ORANGE
06



In this illustration, the treasurer is presenting the annual accounts to the General Assembly who will vote to approve the accounts.

YEAR 0 CORE

You must present the annual report, budgets and accounts to the General Assembly for approval.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

BLUE
01



This card shows that the manager is appointed, not elected, to ensure that the operations of the organisation and its business are running according to plan. These operations have been set by the board.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

BLUE
02



This card shows one of the manager's main duties: appointing appropriate personnel to work in the organisation, as well as supervising and training the personnel.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

BLUE
03



In this picture, the manager prepares a report to give to the board/General Assembly based on financial information, activities and inputs/outputs of the organisation. This role of the manager is a basic one to ensure transparency and accountability.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

BLUE
04



This card depicts the manager planning and costing every activity for the year in order to prepare the organisation's budget. The manager must include every expense to be incurred by the organisation during the coming year.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

BLUE
05



This illustration shows the manager providing information to the board to support any decisions on the future direction of the organisation, which will be approved by the General Assembly.

BLUE
06



In this picture the manager is making recommendations to the board about the future of the organisation, in this case recommending how the organisation can grow.

YEAR 3 DEV

You must share audit results with your members, in a format and language accessible to them.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

YELLOW
01



This illustration describes the main role of the secretary: ensuring that meeting agendas are prepared and circulated to members and the board prior to any meeting.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

YELLOW
02



This card illustrates the secretary working with the board to record each board members' duties and responsibilities, such as who is responsible for what duties, when and how they should be done, etc.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

YEAR 6 DEV

Before you implement the Fairtrade Development Plan, you must present it to the General Assembly for approval. You must document the decisions.

YELLOW
03



This card shows the secretary attending all meetings of the organisation, such as board meetings and general meetings, and making sure the minutes are recorded.

YEAR 0 CORE

Minutes of the General Assembly must be taken and signed by the president of the Board and at least one other member and must contain a list of participants of the General Assembly.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

YELLOW
04



This illustration shows that the secretary is elected as a signatory or witness for the organisation's documents.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

You must keep records and books that are accessible to all members.

You must have a bank account with more than one signatory, unless it is not possible.

YELLOW
05

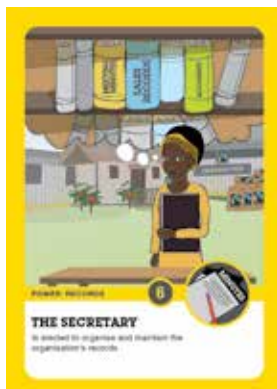


This card shows the secretary ensuring that notice of meetings have the relevant information, including the time of the meeting, the location, the agenda and the means of transport for attendees to join.

YEAR 0 CORE

You must inform your members in good time when the General Assembly will take place.

YELLOW
06



This illustration highlights a key role of the secretary: keeping track of the organisation's records by ensuring all the documents are organised and accessible.

YEAR 0 CORE

You must have administration in place with at least one person or committee who is responsible for managing the administration and book keeping.

You must keep records and books that are accessible to all members.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

PINK
01



In this card, a member of a Fairtrade organisation is planning to attend a training session, and sell her crop to the organisation, demonstrating her participation in the organisation.

PINK
02



This illustration depicts the same member, participating in the election of the chairperson. In the Annual General Assembly Meeting, every member has one vote and is involved in the decision-making process such as elections.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

PINK
03



This card depicts the member paying the membership fee to the organisation as part of her duties as a member. The member's name is recorded on the membership list and the payment of fees is recorded in the financial records of the organisation.

YEAR 0 CORE

It needs to be clear who is a member of your organization. Therefore, you must have written rules to determine who can become a member and you must keep a record of your members.

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

PINK
04



In this illustration, the member is listening to an explanation of the organisation's constitution and asking for their approval, which is a requirement for membership. Here, the member accepts and understands the constitution.

YEAR 0 CORE

It needs to be clear who is a member of your organization. Therefore, you must have written rules to determine who can become a member and you must keep a record of your members.

You must follow your own rules and regulations such as a constitution, bylaws and internal policies, including those for election, membership processes and a delegate system (if applicable).

PINK
05



In this illustration, the members are participating in the organisation's Annual General Assembly Meeting and listening to the board present the annual report. This is one of the rights of members.

YEAR 0 CORE

You must present the annual report, budgets and accounts to the General Assembly for approval.

PINK
06



This card shows the members meeting to discuss and make decisions on the dissolution of the organisation.

YEAR 0 CORE

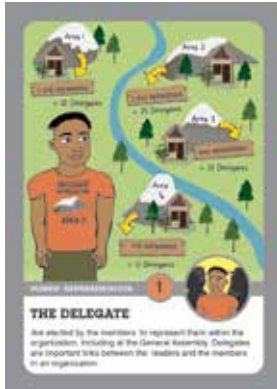
You must follow your own rules and regulations such as a constitution, bylaws and internal policies, including those for election, membership processes and a delegate system (if applicable).

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

GREY
01



The illustration is the graphic representation of a delegate system. In it, members of an organisation are represented by a smaller group of members who are democratically elected for this purpose. The smaller group attends the General Assembly Meeting on behalf of the larger team. These systems are put in place when organisations are located throughout vast geographical areas.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

GREY
02



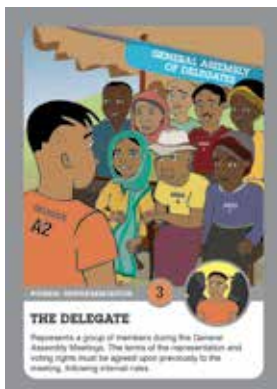
The illustration brings attention to meetings carried out by clusters of producers. The clusters or smaller groups are represented by delegates, who are responsible for passing on any information from the General Assembly Meeting to the represented membership and from their designated areas to the General Assembly. Information is gathered and passed on at cluster meetings.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

GREY
03



This illustration depicts a General Assembly Meetings attended by delegates, who are responsible for highlighting the issues, needs and decisions of their particular area or cluster.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD

GREY
04



This illustration brings attention to the best practices of a delegate system, such as meeting periodically, having an agenda with clear items for reporting and discussion and an adequate notification system to call and hold meetings.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

GREY
05



The illustration highlights the importance of the delegates' role as advocates for the needs, and opportunities in their areas.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

GREY
06



This illustration highlights the fact that delegates have the right to be democratically elected to the different committees of their producer organisation, according to their skills and abilities.

YEAR 0 CORE

The structure of your organization must have:

- a General Assembly as the highest decision making body where all major decisions are discussed and taken
- equal voting rights for all members in the General Assembly
- a Board chosen in free, fair and transparent elections

ACTIVITY GUIDELINE

METHOD: Group Discussion, Brainstorming, Presentation

MEDIA: Fairtrade Governance Bodies Card Game

DURATION: 2 hours

PROCEEDING:

Ask participants to organise themselves into groups of 4 people and hand over a set of 42 cards describing 7 roles and 6 responsibilities for each of these roles. Each card has an illustration, a short written message and is identified by a colour and a number from 1 to 6.

Once the groups are settled, invite each group to play the card game described above in the “How to play” section.

Players will be asked to play the game 2 to 4 times.
After each game, participants will be invited to choose 2 sets to share and discuss among themselves.

To finalise the activity, Summarise all the concepts covered during the activity using the PowerPoint presentation Good Governance Cards Game and answer potential questions.

SUPPORT DOCUMENTS AND WORKSHEETS

- Support Documents and Worksheets
- Powerpoint Presentation Good Governance Cards Game



SECTION 3

CONTRIBUTORS

Fairtrade would like to recognise the critical role played by its partners and stakeholders during the development of the Producer Library.

Donors provide the resources for Fairtrade to engage with producer organisations for the delivery of core services, to liaise with partner organisations, and produce support resources.

The New Zealand Aid Programme funds PSR's core activities including the development of training materials on all areas of the Fairtrade standards.

International Fund for Agricultural Development supported the development of tools related to child labour, gender equality and Fairtrade basics.

The Interchurch Organization for Development Cooperation (ICCO) has provided support for the development of training the trainers activities and related tools, as well as a training package on good governance.

The Biodiversity and Agricultural Commodities Program supported the development of training the trainers activities and its related materials, as well as a training package on biodiversity conservation and sustainable farming practices.

Fairtrade International works with producers and businesses to set the Fairtrade standards and to produce resources for the dissemination of these. The following staff members contributed with their expertise to the development of the Producer Library:

- Juan Carlos Isaza, former Standards Project Manager, provided input and advice on the materials related to Fairtrade environmental standards.
- Anita Sheth, Senior Advisor on Social Compliance and Development (Informal Sector) provided input and advice on the materials covering Fairtrade standards on child labour.
- Fairtrade International's Asia PSR team provided general feedback on materials focused on Fairtrade environmental standards.

PRODUCER ORGANISATIONS and their members represent the focus of Fairtrade's efforts in the Pacific.

The following producer organisations participated in several pilot sessions that constituted the main source of feedback for the development of the Producer Library:

- Adelbert Cooperative Society
- Alang Doam Cooperative Society
- Club 3000
- Huiwani Cooperative Society
- Labasa Cane Producers' Association
- Lautoka Cane Producers' Association
- Cooperative Keto Tapasi Progress Association
- Neknasi Coffee Growers Cooperative Society
- Queen Vanilla Growers' Association
- Rarawai and Penang Cane Producers' Association
- Savai'i Coconut Farmers' Association
- Unen Choit Cooperative Society
- Untpina Cooperative Society

SUPPORT ORGANISATIONS:

Non-governmental and governmental organisations provided extended support to producer organisations through capacity building, technical training, and organisational linkages.

- Papua New Guinea Coffee Industry Corporation has provided ongoing feedback while providing support related to coffee productivity and quality to Fairtrade certified and applicant producer groups in Papua New Guinea.
- The Nature Conservancy of Papua New Guinea provided feedback on materials associated with the Fairtrade general requirements, and designed the Land Use Management Plan template as part of its partnership with Fairtrade, which included support to selected cocoa producer organisations on protection of high conservation areas, national legislation in relation to agricultural land use, planning for biodiversity conservation, land use management, and participatory assessment and monitoring.

EXPORTERS provide support to producers in the form of technical and organisational capacity building, agricultural infrastructure and tools, and logistics.

- Monpi Cocoa Exports has provided ongoing feedback while providing support related to cocoa productivity and quality to Fairtrade certified and applicant producer groups in Papua New Guinea.

DESIGN DAIRY diligently implemented the design and guidelines provided by Fairtrade for the development of materials and illustrations.

Illustrators: Glen Drake, Eban Ardley, Deanne Antao, Alexandra Boustead,

Creative Director at Design Dairy: Jonathan Templeman

TRANSLATORS: Translations of materials into local languages were carried out by Fairtrade Liaison Officers for the Pacific Mukesh Kumar and Gabriel Iso, Jerry Marawong of Monpi Cocoa Exports, Carlito Alvarez of Cooperativa Sociedade Agricola Logistica Timor, and Ale Logo, independent Samoan translator.

THE PSR TEAM: the development of the Producer Library was a team effort that required extensive consultation in the field and within the international Fairtrade system. Feedback was gathered by Fairtrade Liaison Officers for the Pacific Mukesh Kumar and Gabriel Iso, and Producer Support Officers Will Valverde, Sandra Mendez and Rachel Levine. The design of games, stories and illustrations was led by Sandra Mendez.



Fairtrade International (FLO)

Bonner Talweg 177 | 53129 Bonn | Germany
Phone +49 (0) 228-949 23 | Fax +49 (0) 228-242 17-13
Email info@fairtrade.org.nz | www.fairtrade.org.nz



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INTERNATIONAL