FAIRTRADE AFRICA

TRAINERS' MANUAL

Implementing the Fairtrade Standards for Members of Small-Scale Producer Organisations (SPOs)

Version 31.03.2022_V1.0

Copyright Fairtrade Africa 2023

All rights reserved. None of the material provided in this publication may be used, reproduced, or transmitted, in whole or in part, in any form or by any means, electronic or mechanical, including photocopying, recording or the use of any information storage and retrieval system, without permission in writing from Fairtrade Africa.

The material presented here is for informational purposes only. Fairtrade International grants permission to use the information for personal, non-commercial use, without any right to resell or redistribute information or to compile or create derivative works therefrom.

Co-Funding Information

This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of Fairtrade Africa and do not necessarily reflect the views of the European Union.

List of Abbreviations

a.i.	active ingredient
CBA	Collective Bargaining Agreement
FDP	Fairtrade Development Plan
FP	Fairtrade Premium
FMP	Fairtrade Minimum Price
GBV	Gender-Based Violence
GEO	Genetically Engineered Organism
GHG	Green House Gases
GMO	Genetically Modified Organism
H&S	Health & Safety
HML	Hazardous Materials List
ILO	International Labour Organisation
IMS	Internal Management System
IPM	Integrated Pest Management
PML	Prohibited Materials List
PPE	Personal Protective Equipment
SPO	Small-scale Producer Organisation
SSP	Spray Service Provider

Table of Content

Using this Manual 5

Facilitating Your Sessions 8

Overview of Sessions and Requirements 10

Topic 1.1 Getting to Know Fairtrade 13

Topic 1.2 Becoming Fairtrade Certified 19

Topic 2.1 Applying Traceability 32

Topic 3.1.1 Identifying Pests and Diseases 47

Topic 3.1.2 Scouting for Pests and Diseases 51

Topic 3.1.3 Applying Integrated Pest Management 56

Topic 3.1.4 Managing Risks of Pesticides 66

Topic 3.1.5 Reading the Label 78

Topic 3.1.6 Reading the Toxicological Band 83

Topic 3.1.7 Wearing Personal Protective Equipment (PPE) 86

Topic 3.1.8 Handling Accidents and Spills with Pesticides 91

Topic 3.1.9 Selecting the Right Pesticides 97

Topic 3.1.10 Hiring Someone to Apply Agrochemicals 105

Topic 3.1.11 Applying Agrochemicals 108

Topic 3.1.12 Avoiding Pesticides Residues 116

Topic 3.1.13 Handling Empty Pesticide Containers 122

Topic 3.1.14 Storing Agro Inputs 129

Topic 3.1.15 Transporting Pesticides 136

Topic 3.2.1 Managing Your Soil 139

Topic 3.2.2 Applying Fertilisers 146

Topic 3.2.3 Managing Water 152

Topic 3.2.4 Managing Waste 162

Topic 3.2.5 Protecting Biodiversity 167

Topic 3.2.5 Protecting Biodiversity 168

Topic 3.2.6 Avoiding Contamination with Genetically Modified Organisms (GMOs) 179

Topic 3.2.7 Managing Climate Change 184

Topic 3.3.1 Protecting Children 191

Topic 3.3.2 Guaranteeing Labour Conditions and Rights 202

Topic 3.3.3 Guaranteeing Conditions of Employment 214

Topic 3.3.4 Guaranteeing Health and Safety for Workers 221

Topic 4.1 Knowing Your Producer Organisation 234

Topic 4.2 Understanding the Fairtrade Premium and Minimum Price 248

Topic 4.3 Understanding the Fairtrade Development Plan 255

Using this Manual

This manual contains topics to train members (producers) of Small-Scale Producer Organisations (SPOs) to implement the Fairtrade Standard on Small-Scale Producer Organisations.

IMPORTANT

This manual should be used by Fairtrade trainers or Field staff of SPOs to members. This manual should NOT be given to members.

You need to keep in mind that several requirements will not be implemented by members but rather by management and staff of the SPO. **Requirements that should be implemented by the SPO, are NOT covered in this manual.** In case a requirement to be implemented by the SPO requires that members are trained in certain practices, those practices are covered in this manual. Also, requirements that should be known to all members are covered in this manual.

How SPOs can implement requirements applicable to the SPOs and support members with the implementation of requirements applicable to members, can be found in the Facilitation manual for Fairtrade Trainers to train SPOs.

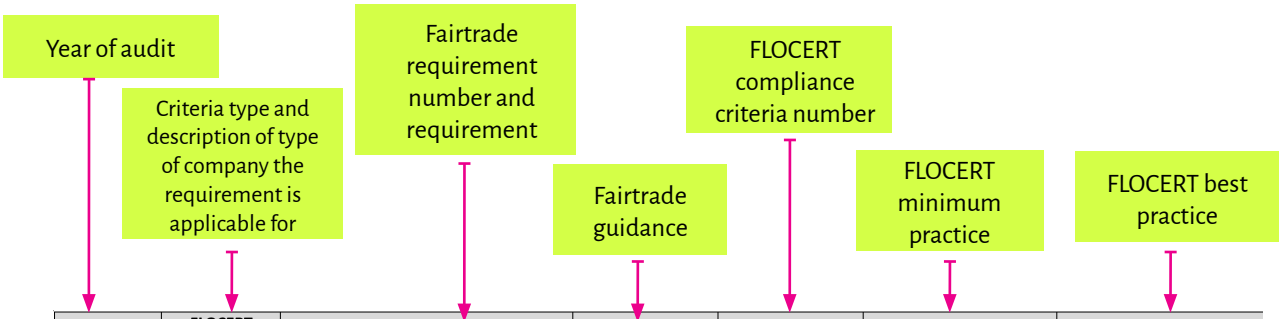
The requirements discussed in this manual are the **general requirements** and not the product specific requirements. At the beginning of the guidelines of every topic, an overview is provided of the product specific requirements for that specific topic. For the details on product specific requirements, you should keep the Fairtrade Standard for that product you are discussing at hand.

Facilitating the topics

This manual contains a total of 32 topics. Each topic consists of the following:

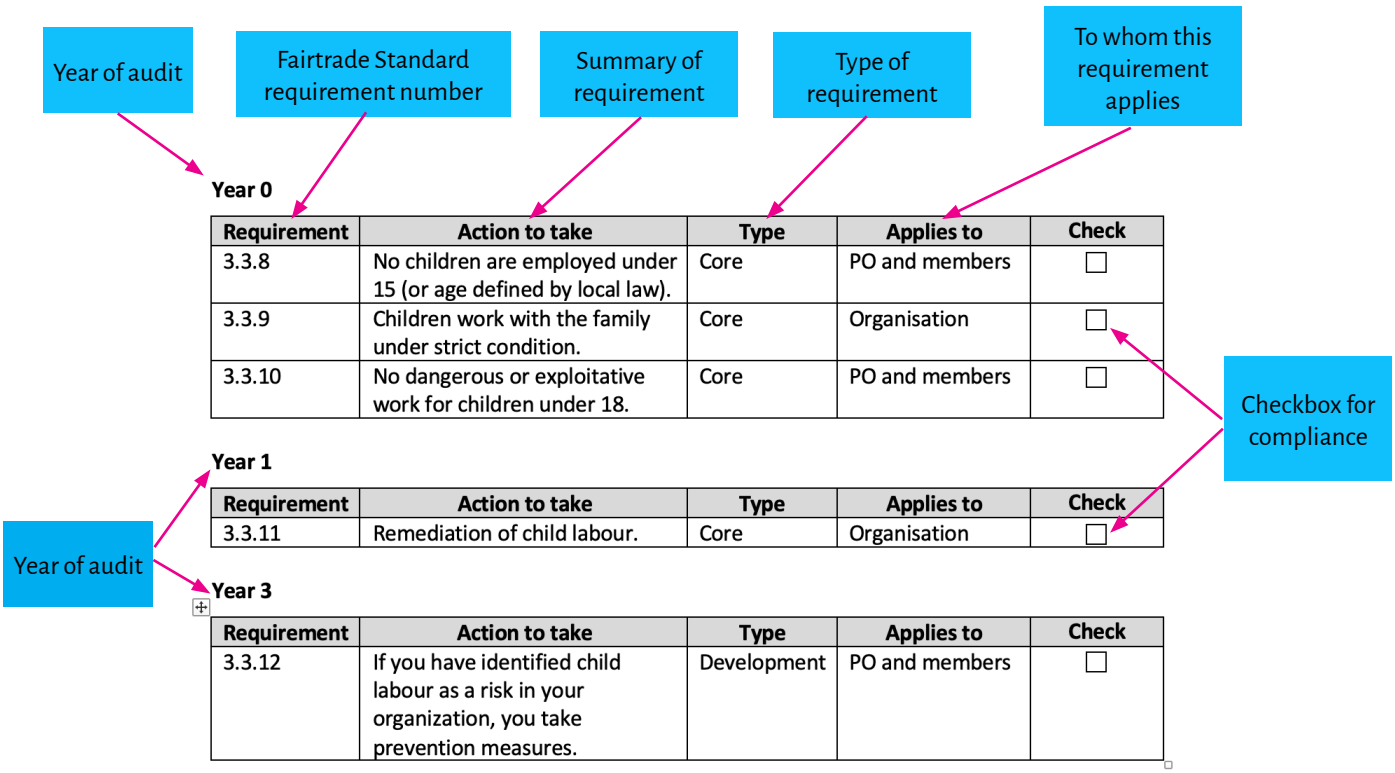
- **Key information**: This is a summary of the most important information that needs to be shared with all members.
- **Background information**: Some topics have additional information which will help the trainer to better understand the topic. This information **does not** have to be transferred to the participants. Most information is copied from the *Explanatory document for the Fairtrade Standard for Small-Scale Producer Organisations*. Further reading may be necessary, especially, if you are not familiar with the topic.
- **Table with Fairtrade Standards and Compliance Criteria**: In this table (see below for an example), you will find an overview of all requirements of the Fairtrade Standard for Small-Scale Producer Organisations that are applicable to members and covered in the topic. The table also includes the minimum and best Compliance Criteria from FLOCERT.
- **Guidelines for the trainers**: This part contains guidelines for the trainer **on how to facilitate the session** and incorporates all key information and Fairtrade requirements. All guidelines are structured according to the so-called SDF-model (described below) which will help you to structure the training sessions and to focus on implementation rather than knowledge transfer. Different training methods are used to ensure an interactive, participatory and above all practical session. You will also find an estimate of how long the session will take, the materials you need, and the preparations you need to do. In addition, the guidelines contain an overview of product specific requirements and a summary of the structure of the session.

Example of table with Fairtrade Standards and Compliance Criteria



Year for auditing	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (minimum practice needed for compliance)	FLOCERT Rank 5 (best practice)
0	Core All grades	2.1.3 You 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.	None	2.1.0.07	Complete sourcing records.	Complete records as part of a database of stock, purchases and sales and fully up to date.
0	Core, 2nd and 3rd grade			2.1.0.08	Total and Fairtrade production and sales figures are available but there are some unclarities.	Total and Fairtrade production and sales figures are available and there are no mistakes and all figures are up to date.
0	Core All grades	2.1.4 When you sell a Fairtrade product you must identify clearly in the related documents (e.g., invoices, delivery notes) that the product is sourced and traded on Fairtrade terms.	None	2.1.0.09 2.1.0.26	Term "Fairtrade" or similar is mentioned in all invoices AND it is possible to find a reference in other documents.	Term "Fairtrade" AND the FLO-ID are mentioned in all contracts, invoices, B/L, delivery notes, packing lists, etc.

Example of Checklist of Requirements



Year 0

Requirement	Action to take	Type	Applies to	Check
3.3.8	No children are employed under 15 (or age defined by local law).	Core	PO and members	☐
3.3.9	Children work with the family under strict condition.	Core	Organisation	☐
3.3.10	No dangerous or exploitative work for children under 18.	Core	PO and members	☐

Year 1

Requirement	Action to take	Type	Applies to	Check
3.3.11	Remediation of child labour.	Core	Organisation	☐

Year 3

Requirement	Action to take	Type	Applies to	Check
3.3.12	If you have identified child labour as a risk in your organization, you take prevention measures.	Development	PO and members	☐

This manual covers all requirements that are indicated as "applies to members". However, some requirements that are listed as "applies to PO" are still covered, because the organisation will need the support of members to be able to comply with those requirements.

The SDF-Model

The SDF-model consists of three phases:

1. **S**et up
2. **D**elivery
3. **F**inish

Each phase consists of certain steps:

Set up

- ☑ **Attention**: Get the attention of the audience, for example by asking a question, showing something, telling a story related to the topic, etc.
- ☑ **Title**: Give the title of the topic.
- ☑ **Objectives**: Explain what will be learned during this session.
- ☑ **Benefits**: Explain the advantages when applying the knowledge (what is in it for them?).
- ☑ **Direction**: Set the boundaries of your session by explaining what will be discussed and what not.

Delivery

- ☑ **Explanation**: Provide details on the topic by speaking.
- ☑ **Visualisation**: Visualise the topic, you can use pictures, visuals, real materials but also examples and role plays.
- ☑ **Exercise**: Let the audience do an exercise to learn through practice (doing).
- ☑ **Application:** Focus on how participants can apply what they have learned and practiced during the session.

Finish

- ☑ **Summary**: Summarise the key information. Do not re-explain the whole topic, just mention the key points.
- ☑ **Questions**: Allow the audience to ask any question or provide additional comments.
- ☑ **Evaluation**: Check the leaning of the participants by asking a few (closed) questions.
- ☑ **Next step**: Mention how the learning can be put into practice.

Facilitating Your Sessions

Learning and application of knowledge and skills
Training is not just about the transfer of knowledge and skills; training is about changing the behaviour of people, so they will **implement what they have learned**. Adults are only willing to change their behaviour if they have the knowledge and skills ("do I know how to do it"), the possible ("is it possible to apply"), willingness ("do I want to do it?"), the confidence ("can I do it?") and the commitment ("will I do it?"). Unfortunately, knowledge rarely changes behaviour, therefore **training should not be focused on knowledge transfer but much more on how the knowledge can be applied**.

IMPORTANT

The main objective of this manual is to ensure that the members are ready to implement all requirements. Showing the requirements on a PowerPoint slide and explaining them will not achieve that goal, because knowing the Fairtrade requirements will not guarantee that the members will implement them. That means that you do not simply tell the group everything that you know, but that you work with the capacity and capabilities of the members to discuss how best to implement the requirements.

During your sessions, you need to discuss:

- what needs to be done exactly.
- why it is good to implement the requirement.
- what is needed to implement the requirement in terms of equipment, tools, checklists, etc.
- any expected challenge and how that can be solved.
- a step-by-step approach of what needs to be done.
- agree on who will do it and when it will be done (planning).

Target group

Because this manual is focused on the actual implementation of requirements on the farm, the participants might not always be the member, but rather the person working on the farm (labourer, sharecropper). Therefore, for every session you carefully need to reflect on the who to invite for this session.

Splitting participants into groups

When splitting participants into smaller groups, never put more than 3 people in one group. The moment groups contain 4 or more people, not everyone will contribute to the discussion or exercise. Therefore, when forming groups, form pairs or groups of 3, unless specifically indicated otherwise in the guidelines for the trainer.

When forming groups, it is important that you constantly mix the groups, so people have to work with different people every time. Instead of doing the (boring) 1-2-3 counting, let participants form their own groups (to give them some ownership and responsibilities) or think about creative ways of forming groups.

When asking groups to share their thoughts or present their work, make sure every participant has to present or share at least once. In case a pair needs to present and a person who has presented before starts talking, kindly invite the other person of the pair to share (say that so far, we did not hear XX [mention the name of the other person] and therefore you would like to invite him/her to present).

Facilitating role plays

Roleplays: Playing a real-life role to experience the situation.

Types of roleplays

- Everyone plays a role (for example in smaller groups at the same time).
- A few people play a role while the others observe.

Steps to facilitate a roleplay

1. Set the scene by explaining what people will observe or do.
2. Explain clearly the roles and what is expected from everyone. If people observe, clearly explain what they need to observe.
3. Do the roleplay.
4. Discuss. First ask those who played a role: *Was it difficult? What went well?* Then ask the observers: *What did you observe? How can we change the situation?*

Keep in mind that discussing the results of a role play is even more important than the role play itself.

General facilitation advice

- **Be prepared**: Even if you know the Fairtrade Standards by heart, make sure to read especially the guidelines for the trainer well in advance so you know what is expected from you. Remember: this training program is NOT about teaching your participants the Fairtrade requirements but about how to IMPLEMENT the requirements. The better you are prepared, the better and smoother your session will be.

- **Know your audience**: You should know in advance who you are going to train. Collect information about the members and their producer organisation so you won't get any surprises. Adapt the sessions where necessary to the circumstances and environment you are working in.

- **Ask questions instead of providing information**: Your audience will be much more willing to implement requirements if they can decide how they can and would like to implement them. Of course, you can provide examples on how other producers implement certain requirements and give advice but first and foremost, let your audience come up with solutions.

- **Take your time**: It is better to discuss the implementation of one requirement in detail including an action plan what needs to be done, instead of rushing over all requirements and in the end, no one knows what to do. If members know the steps to implement one requirement, it will be much easier for them to also implement other requirements.

- **Make them move**: Avoid having participants sit in a chair (or worse, behind a table) throughout the sessions. As much as possible, facilitate sessions outside in the field, use different parts of the field, form circles, form half a circle, let people stand, etc. Use every corner of the space you have available.

- **Have fun!** Nothing is more boring than a facilitator who takes him/herself too seriously. Keep the atmosphere informal, make jokes and smile a lot. If something goes wrong or not as you planned, laugh about it, and continue. If you have fun, your participants will also have fun (and learn much better).

Overview of Sessions and Requirements

The table below provides an overview of which Fairtrade requirements are covered per session.

#	Session number	Session title	Fairtrade requirements covered
1	1.1	Getting to know Fairtrade	None
2	1.2	Becoming Fairtrade certified	1.1.1 1.1.6 to 1.1.8 1.2.2 to 1.2.3
3	2.1	Applying traceability	2.1.5 to 2.1.8
4	3.1.1	Identifying pests and diseases	3.2.3
5	3.1.2	Scouting for pests and diseases	3.2.2 and 3.2.3
6	3.1.3	Applying Integrated Pest Management (IMP)	3.2.2 3.2.19
7	3.1.4	Managing the risks of pesticides	3.2.4 3.2.6 to 3.2.8 3.2.10 to 3.2.13 3.2.16 to 3.2.17
8	3.1.5	Reading the label	3.2.4 3.2.11
9	3.1.6	Reading the toxicological band	
10	3.1.7	Wearing Personal Protective Equipment (PPE)	3.2.5
11	3.1.8	Handling accidents and spills with pesticides	3.2.4 3.2.12
12	3.1.9	Selecting the right pesticides	3.2.16 and 3.2.17
13	3.1.10	Hiring someone to apply agrochemicals	
14	3.1.11	Applying agrochemicals	3.2.7 to 3.2.8 3.2.12 3.2.24
15	3.1.12	Avoiding pesticides residues	3.2.4 3.2.7
16	3.1.13	Handling empty pesticide containers	3.2.4 3.2.13 to 3.2.14
17	3.1.14	Storing agro inputs	3.2.4 2.3.9 to 3.2.11 3.2.16
18	3.1.15	Transporting agro inputs	
19	3.2.1	Managing your soil	3.2.20 to 3.2.21 3.2.23
20	3.2.2	Applying fertilisers	3.2.22 3.2.34
21	3.2.3	Managing water	3.2.24 to 3.2.27 3.2.29
22	3.2.4	Managing waste	3.2.38 to 3.2.40
23	3.2.5	Managing biodiversity	3.2.30 to 3.2.31 3.2.33 to 3.2.37

#	Session number	Session title	Fairtrade requirements covered
24	3.2.6	Avoiding contamination with Genetically Modified Organism (GMOs)	3.2.41
25	3.2.7	Managing climate change	3.2.42 to 3.2.44
26	3.3.1	Protecting children	3.3.8 to 3.3.12
27	3.3.2	Guaranteeing labour conditions and rights	3.3.1 to 3.3.7 3.3.13 to 3.3.17
28	3.3.3	Guaranteeing conditions of employment	3.3.18 to 3.3.26
29	3.3.4	Guaranteeing health and safety for labourers	3.3.27 to 3.3.36
30	4.1	Knowing your Producer Organisation	4.2.1 to 4.2.14 4.3.1 to 4.3.2 4.3.4 to 4.3.5
31	4.2	Understanding the Fairtrade Premium and Minimum Price	4.1.4 to 4.1.6 4.1.11
32	4.3	Understanding the Fairtrade Development Plan	4.1.1 to 4.1.3 4.1.7 to 4.1.9 4.1.12 to 4.1.15

The choice to discuss requirements in this manual was based on the following:

- The requirement needs to be implemented by members.
- Members need to be aware of this requirement so they can check if their producer organisation has implemented it.

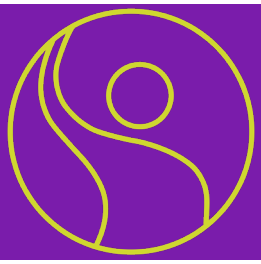
The choice to NOT discuss requirements in this manual was based on the following:

- Requirements that are concerned with the registration process of becoming and/or staying certified.
- Requirements that are concerned with trade as an organisation.
- Requirements that are concerned with aspects of the Internal Management System.
- Requirements that are concerned with the development of certain procedures and/or policies.

The following requirements are NOT covered in this manual:

- Requirement 1.1.2: Contact person for certification
- Requirement 1.1.3: Established organisation
- Requirement 1.1.4: Market potential
- Requirement 1.1.5: Collective and democratic decision to join Fairtrade
- Requirement 1.2.1: Share of members that are small-scale producers
- Requirement 1.2.4: Share of volume sold as Fairtrade from small-scale producers
- Requirement 2.1.1: Physical segregation of Fairtrade products
- Requirement 2.1.2: Documenting product flow
- Requirement 2.1.3: Record keeping of products sourced from members
- Requirement 2.1.4: Documentation of Fairtrade products
- Requirement 2.2.1: Selling products in stock with new Fairtrade certification
- Requirement 2.3.1: Binding purchase contract
- Requirement 2.3.2: Suspension
- Requirement 2.3.3: Decertification
- Requirement 2.3.4: Honouring contracts
- Requirement 2.4.1: Artwork approval
- Requirement 2.4.2: Contract for using the Fairtrade mark
- Requirement 3.1.1: Informing members about the standard
- Requirement 3.1.2: Risk of non-compliance
- Requirement 3.1.3: Updating risk assessments

- Requirement 3.1.4: Procedure for monitoring and assessing performance
- Requirement 3.1.5: Internal Management System for 2nd and 3rd grade organisations
- Requirement 3.1.6: Internal Management System for 1st grade organisations
- Requirement 3.2.1: Responsibility for environmental development
- Requirement 3.2.15: Choice of pesticides
- Requirement 3.2.18: Procedure for compliance with Hazardous Materials List
- Requirement 3.2.28: Handling wastewater from processing facilities
- Requirement 3.2.32: Prevention of deforestation
- Requirement 4.1.10: Fairtrade Premium use reporting
- Requirement 4.3.3: Identification of disadvantaged/minority groups



IMPORTANT

In case you as trainer feels that certain requirements that are not discussed in this manual, should be discussed with members, you are free to discuss them during the appropriate topics.

Topic 1.1 Getting to Know Fairtrade

Key Information for Members

Fairtrade is a certification system.

Members of Producer Organisations produce crops according to standards.

Benefits of being certified

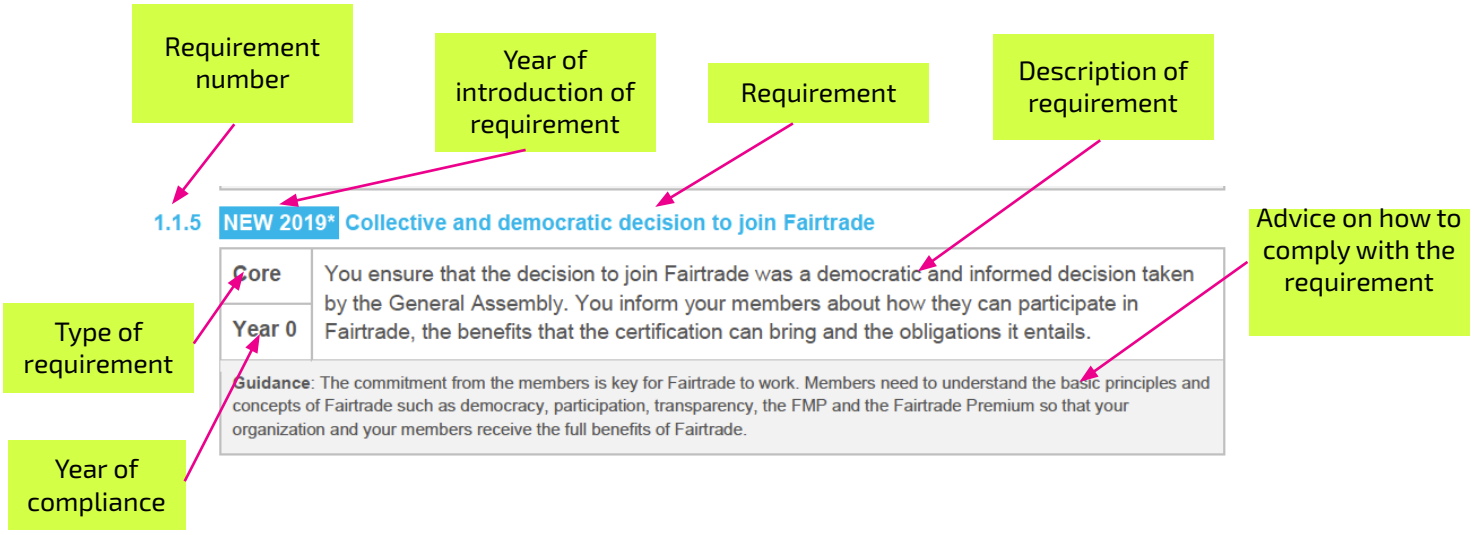
- **Fairtrade Minimum Price**: Fairtrade guarantees that a minimum price will be paid for crops. In case the market price is higher than the minimum price, members will get the market price.
- **Fairtrade Premium**: An extra amount is paid on top of the Fairtrade price, which can be invested in the community and/or to improve the producer organisation or farming businesses of members.
- **Voice in decision-making**: As a member of a producer organisation, producers will have a voice in the decisions made within the organisation, including on how the organisation spends the Fairtrade Premium.
- **Better working and living conditions**: The Fairtrade Standards include requirements that will improve the working and living conditions for workers.
- **A healthier environment**: The Fairtrade Standards will reduce the negative impact of farming on the environment and will stimulate measurements to improve it so that members can produce in an increasingly sustainable way.
- **New market opportunities**: When Fairtrade certified, members can sell their product as Fairtrade which will open new opportunities to sell to buyers.
- **Pre-financing**: Fairtrade offers opportunities for the producer organisation to get payment for crops before the harvest. (Note: this is not applicable to all products.)

To become Fairtrade certified, the Producer organisation and all the members have to comply with the **requirements** that are listed in the **Fairtrade Standard for Small Producer Organisations (SPOs)**. There are approximately 150 different requirements. Some are for the **producer organisation** (at different levels), while others need to be followed by **each member**.

There are **two** different types of requirements:

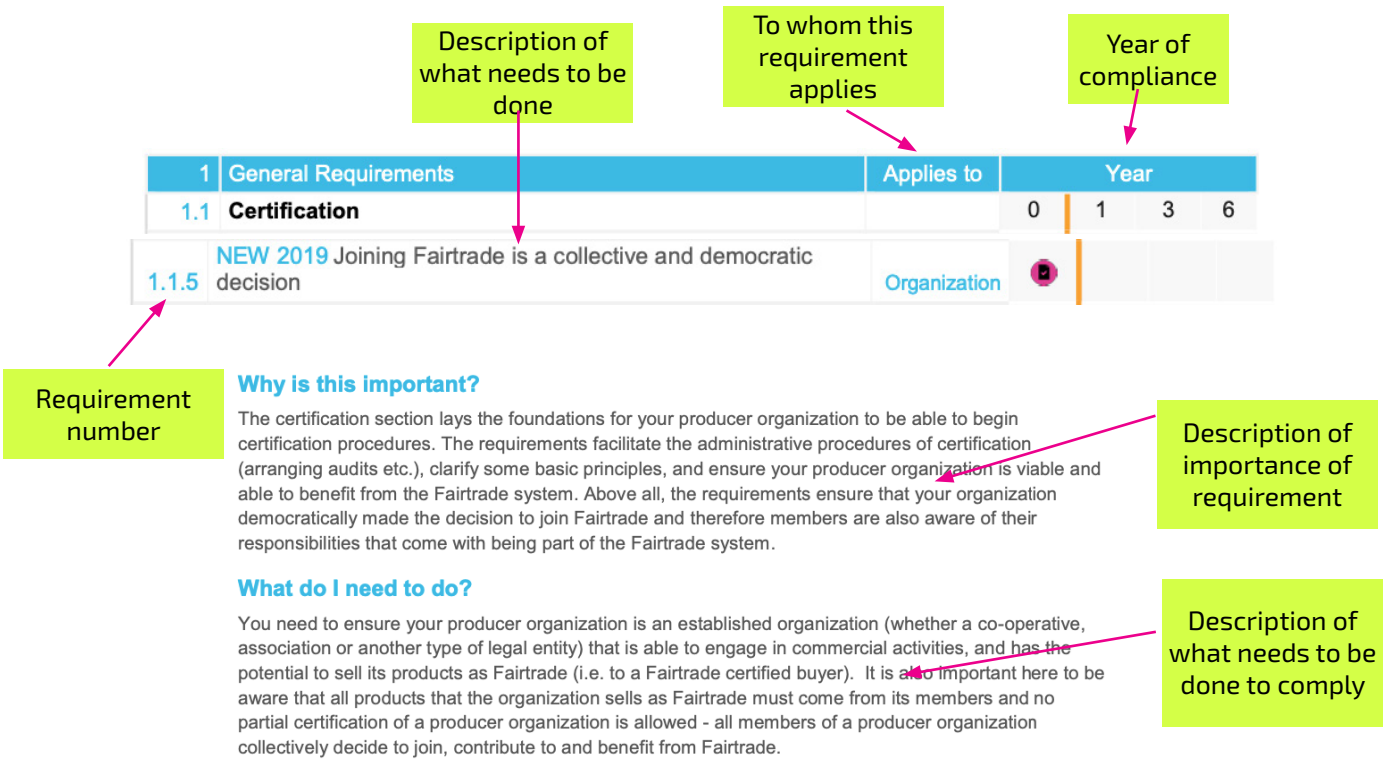
- **Core**: This is the main set of requirements. These are indicated with the term 'Core' throughout the standards. Non-compliance with a Core requirement can lead to either suspension or corrective measures to be implemented within a short time frame.
- **Development**: These requirements refer to the continuous improvements that certified organisations must make against a scoring system defined by the certification body. These are indicated with the term 'Dev' throughout the standards.

Example of a page of the Fairtrade Standard for SPOs



To get a full understanding of the requirements and what the producer organisation should do, Fairtrade has developed an **explanatory document** which provides a checklist of what needs to be done. It also provides an explanation of why certain requirements are important.

Example of a page of the explanatory document on the Fairtrade Standard for SPOs



Background Information for the Trainer

Fairtrade is an **ethical certification system** and movement with a people first approach to trade. Fairtrade offers disadvantaged farmers and workers the opportunity to improve their lives and plan for their future. Fairtrade offers consumers a powerful way to reduce poverty and instigate change through their everyday shopping.

Fairtrade International sets the **standards** that operators (from producer to the final trader) need to comply with to be Fairtrade certified.

FLOCERT is an independent certification body that **audits the operators throughout the Fairtrade supply chains**. FLOCERT ensures that the products sold as Fairtrade are produced and handled according to the **Fairtrade Standards.** FLOCERT issues **certificates to the producers and traders**, which indicate that they are Fairtrade certified. The final consumer products are labelled with the Fairtrade Mark so that consumers know the products are produced and traded according to the **Fairtrade Standards**.

Certificate holder
The certificate holder is the organisation that is certified by Fairtrade. All operators in the value chain need to hold a certificate in order to buy and sell crops under Fairtrade terms. The producer organisation will hold a producer certificate. A trader or a processor will hold a trader certificate. This means that **an individual farmer cannot become certified**; this is only possible as part of a group. The advantage of this is that it creates the power of community. The certificate holder needs to pay a **fee** for the certification. The fee needs to be paid **every year**, irrespective if the crop produced by members is sold as Fairtrade or not. The certificate is **only valid for the certified crop** and not for other crops, even if members of the producer organisation produce other crops in addition to their certified crops, unless the organisation certifies multiple crops.

To ensure an easy understanding of all requirements, FLOCERT has translated them into **verifiable control points** that are evaluated during the certification process to determine compliance with the Fairtrade Standards. The control points are all listed in the **Public Compliance Criteria List – Small producers Organisations**.

The control points are **ranked from 1 to 5**:

- **Rank 1** describes a situation far away from meeting the requirement. It is non-compliance.
- **Rank 2** describes a situation which does not sufficiently meet the standards. It is non-compliance.
- **Rank 3** describes the minimum that needs to be done to be considered compliant.
- **Rank 4** describes a situation that meets the requirement well, but improvements can still be made.
- **Rank 5** describes the best practice.

The Fairtrade Standards are **updated regularly**, so you always need to ensure that you comply with the **latest version** of the Standards.

An overview of all available documents on SPOs can be found via the following link:
https://www.fairtrade.net/standard/spo

The latest version of the **general standards** for SPOs can be downloaded via the following links:

- Fairtrade Standard for SPOs
  https://www.fairtrade.net/standard/spo
- Explanatory Document for the Fairtrade Standard on SPOs
  https://files.fairtrade.net/standards/2020.10.08_SPO_Expl_Doc.pdf
- Interpretation note for the Fairtrade Standard on SPOs
  https://files.fairtrade.net/standards/30102020_SPO_Interpretation.pdf

The "**Public Compliance Criteria List** – SPOs" can be downloaded via the following link:
https://www.flocert.net/wp-content/uploads/2021/08/small-producers-compliance-criteria.pdf

The **Crop Specific Standards** and other relevant documents can be downloaded via the following links:

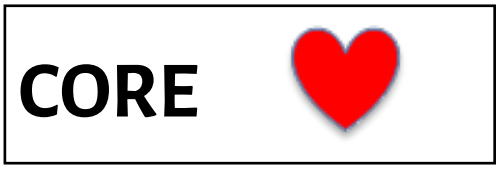
- Cane sugar
  https://www.fairtrade.net/standard/spo-cane-sugar
- Cereals
  https://www.fairtrade.net/standard/spo-cereals
- Cocoa
  https://www.fairtrade.net/standard/spo-cocoa
- Coffee
  https://www.fairtrade.net/standard/spo-coffee
- Fibre crops (including cotton)
  https://www.fairtrade.net/standard/spo-fibre-crops
- Fresh fruit
  https://www.fairtrade.net/standard/spo-fresh-fruit
- Herbs, herbal teas and spices
  https://www.fairtrade.net/standard/spo-herbs-herbal-teas-spices
- Honey
  https://www.fairtrade.net/standard/spo-honey
- Nuts
  https://www.fairtrade.net/standard/spo-nuts
- Oilseeds and oleaginous fruits
  https://www.fairtrade.net/standard/spo-oilseeds
- Prepared and preserved fruit and vegetables
  https://www.fairtrade.net/standard/spo-prepared-fruit-vegetables
- Tea
  https://www.fairtrade.net/standard/spo-tea
- Vegetables
  https://www.fairtrade.net/standard/spo-vegetables

Guidelines for the Trainer

Materials needed:
- ☑ (Masking) tape to paste visuals on the wall
- ☑ Logo of Fairtrade
- ☑ A copy of the Fairtrade Standard for Small-scale Producer Organisation
- ☑ If applicable, the product Fairtrade Standard

Time needed: Appr 35-45 minutes

Preparations:
- ☑ Carefully read the key information, and all steps of this guideline.
- ☑ Prepare two sheets or small cards with the following text and visual:



Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: introduction to Fairtrade certification
  - Appr 5-10 min: explaining the Fairtrade Standards for SPOs
  - Appr 15-20 min: brainstorm on benefits of Fairtrade certification
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show participants the Fairtrade logo and ask who of them knows this logo.

Title: Mention the title of the session: *Getting to know Fairtrade.*

Objectives: During this session we will discuss what Fairtrade is, the Fairtrade Standard, and the benefits for you to become Fairtrade certified.

Benefits: Many farmers think that certification is all about getting a premium but being certified is much more and has many benefits that are also important. If you know what certification is and what you need to do, you can apply for it and benefit from all advantages.

Direction: This session is an introduction. We will not discuss premiums or how to become certified; that will be discussed in the next sessions.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

1. Ask the following questions to explain what **certification** is:
   a. *Why do children in school have to take exams every year?* To test what they have learned.
   b. *Can every school teach the children whatever they want?* No, schools must follow a certain curriculum.
   c. *If children take exams for their secondary school* (you can mention a specific level, like O or A levels), *why do all children in our country take the same exam?* When you leave school with a certain diploma, it indicates that you have certain knowledge, irrespective the school you attended.

2. Say that Fairtrade works exactly the same. Fairtrade has developed a list with practices, called **requirements**, that each farmer needs to apply to get certified. That means that when you as farmer are certified, it proves that you have produced your crop according to certain standards or requirements. Every year, you will be checked if you have applied the list with requirements.

3. **Show the Fairtrade Standard for Small-scale Producer Organisation**. Say that this is the Fairtrade Standard for Small-scale Producer Organisation. This document describes approximately 150 requirements.

    a. Some requirements are to be implement by the **producer organisation,** for example requirement 1.1.2 that says that the producer organisation needs to appoint one person for all certification matters.

    b. Other requirements need to be applied by **each member**, for example requirement 3.2.19 which describes that you minimise the use of herbicides through other weed prevention and control strategies.

4. Summarise that **being certified** means that products from all members are produced according to **the Fairtrade standards**.

Explaining the Fairtrade Standards for SPOs – Appr 5-10 minutes

5. Explain the different types of requirements by asking the following question: *If your child goes to primary school, does he/she need to know everything in one year?* No, in every grade the child will learn new things. Say that the Fairtrade Standards work in the same way: **Not every requirement has to be complied with from the start**. For every requirement it is indicated **in which year** it has to be applied. At the end of year 6 all requirements need to be followed.

6. Ask: *Is everything you learn in primary school equally important?* No, **some things are more important than others**. For example, you need to be able to count and to multiply and divide numbers but being able to calculate the square root of a number is less important. Say that the Fairtrade Standards work in the same way: not all requirements are equally important.

7. Say there are **two different types of requirements**. Paste the cards on the wall while mentioning what is written on them: **Core** and **Development**. Explain the differences:

    a. **Core**: This is the main set of requirements. These are indicated with the term 'Core' throughout the standards. Non-compliance with a Core requirement can lead to either suspension or corrective measures to be implemented within a short timeframe.

    b. **Development**: These requirements refer to the continuous improvements that certified operators must make against a scoring system defined by the certification body. These are indicated with the term 'Dev' throughout the standards. The operator may prioritise their own areas of importance and does not need to reach best practise in all requirements. The producer organisation needs to reach an average score of at least 3 out of 5 in order to pass.

8. In case there is a **specific product standard**, show it and say that for XX [mention the crop] there are a few additional requirements.

Brainstorm on benefits of Fairtrade certification – Appr 15 minutes

9. Say that being certified under Fairtrade International has several **benefits**. We are going to do a little **brainstorm** on what these benefits could be.

    a. Ask everyone to stand up and walk around (at random, so not in a pattern).

    b. When you say "stop", everyone has to stop.

    c. Everyone has to discuss (while standing) with the person standing closest to them what the benefits of being Fairtrade certified are (meaning: people will discuss in pairs).

    d. After 1-2 minutes tell everyone to start walking around again.

    e. Again, when you say "stop", everyone has to stop, and discuss with the person standing closest to them what the benefits of being Fairtrade certified are.

    f. If you want to, you can do one more round of discussions.

10. Ask everyone to **form a circle** (you are part of the circle). Make a round and let everyone mention **one benefit** they have heard from any of their colleagues. When everyone has mentioned one benefit, clearly mention the benefits as listed in the key information. Add that in next sessions we are going to discuss these benefits in detail.

Finish – Appr 2-5 minutes

Summary: Summarise what Fairtrade is, what certification is, the Fairtrade Standards, and the benefits of being Fairtrade certified.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What is Fairtrade?*
- *What is the Fairtrade Standard?*
- *What are requirements?*
- *What are the benefits of being Fairtrade certified?*

Next step: All requirements that are listed in the Fairtrade Standard will be explained in the next sessions.

Topic 1.2 Becoming Fairtrade Certified

Key Information for Members

To become Fairtrade certified, producers need to:

Be a member of a registered producer organisation.

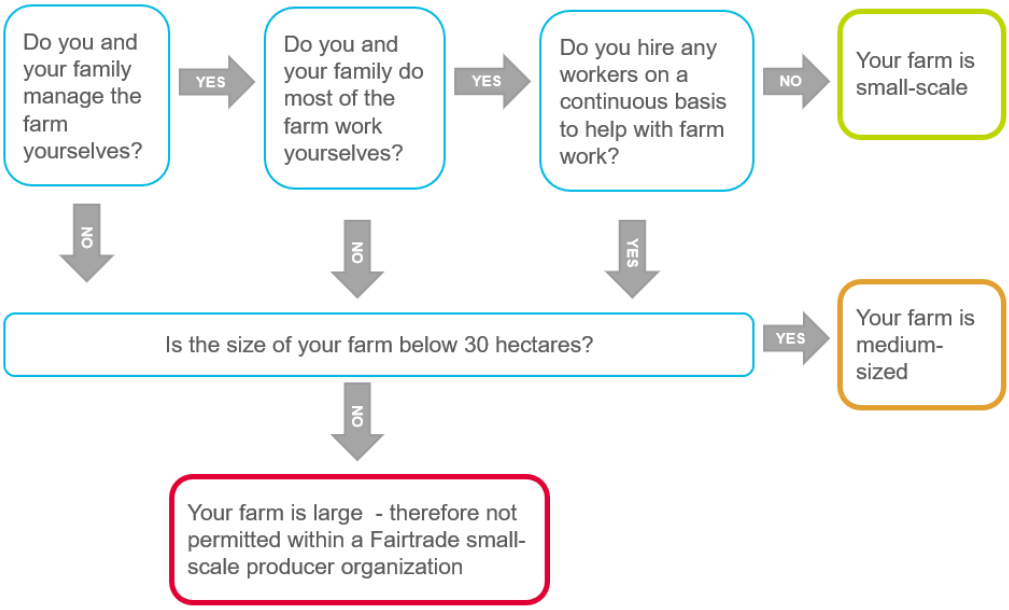
Participate in training programmes.

Apply what they have learned.

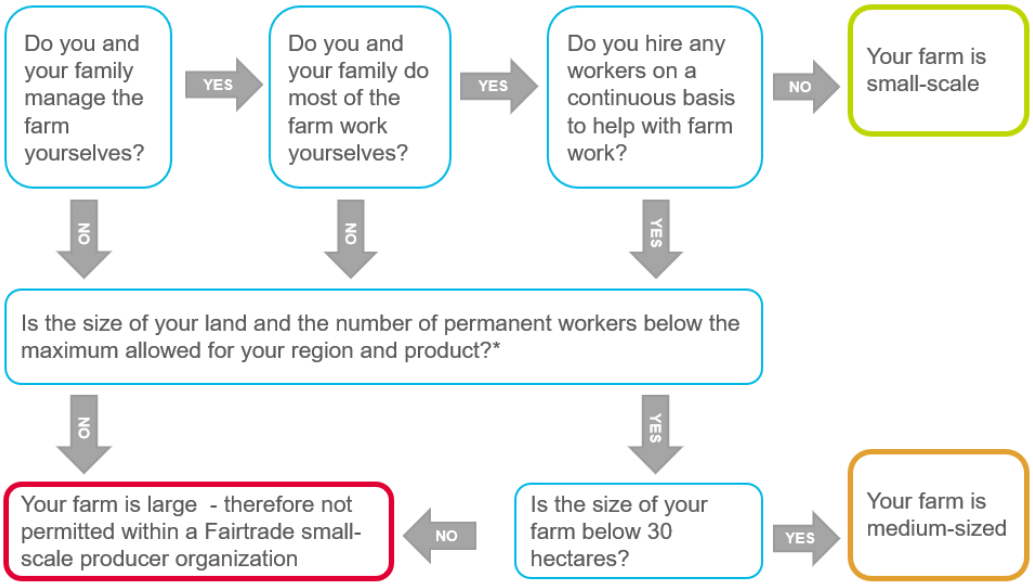
Allow inspections of farms.

Fairtrade is for small-scale producers. To understand whether a farm is a small-scale or medium-sized farm, you can use the charts below and answer the following questions for each member.

For farms producing cocoa, coffee, herbs, herbal teas, spices, honey, nuts, oilseeds, oleaginous fruit, cereals or fibre crops:



For farms producing cane sugar, prepared/preserved fruit or vegetables, fresh fruit, vegetables, or tea:
Note: There are cases where exceptions can be granted for farmers with more than 30 hectares. For example, for cane sugar and wine grapes farmers are allowed to farm up to 100 hectares (but only for 15% of the total members).



Background Information for the Trainer

How to become Fairtrade certified?
There are several steps farmers need to take to become Fairtrade certified. Farmers need to:

- **Be a member of a registered producer organisation.** They can join an existing organisation or form their own group.
- **Follow training in the Fairtrade Standards**, which is the list with requirements to follow when producing the certified crop. The standards include general requirements, trade requirements, production requirements, and business and development requirements that members and the producer organisation need to comply with. Also, workers and share-croppers (someone who works on the land of someone else and is sharing in the profit) have to participate in relevant training programmes.
- **Apply what they have learned** in order to ensure that the standard is being followed.
- **Allow inspection and audit of their farm** to see if all requirements have been followed.

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Major All grades	1.1.1 You accept announced and unannounced audits of your premises and subcontracted premises and provide any information in relation to Fairtrade Standards at the request of the certification body.	None	1.1.0.02	Yes BUT information was poorly prepared but the organisation was active on bridging the gaps OR certain key persons were not reachable due to understandable reasons.	Yes AND the information for the audit was carefully prepared.
0	Core All grades	1.1.6 There are no indications that you or your members violate national legislation on the topics covered by this Standard. If your country has developed additional regulations for the operation of Fairtrade as a certification scheme, you and your members are also required to comply with them.	Fairtrade International requires that organisations and its members always abide by national legislation on topics covered by this Standard. If a Standard requirement contradicts national legislations or regulations, the law is always to be complied with and prevails. Where national legislation conflicts with internationally recognized standards and conventions (for example the fundamental ILO Conventions) or with Fairtrade Standards, the higher criteria prevail. However, if national legislation sets higher standards as compared to Fairtrade International, then the national legislation prevails. The same applies to regional and sector-specific practices. The scope of this requirement is the topics covered by this Standard (e.g. labour conditions, environmental requirements). Any other issues / topics that are not related to the requirements outlined in this Standard are not covered by this requirement.	1.1.0.21	No indications of violations are found OR if there are indications of rare cases the organisation can demonstrate it took action OR further assessment is advisable as there are hints to potential violations.	No indication of violations is found AND IMS that controls this at member level.
				1.1.0.22	You and your members are complying with the additional regulations developed by your country for the operation of certification schemes.	

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Core All grades	1.1.7 If there are indications of conflicts of your members' legal and legitimate right to land, water use and land tenure, they are resolved responsibly and transparently before certification can be granted. In cases where land claims and disputes are on-going, there is evidence that a legal resolution process is active and is carried out by legal authorities in your country.	This requirement is based on ILO Convention C169 (Indigenous and Tribal Peoples Convention), Part II and the "Voluntary Guidelines on the Responsible Governance of Tenure" as defined by the Committee on World Food Security-Food and Agricultural Organisation (CFS-FA O) in May 2012 and the United Nations declaration on the rights of peasants and other people working in rural areas.	1.1.0.23	There are no indications OR there were indications but they have been resolved responsibly and transparently.	
				1.1.0.24	There are no land claims and disputes OR there is evidence of an active legal resolution process.	
0	Major All grades	1.1.8 There are no indications that you or your members take actions to evade the Standard.	Fairtrade does not accept dishonest practices that damage producers' capacity to compete on a level playing field. Dishonest practices are those that grossly deviate from good commercial practice and are contrary to good faith. Some examples of such practices are: • sales of non-Fairtrade products as Fairtrade products; • subdivision of land plots in order to classify as small-scale producer; • falsification of members' records; • "double selling" volumes when members belong to more than one organisation.	1.1.0.25	The auditor found no indication that this is present OR if there are indications of rare cases the organisation can demonstrate it took action.	RANK 3 AND there is a written policy approved by the General Assembly and made known to members and workers AND IMS that controls this at member level.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Major All grades	1.2.2 All small-scale farms are operated and managed by members and their families. This means that members and their families are directly involved in farming activities (unless not possible due to age, incapacity etc.) Your members are considered small- scale producers if they comply with the following criteria: • Members do not hire workers on a continuous basis and they work on their own-account • Farm work is mostly done by members and their families; In particular circumstances when the farmer is not able to carry out work on the farm (e.g. due to age, incapacity) and the work of the family members is not sufficient, hiring permanent labour is allowed. If your members produce cane sugar, prepared and preserved fruit and vegetables, fresh fruit, vegetables or tea, they are allowed to hire workers on a continuous basis to support the farm work. In this case, they are considered small- scale producers if they comply with the specific product indicators on land size defined by Fairtrade International. For the certification of Fairtrade products, the definition of a small-scale producer prevails in case there is national legislation that defines a small-scale producer in the regional context.	None	1.2.0.12 1.2.0.13	At least 66% of members are small-scale producers.	At least 66% of members are small-scale producers AND the small-scale producer requirements are clearly mentioned in the member inclusion process.
0	Core All grades	1.2.3 The maximum size of the cultivated land where a member grows a Fairtrade crop is equal to or below 30 hectares.	Please refer to the product standards for exceptions on this requirement.	1.2.0.10	The maximum size of the cultivated land where a member grows a Fairtrade crop is equal to or below 30 hectares.	

Guidelines for the Trainer

Materials needed:
- ☑ (Masking) tape to paste visuals on the wall
- ☑ Coloured copies of the visuals at the end of this session. You can laminate the visuals so you can reuse them.

Time needed: ppr 35-45 minutes

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard wand Compliance Criteria, and all steps of this guideline

Product specific requirement

Crop	Applicable product requirement	Type of requirement	FLOCERT compliance criteria
Cane sugar	1.1.1	Specification to SPO requirement 1.2.3 for Mauritius	None
Cocoa	3.1.5	Additional	4.2.0.29
Fresh fruit	1.1.1	Specification to SPO requirement 1.2.3	1.2.0.09

Session in Short

- Set up: Appr 2-5 min
- Delivery:
  - Appr 15-20 min: explaining starting requirements
  - Appr 5-10 min: explaining internal inspection and external audits
  - Appr 5-10 min: explaining legal aspects
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: We have seen that if you want to become certified, you need to apply the requirements as listed in the Fairtrade Standard. In addition, there are a few basic requirements to become certified.

Title: Mention the title of the session: *Becoming Fairtrade certified*.

Objectives: During this session, we will look at how you and your producer organisation can become certified.

Benefits: If you understand how to become certified, it is easier to comply with the requirements and to be certified.

Direction: We will discuss a few basic requirements that need to be in place before you even start applying the requirements as listed in the Fairtrade Standards.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Explaining starting requirements – Appr 15-20 minutes

1. Say that before you can get certified as farmer and benefit from being certified, there are a few **starting requirements**.

2. **Paste the visual** of the **producer group** on the wall. Ask the following questions:

    a. *Can you as farmer apply for certification as individual?* No, you have to be **member of a producer organisation** and the organisation will become certified.

    b. Check if everyone is a member of the producer organisation. In case someone is not a member, check with the other participants how this person can become a member of the producer organisation.

3. Say that Fairtrade is above all for **small-scale farmers** (requirement 1.2.2 ad 1.2.3). A producer organisation can only become Fairtrade certified, if at least two-thirds of the members are small-scale producers. The producer organisation will therefore check if members are considered small-scale farmer or not.

4. To demonstrate what type of questions the PO will ask, we will do a little **exercise**. Ask everyone **to stand up**. Draw an imaginary line that divides the space you are in, into two. Say that you are going to ask them a few questions.
    a. In case the answer is "NO", they should stand on the right side of the line.
    b. In case the answer is "YES", they should stand on the left side of the line.

5. **Start your exercise**:

    a. Ask the **first question/statement**: *My farm is operated and managed by myself and/or my family, and farm work is mostly done by myself and my families.* Let everyone answer the question by standing on a side of the line. In case a few people have chosen the NO side, ask them who is operating and managing their farm.

    b. Continue with the **second question/statement**: *I do not hire workers on a continuous basis to help with farm work*. Again, let people chose the YES or NO side of the line.

    c. Continue with the **third question/statement**: *The size of my farm is below 30 hectares (or 74 acres)*. Again, let people chose the YES or NO side of the line. Note: We talk of cultivated land. A member can have more than 30 hectares, as long as the hectares cultivated are below 30 hectares, it is acceptable.

    Based on the composition of the group, let each participant **conclude** if they are considered small-scale farmers or not.

6. **Paste the visual** of the **training programme** on the wall. Ask the following questions:

    a. *How do you know what production requirements you need to follow to become certified?* The producer organisation will organise **training programmes** in which all requirements will be explained.

    b. *In case you are a very experienced farmer, do you still need to follow all training programs?* Yes. Some requirements are **very specific**, for example how large a buffer zone should be, while other requirements involve the application of new techniques. To ensure that everyone knows **exactly** what needs to be done, everyone, irrespective of age and experience, needs to follow the training programs. In addition, you are not certified as individual but **as a group**. Therefore, it is in everyone's interest that all members produce following the requirements. Experienced members **can help** members with less experience.

    Conclude that all members are expected **to participate actively** in all training programs.

7. **Paste the visual** of the sheet with **requirements** on the wall. Ask the following questions:

    a. *If as a farmer you have followed training programmes, what are you expected to do with what you have learned?* You are expected to apply everything that you have learned on your farm.

    b. *But what if you **cannot** apply it?* All Fairtrade requirements are **possible to apply**, and your producer organisation will help you. In case you are not sure if you can apply certain requirements, you should discuss it with your field officer.

    c. *What if you **do not want to** apply certain requirements?* Unfortunately, **you cannot select** which requirements you would like to follow and which ones you won't. If as producer organisation you decide to become Fairtrade certified, **all members** have to comply with **all requirements**.

    d. *What happens if any of you does not comply with all the Core requirements?* Your producer organisation should try to assist you to comply with all requirements. Therefore, it is important to follow all training programs. In the worst-case scenario, the PO can stop your membership and you will no longer be a member of the PO.

    e. *What happens if any of you does not comply with all the Development requirements?* The main objec-

tive with development requirements is that there will be an improvement over

Conclude that all members are expected **to apply what they have learned** in the training programs.

Explaining internal inspection and external audits – Appr 5-10 minutes

8. **Paste the visual** of the sheet with **inspection** on the wall. Ask the following questions:
    a. *What do children need to do in school to show that they know everything they need to know?* They need to take an **exam**. Say that the Fairtrade Standards work in the same way: **every farm will be checked** to see if all members comply with all requirements.
    b. Explain that their producer organisation will first organise an **internal inspection**, which means that field officers will come and inspect their farm. Then Fairtrade will send someone to check the farms. This is called the **external audit**.
    c. Not all members will be willing to allow strange people on their farm. *Do you think you can refuse to have your farm inspected or audited?* No, you cannot refuse. If you want to be certified, you need **to accept** announced and unannounced **audits** of your farm (requirement 1.1.1).

    Note for the trainer: You do not have to go into details that FLOCERT will do the auditing and that only a selection of the farms will be checked. For the moment, it is enough for members to know that there will be an internal inspection and an external audit.

9. Say that just as in exams, some people have the tendency to **not follow the rules**. Requirement 1.1.7 indicates that none of the members can take actions to **evade** the Fairtrade Standard. Some examples of evading the Fairtrade Standard are:
    a. **Sales of non-Fairtrade products as Fairtrade products**. For example, when you sell products from a brother, neighbour or friend who is not certified, as you own product.
    b. **Subdivision of land plots** in order to classify as small-scale producer, in case a member owns more than 30 hectares of land.
    c. **Falsification of records**, for example on training programs followed, on pesticide application, or sales.
    d. **Double selling** when member belong to more than one producer organisation, which means that you sell your product twice.
10. Conclude by saying that internal inspections and external audits are done **yearl**y. The PO will **communicate** when they take place. During the training programs, all requirements that will be checked will be discussed.

Explaining legal aspects – Appr 5-10 minutes

11. Say that finally you will explain wo requirements that are linked to legal aspects. Start with **Requirement 1.1.6**:
    a. Mention the requirement: *Members **cannot violate national legislation** on the topics covered by this Standard. If your country has developed additional regulations for the operation of Fairtrade as a certification scheme, members are also required to comply with them.* This means that at all times, you need to follow the national legislation.
    b. Try to give an example of national legislation that needs to be followed. It can be a crop specific legislation.
12. Continue with **Requirement 1.1.8:**
    a. Mention the requirement: *If there are indications of conflicts of members' legal and legitimate right to land, water use and land tenure, they are resolved responsibly and transparently before certification can be granted. In cases where land claims and disputes are on-going, there is evidence that a legal resolution process is active and is carried out by legal authorities in your country.*
    b. Check if any of them knows about any land, water use and land tenure issues.

Finish – Appr 2-5 minutes

Summary: Repeat that the Fairtrade Standards are like a curriculum of practices that farmers need to apply to get certified. Repeat what Core and Development requirements are. Repeat what internal inspection and external audit is and why everyone has to follow training.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:

- *Why does everyone need to follow training?*
- *How does Fairtrade know if all farmers comply with all requirements?*
- *Can you refuse to have your farm checked?*

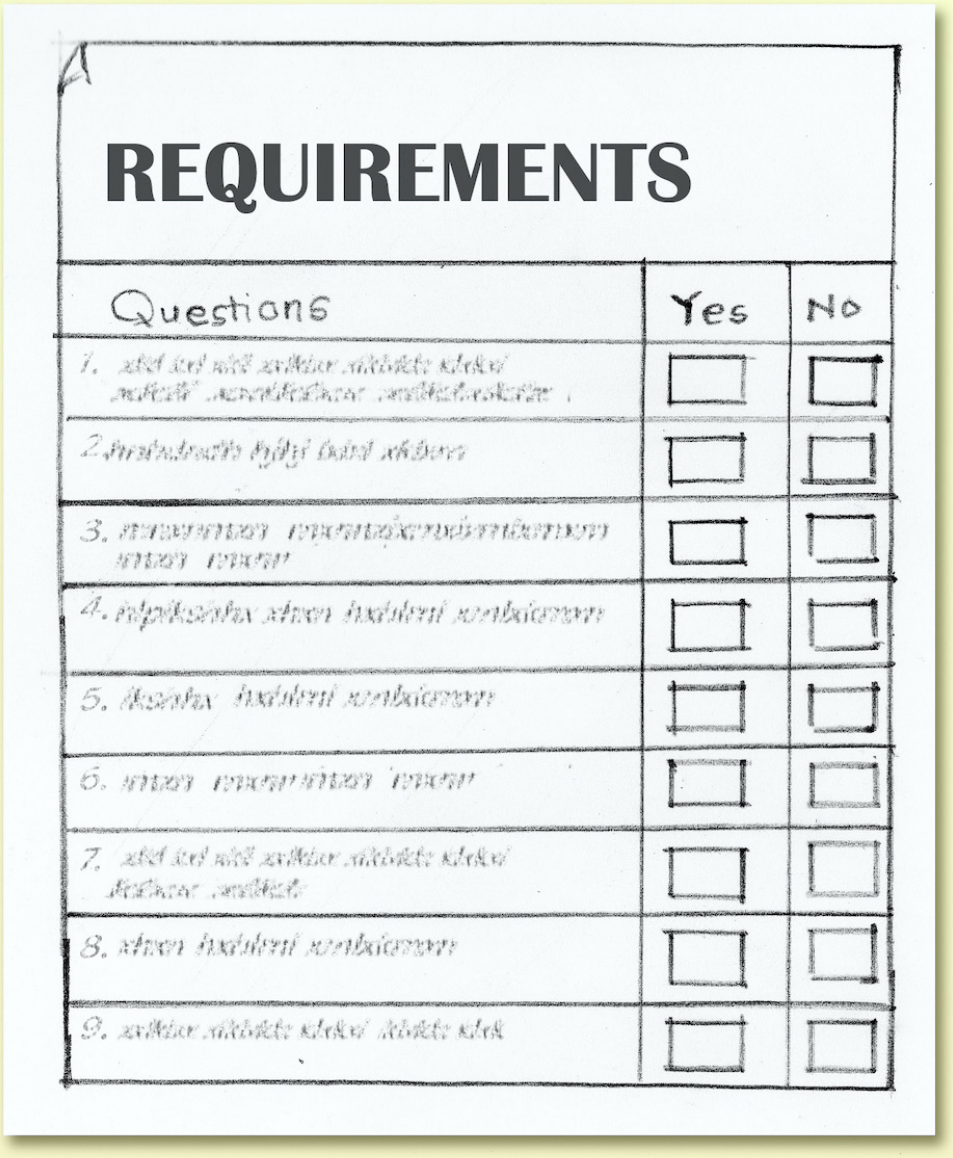
Next step: To ensure that you comply with the **Fairtrade Standards**, you should:

- Be a member of a producer organisation.
- Participate in all training programs.
- Apply what you have learned.
- Requirement 1.1.1 Accept announced and unannounced audits of your farm(s).
- Requirement 1.1.6 Comply with national legislation.
- Requirement 1.1.7 Resolve any issues on land, water use and land tenure.
- Requirement 1.1.8 Do not evade the Fairtrade Standard.

Be a member of a registered producer organisation

Participate in training programmes

Apply what you have learned



REQUIREMENTS

Questions	Yes	No
1.	☐	☐
2.	☐	☐
3.	☐	☐
4.	☐	☐
5.	☐	☐
6.	☐	☐
7.	☐	☐
8.	☐	☐
9.	☐	☐

Allow inspections of your farm

Topic 2.1 Applying Traceability

Key Information for Members

A product flow chart depicts **all steps** from the moment the crop is harvested to the arrival of the crop at the buyer.

To ensure traceability of certified crops, members should:

- **Keep records** of harvest and sales.
- **Not** sell any crops on behalf of someone else as Fairtrade crop. When they sell crops on behalf of someone else, they cannot sell it as Fairtrade.
- **Clearly mark** the Fairtrade product as Fairtrade by pasting the Fairtrade International ID number and logo on all bags.
- Keep products **physically separate** during processing and any other handling.
- Keep products **physically separate** in case they transport it to a central warehouse.

BEST PRACTICE on keeping records of harvest and sales

A popular way to encourage members to keep track of records of harvest and sales (and any other record) is the use of Members Records Book. The record book contains templates for different types of records, including payment of membership fees, participation in training programs, data on planting, harvest and sales, expenses, etc. During every meeting, members bring their record book and help each other to enter data.

Example of Records for Members on Harvest and Processing

	Date	Type of crop	Volumes harvested in kilograms	Volumes processed in kilograms
1				
2				
3				
4				
5				
6				
7				
8				
9				

Example of Records for Members on Crop Sales

	Date	Name of the buying company	Name of the field officer of the buying company	Type of crop	Volume sold in kilograms	Price per kilograms	Total amount received	Receipt number
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Fairtrade Requirements and Compliance Criteria

Year for auditing	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Core All grades	2.1.5 You 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.	None	2.1.0.10	Complete Fairtrade sales records with a reference to sales documents. Premium correctly invoiced.	Complete records as part of a database of stock, purchases and sales and fully up to date. Premium correctly invoiced.
	Core, 2nd and 3rd grade			2.1.0.11	The majority of contracts distinguish es between Fairtrade and non-Fairtrade sales.	All contracts distinguish between Fairtrade and non-Fairtrade sales AND documented traceability system in place.
	Core All grades			2.1.0.27	Complete processing and Fairtrade sales records at subcontractors level with a reference to sales documents.	Complete records at subcontractors level as part of a database of stock, processed volumes, purchases and sales and fully up to date.
0	Core All grades	2.1.6 If you process Fairtrade products you keep records that specify the amount of product before and after processing.	None	2.1.0.28	Organisation creates/ obtains a record showing calculated yearly average yields.	Organisation creates/ obtains records showing real yields of each processing batch AND organisation shares real yields of each processing batch with buyer.
0	Core All grades	2.1.7 When you sell a Fairtrade product you must mark the product clearly so that it can be identified as Fairtrade. This requirement does not apply for cocoa, cane sugar, juice and tea if you sell to operators without physical traceability.	You can decide what type of mark you will use to identify the product as Fairtrade (e.g. the Fairtrade International ID or "Fairtrade International/ Fairtrade" on the package and documentation), so long as it is visible and clear.	2.1.0.13	Detachable on-product mark with the term "Fairtrade" or similar.	Non-detachable on-product mark with the term "Fairtrade" or similar and the name and ID of seller and buyer.

0	Major All grades Cocoa, cane sugar, juice or tea	2.1.8 If you produce and process cocoa, cane sugar, juice or tea and you sell to operators without physical traceability, you do not need to physically separate at the processing stage the product that was produced by members from the product that was produced by non-members. You must fulfil the following rules: • The volumes sold as Fairtrade must not exceed the equivalent volumes produced by your members. • The product must be produced by your members before it is sold. • The product from your members must be delivered and processed in the same site where the Fairtrade product is processed. • The product from members must be of the same kind and quality as the input used to process the Fairtrade product (like for like). If you want to sell cocoa, cane sugar, juice and tea to operators that have physical traceability in place then you must physically separate the product during processing.	The above are called the Mass Balance Rules. To explain what the "same kind" of product means two examples are given: If you sell cocoa powder made with high quality cocoa, the product that you get from members cannot be low quality cocoa beans. Or, if you sell organic tea, the product that you get from members cannot be non- organic tea. The possibility to mix product from members and non-members only applies at the processing stage if you process yourself or subcontract the processing. Up to the processing stage, physical separation (as in requirement 2.1.1) is mandatory. The certification body will determine whether additional requirements are needed for products sold under physical traceability.	2.1.0.14	No excessive sales except possible mistakes estimated up to 1% of sales.	No mix up of product and no mistakes AND compliant with sourcing record system with records indicating the name of the individual member, date of purchase, product name, volume and the price received by the member.
	Core All grades Cocoa, cane sugar, juice or tea			2.1.0.15	There is a system in place to separate product even if there are small mistakes. The products are identified as physically traceable on the invoices and on the product.	There is a physical traceability system in place to trace back product to each individual producer with no mistakes. The products are identified as physically traceable at least through the lot numbers.
				2.1.0.16	At the processing stage, the products have been produced and sourced from members before the sale of the processed Fairtrade product.	
				2.1.0.17	The product from your members is delivered and processed in the same site where the Fairtrade product is processed.	
				2.1.0.18	The product from members is of the same kind and quality as the input used to process the Fairtrade product	
	Major All grades Cocoa, cane sugar, juice or tea			2.1.0.30	No excessive sales except possible mistakes estimated up to 1% of sales.	No mix up of product and no mistakes AND compliant with sourcing record system with records indicating the name of the individual member, date of purchase, product name, volume and the price received by the member.
	Core All grades			2.1.0.31	There is a system in place to separate product even if there are small mistakes.	There is a physical traceability system in place to trace back product to each individual producer with no mistakes. The physical traceability procedures are recorded and followed.

1. Background Information for the Trainer

2. To monitor and provide feedback on quality issues, it is necessary to be able to know where crops are produced. This is called **traceability**. It means that products sold as Fairtrade actually come from producers that produce according to Fairtrade Standards. Certification then ensures the **authenticity and the integrity** of Fairtrade products being purchased by consumers.

The following terminology is important to know:

- **Documentary traceability** means that all steps in the sales process are being recorded.
- **Physical traceability** means that Fairtrade crops is physically separated at all stages from non-Fairtrade crops.
- **Mass balance** means that the quantities produced as Fairtrade equals the quantities sold as Fairtrade. This is applicable to producers who sell to buyers with no physical traceability and for cocoa, cane sugar, juice, and tea.

Guidelines for the Trainer

Materials needed:

- ☑ Flip-sheets, markers, masking tape.
- ☑ One piece of the crop produced by the group you are going to train.
- ☑ Copies of the icons at the end of this session that are applicable to the crop you are going to discuss. Laminate the icons so you can reuse them.

Time needed: Appr 1 to 1.5 hours

Preparations:

☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ Prepare flip-sheets with examples of the records mentioned in this topic:
  - o For members on harvest and processing
  - o For members on sales

☑ You are going to build a product flow chart together with the group up to the point of product sales. What steps are included in the flow chart depends very much on the product the group is producing and how the product is sold (to the PO or directly to a buyer). Carefully check in advance what steps will be included in the product flow.

☑ Look for icons that can depict steps that are missing in this topic (for example, in case you are dealing with a crop which will be threshed, you need to look for an icon depicting threshing). Of course, you can also draw your own icon on a sheet of paper.

Product specific requirement

Crop	Applicable product requirement	Type of requirement	FLOCERT compliance criteria
Fresh fruit	2.2.1	Additional	2.1.0.05

Note for the trainer: Check in advance if the PO needs to apply physical traceability or mass balance. Mass balance is allowed for producers who sell to buyers with no physical traceability. In case mass balance is not allowed, you can skip step 3 and 4 of these guidelines.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 10-15 min: depicting the flow of the product
  - Appr 10-15 min: applying traceability
  - Appr 30-40 min: keeping records on traceability
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Ask participants if they ever send any money, goods or letters to family or friends. Most of them will say yes. Ask them how their relatives or friends know the package comes from them. They know because it is indicated on the package, or it is told to them when they collect it. Tell participants that we call this **traceability**: you know where the package has come from.

Title: Mention the title of the session: *Applying traceability*.

Objectives: We are going to discuss what traceability in farming means, why it is important and what we need to do as Fairtrade certified farmers.

Benefits: Traceability is a very important aspect of certification. It shows that the certified crop actually comes from farmers who have implemented good agricultural, social and environmental practices. When you cannot ensure the traceability of your product, the products cannot be certified.

Direction: During this session, we will only discuss traceability up to the point where you sell your product to the producer organisation (or directly to a buyer in some cases), because you are only responsible for the traceability as long as you are the owner of the product.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Depicting the flow of the product – Appr 10-15 minutes

1. Show the piece of the crop produced by the group and say that before the crops are processed or consumed, it passes through many hands. To ensure traceability of the products, the first step is to check the **flow of the product**.
2. Paste the visual/icon with "*Harvest*" on the wall. Try by asking questions (*where is the crop going next?*) to **follow the flow of the crop**. Think about processing, drying, transport, storage, cleaning, sorting and grading, threshing, fermenting, bagging, etc. The last step will be selling. You can ask the following questions to guide the process:
   a. *What do you do with the product before you sell it?*
   b. *Do you bring your products to a collection point or does the producer organisation pick products up at your' farms?*
3. Every time you agree on a step, **paste the icon on the wall** next to the previous steps. At the end you will have a **horizontal line** with icons which depicts the product flow.

Applying traceability – Appr 10-15 minutes

4. Say that physical traceability means that you can **follow** the Fairtrade product all **along the supply chain** and through all stages of production and processing. That means that at all times, Fairtrade crops need to be **physically separated** at all stages from non-Fairtrade crops. Ask the following questions:
   a. *The product is your responsibility until you sell it. If we look at the steps from harvest to selling, where is there a* **risk** *that Fairtrade crops are mixed with non-Fairtrade crops?* Look together at all the steps and discuss for every step the risks.
   b. *During which step do you think the risk of mixing crops is highest? Why is the risk highest during that step?*
   c. *How can you keep your Fairtrade crop separate and avoid mixing of Fairtrade crops with non-Fairtrade crops?* Again, **discuss this for every step**. You can use separate drying mats or processing equipment (if applicable), mark bags in which crops are transported and stored, transport Fairtrade crops separately from non- Fairtrade crops, not sell-

ing crops for anyone else, not letting your crops sell by anyone else, etc.

d. *During which step will it be* **most difficult to apply** *physical traceability? Why is this?*

e. *What can you do to avoid challenges during this step? Do you need support? Who can provide that support?*

f. *How can you ensure that at any time you know that bags contain certified or noon-certified crops?* When you sell a Fairtrade product you must mark the product clearly so that it can be identified as Fairtrade (requirement 2.1.7).

Keeping records on traceability – Appr 30-40 minutes

5. Say that one of the ways to guarantee traceability is to **keep records** of your product flow. During all steps of your product flow, you can collect data. Say that we are going to look at what **type of information** they can collect during all steps.

6. **Start with harvest** and ask: *What information can you collect?* You can collect information about the date of harvest, quantities harvested and maybe the quality. Write the answers on a flip-sheet. Continue with the next steps. You will end with the sales of the crop to the PO (or a buyer). At the end you should have the **following information**: name of the individual farmer, type of crops (product name), volumes harvested, volumes processed, date of purchase, volume supplied, and the price received by the member.

7. Say that the next step is **to records** all the information you collect during the different steps of the product flow. The first step is to **keep records on harvest and processing** (requirement 2.1.6).

   a. In case members already keep records on harvest and processing, ask to see it. **Look together at what type of data is recorded**. Then **show the flip-sheet** with the example record for Members on harvest and processing. **Compare** the existing records of members with the example record and ask the following questions.
      - *Is all data captured in existing records?*
      - *What data is missing in the existing records?*
      - *Would it be possible to add this data to the existing records?*

   b. In case the members do NOT keep records on harvest and processing, **show the flip-sheet** of the example records for Members on harvest and processing. Explain the record by mentioning all data that needs to be collected.

8. **Do an exercise**.

   a. Mention some data (for example, on 15 May I harvest 1 bag of xx [mention the crop].
   b. Let everyone discuss with their neighbour how they should record this information.
   c. Ask a volunteer to come to the front and enter the data into the record on the flip-sheet.
   d. You can do this a few times with different data.

9. When you are done with the exercise, **ask the following questions**:

   a. *Will it be possible for all members to keep this record?*

   b. *What will be the main challenges?*

   c. *What can you advise members who have challenges in reading and writing?* Someone from the group, a family member or a friend can assist.

   d. *Will everyone be willing to keep these records? What would be some reasons why members are not willing to keep these records? What could convince these members to start keeping records?*

10. Continue with the *record for Members on Crop Sales* (requirement 2.1.5) and discuss in the same way. Add that when selling their products, they should always **collect a receipt**, because this is also a record that shows where the product went.

Finish – Appr 2-5 minutes

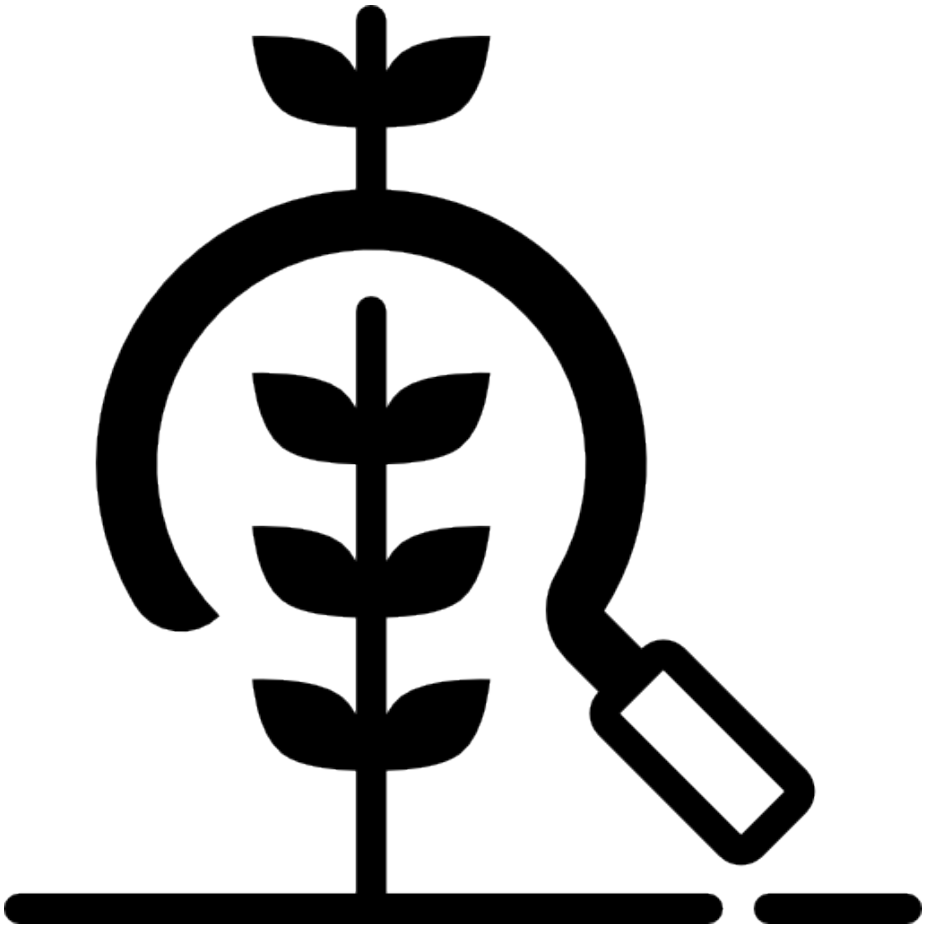
Summary: Summarise by saying that traceability is important to show that the certified crop actually comes from a farmer who is implementing good agricultural, social and environmental practices. Repeat that they need to ensure that their name is on what they sell, to collect a receipt of payment, and that everything is recorded in their passbook with the amount received.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *Why is traceability so important?*
- *What do we need to do to ensure traceability?*

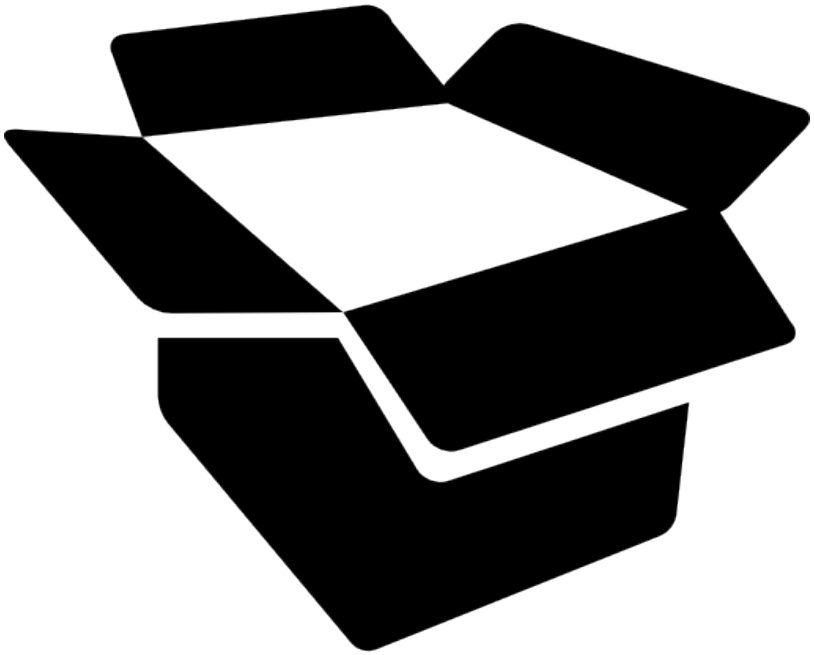
Next step: To ensure that you comply with the **Fairtrade Standards**, you should:
- Requirement 2.1.5 Keep records on all your Fairtrade sales.
- Requirement 2.1.6 Keep records on harvest and processing.
- Requirement 2.1.7 Mark Fairtrade products as Fairtrade.
- Not sell any product on behalf of someone else as Fairtrade product.
- When you sell product on behalf of someone else, you cannot sell it as Fairtrade product.
- Keep your product physically separate during all stages, including harvest, processing, and transport.

Harvest

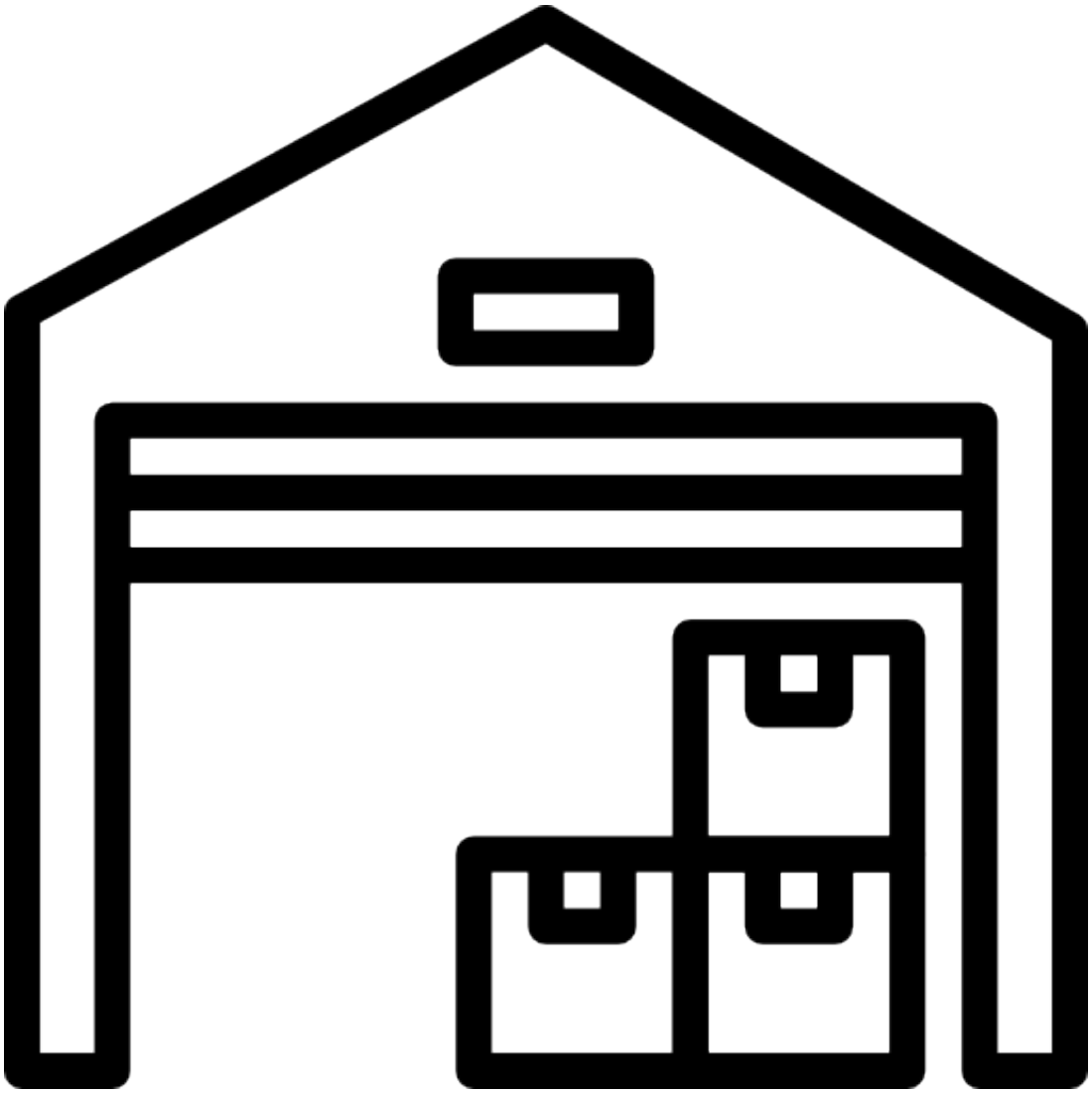


Transport

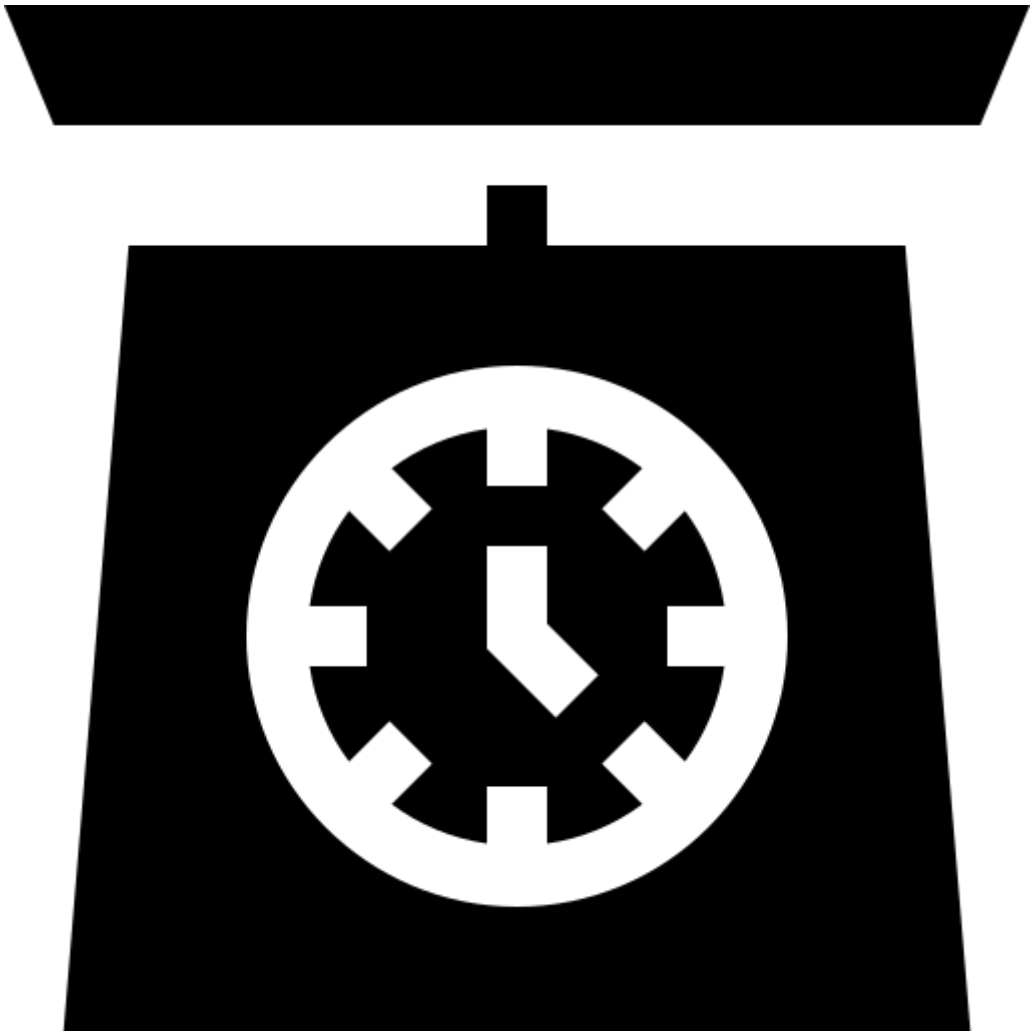
Packaging



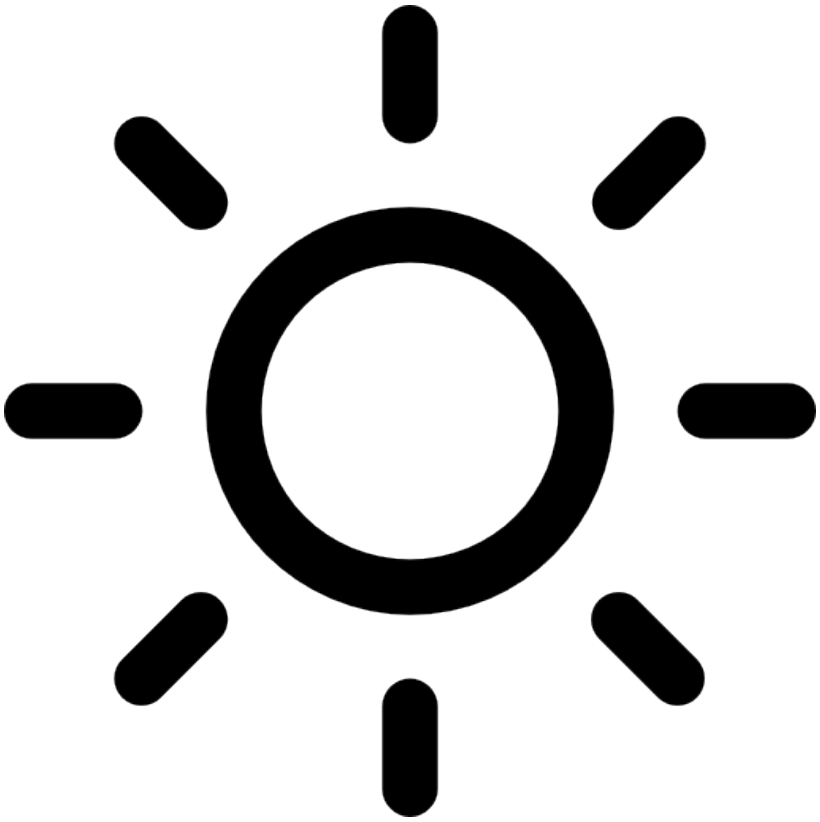
Storage



Weighing



Drying



Quality control

Selling/Trading

Topic 3.1.1 Identifying Pests and Diseases

Key Information for Members

There are different groups of pests and diseases, including:

- **Insects**: Very small animal with 6 legs and very often wings. They eat the leaves of plants, suck food from plants, attach to roots and damage fruits. Examples are aphids, white flies, thrips, fall armyworm, bollworm, etc.

Plant diseases: Fungi, bacteria, viruses. Fungi cause many diseases and inhibit plant growth. Bacteria and viruses cause plant and root rot. Examples are early blight, late blight, powdery mildew, cercospora leaf spot, bacterial wilt, fusarium wilt, damping off, etc.

- **Nematodes**: Tiny organisms in the soil that attack the plant roots.

- **Weeds**: Grass and broadleaf weeds, striga, and mistletoe that compete with crops for water and food.

- **Mites**: Tiny insect-like organisms. They attack the leaves, and cover the leaves with a web-like net that will harm the internal processes of the plant.

- **Mollusc**: Snails and slugs. They eat the crops and can destroy a complete crop.

- **Vertebrates**: Any living organisms with a spinal cord or backbone, such as mice and rats.

Guidelines for the Trainer

Materials needed:
- ☑ Examples of common pests and diseases for the crop the group is growing.
  Try to get real insects, infected leaves, and roots. In case you cannot get real pests and diseases, print out good quality pictures. You can look at www.plantwise.org.
- ☑ Masking tape to paste the pests and diseases on the wall.

Time needed: Appr 1.5 to 2 hours

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - Appr 25-30 min: identifying common pests and diseases
  - Appr 60-90 min: exercise on common pests and diseases
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Ask if they have ever seen a farm that was seriously damaged by a pest or disease. Let people raise their hand if they did, but do not ask for details.

Title: Mention the title of the session: *Identifying pests and diseases*.

Objectives: During this session, we will identify the most common types of pests and diseases on XX [mention the crop].

Benefits: Pests and diseases can destroy large part of yields. The first step towards control of pests and diseases is to recognise them.

Direction: We will focus on the most common pests and diseases.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Identifying common pests and diseases – Appr 25-30 minutes

1. Ask what **type of pests and diseases** they see most often on their farms. Every time they mention a pest or disease, **show** the pests/disease or visual, and **paste it on the wall**. Ask the person who mentioned the pest/disease to describe how it looks like (in terms of size, colour, any specifics). In case at the end you have pests/diseases left that were not mentioned, show them, and ask what it is, before pasting it on the wall.

   Note for the trainer: When pasting the pests/diseases on the wall, already group them according to their category, which means you will put all insects together, all plant diseases, etc.

2. Say that all these pests and diseases can be put into **categories**. Mention all categories and mention all pests/diseases that fall in a certain category.

Exercise on common pests and diseases – Appr 60-90 minutes

3. Split participants into **small groups** (the total number of groups depend on how many pests and disease you would like to discuss) and give every group one or two of the pest/diseases. Each group needs to discuss:

a. *How can you recognise this pest/disease?*

b. *Where in the field will you find this pest/disease?* For example, under leaves, in the soil, etc.

c. *What damage can this pest or disease do to the crop?*

Let the group work for a few minutes.

4. **Discuss the results**. Paste one of the pests on the wall and let the groups present their results. You can ask additional questions, including:

   a. *Do you often see this pest/disease?*

   b. *When during the season will you mainly see this pest/disease?* During planting, harvest, etc.

   c. *In case of insects: when during the day is this insect active?*

   Note for the trainer: Take your time for these discussions. It is much easier to scout for pests and diseases when you understand the **behaviour** of insects and **occurrence** of diseases.

5. **Add any information** if necessary. Continue with the other groups until all pests and diseases have been discussed.

Finish – Appr 2-5 minutes

Summary: Repeat the most common pests and diseases, how to recognize them, and what damage they can do to the farm.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask for a few selected pests and diseases how you can recognise them and what type of damage they can do to crop.

Next step: Next time when you are in the field, take your time to identify the pests and diseases in your field.

To ensure that you comply with the **Fairtrade Standard**, you should:

- Requirement 3.2.3: Apply pesticides based on knowledge on pests and diseases.

Topic 3.1.2 Scouting for Pests and Diseases

Key Information for Members

Scouting means checking your field for pests and diseases.

- Do it regularly (once a week during the season).
- Do it at different times of the day, including early morning and late afternoon.

To scout, you:

- Walk the farm in the same pattern every time.
- Check plants in groups of ten every 10 or 20 meters.
- Include the immediate surrounding areas of the fields.
- Check ALL parts of the plant, including under the leaves and the soil.
- Count the infected plants or insects.
- Take samples.
- Mark high infestation/infected areas with a cloth.

Background Information for the Trainer

Terminology

- Infestation is used when plants are damaged by insects and other animals.
- Infection is used when plants are damaged by fungi, bacteria, and viruses.

Often, farmers apply pesticides without taking into account the level of infestation or infection. This implies that sometimes pesticides will be applied when it is not necessary. To avoid the unnecessary application of pesticides, either chemical or organic, it is necessary to scout to identify the levels of pest infestation on a field so proper action can be taken. Scouting is crucial when practicing Integrated Pest Management (IPM) because depending on the level of infestation or infection and the type of pests or disease control measures can be selected and applied.

It is important that scouting is done on a regular basis, preferably once a week, at different times during the day, because some pests (insects) are only active in the morning, while others can only be observed late in the afternoon. To ensure that the farmer gets a good idea of what is going on in the field, he/she must walk through the field according to a certain pattern (as shown below). Check the plants that are along the lines of the pattern.

Whatever pattern is selected, it is important to enter and exit the field at the same spot and to cover a large part of the field. Farmers should also include the immediate surrounding areas of the fields, because sometimes pests are already in these areas on its way to the field.

Scouting is not simply walking through a field: a farmer needs to check every part of the plant: the stem/stalk/trunk, under the leaves, on the soil, and in the soil. This is to ensure that all types of pests will be identified. During scouting, the farmer needs to keep track of what he/she sees. If possible, he/she should take samples of the pest and mark areas that are infested/infected.

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Development All grades	3.2.2 You have trained your members on integrated pest management, including pest and disease monitoring, alternative ways to control pests and diseases, preventive measures and measures to avoid pests and diseases building up resistance to pesticides.	Alternative controls refer to methods other than the use of chemical pesticides. These can include biological controls such as the introduction of natural enemies or physical controls such as sticky traps to capture pests, as well as other means that serve to reduce and/or control the population of the pest. Preventive measures refer to cultivation techniques that may reduce the presence or the effects of pests. Your members are free to choose suitable measures. These can include crop rotation, ground covers, mixing compost with the soil, removing pest infested plants and plant parts and intercropping.	3.2.2.01	At least 50% of members have been trained AND content of training was sufficient AND trainings are planned/ scheduled for the remaining producers.	At least 80% of members have been trained AND content of training was sufficient AND training materials are clear and correct AND there are informative materials AND some IPM measures are implemented.
Year 6	Development All grades	3.2.3 You must be able to demonstrate that pesticides are applied based on knowledge of pests and diseases.	Pesticide application decisions based on monitoring can best happen when you and your members understand which pests and diseases affect your Fairtrade crop and under which conditions, they may put the crop at risk. Monitoring can include diagrams or sketches showing the distribution of pests and diseases in the field which could lead to spot pesticide applications.	3.2.2.03	80% of members can explain why a particular application was done.	RANK 3 AND at least 80% of members use tools to monitor incidence of pests and diseases AND record pesticide application, or no pesticides are used.

Guidelines for the Trainer

Materials needed: ☑ None

Time needed: 50 to 70 minutes

Preparations: ☑ This session should be facilitated in a field where you can find a few common pests or diseases.

Session in Short

- Set up: Appr 2-5 min
- Delivery:
  - ☑ Appr 5 min: introduction to scouting
  - ☑ Appr 10-15 min: demonstration on scouting
  - ☑ Appr 30-45 min: exercise on scouting
  - ☑ Appr 5 min: scouting your farm
- Finish: Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Say that in the previous session we have identified lots of pests and diseases. We discussed what damage they can do and how we can recognise them.

Title: Mention the title of the session: ***Scouting for pests and diseases***.

Objectives: During this session, we will practice how best to check your field for pests and diseases.

Benefits: Scouting can help to avoid that pest will spread on the farm and will damage the crop.

Direction: We will only focus on how to identify pests on the field, but we will not discuss what action you can take when you see pests. That will be covered in the next session.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to scouting – Appr 5 minutes

1. Say that scouting means inspecting your field on a regular basis to identify pests and diseases that can damage your crops.
   - *a.* ***Why do you need to scout?*** You need to know what is going on in your field so you can decide how to control pests and diseases.
   - *b.* ***How often should you inspect our field?*** During the season at least once a week. Outside the season, every two or three weeks. Note for the trainer: this can be slightly different per crop, so check the recommended periods of scouting.
   - *c.* ***Would you recommend to always scout at the same time of the day or rather at different times of the day? Why?*** Let several people respond to this question before providing the correct answer. You should scout at different times during the day because some pests (insects) are only active in the morning, while others can only be observed late in the afternoon.

Demonstration on scouting – Appr 15-20 minutes

2. Say that you would like to demonstrate how to scout a field. (Note for the trainer: You will demonstrate while constantly asking questions about how or why you need to do certain steps). Do the following steps and ask the following questions:
   - *a.* ***Should I walk through my field at random?*** No, we should follow a pattern, so we can cover a fair number of plants.
   - *b.* ***What type of pattern can I use?*** Collect advice from several people. Then explain which scouting pattern you are

going to use and why you have selected this scouting pattern. Add that whatever pattern is selected, it is important to enter and exit the field at the same spot and to cover a large part of the field.

c. Explain how the pattern work: every 10-20 meters (depending on the crop), you will inspect batches of 10 plants each.

d. Add that you should also include the immediate surrounding areas of the fields, because sometimes pests are already in these areas on its way to the field.

e. Should you just look the plants to check for pests and diseases? No, you should check all parts of the plant: the stem/trunk, under the leaves, on the soil, and in the soil.

f. Show how to properly inspect a plant.

Exercise on scouting – Appr 30-45 minutes

3. Say that we are going to do an exercise on scouting. Divide people into pairs. Every pair should check a cluster of 3 plants. In case they see any insect, they should try to collect it. In case they see an infected leaf, they should collect it. Ensure that the pairs spread over the field. Let the pairs check the plants and walk around to guide them.
4. When everyone has checked their plants, ask everyone to come together. Ask every pair to share what they have detected. In case they collected a sample, let them show it to all other pairs.
5. Discuss the overall results of the scouting exercise by asking the following questions:

a. How many plants were infected or infected?

b. How many insects did you count?

c. Is there a certain area with a high level of infection or infestation?

6. Providing the following advice:

a. Keep track of your findings: count the infected plants or insects and remember what type of pests and diseases you have seen. In case you can write, you can take a small notebook when scouting to make notes.

b. Take samples: you can use a glass jar or transparent bag (zip-lock bag).

c. Mark areas with high levels of infestation or infection with a cloth so you can monitor that area on a daily basis.

7. Say that scouting is all about identifying pests and diseases that are on your farm. Ask: ***What can you do if you see some pests and diseases, but you do not recognise them?*** You should always try to collect a sample so you can ask other farmers or a field officer.

Scouting your farm – Appr 5 minutes

8. Ask the following questions to check the willingness and confidence the group has in scouting:

a. What would be reasons for farmers not to scout their farm regularly? What can be done to change this?

b. What is the most difficult part of scouting? What could help to make that part easier?

Finish – Appr 2-5 minutes

Summary: Repeat what scouting is, and how it should be done.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:

- ***What is scouting?***
- ***Why do we need to scout?***
- ***What is important when scouting?***

Next step: Next time when you go to your farm, scout it before you do anything else. Try to collect samples. In case you do not recognise what pests or disease it is, ask for advice from your field officer.

To ensure that you comply with the Fairtrade Standard, you should:

- Requirement: 3.2.2: Be trained on Integrated Pest Management including the monitoring of pests and diseases.
- Requirement 3.2.3: Apply pesticides based on knowledge on pests and diseases.

Topic 3.1.3 Applying Integrated Pest Management

Key Information for Members

To apply Integrated Pest Management (IPM) on your farm, you should take the following steps:

Step 1: PREVENT PESTS AND DISEASES

- Avoid fields with known history of pest and diseases presence
- Use crop rotation
- Remove plants and trees that will host pests and diseases
- Plant host plants that will attract natural enemies
- Use quality planting materials
- Plant using the recommended plant spacing
- Plant at the recommended time of the season
- Weed regularly
- Irrigate in the correct way
- Manage the shade on your farm
- Remove any infested/infected plants and fruits from the farm
- Harvest in time and regularly

Healthy plants are less likely to attract pests and diseases

Step 2: SCOUT THE FARM regularly for pests and diseases

Step 3: TAKE ACTION if necessary

Action depends on:

- The level of infection/infestation
- Possible damage it can do
- How quickly the pest/disease can spread
- The stage of the crop

Possible actions can include:

- Doing nothing but monitor carefully
- Remove manually
- Set traps
- Release natural enemies
- Only apply pesticides as the last resort
- Consider spot treatment if you have to apply pesticides

Step 4: MONITOR YOUR ACTION

- Check regularly if your treatment works
- Adapt your treatment if necessary

Additional Information for the Trainer

Fairtrade's Environmental Strategy is intended to enable producers to face their environmental challenges, strengthen their livelihoods and contribute to a more sustainable planet.

The approach to pesticides focuses on:

- Protecting the health of people involved in the production of Fairtrade crops; and
- Supporting the implementation of good agricultural practices in order to move towards sustainable production.

The approach promotes a three-pronged strategy for producers to:

- Use minimal amounts of pesticides by adopting **integrated pest management (IPM).**
- Use pesticides with lower toxicity (choice of pesticides used).
- Handle pesticides in a proper way to avoid risks by reducing exposure of people.

When IPM measures are introduced, producers are encouraged to manage their production system using existing natural attributes present in their fields as well as their traditional knowledge. IPM offers producers the opportunity to reduce the amounts of pesticides used, because these materials are seen as one of several alternative measures of control and not the only one.

IPM incorporates three basic steps: 1) prevention, 2) monitoring, and 3) control.

Prevention - IPM starts even before the crop is planted. IPM implementation requires knowledge based on the ecosystem approach to crop production. Protection refers to the need for producers to be knowledgeable about the conditions that affect the development of the crop, its potential pests and diseases and of their natural enemies. This knowledge will allow to plant in a way that avoids problems for the crop in the future.

Some of the aspects that can be taken into consideration are the location where the crop is to be sown, planting distance between seedlings, the presence of other crops or of natural vegetation, the direction of the wind and the presence of shade. The conditions in which the crop will be planted need to be considered.

IPM is based on the careful observation of the crop and the field where it grows with the aim to identify pests and diseases as well as natural enemies. It is a key concept that for each crop a certain level of pest or disease presence can be tolerated as long as it is not causing significant economic damage. Understanding what this level or threshold is and how pests and their natural enemies interact in the field is the basis for an integrated management which does not rely heavily on pesticides. Even in conventional agriculture pest and disease control should not rely entirely or mainly on pesticides. Only when preventive and alternative control measures have not been able to control the problem and when the risk of economic damage exists, should pesticides play a major role as control. For each crop and growing condition the producer needs to identify that level where the pest population or disease presence turns into an economic risk for the crop.

Periodic **monitoring** of populations of pests, diseases and natural enemies on the crop and field is required to keep potential problems under control and to plan which type of interventions are required and when. Interventions may refer to preventive or control measures. Control should not be too reliant on pesticides but include other types of control such as physical or biological.

Hygiene is one example of a preventive measure. Removing diseased or old foliage for example helps to reduce the incidence of certain disease causing fungi, or the usage of water that does not harbour pests and diseases. Other preventive measures include the implementation of cultivation techniques that minimize the development of pests and diseases or that favour the development of natural enemies, such as planting density, the amount of shade on the crop, the presence of wind barriers, and other attributes in general to the location. They can also include crop rotation, ground covers, mixing compost with the soil, removing pest infested plants and plant parts and intercropping.

Physical control measures include the use of coloured traps that attract pests. Biological control measures include the use of natural enemies. The use of chemical control (pesticides) within IPM is expected to be reduced in terms of quantities. It is also expected that pesticides are used in a proper way for them to be more efficient and especially to avoid resistance. When using pesticides, there is a risk that pests or diseases develop resistance to them especially in cases where the pesticide is used frequently and not in rotation together with other materials. When resistance builds up in pests and diseases then the pesticide is not able to control the pest population. This normally results in the need to use larger quantities of pesticides.

IPM implementation

Establish a monitoring methodology that includes:

- a method to define the level of the pest and disease population that has an economic impact on the crop
- a method to monitor which includes description of number of plants to be checked, their distribution and the frequency and how decisions for control are made based this information.

Use different control strategies without relying heavily on a specific one, especially pesticides.

Links / references

(1) http://www.fao.org/agriculture/crops/core-themes/theme/pests/ipm/en/

Reference on IPM: http://www.epa.gov/pesticides/factsheets/ipm.htm

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Development All grades	3.2.2 You have trained your members on integrated pest management, including pest and disease monitoring, alternative ways to control pests and diseases, preventive measures and measures to avoid pests and diseases building up resistance to pesticides.	Alternative controls refer to methods other than the use of chemical pesticides. These can include biological controls such as the introduction of natural enemies or physical controls such as sticky traps to capture pests, as well as other means that serve to reduce and/or control the population of the pest. Preventive measures refer to cultivation techniques that may reduce the presence or the effects of pests. Your members are free to choose suitable measures. These can include crop rotation, ground covers, mixing compost with the soil, removing pest infested plants and plant parts and intercropping.	3.2.2.01	At least 50% of members have been trained AND content of training was sufficient AND trainings are planned/ scheduled for the remaining producers.	At least 80% of members have been trained AND content of training was sufficient AND training materials are clear and correct AND there are informative materials AND some IPM measures are implemented.
3	Development All grades	3.2.19 You work towards all members who use herbicides minimizing the amount they use by implementing other weed prevention and control strategies.	Strategies may include activities to avoid favourable growing conditions for weeds, to bring competition to weeds or to promote alternative control measures such as mechanical weeding, manual weeding, using herbivores or biological control.	3.2.2.28	At least 50% of members who use herbicides have been trained on weed prevention and control strategies OR the organisation carried out other promoting activities with the same reach.	RANK 3 (80%) AND some preventive and some alternative weed prevention and control strategies are implemented, or no herbicides are used.

Guidelines for the Trainer

Materials needed:
- ☑ All real materials or visuals of pests and diseases as used in session 3.1.1 on Identifying Pests and Diseases.
- ☑ Print the visuals at the end of this topic. Laminate them so you can reuse them for other training programs.

Time needed: Appr 2 to 2.5 hours

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ Select the most common pests and diseases that were identified in session 3.1.1. You will use them for the exercise as described under guiding point 8 of these guidelines.
- ☑ For the selected pests and diseases, you need to know the most effective and efficient way to prevent them, the threshold level, and what action to take in case the threshold level is passed.
- ☑ You need to prepare different scenarios of pest infestation/infection that you will use for the exercise on taking action (described under guiding point 12 and 13 of these guidelines). This exercise works best if you make them very specific, meaning: you mention the pest/disease, the level of infestation/infection, where in the field the pest/disease is (spread all over or only on certain spots), in which stage the crop is, etc. Try to invent 3 or 4 different scenarios.

Set up – Appr 2-5 minutes

Attention: Ask the following question: *What is better: preventing malaria or treat it?* Most likely they will reply that prevention is better than curing. Say that this also applies for pest and disease management on the farm: it is better to prevent pest and diseases instead of treating them.

Title: Mention the title of the session: *Applying Integrated Pest Management (IPM)*.

Objectives: During this session, we will explain what IPM is, and we will discuss how we can prevent and control pests and diseases on a farm using different methods.

Benefits: Pests and diseases can destroy large parts of the yield. If you know how to prevent and control pests and diseases, you can avoid large losses.

Direction: We will focus on the most common pests and diseases as we identified in one of the previous sessions.

Delivery

Explanation, Visualisation, Exercise, and Application:

Explaining the steps of IPM – Appr 20-25 minutes

1. Say that we will start with what Integrated Pest Management (IPM) is.
    a. Say that we agreed that prevention is better than treating. The same applies to IPM: IPM is not just about treating pests and diseases but also about preventing pests and diseases.
    b. Paste the *prevention* visual on the wall. Say that step 1 of IPM is to prevent pests and diseases.
    c. Ask: *Is there only one way to prevent malaria?* No, there are several ways, including sleeping with a bed net, having netting for your windows, being in good health (eating a healthy diet), etc.
    d. Say that Integrated Pest Management means that you will use different methods to prevent pest/diseases and not just one method.
2. Continue with IPM step 2: Scout.
    a. Ask: *Will prevention of pests and diseases always work?* No. Even if you would do everything possible, you can still get pests and diseases on your farm.
    b. Say that therefore step 2 of IPM is scouting to check if there are any pests and diseases on your farm. Refer to the

previous session (3.1.2 on Scouting).

c. Paste the *scouting* visual with Scouting.

3. Continue with IPM step 3: Take action.

   a. Ask: *In case you detect a pest/disease on your farm, in spite of your preventive measures, what should you do?* Let several people answer but do not comment on any of the actions proposed.

   b. Paste the *Take action* visual on the wall. Say that the third step is to take action in case you detect any pest or disease.

4. Say that deciding what action to take depends on four things:

   a. The level of infection/infestation: this means how many plants are infected/infested or how many insects you count.

   b. Possible damage it can do. Ask:
      - *Who can give an example of a pest/disease that can do lots of damage to XX [mention the crop the group is growing]?* A general example of a very damaging pest is Fall Armyworm on maize and soya or white fly on a variety of crops.
      - *Who can give an example of a pest/disease is not so damaging?*

   c. How quickly the pest/disease can spread. Ask:
      - *Who can give an example of a pest/disease that can spread very quickly?* A general example of fast spreading pests are insects with a short life cycle (for example, white flies) or that can travel large distances in a short period (for example, fall armyworm).
      - *Who can give an example of a pest/disease that does not spread so quickly?*

   d. The stage of the crop. In case you are very close to harvest, it might not be worth it anymore to take any action.

5. Ask: *Is it always necessary to take action?* No. In case the level of infection/infestation is very low, or the possible damage is very low and the pest/disease spreads very slow, you can also decide not to take action at this moment, but to carefully monitor the situation. Maybe at a later stage, the situation will change so you still need to take action.

Note for the trainer: It might also be possible that the field is beyond saving (for example when you detect striga or adult fall armyworms on the whole field), but that means that prevention and scouting was not well done in the first place so we will not discuss those options.

6. Continue with IPM step 4: Monitor your action.

   a. Paste the *Monitor your action* visual on the wall. Say that the fourth step is to monitor the action you have taken, irrespective the type of action you have taken (or if you do not take any action).

   b. Ask: *Why should you monitor your action?* You need to check if your action is working. In case you decide not to take action, you need to monitor how the pest/disease that you detected will develop.

Exercise on prevention – Appr 45-60 minutes

7. Repeat the 4 steps to apply IPM: prevent, scout, take action, and monitor. Say that we are going to do an exercise on prevention.

8. Split participants into groups of 2 or 3 participants. Divide the pest/diseases that you selected to discuss equally over the groups. Each group has to discuss how to prevent the pest/disease. Let the groups work for some time.

9. Discuss the results: take your time to ensure that everyone understands all information. Let every group present their results. Then:
   a. Ask if any of the other groups has any questions or comments.
   b. Add any missing information (even better: ask questions to guide participants to the missing information).
   c. Thank the group for the work well done.

10. When all selected pests/diseases are discussed, summarise how to prevent pests and diseases:

- Avoid fields with known history of pest and diseases presence
- Use crop rotation
- Remove plants and trees that will host pests and diseases
- Plant host plants that will attract natural enemies
- Use quality planting materials
- Plant using the recommended plant spacing
- Plant at the recommended time of the season
- Weed regularly
- Irrigate in the correct way
- Manage the shade on your farm
- Remove any infested/infected plants and fruits from the farm
- Harvest in time and regularly

Exercise on taking action – Appr 45-60 minutes

11. Say that so far we have discussed how we can prevent pests and diseases, and in the previous session we have learned how to scout. In the next exercise we will discuss how to decide what action to take.

12. Divide participants into groups of 2 or 3 participants (make sure everyone teams up with different people than the previous exercise). Say that you are going to give them different scenarios. Every time, they need to

discuss with their group, what action they recommend.

13. Facilitate the exercise as follows:
    a. Explain one scenario.
    b. Give the groups time to discuss what action they would recommend.
    c. Ask a few groups for their ideas. Check if any of the other groups have different ideas.
    d. Agree on the best action(s). Keep in mind that there might be more than one possible action.
    e. Change the scenario slightly: for example, say that instead of an infestation of the whole field, only 2 spots in the field are infested. *Will their recommendation change?*
    f. Continue with the next scenario.

Note for the trainer: Take your time for this exercise and play around with the scenarios. You can also ask participants to come with their own scenarios.

Applying IPM in the field – Appr 5-10 minutes

14. Ask the following questions about applying what they have learned:
    a. *Which practices of what you have learned, are you willing to apply on your farm?*
    b. *What would be reasons for not applying what you have learned? What can be done to change this?*
    c. *What are easy practices to apply?*
    d. *What will be the most difficult practices to apply? What or who can help you with those practices?*

Finish – Appr 2-5 minutes

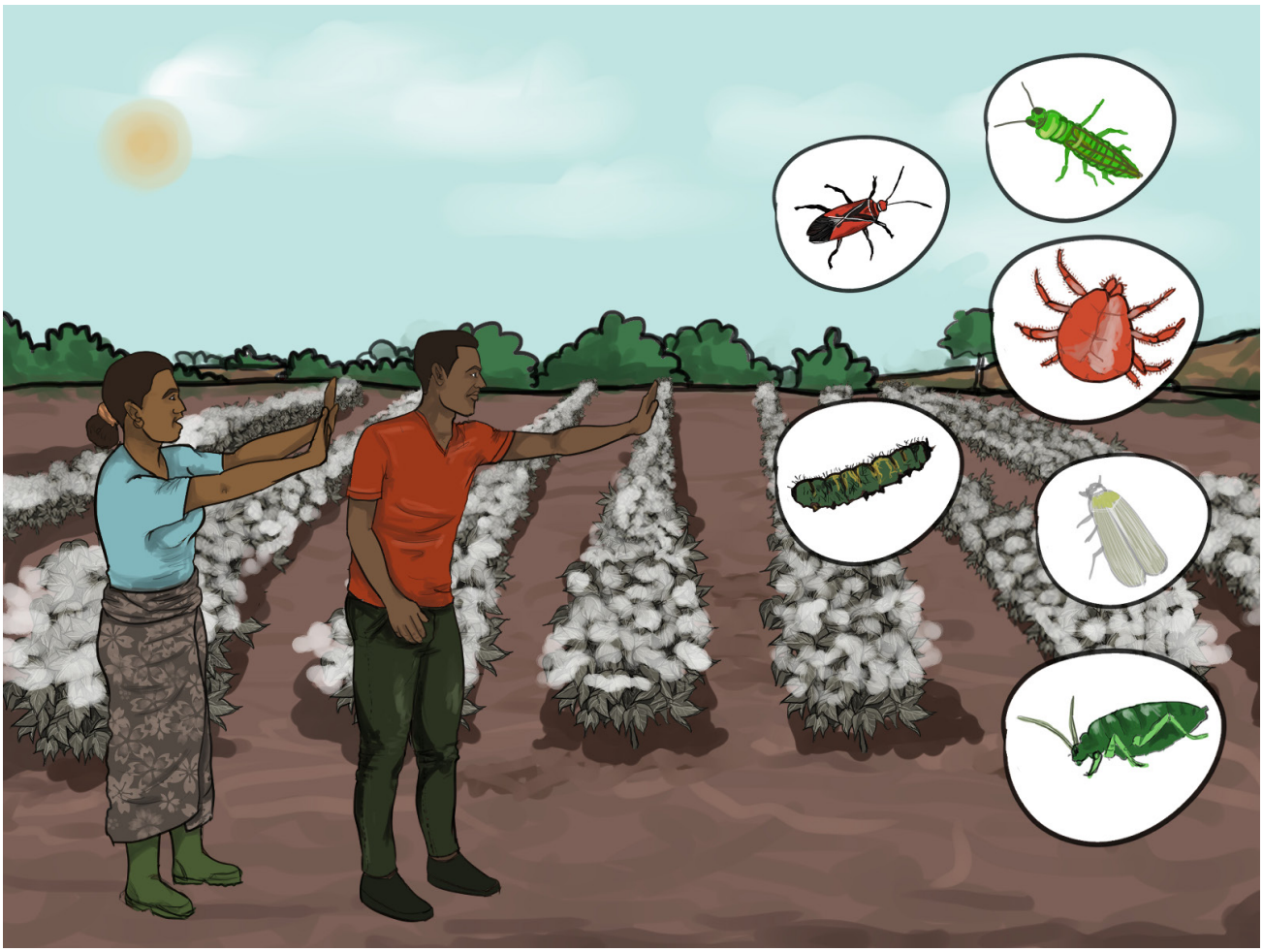
Summary: Summarise the 4 steps of IPM. Repeat a few preventive measures and based on what you decide what action to take.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What are the 4 steps of IPM?*
- *How can we prevent XX [mention a few common pests/diseases]?*
- *Based on what do you decide what action to take?*

Next step: To ensure that you comply with the Fairtrade Standard, you should:
- Recommendation 3.2.2: Be trained on the monitoring of pests and diseases; alternative ways to control pests and diseases; preventive ways against pests and diseases; and measures to avoid that pests and diseases build up resistance.
- Recommendation 3.2.19: Look for alternatives way to pesticides when controlling pests and diseases, especially alternatives to herbicides when controlling weed.

Step 1: Prevent



Step 2: Scout

Step 3: Take action

Step 4: Monitor your action

Topic 3.1.4 Managing Risks of Pesticides

Key Information for Members

Agrochemicals are toxic and can therefore pose a threat to human beings, animals and environment. In general, the causes for contamination are that agrochemicals are:

- not properly labelled
- not properly stored
- not handled in the correct way

The consequences are:

- People accidentally use the agrochemical for other purpose.
- Children start playing with the agrochemicals.

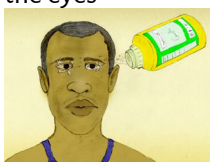
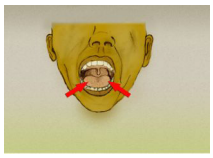
All can have consequences as listed below for specific types of contamination.

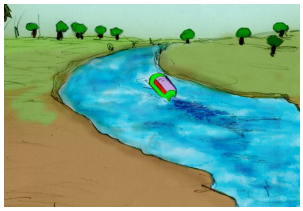
In general contamination can be avoided by implementing the following requirements:

- Requirement 3.2.4: Be trained about the risks in handling these pesticides.
- Requirement 3.2.6: Be aware of the hazards and risks related to pesticide and other hazardous materials.
- Requirement 3.2.7: Maintain a buffer zone of at least 10 meters when spraying.
- Requirement 3.2.8: Do not spray above and around places with ongoing human activity or water sources when applying hazardous materials by air.
- Requirement 3.2.10: Store pesticides in such a way that children cannot reach them.
- Requirement 3.2.11: Label all pesticides clearly.
- Requirement 3.2.12: Have equipment to deal with spills.
- Requirement 3.2.13: Do not reuse empty pesticide containers.
- Requirement 3.2.16: Do not use prohibited pesticides.
- Requirement 3.2.17: Only use materials listed on the Orange list under specific conditions.

Below you will find some specific types of contamination, its causes, consequences and advice on how to avoid this type of contamination.

Treat	Causes	Consequences	How to avoid?
Human beings			
Contamination on the skin	- Not wearing or not wearing properly overalls, gloves, boots and hat. - Wearing equipment with tears. - Removing protective equipment not carefully after application. - Not washing properly after application.	- Itching. - Burning of the skin, leaving scars. - Numbness or weakness of arms, legs, feet or hands. - Some serious cases can lead to infertility and even death.	- Wear proper protective equipment. - Carefully remove equipment after application. - Wash hands and body with water and soap after removal of protective equipment.

Treat	Causes	Consequences	How to avoid?
Contamination in the eyes 	- Not wearing or not wearing properly goggles or a face shield when handling, mixing or applying agrochemicals.	- Irritated eyes. - Blurred vision. - Blindness.	- Wear goggles or a face shield when handling, mixing or applying agrochemicals.
Ingestion of agrochemicals 	- Reusing empty containers to store water or food items. - Agrochemicals are not well labelled. - Not washing hands after application. - Eating or drinking during application.	- Dizziness. - Vomiting. - Convulsions. - Coma. - In serious cases it can lead to respiratory and cardiac failure resulting in death.	- Never reuse empty agrochemical containers (even if they are triple rinsed). - Label all agrochemicals and store them safely so they cannot be mistaken for other products. - Wash your hands with water and soap after you have handled, mixed or applied agrochemicals. - Do not eat or drink during application.
Inhalation of agrochemicals	- Not wearing or not wearing properly a suitable mask. - Spraying inside a not well-ventilated area. - Spraying against the wind. - Not taking care when mixing agrochemicals.	- Dizziness. - Vomiting. - Convulsions. - Coma. - In serious cases it can lead to respiratory and cardiac failure resulting in death.	- Wear a mask (dust mask or respirator) suitable for the agrochemical. - Do not spray against the wind. - Carefully mix agrochemicals.

Treat	Causes	Consequences	How to avoid?
Animals and environment			
Contamination of water sources 	– Improper disposal of empty containers. – Careless disposal of leftover pesticide mixes. – Spills and leaking containers. – Application of spray drift. – Absence of buffer zones.	– Polluted water that can make people sick. – Dead fish and other living organism.	– Read the label. – Dispose of empty containers and leftovers away from all water sources. – Attend to spills and accidents quickly. – Never apply pesticides in strong winds. – Observe the buffer zone: spray at least 10 meters from any water source.

Treat	Causes	Consequences	How to avoid?
Damaged or destroyed crops	– Mixing pesticides stronger than indicated on the label. – Over applying pesticides to the target area. – Applying the wrong pesticides (for example for other crops). – Applying counterfeit pesticides.	– Residue levels that are too high. – Sick people and/or animals when they eat the crops. – Loss of income.	– Read the label. – Mix and apply pesticides strictly as indicated on the label. – Use only approved pesticides (no products are allowed that are on the Fairtrade International Prohibited Materials List).
Sick animals	– Improper disposal of empty containers. – Careless disposal of leftover pesticide mixes. – Spills and leaking containers. – Application of spray drift. – Applying counterfeit pesticides.	– Loss of income.	– Read the label. – Dispose of empty containers and leftovers away from all water sources. – Attend to spills and accidents quickly. – Never apply pesticides in strong winds. Use only approved pesticides (no products are allowed that are on the Fairtrade International Prohibited Materials List).

Adapted from CropLife Agro Dealers Manual

Additional Information for the Trainer

The term pesticide refers to insecticides, herbicides, fungicides, acaricides, biocides, and algaecides. The term hazardous chemicals refer to substances that pose a danger either to the environment or human health or both (see section on Waste). Pesticides and chemicals are commonly used in agricultural workplaces. Furthermore, fuels, disinfectants and emissions such as dusts or fumes are also considered hazardous substances.

Hazardous substances include:

- harmful/toxic - causing transient or permanent damage to body functions
- corrosive - causing damage to living tissue
- irritant - causing local irritation to living tissue
- sensitizing - causing an allergic reaction
- carcinogenic - causing cancer
- mutagenic - causing genetic damage
- a substance toxic to human reproduction

The chapter on 'proper use and handling of pesticides and other hazardous chemicals' refers to storage, clear labelling and handling of the pesticides and other hazardous chemicals in use on the farm and by the organisation. Some pesticides are extremely hazardous to human health and to the environment. The intent of all requirements described in the Fairtrade Standard for SPO is to control the risk of exposure of members and workers to hazardous substances, to prevent accidents, and to avoid long-term risks. Proper handling of pesticides and other hazardous chemicals is therefore crucial to human and environmental health.

Pesticides and other hazardous chemicals need to be handled properly as to avoid exposure of people to these hazardous substances. The SPO is therefore required to enforce certain regulations with regards to the sale/ distribution, storage and handling of agrochemicals. The SPO is required to make sure that properly trained individuals perform the tasks associated with distributing, storing and handling pesticides and other hazardous chemicals. Educational training programs serve to develop skills, improve member and worker competency, and promote awareness.

Members and workers of the organisation should be advised by the organisation about chemical issues that (may) affect their health. This involves sharing information on the risks associated with the storage and handling of pesticides and chemicals, on the content of labels, on how to handle accidents and spills, on the proper disposal of empty containers, and on the use of Personal Protective Equipment (PPE).

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Each part of the body has its own absorption rate, which determines how much of the input in contact with the skin will enter the body. The following parts have the following absorption rates:

- Extremely high: scrotum.
- Very high: ear canal, forehead, scalp.
- High: abdomen, ball of feet, palm of the hand, forearm

Source: CropLife Agro Dealers Manual

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.4 Members and workers who handle pesticides and other hazardous chemicals have been trained about the risks in handling these materials and how to handle them properly. The training contents are in line with the requirements.	None	3.2.2.05	At least 50% of persons Handling pesticides have been trained AND content of training was sufficient AND trainings are planned/ scheduled for the remaining persons.	At least 80% of persons handling pesticides have been trained AND content of training was sufficient AND training materials are clear and correct AND measures are indeed implemented.
				3.2.2.06	Training reports with signed list of participants are available, although some mistakes can be found.	Clear report available, lists are accurate and complete.
3	Core All grades	3.2.6 You 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.	None	3.2.2.31	At least 50% of members and workers have been informed AND content of information was sufficient.	At least 80% of members and workers have been informed AND content of information was sufficient AND there are informative materials AND there is an ongoing training/awareness plan/refresher training, or no pesticides or hazardous chemicals are used.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
1	Core All grades	3.2.7 You and the members of your organisation must not apply pesticides and other hazardous chemicals within 10 meters from 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. Alternatively, appropriate re-entry intervals can be applied so that people are not affected by pesticide drift.	The size of the buffer zone may depend on the density of the barrier and on the spraying or application methods.	3.2.2.09	Buffer strips or appropriate re-entry intervals are respected on all audited farms.	RANK 3 AND the organisation carried out awareness activities AND there is an (organic) Internal Control System in place that works well.
1	Core All grades	3.2.10 Your members store pesticides and other hazardous chemicals in such a way that minimizes risks so they cannot be reached by children.	None	3.2.2.32	Store areas controlled by members are locked and not accessible to any child.	Organisation is a good example of Internal Control System and can guarantee this at member level.
1	Core All grades	3.2.11 Your members have all pesticides and hazardous chemicals clearly labelled.	Containers must be labelled indicating contents, warnings, and intended uses (preferable in the original container when possible).	3.2.2.33	Unlabelled pesticides are not found.	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
6	Development All grades	3.2.12 Your members plan their spraying in such a way that no or very little spray solution is left. Your members 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.	The guidance can be very simple, such as absorbent materials.	3.2.2.15	Members have/carry equipment to handle accidents to all places where pesticides are mixed or prepared AND of spills happen contaminated soil is disposed in a way that risks are minimized.	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.
				3.2.2.16	No considerable amounts of spray solution are left (and stored in spraying equipment, etc. or disposed).	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.
0	Core All grades	3.2.13 You and the members of your organisation must not reuse pesticide and other hazardous chemical containers to store or transport food or water.	None	3.2.2.17	There are no indications of members reusing pesticide containers AND interviewed members know the dangers.	RANK 3 AND organisation carried out awareness activities AND organisation provides a disposal system for members that minimizes risks.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Major All grades	3.2.16 You and your members of your organisation do not use the materials on the Fairtrade International HML part 1 (Red list) on all Fairtrade crops that your organisation is certified for and also on the fields where they are grown. All synthetic materials are used only if officially registered and permitted for use on the crop in the country of usage. Prohibited materials are clearly marked not for use on Fairtrade crops.	The organisation may use materials listed on the HML on crops that are not Fairtrade certified. However, it is recommended not to use these materials on any crops as they are dangerous for the people and the environment. There are many materials that are not approved for use in agriculture due to their extreme hazardous nature or are now considered obsolete and all of them are not listed in the HML. It is therefore important that only officially approved materials are used for crop production and for purpose for which they are approved. Traditional pest control methods such as botanical preparations can be used even if they are not explicitly approved for use in agriculture, provided they are not explicitly prohibited for use.	3.2.2.21	Use was found in < 5% of sampled members AND the organisation has developed a procedure to ensure that members do not use on the Fairtrade crops any material that appears on the Fairtrade International Prohibited Materials List.	No use was detected in audit AND there is an (organic) Internal Control System that covers all members and that works well.
	Core All grades			3.2.2.22	Pesticides prohibited in the HML part 1 (Red list) are clearly marked “Not for use on Fairtrade crops”.	

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Core All grades	3.2.17 You and your members use the materials in the Orange List on Fairtrade crops only under the following conditions: a) You fulfil the specific conditions of use. See Annex 2; AND b) You only use a material in the Orange List: i) as part of avoiding pesticide resistance build up in pests, ii) in rotation with less harmful pesticides, iii) as part of Integrated Pest Management (IPM) (see requirements 3.2.2 and 3.2.3) and iv) including non-chemical control measures; c) You develop a plan for reducing/phasing out the use of the materials, including information on the type of material (technical name / active ingredient (a.i.), formulation (% of a.i.), commercial name), the quantity used (spray concentration (a.i. / ha or in % or ppm etc.) and total consumed a.i. / ha / year), actions taken for reducing / phasing out the material including details of other non-chemical controls which are part of the IPM strategy. The plan is implemented and made available to the certification body.	None	3.2.2.30	All conditions for use are fulfilled.	There is a documented Quality Monitoring System to ensure that the conditions are met AND the phase out plan is effectively implemented.

Guidelines for the Trainer

Materials needed:
- ☑ 1 red markers, 1 black or blue marker
- ☑ Masking tape (to paste the visuals)

Time needed: 60 to 75 minutes

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ Draw the outline of a human being on a flip-sheet.
- ☑ Draw on small pieces of paper the following body parts (see below for example drawings):
  - A hand signifying contamination on the skin
  - An eye signifying contamination in the eyes
  - A mouth signifying ingestion
  - A nose signifying inhalation

- ☑ Draw on small pieces of paper (see below for example drawings)
  - A river or stream
  - A plant
  - An animal (cow, goat or chicken)

Note for the trainer:

Some of the points mentioned in this session will be discussed in detail in other topics, including the Fairtrade International Prohibited Materials List, counterfeit pesticides, reading the label, handling empty containers, spills and accidents, and buffer zones. The references to the appropriate Fairtrade Standard will be done during those topics. The main objective of this session is to introduce participants to the general risks of pesticides.

Session in Short

- Set up: Appr 2 min
- Delivery:
  - ☑ Appr 35-45 min: risks for humans
  - ☑ Appr 25-30 min: risks for the environment, crops and animals
  - ☑ Appr 10-15 min: managing risks in practice
- Finish: Appr 2-5 min

Set up – Appr 2-5 minutes

Attention:	Show the outline of the human being. Say that we are going to see what effects pesticides can have on this person.
Title:	Mention the title of the session: *Managing risks of pesticides*.
Objectives:	During this session, we will discuss how you can manage the risks of pesticides for human beings, animals and the environment.
Benefits:	When handling pesticides in the correct way, you can minimise the risks for yourself, your family, animals and the environment.
Direction:	We will discuss how you can avoid contamination but not what do to in case of contamination, that will be discussed in another session (handling accidents and spills).

Delivery

Explanation, Visualisation, Exercise, and Application:

Risks for humans – Appr 35-45 minutes

1. Say that pesticides are toxic. Therefore, if they are not handled in the correct way, they can harm people, animals and environment. We will look how pesticides can harm us, animals and the environment.
2. We will start with people. Refer to the visual of the person. Ask: *Where can pesticides **enter the body**?* Every time someone mentions a part of the body, put a red cross on that part. At the end the whole visual should be covered with red crosses.
3. Say that pesticides can enter in four ways: through the skin, in the eyes), ingestion (through the mouth), and inhalation (through the nose and mouth). Ask participants for each of the four ways of entry: ***How** can this happen?* See key information (under the column "causes") for answers.
4. Split participants into four groups. Give every group a small visual of a body part (skin, eyes, nose or mouth) and tell them what it signifies (contamination on the skin, in the eye, inhalation, or ingestion). Each group needs to discuss:
    a. *What are the **consequences** of this type of contamination?*
    b. *How can we **avoid** such contamination?*
5. Let the groups discuss. After a few minutes, ask the groups to stop their discussions and discuss the results. Let each group present their results. Ask if any of the other groups would like to add something, and finally add any missing point (see key information).

Risks for the environment, crops and animals – Appr 25-30 minutes

6. Continue with the environment. Show the visual of the river and say that water sources can be contaminated. Ask:
    a. *How can water sources become contaminated?* See key information for answers under causes.
    b. *What are the consequences if water sources become contaminated?* See key information for answers under consequences.
    c. *How can we avoid contamination of water sources?* See key information for answers under avoid.
7. Discuss in the same way damaged or destroyed crops (show the visual of the tree) and sick animals (show the visual of the animal).

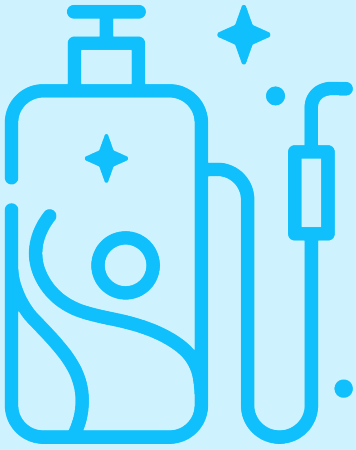
Managing risks in practice – Appr 10-15 minutes

8. Say that we have seen how humans, animals and the environment can get contaminated. This can happen because agrochemicals are not properly labelled, not properly stored, and not handled in the correct way. There are several Fairtrade requirements that will help you to manage these risks. Mention all of them:

- *Requirement 3.2.7: Maintain a buffer zone of at least 10 meters when spraying (as we discussed as a way to avoid contamination of water).*
- *Requirement 3.2.8: Do not spray above and around places with ongoing human activity or water sources when applying hazardous materials by air (to avoid contamination of humans, animals and the environment).*
- *Requirement 3.2.10: Store pesticides in such a way that children cannot reach them (to avoid contamination of humans).*
- *Requirement 3.2.11: Label all pesticides clearly (to avoid contamination of humans).*
- *Requirement 3.2.12: Have equipment to deal with spills (add that we will discuss this in detail in one of the next topics).*
- *Requirement 3.2.13: Do not reuse empty pesticide containers (to avoid contamination of humans).*
- *Requirement 3.2.16: Do not use prohibited pesticides (add that we will discuss this in detail in one of the next topics).*
- *Requirement 3.2.17: Only use materials listed on the Orange list under specific conditions (add that we will discuss this in detail in one of the next topics).*

9. Ask the following questions about the application of what has been learned:
   a. *Which practices managing risks of pesticides are you willing to apply?*
   b. *What would be reasons for not applying what you have learned? What can be done to change this?*
   c. *What are easy practices to apply?*
   d. *What will be the most difficult? What or who can help you with those practices?*

Finish – Appr 2-5 minutes



Summary: Give a summary by using the visuals and repeat the key points on causes, consequences and how to avoid.

Questions: Ask if anyone has a question or comment.

Evaluation:Ask the following questions:
- *How can people get contaminated with pesticides?*
- *How can we avoid this?*
- *How can the environment be contaminated?*
- *How can we avoid this?*

Next step: To ensure that you comply with the Fairtrade Standard, you should:

- Requirement 3.2.4: Be trained on safe handling of hazardous materials.
- Requirement 3.2.6: Be aware of the hazards and risks related to pesticide and other hazardous materials.
- Requirement 3.2.7: Maintain a buffer zone of at least 10 meters when spraying.
- Requirement 3.2.8: Do not spray above and around places with ongoing human activity or water sources when applying hazardous materials by air.
- Requirement 3.2.10: Minimise risks of storage of hazardous materials.
- Requirement 3.2.11: Label all pesticides clearly.
- Requirement 3.2.12: Have equipment to deal with spills.
- Requirement 3.2.13: Do not reuse empty pesticide containers.
- Requirement 3.2.16: Do not use prohibited pesticides listed on the Fairtrade Red List.
- Requirement 3.2.17: Only use materials listed on the Orange list under specific conditions.

Topic 3.1.5 Reading the Label

Key Information for Members

The pesticide label contains a lot of valuable information. When buying, measuring, mixing, or applying a pesticide, you should **ALWAYS READ THE LABEL**.

The label usually contains the following information:

1. **Product information**, including:
   - **Product name**: This is the name the manufacturer gives the product to distinguish it from other manufacturers' products.
   - **Manufacturer and distributor**: The company that produced the pesticide and the company that distributes the pesticide in the country.
   - **Formulation**: The form in which the pesticide is packaged.
   - **Composition and active ingredient**: The active ingredient is the chemical name of the part of the pesticide formulation that controls the target pest. The composition indicates how concentrated the product is.
   - **Volume or mass of contents**: The quantity of pesticide in the container.
2. **User information**, including:
   - **Toxicological band**: The toxicological band indicates with the level of toxicity and instructs with pictograms how to safely handle the product. Pictograms are small drawings that give advice on how to mix, apply, and store the pesticide. They also contain warnings.
   - **Usage declaration**: Describes what the product can control and can be used for.
   - **Directions for use**: Recommendations on how to use the product, including a list of crops that the product can be applied to, application or dilution rates (such as grams/litre and litre/hectare), methods of application, and pre-harvest intervals.
   - **Warnings**
   - **Precautions**: To take when using the pesticides to avoid any risk.
3. **Contamination information**, including:
   - **Symptoms of poisoning**: The symptoms to look for if poisoning occurs and the first aid measures to carry out.
   - **First aid instructions**: Immediate actions to be taken when a suspected case of poisoning occurs.

- **Note to the physician**: Instructions for physicians on what to administer in case of poisoning.

4. **Other information**, including:
   - Registration number
   - Manufacturer's logo/distributor's details
   - Batch number
   - Date of manufacture
   - Expiration date
   - Storage instructions

1. Background Information for the Trainer

The purpose of a label is to make sure that you know what is in a package or container and that you know how to use it properly and know how to dispose of it properly. Most pesticides and hazardous chemicals have comparable labelling requirements.

To ensure proper handling the organisation should provide members with an explanation of all labels and/ or data sheets for all materials used. You can ask your supplier for a chemical safety data sheet. A translation of the main contents of the data sheets into your language is helpful (or translation into an understandable language). Labels should state:

- The product trade name.
- Generic material (active ingredients).
- Formulation in the container.
- Concentration and doses for use.
- Exactly what it can be used for.

Your organisation must ensure wherever possible that pesticides are only used for the designated crops.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.4 Members and workers who handle pesticides and other hazardous chemicals have been trained about the risks in handling these materials and how to handle them properly. The training contents are in line with the requirements.	None	3.2.2.05	At least 50% of persons Handling pesticides have been trained AND content of training was sufficient AND trainings are planned/ scheduled for the remaining persons.	At least 80% of persons handling pesticides have been trained AND content of training was sufficient AND training materials are clear and correct AND measures are indeed implemented.
				3.2.2.06	Training reports with signed list of participants are available, although some mistakes can be found.	Clear report available, lists are accurate and complete.
1	Core All grades	3.2.11 Your members have all pesticides and hazardous chemicals clearly labelled.	Containers must be labelled indicating contents, warnings, and intended uses (preferable in the original container when possible).	3.2.2.33	Unlabelled pesticides are not found.	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.

Guidelines for the Trainer

Materials needed: ☑ Several copies of a pesticide label (enough to give one to each pair during the exercise)
☑ One bottle (can be a water bottle or from any other drink). Remove the label.

Time needed: 45-60 minutes

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - ☑ Appr 45-50 min: exercise on reading the label
  - ☑ Appr 5 min: reading the label in practice
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the bottle and ask: *What is inside this bottle?* Probably some people will recognise the bottle and will provide the correct answer. Ask: *How would you know for sure what is inside the bottle? What would the bottle normally have which indicates what is inside the bottle?* It should have a label. Say that just as this drink, also pesticides and any other hazardous chemical should carry a label.

Title: Mention the title of the session: *Reading the label*.

Objectives: During this session, we will see what type of information is written on the label and how to read the label.

Benefits: Reading the label can avoid that you buy or apply the wrong pesticides, it can avoid that you will get contaminated, and it will avoid that you will damage or harm your crops and or the environment.

Direction: We will not discuss the toxicological band (the coloured band), that will be done in the next session.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Exercise on reading the label – Appr 45-50 minutes

1. Let participants **form pairs** and give every pair a copy of the **pesticide label**. (Note: in case there are not many people that are literate, make larger groups and ensure that in every group there is someone who is literate). Give the groups some time to carefully look at the label.
2. Say that there are roughly **four types of information** on the label:
   a. Product information
   b. User information
   c. Contamination information
   d. Other information
3. Say that one of the Fairtrade requirements is that you understand the label (requirement 3.2.4). Start with the **product information**. Ask the first group if they can tell you what the **product name** is. Ask the other groups if they **agree**. Make sure every group can find the product name on their label. **Explain** what the product name is. **Continue** with the next group and ask if they can tell you what the **formulation** of this product is and discuss in the same way. Continue with the rest of the information mentioned in the key information.
4. When all information has been discussed, ask: ***Why it is important*** *to know this information?* It can help you to select the

right product, it can avoid that you use the pesticide in the wrong way, and it avoids that you, someone else, the environment or animals will get contaminated. Therefore, it is extremely important to **ALWAYS READ THE LABEL**.

5. Ask the following questions:
    a. *What should farmers do who **cannot read the label**?* They should ask someone to read it for them.
    b. *What should you do when the label is in **French or Chinese**?* That means that the pesticide is illegal. According to the national law all pesticide labels should be in the official national language. Companies can add information in the local language, but the original label should be in the official national language.
    c. *What should you do when the pesticide has **no label**?* According to the national law all pesticides should contain labels. A pesticide without a label is illegal. You should not use the product because you can never know for sure what is inside. Add that it also a Fairtrade requirement to label all your hazardous materials (requirement 3.2.11).
    d. *Should you always read the whole label?* If you are going to use a new product, you should read the whole label, so you know exactly what the product is meant for, how to protect yourself, and any other important information.
    e. *What if you always use the same product, should you still read the label every time?* You always have to check the product name to ensure you have the correct product, for what crop it can be used, and how to measure and mix it. Even if you know this by heart, it is always better to know for sure. In addition, you should not constantly use the same product, as this can cause resistance in the pest against the pesticides.

Reading the label in practice – Appr 5 minutes

6. Ask the following questions to check the **willingness and confidence** to read the label:
    a. *What are the main challenges with reading the label? Who could help you with this?*
    b. *What would be reasons for you or other farmers not to read the label? Are those good reasons? What should be done to change this?*

Finish – Appr 2-5 minutes

Summary**:** Mention some key information that can be found on a label and why it is so important to read the label.

Questions: Ask if anyone has a question or comment.

Evaluation**:** Ask the following questions:

- *Who can mention a few things that can be found on the label?*
- *Why should we read the label?*
- *If a pesticide has no label or a label in Chinese, what should we do?*

Next step**:** The next time you buy pesticides or you apply it, read the label and see if you can recognise any of the information mentioned in this topic. Especially if you have been using the same products for a long time, read the label and check if you can discover any new information about the product.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.4: Be trained in understanding the product label and other safety instructions made available by the manufacturer.
- Requirement 3.2.11: Have all pesticides and hazardous materials clearly labelled.

Topic 3.1.6 Reading the Toxicological Band

Key Information for Members

The **toxicological band** can be found at the bottom of the pesticide label. It indicates the **level of toxicity** and instructs with pictograms how to **safely handle** the product.

The toxicological band can appear in different colours. Each colour depicts its own level of toxicity.

- **Red:** Extremely and highly hazardous
- **Yellow:** Moderately hazardous
- **Blue:** Slightly hazardous
- **Green:** Unlikely hazardous in normal use

Pictograms
Pictograms are small drawings that give advice on how to mix, apply, and store the pesticide. They also contain **warnings**. Pictograms should be read in a specific order:

1. Start in the middle where you will find a pictogram with the level of hazard.
2. The pictograms in the box should be read from the centre to the left when mixing & storing.
3. The pictograms in the box should be read from centre to the right when applying.

Guidelines for the Trainer

Materials needed:

- ☑ Copies of different pesticide labels. Try to get labels with different pictograms and coloured bands.
- ☑ In case you cannot get real pesticide labels, you can also make your own toxicological bands on sheets of paper. Look at the key information for pictograms. Make sure to use different colours (red, yellow, green and blue).
- ☑ One empty bottle of pesticides. Make sure the pesticide bottle is properly triple rinsed or get a bottle used for training purposes from a supplier.

Time needed: 50-60 minutes

Preparations:

- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline).
- ☑ Draw on a flip-sheet different pictograms as depicted in the key information. You will use it for the exercise on pictograms (see step 7 of these guidelines).
- ☑ Make a drawing on a flip-sheet of a traffic light with 3 colours: red, yellow, and green. You will use it help participants to memorise the different colours of the toxicological band (see step 2 of these guidelines).
- ☑ Draw a toxicological band on a flip-sheet that you will use to explain how to read the toxicological band (see step 8 of these guidelines).

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - ☑ Appr 15-20 min: demonstration on the level of toxicity
  - ☑ Appr 20-25 min: exercise on pictograms
  - ☑ Appr 5-10 min: application of knowledge
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the bottle of pesticide and point to the toxicological band. Ask: *Who knows how this part of the pesticide label is called?* It is toxicological band. Sometimes also called the coloured band because it can have different colours.

Title: Mention the title of the session: *Reading the toxicological band*.

Objectives: During this session, we will learn how to read the toxicological band and how to interpret the pictograms.

Benefits: Reading the toxicological band can avoid that you will get contaminated, and it can guide you on which pesticides are the least toxic.

Direction: We will not discuss any other information on the label because that was covered during the previous session.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Demonstration on the level of toxicity – Appr 15-20 minutes

1. Show participants one of the **pesticide labels** and clearly indicate where to find the **toxicological band** (it is always at the

bottom). Ask:

   a. *What **colour** is this band?* It is XX (depends on what label you have).

   b. *What is the meaning of the colour of the band?* It indicates the **level of toxicity**.

   c. *What other colours can the band have?* The band can be **red, yellow, blue, or green**.

2. Say that it is sometimes confusing to know which colour is more or least toxic than another colour. An easy way to memorise the colours is with the **use of a traffic light**. Show the flip-sheet with your drawing of a traffic light and ask:

   a. *When is it most dangerous to cross the road?* When the traffic light is red.

   b. *When is it safest to cross the street?* When the traffic light is green.

   c. *And when the light is yellow?* You really have to be careful.

   d. *In case the light is green, are you always safe?* No, a car can still come if someone does not observe the red light on the other side. So even if it is green, you still need to be careful.

3. Explain that the same applies for the toxicological band: **Red** is very dangerous and should be avoided at all times, with **yellow** you have to be very careful, while **green** is relatively the safest option. To memorise the meaning of the colour **blue**, you can ask the following question: *Is it in general safer in the sea (blue) or on land (green), especially when you cannot swim?* In general, it is safer to stay on land. That means that **green is safer** as compared to blue.

4. Ask the following questions about the **level of toxicity**:

   a. *If green means that it is safer than any other colour, does that mean that I can ask my child to carry the pesticide for me?* No, children, and pregnant and lactating women are **NEVER** allowed to handle pesticides, irrespective the level of toxicity.

   b. *If you have the choice between the four colours when buying a pesticide, which colour should you choose?* You should choose the least toxic pesticide. That means that green would be the first choice, blue the second choice, and yellow the third choice. When there is only red available, you should seek advice from your field or extension officer.

5. **Do a short exercise** to practice selecting the least toxic pesticide. Show 2 labels with different coloured bands and ask which one they would choose. Do this a few times with different combinations of coloured bands. In case you do not have any labels, use your own prepared toxicological bands.

Exercise on pictograms – Appr 20-25 minutes

6. Continue with the pictograms. Indicate to the **pictograms** on the toxicological band and ask:

   a. *What are these little drawings?* They are pictograms.

   b. *What do they indicate?* Pictograms give advice on how to mix, apply, and store the pesticide. They also contain warnings.

7. Let participants form small groups (2-3 people per group) and **distribute the labels** (one label per group). Paste the flip-sheet with different pictograms on the wall. Ask every group to point to one pictogram on your flip-sheet that they have seen on their label. Ask them what the pictogram means. Correct if necessary. Make sure to discuss all pictograms on your flip-sheet.

8. Now ask if someone can explain how we should read the toxicological band. Let several people try. Then explain clearly (see key information) **in which order** you should **read the pictograms**.

Application of knowledge – Appr 5-10 minutes

9. Ask the following questions to check the **willingness and confidence** to read the toxicological band:

   a. *What are the main challenges with reading the coloured band? Who could help you with this?*

   b. *What would be reasons for you or other farmers not to read the coloured band? Are those good reasons? What should be done to change this?*

Finish – Appr 2-5 minutes

Summary: Repeat the meaning of the 4 colours and what a pictogram is. Repeat how to read the coloured band and repeat the meaning of the most common pictograms.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What are the four possible colours on a toxicological band?*
- *Which colour is the most toxic? Which colour is least toxic?*
- *If you buy a pesticide, which coloured band(s) would you prefer to buy? Which coloured band(s) should you avoid?*
- *Point to a few pictograms and ask for their meaning.*

Next step: Reading the toxicological band can avoid a lot of problems so next time when you handle pesticides, take some time to read the coloured band.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.4: Be trained in how to understand the product label and other safety instructions made available by the manufacturer.

Topic 3.1.7 Wearing Personal Protective Equipment (PPE)

Key Information for Members

Agrochemicals are toxic and can be harmful for humans. You should **ALWAYS protect yourself** when handling, mixing or applying pesticides. On the label is indicated what type of protective clothing you should wear.

- **Gloves** to protect your hands. Wear gloves OVER your sleeves.
- **Overalls** to protect your body
- **Boots** to protect your feet. Wear trousers OVER boots to avoid pesticides dripping into your boots.
- **Hat** to protect your head
- **Goggles** to protect your eyes
- **Nose mask** or respirator to protect your nose and mouth

Order of putting on PPE
Start with overalls or an apron; then put on the mask, goggles, hat, boots, and finally gloves.

Order of removing PPE
Start by washing your gloves (while wearing them) before removing anything. Then remove the hat, goggles, mask, boots, overalls and gloves. Wash hands with soap and water after you have finished.

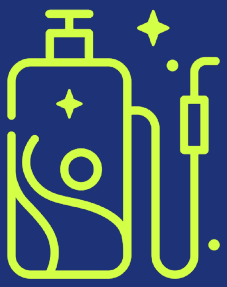
Maintenance
Work clothing including footwear must be **washed** with soap or other detergent after each day's use. It must be washed **separately** from other clothing and kept in a separate place. Dispose the wastewater in a soak pit (this is a pit that is not close to any water body or living area that serves only for the disposal of wastewater). You can add some charcoal to the pit so the wastewater will not drip into the soil but will be absorbed by the charcoal.

The problem in **hot and humid climates** is that wearing protective equipment may cause severe discomfort or physical distress due to heat.

There are certain measures that can be taken to help reduce this problem:

- If possible, use least toxic pesticides that require less protective equipment.
- If this is not possible, apply the pesticide during the cooler hours of the day when it is more comfortable to wear protective equipment.

Source: CropLife Agro Dealers Manual



Background Information for the Trainer

Most pesticides present a risk to you which may be controlled by certain measures. The most important measure is to follow the instructions given by the manufacturer which can be found either on the label or on the Material Safety Data Sheets (MSDS). PPE refers to any clothing, coverings or devices designed to protect you from exposure to pesticides. The items required, will depend on the harmful effects of the agrochemical and the way in which it is used. In practice, labelled information supplied with the agrochemical will generally specify the level of PPE required.

Numbers of agricultural workers die, are poisoned or injured each year by agrochemicals entering the body. Those agrochemicals that are most toxic are dangerous even in very small amounts. Contamination can occur through inhalation, contact with the skin, lips, mouth or accidental swallowing.

The appropriate PPE, its use, and maintenance are essential for your protection when using hazardous agrochemicals. This is generally specified on the product label of the agrochemical itself.

When unsure, advice should be sought and the following should be considered in choice of PPE:

- Garments used should not absorb liquids.
- Garments should be resistant to agrochemicals.
- Garments should fit well without gaps to inhibit exposure.
- Garments should be washable without any substance being retrained in “trap point”.
- PPE should be user friendly, and not prevent you from carrying out the necessary task PPE should be suitable, respirators should be fitted with the appropriate cartridge or filter.
- Clothing that you wear at the start of each day should be clean, dry and in good condition.
- Clothing should be worn correctly. E.g., when gloves are worn with an impermeable coverall, it is good practice to wear the cuffs of the gloves inside the shirt sleeves so that run-off of liquids do not drip inside the gloves.
- PPE should be decontaminated after use. Gloves and boots should be washed before removal to avoid self-contamination.
- Garments should be stored in a clean, dry, well-ventilated room separate from other clothing

Typical examples of PPE:

- Head protection (e.g. headgear)
- Protective gloves (e.g. gauntlet gloves)
- Respiratory protection
- Head, eye and face protection (e.g. goggles, masks, face shields)
- Boots
- Machinery cabs

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.5 You have implemented measures to ensure that all people, including members and workers, wear appropriate personal protective equipment (PPE) when handling pesticides or hazardous chemicals.	PPE is protective clothing that effectively limits exposure to hazardous chemicals. PPE includes garments or equipment which cover the arms and legs, footwear (shoes or boots), a mask when applicable and, if spraying crops above your head, a hat. Specific garments will vary according to local context. The product labels may provide further guidance on the type of PPE that should be used when mixing and applying.	3.2.2.07	Members have access to PPE AND workers are provided with free essential PPE (employer may penalise for lost/ damage due to improper use).	RANK 3 AND interviewed members and workers declare it is used at all times AND PPE is adapted to local weather conditions as much as possible in order to increase usability.

Guidelines for the Trainer

Materials needed:

- ☑ Full set of PPE: overall, gloves (with long sleeves), boots, goggles, nose mask or respirator, and hat. Make sure to get a proper mask (masks worn against COVID-19 are NOT suitable when handling pesticides).
- ☑ Empty pesticide bottle with a clear label. Make sure the pesticide bottle is properly triple rinsed or get a bottle used for training purposes from a supplier.

Time needed: 45-50 minutes

Preparations:

- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ Put all PPE in front of you (on a table or chair) so everyone can clearly see it.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - ☑ Appr 25-30 min: demonstration on wearing PPE
  - ☑ Appr 5 min: additional information on wearing PPE
  - ☑ Appr 5-10 min: wearing PPE in practice
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Point to the protective equipment and say that this equipment is the topic for our next session.

Title: Mention the title of the session: *Wearing Personal Protective Equipment (PPE)*.

Objectives: During this session, we will discuss what type of equipment we need to wear to protect ourselves when handling, mixing, or applying pesticides.

Benefits: When well protected, you can avoid being contaminated and avoid all negative consequences we discussed in topic 3.1.4 on Managing risks of pesticides.

Direction: We will focus on what type of equipment to wear and how to wear it but not why we should wear the equipment (that has been discussed already in topic 3.1.4 on Managing risks of pesticides).

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Demonstration on wearing PPE – Appr 25-30 minutes

1. **Hold up** one by one each piece of equipment and ask every time:
   a. *What is this?* See key information for answer.
   b. *What does it protect?* See key information for answer.
   c. Add when showing the mask, that masks worn against COVID-19 are NOT suitable when handling pesticides.
2. Ask for a **volunteer** and ask him/her to stand in front of the group so everyone can clearly see him/her. Tell the other participants that they need to **instruct the volunteer** on how to wear all the equipment. **Let the group give instructions**. Every time they give an instruction, you have to **ask questions,** so people get a better understanding of **why** certain things need to be done. You can ask the following questions:

a. *With which piece of equipment should the volunteer start? Why?* You start with the overall because if you put on any other pieces of equipment, it will be difficult to put the overall on afterwards.

b. *What should be put on after the overall? Why?* Mask, goggles, hat, boots, and finally gloves, because it is the easiest way to put your equipment on.

c. *How should the gloves be worn?* Wear gloves OVER your sleeves.

d. *How should the boots be worn? Why?* Trousers should be worn over the boots to avoid that pesticides will drip into the boots in case of a spill.

Note: It is important to ask the other participants to give instructions and **not** to ask the volunteer to dress him/herself. This is to involve other participants and to avoid putting the volunteer on the spot.

3. When the volunteer is fully dressed, say that the group now must give instructions to the volunteer on how to **remove the equipment**. Again, ask questions:

a. *What is the first thing you do before you remove any equipment?* You wash your gloves with water and soap (while wearing them).

b. *What piece of equipment should we remove first?* Remove the hat, goggles, mask, boots, overalls and gloves.

c. *Why do we need to remove the equipment in a specific order?* To avoid contamination.

d. *How should we remove our gloves?* Either turn them inside out or loosen them at the tips and then shake them off.

Thank the volunteer.

Additional information on wearing PPE – Appr 5 minutes

4. Ask the following asking to add some extra information on wearing PPE:

a. *Do I always need to wear all equipment during every occasion?* No, you do not.

b. *How do I know which equipment to wear when?* Show the empty bottle of pesticides and say that it is indicated on the coloured band on the **label** (you should look at the pictograms on the toxicological band).

c. *What should we do with our equipment after we have used it?* We should thoroughly wash it with clean water and soap.

d. *Where should we leave the wastewater?* We should dispose it in a special pit for chemical wastewater. This is a pit that is not close to any water body or living area and that serves only for the disposal of wastewater. You can add some charcoal to the pit so the wastewater will not drip into the soil but will be absorbed by the charcoal.

Wearing PPE in practice – Appr 5-10 minutes

5. Ask: *Do you know any farmers who **do not wear** protective equipment? What are **reasons** that farmers do not wear protective equipment? Are these reasons valid reasons?* You can add the following comments:

a. It is **too expensive**: It is not necessary to wear fancy, expensive equipment. Instead of an overall, you can also wear a shirt with long sleeves and long trousers. Instead of a nose mask, you can also use a cloth. If you use any normal clothing, you have to ensure that you only use it for the application of pesticides.

b. It is **too warm** to wear: You can select pesticides that are less toxic, so you can wear less equipment. You can also apply very early in the morning, when it is not so warm.

c. **No one is wearing it**: When no one is doing it, does not mean it is the correct way of doing it.

d. **We cannot buy it anywhere**: Advice where they can buy the equipment or who to contact on this.

6. Finally ask: *Do you think everyone would be more willing to wear PPE if they know the risks of not wearing PPE? Can the PO play a role in this?*

Finish – Appr 2-5 minutes

Summary: Summarise by showing the equipment and telling the key points on how to wear it.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *How should we wear gloves?*
- *How should we wear boots?*
- *What is the correct order to remove our equipment?*
- *How do you know what equipment to wear?*

Next step: Now you know how to wear your equipment, so you do not have any excuse anymore to not wear it. If you know any farmers in your area that do not wear equipment, let them know the risks and advise them on how to wear the equipment.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.5: Always wear appropriate protective equipment when handling, mixing or applying pesticides.

Topic 3.1.8 Handling Accidents and Spills with Pesticides

Key Information for Members

What to do in case of contamination with pesticides?

1. **Protect yourself** before helping someone else to avoid that also you will be contaminated.
2. **Remove the victim** from the source of poisoning to avoid further contamination.
3. Keep the victim **still, calm, and reassured**, and make sure the victim can **breathe**.
4. If **unconscious**, lay the victim on his/her side (to avoid that the tongue will block the airway) and ensure that he/she can breathe.

For every type of contamination, different steps are following.

Contamination on the skin:

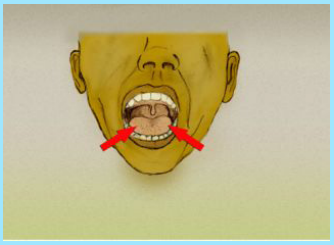
- Carefully **remove** any contaminated clothing immediately (not necessarily just protective clothing).
- **Wash** contaminated skin or hair thoroughly using plenty of clean water.

Contamination in the eyes:

- **Flush** the eyes with plenty of clean running water (e.g., tap water for at least 15 minutes).
- **Cover** the eye with a sterile eye pad or clean non-fluffy material after flushing with water.

Ingestion of pesticides:

- **NEVER let the person vomit**, unless it is indicated on the label. This is to avoid that the product will pass through him/her a second time.
- **NEVER give the person any liquid** to drink, except water, because this might react in a negative way with the active ingredient (milk or palm oil can even make things worse).
- If available, **give activated carbon or charcoal** if the person is conscious. Activated carbon or charcoal absorbs the poison. It can be bought at every pharmacy (little black pills that are also used against diarrhoea).



Inhalation of pesticides: This is the most dangerous type of contamination because the pesticides will come very quickly in the bloodstream.

- **Remove** any clothing that can restrain breathing.
- If the person is **unconscious**, turn him/her on his/her side.

After applying first aid, **go immediately to the nearest clinic or hospital** to see a medical doctor. **Take the pesticide container** with the label with you to show to the doctor.

How to handle a spill?

In case of a **spill of pesticides**, you need to do the following:

1. Keep people and animals away from the spillage.
2. Protect yourself.
3. Upright the container, if possible, to avoid further spillage.
4. Surround the spill with sand or sawdust to avoid further contamination (in the case of a liquid).
5. Soak the spill with sand or sawdust (in the case of a liquid).
6. Brush it up carefully and dispose in the special bag or container.
7. Clean the place of spillage with water and soap.
8. Clean yourself and your protective clothing.

Source: CropLife Agro Dealers Manual

In case of **spill on soil**:

1. Dig a circle of at least 10 cm deep with a spade around the spill (20-30 cm around the spill).
2. Take out all the soil in the circle.
3. Put the soil in a special waste bag.

Background Information for the Trainer

Pesticide spillage is both wasteful and dangerous. It should be avoided wherever possible but if it occurs it should be dealt with immediately. Action in the event of spillage should include:

- Immediate steps to avoid that the spillage contaminates a wider area.
- Keep other people, animals and vehicles away from the site.
- Wear appropriate PPE.
- Soak up the agrochemical with absorbent material (e.g. dry sand, soil or wood shavings), remove the contaminated matter (e.g. with a brush and shovel) and dispose of it in a way to minimize health risks.
- Decontaminate any remaining traces of spillage including that on vehicles or equipment by washing down and draining the contaminated water to a safe place, or soaking-up.
- Bathe or wash immediately afterwards.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.4 Members and workers who handle pesticides and other hazardous chemicals have been trained about the risks in handling these materials and how to handle them properly. You ensure that this training includes how to handle accidents and spills when preparing and applying.	None	3.2.2.05	At least 50% of persons Handling pesticides have been trained AND content of training was sufficient AND trainings are planned/ scheduled for the remaining persons.	At least 80% of persons handling pesticides have been trained AND content of training was sufficient AND training materials are clear and correct AND measures are indeed implemented.
				3.2.2.06	Training reports with signed list of participants are available, although some mistakes can be found.	Clear report available, lists are accurate and complete.
6	Development All grades	3.2.12 Your members plan their spraying in such a way that no or very little spray solution is left. Your members 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.	The guidance can be very simple, such as absorbent materials.	3.2.2.15	Members have/carry equipment to handle accidents to all places where pesticides are mixed or prepared AND of spills happen contaminated soil is disposed in a way that risks are minimized.	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.
				3.2.2.16	No considerable amounts of spray solution are left (and stored in spraying equipment, etc. or disposed).	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.

Guidelines for the Trainer

Materials needed:

- ☑ A piece of plastic (1m by 1m)
- ☑ One brush
- ☑ One spade
- ☑ One empty bottle of pesticides. Make sure the pesticide bottle is properly triple rinsed or get a bottle used for training purposes from a supplier.
- ☑ Bottle with water (other than your pesticide bottle)
- ☑ Pair of gloves

Time needed: Appr 50 to 60 minutes

Preparations:

☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

- ☑ Put a label on a plastic bag that says "Hazardous waste"
- ☑ Put a label on a bottle that says "pesticides". Fill the bottle with water.
- ☑ Make a "victim": you can use a plastic bag, fill it with some paper and tape a head, legs and arms to it (cut from paper), or you can use a doll. Put a shirt on the victim. Put the victim on a piece of plastic and make sure everyone can clearly see it.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 30-35 min: providing first aid in case of contamination
  - Appr 15-20 min: cleaning a spill
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Come to the front of the group with the pesticide bottle in your hand (no cap). Pretend that you trip over and spill pesticides on yourself. Say: "Help! I got contaminated with pesticides. What should I do now?" Do not wait for any answer but announce right away the title of the session by saying: "What you should do in such a situation, we are going to discuss during this session."

Title: Mention the title of the session: *Handling accidents and spills with pesticides*.

Objectives: During this session, we will see what you need to do in case of contamination with pesticides and a spill of pesticides.

Benefits: If you know what action to take in case of contamination, you can avoid serious consequences, you can even avoid that someone will die. If you know what to do in case of a spill, you can avoid damage to your crops and the environment.

Direction: We will discuss first aid in case of contamination, which means the immediate action you need to do before bringing the person to the hospital. We will focus on contamination on the skin, in the eyes, by ingestion and inhalation, and spill of pesticides on a hard surface and on the soil.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Providing first aid in case of contamination – Appr 30-35 minutes

1. Ask everyone to stand up and form half a circle around your victim. Point to your victim and say that this is XX (mention a common name). He is not very lucky today, because he will get **contaminated with pesticides in the eyes, on the skin, by inhalation and ingestion**. We are going to practise what we should do in such a case. Take the water bottle and say that we pretend that this is pesticides. Spill some water over your victim, make sure to spill some on the floor as well. Ask the following questions:
    a. *Irrespective of the type of contamination, there are a few steps we always must take immediately. What do I need to do first?* Collect a few answers. If no one says "protect yourself" put your hands on your victim. Say: *What do I have on my hands?* Pesticides, which means there are now two victims. Therefore, the first step is ALWAYS: **protect yourself**. Put on the gloves.
    b. *But what if there is no protective equipment around?* In case there are no gloves, use anything to protect your hands (plastic bags or a cloth).
    c. *What would be the next step to take?* The person should be **removed** from the source of poisoning.
    d. *What will happen if the person is not removed?* The person will stay in the pesticides and contamination will get worse.
    e. Say that the next step is to keep the victim **still, calm, and reassured**, and make sure the victim can **breathe**.
    f. *What should we do in case the person is **unconscious**?* We should lay the victim on his/her side (to avoid that the tongue will block the airway) and ensure that he/she can breathe. Demonstrate this with your victim.
2. Next, we are going to see what other steps we should take for each case of contamination. Take your water bottle and drip a bit on the mouth of your doll. Say: *Ooops, XX has ingested some pesticides. What should we do?* Collect a few answers. Then **demonstrate** what do to (follow the guidelines in the key message). Do the same for the other types of contamination (**ingestion, inhalation, on the skin**). Ask the following questions:
    a. *Why should I rinse the eyes with running water? Can't I just put someone's head in a bucket?* If someone who is contaminated puts his/her head in a bucket of water, the water in the bucket will be contaminated and the whole face of the victim will be contaminated. Therefore, the water needs to flow.
    b. *What if I do not have clean water?* Use water from a water source.
    c. *Why should the person not vomit, unless indicated on the label?* To avoid that the pesticides will pass through the gullet a second time and will do damage twice.
    d. *Should we give any liquid to the person?* No, **NEVER give the person any liquid** (except water).
    e. *Why not?* Because this might react in a negative way with the active ingredient (milk, palm or oil can even make things worse).

Note for the trainer:

The believe to give milk or palm oil to someone who has ingested pesticides is very strong. Stress that this should NEVER be done. Refer to the official guidelines of the FAO and the Ministry of Agriculture, if necessary.

3. Say that after applying first aid, you should **go immediately to the nearest clinic or hospital** to see a medical doctor. **Take the pesticide container** with the label with you to show to the doctor. Ask: *Why should we take the pesticide container with us to show to the doctor?* On the label, special instructions is written for medical staff.

Cleaning a spill – Appr 15-20 minutes

4. Continue with a spill on the floor. Remove your victim from the plastic and say that we are going to discuss how to handle a **spill of pesticides**. Put your water bottle on the plastic and push it so it will tumble over. Ask: *What should I do? How can I clean this spill?* Collect several answers.
5. **Demonstrate** all steps of cleaning the spill (see key information) while asking the following questions:
    a. *Why should I protect myself?* To avoid contamination.
    b. *Why should I put a circle of sand around the spill?* To contain it.
    c. *What should I do with the contaminated soil?* Put it in a special waste bag to be disposed off in a special waste pit for hazardous waste.
6. After you have cleaned the spill, take the water bottle and

spill some on the soil. Ask: *What should I do? How can I clean this spill?* Again, collect several answers before **demonstrating** how to deal with such a spill (follow the steps in the key information) while asking the following questions:

a. *Why should I make a circle with my spade around the spill?* To contain it so it will not seep further into the soil and then scope out the contaminated soil.

b. *What should I do with the contaminated soil?* Put it in a special waste bag to be disposed off in a special waste pit for hazardous waste.

Finish – Appr 2-5 minutes

Summary: Summarise the steps to take in case of contamination and spill.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What should I do when someone is being contaminated on the skin?*
- *What should I do when someone has ingested pesticides?*
- *How to clean a spill on soil?*

Next step: Now you know how to save someone's life in case of contamination and how to avoid damage to your crops and the environment in case of a spill.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.4: Be trained in how to handle accidents and spills when preparing and applying pesticides.
- Requirement 3.2.12: 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. That means you should have protective equipment, clean water, a first aid kit with soft cotton and active carbonate, a waste bag for hazardous waste, a spade, a brush, and soap.

Topic 3.1.9 Selecting the Right Pesticides

Key Information for Members

Pesticides are used to control pests and diseases that can damage your crop. It is important to select the right type of pesticides. You should **select pesticides** according on the following criteria:

1. **Fairtrade International Approved Pesticides**

You are only allowed to use pesticides on your certified crops that are approved by Fairtrade International. That means you cannot use any of the products that are mentioned on the **Fairtrade International Prohibited Materials List** (PML) part 1 (**Red List**) on the Fairtrade crop. The consequence of using products of the red list is that you will be expelled from your farmers' organisation and that your farmers' organisation can lose its certificate.

This also means that you are only allowed to use pesticides that are **approved in the country**, which means you cannot use fake (counterfeit) or illegal pesticides. In addition, using fake or illegal pesticides can destroy your crop or leave residues so your crop will be rejected, and your farmers' organisation can even lose its Fairtrade Certificate.

2. **The pest or diseases that needs to be controlled**

Each pesticide treats a specific pest or diseases for a specific (or range of) crops. The consequences of using the wrong type of pesticide can be very severe. In its worst case you can damage and lose your whole crop. You use:

Type of pesticide	Controlling
Insecticides	All insects
Fungicides	Fungi (main cause of plant diseases)
Herbicides	Weeds
Miticides	Mites
Nematicides	Nematodes
Molluscicides	Snails and slugs
Rodenticides	Mice and rats

3. **The target crops**

You can only select pesticides that are approved for the crop you are producing.

4. **Level of Toxicity**

Always select the less toxic pesticide, preferable select a pesticide with a green or blue coloured band.

Background Information for the Trainer

Fairtrade requires that producers abstain from using the worst pesticides when producing their Fairtrade crops. Pesticides by nature are toxic substances but some of them are more dangerous than others in different ways. Some can be very toxic in only small amounts and others may cause diseases such as cancer. Hazard classification of pesticides may be based on these characteristics and some pesticides may present several different types of hazards. There are many different lists and organisations that address the issue of the worst pesticides.

Fairtrade includes in its Standards a list of dangerous pesticides known as the Hazardous Materials List (HML). The Fairtrade International HML has three parts:

Part 1: The Red List

This is a 'prohibited' list and includes materials that must not be used on Fairtrade products.

Part 2: The Orange List

This is a 'restricted' list, which includes a list of materials that can only be used under the conditions specified in the HML document (https://files.fairtrade.net/standards/Hazardous_Materials_List_EN.pdf) thus restricting their use. The use of materials in this list will be monitored by Fairtrade International. Operators should be aware that some of these materials are to be phased out by 30 June 2020 and 30 June 2022, as indicated in the list. The other materials in the list may eventually be prohibited and you are encouraged to abandon their use.

Part 3: The Yellow List

This is a 'flagged' list and includes materials which are flagged for being hazardous and should be used under extreme caution. No additional conditions are prescribed by Fairtrade International for the use of these materials. The materials in the list can potentially be moved to the Red List (prohibited) or Orange List (restricted) as new information is generated on their hazards. Fairtrade International will be monitoring the classification of these materials by international bodies like PAN, WHO and FAO and materials may be prohibited in the future. Operators are encouraged to abandon their use.

For more information on the Fairtrade Hazardous Materials List, and the reference lists on which it is based, you can refer to full document:
https://files.fairtrade.net/standards/Hazardous_Materials_List_EN.pdf

The role of the producer organisation is to be informed about those pesticides being used by members and inform producers about the requirements in relation to the type of pesticides that may be used on the Fairtrade crop, specifically those on the HML List. It is important that this information is available to the certification body.

The relevance of this is that it helps the organisation to better explain the requirements to the producers as well as to explain that these pesticides pose a high danger to their health. It is also important because the producer organisation can better explain the certification requirements to producers. Specifically, the organisation should be able to support producers in identifying pesticides prohibited in the Fairtrade Standards, as well as those which can be used under specific restricted conditions and the approach on their reduced use need to be recorded in the phase-out plan, which will be monitored. It is expected that the knowledge on the HML materials and identification of those which are still being used by farmers will trigger efforts on identifying available substitutes and promoting an exchange of best practice.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Other selection criteria

In addition to selecting approved pesticides, the right type of pesticide for the specific crop and the less toxic pesticide, there are a few more criteria farmers should look at.

- **Pesticide formulation**: this is the form in which the pesticide is sold. The formulations can be divided into 2 categories: liquids and solids. Examples of liquid formulations are Emulsifiable Concentrate (EC), Suspension Concentrate (SC), Soluble (liquid) Concentrate (SL), and Oil Dispersible (OD). Examples of solid formations are Wettable Powder (WP), Water Dispersible Granules (WG), Granules (GR). Each formulation has advantages and disadvantages.
- **Mode of action:** this is the way the pesticide works.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Major All grades	3.2.16 You and your members of your organisation do not use the materials on the Fairtrade International HML part 1 (Red list) on all Fairtrade crops that your organisation is certified for and also on the fields where they are grown. All synthetic materials are used only if officially registered and permitted for use on the crop in the country of usage. Prohibited materials are clearly marked not for use on Fairtrade crops.	The organisation may use materials listed on the HML on crops that are not Fairtrade certified. However, it is recommended not to use these materials on any crops as they are dangerous for the people and the environment. There are many materials that are not approved for use in agriculture due to their extreme hazardous nature or are now considered obsolete and all of them are not listed in the HML. It is therefore important that only officially approved materials are used for crop production and for purpose for which they are approved. Traditional pest control methods such as botanical preparations can be used even if they are not explicitly approved for use in agriculture, provided they are not explicitly prohibited for use.	3.2.2.21	Use was found in < 5% of sampled members AND the organisation has developed a procedure to ensure that members do not use on the Fairtrade crops any material that appears on the Fairtrade International Prohibited Materials List.	No use was detected in audit AND there is an (organic) Internal Control System that covers all members and that works well.
	Core All grades			3.2.2.22	Pesticides prohibited in the HML part 1 (Red list) are clearly marked “Not for use on Fairtrade crops”.	

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Core All grades	3.2.17 You and your members use the materials in the Orange List on Fairtrade crops only under the following conditions: a) You fulfil the specific conditions of use. See Annex 2; AND b) You only use a material in the Orange List: i) as part of avoiding pesticide resistance build up in pests, ii) in rotation with less harmful pesticides, iii) as part of Integrated Pest Management (IPM) (see requirements 3.2.2 and 3.2.3) and iv) including non-chemical control measures; c) You develop a plan for reducing/phasing out the use of the materials, including information on the type of material (technical name / active ingredient (a.i.), formulation (% of a.i.), commercial name), the quantity used (spray concentration (a.i. / ha or in % or ppm etc.) and total consumed a.i. / ha / year), actions taken for reducing / phasing out the material including details of other non-chemical controls which are part of the IPM strategy. The plan is implemented and made available to the certification body.	None	3.2.2.30	All conditions for use are fulfilled.	There is a documented Quality Monitoring System to ensure that the conditions are met AND the phase out plan is effectively implemented.

Guidelines for the Trainer

Materials needed:

Label of a pesticide to show the colour on the toxicological band.

- ☑ The visuals or real pests/diseases you used in topic 3.1.1 on Identifying pests and diseases. Paste them on the wall in pest/disease categories: insects, plant diseases, etc.
- ☑ Masking tape.
- ☑ One copy of the Red List.
- ☑ Copies of page 1 of the Fairtrade red list for everyone:

Part 1: Fairtrade International Red List of Prohibited Materials

The Red List is a 'prohibited' list and includes Highly Hazardous Pesticides that must not be used on Fairtrade products.

The criteria for classifying a material in the Red List are:

- Listed in conventions OR
- High acute toxicity OR
- Long term toxic effect or chronic exposure (Carcinogenic, Mutagenic, Repro-toxic, Endocrine disruptor) OR
- Environmental concern (two of the following three effects on environment a) Very persistent, b) Very bioaccumulative, c) Very toxic to aquatic organisms; OR
- Considered as obsolete

Red List (Prohibited List)

No.	Name of active ingredient (a.i.) of the material	CAS number	Conven-tions	High acute toxicity	Long term toxic effect or chronic exposure	Environ-mental concern	Hazard to ecosystem services#	Obsolete
1	2,3,4,5-Bistetrahydro-2-furaldehyde	126-15-8						x
2	2,4,5-T	93-76-5	x					x
3	2,4,5-TCP	35471-43-3						x
4	Acetochlor	34256-82-1			x			
5	Acrolein	107-02-8		x				
6	Alachlor	15972-60-8	x		x			
7	Aldicarb	116-06-3	x	x			x	
8	Aldrin	309-00-2	x			x	x	x
9	Allyl alcohol	107-18-6		x				
10	alpha-BHC;alpha-HCH	319-84-6	x					
11	Alpha-chlorohydrin*	96-24-2		x				
12	Amitrole	61-82-5			x			
13	Anthracene oil	90640-80-5			x			
14	Arsenic and its compounds	7778-39-4			x			
15	Asbestos	1332-21-4		x				
16	Azafenidin	68049-83-2			x			
17	Azinphos-ethyl	2642-71-9		x			x	
18	Azinphos-methyl	86-50-0	x	x			x	
19	Azocyclotin	41083-11-8		x		x		
20	Benomyl	17804-35-2	x		x			

Time needed:

Minimum 45 minutes and extra time for each pest/disease you will discuss

Preparations:

Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

- ☑ There are a few pests and diseases that cannot be controlled with pesticides, including striga, mistletoe and Cocoa Swollen Shoot Virus. Make sure you know for the crop the group is producing, which pests/diseases cannot be controlled with pesticides.
- ☑ Prepare different types of pesticides: either get real bottles or copies of the labels (and paste those on empty water bottles). You will use them for the exercise described under step 6 of this guideline: you will look at different pesticides that can be used to control selected pests and diseases.
    - In case you are aware that a pesticide that is commonly used in your sector is listed on the Red list, make sure to add this pesticide to the pesticides to be used in your exercise.
    - Add at least one pesticide that is suitable to treat a certain pest/disease but that has not been approved for the use on the crop produced by the group.

Note for the trainer: It will take you some time to prepare the exercise, but you should make an effort to do because farmers often buy the same pesticides, they always use without looking at alternative (least toxic) products.

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - ☑ Appr 25-30 min: criteria to select pesticides
  - ☑ Appr 5-10 min per pest/disease: exercise on selecting the right pesticide
  - ☑ Appr 5-10 min: selecting the right pesticide in the field
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Ask: *if you have dysentery, should you take anti-malaria tablets?* No, you should not. *What could be the consequences if you would take them?* They will have no effect. You will be wasting your money, or they will even make you sicker. Say that's why it is important to take the right medicine for a certain disease. Pesticides work exactly the same; when there are pests and diseases on your farm, you need to select the right pesticides to "cure" your crops.

Title: Mention the title of the session: *Selecting the right pesticides*.

Objectives: During this session, we will discuss 4 criteria how we should select pesticides: 1) pesticides need to be approved by Fairtrade; 2) they need to be suitable for the pest/disease you would like to control; 3) they need to be approved for the crop you are producing; and 4) the level of toxicity.

Benefits: If you are capable to select the correct pesticide, you can avoid wasting money or destroying your crop.

Direction: Keep in mind that the application of pesticides should only be used as the last possible practices when you have pests or diseases on your farm. You should first try to prevent the pests and diseases. If you detect pests or diseases, you should first look at other control options than pesticides.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Criteria to select pesticides – Appr 25-30 minutes

1. Say that we will start with the first selection criteria. Distribute the first page of the **Fairtrade International Prohibited Materials List** (PML) part 1 (**Red List**). Ask if anyone knows what this is. Say that this list was prepared by Fairtrade International. It contains materials that are **not allowed** on our certified crops. Is it called the **Red List**.
2. Say that for us only the **first column** is important. Go round and point for everyone to the first column. Ask the following questions:
   a. *Does anyone have an idea of what these "substances" are?* Refer to the session on Reading the label. The **active ingredient** is among the information we can find on the **label**. The active ingredient is the substance in the pesticide that is doing the actual work.
   b. ***Why** is Fairtrade prohibiting certain pesticides?* Let several people answer. The materials that are on this list were already listed by other organisations, mainly because of the **level of toxicity**. That means that most of the materials on this list are very dangerous to people, animals, and the environment.
   c. *What are the **consequences** if any of them would use pesticides that contain materials that are on the red list?* You will be expelled from your farmers' organisation and your farmers' organisation can lose its certificate. You are only allowed to use **approved pesticides** on your crops.
   d. *How do you know if a pesticide is approved by Fairtrade?* You need to check on the label what the active ingredient is.

Then you should look if the active ingredient is listed on the Red List. In case it is listed, you are not allowed to use that pesticide.

3. Say we will now look at the second criteria: **The pest or diseases that needs to be controlled for the specific crop**. Refer to the example of taking anti-malaria tablets against dysentery. Pesticides work the same: you cannot treat any pests and disease with just any pesticide.
    a. Point to the visuals of the pests and diseases. Say that we have seen that we can put these pests and diseases into categories.
    b. Point one by one to groups of pests/diseases and ask: *How is this category of pest/disease called?*
    c. Every time a category is mentioned, ask: *What type of pesticide should we use to control this category of pest/disease?*
4. Take out the visuals of the pests and diseases that cannot be controlled with any pesticides. Ask: *What type of pesticides can you use to control these pests and diseases?* These pests and diseases **cannot be controlled with pesticides**. Refer to the topic on IPM and ask if someone can repeat what you should do when you detect XX [mention the pest/disease] on your farm.
5. Say we will now look at the third criteria: **the target crop**. Say that the pesticide needs to be approved for the use on XX [mention the crop the group is producing]. For example, a certain type of herbicides might be approved for tomato but not for cotton.
    a. *What would happen if you would use a pesticide that is not approved for your crop?* Either the pesticide will not work and you will waste your money. Or even worse: the pesticide will destroy your crop.
    b. *But what if my neighbour has used it and it works on our crop?* You are still taking a risks by using a pesticide that is not approved for your crop.
    c. *How do you know if a pesticide is approved for your crop?* It is written on the label.
6. Continue with the last selection criteria: the **level of toxicity**. Say that every pesticide is toxic but there are different levels of toxicity. Ask: *How do we know the level of toxicity of a pesticide?* It is written on the **label** (refer to the session on Reading the toxicological band). Show the **pesticide label** to everyone and ask: *What the level of toxicity is of this pesticide?* Ask what other colours indicate the level of toxicity and what each colour means (see key information for answers).

Exercise on selecting the right pesticide – Appr 5-10 minutes per pest/disease

7. Say that we are going to apply what we have just learned on a few of the pests and diseases that we discussed before. Remind everyone that the application of pesticides should **only be used as the last possible practice** when you have pests or diseases on your farm.
8. Let's assume that you have XX [mention the first pest/disease] on your farm. **Show the visual** of the pest/disease. You have tried everything, but the infestation/infection is so bad, that you need to apply pesticides. You went to the agro dealer shop, and **you have the choice** between a few pesticides. Show all the pesticides (or the labels) and mention them one by one. Ask the following questions:
    a. *What is the first step we need to do?* You need to check if any of the active ingredient of any of the products is on the Red list. Check together if any of the pesticides in front of you is on the Red list. Remove that pesticide from your selection.
    b. *What should we check next?* The pesticide should be suitable for the pest/disease you mentioned. Check this for each pesticide and remove those that are not suitable for the pest/disease you would like to control.
    c. *What should we check next?* The pest or diseases that needs to be controlled for the specific crop. Again, check all pesticides and remove those that are not approved for the crop.
    d. *What should we finally check?* Check together the colour of the toxicological bands of the few pesticides that are left. Agree on which pesticide to select.
9. Do a similar exercise in groups. Split participants in **small groups** of 2 or 3 people. Say that we are going to discuss several other pests/diseases. You will mention a pest/disease, and the groups need to select the right pesticides from all pesticides that you have brought. Start the exercise:
    a. Mention a pest/disease.
    b. Give the groups time to discuss which pesticide they would select.
    c. Check with all groups which pesticide they have selected.
    d. Check together the answers by checking the 3 selection criteria.
    e. Agree on the best pesticide(s) for that specific pest/disease.
10. When you are done with the exercise, mention that it is best **to change regularly the active ingredient or mode of action** (which is also described on the label). You need to do this to avoid that pests/diseases become resistant

against certain pesticides.

Note for the trainer: You will not discuss in detail how resistant can occur; for the group it is enough to know they should change regularly their pesticides.

Selecting the right pesticide in the field – Appr 5-10 minutes

11. Ask the following questions to discuss the application of what they have learned during this session:
    a. *Would it be possible to apply all selection criteria?*
    b. *What would be reasons for not using these selection criteria? What needs to change so it can be done?*
    c. *What will be the major challenge when selecting the right pesticides? What can be done about this?*
    d. *What can you do if you apply all selection criteria and no pesticides are left (meaning: none of the pesticides complies with any of the selection criteria)?* In that case you need to contact the producer organisation or extension officer to look for alternatives.

Finish – Appr 2-5 minutes

Summary: Summarise by mentioning the 3 selection criteria.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *If we want to select a pesticide, what are the 4 selection criteria we should use?*
- *What pesticides are we not allowed to use on our xx [mention the crop]?*
- *What type of pesticide do we need to treat xx [mention several pests and diseases]?*
- *What colour is preferred when we look at the toxicological band?*

Next step: Next time when you want to use pesticides follow the 3 criteria to select the right pesticide. Remember that you can find a lot of information on the label.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.16: Do not use the materials on the Fairtrade International Prohibited Materials List (PML) part 1 (red list) on the Fairtrade crop.
- Requirement 3.2.17: Only use materials listed in the Orange list under certain conditions.

Topic 3.1.10 Hiring Someone to Apply Agrochemicals

Key Information for Members

The first question every farmer should ask him/herself is:
Who is going to apply the agrochemical? Applying agrochemicals is not an easy job and should therefore be done **only** by those who are **trained in the application of agrochemicals.**

In case the farmer will hire someone to apply agrochemicals for him/her, he/she should consider the following question:

- **Who can I approach to recommend a well-trained applicator?** The local CropLife association for agrochemicals (contact@croplifeafrica.org) can help you, the extension officer, agrochemical distributing companies, local agro dealer or a fellow farmer.
- **How can I check if the person is qualified?** You can check:
  - *Experience:* How many farmers did he/she service? When? What type of pest/disease were controlled? You can even ask for references.
  - *Training:* Where you trained? Why whom? When?
  - *The PPE* including overalls, gloves, boots, mask, goggles and hat. All should be in good condition without any tears.
  - *The application equipment* such as a knapsack sprayer or motorized sprayer. All should be in good condition without any leaks. For the knapsack sprayer, check if the applicator has different nozzles.
  - *Knowledge on pests and insects.* Show some of your infected or infested plants and ask what type of pest/disease this is.
  - *Use of quality agrochemicals.* Ask where the applicator purchases his/her agrochemicals.

Setting the price
You want someone who is well-trained so cheaper is not always better. Fees can be paid per package of agrochemical used, per surface (acre, hectare, seedbed), per tank of the knapsack or motorized sprayer, or time spent on application (per hour, day).

After the application, the farmer should check the following:
- All empty bottles should be tripled rinsed and punctured, and disposed in a proper way (either in a collection bin or stored in a proper place).
- There should be a sign at the entry of the farm with the re-entry date on it (the date when you can enter the farm again).
- The applicator should inform the farmer about the pre-harvest interval (giving the date that it is safe to harvest).
- The applicator should share information on the agrochemicals that were applied and its quantities so the farmer can note it in his/her records.

Guidelines for the Trainer

Materials needed: ☑ None

Time needed: 60-70 minutes

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ Check if there is a local CropLife association that manages a Spray Service Providers (SSPs) program (contact: contact@croplifeafrica.org). In case there is, try to get a list of SSPs that are active in the locality you are working in. You can also check with agrochemical distributing companies and local agro dealers for well-trained applicators.

Target group: This topic should ONLY be facilitated to those farmers who will use a hired applicator or a labourer for application. Farmers who will do their own application do NOT have to follow this session

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: identifying an applicator
  - Appr 30-35 min: checking someone's capacity and skills
  - Appr 5-10 min: setting the price
  - Appr 5-10 min: checking the work done
  - Appr 5-10 min: getting someone in practice
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the knapsack sprayer and ask: *For what do we use this equipment?* We use it to apply agrochemicals. Say that not all of us are doing our own application; very often someone else will do it for us.

Title: Mention the title of the session: *Finding someone to apply agrochemicals*.

Objectives: During this session we will discuss what you should consider when hiring someone to apply agrochemicals for you. We will also discuss what you need to check after the application has been done.

Benefits: The correct application of agrochemicals is not easy. Hiring the right person to do the job can ensure that pests and diseases are properly controlled while avoiding damage to your crops and the environment. In addition, if you are able to use a well-trained applicator, you can ensure to comply with requirements concerned with agrochemical application.

Direction: We will not discuss how to apply agrochemicals; that will only be explained to those who will do the actual application.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Identifying someone – Appr 5-10 minutes

1. Start with saying that pesticide application should **only be used as the last resort** when controlling pests and diseases. Therefore, before you look for someone to apply pesticides for you, you should always check if there are alternative control practices.
2. Ask everyone to take their chairs and **form a circle** (you are part of the circle). Say that when we decide that we are not going to do the application ourselves, we need to **find someone** who is going to do the application for us.
3. Say that it could be very easy to find someone to apply agrochemicals on your farm because in general, we think that the application of agrochemicals is not that difficult. Ask: *What could be the **consequences** if the application of agrochemicals is **not well done**?* Collect answers from several people. You waste your money on agrochemicals and the fees of the applicator, the soil on your farm can be polluted, beneficial insects can be killed, the pest/disease is not properly controlled and will still damage your plants, or your crops can be destroyed.
4. Do a **quick round** to check **who** is doing the application for everyone **at this moment** for everyone. Then ask:
   a. *Who of you is satisfied with this person?* Let people raise their hands if they are satisfied with him/her.
   b. Ask those who are satisfied: *How did you find this person?*
   c. *What would be other ways to find someone?* The extension officer, agrochemical distributing companies, local agro dealer or a fellow farmers can help you. In case there is a local CropLife association with a Spray Service Provider (SSP) program, you can mention this.

Checking someone's capacity and skills – Appr 30-35 minutes

5. Next ask: *Did you check before you used this person, if he/she is capable of applying agrochemicals?* Let people simple respond with yes or no, without asking for details.
6. Say that we are going to do a little **exercise**. Everyone should discuss with the person sitting next to them: *What **type of questions** can you ask an applicator to check if he/she is capable to do the job?* Let everyone discuss.
7. After minutes ask everyone to stop their discussions. Say that each group is going to **test their questions**. You are going to play **the role of an applicator** and each

group is allowed to ask you one question. Start with the first group. Let them ask their question and give a short answer (yes/no). Continue with 2-3 next groups and let them ask their questions. Continue giving very short replies.

8. After a few groups have asked their questions, ask the whole group: *I have given answers but what type of questions can you ask to check if I speak the truth?* For example, when a group asks if you have experience and you reply "yes", follow up questions could be: *For how many farmers did you apply? When? What are their names?* When a group asks if you have PPE, a follow up question could be: *What type of equipment do you have? Can I see it?*

9. Continue with **the other groups and ask every time when you have given a reply, what type of follow** up questions they can ask to get more information. In case someone asks the question: *How much do you charge?* Say that we will discuss this in detail a bit later. Make sure the questions mentioned in the key information are asked.

Setting the price – Appr 5-10 minutes

10. Say that when you want someone who is well-trained so cheaper is not always better. Ask the following questions to have a discussion on **setting the price**:

    a. *How are prices for application normally set at this moment?*

    b. *What would be other ways to set the price?* Fees can be paid per package of agrochemical used, per surface (acre, hectare, seedbed), per tank of the knapsack or motorised sprayer, or time spent on application (per hour, day).

    c. *With what type of price setting do we know for sure the price in advance?* You will know exactly how much you are going to pay if you set the price per surface. When agreeing on a price per package, tank or time, only an experienced applicator can give you a good indication of the price in advance.

    d. Add as extra information that the application of fungicides and herbicides takes almost **twice as long** as the application of insecticide for the same size of land. Therefore, an experienced applicator will **charge more** for the application of fungicides and herbicides when charged per surface.

Checking the work done – Appr 5-10 minutes

11. Ask: *Who of you is ever checking the work when it is done?* Let people raise their hands. Say that when you do not check when the work is done, you do not know **if the work is done well**. But you need to know **what to check**. Ask: *What should we check when the work is done?* Collect several answers. Make sure to mention all the points that are listed in the key information.

Getting someone in practice – Appr 5-10 minutes

12. Finally ask the following questions:

    a. *What will be the main challenge when finding someone to apply agrochemicals for you?*

    b. What can be done to overcome that challenge?

    c. *Can the producer organisation play a role?* Mention that the PO can set up **spray teams** which are youngsters trained on the application of agrochemicals. The PO can give them or facilitate proper PPE and knapsack sprayers, and they can offer their services for a fee to members.

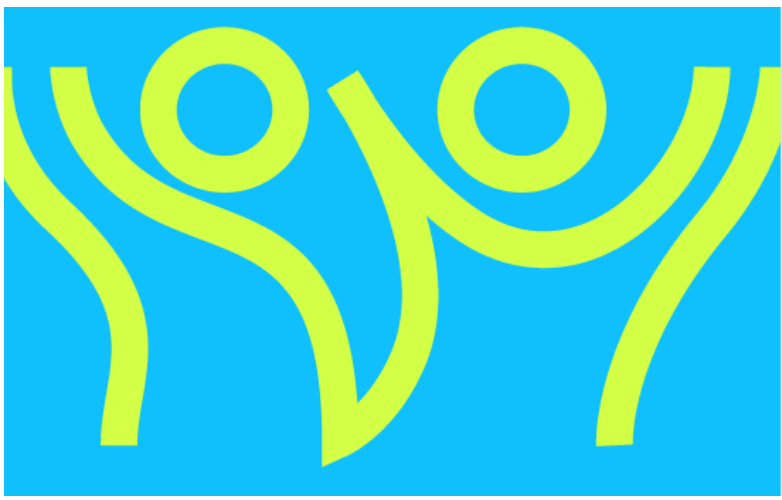
Finish – Appr 2-5 minutes

Summary: Summarise what farmers need to check when they want to find someone to apply agrochemicals for them.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What type of questions can you ask to check the capacity or skills?*
- *What should you check after the application is done?*

Next step: The wrong application of agrochemicals can seriously damage your crop. Make sure agrochemicals are only applied by someone who has been properly trained.

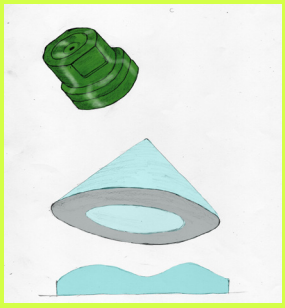


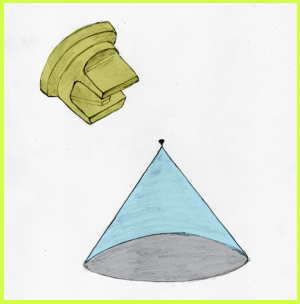
Topic 3.1.11 Applying Agrochemicals

Key Information for Members

For those farmers who apply agrochemicals themselves, they should:

- Always **wear protective clothing and equipment** when measuring, mixing, or applying pesticides.
- **Plan** the application of pesticides in such a way that **no or very little spray solution is left**. For example, avoid spreading the application over several days, and in case the quantity in a container is too much for your farm, agree with a neighbour to share the quantity.
- **Read the label** so you know **where on the plant** you need to apply the pesticides and **how** to apply the pesticides.
    - Spray to cover: the agrochemical should not drip.
    - Spray to point to run off: apply until the agrochemical runs down the plant.
- For **tree crops**: use a knapsack sprayer to apply fungicides and herbicides, and a motorised sprayer (mistblower) to apply insecticides.
- Select the **right nozzle** when using the knapsack sprayer:
    - use a cone type nozzle to apply insecticides or fungicides
    - use a flat fan of flood nozzle to apply herbicides.





Cone nozzle with spray pattern
Flat fan nozzle with spray pattern

- Check the weather: do not apply pesticides when it is **windy** or when **rain** is expected.

When applying you should:

- **Keep people and animals away** when applying pesticides.
- Apply pesticides **early in the morning** when it is cooler. However, there are some insects that are more active at the end of the day. In that case, you should apply at the time **when the insect is active**.
- Observe a **buffer zone of at least 10 meters** between the area where you apply pesticides and the boundaries of your farm and any other ongoing human activity (housing, canteens, offices, warehouses or the like with people present).
- Walk in **steady pace**.
- Move the nozzle over the target area in a **smooth and constant speed**.
- When using a knapsack sprayer, keep the lance on your right **side** and NOT directly in front of you.
- When using a motorised sprayer keep the lance in an angle that is not too steep. The motorised sprayer works on gravity and the pesticides will not flow when you hold the hose too steep.
- Do not apply against the **wind**.
- **Do not eat, drink or smoke** during application to avoid contamination.

After applying agrochemicals, you should:

- Place a **warning sign** indicating the **pre-entry interval** after application.
- Clean your application equipment and protective clothing and equipment with soapy water and store all equipment in the proper place.
- Wash yourself properly under running water using soap.

Children and pregnant or lactating women are NEVER allowed to handle pesticides or even be nearby when agrochemicals are applied.

Background Information for the Trainer

Pesticide Dose Rate

Pesticide dose rates – the amount of pesticide applied per hectare - have been evaluated by research and the manufacturers. These dose rates are given on the container label and should be followed when applying a pesticide.

- If too low a dose rate is applied, not all the pests are killed. Crop losses are not prevented, the use of the pesticide is not effective, and costs of control are increased.
- If too high a dose rate is applied, the excess is wasted. More pesticide is not more effective at killing the pests and the costs of control are increased. Also, the risk of the pests developing resistance to the pesticide is increased.

Dose rates are given on the container label either as the amount to apply per hectare, or as the amount to mix in so many litres of water at so many litres per hectare.

Causes of Failure of Pesticide Applications

Sometimes a pesticide application fails to reduce the levels of a pest. Usually, the farmer blames either the pesticide for this (he says it is old or adulterated), or he thinks that the pests have developed resistance. However, the usual causes of poor results with an application of a genuine pesticide from a reputable source are:

- **Incorrect pesticide for the pest**. The pest has been correctly identified, but a pesticide has been selected and used which has no effect on the pest. This may be due to the farmer wanting to use a cheap pesticide or having been given poor advice. Alternatively, the pest has been incorrectly identified, and, although the correct pesticide has been selected and used for the pest as identified, the pesticide has no effect on the actual pest that is present.
- **Incorrect timing of the application**. The pest population is not at a susceptible stage, or a disease infection is too far advanced. For example, an established disease infection or late stage caterpillars are much harder, or impossible, to kill with the recommended pesticide dose.
- **Incorrect dose rate**. A dose rate has been used which is too low to kill the pests. This may occur if the farmer is trying to save money by using less pesticide than recommended, or through poor application.
- **Incorrect application**. The pesticide has not been applied correctly, so that the pesticide is not applied to the right place where the pest is present (for example, whitefly and downy mildew under the leaves, with most of the pesticide applied to the top of the leaves), or has not been applied evenly over the crop, so that there are areas of over and under-dosing. Other possibilities are poorly calibrated or badly maintained spray equipment that applies an incorrect dose rate, blocked nozzles, and adverse environmental conditions during or after application, e.g. strong winds or rain.

Source: CropLife International. Introduction to IPM: Trainee Handbook.

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
1	Core All grades	3.2.7 You and the members of your organisation must not apply pesticides and other hazardous chemicals within 10 meters from 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. Alternatively, appropriate re-entry intervals can be applied so that people are not affected by pesticide drift.	The size of the buffer zone may depend on the density of the barrier and on the spraying or application methods.	3.2.2.09	Buffer strips or appropriate re-entry intervals are respected on all audited farms.	RANK 3 AND the organisation carried out awareness activities AND there is an (organic) Internal Control System in place that works well.
1	Core All grades	3.2.8 If you, the members of your organisation or subcontractors spray pesticides or other hazardous chemicals from the air, you and your members or subcontractors do not spray above and around places with ongoing human activity or with water sources	None	3.2.2.11	Rivers, water bodies, houses and other sensitive areas are identified in maps and communicated in advance to pilots. However, the indications/ instructions were not respected BUT the organisation changed subcontract or/pilot or took other corrective measures such as better marking.	Rivers, water bodies, houses and other sensitive areas are identified in maps, communicated in advance to pilots and are always avoided AND organisation warns local population of spraying times, or no pesticides or hazardous chemicals are used.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
6	Development All grades	3.2.12 Your members plan their spraying in such a way that no or very little spray solution is left. Your members 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.	The guidance can be very simple, such as absorbent materials.	3.2.2.15	Members have/carry equipment to handle accidents to all places where pesticides are mixed or prepared AND of spills happen contaminated soil is disposed in a way that risks are minimized.	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.
				3.2.2.16	No considerable amounts of spray solution are left (and stored in spraying equipment, etc. or disposed).	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
6	Development All grades	3.2.34 You and your members maintain buffer zones around bodies of water and watershed recharge areas and between production areas and areas of high conservation value, either protected or not. You do not apply pesticides, other hazardous chemicals and fertilisers in buffer zones.	Buffer zones lead to better management and sustainability of adjacent protected areas which thus enhances biodiversity. Clusters of small farms can be considered a single production site, with buffer zones at its perimeters only. It is recommended that total use of land for crop production is avoided. It is also recommended that buffer zones, where feasible, are connected in order to create ecological corridors. Restoration of ecological corridors may take place by actively reintroducing the native vegetation or by protecting it to allow regeneration of native vegetation. No requirement is made on minimum distance.	3.2.6.04	Enough distance is maintained around water bodies/watershed recharge areas or protected/H CV areas so to avoid any drift of application of pesticides or fertilisers.	There are uncultivated buffer zones around water bodies/ watershed recharge areas or protected/H CV areas AND around farms (or cluster of farms) AND buffer zones are restored with natural vegetation and (if feasible) connected.

Guidelines for the Trainer

Materials needed:
- ☑ Knapsack sprayer (and in case of tree crops a motorised sprayer)
- ☑ Cone nozzle and flat fan nozzle for your knapsack sprayer
- ☑ Bucket with water
- ☑ Protective equipment: at least gloves and an overall

Time needed: 1.5 to 2 hours

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ Fill the knapsack sprayer with water for the demonstration as described under point 6 of this guideline.

Target group:
- ☑ This topic should ONLY be facilitated to farmers or labourers who apply pesticides. Farmers who will use a hired applicator or a labourer for application do NOT have to follow this session.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 30-35 min: hiring an applicator
  - Appr 15-20 min: preparing the application
  - Appr 25-30 min: demonstration on the application of agrochemicals
  - Appr 5 min: after application
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the knapsack sprayer and ask: *For what do we use this equipment?* We use it to apply agrochemicals.

Title: Mention the title of the session: *Applying agrochemicals*.

Objectives: During this session we will discuss what you should do during agrochemicals application and what you are not allowed to do.

Benefits: When you apply agrochemicals in the correct way, you can avoid contamination of yourself, other people, animals and the environment. In addition, you avoid under- or over-application that will waste your chemicals and can even destroy your crop.

Direction: We will mainly focus on the application of insecticides, herbicides and fungicides, although you can use the same knowledge to apply liquid fertilisers and other types of pesticides.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Preparing the application – Appr 15-20 minutes

1. Start with saying that pesticide application should **only be used as the last resort** when controlling pests and diseases. Therefore, **before** you start applying pesticides, you should always check if there are alternative control practices.
2. In addition, there are a few things we need to keep in mind **before we start applying** agrochemicals. Ask the following **questions**.
   a. *Are pesticides toxic?* Yes, they are. Say that therefore, **children and pregnant or lactating women are NEVER allowed to carry, measure, mix or apply pesticides or even be nearby when applying pesticides.**

b. *What do I need to do to protect myself?* You always need to **wear protective clothing and equipment**. You can find on the label what you need to wear.

c. *What do I use to apply pesticides?* I need a knapsack sprayer (and a motorised sprayer for tree crops).

d. For tree crops: *When do I need a knapsack sprayer and when do I need a motorised sprayer?* Use a **knapsack sprayer** to apply fungicides and herbicides, and a **motorised sprayer** to apply insecticides.

e. *What is a good time of the day to apply pesticides?* In general, **early in the morning** when it is not so warm. However, there are some insects that are more active at the end of the day. In that case, you should apply at the time **when the insect is active**.

f. *How should the weather be when applying pesticides?* It should **not be too windy,** and it should **not rain** (and no rain expected).

g. *Why should it not be windy?* The agrochemicals will not reach the plant and you will waste your money.

h. *Why should it not rain?* The agrochemicals will drip from the plant, and you will waste your money.

3. Point to the **nozzle** and ask: *What is this?* This is a nozzle that will regulate the flow of liquid coming from the equipment. There are different types of nozzles for a **knapsack sprayer**: use a cone type nozzle to apply fungicides and insecticides, and a flat fan nozzle to apply herbicides. **Show the two nozzles.**

4. **For tree crops**: You use a motorised sprayer to apply insecticides. You should adjust the nozzle of the motorised sprayer as recommended in the manual of the motorised sprayer. Demonstrate how to **adapt the nozzle**.

5. We should **plan** the application of agrochemicals in such a way that **no or very little spray solution is left** (requirement 3.2.12). Ask: *How can we do that?* Collect several answers. For example, avoid spreading the application over several days, and in case the quantity in a container is too much for your farm, agree with a neighbour to share the quantity.

6. Say that **some farmers think** that a product will work better if they apply more. Pretend that you see a cockroach on the floor and that you crush it with your foot. Say that the cockroach is dead. Ask: *Can I kill it for a second time?* No, you cannot. Say that the **recommended dosage** is **based on years of research**. The recommended quantities are enough to control the pest/disease. Applying more chemicals that recommended will only waste your money and harm the environment. Ask: *Where can I find the recommended dosage?* It is written on the label.

Demonstration on the application of agrochemicals – Appr 30-35 minutes

7. **Ask for a volunteer.** Say that you are going to guide the volunteer to correctly apply agrochemicals, after the chemicals is measured and mixed. Say that for the demonstration, we will use water and not real agrochemicals.

a. Ask the volunteer to put on the **gloves and overalls**.

b. Ask everyone: *Where can we find what protective equipment to wear?* It is written on the label.

c. Tell everyone that before you start applying, you need to ensure to **keep people and animals away** when applying pesticides to avoid contamination. Especially children have the tendency to hang around so make sure you warn them and send them away.

d. Ask everyone: *What is the best time of the day to apply agrochemicals?* In the **early in the morning** when it is cooler. However, there are some insects that are more active at the end of the day. In that case, you should apply at the time **when the insect is active**.

a. Say that you need to apply **row by row**. According to one of the Fairtrade requirements (requirement 3.2.24), you need to observe a **buffer zone of at least 10 meters** between the area where you apply pesticides and the boundaries of your farm and any other ongoing human activity (housing, canteens, offices, warehouses or the like with people present). That means you are not allowed to apply agrochemicals in that buffer zone, even if you have planted crops in that area.

b. Ask the volunteer to put the knapsack sprayer on and **start pumping**.

c. Ask everyone: ***Where*** *should the volunteer apply the agrochemical on the plant? How do we know where to apply on the plant?* This is described on the label.

d. Ask everyone: ***Why*** *is it important to know where on the plant to apply the agrochemical?* If you apply on the wrong part, the agrochemical will not work, and you will waste your money.

e. Say that there are **different ways to apply** the agrochemical on the plant. You can spray to cover or spray to point to run off. Ask everyone: *What is the difference?* **Spray to cover** means that the agrochemical should not drip, while **spray to point to run off** means to apply until the agrochemical runs down the plant.

f. Ask everyone: *Where can I find how to apply the chemical?* It is written on the label.

8. Say that the volunteer will now start with the **actual application**. Explain what the volunteer should do:

   a. Do not apply against the **wind**. Check together where the wind is coming from (and remind everyone that you should NOT apply when there is a strong wind).

   b. Walk in **steady pace**.

   c. Keep the lance on your right **side** and NOT directly in front of you. When using a motorised sprayer keep the lance in an angle that is not too steep. The motorised sprayer works on gravity and the pesticides will not flow when you hold the hose too steep.

   d. Move the nozzle over the target area in a **smooth and constant speed**.

   e. **Do not eat, drink or smoke** during application to avoid contamination.

9. Ask the volunteer **to apply for a few minutes**. Repeat some of the important information on how to apply while the volunteer is doing the application. After a few minutes ask the volunteer to come back and thank him/her for an excellent job done.

After application – Appr 5 minutes

10. Say that the application is done. What are the next steps you should do? Let several people contribute. After applying agrochemicals, you should:

   - Place a **warning sign** indicating the **pre-entry interval** after application. Say that we will discuss in detail in the next session (3.1.11 on Pesticide residues).
   - **Clean** your application equipment and protective clothing and equipment with soapy water, and store all equipment in the proper place.
   - **Wash yourself** properly under running water using soap.

Applying in practice – Appr 5 minutes

11. Ask the following questions:

   a. *What will be the most challenging to do? What can be done to make it less challenging?*

   b. *What would be reasons for not applying what you have learned? What can be done about this?*

Finish – Appr 2-5 minutes

Summary: Summarise the do's and don'ts of agrochemical application (see key information). Repeat that children and pregnant or lactating women are NEVER allowed to carry, measure, mix or apply pesticides or even be nearby when applying pesticides.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What should we do when we prepare for agrochemical application?*
- *What should we do when we applying agrochemical? What are some of the things we should not do?*
- *What should we do after the application of agrochemical?*

Next step: The wrong application of agrochemicals can seriously damage your crop. Make sure agrochemicals are only applied by someone who has been properly trained.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.7: Do not apply pesticides and other hazardous chemicals within 10 meters from ongoing human activity.
- Requirement 3.2.7: Apply appropriate re-entry intervals.
- Requirement 3.2.12: Plan your spraying in such a way that no or very little spray solution is left.
- Requirement 3.2.34: Keep a buffer zone of at least 10 meters.

Topic 3.1.12 Avoiding Pesticides Residues

Key Information for Members

Pesticide residues

- Portions of pesticides that are left on or in the crop after pesticide application.
- Cannot be seen with the naked eye.
- Can be harmful to people handling or eating the crop.

To avoid pesticide residues, you should:

- Only use **approved pesticides**.
- Observe the **pre-harvest interval**: the number of days between the pesticide application and harvesting.
- Observe the **re-entry interval**: the number of days between the pesticide application and the moment a treated field can be entered.

For example:

- You apply on Monday 7 June.
- The pre-harvest interval is 8 days.
- This means you can harvest on Wednesday 16 June.

Pre-harvest and re-entry interval

- Varies per product.
- The higher the level of toxicity, the longer the intervals.
- Are indicated on the label.

Important: the degration of pesticides will only happen when the crop is still on the plant. The moment you harvest the plant, the pesticide residues can no longer be degraded.

To avoid residues, you should do the following when applying pesticides:

1. **Use only approved pesticides**: counterfeit or fake pesticides will leave residues because the instructions on how to avoid residues cannot be trusted.
2. **Read the label** and check the pre-harvest interval.
3. In case you want to harvest your crops within the pre-harvest interval, **do not apply** the pesticide. Or you can **harvest after** the pre-harvest interval or use a less toxic product (so the pre-harvest interval will be shorter).
4. After application, put a **warning sign** at the entry of your farm that indicates at what date the farm is safe again to be entered. Inform your relatives and community members about the re-entry date.

Background Information for the Trainer

When applying pesticides, the pesticides will **remain** on and in the crop for at least a few days. The remains on and in the crop are called **residues**. Very often pesticide residues cannot be seen by the naked eye, but because pesticides are toxic, residues can **harm** people who touch or consume the crops.

The consequences of residues on crops can be the following:

- Everyone handling the crops can be **contaminated**.
- People, who consume any other product made out of the contaminated crops, can get **very sick**.

Therefore, buyers will only buy crops that do not contain any residues. In case the crop does contain residues, the consequences can be the following:

- Crops buying companies in your country will **reject** your crops.
- International trading companies will reject the exported crops, which can result in a **ban** of crops from your country or lower prices.
- You and your farmers groups can lose your **certification** and **premium**.

Fortunately, it is very easy to avoid any residues on your crops. You need to:

- Observe the **pre-harvest interval:** this is **the number of days between the pesticide application and harvesting**. During that period the pesticides will be degraded sufficiently to avoid any harm.
- Observe the **re-entry intervals**: this is **the number of days between the pesticide application and the moment a treated field can be entered**. During that period the pesticides will be degraded sufficiently to avoid any harm.

A **pre-harvest interval** is needed between the time of the pesticide application and harvesting in order to allow time for the pesticide to degrade and for the crop to be safe to eat. Pre-harvest intervals are given on the pesticide label as **the number of days that must elapse between the pesticide application and harvesting of the crop**. The length of the interval depends on the toxicity of the pesticide and its persistence. Pre-harvest intervals are longer for pesticides of high toxicity and long persistence.

When a food crop is **close to harvest**, the pre-harvest interval must always be considered when deciding if a pesticide spray is to be applied. If the crop will be harvested within the pre-harvest interval, either the spray should not be applied, a non-toxic (biological) pesticide should be used, or harvesting of the crop must be delayed until the relevant number of days have elapsed after the pesticide application.

Often farmers are **not aware** that a pre-harvest interval must be observed. Agro-dealers and extension agents stick mainly to advice on how to apply the pesticides, and often forget to mention the pre-harvest interval. When farmers are illiterate, this poses an additional problem, as they cannot read the label on what the prescribed pre-harvest intervals are.

1. *Source: CropLife Agro-Dealers Manual*

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.4 Members and workers who handle pesticides and other hazardous chemicals have been trained about the risks in handling these materials and how to handle them properly. You ensure that this training includes intervals of time when people are not allowed to enter a sprayer area or field without any PPE.	None	3.2.2.05	At least 50% of persons Handling pesticides have been trained AND content of training was sufficient AND trainings are planned/ scheduled for the remaining persons.	At least 80% of persons handling pesticides have been trained AND content of training was sufficient AND training materials are clear and correct AND measures are indeed implemented.
				3.2.2.06	Training reports with signed list of participants are available, although some mistakes can be found.	Clear report available, lists are accurate and complete.
1	Core All grades	3.2.7 You and the members of your organisation must not apply pesticides and other hazardous chemicals within 10 meters from 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. Appropriate re-entry intervals should be applied so that people are not affected by pesticide drift.	The size of the buffer zone may depend on the density of the barrier and on the spraying or application methods.	3.2.2.09	Buffer strips or appropriate re-entry intervals are respected on all audited farms.	RANK 3 AND the organisation carried out awareness activities AND there is an (organic) Internal Control System in place that works well.

Guidelines for the Trainer

Materials needed:
☑ A plastic bag (any plastic bag)
☑ A few copies of a pesticide label that has a pre-harvest and re-entry interval

Time needed: 60-70 minutes

Preparations:
☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
☑ Draw a month of a calendar on a flip-sheet.

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - Appr 5 min: understanding residues and its consequences
  - Appr 5-10 min: avoiding pesticide residues
  - Appr 30-40 min: exercise on intervals
  - Appr 5 min: applying the pre-harvest and re-entry interval
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the plastic bag to participants (keep it open) and ask: *What is inside this bag?* There is nothing inside, it is empty. Next tell the group that you just carried some sand in the bag before you emptied it. Ask: *Will there still be some sand left in the bag?* Yes, there will always be something left. Say that the same applies to pesticides: you think there are no pesticides on or in a crop but are still portions of pesticides. We call those portions **pesticide residues**.

Title: Mention the title of the session: *Avoiding pesticide residues.*

Objectives: During this session we will discuss why pesticide residues are dangerous and what we can do to avoid residues on our crops by observing the pre-harvest and re-entry interval.

Benefits: When your crop contains residues, you and the producer organisation can lose your Fairtrade certification. In addition, buyers will refuse to buy your crops and on top of that, you and your family can get contaminated and get very sick. If you know how to avoid residues on your crops, you can avoid all of this.

Direction: We will not go into detail on fake and counterfeit pesticides.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Understanding residues and its consequences – Appr 5 minutes

1. Repeat that **pesticide residues** are small portions of pesticides that **remain** on and in the crop for at least a few days after pesticide application. Very often pesticide residues **cannot be seen by the naked eye**, but because pesticides are toxic, residues can **harm** people who touch or consume the crops.
2. Ask the following questions:
   a. *Are pesticides toxic?* Yes, they are. Therefore, pesticide residues, even in small portions, are also toxic.
   b. *What will be the consequence for people when they touch a crop that has pesticide residues on it?* Everyone handling the crops can be **contaminated** (refer to topic 3.1.4 on Managing risks of pesticides).
   c. *What will be the consequence for people when they eat crops that still have pesticide residues in it?* People that consume the raw or processed crops can get **very sick**.
   d. *Buyers will only buy crops that do not contain any residues. In case the crop does contain residues,*

what can be the consequences for the sales of crops?

- The trader will **reject** your crops.
- International trading companies will reject the exported crops which can result in a **ban** of crops from your country or lower prices.
- You and your producer groups can lose your **certification** and **premium**.

Avoiding pesticide residues – Appr 5-10 minutes

3. Say that fortunately there are a few ways to **avoid pesticide residues**.
    a. **Use only approved pesticides**: counterfeit or fake pesticides will leave residues because the instructions on how to avoid residues cannot be trusted.
    b. Observe the **pre-harvest and re-entry interval**.
4. Paste the flip-sheet with the drawing of the calendar on the wall to explain the pre-harvest and re-entry interval. Say that the **pre-harvest interval** is the number of days between the pesticide application and harvesting. The **re-entry interval** is the number of days between the pesticide application and the moment it is safe to enter a treated field again without having to wear protective equipment. During that period the pesticides will be degraded sufficiently to avoid any harm.
5. Give an **example**:
    a. *You apply on Monday 7 June. Circle the date.*
    b. *The pre-harvest interval is 8 days. Count 8 days (starting from Tuesday 8 June as day 1).*
    c. *Say that this means you can harvest on Wednesday 16 June. Circle the date.*

    Give another example if necessary.

Exercise on intervals – Appr 30-40 minutes

6. Say that that both the pre-harvest and re-entry interval should be indicated on the label. Split participants into **small groups** and give each group a copy of the **pesticide label**. Ask the groups to **identify the pre-harvest** and re-entry interval. Give the groups some time to study the label.
7. Start with the **re-entry interval**:
    a. Ask the first group to give the number of days for the **re-entry interval**. Ask if the other groups agree.
    b. Then ask the next group the following question: *If the re-entry interval is XX days [mention the reply from group 1] and we apply on Monday, when can we enter the farm again?* For example, the re-entry interval is 3 days and we apply on Monday, we need to wait Tuesday, Wednesday and Thursday before we can enter the farm again on Friday. Show this on the calendar.
    c. Ask: *How can we warn everyone that they should not enter the farm until it is safe again?* After application, you should put a **warning sign** at the entry of your farm that indicates at what date the farm is safe again to be entered. Inform your family and community members about the re-entry date.
8. Continue with the **pre-harvest interval**.
    a. Ask another group to give the number of days for the **pre-harvest interval**. Ask if the other groups agree.
    b. Then ask the next group the following question: *If the pre-harvest interval is XX days [mention the reply from the group] and we apply on Monday, when can we harvest the crop?* For example, the pre-harvest interval is 3 days and we apply on Monday, we need to wait Tuesday, Wednesday and Thursday before we can enter the farm again on Friday. Show this on the calendar.
9. Continue the discussion by asking the following question: *What if I apply on the 5th and it is safe to harvest the crop on the 10th. But I know that on the 8th a buyer will come, and my crop is almost ready for harvest. What should I do?* Let the groups discuss the question for a few minutes.
10. **Discuss the results:** ask every group to give you an answer. Then summarise that you have 3 options:
    a. In case you want to sell your crop to the trader, **do not apply** the pesticide.
    b. In case you want to sell your crop to the trader, use a less toxic product (so the pre-harvest interval will be shorter).
    c. **Harvest after** the pre-harvest interval and sell your crop at another moment in time.
11. Finally say that to **avoid residues**, you should do the following when applying pesticides:
    a. **Read the label** and check the pre-harvest interval.
    b. In case you are close to harvest, make a decision on what you are going to do: go ahead with the application, select another product, or post-pone your harvest.
    c. After application, put a **warning sign** at the entry of your farm that indicates at what date the farm is safe again to be entered. Inform your

family and community members about the re-entry date.

Applying the pre-harvest and re-entry interval – Appr 5 minutes

12. Ask the following questions to check **willingness and confidence** in applying the pre-harvest and re-entry interval:
    a. *What will be most challenging when applying the pre-harvest and re-entry interval? What can be done to make it less challenging?*
    b. *What would be reasons for not applying the pre-harvest and re-entry interval? What can be done to change this?*

Finish – Appr 2-5 minutes

Summary: Summarise by mentioning the risks and consequences of residues, and how we can avoid residues. Repeat how to apply the re-entry and pre-harvest interval.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What can be consequences for people when crops contain residues?*
- *What can be consequences for the sales of crops when they contain residues?*
- *How can you avoid residues on your crops?*

Next step: Next time when you apply pesticides or even if someone else is applying the pesticides for you, read the label to check the pre-harvest and re-entry intervals.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.4: Be trained on re-entry intervals.
- Requirement 3.2.7: Observe pre-harvest and re-entry intervals.
- Place warning signs after application.
- Use only approved pesticides.

Topic 3.1.13 Handling Empty Pesticide Containers

Key Information for Members

NEVER reuse empty pesticide containers or fertiliser packages.

Steps to **triple rinse** empty containers:

Step 1: Put on protective equipment (gloves, overalls, boots)

- Step 2: Drain the container in the knapsack sprayer
- Step 3: Fill the empty container for 1/4 with water and shake the container well (up/down).
- Step 4: Empty the container in the knapsack sprayer
- Step 5: Repeat the process twice
- Step 6: Puncture the empty container (to avoid someone will reuse it)
- Step 7: Spray the content of the knapsack sprayer with the triple rinse water at the borders of the field (but not in the buffer zone).
- Step 8: Clean the knapsack sprayer and protective equipment.
- Step 9: Pour the wastewater in a separate disposal pit. Fill it with stones or palm kernel

Disposal of empty containers

1. It is **prohibited to burn** the empty containers because of toxic fumes that can be released.
2. Dig a separate disposal pit away from the farm, community, and any water source.
3. If possible, line the pit with clay and/or lime.
4. Put a warning sign next to the pit.
5. Cover the pit with a layer of compost.

Background Information for the Trainer

Empty pesticide container should **never be reused** for any purpose because of the risk of contamination. Even if a container is rinsed, there can still be **residues** that cannot be seen with the naked eye. Empty containers should be **triple rinsed** immediately after application. This will reduce the risk of contamination during storage of empty. In addition, after some time it will be much more difficult to properly rinse the container.

Disposal: The following general steps should be observed during waste disposal:

- Never just dump agrochemical waste randomly.
- Never dispose of agrochemicals that might cause any risk to people or the environment.
- Always ask the supplier if he/she accepts the waste for disposal.
- Whenever possible, waste should be disposed of through a company or persons licensed to handle waste disposal. Get advice about disposal from the supplier, local authority or community leader.
- Waste should be disposed of as soon as possible, it should not be accumulated.
- The user should read the label on the package or container for any specific advice on waste disposal.
- Empty agrochemical containers should never be reused. All containers should always be cleaned thoroughly before disposal. It is best that they are cleaned following the labelled instructions. If there are no instructions, **triple rinse** the containers in water. Make sure that the water used for rinsing does not contaminate the environment; particularly drinking-water.
- Containers for liquid should be emptied before cleaning. After cleaning, the **containers should be punctured** in several places to make them unusable, and stored in a secure compound until their disposal is arranged. Packages of dry powders must be shaken out into a mixing vessel or the applicator tank.
- In certain instances it may be allowed to **burn lightly contaminated packaging** as a means of disposal. Fumes and any smoke produced may, however, present a serious health risk and advice from the agrochemical supplier should be sought for any activity other than a very minor operation. National legislation needs to be checked accordingly.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.4 Members and workers who handle pesticides and other hazardous chemicals have been trained about the risks in handling these materials and how to handle them properly. You ensure that this training includes how to properly handle and dispose of empty containers, including triple rinsing and puncturing containers.	None	3.2.2.05	At least 50% of persons Handling pesticides have been trained AND content of training was sufficient AND trainings are planned/ scheduled for the remaining persons.	At least 80% of persons handling pesticides have been trained AND content of training was sufficient AND training materials are clear and correct AND measures are indeed implemented.
				3.2.2.06	Training reports with signed list of participants are available, although some mistakes can be found.	Clear report available, lists are accurate and complete.
0	Core All grades	3.2.13 You and the members of your organisation must not reuse pesticide and other hazardous chemical containers to store or transport food or water.	None	3.2.2.17	There are no indications of members reusing pesticide containers AND interviewed members know the dangers.	RANK 3 AND organisation carried out awareness activities AND organisation provides a disposal system for members that minimizes risks.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.14 You and the members of your organisation triple rinse and puncture empty pesticide containers properly. All equipment that has been in contact with hazardous materials are cleaned and stored in a way that risks are minimized.	Store properly means to reduce risk of hazards by keeping away from people, animals and water sources. Equipment refers to other material that has been in contact with pesticides, such as personal protection equipment (PPE), filters, measuring and application equipment. You are encouraged to contact chemical suppliers and/or local authorities for disposing of these materials. Pesticide and other hazardous material remnants are covered under requirements related to storage (see 3.2.9 and 3.2.10).	3.2.2.34	No dirty equipment or dirty/non-punctured empty containers are found.	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.

Guidelines for the Trainer

Materials needed:
- ☑ 5 empty plastic bottles (for example water bottles)
- ☑ Water (enough to triple rinse 5 bottles)
- ☑ One knapsack sprayer
- ☑ A sharp object (to puncture the containers)
- ☑ Overall, boots and gloves (especially gloves)

Time needed: Appr 70 to 80 minutes

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ Check if there is a container management program in your country. You can check with the Ministry of Agriculture or the local CropLife association (contact@croplifeafrica.org). In case there is a program, check if the group can participate in the program and what the conditions are.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: risks of reusing empty containers
  - Appr 25-30 min: demonstrating triple rinsing
  - Appr 25-30 min: exercise on triple rinsing
  - Appr 10-15 min: disposal of empty containers
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the empty bottle. Say that although it appears empty, we know that there are small portions of pesticides (called **residues**) that cannot be seen with the naked eye, as we have seen in the previous session (session 3.1.12 on Avoiding pesticides residues).

Title: Tell the title of the session: *Handling empty pesticide containers*.

Objectives: During this session, we will discuss how to properly clean and dispose empty pesticide containers.

Benefits: If you know how to handle and dispose empty pesticide containers, you can avoid contamination of you, your family, other humans, and the environment.

Direction: We will focus on the cleaning of bottles and plastic containers that have contained pesticides. However, also other packages, like fertiliser bags, should never be reused.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Risks of reusing empty containers – Appr 5-10 minutes

1. **Show the empty bottle** again and say that in the previous session we have seen that after application, there will always be portions of pesticide on and in the crop. The same applies for empty pesticide containers: even if they appear empty, they still contain pesticide residues.
2. Have a discussion on **reusing empty pesticide bottles** by asking the following questions:
   a. *Do you know anyone in the community who is **reusing** empty bottles or containers that contained pesticides?*

b. *For what are these bottles reused?* Probably for storing (palm) oil or carrying water. Some children also make toys out of them.

c. *Can we see pesticide residues?* No, we cannot. Therefore, you do not know if an empty bottle still contains pesticide residues or not.

d. *What will happen if someone puts (palm) oil or water in the container while there are still pesticide residues inside the bottle?* The person will get **contaminated** when he/she consumes the palm oil or water.

e. *Do you know anyone who got contaminated in this way?* You can also tell your own story.

3. Conclude by saying that therefore **empty pesticide bottles should NEVER be reused**.

Demonstrating triple rinsing – Appr 25-30 minutes

4. Say that to avoid any reuse and contamination, we should **triple rinse** the empty containers and puncture them. **Demonstrate how** to triple rinse and puncture the container (see key information for all steps). Every time you demonstrate a step, you have to explain it. You can ask the following questions to involve the group:

   a. *Where should you do triple rinsing?* On the farm (at the border) to avoid contamination by taking the bottles somewhere else.

   b. *When should you triple rinse the empty bottles?* Immediately after spraying.

   c. *Why immediately after spraying? Can't I collect a few bottles over time and then rinse them all at once?* No, you should do it immediately after application to avoid that anyone will reuse the bottle and to avoid any contamination. In addition, after some time it will be much more difficult to properly rinse the container.

   d. *Do we need to rinse the bottle with clean water, or can we also use water from a stream?* You can use any water, as long as it is not too dirty.

   e. *Why should you fill the empty container only for one fourth with water?* If there is too much water in the bottle, the water won't rinse the bottle if you shake it.

   f. *Why do you need to shake the bottle up and down, and not sideways?* If you shake it sideways, a part of the bottle will not be rinsed (you can show this).

   g. *Why do you need to pour the wastewater in the knapsack sprayer? Can't you pour it into the soil or water stream?* The wastewater contains portions of pesticide and is therefore toxic. If you pour it into the soil or a water stream, you will contaminate the soil or water.

   h. *Why do you need to spray the content of the knapsack sprayer with the wastewater over the borders of your land?* The pesticide will be very much diluted, so you will not over apply. However, because it is so much diluted, there is a chance that you rinse off the pesticide from the plants if you would spray it in your field. Therefore, it is better to spray it at the border of your field but not in the buffer zone.

   i. *Why should you puncture the bottle after you have triple rinsed it?* To ensure no one is going to reuse it.

   j. *Why should we puncture it at the bottom?* If you puncture it at the top, people can still cut off the top and reuse the bottle.

   k. *If we triple rinse the bottle, can we reuse it because it is now clean?* No, you still **cannot reuse the bottle**. Even though the risk of contamination is drastically reduced, there can still be portions of pesticide in the bottle.

Exercise on triple rinsing – Appr 25-30 minutes

5. Split participants into **4 groups** and give every group an empty bottle. Each group should **triple rinse and puncture** their bottle. Let the groups work and walk around to see if they do it in the correct way.

Disposal of empty containers – Appr 10-15 minutes

6. Collect all **punctured bottles** and ask: *What you should do with the punctured containers?* The best solution is to bring them back to your supplier to be disposed in a proper way (either recycling or incineration). If that is not possible, you should **bury** them in a **separate disposal pit** (add that it is **strictly prohibited to burn** the containers because of the toxic fumes).

7. Ask if the group has a **special disposal pit** for pesticide containers. If not, the farmers should make one together. In that case: demonstrate how to make a special disposal pit (see key information).

Triple rinsing into practise – Appr 5-10 minutes

8. Finally ask the following questions:

   a. *What would you do if you would see someone reusing an empty bottle?*

   b. *Who should do the triple rinsing?* The person who is doping the application should do this. That meant that if someone else is doing the application for you, you should check if he/she has triple rinsed and punctured the container.

   c. *What would be reasons for not triple rinsing the empty bottles? How can that be changed?*

d. *What will be the main challenge when triple rinsing or disposing empty bottles? What can be* done to overcome these challenges?

Finish – Appr 2-5 minutes

Summary**:** Mention all steps to triple rinse the bottle and how to make a disposal pit. Stress the importance of not reusing empty containers.

Questions: Ask if anyone has a question or comment.

Evaluation**:** Ask the following questions:
- *Why should we not reuse empty pesticide bottles or containers?*
- *How can we triple rinse a bottle?*
- *What should we do with the bottle after triple rinsing it?*

Next step**:** If the group does not have a special disposal pit, agree when this pit will be made and who will be responsible for it.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.4: Be trained in how to properly handle and dispose of empty containers, including triple rinsing and puncturing containers.
- Requirement 3.2.13: Not reuse pesticide and other hazardous chemical containers for water or food transport or storage.
- Requirement 3.2.14: Always triple rinse and puncture empty pesticide containers properly.
- Requirement 3.2.14: Clean all equipment that has been in contact with hazardous materials and store it in a way that risks are minimized.

Topic 3.1.14 Storing Agro Inputs

Key Information for Members

The storage room should have:

- A roof that is not leaking (no thatch roof)
- Ventilation holes
- A door that can be locked
- A warning sign placed at the door
- The storage should be away from the farm and community
- Concrete floor and walls to avoid that any spillage can leak into the soil
- Have materials to deal with contamination and spillage containing protective equipment
- Decent light.
- Washing facilities nearby equipped with a washbasin and clean running water, soap and towel.
- A bucket with sand and a fire extinguisher in case of fire.

In addition:

- Products should have clear labels.
- Store pesticides and fertiliser on pallets and shelves, not on the ground.
- Store different types of pesticides (herbicides, insecticides, fungicides, etc. on separate shelves.
- Pesticides should not be removed from their original container and the seal must stay intact. You should only open a pesticide bottle when you want to use the product.
- Pesticides that are prohibited by Fairtrade but can be used for other crops are clearly marked not for use on Fairtrade crops. You should store them on a separate shelf to avoid confusion.
- Damaged or leaking containers should be disposed in the proper way and should not be stored. The best is to bring them back to the dealer or otherwise dispose them in the chemical waste pit.
- Expired, fake or illegal pesticides should be disposed in the proper way and should not be stored. It is prohibited by law to store these pesticides.
- Do not store anything else than pesticides and fertiliser in the storage room.
- Do not store pesticides above shoulder height to avoid that pesticides will fall on you when trying to reach them.

Background Information for the Trainer

Packaging: Pesticides should be kept in their original packaging. It is important that:

- The contents cannot escape during handling, storage, stacking, loading and unloading.
- The contents will not deteriorate or be spoilt.
- The contents are labelled or marked with the original seal (see below).

Central storage: agrochemicals are most vulnerable to theft, vandalism, accidental or deliberate misuse or the effects of extreme weather conditions during storage.

Storage places should not be located:

- In areas where floods could occur or with a potential for the pollution of underground water supply sources (e.g. wells and boreholes).
- In upstream catchment areas for water supply.
- In environmentally sensitive areas.

Users should also ensure that any building used to store agrochemicals:

- Is of sound construction, resistant to fire, extremes of temperature and chemical action, and impervious to liquids.
- Has suitable entrances and exits with fire-resistant doors opening outwards wherever possible.
- Contains spillage and leakage in order to protect the external environment. This can be achieved with a concrete floor and walls, and a good roof that is not leaking.
- Is kept dry and is resistant to extremes of temperature.
- Has adequate light.
- Is properly ventilated to remove stale or contaminated air.
- Is suitably marked with a warning sign (e.g. the skull and crossbones) and secured against theft.
- Is well organised so that agrochemicals can be stored easily, in a secure and orderly way with clearly visible labels.

Other considerations:

- The storage room should only be used to store fertilisers and pesticides.
- A water supply should be available nearby but not in the storage area.
- A record of the agrochemicals in the storage area should be kept separately in an accessible place in the event of an emergency such as fire or unauthorized use.
- Adequate first-aid facilities should be available to treat minor injuries and possible eye and skin contamination.
- Smoking and fire should be prohibited within the storage area. A suitable fire extinguisher should be at hand, in case of emergencies.
- Washing facilities should be provided close to the storage area and equipped with a washbasin and clean running water, soap and towel.
- Separate ventilated space should be provided for PPE and for personal clothing. This space could be a cupboard or locker and must not be within the agrochemical storage area.
- Empty containers should be triple rinsed and stored in a secure area with agrochemical waste; **they should never be used to store food, water or other substances that may be consumed by people or animals**. Even a tiny amount of agrochemical residue could lead to serious illness or death.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.4 Members and workers who handle pesticides and other hazardous chemicals have been trained about the risks in handling these materials and how to handle them properly. You ensure that this training includes how to properly store pesticides and hazardous chemicals especially so these cannot be reached by children.	None	3.2.2.05	At least 50% of persons Handling pesticides have been trained AND content of training was sufficient AND trainings are planned/ scheduled for the remaining persons.	At least 80% of persons handling pesticides have been trained AND content of training was sufficient AND training materials are clear and correct AND measures are indeed implemented.
				3.2.2.06	Training reports with signed list of participants are available, although some mistakes can be found.	Clear report available, lists are accurate and complete.
0	Core All grades	3.2.9 If you have a central storage for pesticides and other hazardous chemicals then you maintain it in a way that minimizes the risks and you ensure that it: · Is locked and accessible only to trained and authorized personnel; · Is ventilated to avoid a concentration of toxic vapours; · Has equipment, such as absorbent materials, to handle accidents and spills; · Does not contain food; · Contains pesticides that are clearly labelled indicating contents, warnings, and intended uses, preferably in the original container when possible; and · Contains information on the proper handling of pesticides (safety sheets).	To further reduce risks you are encouraged to store the least amount of stock as possible and practical for you, depending on need, season, and distance to suppliers. It is good practice to keep obsolete materials in your storage area until they can be disposed of properly.	3.2.2.12	Store rooms controlled by organisation are at least locked and accessible only to trained and authorized personnel, ventilated, with labelled materials and do not contain food.	Store rooms controlled by organisation minimize risks according to all specifications in the requirement AND stocks are as minimal as possible. AND there are additional measures to minimize risks such as contact details for emergencies, fire extinguishers, waterproof floor, concrete curbing, sloped floor, etc.

1	Core All grades	3.2.10 Your members store pesticides and other hazardous chemicals in such a way that minimizes risks so they cannot be reached by children.	None	3.2.2.32	Store areas controlled by members are locked and not accessible to any child.	Organisation is a good example of Internal Control System and can guarantee this at member level.
1	Core All grades	3.2.11 Your members have all pesticides and hazardous chemicals clearly labelled.	Containers must be labelled indicating contents, warnings, and intended uses (preferable in the original container when possible).	3.2.2.33	Unlabelled pesticides are not found.	Organisation is a good example of Internal Control System and can guarantee this at member level, or no pesticides or hazardous chemicals are used.
0	Major All grades	3.2.16 You and your members of your organisation do not use the materials on the Fairtrade International HML part 1 (Red list) on all Fairtrade crops that your organisation is certified for and also on the fields where they are grown. All synthetic materials are used only if officially registered and permitted for use on the crop in the country of usage. Prohibited materials are clearly marked not for use on Fairtrade crops.	The organisation may use materials listed on the HML on crops that are not Fairtrade certified. However, it is recommended not to use these materials on any crops as they are dangerous for the people and the environment. There are many materials that are not approved for use in agriculture due to their extreme hazardous nature or are now considered obsolete and all of them are not listed in the HML. It is therefore important that only officially approved materials are used for crop production and for purpose for which they are approved. Traditional pest control methods such as botanical preparations can be used even if they are not explicitly approved for use in agriculture, provided they are not explicitly prohibited for use.	3.2.2.21	Use was found in < 5% of sampled members AND the organisation has developed a procedure to ensure that members do not use on the Fairtrade crops any material that appears on the Fairtrade International Prohibited Materials List.	No use was detected in audit AND there is an (organic) Internal Control System that covers all members and that works well.
	Core All grades			3.2.2.22	Pesticides prohibited in the HML part 1 (Red list) are clearly marked “Not for use on Fairtrade crops”.	

Guidelines for the Trainer

Materials needed: ☑ None

Time needed: 1.5 to 2 hours

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ In case anyone in the group or the group has a (central) storage room for fertilisers and pesticides, you should do your session there. In case there is no storage room, you should "draw" the outline of a storage room on the floor (either in the sand if you are outside or with masking tape when you are inside).

☑ In case you are not in a storage room, make a simple drawing of a storage room that has a door, good roof, lighting, and ventilation holes.

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - Appr 5-10 min: introduction to storing agro inputs
  - Appr 30-40 min: exercise on the storage facility
  - Appr 30-40 min: exercise on storing agro inputs
  - Appr 20-25 min: storing agro inputs in practice
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Invite participants to your storeroom. In case you are in a real storeroom, gather your participants just outside.

Title: Mention the title of the session: *Storing agro inputs*.

Objectives: During this session we will discuss how pesticides and fertilisers should be stored correctly.

Benefits: When agro inputs are properly stored, the risk on contamination and accidents is minimised.

Direction: We will focus on storing of pesticides and fertilisers in separate storage facility; not storage at home, because **you should never store agro inputs at home**.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to storing agro inputs – Appr 5-10 minutes

1. First, get an idea of **the current storage situation** by asking the following questions:
   a. *Where do you store your pesticide and fertiliser at this moment?*
   b. *How do you store your pesticide and fertiliser at this moment? Is it shared with other people? Are there shelves, can you lock the door, is there ventilation, etc.*
2. Continue the discussion by asking the following questions:
   a. ***Why** is it necessary to store pesticides and fertiliser properly?* Pesticides and fertilisers can be dangerous for people, animals, and the environment. To avoid any risk on contamination, we have to store them properly.
   b. *What can be the **consequences** if we store pesticides and fertilisers in our homes?* They can be easily reached by our children and other relatives, and someone can get contaminated.
   c. *What is the **best place** to store pesticides?* In a separate storage room on the outskirts of the community. It is not a good idea to build a storage room on the field because no one will be around in case something happens. Best is to have a common or central storage room in the community.

Exercise on the storage facility – Appr 30-40 minutes

3. Say we will first look at the **storage building**. Let

participants form pairs.

- In case you are in a storage room, let participants walk around and discuss with their partner what is good and what is not so good about this storage facility.
- In case you are not in a storage room, let participants discuss with their partner what a good storage room should look like.

4. **Discuss the results**. Collect one by one ideas for the groups.
   - In case you are in a storage room, point as much as possible to the things that participants are mentioning.
   - In case you are not in a storage room, collect all ideas before pasting your drawing of a storeroom on the wall.
5. Make sure the points as listed in the key information on what a **storage room should have,** are discussed. You can ask the following questions to encourage the discussion:
   a. *Why should the storage facility not have a thatch roof?* It should be avoided that rain can come into the storage facility and damage the inputs.
   b. *Why should the storage facility have good ventilation?* To avoid any contamination by fumes.
   c. *Why should the storage facility have a door that can be locked?* To avoid theft but also to avoid accidents, for example with children coming in and touching the inputs.

Exercise on storing agro inputs – Appr 30-40 minutes

6. Say that also for the actual **storing of pesticides and fertilisers inside** there are certain rules. Again, let participants **form pairs** (they should find another partner) and do the same exercise as you did for the building:
   - In case you are in a storage room, let participants look inside and discuss with their partner what is good and what is not so good about the way how products are stored.
   - In case you are not in a storage room, let participants discuss with their partner what a good storage room should look like.
7. When **discussing the results**, make sure to discuss all points as mentioned in the key information. You can ask the following questions for discussions:
   a. *Why should you store pesticides and fertilisers on pallets and shelves and not directly on the floor?* The floor can be humid and can damage the inputs.
   b. *Why should you never store products above shoulder height?* To avoid that you have to reach up and the product falls on top of you.
   c. *Why should different types of pesticides (herbicides, insecticides, fungicides, etc. be stored on separate shelves?* It will give you a good overview of the products that you have. In addition, some chemicals can react with one another. Storing them on separate shelves will avoid this.
   d. *Why can you not store any other products than fertiliser and pesticides, such as seeds or PPE, in the storage facility?* To avoid any contamination.

Storing agro inputs in practice – Appr 20-25 minutes

8. Let everyone **pair up** with another person. Say that we have now seen how we need to store our agro inputs. Maybe everyone is already storing their agro inputs as it should be done, but maybe some things can be improved. Everyone needs to discuss with their partner what each of them **can improve in the storage of agro inputs**. They should **prioritise 3 actions**. Let the pairs discuss for some time.
9. **Discuss the results**: ask everyone to stand up and **form a circle**. One by one, ask everyone to share the 3 actions they can do to improve their storage of agro inputs.
10. Finally ask:
    a. *Will it be feasible to implement your three actions? If not, what or who can help you?*
    b. *What will be the most challenging?*

Finish – Appr 2-5 minutes

Summary: Repeat a few points on where to store agro inputs and how to store them.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What is important for a storage room?*
- *What are important points to do when storing pesticides and fertilisers?*

Next step: Each of you has 3 action points to improve on your storage facility. Help each other to implement them.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.4: Be trained on how to properly store pesticides.
- Requirement 3.2.9: Ensure that any central storeroom is:
  - Locked.
  - Is only accessible to trained and authorized personnel.
  - Is ventilated to avoid a concentration of toxic vapours.
  - Has equipment, such as absorbent materials, to handle accidents and spills.
  - Does not contain food.
  - Contains pesticides that are clearly labelled indicating contents, warnings, and intended uses, preferably in the original container when possible; and
  - Contains information on the proper handling of pesticides (safety sheets).
- Requirement 3.2.10: Store pesticides and other hazardous chemicals in a way that minimizes risks so they cannot be reached by children.
- Requirement 3.211: Clearly label all pesticides and hazardous chemicals.

Topic 3.1.15 Transporting Pesticides

Key Information for Members

Because pesticides are toxic, you should be very careful when transporting them. You should:

- **Children under 18 and pregnant or lactating women are NEVER allowed to handle pesticides!!**
- Always wear **protective clothing and equipment** when handling pesticides.
- Only transport pesticides in its **original containers** that do not leak and are not damaged.
- Seal the pesticides in a **strong plastic bag**.
- When transporting on a **bicycle or motorbike**: place the pesticides in a crate and secure the crate well on the back of the bike.
- **DO NOT** carry pesticides in a backpack or under your arm.

For larger transports:

- Make sure that the **vehicle** is in good condition and road worthy.
- **Do not** transport pesticides or fertilisers in the passenger compartment. They should be placed in the back of a pick-up truck or in the boot of a vehicle.
- When placing pesticides or fertiliser in the back of an open pick-up or truck, make sure to cover the load with a **tarpaulin** to avoid it will get dusty or wet when it rains.
- **Do not** transport any other products with pesticides and fertilisers.
- **Do not** put liquids on powders or granules to avoid contamination when leaking.
- Put the pesticides so they **cannot move** during transport and **tight** them well.
- **Do not** smoke, eat or drink when loading and unloading.

Background Information for the Trainer

Proper transport includes:

- Products in **good-quality containers** from the supplier; no damaged or leaking containers should be accepted from the supplier.
- Any vehicle transporting a product should **not damage** the container (e.g. through sharp edges or nails).
- Unnecessary collisions or violent falls should be **avoided** as containers may burst or weaken.
- Any **information** provided with the pesticides such as labels, accompanying information or data sheets should be transported with it.
- **Random stacking** should be **avoided** during transport (e.g. containers of liquid products should be transported top-side up and excessive loads should not be put on top).
- Pesticides should be **isolated** from other materials transported on the same vehicle. This especially refers to the separation of food and water from transported pesticides.
- Water-soluble packages should **protected** from bad weather (e.g. rain) by a vehicle roof or waterproof covering.
- Pesticides should **not be carried alongside the driver** in a vehicle and always separate from people, food and water, e.g. store pesticides in trunk; drivers should take extra care. They should be competent to take precautions in the event of spillage wherever possible and avoid contamination of anyone providing help.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Guidelines for the Trainer

Materials needed:
- ☑ 2 chairs
- ☑ Some water bottles
- ☑ Some sachets
- ☑ 1 carton box
- ☑ Protective equipment, at least one pair of gloves

Time needed: Appr 45 to 55 minutes

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ Put a label on the water bottles and sachets that says "pesticides"
- ☑ Put the 2 chairs with the back to each other (this is your bicycle, motorbike or vehicle) and put the carton box on one of the chairs.

Session in Short
- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 20-25 min: do's and don'ts of transporting pesticides
  - Appr 20-25 min: transporting pesticides in practice
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Point to the chairs and say that this is your bicycle, motorbike or vehicle. Show them the pesticide bottles.

Title: Mention the title of the session: *Transporting pesticides*.

Objectives: During this session we are going to discuss the best way to transport pesticides.

Benefits: When you safely transport pesticides, you can avoid contamination of yourself, other people, animals, and the environment.

Direction: Although we will focus on pesticides, you can apply all rules to transport fertilisers.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Do's and don'ts of transporting pesticides – Appr 20-25 minutes

1. Ask everyone to stand in **half a circle** around your vehicle and your pesticides. Say that you would like to **transport** these pesticides from one place to another. Ask:
   a. *What is the first thing to do when putting the pesticides in the vehicle?* **Protect yourself** (in case no one comes with this answer, take the bottle with your bare hand and ask what has happened with your hand: you are contaminated. How can we avoid this: by wearing protective equipment). **Put on the gloves**.
   b. *Look at your bottles and say: Oh, I see that this one is leaking a bit. How can I transport it?* You cannot transport it. Only transport pesticides in its **original containers** that do not leak and are not damaged.
   c. *Can't I put the pesticide in another container and then take it with me?* No, it is **prohibited by law to repack pesticides**. In addition, because the pesticide has been in contact with the air, it can be that the pesticide is spoiled (the active ingredient might have been affected).

      Note: You should **dispose** the pesticide in the correct way (return to the dealer of in a disposal pit for hazardous waste). Of course, it is possible that you need to repackage the pesticide to take it safely to the disposal pit.
2. We will first look at transporting pesticides in a vehicle. Say that you can only transport pesticides in a **vehicle** that is in **good condition** and **road worthy**. Look at your "vehicle" and pretend you **check** the tires and some other things, and declare it road worthy.
3. **Ask** the following **questions**:
   a. *Where should I put the pesticides? In the back of my vehicle or next to me so I can keep an eye on them?* They should be placed in the back of a pick-up truck or in the boot of a vehicle. **Do not** transport

pesticides or fertilisers in the passenger compartment to avoid contamination.

b. *If I put the products in the back, how can I avoid they are getting wet?* When placing pesticides or fertiliser in the back of an open pick-up or truck, make sure to cover the load with a **tarpaulin** to avoid it will get dusty or wet when it rains.

c. *I have liquids and powders. Can I put one on top of the other?* You should **not** put **liquids on powders** or granules to avoid contamination when leaking.

4. Put the bottles and sachets in the carton box so that there is still a **lot of space**. Ask:

   a. *Am I good to go now?* No, you have to put the pesticides in a box or crate so they **cannot move** during transport and **tight** them well.

   b. *Can I put fertilisers with my pesticides?* As long as you **do not** put them on top of each other. It is better to **separate** them with some wood or putting the pesticides in a separate box.

   c. *Can I put any other stuff with my pesticides?* No, you should **not transport any other products** with pesticides and fertilisers to avoid contamination.

   d. *Can I ask my kids of 17 to put everything in the vehicle? The bottles are not very heavy.* No, **children under 18 and pregnant or lactating women are NEVER allowed to handle pesticides!**

5. Finally remind the participants that you should **never smoke, eat or drink** when loading and unloading pesticides.

6. Say that you do not always have a pickup available to transport your pesticide. Very often you just take a **taxi or minibus**. If you do that, *how should you transport your pesticides?* In a normal vehicle, you should put them in the trunk and ensure that they **cannot shift** during transport. You should **not** transport pesticides in a minibus because there are too many people inside the vehicle so it is too risky.

7. Add that when transporting on a **bicycle or motorbike**: place the pesticides in a crate and secure the crate well on the back of the bike. **DO NOT** carry pesticides in a backpack or under your arm.

Transporting pesticides in practice – Appr 20-25 minutes

8. Let people **form pairs**. Each pair should discuss **how** they would like to **transport pesticides** from now on. They should think about the **type of transport** (bicycle, motorbike, vehicle, etc.) and **how** they would **pack** the pesticides in a secure way. Let the pairs discuss for a few minutes.

9. **Discuss the results**. Ask everyone to stand up and form a circle. One by one, let everyone describe how they would like to transport pesticides.

10. Finally ask:

    a. *Will it be feasible to implement your plans? If not, what or who can help you?*

    b. *What will be the most challenging?*

Finish – Appr 2-5 minutes

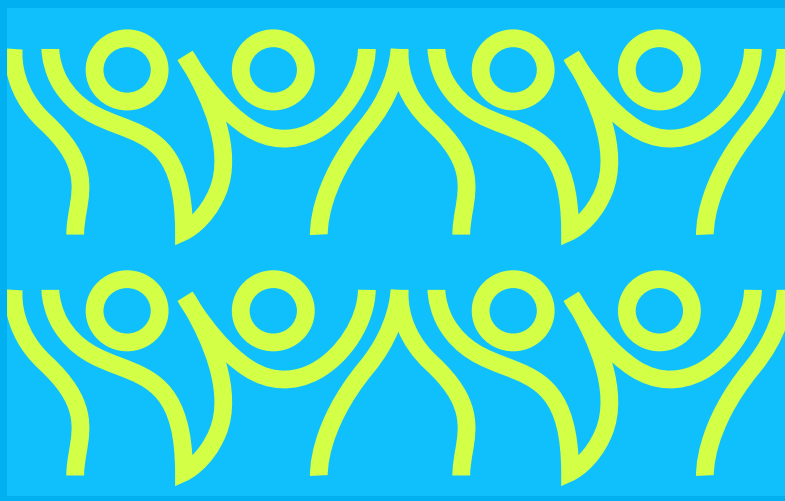
Summary: Summarise the key point of transporting pesticides.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *Mention 5 points to keep in mind when transporting pesticides.*

Next step: Especially during transport many accidents happen. Avoid any risks and follow the guidelines that you have just heard next time when you are transporting pesticides.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Transport pesticides in a safe way to avoid contamination of yourself, other people, animals and the environment.



Topic 3.2.1 Managing Your Soil

Key Information for Members

Plants **need soil** to grow and to produce crops. When soil is not well managed, the **fertility** of the soil will **reduce** which will lead to less yields and loss of income.

Soil erosion means that the soil is lost for agricultural purposes. Soil can be removed by:

- **Natural processes** including water (e.g. rain detaches and transports soil) and wind.
- **Animals**, for example by over-grazing.
- **Humans**, for example agricultural activities, such as tillage, inappropriate cultivation practices, poor management of fertilisers and/ or forest clearing.

Signs of soil erosion are:

- Deep gutters in the soil.
- Bare soil that is dry.
- Soil that does not contain any organic matter, for example there are no earthworms.

Land **at risk of soil erosion** is land that:

- Is prone to flooding, for example it is nearby a water source that floods regularly.
- On a steep hill.
- Has no trees or cover on the soil.

Fortunately, a few practices can be done to reduce soil erosion and to manage your soil well.

- **Plant shade trees**: Shade trees will protect the soil against rain and heat, increase the organic matter when shedding leaves, and create a healthy environment. Seek advice from an extension agent as to which species of shade trees to plant.
- **Plant cover crops**: A cover crop is a crop which spreads on the ground as it grows, e.g. cowpea, beans, and watermelon. Cover crops protect the soil against erosion caused by rainwater run-off, against the heat of the sun, and they also suppress weeds. Good cover crops are leguminous plants, such as beans and peas that enrich the soil by fixing Nitrogen.
- **Rotate crops:** Growing the same crop in the same place for many years often increases crop specific pests and diseases and depletes the soil of nutrients. With rotation, a crop that leaches the soil of one kind of nutrient, is followed by a different crop in the next growing season that returns the nutrient to the soil or brings a variation of nutrients.
- **Apply mulch** and **leave residues** from plants and trees (leaves and small branches) on the farm.
- Build **wooden or stone barriers** or **make bunds** in places where rainwater is likely to cause erosion damage.
- **Weed by hand** and minimise the use of herbicides to keep the soil covered and protected.
- **Avoid farming on a steep slope**, because on a slope water can easily run off causing erosion. The steeper the slope the faster water will run. Therefore, it is better **to farm** on slopes that are **not so steep**.

Background Information for the Trainer

Soil erosion

Soil erosion is one type of soil degradation. Other kinds of soil degradation include salinization, nutrient loss, and compaction. The following paragraph only introduces the concept of soil erosion which is covered by the Fairtrade Standard for SPO as it is linked to agricultural practices.

How to minimise soil erosion?

1. Increase soil fertility
Soil with higher organic matter can store water for a longer period of time. Soil composition determines if this water will be available for the roots of the plants. At the same time it will increase soil life which opens the soil and water runoff will be reduced.

2. Plant (shade) trees
In natural forests, several layers of dense canopy break the speed of the rain drops falling on the ground. Large drops formed on leaves of the tree-tops are caught by the canopy of shrubs and ground vegetation. The water drops reach the soil at less speed and thus have a smaller splashing effect on soil particles. Hence, natural forests are less susceptible to erosion. This characteristic of natural forests can be recreated on farms to reduce erosion. It can be achieved through leaving or planting shade trees on farms during land preparation. Soil erosion control is especially important in areas near water sources and in steep areas. Even when you don't farm in those areas, you should still plant trees against soil erosion.

3. Plant dense vegetation protecting the soil
Dense vegetation can be created by growing legumes, fodder grass or creepers between the trees. In new tree plantations, arable crops (such as cocoyam, plantain, beans, etc.) can be grown until the trees develop a dense canopy. Leguminous crops can fix nitrogen and grow even in very poor soils. Not only crops but also grass and weeds can provide a protecting cover for the soil. If it is necessary to slash the weeds because the competition with the crops is getting too strong, the straw should be kept on the spot as a protecting mulch layer. The vegetative ground cover and mechanical weeding are used to reduce herbicide and other agrochemical use whenever possible.

4. Build constructions against soil erosion caused by run-off

- **Wooden barriers and stone walls**: Simple barriers can be constructed using tree trunks and branches. They accumulate eroded soil behind them, thus preventing it from being washed away. The construction of stone walls needs more time, but they last longer and the maintenance work is reduced. They are suitable on steep slopes and in areas where plenty of stones are available.
- **Bunds and trenches**: Earth or mud bunds are comparatively easy to build but need more efforts for maintaining them. In addition, fodder grass, hedges, pineapple or other crops can be planted on them. The bunds can be combined with contour trenches. They help to keep back eroded soil and increase the infiltration of water.
- **Bench terraces**: Constructing bench terraces requires time and energy, but the terraces are very efficient in erosion control and help to build up soil fertility. When digging the terraces, it is important that the fertile top soil is kept aside and later spread on top of the finished terrace.

Source: CCE Manual

Other ways to prevent soil erosion include:

- Rotating crops (not applicable for tree crops)
- Growing cover crops
- Applying mulch

You may put some of these measures in place to prevent soil erosion and to maintain soil fertility and productiveness. Some of these are explained further below.

Crop rotation
Rotating crops is an important part of crop management. It refers to a series of different crops planted in the same field following a certain order. Growing the same crop in the same place for many years often increases crop specific pests and diseases and depletes the soil of nutrients. With rotation, a crop that leaches the soil of one kind of nutrient is followed by a different crop in the next growing season that returns the nutrient to the soil or brings a different variation of nutrients.

The advantages of crop rotation are manifold:

- Many crops may have positive effect on succeeding crops in the rotation. They may lead to greater production.
- Rotations are used to reduce pests and diseases in the cropping system and to control weeds by including smothering crop species or **green manure** cover crops.
- Rotations may also lead to improved soil quality. Nutrients are better distributed in the soil as well.
- Crop rotation may decrease risks as bad seasons may affect some crops more than others.
- Crop rotation can balance the production of residues by alternating crops that produce few residues with crops that produce a lot of durable residues.

Soil cover
There are two main types of soil cover, **living plant material** such as crops and cover crops and **mulch or dead plant material** such as crop residues and pruning from trees and

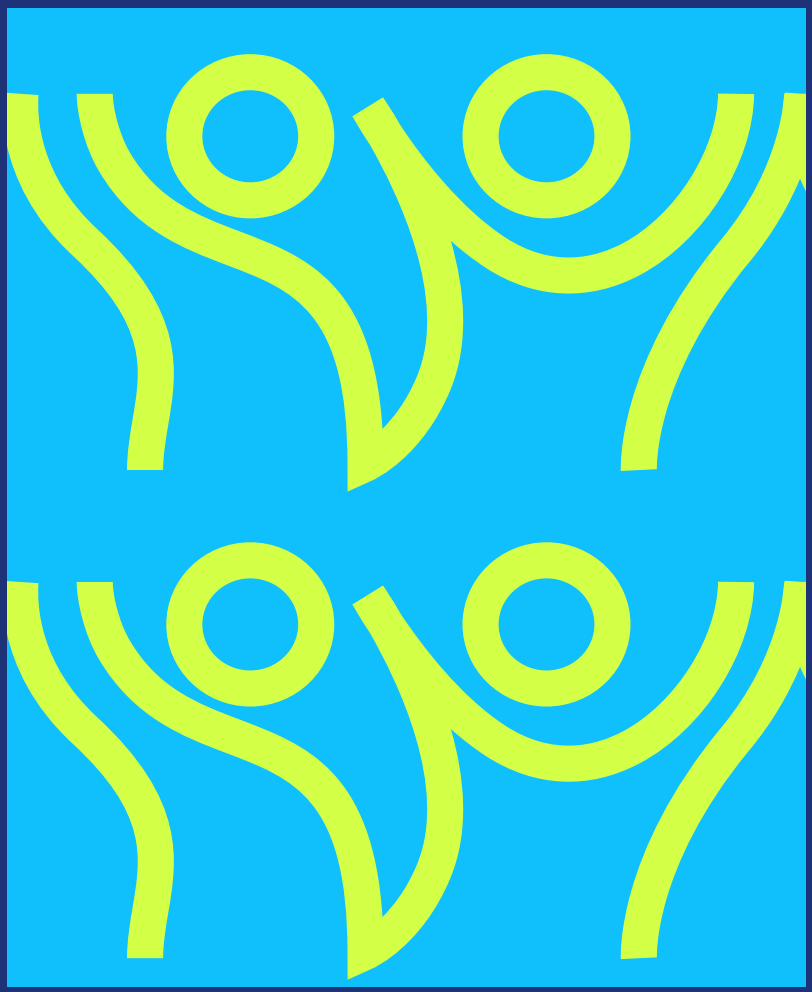
shrubs.

Cover crops are planted to provide soil cover. The planting helps to better manage an agricultural system. Cover crops increase soil fertility, soil quality, biodiversity and wildlife. They also help to decrease weeds, pests and diseases. They may be allowed to grow throughout the cropping season, or they may be killed by being left on the soil surface as mulch.

Mulch is also used to cover soil. There are many advantages linked to soil cover:

- It protects soil from rain, sun, and wind and it therefore reduces soil erosion and protects the fertile topsoil, thus preventing the silting of rivers and lakes.
- It stops soil surface from sealing and reduces the amount of rainwater runoff.
- It suppresses weeds by smothering their growth and reducing the number of weed seeds. This reduces the amount of work needed for weeding.
- It increases soil fertility and the organic matter content of the soil.
- It increases soil moisture by allowing more water to infiltrate into the ground and by reducing evaporation.
- Decomposing vegetation and the roots of cover crops improve **soil structure** and make soil more stable – making it harder for rain to break it up and wash it away.
- Soil cover stimulates the development of **roots**, which in turn improves soil.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations



Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.20 You have identified land at risk of soil erosion and already eroded land in the fields where your members plant Fairtrade crops.	A best practice, as a follow-up to this activity, is to develop practical preventive measures that reduce soil erosion and/ or restorative measures to convert degraded land to arable land.	3.2.3.10	The organisation documented (in writing or maps) existing and potential general problems in the area.	The organisation inspected all farms and documented in writing existing and potential problems AND implemented preventive measures.
6	Development All grades	3.2.21 You train those members of your organisation where risk of soil erosion or already eroded land has been identified on practices that reduce and/or prevent soil erosion.	The training may include information on preventive measures to avoid erosive conditions, remedial actions, establishing ground cover or other kinds of vegetation.	3.2.3.02	At least 50% of members with risk of erosion have been trained AND content of training was sufficient.	At least 80% of members with risk of erosion have been trained AND content of training was sufficient AND training materials are clear and correct AND some preventive and corrective measures are ongoing.
3	Development All grades	3.2.23 Your members implement measures to enhance soil fertility.	You are free to choose the measures that enhance soil fertility. Measures can include practices such as: crop rotation, intercropping, agroforestry, incorporation of compost or green manures into the soil, the use of ground covers, or any other conservation agriculture practices.	3.2.3.04	The organisation has implemented measures to improve soil fertility.	RANK 3 AND measures implemented were from internal evaluation of its practices AND the organisation benefits from advice from local experts such as authorities, universities or NGOs.

Guidelines for the Trainer

Materials needed: ☑ A bucket with water

Time needed: Appr 80 to 90 minutes

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
☑ Identify a farm where erosion is clearly visible to facilitate your session.
☑ Clear an area 1 meter x 1 meter from all the grass, loosen the soil and flatten it. Mark another 1 meter x 1 meter area next to the cleared site and cover it with mulch.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5 min: the importance of healthy soil
  - Appr 20-25 min: demonstration on soil erosion
  - Appr 5-10 min: discussion on soil erosion
  - Appr 25-30 min: exercise on soil erosion
  - Appr 20-25 min: actions against soil erosion
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Ask participants what they do to protect themselves against rain and wind. Let a few people answer. They can mention that they use clothes, plastic, an umbrella, raincoats, etc. Agree with their answers and conclude by saying that being exposed to the elements can be very uncomfortable.

Title: Mention the title of the session: *Managing your soil*.

Objectives: During this session, we are going to discuss the importance of soil erosion prevention measures, how to scout for erosion risks on the farm, and how to take measures to minimise the risk of soil erosion.

Benefits: Managing your soil well can avoid that your yields will be reduced because of reduced soil fertility.

Direction: During this session we will focus on soil erosion and not any other measures to maintain the quality of the soil.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

The importance of healthy soil – Appr 5 minutes

1. Ask the following questions to start the discussion on **the importance of healthy soil**:
   a. *Can plants grow without soil?* No, they cannot.
   b. *Why not?* Soil contains nutrients that plants need to grow.
   c. *Also, humans need nutrients. What would happen if you would give a young child inferior food or not enough food?* The child would get sick and/or would not grow as it should grow.
   d. *What would happen to plants if they would get inferior nutrients or not enough nutrients?* They will get sick and/or they will not grow as they should grow.
   e. *In case plants get sick or do not grow very well, what consequence will have that for your yield?* Your yield will not be that high. In addition, plants that are sick are much more susceptible to pests and diseases.
2. Conclude that **healthy soils** with enough nutrients is

crucial for the growth of plants and to get a good yield. Continue by saying that unfortunately not all soils are healthy.

Demonstration on soil erosion – Appr 20-25 minutes

3. Tell the participants that you will demonstrate **how water can destroy soil**. Take them to the two marked areas. **Sprinkle** (like rain) half of the bucket of water on the area covered with mulch. Then sprinkle (like rain) the remaining of the bucket of water on the cleared site. Let them observe the different **effects**. On the site without cover, the water will run down washing away the top layer and erosion will be visible, puddles will be formed, and the water will hit the soil directly.

   Note for the trainer: Take your time for this demonstration. Let participants carefully observe and describe what they see. You will be amazed how much damage a bit of water can do to the topsoil.

4. Explain to the participants that soil consists of **different layers**. The **top layer** is very important and contains a lot of **plant nutrients**. During dry periods the soil cover is reduced. When the rain starts, the water starts to flow, loosens the topsoil and moves it away to other places. This process is called **erosion**. Organic matter and important soil organisms and plant nutrients get lost with the running water. Without nutrients, crops will not grow.

Discussion on soil erosion – Appr 5-10 minutes

5. Ask the following questions to start the **discussion on erosion**.

   a. *How can soil be removed or washed away?* Collect several answers. Soil can be removed by:
      - **Natural processes** including water (e.g. rain detaches and transports soil) and wind.
      - **Animals**, for example by over-grazing.
      - **Humans**, for example agricultural activities, such as tillage, inappropriate cultivation practices, poor management of fertilisers and/ or forest clearing.

   b. *What type of land would be at risk of soil erosion?* Collect several answers. Land **at risk of soil erosion** is land that:
      - Is prone to flooding, for example it is nearby a water source that floods regularly.
      - On a steep hill.
      - Has no trees or cover on the soil.

   c. *What could be signs of soil erosion? How can you see if there is soil erosion on a farm?* Collect several answers. **Signs of soil erosion** are:
      - Deep gutters in the soil.
      - Bare soil that is dry.
      - Soil that does not contain any organic matter, for example there are no earthworms.

Exercise on soil erosion – Appr 25-30 minutes

6. Split participants in **pairs** and ask them to **look around** for traces of erosion or areas where there is a risk of erosion.

   Note for the trainer: During this exercise do not include your site with the 1m x 1m clearing.

7. Let the groups **walk around** and **observe** for a few minutes. Then ask what they have seen. Look together **where erosion is visible** and where there is a **risk** of erosion. Take your time for this exercise.

Actions against soil erosion – Appr 20-25 minutes

8. Ask participants what we can do to **prevent** erosion damage like the erosion we've just observed. Allow some answers and guide their answers to the preventive measures listed in the key information, including:

   a. **Plant shade trees**: Shade trees will protect the soil against rain and heat, increase the organic matter when shedding leaves, and create a healthy environment. Seek advice from an extension agent as to which species of shade trees to plant.

   b. **Plant cover crops**: A cover crop is a crop which spreads on the ground as it grows, e.g. cowpea, beans, and watermelon. Cover crops protect the soil against erosion caused by rainwater run-off, against the heat of the sun, and they also suppress weeds. Good cover crops are leguminous plants, such as beans and peas that enrich the soil by fixing Nitrogen.

   c. **Rotate crops:** Growing the same crop in the same place for many years often increases crop specific pests and diseases and depletes the soil of nutrients. With rotation, a crop that leaches the soil of one kind of nutrient is followed by a different crop in the next growing season that returns the nutrient to the soil or brings a variation of nutrients.

   d. **Apply mulch** and **leave residues** from plants and trees (leaves and small branches) on the farm.

   e. Build **wooden or stone barriers** or **make bunds** in places where rainwater is likely to cause erosion damage.

   f. **Weed by hand** and minimise the use of herbicides to keep the soil covered and protected.

   g. **Avoid farming on a steep slope**, because on a slope water can easily run off causing erosion. The steeper

the slope the faster water will run. Therefore, it is better **to farm** on slopes that are **not so steep**.

9. Ask everyone to stand up and **form a circle**. Ask the following question and let everyone answer:
   a. *Do you think your farm is **at risk** of erosion?*
   b. *What measure will you implement on your farm to avoid erosion?* Please ensure to stress the word "will" as opposite to "can" (and then never do). Everyone should mention at least **one measure**.
   c. *What will be the most challenging with fighting erosion?* Let a few people answer.
   d. *What can be done to make it less challenging?*
10. Finally, add the following:
   a. The **responsibility** for erosion control and prevention is with you.
   b. The situation may **change** from season to season. Therefore, it is necessary to **inspect** your field on a regular basis.
   c. **Prevention** is better than cure.

Finish – Appr 2-5 minutes

Summary: Summarise what soil erosion is and why they should take action to avoid this. Repeat signs of soil erosion and what farms are at risk for soil erosion. Repeat what they can do to avoid soil erosion.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask participants:

- *What are signs of erosion?*
- *How can you identify land at risk of soil erosion?*
- *What can you do to reduce the risk of erosion on your farms?*

Next **S**tep: When they do back to their farms, they should check their farms on signs of soil erosion. In addition, they should take preventive measures to avoid soil erosion.

To ensure that you comply with the **Fairtrade Standard**, you should:

- Requirements 3.2.20: Identify land at risk of soil erosion.
- Requirements 3.2.21: Be trained on where risks of soil erosion have been identified.
- Requirements 3.2.23: Implement measures to enhance soil fertility.

Topic 3.2.2 Applying Fertilise

Key Information for Members

Plants need nutrients to grow. Some nutrient deficiencies show in the leaves.

Nitrogen (N) deficiency: yellowing of leaf that starts at the tip and moves along the middle of the leaf. Nitrogen gives plants their green colour, increases growth, and improves yields.

Phosphate (P) deficiency: reddish-purple leaves, especially on young plants. Phosphate makes young plants strong, creates healthy roots, improves overall plant quality, and leads to early crop maturity.

Potassium (K) deficiency: spotted curled leaves. The leaves look a bit burned. Potash (K) is important for production of good seeds and fruits, and general plant health. It makes plants disease resistant and supports water uptake.

Apply:

- The **right type** of fertiliser: every fertiliser contains different nutrients. Apply only the nutrients that your plants need.
- The **right amount**: read the label or ask your extension officer to know the correct dosage. Know the area of your farm. Applying more than recommended is a waste of money.
- At the **right time**: apply just before the rains start and when pods start to grow.
- The **right way**: read the label or ask your extension officer to know how to apply the fertiliser. Incorrect application can damage your plants.

Buffer zone
You should leave a buffer zone of at least 10 meters around your farm. You do not apply any fertilisers in the buffer zone.

General advice:

- **Always protect yourself** when handling or applying fertiliser.
- **Store in a dry and locked place**. If fertiliser comes into contact with moisture, it will dissolve and lose it effectiveness. You cannot store fertiliser in your house or on your farm, it should be stored in a **separate place**.
- **NEVER reuse empty fertiliser bags, for example to store crops.** Puncture the fertiliser bags after use so they cannot be reused.
- Fertiliser should only be applied by adults that are **trained**.
- **Fertiliser should never be handled of applied by children**.

Background Information for the Trainer

Because of intensive farming, erosion, climate change and other reasons, the soil cannot always produce **enough nutrients**. Also, when **harvesting crops**, nutrients will be taken away. Therefore, it is often needed to add nutrients to the soil.

There are 16 plant nutrients known to be vital to a plant's growth. The plant nutrients are divided into the following groups:

1. **Non-mineral nutrients** are air and water borne and include Carbon (C), Oxygen (O), and Hydrogen (H).
2. **Primary nutrients** are found in the soil and consist of Nitrogen (N), Phosphate (P), and Potash (K).
3. **Secondary nutrients** are found in the soil and consist of Sulphur (S), Magnesium (Mg), and Calcium (Ca).
4. **Micro nutrients** are also found in the soil and consist of Boron (Bo), Copper (Cu), Iron (Fe), Manganese (Mn), Zinc (Zn), Molybdenum (Mo), and Chlorine (Cl).

Nutrients can be added with fertilisers in **organic form** (from plant or animal products, e.g. compost, manure) and **inorganic form** (man-made, e.g. NPK, Urea, MOP, TSP). In general, you will need much more organic fertiliser than inorganic fertiliser to replenish nutrients. Another difference is that organic fertiliser will contain all kinds of nutrients, while inorganic fertiliser contains **specific quantities of specific nutrients**.

Every farm is different which means that the **deficiency in nutrients varies per farm**. To know exactly the nutrient deficiency on a farm, it is necessary to test the soil in a **laboratory**. To know approximately which nutrient is lacking, you can also look at the leaves for **certain symptoms** that often show in the leaves.

- A **Nitrogen (N)** shortage is visible by yellow tip of the leaf that goes to the middle.
- **Phosphate (P)** shows with purple leaves.
- **Potash (K)** shows with spotted curled leaves. The leaves look a bit burned.
- **Magnesium (Mg)** causes whitish stripes along the veins and often purplish colour on the underside of the lower leaves.
- **Boron (Bo)** shows with yellowing of leaf tips, flower abortion and malformation of pods.

Organic fertiliser

Organic fertilisers such as green and animal manure and agricultural waste products are abundant in farms. They enhance soil fertility when used appropriately. Use organic fertilisers as available to improve soil fertility, minimise negative impact on the soil by chemical fertilisers and to reduce costs.

Inorganic fertilisers

There are three categories of inorganic fertilisers:

- **Single fertiliser**: This type of fertiliser should only be used if you know exactly what type of nutrient your trees need. Some examples of single fertilisers are urea, ammonium sulphate, super sulphate (SP36), TSP, KCL.
- **Mixed fertiliser**: This type of fertiliser consists of a mix of two or more single fertilisers and should only be used if you know exactly what type of nutrients your trees need. Popular mixed fertilisers include urea + KCl, KCl + SP 36.
- **Compound fertilisers**: These fertilisers are mixed by fertiliser factories. Well known compound fertilisers include nitrogen-phosphate-potassium (N-P-K), or nitrogen phosphate-potassium-magnesium (N-P-K-Mg) in various dosages.

Be careful with fertilisers

- The overuse of chemical fertilisers can harm useful microorganisms in the soil.
- Using more fertiliser than the recommended dosage is a waste of money.
- Always store fertilisers in a dry and locked place.
- Never allow children to be involved in applying fertilisers.
- Always read labels on fertiliser packages before applying them; or consult a competent agent before application.

If animal manures are used, they should be mixed with plant material and collected on a heap for composting to reduce the risk of diseases.

Source: CCE Sustainable Cocoa Trainers' Manual, v2.0

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
6	Development All grades	3.2.22 You train your members on the appropriate use of fertilisers. You ensure that this training includes: • measures to ensure that fertilisers (organic and inorganic) are applied in amounts that respond to the nutrient need of the crop; • measures to store fertilisers separately from pesticides in a way that minimizes risks of polluting water.	Nutrient content of soil may be determined by producers based on their knowledge. If soil samples are sent to laboratories for analysis, the samples shall represent all cultivated land and be analysed as often as possible. Cross contamination between fertilisers and pesticides can lead to crop damage. However, if the label or the instructions allows mixing, they can be stored together.	3.2.3.03	At least 50% of members have been trained AND content of training was sufficient.	At least 80% of members have been trained AND content of training was sufficient AND training materials are clear and correct AND some preventive and corrective measures are implemented.
6	Development All grades	3.2.34 You and your members maintain buffer zones around bodies of water and watershed recharge areas and between production areas and areas of high conservation value, either protected or not. You do not apply pesticides, other hazardous chemicals and fertilisers in buffer zones.	Buffer zones lead to better management and sustainability of adjacent protected areas which thus enhances biodiversity. Clusters of small farms can be considered a single production site, with buffer zones at its perimeters only. It is recommended that total use of land for crop production is avoided. It is also recommended that buffer zones, where feasible, are connected in order to create ecological corridors. Restoration of ecological corridors may take place by actively reintroducing the native vegetation or by protecting it to allow regeneration of native vegetation. No requirement is made on minimum distance.	3.2.6.04	Enough distance is maintained around water bodies/ watershed recharge areas or protected/H CV areas so to avoid any drift of application of pesticides or fertilisers.	There are uncultivated buffer zones around water bodies/watershed recharge areas or protected/H CV areas AND around farms (or cluster of farms) AND buffer zones are restored with natural vegetation and (if feasible) connected.

Guidelines for the Trainer

Materials needed: ☑ Try to collect leaves that show a nutrient deficiency.

Time needed: 1 hour and 15 to 30 minutes

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
☑ Check the nearest laboratory where farmers can have their soil tested and what the costs are.
☑ Check if there are (cheap) portable test kits or devices available, where they can be bought and what the costs are. If possible, get a kit or device to demonstrate.

Note for the trainer: This topic is focused on the requirements of the Fairtrade Standard which means it does not cover all aspects of fertiliser application. In case you would like to organise a more complete session on fertiliser application, you need to add a few more hours.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: introduction to plant nutrients
  - Appr 15-20 min: nutrient deficiencies
  - Appr 30-35 min: exercise on nutrient deficiencies
  - Appr 25-30 min: adding nutrients
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the leaves or visuals with nutrient deficiencies and ask if these are healthy leaves. No, they all have a deficiency of a certain nutrient.

Title: Mention the title of the session: *Applying fertilisers*.

Objectives: During this session we discuss how to apply fertiliser in the correct way based on nutrient deficiencies.

Benefits: Applying fertiliser based on nutrient deficiencies will avoid that you apply costly fertiliser when it is not needed. In addition, if you apply fertiliser in the correct way, you avoid contamination and wasting your fertiliser.

Direction: We will focus on the Fairtrade standard requirements and will not go into detail on fertiliser application.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to plant nutrients – Appr 5-10 minutes

1. Ask the following question to get a **general understanding of nutrients**:
   a. *What do children need to grow?* They need food.
   b. *What would happen if you would give children only one type of food, for example rice? Will the child grow to its full potential?* Very likely not because children (and adults) need a variety of food to grow and remain healthy.
2. **Explain** that plants also need food, which are called **nutrients**. Just as children and adults, plants need a variety of nutrients. Most of these nutrients are in the soil and some in the air and water. Every nutrient is responsible for a different part of the growth of a plant. The most important nutrients are:
   a. **Nitrogen (N)** gives plants their green colour, increases growth, and improves yields.
   b. **Phosphate (P)** makes young plants strong, creates healthy roots, improves overall plant quality, and leads to early crop maturity.
   c. **Potash (K)** is important for production of good seeds and fruits, and general plant health. It makes plants disease resistant and supports

water uptake.

Nutrient deficiencies – Appr 15-20 minutes

3. Say that the soil does not always provide enough nutrients. Ask: *How is that possible? How do nutrients leave the soil?* Nutrients are **leaving the soil** because of intensive farming, erosion, climate change, and when harvesting crops. The soil cannot always produce enough nutrients, which can lead to a shortage or deficiency of nutrients in the soil.

4. Say that we have seen in the previous session on soil management, how we can improve our soil fertility. But sometimes is it necessary to **add nutrients**. Ask: *How do we know if our soil needs extra nutrients?* Collect several answers. You see that plants do not grow well or produce less seeds and fruits, leaves turn a certain colour and you know it is not caused by a plant disease, the soil is very dry and contain few living organism (like earthworms), or you can test the soil in a laboratory.

5. **Show the leaves with the nutrient deficiencies and pass them around** (in case you show the visuals, make sure to erase the name of the nutrient deficiency). Ask: *can anyone identify by looking at the leaves what nutrient is missing?* Let several people answer. Add that some nutrient deficiencies look the same as certain plant diseases. In case you have any doubt, ask an extension officer for advice, or have your soil tested.

6. Say that every nutrient deficiency shows in a **different way** in leaves. Mention the following symptoms and show the leaf in case you have it.
   - A **Nitrogen (N)** shortage is visible by yellow tip of the leaf that goes to the middle.
   - **Phosphate (P)** shows with purple leaves.
   - **Potash (K)** shows with spotted curled leaves. The leaves look a bit burned.
   - **Magnesium (Mg)** causes whitish stripes along the veins and often purplish colour on the underside of the lower leaves.
   - **Boron (Bo)** shows with yellowing of leaf tips.

Exercise on nutrient deficiencies – Appr 30-35 minutes

7. Split people into small groups of 2-3 people and let them walk around the farm to **identify which nutrients shortage exists on this farm**. They should check leaves but also the soil. Check together the results. Use maximum 15 to 20 minutes for this exercise.

8. After the exercise, ask the following questions:
   a. *Looking at the leaves will not be full proof evidence of which nutrient deficiencies are on the farm. What is the only way to know for sure what nutrient deficiencies your farm has?* You need to have your soil tested.
   b. *Where can you test your soil? How much does it cost?* In case you have information on soil testing, share it with the group.

9. In case you have a **mobile testing kit or device**, show it and **demonstrate** how it works. Share with the group where you can buy it and what the costs are.

Adding nutrients – Appr 25-30 minutes

10. Say that when you know which nutrients are needed, you can **add nutrients**, either in the form of **organic fertiliser or inorganic (chemical) fertiliser**. Ask the following questions:
    a. *Who can give an example of organic fertiliser?* Animal waste (manure), crop residues (such as leaves), compost, and many other by-products of living organisms.
    b. *Who can give an example of a chemical fertiliser?* Mention a few common brands.
    c. *What are the advantages of organic fertilisers?* You can make them yourself and thereby reducing costs. They are natural so there is less chance that you harm the environment.
    d. *What are the disadvantages of organic fertilisers?* You need a lot which makes it difficult to produce enough for your land. Often, you do not know exactly which quantities of nutrients are in fertiliser. Organic fertilisers take longer to be taken up by the plant (this can also be an advantage).
    e. *What are the advantages of chemical fertilisers?* They have a high nutrient content, so fewer quantities are needed compared with organic inputs. The exact quantity of each nutrient is known, so you know exactly what you apply.
    f. *What are the disadvantages of chemical fertilisers?* Chemical fertilisers are not always available to buy and can be expensive. Chemical fertilisers release the nutrients very fast and some nutrients may be lost and not benefit the plants.

11. When selecting and applying fertiliser, there are a few things **you need to take account**:
    a. You need to apply the **right type** of fertiliser. Ask: *Why is this so important?* Every fertiliser contains different nutrients. You need to select the right type to ensure that you only apply the nutrients that your crops need.
    b. You need to apply the **right amount** of fertiliser. *Why is this so important?* Applying more than recommended is a waste of money. Applying not enough will not have the desired effect.
    c. *How do you how much to apply?* Read the label or ask your extension officer to know the **correct dosage**.

To be able to calculate the correct dosage, you need to know the area of the farm (or number of trees on your farm).

d. You need to apply at the **right time**. *Why is this so important?* Crops need fertiliser at specific moments because crops will go through **stages of growth** (for example for flowering). If you do not apply at the right time, the crops cannot use the fertiliser and you will be wasting your money.

e. *What is a good time to apply fertilisers?* This depends on the crops. Provide the correct information for the crop the group is growing.

f. You need to apply the fertiliser in the **right way**. *Why is this so important?* If you do not apply it in the right way, the fertiliser **cannot reach** the crop and you will waste your money. In addition, incorrect application can damage your crops.

g. *How do you know how to apply the fertiliser?* You need to **read the label** or ask your extension officer to know how to apply the fertiliser. In general, you should not broadcast the fertiliser, because part will not reach the plant and you will waste money.

12. Explain what a **buffer zone** is and that they should never apply any fertiliser in the buffer zone.

13. Finally give some **general advice** on fertiliser application:
    - **Always protect yourself** when handling or applying fertiliser.
    - **Store in a dry and locked place**. If fertiliser comes into contact with moisture, it will dissolve and lose it effectiveness. You cannot store the fertiliser in your house or on your farm, it should be stored in a **separate place**.
    - **Puncture** the fertiliser bags after use so they cannot be reused.
    - Fertiliser should only be applied by adults that are **trained**.
    - **Fertiliser should never be handled of applied by children**.

Finish – Appr 2-5 minutes

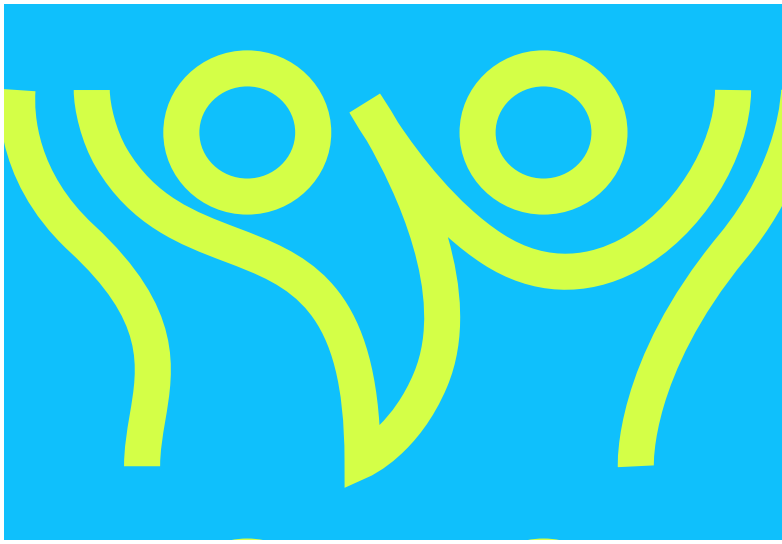
Summary: Repeat that sometimes the soil cannot produce enough nutrients, so we need to add them in the form of fertiliser. To know for sure which nutrient to add, you should test your soil. You can also look at the leaves of the trees. Repeat that you need to select the right type of fertiliser, apply the right amount at the right time in the correct way. Repeat the general advice on fertiliser application.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *Why do you need to apply fertiliser?*
- *How do you know which fertiliser your tree needs?*
- *Show a few leaves and ask what nutrient deficiencies these leaves have.*
- *What do you need to take into consideration when applying fertiliser?*

Next step: Not applying fertiliser correctly can damage your plants and you will waste your money. So next time when you want to apply fertiliser, make sure you know what you are doing.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.22: Apply fertilisers that respond to the nutrient need of the crop.
- Requirement 3.2.34: Not apply any fertiliser in the buffer zone.



Topic 3.2.3 Managing Water

Key Information for Members

Water is an **important source of life and agriculture** and should therefore be **treated with care**. In addition, polluted water can cause diseases and damage your trees.

To avoid contamination of water sources, you should:

- Keep a **buffer zone** of at least 10 meters between your farm and any water body.
- **Do not throw** leaves, branches, husks or any other waste in water bodies
- **Do not rinse** pesticide bottles, protective equipment or any other equipment in water bodies.
- Keep an eye on **available water sources**: you need monitor if water sources are depleting or not.
- Discuss with your community how to **stop depletion** of water sources, if necessary. Examples of prevention are planting of shade trees, prevention of bush fires, and prevention of erosion.

Irrigation

In case of irrigation (either for your nursery or farm), you should:

- Draw a map of all sources of water you use for irrigation and/or processing.
- Handle wastewater from central processing facilities in a manner that does not have a negative impact on water quality, soil health or food safety.

In addition, you need to be able to:

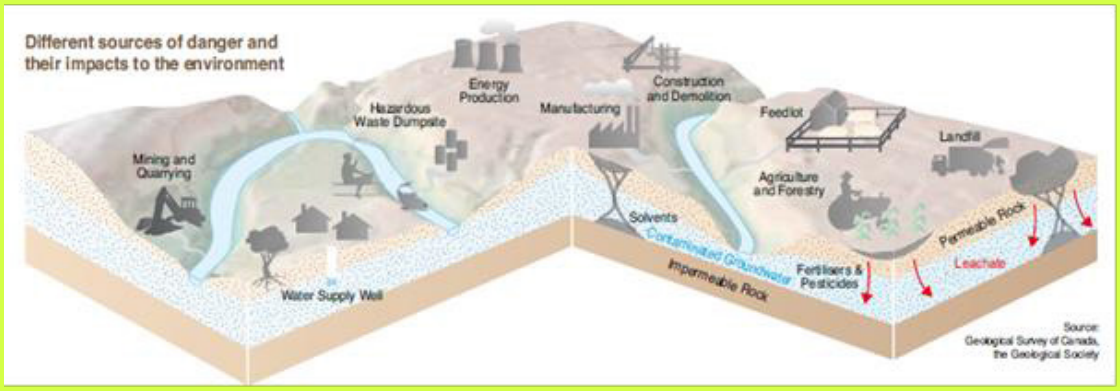
- Estimate how much water is needed to irrigate and/or process Fairtrade crops.
- Measure (or estimate) how much water is extracted from the source.
- Measure (or estimate) water quality for irrigation or processing.
- Measure how much water is used for irrigation and/or processing.
- Provide maintenance to the water distribution system.
- Adopt as applicable, methods to recirculate, reuse and/or recycle water.

You may define a plan to monitor the **water quality** of the wastewater discharged from processing facilities. Such a plan may include: baseline levels of acceptability for waste water quality, method(s) of analysis of water quality and a specified frequency of monitoring and means to correct any incidence of contaminants down to adequate levels. You may install water filtration or other treatment systems in the processing facilities.

Background Information for the Trainer

In general, wastewater is used water from households, industrial sites, commercial properties and farms. Wastewater encompasses a wide range of potential contaminants and concentrations.

Water is especially important in industrialised processes (e.g. production, cleaning and rinsing). If unregulated, industrial wastewater has the potential to be a highly toxic source of pollution. The figure below shows different sources of danger with regards to wastewater and its impacts on the environment.



Author: Philippe Rekacewicz, UNEP/GRID-Arendal
Source: http://maps.grida.no/go/graphic/different_sources_of_danger_and_their_impacts_to_the_environment

The objective of wastewater management is to reduce the volume and extent of water pollution through certain measures. These measures include capturing water once it is polluted, treating polluted water and using techniques for returning it to the environment and to safely reuse wastewater. The most cost-effective solutions usually focus on preventing contaminants from entering the wastewater stream or developing a closed system of water use. Industry can also benefit from access to cleaner water resources with fewer impurities, as impurities can add costs to the production processes.

In relation to wastewater the focus of Fairtrade is:

- That wastewater coming out from central processing facilities is treated or that it does not have a negative impact on water quality, soil fertility or food safety.
- That the organisation trains its members on the risks that wastewater in general pose to human health.

The organisation should first identify if large volumes of water are involved in processing agricultural products at a central processing facility. This refers to a facility where product from different locations is taken and processed in large volumes. If there is a central processing facility it is important to first identify the type of waste or pollutant present in the water and to then identify the possible treatment methods. The organisation should implement treatment methods that prevent pollution of the environment and health risks for producers, workers or the neighbouring community.

In relation to other types of wastewater, for example that come from domestic sources, there is a risk that this water can transmit diseases to people. These diseases can be prevented if people who are exposed to these polluted waters have the knowledge of their risks and at least implement measures that may allow them to treat the water or to avoid it.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisation

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Core All grades	3.2.24 You list sources of water used for irrigation and processing of Fairtrade crops.	Maps or schemes can be used to show the location of the water sources. As a best practice, in addition to maps or schemes you may list other relevant basic information on water resources such as: records of dates or seasons when water reservoirs are filled or emptied and/or any other information.	3.2.3.11	The organisation has a map or written list of all sources of water for irrigation and processing with basic information (river, seasonal river, artificial dam, underground well, rainwater collector, etc.).	The organisation has a map or written list of all sources of water for irrigation and processing with basic information (river, seasonal river, artificial dam, underground well, rainwater collector, etc.) AND with identified irrigation method: surface (basin, furrow, sprinkler, drip, etc.) AND the organisation can prove that the use of all sources is authorised.
6	Development All grades	3.2.25 You are informed about the situation of the water sources in your area. In case local environmental authorities or other entities consider that your water sources are being depleted, or are in a critical situation, or under excessive pressure, you engage in a dialogue with the authorities or local existing initiatives in order to identify possible ways to be involved in research or solution finding.	You may find it difficult to know if a water source is sustainable or if it has replenishing capacity, but you may monitor the existing knowledge about the sustainability of the water sources for related information and/or claims with local authorities, universities or organisations that are working in your region.	3.2.3.06	The organisation can explain if sources of water are sustainable AND if there is a depletion problem it has contacted relevant stakeholders.	The organisation can explain if sources of water are sustainable AND if there is a depletion problem it has contacted relevant stakeholders AND the organisation has drafted a plan to improve sustainability of water sources AND the organisation has a drafted plan to improve sustainability of water sources in coordination / cooperation with the community and relevant authorities.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Development All grades	3.2.26 You train your members on measures to use water efficiently. You ensure that this training includes: · estimating how much water is needed to irrigate and/or process Fairtrade crops; · measuring (or estimating) how much water is extracted from the source; · water quality for irrigation or processing; · measuring how much water is used for irrigation and/or processing; · providing maintenance to the water distribution system; · adopting, as applicable, methods to recirculate, reuse and/or recycle water.	It is best practice that the training on water quality for irrigation or processing includes the assessment of water quality.	3.2.3.07	At least 50% of members have been trained AND content of training was sufficient.	At least 80% of members have been trained AND content of training was sufficient AND training materials are clear and correct AND some procedures for efficient use of water are implemented.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Development All grades	3.2.27 Your members follow practices that improve water resources management.	The aim of this requirement is that members manage water use efficiently and in a sustainable manner. Members are free to decide which practices suit their production systems best and/ or find other measures applicable to the specific conditions of their region/ production area, topography, micro-climate, or crop. Examples of practices that may improve water efficiency are: · A regular estimation of the amount of water used for irrigation to avoid over- or under-irrigation, or for processing, to avoid water waste; · Improved irrigation scheduling, to supply water when crops need it; · Different irrigation methods (e.g. drip irrigation, intermittent irrigation, furrow irrigation); · Measures to improve soil properties (soil cover to prevent water evaporation, or planting cover crops); · Monitoring of water sources to ensure water is of good quality; · Improved design of water channels to prevent water loss through percolation or evaporation and allow more efficient water management; · Use of water storage facilities for regions with seasonal water availability; · Implementation of a water-recycling system.	3.2.3.12	Members apply at least one sustainable practice of efficient water management.	Sustainable practices are evaluated and implemented on a regular basis.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
6	Development All grades	3.2.29 You train your members on wastewater and the health risks it bears as well as on the prevention of risks and treatment methods of wastewater and their implementation.	Plans to improve the sanitary conditions at member level could complement the training.	3.2.3.09	At least 50% of members have been trained AND content of training was sufficient.	At least 80% of members have been trained AND content of training was sufficient AND training materials are clear and correct AND some measures for wastewater treatment / improvement of sanitation conditions are implemented.

Guidelines for the Trainer

Materials needed:
- ☑ Measuring tape
- ☑ Empty agrochemical bottle (please ensure it is properly triple rinsed)
- ☑ Organic crop waste, such as branches, leaves, husk, or kernels
- ☑ When discussing irrigation/processing, some paper and markers

Time needed: 1.5 to 2 hours

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ You will facilitate this session on a farm. Identify a farm with a water source (stream, river, well) on the farm or nearby. Best is to have a farm with multiple water sources.
- ☑ Draw a map of the water sources in the farm you will use for your training session. You will show it in step 5 of this session.
- ☑ For step 7, you will demonstrate how to use water efficiently. You need to prepare this in advance so you will know exactly what to do.
- ☑ For step 8, you will, together with the group, look how to improve management of the water sources on the farm used during this session. You have to prepare this in advance so you will know exactly what to do.

Note to the trainer: This topic will also treat how to deal with water used for irrigation and processing, and how to deal with wastewater from these processes. In case you train a group that is not using water to irrigate the farm and/or for processing, you can focus on using water to irrigate nurseries.

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - Appr 10-15 min: avoiding pollution of water sources
  - Appr 35-40 min: listing all water sources
  - Appr 35-40 min: exercise and demonstration on improving water resource management
- **Finish:** Appr 2-5 min

Set up

Attention: Ask the group to join you at the water source.

Title: Mention the title of the session: *Managing water*.

Objectives: During this session we will discuss how we can avoid contamination of water sources. We will also discuss how to most efficiently use water for irrigation and processing, and/or nurseries, and how to handle wastewater from processing.

Benefits: Water is an important source of life and agriculture and should therefore be treated with care. In addition, polluted water can cause diseases and damage your crops.

Direction: We will focus on water use during our farming practices; we will not discuss water management in households or in the community.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Avoiding pollution of water sources – Appr 10-15 minutes

1. Point to the **water source** and ask the following questions:
   a. *For what do we **use water** in general (so not only for farming)?* For farming: watering of seedlings or crops, water for pesticide or fertiliser application, cleaning of equipment, etc. For non-farming activities: cooking, bathing, washing of clothes and other things, drinking water for our animals, etc.
   b. *What could **happen** to us, our animals and our crops if this water is **polluted**?* We and our animals can

get sick, and our crops can get damaged.

c. ***How** can water become polluted?* Let several people answer. By throwing things like water sachets and pesticide bottles in the water, by rinsing protective equipment and spraying equipment in the water, by applying agrochemicals nearby the water source, etc..

d. *Who knows a water source that has been polluted over the years?* Let several people answer.

2. Say we can **avoid polluting water sources** by taking good care of our water sources. Ask the following questions:

   a. **Show the agrochemical bottle** and ask: *How can I avoid that **spray drift** will contaminate the water source when applying agrochemicals?* We need to avoid spraying next to the water. You can do that by leaving space between the trees that you spray and the water. We call this a **buffer zone**. It is advised to maintain a buffer zone of at least 10 meters. Refer to topic 3.1.11 on Applying agrochemicals.

   b. Take your measure tape and stand next to the water. Ask if someone can take the end of the tape and **measure 10 meters**. Say that this is the distance that should be observed.

   c. *What should I do with the **crops** that are **in** the buffer zone?* You should not apply agrochemicals on them. The best is to have no crops on your buffer zone and leave it **fallow**.

   d. *We need to **triple rinse** this agrochemical bottle when it is empty. What should we do with the wastewater (the water that comes from the triple rinsing)?* We need to dispose the wastewater in our knapsack sprayer and spray it out over our farm. The chemicals will be highly diluted so there is no risk of over-application. Refer to topic 3.1.13 on Handling empty containers.

   e. *What should we do with the **wastewater** after rinsing our protective equipment (overall, boots, gloves, mask, goggles and hat) and application equipment (knapsack sprayer, motorised sprayer)?* We should dispose it a separate disposal pit. Best is to fill it with stones or palm kernels.

   f. Show the **organic crop waste**. Ask: *During sanitation, harvest, pruning, or breaking of pods, organic crop waste (such as leaves, branches, husks or kernels) can fall into the water. What can be the negative consequences of this?* Water sources can be blocked, and flooding can occur. Therefore, we should never throw waste in a water source and avoid activities that generate organic crop waste (such as breaking pods) not next to a water source but observe a few meters distance.

3. Add that we need to keep an eye on available water sources: you need to know if water sources are **depleting** or not (requirement 3.2.25). If necessary, we should **discuss** with our community how to stop depletion of water sources. Ask for a few suggestions on how to stop depletion of water sources. Examples of prevention are planting of shade trees, prevention of bush fires, and prevention of erosion.

Listing all water sources– Appr 35-40 minutes

Note for the trainer: In the next few steps, you will discuss efficient water use for irrigation, processing and nurseries. You should **only focus on the practices that are applicable to the group**.

4. Say that in addition to protecting our water sources, it is also important that we **use water efficiently and avoid wasting water**. We use lots of water for irrigation, processing and nurseries. Ask: *On this farm, where is the water for irrigation, processing or nurseries coming from?* Let people look for **water sources** on the farm.

5. Say that one of the requirements of Fairtrade is to **draw a map** of all sources of water you use for irrigation, processing, or nurseries (requirement 3.2.24). **Show the map that you have drawn** of the farm and indicate where the water sources are and how you have indicated them on the map.

6. Do the following **exercise**: Let people form pairs. Give every group two pieces of paper and a pen or marker. Every pair should **draw a map of their own farm including all water sources**. Let the pairs work for some time and walk around to provide guidance. When everyone is done, let people have a look at each other's map and provide **comments and suggestions** on how to improve the map.

Exercise and demonstration on using water efficiently – Appr 35-40 minutes

7. We have seen so far where water is coming from and how we can avoid polluting water sources. Another Fairtrade requirement is focused on **efficient water use** (requirement 3.2.26). Ask the following questions to discuss how to use water efficiently. When the group provides answers, try to **demonstrate** it on the farm.

   a. *You need to be able to estimate how much water is needed to irrigate and/or process Fairtrade crops. How can you do this?*

   b. *You need to be able to* measure (or estimate) how much water is extracted from the source. *How can you do this?* In case farmers have a water tank, they can estimate how much they are extracting,

and even usage.

c. *You need to be able to measure how much water is used for irrigation and/or processing. How can you do this?*

d. *You need to be able to maintain the water distribution system. How can you do this?* This can be achieved through regular servicing of the water distribution system, checking for any possible leakages etc. Containers used for fetching water at farm level also should not be punctured.

Note for the trainer: SPOs are recommended to track water usage, and records maintained, for each of the areas of water usage. The records can be regularly analysed against the volume of product processed to determine volume of water used per kg of processed product. Efficiency can be determined once the tracking trend show that a reduction in the volume of water used (over a period of time) to process a kilogram of product. For this to happen, the PO needs to have a mechanism to facilitate this, e.g. a water meter needs to have been installed. For the case of farmers, efficient water practices would be like: not leaving taps running, recycling water etc. Within SPOs irrigation rarely happens, some of these may not be applicable.

Exercise and demonstration on improving water resource management – Appr 35-40 minutes

8. Say that in addition to using water efficiently, you need to follow practices that **improve water resources management** (requirement 3.2.27). Together with the group, you are going to look how to improve the management of water sources on the farm where you are. One by one, you will look at the following aspects (only discuss irrigation if farmers use irrigation, otherwise skip those questions):

   a. **How to improve the irrigation scheduling.** You need to look what a current irrigation schedule would be. Farmers that irrigate will do this on set dates (once a week, every two weeks), while you should look at supplying water when crops need it. Discuss with the group how you can check if crops need water.

   b. **Different irrigation methods.** Ask:
      - *What method is used at the moment on this farm?*
      - *What methods do you on your farms?*
      - *What other irrigation methods do you know?* Examples are drip irrigation, intermittent irrigation, furrow irrigation.
      - *Is there a better irrigation method that can be applied on this farm to improve the management of the water source?*

   c. **Monitoring of the quality of water**. Ask: *How can that be done?* Quality of water can be maintained by maintaining buffer zones and planting vegetation around the water sources, boiling and addition of chlorine-based products can be used at farm level.

   d. **Improve design of water channels**. Look together how the water channels are at the moment on the farm. Ask: *Is what seeping away somewhere (percolation) or can it easily evaporate? If yes, what can be done to avoid this?*

   e. **Storage of water.** Look if there are any water storage facilities on the farm (water tank, well). Ask: *How can we store water on this farm?*

   f. **Water recycling.** Explain that water recycling means reusing water. Ask: Are there any possibilities on the farm to reuse water? For kitchen gardens irrigation.

Finish

Summary: Summarise what they need to do on their farm to manage water and water sources.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What should we do with wastewater from triple rinsing agrochemical containers?*
- *What should we do with wastewater from rinsing our protective and application equipment?*
- *Why should we observe a buffer zone?*
- *What are some of the ways to use water efficiently?*
- *What can we do to improve water resources management?*

Next step: Remember next time you are dealing with water, to handle it with care. Also ensure that everyone on your farm who is handling water, is aware of what we have discussed.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.24: List sources of water used for irrigation and processing of Fairtrade crops.
- Requirement 3.2.25: Be informed about the situation of the water sources in your

area.

- Requirement 3.2.26: Be trained on how to use water most efficiently. You should be able to:
    - estimate how much water is needed to irrigate and/or process Fairtrade crops;
    - measure (or estimate) how much water is extracted from the source;
    - measure (or estimate) water quality for irrigation or processing;
    - measure how much water is used for irrigation and/or processing;
    - provide maintenance to the water distribution system;
    - adopt, as applicable, methods to recirculate, reuse and/or recycle water.
- Requirement 3.2.27: Follow practices that improve water resources management.
- Requirement 3.2.29: Be trained about wastewater and the health risks it bears as well as prevention of risks and treatment methods of water and their implementation.

Topic 3.2.4 Managing Waste

Key Information for Members

Waste is material that is **no longer used or needed or perceived to have no value**.

There are different types of waste:

- **Organic waste** which means that it comes from **living beings**, such as plants or animals.
- **Inorganic** which means that it comes from minerals, or man-made materials such as plastic water sachets, polythene bags, paper. Inorganic waste can be non-hazardous or hazardous. **Hazardous waste** is waste that poses a danger either to the environment or human health or both, for example empty pesticide bottles and batteries.

Organic waste

Inorganic waste (non-hazardous)

Hazardous waste

Waste that is not disposed in a proper way can **form a treat** to human beings, animals, and the environment, for example:

- Children can get very sick when they **play** with **empty pesticide bottles**.
- People can get very sick when empty pesticide bottles are **reused**, for example to store water, cooking oil or grains.
- Animals will get sick and even die when they **eat plastic water sachets or empty batteries** left on the farm and in the community.
- Organic waste such as leaves, branches and husk, can **block water sources** and cause flooding.
- Organic waste left in the community will **attract insects and rats** that might bring diseases.
- AVOID burning any waste because the fumes can be toxic, and you risk that the fire will spread and burn your farm or house.

Organic waste

- Leave organic waste such as leaves on the farm because it will provide nutrients to the soil.
- Larger materials such as branches can be cut into smaller pieces and be left on the farm.
- For cocoa: Spread cocoa husks on the farm, away from any water body.
- Organic waste from outside the farm can be buried in a separate disposal pit to make compost.
- **Infected plants** and organic waste that has pests or diseases should be **buried separately** at a dedicated place at the border of your farm.

Inorganic waste

- Bury any inorganic waste that is not hazardous (clothes, paper) in a separate disposal pit.

Hazardous waste

- Bury in a separate disposal pit at least 10 meters from your farm and community in a designated area.
- Place a warnin sign next to the disposal pit and inform your community about the pit.

Background Information for the Trainer

Why is waste management important?
There are many possible definitions of waste and many different types of waste. A simple definition of waste addressing mainly household activities is the following:

"**Waste**, commonly called rubbish or garbage, is something we all produce as part of everyday living but perhaps don't normally think too much about. There are many definitions that are used to describe waste as **material that is no longer used or needed or perceived to have no value**. Waste often ends up in landfill if it is not socially, environmentally or economically viable for it to be reduced, reused or recycled."

"Agriculture may produce different types of waste which may be in a liquid, solid or gaseous form and which may be a hazard for people and / or harm the environment. Waste can be classified as **organic** which means that it comes from **living beings**, such as plants or animals, or **inorganic** which means it comes from minerals, or man-made materials such as plastic for example." Waste can also be classified according to its **hazardousness**.

Out of the different categories of waste, the Fairtrade Standard prioritises two types: **organic and hazardous waste**.

Organic waste is important for two reasons: one because it is usually present in high volumes and can become a problem if not handled in a way that avoids its accumulation. And two, if reused or recycled organic waste can become a fertiliser that offer nutrients and can also contribute to improved soil fertility by adding organic matter content and improved texture.

Hazardous waste is waste that poses a danger either to the environment or human health or both. Hazardous waste can be in liquid, solid, gaseous states or sludge. Waste is hazardous when it has one or more of the following properties: toxic, explosive, infectious, radioactive, ignitable, corrosive or reactive.

The variety of **hazardous substances** used in our everyday lives brings with them an equally great variety of well-documented health effects. In some cases, these substances may irritate the skin or eyes, make it difficult to breathe, cause headaches and nausea, or result in other types of illness. Some hazardous substances may cause far more severe health effects, including behavioural abnormalities, cancer, genetic mutations, physiological malfunctions (e.g. reproductive impairment, kidney failure), physical deformations, and birth defects.

Hazardous waste should be at least collected and not spread as litter around the farm.

What should I do?
You as an organisation should strive to **re-use materials** as much as possible and try to minimise the use of materials that cannot be readily and properly recycled into the farming system. Materials such as plastics, heavy metals, other synthetics or toxins, etc. can be difficult to get rid of it in an environmentally friendly way that minimises risks to health. You can work on **raising awareness** among its members to minimise the use of such materials, to make sure that disposal is environmentally safe.

You can train your members **to identify potentially hazardous waste** on the farm or region and explain the risks they pose. It is important that members understand that these types of waste should not be present as litter on farms but collected and placed in a specially assigned location where the risk of them being taken by workers, producers or other community members is avoided. You can work towards centralising the storage areas and towards identification and provision of disposal alternatives together with local authorities or other entities. You can seek advice to ensure that disposal alternatives provided are environmentally sound.

You can work towards training its members on the **importance of organic waste and organic matter**, the potential methods for processing organic waste and raise awareness on its importance for the soil. Possible ways of using organic waste are by composting and reintroducing it on the fields, by mulching and by using green manures.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
1	Core All grades	3.2.38 You ensure that your members keep their farms free of hazardous waste.	You may explain to your members which waste is hazardous, in which operations hazardous waste is involved and ways to handle and store hazardous waste properly in order to minimize risks.	3.2.4.01	No hazardous waste is found on farms (except on designated storage areas).	No hazardous waste is found on farms (except on designated storage areas) AND the organisation carried out awareness activities AND there is an (organic) Internal Management System in place that works well.
3	Development All grades	3.2.39 You and your members 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 your members may only burn hazardous waste if it is allowed by local regulation and all safety recommendations are followed.	You may provide central areas for disposal and storage of hazardous waste so that your members may avoid disposing of them unsafely or store them indefinitely. You may also contact suppliers and local authorities to help you identify hazardous materials and better practices to handle and dispose of them.	3.2.4.02	Members have designated storage areas on farms or at central areas where risk is minimised.	
				3.2.4.03	Hazardous waste is not burned OR burned only if allowed by regulation and following good practices.	
3	Development All grades	3.2.40 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.	Examples of good practices are composting, mulching and using green manures. Feeding animals with organic waste contaminated with pesticides and burning organic waste are not sustainable practices. If burning organic waste for sanitary reasons is undertaken, it should be done in a strictly controlled manner to minimize risk of wildfires and smoke production. Using organic waste as fuel could be considered a more sustainable practice.	3.2.4.04	At least 50% of members have been informed AND content of information was sufficient.	At least 80% of members have been informed AND content of information was sufficient AND there are informative materials AND some measures for re-using organic waste are implemented.

Guidelines for the Trainer

Materials needed:
- ☑ Organic waste, such as leaves, branches, kernels, husks
- ☑ Inorganic waste such as papers, polythene bags, plastic waster sachets, old clothes
- ☑ Hazardous waste such as empty batteries or pesticide containers (make sure they are triple rinsed)
- ☑ One pair of gloves

Time needed: 35 to 45 minutes

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ Identify a farm that has some waste on it and facilitate your session on that farm.
- ☑ Put all the waste on a pile in front of you.
- ☑ In some countries, plastic water sachets and bottles are being recycled. Check if such a program exists in your country and how farmers can be linked to this program.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: consequences of waste pollution
  - Appr 5-10 min: handling waste
  - Appr 20-25 min: exercise on handling waste
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Ask everyone to form half a circle around your pile of waste. Point to the pile and ask what this is: It is waste.

Title: Mention the title of the session: *Managing waste*.

Objectives: During this session we will discuss how we can keep our farms free of hazardous waste, and how to deal with other types of waste on the farm and in the community.

Benefits: Waste that is not disposed in a proper way can form a treat to human beings, animals and the environment. Dealing with waste in a proper way can avoid a lot of problems.

Direction: We will not discuss how to deal with wastewater because we have discussed that when we talked about water management (topic 3.2.3).

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Consequences of waste pollution – Appr 5-10 minutes

1. Ask if anyone can describe **what waste is**. Let several people answer. Waste is material that is no longer used or needed or perceived to have no value.
2. Say that we have **several types of waste**. Put on your gloves. Every time you pick out the type of waste you are discussing, so at the end you will have 3 piles of different types of waste. Ask the following questions:
   a. There is **organic waste** which means that it comes from **living beings**, such as plants or animals. Ask: *What in this pile is organic waste?* Let participants point to it, pick it up, and show it clearly to the group. Organic waste includes leaves, branches, kernels, and husk.
   b. *What can be the **consequences** if we leave **organic waste** nearby water sources or in our community?* Organic waste such as leaves, branches, kernels, and husk, can **block water sources** and cause flooding. If we leave it in the community, it can **attract insects and rats** that might bring diseases.
   c. Continue by saying that there is **inorganic** waste which means that it is man-made. There is inorganic waste that is not hazardous. Ask: *What in this pile is non-hazardous inorganic waste?* Let participants point to it, pick it up, and show it clearly to the group. Inorganic non-hazardous waste includes plastic, paper, clothes, etc.
   d. *What can be the **consequences** if we leave **inorganic***

waste *just anywhere in our community or farm?* Animals can eat it and will get sick or even die.

e. There is also inorganic waste that is **hazardous**. *What in this pile is hazardous waste?* Let participants point to it, pick it up, and show it clearly to the group. Hazardous waste includes empty pesticide bottles and batteries.

f. *What can be the* ***consequences*** *if we leave* ***hazardous*** *waste in our community or farm?* Children can get very sick when they **play** with **empty pesticide bottles** and people can get very sick when empty pesticide bottles are **reused**, for example to store water, cooking oil or grains.

Handling waste – Appr 5-10 minutes

3. Say that we will now discuss **how to handle the different types of waste**. Ask the following questions. Every time you discuss a certain type of waste, point to the pile with that type of waste.

   a. *Should you burn waste?* No, we should **avoid burning any waste.**

   b. ***Why*** *should you avoid burning waste?* When burning hazardous waste, fumes can be toxic. Fumes of all types of waste is very bad for your health, especially for young children. In addition, you risk that the fire will spread and burn your farm or house.

   c. *What can you do with* ***organic waste*** *that is* ***on the farm****, such as leaves, branches, kernels, and husks?* You should leave organic waste such as leaves and kernels on the farm because it will provide nutrients to the soil. Spread husks on the farm, away from any water body. Larger materials such as branches can be cut into smaller pieces and left on the farm.

   d. *Should you leave* ***infected*** *plants, leaves and branches on the farm?* No, materials infected with pests and diseases should be **removed from the farm** and **buried in a separate dedicated disposal pit** at the border of your farm.

   e. *What could happen if you would leave* ***infected*** *plants, leaves and branches on the farm?* It can infect your healthy plants.

   f. *What can you do with other* ***organic waste*** *from our household, for example orange or banana peels?* Organic waste from outside the farm can be buried in a separate disposal pit to make **compost**.

   g. *What should we do with inorganic waste that is* ***not hazardous*** *(clothes, paper)?* We should bury it in a separate disposal pit.

   h. In case a program for **recycling plastics** exists, explain how it works and how the group can participate in this program.

   i. *What should you do with* ***hazardous waste*** *such as batteries and pesticide bottles?* You should bury in a separate disposal pit at least 10 meters from your farm and community in a designated area. Place a warning sign next to the disposal pit and inform your community about the pit. (Note: In case the farmers' group has a collection scheme for empty containers, farmers need to participate in that).

Exercise on handling waste – Appr 20-25 minutes

4. Split participants into **small groups** of maximum 3 people. Every group has to collect **at least 2 pieces of waste**: one piece of organic waste and one piece of inorganic waste. Let the groups collect some waste from the farm.

5. **Discuss the results.** Ask every group to show what they have collected and ask them what they **should do** with the waste.

Finish – Appr 2-5 minutes

Summary: Summarise why waste should be handled properly and some of the consequences when not handling it properly. Repeat for every type of waste how farmers should handle it.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *Why should we handle waste in a proper way?*
- *What can we do with organic waste from the farm?*
- *What can we do with organic waste that is not from the farm?*
- *What can we do with inorganic waste that is not dangerous?*
- *What should we do with hazardous waste?*

Next step: Discuss with your neighbour and community how you can deal with waste together and make disposal pit together.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.38: Keep your farm free of hazardous waste.
- Requirement 3.2.39: Have designated areas for disposal and storage of hazardous waste.
- Never burn any hazardous waste.
- Requirement 3.2.40: Avoid burning any other type of waste.
- Requirement 3.2.40: Leave crop residues (leaves, branches, kernels, husks) on the farm.
- Bury infected plants and organic waste separately.

Topic 3.2.5 Protecting Biodiversity

Topic 3.2.5 Protecting Biodiversity

Key Information for Members

Protected areas are places that cannot be used for farming, housing or any other human activities. The areas are protected to reserve the nature in that area. An example of a protected area is a **wildlife or nature reserve**.

Biological diversity, or **biodiversity,** simply means the diversity, or variety, of plants and animals and other living things in a particular area or region. Biodiversity also means the number, or abundance of different species living within a particular region.

Biodiversity is important because each species of vegetation and each creature has a place on the earth and plays a vital role in the circle of life. If one link in the circle of life is broken, it will have a (negative) effect on all the other species in the circle, including human beings.

How to protect biodiversity
Farmers can do the following to protect biodiversity in their areas:

- **Avoid negative impacts** on protected areas and in areas with high conservation. For example:
    - Avoid application of chemicals that will harm species.
    - No or limited hunting on species that are reducing in numbers.
    - Do not farm, cut trees, hunt or harvest in protected areas.
- Identify together with the community **key biodiversity issues** in the area.
- Agree on actions on how **to protect biodiversity** in the area. For example:
    - Observe buffer zones.
    - Plant trees in the communities and on the farms.
    - Restore natural ecosystems in areas not suitable for cultivation or unproductive sites.
- **Do not cause deforestation**:
    - Do not clear areas of trees.
    - Avoid expanding farms by clearing new land.
- **Maintain buffer zones** around water bodies and areas of high conservation value. A buffer zone is a **small strip of land** that is **not used for farming**. It is placed around the perimeters of the farm and between any water source, protected area, living area, etc.. Natural vegetation should be left in the buffer zone so it can also function as a natural barrier against water, wind, and pests and diseases. The recommended width for a buffer zone is at least 10 meters.
- Only carry out **wild harvesting** in a **sustainable** way.
    - Minimise any impact when clearing paths, maintaining camps or other harvest related activities.
    - Plan harvest activities well throughout the year to avoid harvesting more than can be reproduced.
- **Do not introduce invasive species**. Invasive species are organisms that are not native to the area and can harm the environment. For example, harm can be done when a specie reproduces very quickly and forms a treat to native species.
- **Do not collect or hunt rare or threatened species**. The national Wildlife commission has list of rare or threatened species.

Some rare and threatened species: monkey, owl and porcupaine

Background Information for the Trainer

What is biodiversity?

Biodiversity – or biological diversity - is about the diversity, variety and amounts of plants and animals and other living things in a particular area or region. Scientists sometimes refer to the biodiversity of an ecosystem when talking about a natural area made up of a community of plants, animals, and other living things in a particular physical and chemical environment.

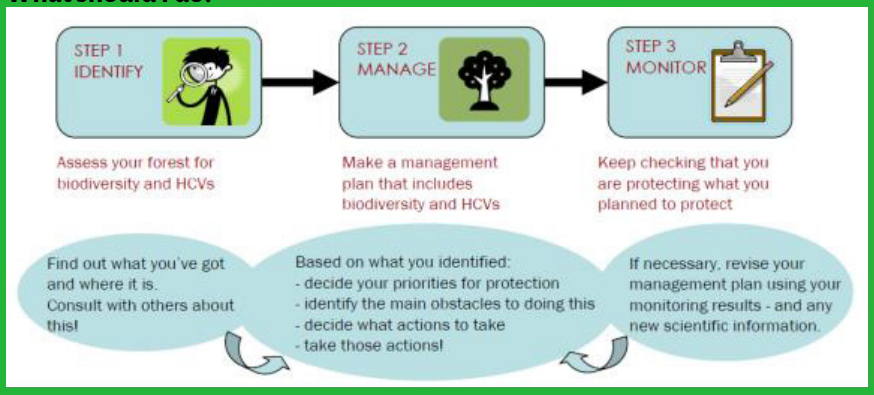
In practice, "biodiversity" suggests sustaining the diversity of species in each ecosystem as we plan human activities that affect the use of the land and natural resources. Everything that lives in an ecosystem is part of the web of life, including humans. Each species of vegetation and each creature has a place on the earth and plays a vital role in the circle of life. Plant, animal, and insect species interact and depend upon one another for whatever each has to offer, such as food, shelter, oxygen, and soil enrichment.

What are areas of high conservation value?

They are natural habitats, which are of outstanding significance or critical importance due to their high environmental, socio-economic, biodiversity or landscape values. "Areas with high conservation value" is a concept developed by Forest Stewardship Council and refers to areas that are worth conserving because they are important on a local, regional or global scale and which may include social value such as the benefits that an area provides to a community in terms of its cultural importance or economic resource. Biological value includes ecosystems or habitats of an endangered species. These areas can usually be identified through natural vegetation with low disturbance from agriculture, forestry, industry, urbanism or other. You may initially identify areas with high conservation value based on available knowledge within your organisation and neighbouring community. You may wish to consult with elders and people in the community who may have knowledge of the natural vegetation in the region. For more information see www.fsc.org and www.hcvnetwork.org.

Maintenance and management of high conservation value areas contribute to conservation of an area's/region's most valuable species, ecosystems and landscapes; protection of people against floods, avalanches and soil erosion; conservation of natural resources; valuation of non-timber forest products and environmental services; conservation of an area's most valuable cultural heritage and identity. For example, a high conservation value area could be a forest that provides maintenance of water supplies / drinking water for people who do not have access to alternative sources of drinking water or a forest that protects against erosion and landslides, loss of productive land, damage to ecosystems, property or loss of human life.

What should I do?



Within the context of Fairtrade Standards, identification of HCV areas is aimed at ensuring safe and stable supply of resources for producers. That is why what you choose to do should depend on your identified values.

The following six categories of HCVs, covering both ecological and social values can help you identify your potential HCV areas:

1. Areas containing globally, regionally or nationally significant concentrations of biodiversity values. These are areas rich in biodiversity, such as a forest with many globally threatened bird species.

2. Globally, regionally or nationally significant large landscape-level areas such as a large tract of Mesoamerican lowland rainforest with healthy populations of jaguars, tapirs, harpy eagles or caimans as well as smaller species.

3. Areas that are in or contain rare, threatened or endangered ecosystems such as patches of a regionally rare type of freshwater swamp forest.

4. Areas that provide basic ecosystem services in critical situations, for example watershed protection or erosion control.

5. Areas fundamental to meeting the basic needs of local communities such as key hunting or foraging areas for communities living at subsistence level.

6. Areas critical to local communities' traditional cultural identity such as sacred burial grounds within a forest management area.

Once you have identified protected and HCV areas, indirect conversions and loss of high conservation values should be assessed and minimised, and deforestation must not take place.

To support your producer organisation in protecting these areas, you must have a procedure in place to prevent deforestation. This may include:

- mapping of protected areas in the region and cross-checking this information with member's farm location to identify areas at risk.
- geo-mapping and polygon maps (including boundaries of the farms) can be used as a tool to map risk areas more accurately;
- identifying if and how your member's activities have negative impacts on at-risk areas;
- raising awareness amongst members on identified risk areas and activities or production practices that have negative impacts;
- promoting the implementation of production practices that have a positive impact (i.e. agro-ecological practices, exchange of good practices, demonstration plots, trainings).
- monitoring members' production practices and other activities in at-risk areas.

What is deforestation?

Deforestation is "the conversion of forest to other land use (e.g. agriculture, planted forest, non-forest land) or the permanent reduction of the tree canopy cover (or crown cover) below the minimum 10 percent threshold" (see the Global Forest Resources assessment: Terms and definitions, FAO, 2020).

The following activities are not considered 'deforestation':

- When a tree crop is replaced by another (for example cocoa, coffee or fruit tree);
- Tree management on agro-forestry or home-garden production systems.
- Forest is "land spanning more than 0.5 hectares with trees higher than 5 meters and a canopy cover of more than 10 percent, or trees able to reach these thresholds in situ. It does not include land that is predominantly under agricultural or urban land use".

How can I prevent deforestation?

Agricultural practices are one of the key drivers of deforestation. To understand the risks of deforestation taking place among your members, you need to have a procedure that demonstrates your commitment to prevent deforestation. It should include actions that help you not only to identify the risk areas where members' practices may lead to deforestation but also to monitor evolution of their practices over time. This procedure should include, for example:

- mapping of protected areas in the region and cross-checking this information with members' farm locations to identify areas at risk (geo-mapping and polygon maps, including boundaries of the farms, can be used as a tool to map risk areas more accurately);
- identifying if and how your members' activities have negative impacts on at-risk areas;
- raising awareness amongst members on identified risk areas and activities or production practices that have negative impacts;
- promoting the implementation of production practices that have a positive impact (e.g. agro-ecological practices, exchange of good practices, demonstration plots, trainings), and/or
- monitoring members' production practices and other activities in at-risk areas.

What are carbon storage ecosystems?

Carbon storage ecosystems are terrestrial and aquatic ecosystems with a capacity to sequester (the process of increasing the carbon content of a carbon pool other than atmosphere) and store carbon, maintain environmental quality and provide living conditions to plants and animals. For example, terrestrial natural or semi-natural ecosystem include forests, woodlands, grasslands, steppes and savannas. Aquatic ecosystems are those that are permanently or seasonally flooded by water, for example wetlands, swamps, bogs, marshes, peatlands, mangrove forests or seagrass.

Depletion of carbon pools can be caused by converting natural ecosystems to managed ones, extractive farming practices based on low external input, and soil degrading land use.

What are buffer zones?

They are areas created to enhance the conservation of a legally or non-legally protected area or body of water. Buffer zones can be used to improve wildlife and fish habitats by providing food, shelter and shade, stabilise soils with plant root systems, reduce erosion and runoff and create natural floodplains. In agriculture buffer zones are uncultivated areas lying between two or more areas such as fields or forests. They are aimed at the sustainability of land use and water resources (e.g. avoidance of contamination of adjacent water bodies with pesticides), and the reduction of a negative impact on biodiversity and ecosystems of the region by creating a natural barrier.

Based on their ecological functions, buffer zones contribute to the improvement of the environment, and thus to human health and well-being, which is one of the central aims of Fairtrade.

The preferred size of a buffer zone is variable, depending on the objectives, availability of land, traditional land use systems, threats and opportunities. From an ecological point of view, the larger the buffer zone and the more it can be seen as an extension of a protected area or a water body, the better for the conservation area and its biodiversity, including natural processes. There are various factors that need to be taken into consideration while planning the size of a buffer zone. For example, many species need specific ecological conditions for such things as seed dispersal, migration, reproduction, food demand etc. Buffer zones, in areas traditionally used by the local populations for cultural purposes like cemeteries and sacred places as well as for subsistence needs can be of any size provided the size of the area is large enough to carry on those activities.

The size of buffer zones along water bodies is often determined by law depending on the country. In general, the width of a buffer zone around/along the water body is determined by topography, soil, ecology, landscape and the size of a water body.

What is wild harvesting?

It is the collecting of products from the wild (e.g. medicinal and aromatic plants, berries, wild fruits, nuts and seeds, mushrooms, fodder, gums, game, fibre and etc.) for any cultural or/and economic reasons. When carrying out wild harvesting, the only productive activity in the uncultivated area is the harvest itself. Sustainable wild harvesting is intended to ensure the continued use and long-term survival of plant and animal species and their populations within their habitats, while respecting the traditions, cultures and livelihoods of the local communities.

Natural resources are not uniformly distributed worldwide and overexploitation of a certain plant or animal populations even in a very small plot of land might lead to extinction of the species, which has also economic consequences. Thus, you need to be aware of the fact that environmental degradation and loss of biodiversity will impact you as a producer.

What impact can wild harvesting have on the environment?

Sustainability of wild harvesting (i.e. the way and the amount of a product or material which is harvested) depends on the habitat and species. This means that criteria are different depending on the species type and the habitats where these species are allocated and there is no universal value parameter for defining the sustainability of wild harvesting.

What are alien species and alien invasive species?

Alien species are all species, including plants, animals, fungi and microorganisms, that have been intentionally or accidentally introduced to a location, area, or region where they did not previously occur naturally or in other words non-native species.

Invasive alien species are able to rapidly reproduce and out-compete native species, damage the habitat necessary for the survival of native species, thus threatening and degrading the local biodiversity and ecosystems, negatively impacting economies (e.g. losses to crops, forests, pastures, their control costs) and human well-being (e.g. infectious diseases). The estimated annual damage from invasive species worldwide totals more than $1.4 trillion, which equals five per cent of the global economy (The Nature Conservancy, 2011). In order to secure sustainability of Fairtrade producers, it is important to prevent introduction and invasion of alien species in time.

How can I prevent the introduction of invasive alien species?

There are several aspects, which you need take into consideration to avoid invasion of species.

- DO NOT introduce exotic species from other regions, countries, habitat types;
- DO NOT disrupt the natural balance by altering the environment such as through deforestation or changing the course of a river, and by restricting or eliminating natural processes. In such cases even some native species can become invasive.
- Safely import, export, transport, stock and trade marine organisms, biological control agents, GMOs, any other native and non-native species of flora and fauna;
- Exchange information and raise awareness among the local population on potential risks and trends regarding exotic species etc.

Keep in mind that even if a species may be beneficial (e.g. biological control agents) or small in sizes and quantity, it can still be invasive.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Core All grades	3.2.30 Your members avoid negative impacts on protected areas and in areas with high conservation value within or outside the farm or production areas. The areas that are used or converted to production of the Fairtrade crop comply with national legislation in relation to agricultural land use.	"Protected areas" are a clearly defined geographical space, recognized, dedicated and managed, through legal or other effective means, to achieve the long-term conservation of nature with associated ecosystem services and cultural values (IUCN 2008). Protected areas can be public or private biological conservation areas. You may identify protected areas with the help of local, regional or national authorities. "Negative impact" refers to partial or complete destruction of the protected area or loss of the conservation value. "Areas with high conservation value" is a concept developed by Forest Stewardship Council – FSC- and refers to areas that are worth conserving because they are important on a local, regional or global scale and which may include social value such as the benefits that an area provides to a community in terms of its cultural importance or economic resource. Biological value includes ecosystems or habitats of an endangered species. These areas can usually be identified through natural vegetation with low disturbance from agriculture, forestry, industry, urbanism or other. You may initially identify areas with high conservation value based on available knowledge within your organisation and neighbouring community. You may wish to consult with elders and people in the community who may have knowledge of the natural vegetation in the region (For more information see www.fsc.org and www.hcvnetwork.org). "Negative impact" refers to partial or complete destruction of the protected area or loss of the conservation value	3.2.6.01	Organisation informed members of local protected/HCV areas and there are no indications of negative impacts.	Organisation effectively controls activities of members in protected areas AND the organisation actively promotes the conservation of local protected/H CV areas.
				3.2.6.02	There are no indications that conversion was illegal OR there is no new land converted to production of Fairtrade crop.	The organisation has evidence of the legal use and legal conversion to production of Fairtrade crop

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Core All grades	3.2.31 Your members do not cause deforestation and do not destroy vegetation in carbon storage ecosystems or protected areas.	Deforestation is the conversion of forest to other land use or the permanent reduction of the tree canopy cover below the minimum 10 percent threshold (The Global Forest Resources Assessment, FAO, 2015). The following activities are not considered 'deforestation': · When a tree crop is replaced by another (for example cocoa, coffee or fruit tree); · Tree management on agro-forestry or home-garden production systems. Your members may identify protected areas with the help of local, regional or national authorities. Carbon storage ecosystems are terrestrial and aquatic ecosystems with a capacity to sequester and store carbon, maintain environmental quality and provide living conditions to plants and animals.	3.2.6.08	Your members do not cause deforestation and do not destroy vegetation on protected areas or other carbon storage ecosystems.	
6	Development All grades	3.2.33 You and your members take measures to protect and enhance biodiversity.	Your members are free to choose the measures to protect and enhance biodiversity. Activities can include: · Identification of key biodiversity issues in the region and actions that your members have implemented in order to improve the situation; · Activities you have provided to your members such as raising awareness about biodiversity or training in techniques to protect it; · Agro-forestry systems; · Maintaining and restoring natural ecosystems in areas that are not suitable for cultivation, and in buffer zones around bodies of water and watershed recharge areas and between production and areas of high conservation value, either protected or not · Activities to increase ecosystem connectivity by identifying unproductive sites and buffer zones. You may find valuable knowledge within your local community regarding further activities. With time you may benefit from advice by local experts such as authorities, universities, NGOs or online data bases. Restoration of ecosystems can take place by actively replanting native vegetation or by actively protecting it to allow regeneration of native vegetation.	3.2.6.03	The organisation implemented measures to protect and enhance biodiversity.	Organisation evaluated and quantified internally its practices, implemented them and prepared a report AND the organisation benefits from advice from local experts such as authorities, universities or NGOs OR updates the report adding new practices.

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
6	Development All grades	3.2.34 You and your members maintain buffer zones around bodies of water and watershed recharge areas and between production areas and areas of high conservation value, either protected or not. You do not apply pesticides, other hazardous chemicals and fertilisers in buffer zones.	Buffer zones lead to better management and sustainability of adjacent protected areas which thus enhances biodiversity. Clusters of small farms can be considered a single production site, with buffer zones at its perimeters only. It is recommended that total use of land for crop production be avoided. It is also recommended that buffer zones, where feasible, are connected in order to create ecological corridors. Restoration of ecological corridors may take place by actively reintroducing the native vegetation or by protecting it to allow regeneration of native vegetation. No requirement is made on minimum distance.	3.2.6.04	Enough distance is maintained around water bodies/watershed recharge areas or protected/H CV areas so to avoid any drift of application of pesticides or fertilisers.	There are uncultivated buffer zones around water bodies/watershed recharge areas or protected/H CV areas AND around farms (or cluster of farms) AND buffer zones are restored with natural vegetation and (if feasible) connected.
1	Core All grades	3.2.35 You and your members that carry out wild harvesting of Fairtrade products from uncultivated areas assure the sustainability and survivability of the collected species in its native habitat.	Wild harvesting implies that the only productive activity in the uncultivated area is the harvest itself. Any other activities (e.g. clearing paths, maintaining camps) should be done in a way that minimizes human impact. Assuring sustainability refers to harvesting in such a way to maintain the species, maintain availability to other species in the ecosystem that depend on it, and ensure that the subsequent harvest cycle will provide a comparable quantity.	3.2.6.05	Wild harvesting of Fairtrade crop respects the biological cycle of the species (this knowledge can come from tradition) and no signs of depletion.	RANK 3 AND the organisation carried out awareness raising activities AND there is an Internal Management System that covers all members and that controls volumes and times of harvesting.
3	Development, All grades	3.2.36 You must raise awareness among your members so that no collecting or hunting of rare or threatened species takes place.	Initial classification of rare and threatened species may be made by your members based on their own knowledge. You may want to contact a local expert on biodiversity who would provide support in identifying rare and threatened species and in adjusting the initial classification. In addition to regional or local information, you may want to look at IUCN red list of threatened species at http://www.iucnredlist.org for further reference.	3.2.6.06	At least 50% of members have been informed AND content of information was sufficient.	At least 80% of members have been trained AND content of training was sufficient AND there are informative materials AND no collection or hunting of rare and threatened species takes place.
3	Development, All grades	3.2.37 You raise awareness among your members so that alien invasive species are not introduced.	Initial classification of alien species may be made by your members based on their own knowledge. You may want to contact a local expert who could provide support in identifying alien species and ways in which their introduction and propagation may be avoided. For further information see the Convention of Biological Diversity at www.cbd.int/invasive.	3.2.6.07	At least 50% of members have been informed AND content of information was sufficient.	At least 80% of members have been informed AND content of information was sufficient AND there are informative materials AND alien invasive species are not used.

Guidelines for the Trainer

Materials needed: ☑ None

Time needed: 1.5 to 2 hours

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ Identify a farm with a buffer zone to facilitate your session. It would be even better to use a farm that borders with a protected area.

☑ Check the rules on hunting in your country. If possible, get a copy. Make sure you can give a few examples of species that are rare or threatened.

☑ Have some examples at hand about alien invasive species.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: introduction to protected areas and biodiversity
  - Appr 25-30 min: identifying key biodiversity issues
  - Appr 15-20 min: protecting biodiversity through buffer zones
  - Appr 10-15: protecting biodiversity through avoiding deforestation
  - Appr 15-20 min: protecting biodiversity through other actions
  - Appr 5 min: restoring biodiversity
  - Appr 5-10 min: protecting biodiversity in practice
- Finish: Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Point to the protective area or just the farm around you.

Title: Mention the title of the session: *Protecting biodiversity*.

Objectives: During this session we will discuss what biodiversity is, why it is important, and what we can do to protect it.

Benefits: Each species of vegetation and each creature has a place on the earth and plays a vital role in the circle of life. If one link in the circle of life is broken, it will have a (negative) effect on all the other species in the circle, including human beings.

Direction: Biodiversity is a very broad topic; we will focus on protected areas, deforestation, wild harvesting, and invasive species.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to protected areas and biodiversity – Appr 5-10 minutes

1. Ask the following questions:
   a. *What does it mean when an area is protected?* It means that that place cannot be used for farming, housing, or any other human activities. The areas are protected to reserve the nature in that area. An example of a protected area is a **wildlife or nature reserve**.
   b. *How do you know which areas are protected or have a high conservation value?* Within the community this is often know. If not, an officer from the Forestry Department can help you to identify which areas are protected or have a high conservation value.
   c. *Who can mention an area around here that is*

protected? Let several people answer.

2. Say that **protected areas** are **important** because they preserve what we call **biodiversity**. Explain what biodiversity is. Biological diversity, or biodiversity, simply means the **diversity, or variety, of plants and animals and other living things** in a particular area or region. Biodiversity also means the number, or abundance of different species living within a particular region. **Biodiversity is important** because each species of vegetation and each creature has a place on the earth and plays a vital role in the circle of life. If one link in the circle of life is broken, it will have a (negative) effect on all the other species in the circle, including human beings.

Identifying key biodiversity issues – Appr 25-30 minutes

3. Say that we need to ensure that we **protect biodiversity and protected areas**. There are several requirements in the Fairtrade Standard that will help to protect biodiversity and protected areas.

4. Ask: *What activities can damage protected areas or biodiversity?* Let participants discuss the question for 1-2 minutes with their neighbour. Next ask every pair to mention **one activity** that can damage protected areas or biodiversity. It can include:
   - Application of chemicals that will harm species.
   - Hunting on species that are reducing in numbers.
   - Farming, cutting trees, hunting, or harvesting in protected areas.
   - Deforestation.
   - Leaving waste, especially hazardous waste.
   - Polluting water sources.

5. One of the first steps to protect biodiversity is to **identify key biodiversity issues in the area**. Let participants from small groups of 2-3 participants. Let each group identify **at least 1 key issue** related to biodiversity in the area. **An example** can be that water sources are depleting or are polluted.

6. Let the groups discuss for a few minutes. When discussing the results, ask every group to share **one issue**. After you have collected all inputs, have a short discussion on the current issues. The objective of the discussion is to raise awareness on the issues, not to find solutions. Ask the following questions to guide the discussion:
   a. *Do the issues that you mentioned have a great negative impact on the biodiversity?*
   b. *What issues have most negative impact on the biodiversity?*
   c. *Is anything done already to deal with these issues?*
   d. *Are the issues getting worse over the years or do you see an improvement?*

7. Say that you have to **avoid activities** that have a negative impact on protected areas or biodiversity (requirement 3.2.30). We have already seen in other topics how to handle and apply agrochemicals responsibly (topic 3.1.11 on Applying agrochemicals), deal with waste (topic 3.1.13 on Handling empty containers and 3.2.4 on Managing waste) and protecting water sources (topic 3.2.3 on Managing water).

Protecting biodiversity through buffer zones – Appr 15-20 minutes

8. Say that another way to protect biodiversity is to create **buffer zones** (requirement 3.2.34). Ask the following questions:
   a. *What is a buffer zone?* A buffer zone is a **small strip of land** that is **not used for farming**.
   b. *Why should you create buffer zones?* A buffer zone will **avoid** that your farming activities, such as the application of pesticides or fertilisers, will have a negative effect on adjoining areas.
   c. *Where should we create buffer zones?* It is placed around the permitter of your farm and between any water source, protected area, living area, etc.
   d. *How to you create a buffer zone?* You can leave the natural vegetation in the buffer zone so it can also function as a natural barrier against water, wind, and pests and diseases. That means that you do not produce in the buffer zone.
   e. *How wide should we make the buffer zone?* A buffer zone of at least 10 meters is recommended.

9. Let people walk around the farm and **identify** where in this farm there are buffer zones or if there are no buffer zones, where buffer zones should be established. Look with the whole group at spots identified and **agree** on it.

Protecting biodiversity through avoiding deforestation – Appr 10-15 minutes

10. Say that another way to protect biodiversity is to **avoid deforestation** (requirement 3.2.31). Ask the following questions:
    a. *What is deforestation?* Deforestation is clearing a wide area of trees.
    b. *If I cut one tree in the community or on my farm, is that deforestation?* No, it is not deforestation. But if everyone in the community would cut one tree in an area, it will become deforestation.
    c. *If I cut my cocoa, coffee or fruit tree and I replace it with another tree, is that deforestation?* No, it is not.
    d. *Why is deforestation so bad?* It can cause climate change (which can have a negative effect on yields), soil erosion, flooding, increase of greenhouse gases in the atmosphere, etc. In addition, it can hurt biodiversity because trees are a habitat (food and shelter) for many species.
    e. *Why do people cut trees?* They want to use the land

for other purposes, or they want to sell or use the trees.

f. *When would you be willing to stop cutting trees for your own benefits?* Let several people share ideas.

g. *How can you motivate fellow members, farmers and people in the community to avoid deforestation?* Let several people share ideas.

Protecting biodiversity through other actions – Appr 10-15 minutes

11. Continue with **protective areas**. Say we have already seen that a protective area means that you cannot hunt, cut wood, plant of harvest any crop in protective areas. Ask: *What are we allowed to do in a protective area?* We can walk through it and pick fruits that have fallen on the ground.

12. Another aspect is **wild harvesting**; according to Fairtrade (requirement 3.2.35), you should carry out wild harvesting sustainably. Ask the following questions:

    a. *What type of fruits or other crops do people harvest here in the wild?*

    b. *How can wild harvest harm the environment?* For example, when you clear paths or when you harvest in such a way that it cannot be replenished.

    c. *What does that mean: harvesting sustainably?* It means that you can continue harvesting in the future and without any harm to the environment.

    d. *How can you avoid depleting the resources?* You should plan it with the community. For example, you can agree only to harvest what has fallen on the ground or when fruits have a certain ripeness or size. You can minimise any impact when clearing paths, maintaining camps or other harvest related activities.

    e. *How can you avoid any harm to the environment?* By limiting your activities as much as possible.

13. Continue with **rare and threatened species** (requirement 3.2.36). Ask the following questions:

    a. *What type of species (animals, plants) are rare or threatened in this area?*

    b. *How do you know they are rare or threatened?*

    c. *How come these species are rare or threatened?* It can be that the living environment is threatened (less shelter, water, and/or food), that they are over-hunted or over-harvested, they are threatened by agrochemical application, etc.

    d. *How do you know which animals can be hunted and which not?* There are specific rules for that **developed by the Wildlife Department or commission.**

14. Continue with invasive species (requirement 3.2.37). Explain that invasive species are organisms that are not native to the area and can harm the environment. For example, harm can be done when a specie reproduces very quickly and forms a treat to native species. Ask the following questions:

    a. *Are there any alien invasive species in this area?*

    b. *How are they invasive?*

    c. *How did they get here?*

    Say that they should **never introduce alien invasive species**. If you are in doubt, you should contact the agric officer for support.

Restoring biodiversity– Appr 5 minutes

15. We have seen so far what we can do to avoid harming biodiversity and how to protect it. We can even go one step further and that is to **enhance biodiversity**. There are a few ways how that can be done:

    – Planting trees in the communities and on the farms.
    – Restoring natural ecosystems in areas not suitable for cultivation or unproductive sites, for example by planting trees in those areas.

16. Ask the following questions:

    a. *Who is you has already planted (shade) trees on his/her farm? Could you plant more trees?*

    b. *For those who did not plant trees yet, what would change or be there to make you plant trees?*

    c. *Is there any area in this community that is not suitable for cultivation or is an unproductive site? Would it be possible to restore the natural ecosystem in these sites? What need to be done to do this? Who should do it?*

Protecting biodiversity in practice – Appr 5-10 minutes

17. Ask everyone to stand up and form a circle. You will ask a question and everyone should give an answer. Ask:
    a. *What can you do on your farm to protect the biodiversity?*
    b. *What can you do in your community or area to protect the biodiversity?*

Finish – Appr 2-5 minutes

Summary: Summarise what biodiversity is and why it is important to protect. Repeat what a buffer zone is and why it is important to prevent deforestation.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What is biodiversity?*
- *Why is it important?*
- *What can we do to preserve biodiversity?*

Next step: Most people are not aware about protective areas and biodiversity so ensure you share what you have learned with your community.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.30: Avoid negative impacts on protected areas and in areas with high conservation.
- Requirement 3.2.31: Do not involve in deforestation and detriment of vegetation. on protected areas or other carbon storage ecosystems.

Requirement 3.2.33: Take measures to protect and enhance biodiversity.

- Requirement 3.2.34: Maintain buffer zones around water bodies and areas of high conservation value.
- Requirement 3.2.35: Assure the sustainability and survivability of collected wild species in its native habitat (if your members carry out wild harvesting).
- Requirement 3.2.36: Be aware about rare or threatened species.
- Requirement 3.2.37: Be aware about alien invasive species.

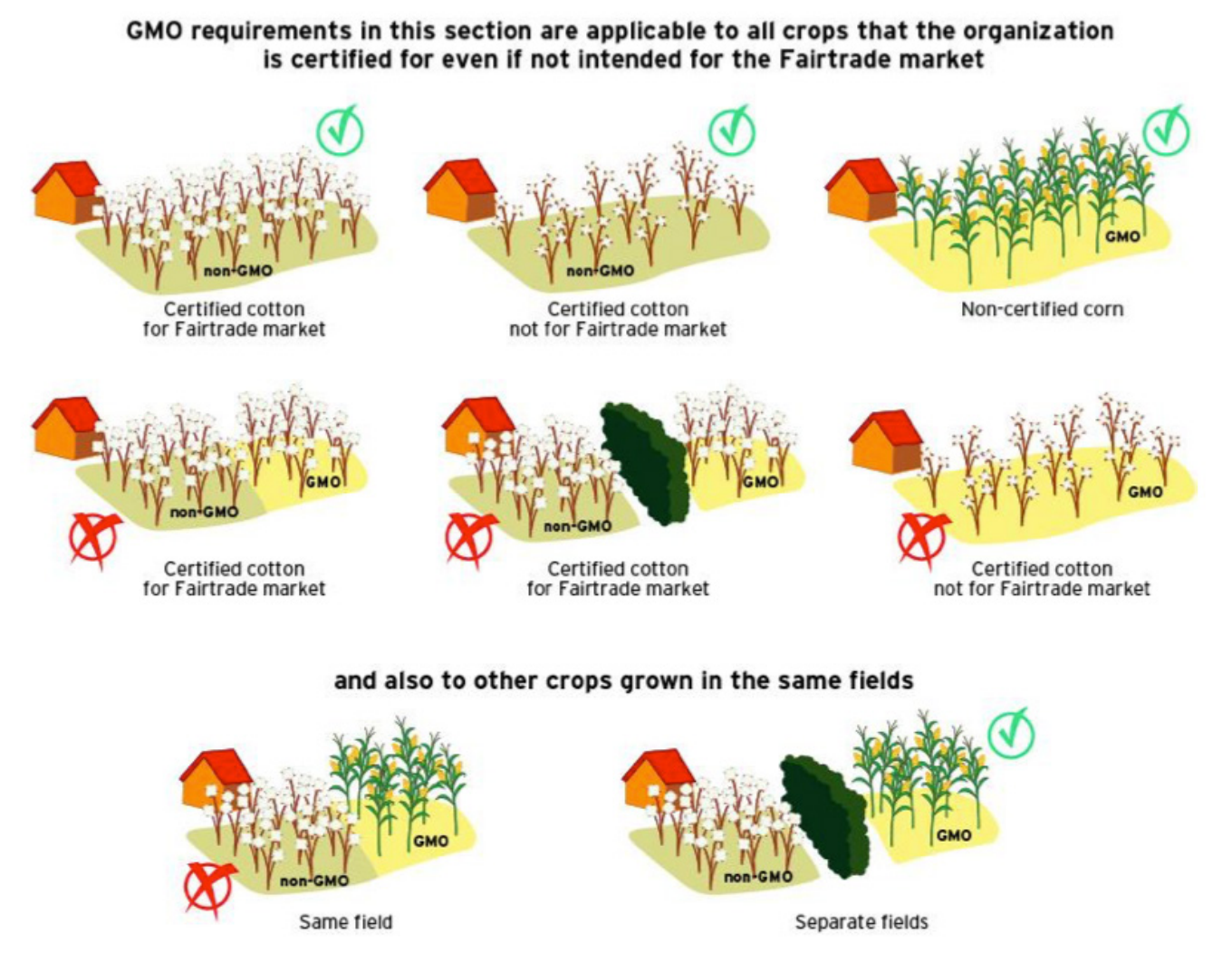
Topic 3.2.6 Avoiding Contamination with Genetically Modified Organisms (GMOs)

Key Information for Members

A gene is a part of a cell that controls or influences the appearance, growth, etc., of a living thing. A **genetically modified organism (GMO)** or **genetically engineered organism (GEO)** is an organism whose genetic material has been altered by receiving genes from different sources with the help of genetic engineering techniques. For example, this can be a new type of crop that is resistant to certain viruses, diseases, or pesticides, or has other characteristics that have been altered through genetic engineering.

Fairtrade believes that Genetically Modified crops do not contribute to sustainability in the long run. Genetically Modified crops can increase dependencies on external inputs, such as fertilisers. Genetically Modified crops may also have negative impacts on human health and to the environment.

Therefore, within Fairtrade it is prohibited to use any GMOs and contamination of your field with GMOs should be avoided at any time.



To avoid contamination, you should:

- Know where your seedlings are coming from and that they are non-GMO.
- Know if any of your neighbours is growing GMO crops, including crops other than your crop.
- Let your neighbours know where you grow your certified crops in case they use GMOs.
- Use your equipment (cutlass, spraying equipment, protective equipment, harvest hook, etc.) only for your certified crops and not for any other GMO crop.
- Inspect any vehicle that is transporting your crop and ensure that the vehicle is free of grains, dust and other foreign materials.
- Carefully inspect your crop storage and clean storage units prior to use, make sure that storage units are segregated, and that GMO and non-GMO crops are not stored in the same vicinity.
- Submit your crop samples for testing before harvesting them if you have any doubts.

Background Information for the Trainer

A **genetically modified organism (GMO)** or **genetically engineered organism (GEO)** is an organism whose genetic material has been altered by receiving genes from different sources with the help of genetic engineering techniques. For example, this can be a new type of crop that is resistant to certain viruses, pesticides, herbicides or has other characteristics that have been altered through genetic engineering.

Use and production of GMO might lead to the following consequences: impacts on human health (e.g. allergens, transfer of antibiotic resistance markers) and on the environment (e.g. transfer of transgenes through cross-pollination, significant reduction in biodiversity) as well as domination of world food production by a few companies and increased dependence on industrialised nations. Therefore, intentional growth/production of genetically modified crops, plants and any other products by Fairtrade producers is prohibited.

Genetically Modified (GM) crops do not contribute to sustainability in the long run. GM crops increase dependencies on external inputs and discourage an integrated approach in the production system thus inhibiting resiliency. GM crops may also have potential negative impacts on human health and to the environment.

GMO requirements in this section are applicable to all crops that the organisation is certified for and also to other crops grown in the same fields. This means that the parallel production of a GMO variety and a non-GMO variety of the certified crops inside the organisation, even if not intended for the Fairtrade market, is not allowed.

What should I do?

Contamination of non-GM crops by GMO can occur while growing on neighbouring fields through pollen transfer from one field to the other or during harvest, transport or processing.

In order to avoid contamination by GM-crops it is recommended to physically separate non-GM crops (potential Fairtrade crops) from GM-crops by establishing "isolation distances" and "pollen barriers". Isolation distances are the minimum distances required between GM and non-GM fields, so called buffer zones and vary from crop-to-crop type.

Pollen barriers are usually natural. They can be hedges and trees aimed at catching pollen and hindering pollen movement. Pollen barriers can also consist of conventional crops of the same species as the GM-crop, which can actually be more advantageous, as they produce competitive, conventional pollen which can out-compete the GM-crop pollen. It is important to know that the buffer strip of conventional crops is considered part of the GM crop yield.

However, these physical barriers do not guarantee 100% exclusion of contamination by GMOs. In case of high risk of contamination of Fairtrade crops by GMO, testing might be required. Testing methods include PCR (polymerase chain reaction) analysis (can only be done in laboratories), and strip tests (intended to give quick results as to whether the crop is contaminated or not).

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Core All grades	3.2.41 You and your members do not intentionally use genetically engineered seed or planting stock for Fairtrade crop(s). You implement practices to avoid Genetically modified (GM) contamination in seed stocks	You may evaluate the potential risk of your members to use genetically modified seed stock and/or planting material. You may establish a program to raise awareness about the GM species and varieties which are registered in the country or region and are to be sold as Fairtrade. For species identified as at risk, you may establish additional measures to avoid use of these seed lots. You may make a list of GMOs being marketed in the country, by species, trait, and brand names. You may monitor publicly available lists to know what products are available on the market as GMOs. For any crops that your members grow that are of known GMO species you may have a standardized procedure for requiring documentation, analysis and other non-GMO verification for the seed in question. In cases where there is a risk of GMO contamination of the FT crop, you may: – have a plan to actively seek out and request non-GMO seed. – keep records that show the distribution of the seed – by farmer name, quantity, lot number(s) of the seed, brand/source. – check if amount of seed distributed to the farmer matches theoretical planting density for the stated planted acreage. If you save/produce your own seed, your species, field production techniques and post-harvest practices may be monitored to ensure contamination is avoided. A sampling and testing protocol may be in place, with a rationale given for the frequency and types of tests.	3.2.5.01	Organisation generally knows where members obtain seeds/plants and sources are free from contamination AND most interviewed members could identify the local risks.	Organisation has prepared awareness raising programs AND offers members the tools to avoid contamination.
				3.2.5.02	Organisation generally knows where members obtain seeds/plant s and sources are free from contamination AND most interviewed members could identify the local risks.	Organisation has prepared awareness raising programme s AND offers members the tools to avoid contamination.

Guidelines for the Trainer

Materials needed: ☑ Two pieces of fruit (any fruit)
☑ 1 marker

Time needed: 25 to 30 minutes

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ "Draw" with a stick the borders of two mini-farms (2m by 2m) that are next to each other.

☑ You should know if any GMOs are grown in the area.

Note to the trainer: Although GMOs are not grown (yet) in several African countries, many countries are testing GMOs for different crops. So even if in your country GMOs are not allowed, very likely tests are being done and farmers need to be aware of where those test fields are to avoid contamination. Also keep in mind that the situation is changing rapidly so you need to be up to date with the latest situation.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5 min: introduction to GMOs
  - Appr 10-15 min: avoiding contamination with GMOs
  - Appr 5 min: avoiding contamination with GMOs in practice
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the two pieces of fruit and ask what the difference is. Let several people give an answer. Say that you will tell them in a few minutes what the difference is.

Title: Mention the title of the session: *Avoiding contamination with Genetically Modified Organism (GMO)*.

Objectives: During this session we will discuss what GMOs are, the point of view of Fairtrade on GMOs and what we can do to avoid contamination with GMOs.

Benefits: Fairtrade does not allow the use of GMOs or crops that are contaminated with GMOs. If you know what to do to avoid contamination, you can avoid a non-compliance.

Direction: We will not discuss if GMOs are good or bad, and the pro's and cons; we will only focus on what is important for Fairtrade.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to GMOs – Appr 5 minutes

1. Ask: *What is a GMO?* Let several people provide answer. Pick out key words (such as gene, modification, resistance, etc.) and then explain clearly what GMO is. A gene is a part of a cell that controls or influences the appearance, growth, etc., of a living thing. A **genetically modified organism (GMO)** or **genetically engineered organism (GEO)** is an organism whose genetic material has been altered by receiving genes from different sources with the help of genetic engineering techniques. For example, this can be a new type of crop that is resistant to certain viruses, diseases, or pesticides, or has other characteristics that have been altered through genetic engineering.
2. Say that Fairtrade believes that Genetically Modified crops do not contribute to sustainability in the long run. Genetically Modified crops increase dependencies on external inputs, such as fertiliser and agrochemicals. Genetically Modified crops may also have negative

impacts on human health and to the environment. **Therefore, within Fairtrade it is prohibited to use any GMOs. Contamination of your field with GMOs should be avoided at any time.**

Avoiding contamination with GMOs – Appr 10-15 minutes

3. Show again your two pieces of fruit. Say that any of these fruits can be **genetically modified** but from the outside you **cannot** see this. Take your marker and say that we will assume that this piece of fruit (show one piece of fruit) is genetically modified. Put the words **GMO** on the fruit.
4. Point to your **two fields**. Put the GMO fruit in one field and the other non-GMO fruit in the other field. Say that the field without GMO is your field. Ask: *How can I avoid that my field is getting contaminated with GMO?* Collect ideas from several people. If necessary, ask the following leading questions:
    a. *How do I **know** if any of my neighbours is growing GMO?* You need to ask your neighbours. You should also let them know that you grow certified crops.
    b. *In case any of them is growing GMOs, how can I **avoid that pollen** from the neighbouring fields will enter my field?* You can establish a **natural barrier**. That can be hedges and trees aimed at catching pollen and hindering pollen movement.
    c. *How can I avoid that **equipment** (cutlass, spraying equipment, protective equipment, harvest hook, etc.) that we share will get contaminated?* Use your equipment only for your certified crops and not for any GMO crop.
    d. *How can I avoid that my crops will get contaminated when we **store** our crops in the same storage facility?* Carefully inspect your crop storage and clean storage units prior to use, make sure that storage units are segregated, and that GMO and non-GMO crops are not stored in the same vicinity.
    e. *How can I avoid that my crops will get contaminated when we **transport** our crops together to the buyer?* You should keep your crop at any time separate from any GMO crops. In addition, you should inspect any vehicle that is transporting your crop and ensure that the vehicle is free of grains, dust and other foreign materials.
5. Add that in addition, you should:
    a. Know where your **seedlings** are coming from and that they are non-GMO.
    b. Submit your crop samples for **testing** before harvesting them if you have any doubts.

Avoiding contamination with GMOs in practice – Appr 5 minutes

6. Ask the following questions:
    a. *Are there any GMOs grown in the area, ether commercially or as a test by the government?* Share what you know about any GMOs grown in the area.
    b. *Is any of your farms at risk of contamination?*
    c. *If yes, what can you do to avoid contamination? What would be the main challenge? What can be done to solve this challenge?*

Finish – Appr 2-5 minutes

Summary: Summarise what GMO is, the point of view of Fairtrade and who to avoid contamination.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *How can we avoid contamination with GMO?*

Next step: When you get back to your field, the first thing you should do is check with your neighbours if any of them grows GMO crops.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.2.41: Do not use GMO seeds.
- Avoid any contamination in seed stocks or your crops.

Topic 3.2.7 Managing Climate Change

Key Information for Members

Climate change

The climate is the regular weather conditions of an area. We talk about climate change when those weather patterns become different in the medium to long term.

Changing weather patterns can occur as:

- More intensive rainfalls
- Shifting time of rainy season
- Drought
- Heavy thunderstorms
- Higher or lower temperatures
- Longer of shorter warmer or colder periods
- Weather types that are normally not seen such as snow, frost, and hail

Because farmers depend on the weather pattern, changing weather patterns can have enormous consequences. Yields are negatively affected by drought, flooding, heavy rain, strong winds, etc. When weather patterns become less predictive, it is also difficult to anticipate certain agricultural practices, including planting, pest and disease control, harvesting, etc.

Farmers can do the following to adapt to climate change:

- Adjust crop planting dates to avoid periods with high temperature stress
- Install facilities for rainwater collection and use
- Use soil cover/mulch application
- Use of drought resistant crop varieties
- Apply crop diversification
- Improve pruning practices

Other possible methods are mentioned in the session 3.2.3 on Managing water and 3.2.5 Protecting biodiversity.

Members who are engaging in climate change adaptation activities are encouraged to share their experience with other members, using their field plots for demonstration of climate change adaptation practices for further replication of these practices by other members.

Greenhouse gases

Greenhouse gases are gases in **Earth's atmosphere that trap heat**. They let sunlight pass through the atmosphere, but they prevent the heat that the sunlight brings from leaving the atmosphere. Greenhouse gases regulate the climate by trapping heat and warm the atmosphere of the earth. This phenomenon is called the **greenhouse effect**. In fact, the greenhouse effect is an essential environmental prerequisite for life on earth. However, as the amount of Greenhouse gases in our atmosphere is increased, there is an **increase in temperature** which creates a warming effect that is similar to the warming inside a greenhouse, hence the name "greenhouse effect." This then leads to a change in the climate and weather patterns.

The following (human) **activities**, among others, **raise the level of the different greenhouse gases in the atmosphere**:

- Burning fossil fuels (including gasoline for automobile engines).
- Certain farming practices and land-use changes.
- Deforestation (trees use CO_2 and give off oxygen in its place).
- Many factories produce long-lasting industrial gases (i.e. industrial greenhouse gases).
- Population growth (more people use more fossil fuels for heating, transportation, manufacturing and more farming occurs for increased food production).

Here are some examples of **what you can do** to sequester carbon or reduce greenhouse gases in the atmosphere:

- Do not cut trees.
- Do not burn the land for clearing.
- Keep fertile soils productive using organic methods and reducing tillage.
- Use perennials, tree crops, and other agro-forestry methods keep greater biomass in the cropping system.
- Preserve forests and grassland that maintain carbon sinks while protecting watersheds.
- Re-vegetate degraded soils.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Background Information for the Trainer

What is climate change adaptation?

Climate change adaptation refers to adjustments needed to ecological, social, or other systems, processes or practices in response to the impacts of our changing climate (e.g. changes in average temperature, shifts in seasons and increased episodes of extreme weather). The faster the climate changes, and the longer adaptation efforts are put off, the more difficult and expensive it could be to adapt in future.

In agriculture, adaptation measures can include adjustments in crop planting dates to avoid periods of high temperature stress, installation of facilities for rainwater collection and use, soil cover/mulch application, use of drought resistant crop varieties, crops diversification, and improved pruning practice.

What are greenhouse gases?

Greenhouse gases (GHG) are gases in the atmosphere that absorb radiation. There are many GHG but the ones you find most often in the atmosphere are:

- Carbon dioxide (CO_2)
- Methane (CH_4)
- Nitrous oxide (N_2O)
- Water vapour (H_2O)

What is the relation between agriculture and GHG?

The increased amount of GHG in our atmosphere comes mainly from industrial development in the Northern countries. There is also a relevant contribution from the global reduction of trees. Many forests are logged for timber. Others are cut down to make way for farming and other agricultural activities. There are fewer and fewer trees to perform the function of transforming carbon dioxide into oxygen. That is one reason for the increase of GHG in our atmosphere. Deforestation also leads to soil erosion that releases the carbon dioxide from the soil. Carbon dioxide is also released through the use of fossil fuels for machinery, transport, delivery of irrigation water, etc. All these activities lead to a change in climate and global warming.

Climate change and global warming have a major impact on agriculture. Small-scale producer organisations (SPOs) are highly dependent on agriculture and therefore on climate. SPOs can make a difference by reducing climate change risks and GHG emissions. It particularly affects those people who are dependent on agriculture by changing the pattern of rainy and dry seasons, causing floods or droughts, and landslides among other negative impacts. By implementing practices that sequester or "capture" carbon, such as mulching, planting trees, introducing compost into the soil, among other practices, will make farms more capable of holding back the impact of climate change while helping to reduce costs of production in the long run.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Development All grades	3.2.42 You implement measures on adaptation to climate change.	The adaptation measures and activities depend on identified risks and existing practices in your region/product and are in line with the human and financial capacity of your organisation and members. Examples of adaptation practices include: adjustments in crop planting dates to avoid periods with high temperature stress, installation of facilities for rain water collection and use, soil cover/mulch application, use of drought resistant crop varieties, crops diversification, and improved pruning practices. Members who are engaging in climate change adaptation activities are encouraged to share their experience with other members, using their field plots for demonstration of climate change adaptation practices for further replication of these practices by other members.	3.2.7.03	The organisation implemented at least one adaptation measure to climate change.	Rank 3 AND all measures on adaptation to climate change are based on identified risks AND members share examples of implemented climate change adaptation measures with other members.
6	Development All grades	3.2.44 You as an organisation or your members take measures to reduce Green House Gas (GHG) emissions and increase carbon sequestration.	You are free to choose the measures to reduce GHG emissions and increase carbon sequestration. Examples of measures are: incorporating green manure in the fields and increasing organic matter in the soil.	3.2.7.02	The organisation implemented measures to reduce GHG emissions and increase carbon sequestration.	Organisation evaluated internally its practices, implemented them and prepared a report AND the organisation benefits from advice from local experts such as authorities, universities or NGOs OR updates the report adding new practices/measures.

Guidelines for the Trainer

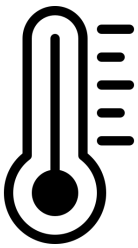
Materials needed: ☑ Flip-sheets and markers

Time needed: 1.5 to 2 hours

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ Select changes in the climate that are occurring in the region of your training and prepare sheets with very simple drawings depicting those changes. It can include:

- A sun depicting higher temperatures or drought.
- A cloud with lots of rain to depict heavy rain or more rain.
- A cloud with a few raindrops to depict less rain.
- A thermometer to depict higher or lower average temperatures.
- A cloud with a flashlight to depict heavy thunderstorm or thunderstorms outside the normal season.
- A tree in the wind to depict strong winds.
- A cloud with snowflakes (stars) to depict snow or hail.
- A thermometer below zero to depict frost.



Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: introduction to climate change
  - Appr 45-55 min: adapting to climate change
  - Appr 5-10 min: introduction to Greenhouse Gases
  - Appr 30-35 min: reducing Greenhouse Gases
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Ask participants for how long they have been growing their crops. Let several people answer. Ask if they have observed any changes in the weather patterns over the last few decades. Ask what type of changes. Changes can include shifting of the rainy season, more heavy rains, drought, higher or lower temperatures, rare weather types like snow or hail, etc. Agree that over the past few decades, weather patterns have been changing.

Title: Mention the title of the session: *Managing climate change.*

Objectives: During this session, we will discuss how you can adapt to climate changes and reduce Green House Gas.

Benefits: Climate change is happening, and we cannot stop it. However, you can adapt your farming practices so you are better prepared for any change and your yield will be less affected.

Direction: Climate change does not occur in the same way everywhere; some regions are more affected than others. In this topic we will not look at how badly affected your region is and is going to be in the future, but we focus on how we can adapt in general, irrespective the level of change.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to climate change – Appr 5-10 minutes

1. Say that the **climate** is the regular weather conditions of an area. For example, the period of the long and short rains or average temperatures during certain months. Ask: *When is normally the main or long rainy season in this area? And when is the minor or short rainy season?* Collect some answer. Then say that we talk about **climate change** when those weather patterns become **different** in the medium to long term. Refer to the answers given to the question you asked when starting this session (as part of the attention).
2. Say that because **farmers depend on the weather pattern**, changing weather patterns can have **enormous consequences**. Ask: *What type of negative consequences can a change in the climate have for you?* Collect answers from several participants. Yields are negatively affected by drought, flooding, heavy rain, strong winds, etc. When weather patterns become less predictive, it is also difficult to anticipate certain agricultural practices, including planting, pest and disease control, harvesting, etc. Ask: *Who can give an example of **your own experience** or an experience of a friend or neighbour of how a change in climate affected the farm?* Again, collect input from several people.

Adapting to climate change – Appr 45-50 minutes

3. **Split the group into sub-groups**. The number depends on the number of sheets you have prepared with drawings on climate change. For example, if you have prepared 5 sheets, you divide the group into 5 sub-groups. Show one by one all your sheets and explain what they depict. Give each sub-group 1 sheet with a drawing depicting climate change. Each group should come up with **suggestions to adapt to this kind of climate change** to avoid that their yield will be negatively affected. You can give an example: you can plant cover crops to avoid that topsoil is washed away during heavy rains. Let the groups work for some time (no need for the groups to write down results, they should just discuss it).
4. After 5 to 10 minutes ask all groups to stop their discussion. Ask everyone to pick up their chair and **form a circle** (you are part of the circle). Ask someone from the first group **to share** what they have discussed. Every time a suggestion is made on how to deal with this type of climate change, ask the other groups:
    a. *Is this something you could apply?*
    b. *What would be the main challenge to apply this? How can you overcome this challenge?*
5. Let all groups one by one **share the results of their discussions**. Make sure to make notes (for yourself) of all actions that are suggested. **Take your time for the discussion of each suggested action**. If possible, refer to previous topics (session 3.2.3 on Managing water and 3.2.5 Protecting biodiversity). When all results are discussed, repeat all suggested actions. Make sure all actions listed in requirement 3.2.42 are mentioned:
    - *Adjust crop planting dates to avoid periods with high temperature stress*
    - *Install facilities for rainwater collection and use*
    - *Use soil cover/mulch application*
    - *Use of drought resistant crop varieties*
    - *Apply crop diversification*
    - *Improve pruning practices*
6. Say at the end of your discussions that members who are engaged in climate change adaptation activities are encouraged **to share their experience with other members**, using their field plots for demonstration of climate

change adaptation practices for further replication of these practices by other members.

Introduction to Greenhouse Gases – Appr 5-10 minutes

7. Stay seated in a circle and continue your session. Explain what **greenhouse gases** are by using a very simple drawing:
    a. Say that **climate change is caused by greenhouses gases**.
    b. Take a marker and draw a tree with some grass and a house or a cow (very simple drawing). Then draw a dome over everything. Say that the dome is the Earth's atmosphere. Earth's atmosphere is a **jacket of gases that surrounds our planet**. It keeps us warm, gives us oxygen to breathe, and it is where our weather happens.
    c. Greenhouse gases are gases in Earth's atmosphere that trap heat. Draw with another colour marker an additional layer to your dome.
    d. Say that greenhouse gases let sunlight pass through the atmosphere, but they prevent the heat (that the sunlight brings) from leaving the atmosphere (use arrows to depict this in your drawing).
    e. As the amount of Greenhouse gases in our atmosphere is increased, there is an increase in temperature which creates a warming effect that is similar to the warming inside a greenhouse, hence the name "**greenhouse effect**." This then leads to a change in the climate and weather patterns.
8. Say that **some activities** that we do, **will raise the level of greenhouse gases** in the atmosphere and will cause climate change, including:
    - Burning fossil fuels (including gasoline for automobile engines).
    - Certain farming practices and land-use changes.
    - Deforestation (trees use CO_2 and give off oxygen in its place).
    - Many factories produce long-lasting industrial gases (i.e. industrial greenhouse gases).
    - Population growth (more people use more fossil fuels for heating, transportation, manufacturing and more farming occurs for increased food production).

Reducing Greenhouse Gases – Appr 30-35 minutes

9. Say that **all of us contribute to greenhouse gases** with our farms and other activities. And it is in all our interest that we should **reduce** greenhouse gases. Ask the following questions:
    a. *Why should we be concerned with reducing greenhouse gases?* Climate change is bad for all of us, especially for farmers because they depend so much on weather patterns.
    b. *Why should we all contribute to the reduction of greenhouse gases because small farms will generate less greenhouse gases than a large factory?* Agree to this. Then mention that although our contribution might be small, if we add all the small contributions, it will become a large contribution.
10. Say that **requirement 3.2.44** describes that **we need to take measures to reduce Greenhouse Gas**. Have a discussion on **how to implement** some of the practices (listed in point 11 of these guidelines) to reduce greenhouse gases. Every time you mention an activity that can be done, you discuss the following questions:
    a. *Is this difficult to implement?*
    b. *Would farmers be willing to do this? If no, why not?*
    c. *What could change their minds?*
    d. *Would you be willing to do this?*
11. Discuss a few of the **following activities** (select those that are most applicable to the group you are training):
    - *Do not cut trees.*
    - *Do not burn the land for clearing.*
    - *Keep fertile soils productive using organic methods and reducing tillage.*
    - *Use perennials, tree crops, and other agro-forestry methods keep greater biomass in the cropping system.*
    - *Preserve forests and grassland that maintain carbon sinks while protecting watersheds.*
    - *Re-vegetate degraded soils.*

Finish – Appr 2-5 minutes

Summary: Repeat what climate change is and greenhouse gases are. Repeat the consequences of climate change. Mention a few practices farmers can do to adapt to climate change. Mention a few practices farmers can do to reduce greenhouse gases.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:

- *What is climate change?*
- *What can be the negative effects of climate change?*
- *What can you do to adapt to climate change?*
- *What can you do to reduce greenhouse gases?*

Next step: When you get back to your field, check with your fellow farmers what changes you have observed over the years in the climate. Try to implement at least 1 activity to adapt to climate change and 1 activity to reduce greenhouse gases.

To ensure that you comply with the **Fairtrade Standard**, you should:

- Requirement 3.2.42: Implement measures to adapt to climate change.
- Requirement 3.2.44: Take measures to reduce Green House Gas (GHG).

Topic 3.3.1 Protecting Children

Key Information for Members

Child labour is work that:

- is physically, mentally, socially or morally dangerous and harmful to children; and
- interferes with their schooling.

Whether or not particular forms of "work" can be called "child labour" depends on:

- the child's age
- the type of work done
- the hours of work done
- the conditions under which it is performed
- the national law

Children

- Between 15 and 18 years: allowed to be employed on farms but activities are restricted.
- Under 15 years:
  - can help on a farm with light work
  - outside school hours
  - under supervision of an adult
  - for limited time

Examples of what is NOT allowed (the national law prevails in case it is stricter):

- Children under 18 years must not spray or handle chemicals. Children should also not be present or near the farm during pesticide application nor re-enter soon after. *Reason:* Toxins affect children more severely than adults and can seriously affect their physical and brain development.
- Children must not use tools with sharp edges (such as knives, machetes, etc.). *Reason:* Children can easily cut themselves and sustain injuries also leading to serious infections.
- Children must not climb trees to prune or cut mistletoe. *Reason:* The danger is not only the sharp tool they use but also climbing trees in case of a fall.
- Children must not transport heavy loads. A guideline can be a maximum of 30% of the child's body weight for no more than 2 miles (3km). *Reason:* Heavy weights can damage the spin and can cause back problems for the rest of their lives.

- Children should not work under a hot sun for long hours. They are not allowed to work unsupervised. *Reason*: Children are not as strong as adults and can easily dehydrate. Supervision by an adult is necessary to avoid any accidents.
- Children should never be trafficked and forced to work.

Examples of what is allowed:

- Children younger than 15 can do light tasks such as gathering and heaping outside school hours and under supervision of an adult. Work should not be more than 2 hours per school day.
- The transfer of skills between the different generations in a positive atmosphere can be beneficial for the child. Giving children light tasks will teach them responsibility, give them a sense of pride in what they do, and can make them feel part of a family and community.
- Every child should be allowed to go to school.

Background Information for the Trainer

According to the International Labour Organisation (ILO) there are around 168 million child labourers in the world; nearly half of them work in hazardous conditions. Millions of children suffer in slavery-like practices such as forced and bonded labour.

Child labour is a complex problem and numerous factors influence whether children work or not. Poverty is not the only factor in child labour and cannot justify all types of employment. Countries may be equally poor and yet have relatively high or relatively low levels of child labour. Other reasons children work include barriers to education (costs, quality, distance to school etc.); external shocks e.g. natural disasters etc.; poor legislation, policies and programmes to protect children, etc. Girls are often particularly disadvantaged as they often undertake household tasks either before or after working in the fields and might be denied an education.

Long hours in the fields or unsuitable work prevent children from getting the knowledge and skills through education and training that could help lift them out of poverty. Childhood is a critical time for safe and healthy human development. Children have human rights that must be respected and are entitled to special protection due to their vulnerability as children.

What is child protection?

Child Protection is the term used to describe the responsibilities and activities undertaken to prevent and/or stop children from being abused or ill-treated. Child abuse and neglect is defined as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation resulting in actual or potential harm to the child's health, survival, development or dignity. In the context of Fairtrade standards for example, when a child is identified in the worst forms of child labour, child protection actions must be taken in consultation with child rights experts or organisations to ensure that the impacted child is withdrawn and she/he is provided with development opportunities (e.g. schooling, health, housing, etc.) and prevented from re-entering that form of labour, including ensuring that the child withdrawn is not replaced by other children.

Fairtrade is committed to acting to protect children from abuse and exploitation involved in the worst forms of child labour. Fairtrade adopts a child rights framework as informed by the UN Convention on the Rights of the Child (UNCRC) in protecting children from such abuse and exploitation.

Fairtrade follows the **International Labour Organisation's Convention 182** on The **Worst Forms of Child Labour,** which is types of work that must be **immediately eliminated** and the children found working under such conditions must be removed from such conditions and remediated (provided with safe development opportunities).

Worst forms of child labour are:

- All forms of **slavery** or practices similar to slavery, such as the **sale and trafficking of children**, as well as **forced or compulsory labour**, including forced or compulsory recruitment of children for use in **armed conflict**;
- The use, obtaining or offering of a child for **pornography**, for the production of pornography or for pornographic performances;

• The use, procuring or offering of a child for **illicit activities**, in particular for the **production and trafficking of drugs**;
• 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.

The fourth type of 'Worst Forms of Child Labour' is called **'hazardous work'**. National authorities in the different countries can, together with the relevant organisations of employers and workers, themselves come up with a list of what they consider to be 'hazardous work' for their country's children.

One of the ways of preventing children from starting to work too young is to set a **minimum age** before which children are not allowed to be employed. Fairtrade follows the International Labour Organisation's Convention 138 on the Minimum Age for Admission to Employment and only allows those aged **15 years and over** to be employed on Fairtrade certified small producer organisation (however if the national age of admittance to employment is higher, you must respect your national laws and Fairtrade will also respect your national law if this is set higher than 15 years).

This does **not mean** your children aged under 15 years cannot help you on your farms. **Participation** in family life and in age-appropriate agricultural tasks is generally considered to be something positive as it can help **the child learn technical and social skills**, can improve their self-esteem and contributes to their food security. It is important to ensure these light tasks **do not interfere** with a child's other rights including their time to rest, play, go to school, etc. and that the work **does not harm** their health or development.

Fairtrade Standards thus **allows** your children below 15 years to help you **but only on your own farm after school or during the holidays**. The work they do must be **appropriate** for their age and physical condition of course and **cannot be for long hours** or under any kind of **dangerous or exploitative conditions**. You must furthermore **oversee and guide them** yourselves. This means they cannot go and work for your neighbour or relatives, and they can only work under the supervision or watch of someone who is their parent or guardian.

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Major All grades	3.3.8 You and the members of your organisation do not employ children below the age of 15 or under the age defined by local law, whichever is higher.	In the case of child-headed households where all members of the household are below the age of 18 years, a child's right approach should be used to interpret the minimum age requirements, giving priority to the best interest of the child. The minimum age requirement also applies to children who are employed indirectly by you or the members of your organisation, for example when children of workers are working with their parents in your or your members' fields. If the age of a child is unknown, all efforts must be made to identify the age following child rights guidelines. When there is a high likelihood of child labour as defined by ILO Convention 138 (Minimum age) and ILO Convention 182 (Worst forms of child labour) occurring you are encouraged to address this and include actions that tackle root causes of child labour such as ensuring safe schooling of children in your Fairtrade Development Plan. If there are no schools available in the area where children live, all effort should be given to work with national authorities and/or other relevant partners to build schools for children or provide safe transportation so children can attend the nearest schools. If children who migrate temporarily with their working families to areas where no schools are available, temporary schooling alternatives could be sought and provided so children can attend school and receive a quality education. In all circumstances child rights should be given primary consideration, as reflected in the guiding principles of the UN Convention of the Rights of the Child (UNCRC).	3.3.3.01	The auditor found no indication (through workers' and employers' interviews, and local knowledge) that this is present.	There is a written policy approved by the General Assembly and made known to members that includes ensuring of safe schooling for all children AND IMS that controls this at member level.

0	Core All grades	3.3.9 Your members' children below 15 years of age are allowed to help your members on their farms under strict conditions: you ensure that they only work after school or during holidays, the work they do is appropriate for their age and physical condition, they do not work long hours and/or under dangerous or exploitative conditions and their parents or guardians supervise and guide them.	None	3.3.3.02	The auditor found no Indication (through member's interviews, observation, and local knowledge) that non-suitable work/non-suitable time is present.	The organisation has an awareness raising programme for members that identifies suitable work AND IMS that controls this at member level.
0	Major All grades	3.3.10 You and the members of your organisation do not submit workers of less than 18 years of age to unconditional worst forms of child labour or 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, morals or their school attendance.	The term unconditional worst forms of child labour comprises of the following categories: – All types of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict; – All activities which sexually exploit children, such as prostitution, pornography or pornographic performances; – Any involvement of a child in illegal activities, especially the production or trafficking of drugs. Examples of work that is potentially damaging includes work that takes place in an unhealthy environment, involves excessively long working hours, night hours, the handling or any exposure to toxic chemicals, work at dangerous heights, operation of dangerous equipment and work that involves abusive punishment or is exploitative. Every country is expected to generate its own hazardous child labour activity list and SPOs are encouraged to be use them as a reference.	3.3.3.03	The auditor found no indication (through member's interviews, observation, and local knowledge) that non-suitable work is present.	Rank 3 AND the organisation has relevant policies, procedures and monitoring response programs (OMS) for identifying and responding to child labour AND awareness raising projects, prevention projects or related projects at member level.
				3.3.3.7	The auditor found no indication (through members' interviews, observation, and local knowledge) that hazardous non-suitable work is present OR present on rare occasions but organisation took action.	Rank 3 AND the organisation has an awareness raising program for members that identified suitable work AND IMS that controls this at member level.

1	Core All grades	3.3.11 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 ensure that those children do not enter or are not 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. Any action that you take to ensure this respects the UN Convention on the Rights of the Child (CRC) protective framework, which means that: – the best interest of the child are always the top priority; – their right to survival and development is respected; – you apply them to all children without discrimination; – the views of the child are heard and respected; – at all moments they are protected from violence.	In order to ensure children do not enter worse forms you could develop a rights-based remediation policy and program within a UN CRC protective framework that covers how to withdraw the children and how to prevent that they enter into worse forms of labour. This policy and program should include a clear statement against child labour and remediation projects to ensure the immediate and continued protection of children. To be able to monitor the risk of child labour, you could consider including in your remediation project a youth inclusive, community led monitoring and remediation on child labour aimed at improving social protection at household levels where possible impacted and at risk children live. These projects can include support from expert partner organisations, preferably local. You can check your country's National Action Plan to Eliminate Child Labour, especially its Hazardous Child Labour Framework, if available. If you choose to partner with Fairtrade and/or its child rights partner in safe withdrawal of impacted children found in unconditional worst forms of child labour, you will need a signed Child Protection Policy and Procedure that demonstrates a commitment to adopting a child rights' approach to protecting impacted children. You and your relevant staff will need to be trained on child rights methodologies and a Fairtrade contact within your organisation or another representative from senior management should be responsible for the development, ratification, implementation, and evaluation of this Child Protection Policy and Procedure.	3.3.3.04	Organisation can provide details of all children working in the past and their current safe situation.	Organisation developed a child rights based remediation policy and program in partnership with a governmental or international organisation AND its members are trained on child rights methodologies.
				3.3.3.06	Any action that was taken, respects the UN Convention on the Rights of the Child (CRC).	

3	Development All grades	3.3.12 If you have identified child labour as a risk in your organisation (see requirement 3.1.2) you and the members of your organisation 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.	Relevant procedures can be keeping records of all workers stating their age, gender, identification papers, migratory status and other relevant data. If you and your member chose to mitigate risk through your Fairtrade Development Plan you could build a youth inclusive community-based monitoring and remediation on child labour on an on-going basis. This would include: – identifying children in or at risk of being employed in child labour, – reporting on the status of the identified children on a regular basis, – measuring the progress made in safely withdrawing and preventing children from being engaged in child labour; and – avoiding that children withdrawn from labour situations are substituted by other. For suggestions on how to establish a youth inclusive community-based monitoring and remediation on child labour, please request Fairtrade's descriptive and training materials on this from producer support team.	3.3.3.05	Organisation has implemented some control measures such as keeping records at member level.	Organisation has established a youth inclusive community based monitoring and remediation on child labour.

Guidelines for the Trainer

Materials needed: ☑ None

Time needed: 1.5 to 2 hours

Preparations:

☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ Check what the national law says about child labour. Look specifically for the age a child can be employed and the age of child can do any form of work. Also check for how many hours a child is allowed to work on school days after school.

☑ Check if the producer organisation has a child labour or child protection policy. If it has, you can include its content in your discussions.

☑ Make a line in the field where you are. You can make the line with branches, a measure tape, rope, or any other material.

☑ Draw on a piece of paper a red cross (X) and on the other piece of paper a green okay mark (V). Place the papers on either end of the line (you can paste it against a tree or put it on the ground).

Note for the trainer: People might feel very offended if you tell them what to do and what not. Therefore, the objective of this session is to make participants realise that child labour can have negative consequence for children and **to have a discussion** to see what is acceptable and what is not in their opinions and then according to Fairtrade standards – stimulate discussion. The session should get members to think about the indicators of child labour (what defines children's work on farms as child labour and what does not) Take your time for the discussions and do not rush.

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - Appr 5 min: introduction to child labour
  - Appr 45-60 min: exercise on child labour
  - Appr 5-10 min: activities that are not allowed for children
  - Appr 5-10 min: activities that are allowed for children
  - Appr 25-30 min: discussion on child labour
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Say that the next topic is much under discussion in several countries and high on the agenda of Fairtrade and crop buying companies (and maybe the government).

Title: Mention the title of the session: *Protecting children*.

Objectives: During this session, we will discuss what child labour is and what child labour is not, and what is acceptable and what not.

Benefits: According to the national law, child labour is prohibited. Also, for the buyers of your crops, it is important that

they know that crops are produced without child labour. In addition, if we want that our children are taking over our farms when we are old, we should make them enthusiast about work on the farm and not force them.

Direction: We consider someone as a child when he/she is **below 18**.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to child labour – Appr 5 minutes

1. Say that you will first explain what is considered child labour. **Child labour** is work that:
   - is physically, mentally, socially or morally dangerous and harmful to children; and
   - interferes with their schooling.
2. Ask: *Is it always easy to determine if work done by children is child labour or not?* No, it is not always clear. Whether or not particular forms of "work" can be called "child labour" depends on the **child's age**, the **type** and **hours of work** done, the **conditions** under which it is performed, and the national law. The answer thus varies from situation to situation.

Exercise on child labour – Appr 45-60 minutes

3. It is not so easy to say if work done by children is child labour or not. We are going to do a little **exercise** in which we will discuss different situations. You are going to give the group a **situation** and everyone has to decide if the situation is **acceptable** for a child **or not**. If they think it is **acceptable**, they should stand on the side of the line with the okay sign (point to the green V sign). If they think it is **not acceptable**, they should stand on the side of the line with the red cross (point to the red cross). If they are not sure, they can stand on the line (in the middle).
4. **Facilitate your exercise** through the following steps for every situation:
   a. Every time explain the situation (for example: a child is handling cutlass).
   b. Everyone should decide if this is acceptable or not (without discussing it with anyone) and move to one side of the line (or stand on the line).
   c. When everyone has selected one side and is standing either next to the green okay sign or the red cross (or in the middle), ask 1-2 people from each side to explain **why** they have selected that side.
   d. Then ask the questions listed below for every situation. You are free to add other questions **to stimulate a discussion**.
5. **Situation 1: A child is handling a cutlass or a machete**.
   a. *What can happen when a child is handling cutlass or a machete?* The child can seriously injure him or herself.
   b. *Why is it more likely that a child will hurt him/herself as compared to an adult?* All equipment is made for adults (with often larger hands), an adult has more experience and is more aware of what can happen if he/she is not handling the equipment carefully.
   c. *Is this situation accepted or not?* It is **not accepted**.
6. **Situation 2: A child of 15 is collecting harvested crops in a basket on a regular Wednesday morning at 10am.**
   a. *Where should every child be on a regular Wednesday morning at 10am?* In school, because in XX (mention your country) children of the age of 15 are still within the compulsory school age.
   b. *Is this situation accepted or not?* It is **not accepted** because the child should be in school.
   c. *But what if it is a holiday or the teacher did not show up?* Those are exceptions. In general, children of the age of 15 have to be in school on a regular weekday. If it is a holiday or there is no school for some other reasons, children of 15 can help on the farm and do tasks that are appropriate for their age (you will discuss this in more detail with the following situation).
7. **Situation 3: A child of 14 is collecting harvested crops in a basket after school.**
   a. *Is this situation accepted or not?* It is **accepted**.
   b. *What if the child has been working for 4 hours straight?* That is **not accepted**. Refer to the national law and the number of hours a child is allowed to work on a school day.
   c. *What if it is a public holiday?* Working 4 hours straight is too long for a child. There should be small breaks.
   d. *What if there is no adult in the field but only other children?* That is not allowed according to Fairtrade requirements: children should be supervised by an adult.
8. **Situation 4: A child of 9 is collecting harvested crops in a basket on a school holiday.**
   a. *What does our national law say about work for*

children of 9 years old? The law of XX (mention your country) states that children under a certain age (can be different for each country so check) are not allowed to do any work. They can help with serving food and running small errands.

b. *Is this situation accepted or not?* It is **not accepted**.

9. **Situation 5: A child is carrying a bag of crops on his/her head.**

   a. *How heavy is a bag with crops?*

   b. *Should a child carry a bag of more XX kilograms?* No, he/she should not. Note for the trainer: Check standard weights as per ILO or UN definition, but ideally the weight should not be harmful to child's health.

   c. *And if the child is very strong or tall?* Not even if the child is strong or tall.

   d. *What can be the consequences when a child carries a heavy load?* A child is still growing. Carrying a heavy load can deform the spine and the child will have back pains for the rest of his/her life.

   e. *Is this situation accepted or not?* It is **not accepted**.

10. **Situation 6: A child of 17 is mixing pesticides.**

    a. *Is this situation accepted or not?* It is **not accepted**.

    b. *But what if the child is only mixing the chemicals and not applying them?* It is still **not accepted**. Children below 18 are not allowed to measure, mix, carry, handle, or apply pesticides. Children should also not be present or near the farm during pesticide application nor re-enter soon after.

    c. *Why not?* Pesticides are toxic. Toxins affect children more severely than adults and can seriously affect their physical and brain development.

Note for the trainer: This exercise will even work better if you can show the visuals in the key information. You can also add other situations for example that you have seen in the farming communities or change the situations slightly to make them more adaptable to the environment in which you work.

Activities that are not allowed for children – Appr 5-10 minutes

11. We have seen several situations that are not accepted for children. Refer to the situations and ask **what we are trying to avoid**:

    a. *Working with a machete or cutlass:* We try to avoid that children do **dangerous** work and get **seriously injured** in accidents.

    b. *What other type of work is **too dangerous**?* Collect as many answers as possible. Make sure to include handling (that includes carrying) and applying pesticides, harvesting with cutlass or harvesting hook, cutting mistletoe, and pruning.

    c. *Working during school hours*: We try to avoid that children **cannot attend school** or cannot do their homework because they have to work on the farm or are too tired.

    d. *Carrying heavy loads:* We try to avoid that children do work that is **too heavy** for them which will lead to **retarded or deformed growth** and **decreasing health.**

    e. *Working in abusive conditions such as forced or trafficked labour.*

Activities that are allowed for children – Appr 5-10 minutes

12. Say that all this does **not mean** your children aged under 15 years cannot help you on your farms. **Participation** in family life and in age-appropriate agricultural tasks is generally considered to be something positive as it can help **the child to learn technical and social skills**, it can improve their self-esteem and contributes to their food security. It is important to ensure these light tasks **do not interfere** with a child's other rights including their time to rest, play, go to school, etc. and that the work **does not harm** their health or development.

13. Fairtrade Standards thus **allows** your children below 15 years to help you **but only on your own farm after school or during the holidays**. The work they do must be **appropriate** for their age and physical condition, and **cannot be for long hours** or under any kind of **dangerous or exploitative conditions**. You must furthermore **oversee and guide them** yourselves. This means they cannot go and work for your neighbour or relatives, and they can only work under the supervision or watch of someone who is their parent or guardian.

Discussion on issues related to child labour – Appr 25-30 minutes

14. Ask everyone to join you in **a circle** (they can bring their chairs). You will finally facilitate a discussion and **bring up some of the issues related to child labour**. In case there are any other issues in your country, bring them to the table and discuss them. You can split participants into small groups of 2-3 people and let them first discuss the question in their groups before discussing it with the whole group. Try to have an **open discussion** without patronising anyone. Take your time for the discussion.

15. Ask the following questions:

    a. *The requirements against child labour have been invented by people in Europe and the USA (or by white people). Why do we have to follow these rules?*

You can refer to the national law and the negative consequences of child labour.

b. *Why does child labour exist? Why do some farmers use children, although they know it is not allowed?* Some reasons could be that people are not always aware of what is allowed and what is not, there is no money to hire labour or send children to school, or labourers bring children that also work on the farm.

c. *What should you do if you know that another farmer is using children in farming activities that are not allowed?* In case the producer organisation has procedures, you can refer to these procedures.

d. *What can I do if I do not want to snitch on another farmer because there might be repercussions?*

Finish – Appr 2-5 minutes

Summary: Repeat the definition of child labour. Add that whether or not particular forms of "work" can be called "child labour" depends on the **child's age**, the **type** and **hours of work** done, the **conditions** under which it is performed, and what **each country** has **decided.** It is important to realise that child labour is **not** about prohibiting children from going to the farm and learning how to grow crops. Fairtrade works to ensure that children:

- Do not engage in dangerous work or getting seriously injured in accidents.
- Do not engage in work that involves carrying heavy loads, dangerous tools, long hours, etc., which will negatively impact their health and development.
- Do not engage in work that prevents them from attending school or undertaking their homework.
- Do not engage in the type of work that will discourage them or their peers from regarding agricultural work in a positive light.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:

- *What do we want to avoid when it comes to child labour?*
- *What work is not acceptable for children?*
- *What type of work is acceptable for children and under what conditions?*

Next step: If there has been child labour in the past in your group or community, this should be addressed openly through a remediation policy and program, so that children are prevented from being employed and protected from entering worse forms of child labour.

To ensure that you comply with the **Fairtrade Standard**, you should:

- Requirement 3.3.8: Not employ children under 15 or the legal minimum age (if high).
- Requirement 3.3.9: Only allow children younger than 15 years to work with the family under strict conditions.
- Requirement 3.3.9: Ensure that children under 15 only do light work on the farm and are always supervised.
- Requirement 3.3.8 and 3.3.9: Ensure that all children can go to school and have enough time to do their homework.
- Requirement 3.3.10: Ensure that children under 18 do not work in exploitative, unsafe or unhealthy situations.
- Requirement 3.3.11: Avoid that children younger than 15 years that were employed and/or children between 15 and 18 years engaged in hazardous work, do enter into the worse forms of child labour.
- Requirement 3.3.12: Implement preventive measures if child labour is identified as a risk.

Topic 3.3.2 Guaranteeing Labour Conditions and Rights

Key Information for Members

The work on the farm is often done by many different people, including:

- The **owner** of the land.
- **Sharecroppers:** people who are not the owners of the land but farm on the land and share the profit of the crop with the landowner.
- **Family members** of the owner or sharecropper.
- **Labourers:** employees that work fulltime the whole year for a wage.
- **Seasonal workers** who work only a few months per year on the farm to help with some specific job, for example harvest.

There are certain **conditions** under which the work, irrespective the type of work and duration of employment, should be done. If the freedom of human beings to develop their capabilities and to choose and pursue their professional and personal aspirations is restricted, regardless their abilities, then their skills and competencies cannot be developed to their full potential. This leads to **frustration in the work force** and eventually means a **loss in productivity** for the employer.

During the process of hiring people and during their employment, irrespective the job and duration of employment, it is not allowed to:

- **Conduct tests** for pregnancy, HIV and genetic problems **during recruitment of workers**.
- **Discriminate** on the basis of race/tribe, colour, gender, sexual orientation, disability, marital status, age, HIV/AIDS status, religion, political opinion, membership of unions or other workers' representative bodies, national extraction or social origin in recruitment, promotion, access to training, remuneration, allocation of work, termination of employment, retirement or other activities.
- Engage in, support or tolerate the use of **corporal punishment**, mental or physical coercion or verbal abuse.
- Engage in, support or tolerate behaviour – including gestures, language, and physical contact – that is **sexually intimidating, abusive or exploitative**.
- Have **forced labour, bonded or involuntary prison labour**.
- **Force a worker's spouse** to work for you, even if you provide housing for the whole family.

You should also inform workers that they are **free to leave at any time**, if they follow the due notice period in their contract.

All workers on the farm, including sharecroppers, labourers and seasonal workers, have the right to negotiate even better conditions for them and their fellow workers. Fairtrade encourages workers to negotiate an income that meets their basic needs.

Rights of Labourers

Workers can decide to form or join a **union** of their choice. A union is an independent, democratic organisation of workers who work together to **protect their interests** and **improve their working conditions**. A union can represent workers and meet together with employers in a **collective bargaining process** to negotiate on higher wages, benefits or better work conditions.

Under Fairtrade, employers need to **respect the right of workers to unionise** in writing and in practice, for example by allowing unions to **meet freely** with workers in the workplace. Employers can join the meeting, at the request of the workers, but are **not allowed to interfere**. A union could also represent workers in case of disagreement with the employer.

Another important point is that workers that are member of a union should **not be discriminated**, for example by either favouring them or doing the opposite. In case a workers' representative is dismissed, the producer organisation should be i**nformed**, and the organisation should inform FLOCERT. In addition, employers should **keep records of all terminated contracts** indicating the reason for termination and whether the worker was a member of a union or workers' organisation.

Adapted from: Your rights at a Fairtrade certified farm or factory: for workers.

Background Information for the Trainer

Why are labour conditions important?

Discrimination is defined under ILO Convention No. 111 as any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin (among other characteristics), "which has the effect of nullifying or impairing equality of opportunity and treatment in employment or occupation".

Discrimination in employment takes many forms, and occurs in all kinds of work settings. It means treating people differently because of certain characteristics, such as race, colour of their skin or gender, which results in and reinforces inequalities. If the freedom of human beings to develop their capabilities and to choose and pursue their professional and personal aspirations is restricted, regardless their abilities, then their skills and competencies cannot be developed to their full potential. This leads to frustration in the work force and eventually means a loss in productivity for the employer.

What should I do?

It is not allowed to offer positions to, promote or dismiss employees, or provide them with extra benefits on the basis of race, colour, sex, sexual orientation, marital status, family ties, age, religion, political opinion, union membership, national or social origin, disability or other status. Judgment should only be made on the basis of their ability to carry out the required work. Anyone managing and supervising workers is forbidden to use, support or accept inappropriate punishment in the form of physical aggression or threatening behaviour in gestures or language. The work environment must be free of any form of sexual abuse, manipulation or psychological harassment.

Discrimination against people living with HIV/AIDS is a growing concern, especially among women. This can take many forms, including pre-employment testing leading to a refusal to hire, testing of long-term foreign visitors before entering a country, and in some countries, mandatory tests for migrant workers.

Other forms of discrimination include dismissal without medical evidence, notice or a hearing, demotion, denial of health insurance benefits, salary reductions and harassment.

Why is this important?

Forced labour is the opposite of decent work. The least protected persons, including women and youth, indigenous peoples, and migrant workers, are particularly vulnerable.

In the Forced Labour Convention, 1930 (No. 29), the ILO defines forced labour as "all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily" (Article 2(1)).

Forced labour means a person is forced to carry out certain work by threatening him/her with punishment or the loss of rights or privileges. Its most extreme form involves abduction, physical violence or restraint, or even death threats addressed to the victim or relatives. Other forms include threats to denounce victims to the police or immigration authorities when their employment status is illegal. Employers sometimes also require workers to hand over their identity papers, and may use the threat of confiscation of these documents in order to exact forced labour.

Bonded labour, also called debt bondage, occurs when a person is forced to pay off a loan with direct labour instead of actual payment and when the employer grants loans under unreasonable conditions such as very high interest rates.

Many victims enter forced labour situations initially out of their own choice, albeit through fraud and deception, only to discover later that they are not free to withdraw their labour, owing to legal, physical or psychological coercion. Initial consent may be considered irrelevant when deception or fraud has been used to obtain it.

What should I do?

Any form of forced labour including bonded and prison labour is forbidden. People must be free to leave their employment at any time after a normal notice period. Employers cannot force a worker's spouse to work for them. They have the choice to work elsewhere if they wish, even if the employer provides housing for the whole family.

Here are some ideas if action on forced labour needed:

Principles for business leaders to combat forced labour:

- Have a clear and transparent policy, setting out the measures taken to prevent forced labour.

- Treat migrant workers fairly. Monitor the agencies carefully that provide contract labour, especially across borders, blacklisting those known to have used abusive practices and forced labour.
- Ensure that all workers have written contracts, in language that they can easily understand, specifying their rights with regard to payment of wages, overtime, retention of identity documents, and other issues related to preventing forced labour.
- Train auditors, human resource and compliance officers so that they can identify forced labour in practice and seek appropriate remedies.
- Promote agreements and codes of conduct by industrial sector (as in agriculture), identifying the areas where there is risk of forced labour, and take appropriate remedial measures.

Why is freedom of association and collective bargaining important?

The right to organise and form workers' organisations is the prerequisite for sound collective bargaining and social dialogue.

In addition to being a right, freedom of association enables workers and employers to join together to protect better not only their own economic interests but also their civil freedoms such as the right to life, to security, to integrity, and to personal and collective freedom. As an integral part of democracy, this principle is crucial in order to realize all other fundamental principles and rights at work.

Collective bargaining is a constructive forum for addressing working conditions and terms of employment and relations between employers and workers, or their respective organisations. It can help in anticipating potential problems and can advance peaceful mechanisms for dealing with them; and finding solutions that take into account the priorities and needs of both employers and workers.

What should I do?

You as an employer show both through documentation and in the way you work that you recognise the right of all workers to organise themselves and to negotiate as a group their working conditions with management. There must be no obstacles for trade unions to meet and inform workers.

If no active trade union exists in the area, the organisation encourages workers to build their own workers' organisation. During work hours, the employer facilitates training to improve workers' awareness on Fairtrade principles and rights and duties for workers and administrative staff.

Employers can take action at different levels:

In the workplace:

- Respect the right of all workers to form and join a trade union of their choice without fear of intimidation or reprisal, in accordance with national law.
- Put in place non-discriminatory policies and procedures with respect to trade union organisation, union membership and activity in such areas as applications for employment and decisions on advancement, dismissal or transfer.
- Provide worker representatives with appropriate facilities to assist in the development of effective collective agreement.

At the bargaining table:

- Recognize representative organisations for the purpose of collective bargaining.
- Provide trade union representatives with access to real decision makers for collective bargaining.
- Provide information needed for meaningful bargaining.
- Address any problem-solving or other needs of interest to workers and management, including restructuring and training, redundancy procedures, safety and health issues, grievance and dispute settlement procedures, and disciplinary rules.

In the community:

- Take into account the role and function of the representative national employers' organisations.
- Take steps to improve the climate in labour-management relations, especially in those countries without an adequate institutional and legal framework for recognizing trade unions and for collective bargaining.

Documents needed to comply:

- Declare in writing right to join workers' organisation and collective bargaining.
- If a workers' organisation representative is dismissed, justification needs to be sent to certification body.
- Record of all terminated contracts.
- Record on training of workers' rights and duties.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Major All grades	3.3.1 You and your members do not discriminate or tolerate discrimination on the basis of race, colour, gender, sexual orientation, disability, marital status, age, HIV/AIDS status, religion, political opinion, membership of unions or other workers' representative bodies, national extraction or social origin in recruitment, promotion, access to training, remuneration, allocation of work, termination of employment, retirement or other activities.	Discrimination remains a persistent global problem especially for those in vulnerable, disadvantaged and minority positions and can perpetuate poverty, stifle development and productivity. Women and men around the world are denied access to jobs and training, receive low wages or are restricted to certain occupations simply on the basis of their sex, skin colour, ethnicity, trade union affiliation or beliefs, without regard to their capabilities and skills. Freedom from discrimination is a fundamental human right and is essential for workers to be able to choose their employment freely, develop their potential to the full and reap economic rewards on the basis of merit. See at the end of this table for additional guidance	3.3.1.01	There are no records or rules but no indications of discriminatory practices.	There is an equal opportunities policy for recruitment, remuneration, promotion and training and applied in practice with records that show reasons for acceptance, dismissals and promotion of workers.
0	Core All grades	3.3.2 During the recruitment of workers you and your members do not test for pregnancy, HIV or genetic disorders.	None	3.3.1.02	No policy but indications of test or questions during recruitment.	There is a clear policy forbidding this and organisation controls this at member level.
0	Major All grades	3.3.3 You and your members do not engage in, support, or tolerate the use of corporal punishment, or mental or physical coercion, bullying, harassment verbal abuse or any abuse of any kind.	Where such practices are endemic within a sector or region you are encouraged to include activities to address this in your Fairtrade Development Plan, or for example to develop a written policy and a monitoring system to prevent improper disciplinary practice.	3.3.1.03	The auditor found no indication (through workers and employers interviews, and local knowledge) that this is present OR if there are indications of rare cases the organisation can demonstrate it took action.	There is a written policy approved by the General Assembly and made known to members and workers AND IMS that controls this at member level.
0	Major All grades	3.3.4 You and your members do not engage in, support, or tolerate behaviour, including gestures, language, and physical contact, that is violent and abusive including sexually abusive acts, intimidation, bullying or other forms of exploitation and abuse.	Gender Based Violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence and trafficking. Other forms of exploitation and abuse include physical (causing injury or trauma to another person), psychological or emotional (violating any person's dignity and creating fear, embarrassment or intimidation) and verbal (using words to threaten, harass, intimidate or harass a person). Where GBV and other forms of harassment are endemic within a sector or region you are encouraged to include activities to address this in your Fairtrade Development Plan or to develop a written policy that clearly prohibits sexually intimidating behaviour and a monitoring system to prevent GBV. When cases are identified, the organisation is expected to remedy the situation. This includes ensuring the prolonged safety of the individual (s), implementing policies, procedures and monitoring to prevent GBV and other forms of violence. **Prolonged safety** means keeping the person/s free from risk of or actual harm or danger.	3.3.1.04	The auditor found no indication (through workers' and employers interviews, and local knowledge) that this is present OR if there are indications of rare cases the organisation can demonstrate it took action	There is a written policy approved by the General Assembly and made known to members and workers AND IMS that controls this at member level.
				3.3.1.11	The auditor found no indication (through members' interviews, observation, and local knowledge) of these forms of GBV OR present on rare occasions but organisation took action including safely reporting to relevant national protection agencies or equivalent.	RANK 3 AND There is a written policy approved by the General Assembly and made known to members and workers AND IMS that controls this at member level.

0	Major All grades	3.3.5 You and your members do not directly or indirectly engage in forced labour, including slave, bonded or involuntary prison labour. You explain this to all workers.	"Forced labour" includes work for which a person has not offered him or herself voluntarily and is forced to perform under the threat of any penalty. Some examples of forced labour include: • slavery; • involuntary prison labour; • forced recruitment; • debt bondage; • human trafficking for labour and/or sexual exploitation; Examples of practices that are considered forced labour are: • retaining any part of the workers' salary, benefits, property or documents in order to force them to remain in their employment; • requiring or forcing workers to remain in employment against their will using any physical or psychological measure; • demanding unreasonable notice period for termination of the contract of employment. The term "bonded labour" or "debt bondage" refers to workers that have received loans from employers, where these loans are subject to unreasonable and/or unjust terms and conditions for repayment, where the worker and/or their families are held to pay off the loan through their labour against their will. The following indicators developed by ILO can help you to assess if your organisation is at risk of forced labour. • Abuse of vulnerability; • Deception; • Restriction of movement; • Isolation; • Physical and sexual violence; • Intimidation and threats; • Retention of identity documents; • Withholding of wages; • Debt bondage; • Significant abusive working and living conditions; • Excessive overtime. Wages significantly lower than the minimum wage and farmer income significantly lower than the cost of sustainable production can also be an indicator of risk of forced labour.	3.3.2.01	The auditor found no indication (through workers' and employers interviews, and local knowledge) that this is present.	RANK 3 AND there is a written policy approved by the GA and made known to members and workers AND IMS that controls this at member level.
	Core All grades			3.3.2.02	Workers are informed.	Workers are Informed and this is reflected in the contract.
1	Core All grades	3.3.6 If you have identified cases of forced adult labour in your organisation (see requirement 3.1.2), you and your members remediate to ensure prolonged safety and implement relevant policies and procedures to prevent vulnerable adults above the age of 18 years from being employed in abusive, exploitative and unacceptable work conditions as defined by ILO Conventions 29 and 105.	Relevant procedures can include a due diligence and risk mitigation systems to monitor forced labour and relevant projects to respond and prevent it.	3.3.2.04	The organisation has taken remediation measures and has implemented policies and procedures to protect vulnerable workers.	RANK 3 AND the policy and procedures include preventive measures and a safe withdrawal of the people affected based on the key principles of safeguarding AND the organisation implements it proactive.
0	Core All grades	3.3.7 You and your members do not make the employment of a worker or an offer of housing conditional on the employment of their spouse. Spouses have the right to work elsewhere.	None	3.3.2.03	Organisation does not inform but there are no indications of this taken place.	Organisation makes all workers aware (especially those living in farm) about their right to work elsewhere.

0	Major All grades	3.3.13 You and your members ensure that all workers are free to join a workers' organisation of their own choosing, and that workers are free to participate in group negotiations regarding their working conditions. You do not deny these rights in practice. You have not opposed these rights in the last two years.	""Workers organisation" is any organisation of workers with the objective of "furthering and defending the interests of workers" (ILO Convention 110, Article 69). If there has been opposition to these rights in the last two years you and your members can still fulfil this requirement if your circumstances have changed substantially, for example in case of a change of management.	3.3.4.01	There is a written statement made public to workers, even if some workers do not know it OR there is no written statement but it is implemented and most workers are aware.	Rank 3 AND all workers are aware AND the organisation actively encourages workers.
				3.3.4.02	There are no indications of opposition in the last 2 years OR there was opposition but the conditions changed substantially (e.g. change of directors / management, offending members (where applicable) where expelled, declaration from independent union, organisation actively and successfully informed workers of new attitude, etc.).	RANK 3 AND workers' organisation(s) exist and collective negotiation takes place.
0	Core All grades	3.3.14 You and your members allow trade unions that do not have a base in the organisation to meet workers and to share information. You do not interfere in these meetings. Time and place for these meetings have to be agreed in advance.	Workers are free to participate or not in these meetings. The meetings can be requested by the workers. External union officials can request the meetings if the union is involved in a Collective Bargaining Agreement (CBA) within the relevant industry or at national level. If you or your members have not been informed first, you are not required to allow these meetings.	3.3.4.03	Organisation/farm owner allows such meetings outside working hours and provides space for this.	Organisation/farm owner actively encourages workers to meet and provides reasonable resources, including paid working time, for this.
				3.3.4.04	Your organisation is present during meetings at request of TU/Workers and do not interfere OR are not present.	Your organisation is not present and provide a conducive environment for the meetings.
0	Core All grades	3.3.15 You and your members ensure that there is no discrimination against workers and their representatives for organizing, joining (or not) a workers' organisation, or for participating in the legal activities of the workers' organisation. If a workers' organisation representative is dismissed, you and your members report it immediately to the certification body and explain the reason. You and your members keep a record of all terminated contracts. These records include the reason for termination and indicate if workers are members of a workers' organisation.	"Discrimination" means that workers are treated differently or suffer any negative repercussions. Some actions that could indicate discrimination against workers who form a workers' organisation or who are trying to form one are closing production, denying access, longer working hours, making transport difficult or dismissals.	3.3.4.05	There have been cases of discrimination by mid managers but the organisation/ farm owner took successful actions.	Organisation/farm owner have a training/ awareness programme for mid managers to prevent discrimination AND there are no cases of any kind of discrimination.
				3.3.4.06	Notice sent in due time by organisation OR there were no dismissals and organisation is aware of this requirement.	
				3.3.4.07	Organisation maintains complete records for own workers and makes individual producers aware of this requirement (if applicable).	Organisation maintains complete records for own and individual farms' workers (if applicable) and workers' representatives signs them.
Only applicable for organisations and/ or individual members with more than 10 workers that are present for one month or more during a year; or fewer workers where the local law has defined a lower number.						
3	Development All grades	3.3.16 If there is no union that is recognized and active in your area, or if unions are forbidden by law, or if unions are managed by government and not by members, then you and your members encourage workers to democratically elect a workers' organisation. The workers' organisation will represent workers in their negotiations with you to defend their interests.	Fairtrade defends the rights of freedom of association and collective bargaining and believes that independent trade unions are the best way for achieving this. "Recognized union" means that the union is affiliated with a national or international trade secretariat (for example the Global Union Federation). If you or the workers need help in contacting a trade union representative you can ask Fairtrade International for support.	3.3.4.08	Organisation took basic measures to encourage workers (provided information, facilitated contacts, raised awareness, etc.).	Organisation arranged/ provided independent training AND a workers' organisation is elected.
6	Development All grades	3.3.17 You and your members train workers to improve their awareness about workers' rights and duties. Training takes place during paid working time.	None	3.3.4.09	At least one training was provided within paid working time and the content is correct.	Rank 3 AND there is an ongoing training plan AND workers are consulted on the topics to be covered.

Guidance for requirement 3.3.1

Discrimination remains a persistent global problem especially for those in vulnerable, disadvantaged and minority positions and can perpetuate poverty, stifle development and productivity. Women and men around the world are denied access to jobs and training, receive low wages or are restricted to certain occupations simply on the basis of their sex, skin colour, ethnicity, trade union affiliation or beliefs, without regard to their capabilities and skills. Freedom from discrimination is a fundamental human right and is essential for workers to be able to choose their employment freely, develop their potential to the full and reap economic rewards on the basis of merit.

According to ILO, all persons should, without discrimination, enjoy equality of opportunity and treatment in respect of :

- access to training and employment of their own choice; access to promotion;
- security of tenure of employment;
- remuneration for work of equal value;
- conditions of work including hours of work, rest periods, annual holidays with pay, occupational safety and occupational health measures, as well as social security measures and welfare facilities and benefits provided in connection with employment;

The following indicators can help you to assess if your organisation is at risk of discriminatory practices. These are the indicators that auditors will check when looking at the requirement on freedom from discrimination.

Workers, members or staff are treated on the basis of one's attributes for or stereotypes in belonging to a particular group or category, and therefore:

- not being paid the same as someone doing the same job with the same experience and qualifications;
- not receiving remuneration for work of equal value;
- working for longer hours;
- having no rest periods;
- not having occupational safety and occupational health measures;
- not having security of tenure of employment;
- not having access to social security measures and welfare facilities and benefits provided in connection with employment;
- not having access to training and employment of their own choice;
- not having access to promotion;
- not having decent work conditions and type of jobs;
- having the terms and conditions of their employment reduced in quality, including lay-off and termination;
- facing undue influence, threats or repercussions in their efforts to organise and administer trade unions in the workplace.

Effective measures to prevent discrimination in organisations include:

- Asses the risks of discrimination and develop/implement policies to prevent and mitigate the identified risks. Create awareness amongst all members of possible risks and measures to be taken.
- Developing and implementing written policies against any forms of discrimination.
- Having an equal opportunities policy for recruitment, remuneration, promotion and training and applied in practice with records that show reasons for acceptance, dismissals and promotion of workers.
- Posting in a visible manner a right-to-unionize statement in the workplace addressed to workers and their supervisors.
- Having an up-to-date record of all workers, including temporary, casual and sub -contracted workers, containing for each worker:
    - Full name
    - Gender
    - Year of birth
    - Nationality
    - Start and end date of employment
    - Type of work (permanent, temporary, seasonal, full time/part-time)
    - Salary rate earned per day, week, fortnight or month
    - Social / in-kind benefits received or available when applied (health, education, food, housing, transportation)
    - Affiliation to social security and / or private health insurance

In countries/regions with legal barriers that negatively affect the access to specific rights and benefits for workers, the producer organisation and their members invest in equivalent services, compensation and/or benefits to mitigate the negative impact of these barriers.

Please contact Fairtrade International in case you need a worker register template. Where discrimination is endemic within a sector or region you are encouraged to include activities to address this in your Fairtrade Development Plan.

Guidelines for the Trainer

Materials needed: ☑ 2 items that you can lay on the floor, for example 2 rocks or bottles (you need it for the exercise as described under point 9).

Time needed: 2 to 2.5 hours

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ For the exercise described under point 9 to 13 on forced and bonded labour you are free to select any situation that is applicable to the community. Maybe you are aware of some stories that you can use in this exercise.

☑ Check if the SPO has any policies in place with regards to remediation of forced and bonded labour.

Product specific requirement

Crop	Applicable product requirement	Type of requirement	FLOCERT compliance criteria
Fruits and vegetables	3.3.2	Additional	3.3.1.05

Note to the trainer:

- Although there are strict requirements on what is allowed and what is not allowed within Fairtrade concerning labour conditions, this session is more of a discussion instead of a training session. The goal is to make participants **realise** that discrimination, corporal punishments, etc. is not very constructive.
- There are thematic training manuals on Workers' Rights and on Discrimination. This topic is merely focused on the Fairtrade guidelines while the thematic training manuals approach both topics in a more holistic way.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 45-55 min: requirements on Freedom from discrimination
  - Appr 45-55 min: requirements on Freedom from forced or compulsory labour
  - Appr 20-25 min: requirements on Freedom of association and collective bargaining
  - Appr 10-15 min: application of requirements
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Ask who of them has other people, like labourers or workers, help them with the work on their farm. Let people raise their hands.

Title: Tell the title of the session: *Guaranteeing labour conditions and rights*.

Objectives: During this session we will discuss why anyone working on the farm has certain rights and what those rights are.

Benefits: If the work conditions under which people work are good, people will work better and harder because they will be more motivated. In addition, labourers should be able to protect their rights. It can help in anticipating potential problems and advance peaceful mechanisms for dealing with them; and finding solutions that take into account the priorities and needs of both employers and workers.

Direction: We will not discuss contracts, wages and other benefits. Fairtrade has requirements for that but only for organisations with more than 20 employees.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Requirements on Freedom from discrimination – Appr 45-55 minutes

1. Say some/most of us have other people to do some work on the farm. Ask what type of people work on the farm. Collect several answers. You can add any of the following categories in case they are not mentioned:
    a. The **owner** of the land.
    b. **Sharecroppers**: people who are not the owners of the land but farm on the land and share the profit of the crop with the landowner.
    c. **Family members** of the owner or sharecropper.
    d. **Labourers**: employees that work fulltime the whole year for a wage.
    e. **Seasonal workers** who work only a few months per year on the farm to help with some specific job, for example harvest.
2. Ask people to take their chair and **sit in a circle** (you are part of the circle). Say that the Fairtrade requirements we discuss in this session are specifically for sharecroppers, labourers and seasonal workers but some requirements apply to everyone working on the farm. Ask the following **questions** to generate a discussion:
    a. *One of the requirements on labour is that you are not allowed to **discriminate** (requirement 3.3.1). What is discrimination?* Any distinction, exclusion or preference made on the basis of certain characteristics.
    b. *On what **characteristics** are people discriminated?* Race/tribe, colour, gender, sexual orientation, disability, marital status, age, HIV/AIDS status, religion, political opinion, membership of unions or other workers' representative bodies, national extraction or social origin.
3. Say that people can be discriminated **in several ways**. For example, someone does not get the same pay as other people for the same work. Let everyone discuss the following question with their neighbour: ***How does discrimination** of those working on the farm **manifest**, how does it show that are people discriminated?* Let all pairs discuss the question for a few minutes.
4. When discussing the results, ask every pair **to make one contribution**. The following can be mentioned (in case some points are not mentioned, you can add them at the end):
    a. Not being paid the same as someone doing the same job with the same experience and qualifications.
    b. Not receiving remuneration for work of equal value.
    c. Working for longer hours.
    d. Having no rest periods.
    e. Not having occupational safety and occupational health measures.
    f. Not having security of tenure of employment.
    g. Not having access to social security measures and welfare facilities and benefits provided in the connection with employment.
    h. Not having access to training and employment of their own choice.
    i. Not having access to promotion.
    j. Not having decent work conditions and type of jobs.
    k. Having the terms and condition of their employment reduced in quality, including lay-off and termination.
    l. Facing undue influence, threats or repercussions in their effort to organise and administer trade unions in the workplace.
5. Continue you discussion, by asking the following questions:
    a. *What can be **consequences** for people when they are discriminated?* Certain people who might be very skilled do not get the chance to work which is a lost opportunity for both the worker and the employer.
    b. **Discussion questions**:
        - *What do you think about discrimination? Does it happen in this community?*
        - *How would you feel when you would be discriminated?*
        - *How would you feel if you brother, sister, friend would be discriminated?*

- *Why do some farmers discriminate their workers, labourers or sharecroppers?*
- *How can you ensure that all members of your organisation observe the rule to not discriminate any of their workers, labourers or sharecroppers?*
- *What will be the main challenge? How can we overcome that challenge?*
- *What can you do when you see that another farmer is discriminating a or group of workers or labourers?*

6. Another requirement is that you are **not allowed to conduct any tests** for pregnancy, HIV and genetic problems during recruitment of workers (requirement 3.3.2). Ask the following questions:
    a. *Everyone wants to have healthy workers, so why are you not allowed to ask for those tests?* Asking people to conduct a test and then excluding them from work is discrimination.
    b. *How would you feel if you would be asked to conduct a test before you are hired for a job?*
7. Another requirement of Fairtrade is how you treat people (requirement 3.3.3 and 3.3.4). It says, you are **not allowed** to use, tolerate or support **corporal punishment**, mental or physical coercion or verbal abuse, and behaviour – including gestures, language, and physical contact – that is **sexually intimidating**, abusive or exploitative. Ask the following questions to discuss:
    a. *Does corporal punishment make people work harder or better? Do you know anyone on other farms who uses **corporal punishment**?*
    b. *What about **sexual intimidation**: where do you draw the line, what is acceptable and what is not?*
    c. Ask the men: *Where would you draw the line **if it is your wife or sister** and she is working somewhere else: what would be acceptable and what not?*
    d. *What can you do when you see that another farmer is either using corporal punishment or sexual intimidation?*

Requirements on Freedom from forced or compulsory labour – Appr 45-50 minutes

8. Explain that a few Fairtrade requirements concern forced or compulsory labour. **Forced labour** means a person is forced to carry out certain work by threatening him/her with punishment or the loss of rights or privileges. **Bonded labour**, also called debt bondage, occurs when a person is forced to pay off a loan with direct labour instead of actual payment and when the employer grants loans under unreasonable conditions such as very high interest rates.
9. Say that forced or bonded labour is **not always very visible**. We are going to **do an exercise** to see what the situation is in this area (or community). Take you two items (rocks or bottles) and place them on the ground approximately 5 meters from each other. Say that you are going to give them some situations and everyone has to judge if it happens very often (point to one item), never (point to the other item) and everything in between (point to the space between the two items and indicate "often", "once and a while" and "hardly").

    Note for the trainer: Your two items form a scale which ranges from very often to never, as indicated in the visual above.
10. Mention the first situation: *Keeping documents of the worker (like an identity card) to force the worker to keep working on the farm.* Ask: *How often does this happen?* Let everyone move to a spot anywhere between the two items to indicate how often this happens. Ask a few people **to clarify why** they are standing in a certain spot. In case everyone stands nearby the side indicating that it never happens, state the situation again but then ask if this happens in other communities (or even the whole country) to see if people will move to another spot.
11. Have a **short discussion** about the situation by asking:
    a. *Why would farmers do that?*
    b. *Why would workers let this happen?*
    c. *Why is it wrong?*
    d. *What can you as farmer group do to ensure it does not happen?*
12. Continue with the second situation: *The employment or housing of a worker is **conditional** on the employment of their spouse. This means that the worker can only be or remain employed or get housing when his/her spouse will also work for the farmer.* Ask: *How often does this happen?* Again, let everyone move to a spot anywhere between the two item to indicate how often this happens and discuss in the same way (ask a few people to **explain their choice** and ask the **discussion questions** mentioned under point 11).
13. You can give several **more situations** that are **most applicable** to the situation in the community or come up with your own situations, including:
    - *Retaining part of the workers' salary or payment to force them to keep working in the farm.*
    - *Demanding unreasonable notice periods for termination of the contract of employment (more than 1 month).*
14. Say that when forced or bonded labour is discovered, **action needs to be taken** and the victims need to be taken out of the situation as soon as possible. In case the SPO has a policy, ask: *Who of you knows about this policy? Do you know what is written in the policy?* You can have a general discussion on what the group thinks that needs to be

done. You can ask the following questions to guide the discussion:

a. *In case you hear or discover cases of forced/bonded labour, should you take action?* Yes, you should take action.

b. *What type of action can you take?* Discuss to whom they can report such cases.

c. *What can you do as community?*

Requirements on Freedom of association and collective bargaining – Appr 20-25 minutes

15. Say that the last Fairtrade requirements we will discuss during this topic, concern **the freedom of association and collective bargaining**. Ask the following questions:

    a. *Who can mention a profession where it is very normal for employees to be member of a union?* Let several people answer. Good examples are teachers and nurses.

    b. *Why are these people member of a union?* To **protect their interests** and **improve their working conditions**.

    c. *If they want to protect their interest and improve working conditions, why is it necessary to form a union? Why can't they just talk to their employees?* Let several people give their opinion without giving your opinion.

    d. *If you go to the market and you buy something, do you pay the first price that is asked?* No, you negotiate.

    e. *Why do you negotiate?* To arrive at a **price** that is **good for you** and good for the person selling the article. Negotiation on a market is completely normal but negotiating about your salary or working conditions might not be so easy. A union can **help you** and will also avoid that every single person has to negotiate with the employer.

16. Try to get an idea of **any existing unions for workers** in the sector you are discussing by asking the following questions: *Is there any existing union for labours working in XX (mention the sector)?*

17. **In case a workers' union exists**, continue with the following questions:

    a. *Are your workers member of that union?*

    b. *Would you allow your workers to become member? Why yes or no?* Say that according to requirement 3.3.13 all workers are free to join a workers' organisation and they are free to participate in group negotiations regarding their working conditions.

    c. *Are union workers allowed to meet with your workers? Why yes or no?* Say that according to requirement 3.3.14 trade unions that do not have a base in the organisation should be allowed to meet workers and to share information. You do not interfere in these meetings. Time and place for these meetings have to be agreed in advance.

18. Mention that workers that are member of a union should **not be discriminated** (requirement 3.3.15), for example by either favouring them or doing the opposite.

    a. In case a workers' representative is dismissed, the producer organisation should be i**nformed**. Ask: *Who in the SPO would you contact for this?* In case this is not known, try to contact someone from the SPO who will know.

    Note for the trainer: In case any of the members has more than 10 workers and at least 10 work more than 30 hours for at least one month, you should discuss point 19 and 20. If not, you can skip these points and continue with point 21.

19. **In case there is no workers' union**, continue with the following questions:

    a. *Do your workers know that it is their right to form a union?*

    b. *Do you know that according to Fairtrade requirement 3.3.16 you should encourage workers to form a workers' organisation?*

    c. *What are the advantages for workers to have a workers' organisation?* It gives them a platform to protect their rights and interests.

    d. *What are the advantages for you if workers have a workers' organisation?* Workers' organisations can help to organise the sector and make it more professional. They will help workers to know their rights but can also help with workers knowing their duties.

20. Finally mention that they need to **train members to improve their awareness about workers' rights and duties**, and that training should take place during paid working time (requirement 3.3.17). Ask the following questions:

    a. *Does the SPO organise this? If yes, did your workers participate?*

    b. *If no, how can you as group organise this? Do you need support for this? Who can give that support?*

Application of requirements – Appr 10-15 minutes

21. Ask everyone to join you in **a circle**. Say that we have discussed lots of requirements during this session. Repeat a

few requirements what members should do and not do (see next step for the full list):

a. *What will be easy to do?*

b. *What will be the most challenging to do? Who can help you with this?*

c. *Would you be willing to implement all requirements? Which requirements would you be less willing to implement? Why? What needs to change to make you willing to implement them?*

Finish – Appr 2-5 minutes

Summary: Repeat some if the requirements discussed in this topic. Summarise some of the points that were raised during the discussions.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *Mention a few requirements of Fairtrade concerning freedom from discrimination.*
- *Mention a few requirements of Fairtrade concerning freedom from forced or compulsory labour.*
- *Mention a few requirements of Fairtrade concerning freedom of association and collective bargaining.*

Next step: It is important to discuss this within your community because this does not only concern your farm.

To ensure that you comply with the **Fairtrade Standard**, you should:

Freedom from discrimination:
- Requirement 3.3.1: Do not discriminate on the basis of race/tribe, colour, gender, sexual orientation, disability, marital status, age, HIV/AIDS status, religion, political opinion, membership of unions or other workers' representative bodies, national extraction or social origin in recruitment, promotion, access to training, remuneration, allocation of work, termination of employment, retirement or other activities.
- Requirement 3.3.2: Do not conduct tests for pregnancy, HIV and genetic problems during recruitment of workers.
- Requirement 3.3.3: Do not engage in, support or tolerate the use of corporal punishment, mental or physical coercion or verbal abuse.
- Requirement 3.3.4: Do not engage in, support or tolerate behaviour – including gestures, language, and physical contact – that is sexually intimidating, abusive or exploitative.

Freedom from forced or compulsory labour:
- Requirement 3.3.5: Do not directly or indirectly engage in forced, bonded or involuntary prison labour.
- Requirement 3.3.6: Remediate in case forced labour is identified.
- Requirement 3.3.7: Do not make employment or housing of a worker conditional on the employment of their spouse.

Freedom of association and collective bargaining:
- Requirement 3.3.13: Allow workers to join a workers' organisation of their choice.
- Requirement 3.3.13: Allow workers to participate in group negotiations.
- Requirement 3.3.14: Allow trade unions to meet workers.
- Requirement 3.3.14: Do not interfere in meeting of workers.
- Requirement 3.3.15: Do not discriminate for union membership.
- Requirement 3.3.15: Report in case a workers' organisation representative is dismissed.
- Requirement 3.3.15: Keep records of all terminated contracts, including reasons for termination and indication of the workers was member of a workers' organisation.

Only applicable for organisations and/ or individual members with more than 20 permanent or seasonal/temporary workers that are present for one month or more during a year; or fewer workers where the local law has defined a lower number:
- Requirement 3.3.16: Encourage workers' to democratically elect a workers' organisation (if case no union is active).
- Requirement 3.3.17: Train workers to improve their awareness about workers' rights and duties.

Topic 3.3.3 Guaranteeing Conditions of Employment

Key Information for Members

This topic is only applicable if members:

- employ more than 10 workers AND
- at least 10 of the workers work for more than 30 hours per week for at least one month during one year or equivalent (for example during harvest season).

Wages, working time, work organisation, maternity protection, and arrangements to adapt working life to the demands of life outside work are core elements of the employment relationship and of workers' protection.

Members need to pay wages to their workers that are the same as or higher than national laws and official agreements on minimum wages (requirement 3.3.18). All workers need to have written contracts and receive wages on a regular and agreed basis in the valid currency (requirement 3.3.20). For work based on production, quotas and piecework, during normal working hours, members pay the proportionate minimum wage or the relevant industry average, whichever is higher. Information about this pay rate is available for all workers and worker organisations (requirement 3.3.19).

Contracts need to include clear regulations about maternity leave, social security provisions and non- monetary benefits (vacation, training etc.) and need to be at least equal to national law. Workers' wages should be raised step by step above the regional average or the official minimum wage in relation to the additional income that the organisation or members receive through Fairtrade (requirement 3.3.23). Members should hold discussions with workers on increasing wages in order to reach living wage levels. All permanent workers need to have legally binding contracts and understand their contents, including their related rights, responsibilities and salaries (requirement 3.3.22). Members are not permitted to issue seasonal contracts in order to avoid giving benefits to permanent workers.

Since the situation of temporary and migrant subcontracted workers is often particularly vulnerable, it is necessary to implement extra measures (such as selecting contracting agencies according to relevant guidelines) to ensure that the working conditions of those workers also comply with the standard (requirement 3.3.21) and are the same as for permanent employees (requirement 3.3.26). Where possible all regular work is assigned to permanent employees (requirement 3.3.24).

Members need to set maternity leave, social security provisions and non-mandatory benefits according to national laws, or according to CBA regulations where they exist, or according to the agreement signed between the workers' organisation and the employer, whichever is the most favourable for the employee (requirement 3.3.25).

Background Information for the Trainer

For certain products such as coffee, cocoa, cotton and rice, Fairtrade certifies exclusively small farmer organisations. By supporting democratic organisations of small farmers, Fairtrade encourages a stronger, more unified voice for farmers in trade relations.

Producers with hired workers obtain Fairtrade certification if workers are allowed to organise independently and receive Fairtrade benefits. The Fairtrade Standards protect workers' basic rights according to the eight core International Labour Organisation (ILO) conventions. This means that no bonded or illegal child labour is allowed, that workers have freedom of association and collective bargaining, that health and safety standards are instituted and that discrimination is not allowed. Fairtrade also has progressive standards to be implemented over time for benefits such as sick leave, maternity leave, social security and pension benefits.

Source: Fairtrade is Unique

Why are conditions of employment important?
Wages, working time, work organisation, maternity protection and arrangements to adapt working life to the demands of life outside work are core elements of the employment relationship and of workers' protection.

What should I do?
The employer must pay wages the same as or higher than national laws and official agreements on minimum wages. All workers must have written contracts and receive wages on a regular and agreed basis in the valid currency.

The employer has to include clear regulations about maternity leave, social security provisions and non-monetary benefits (vacation, training etc.) in the contract. All rules are at least equal to national law. Workers' wages should be raised step by step above the regional average or the official minimum wage in relation to the additional income that the organisation or members receive through Fairtrade. Management and workers should discuss increases in order to reach living wage levels. Where possible, workers should have permanent contracts and employers may not issue seasonal contracts in order to avoid giving benefits to permanent workers. Temporary and migrant workers are entitled to the same benefits as permanent workers. This is also the case if they are subcontracted.

Since the situation of temporary and migrant subcontracted workers is often particularly vulnerable, it is necessary to implement extra measures (such as selecting contracting agencies according to relevant guidelines) to ensure that the working conditions of those workers also comply with the standard.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Fairtrade Standards and Compliance Criteria

Year for auditing	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Major All grades	3.3.18 You and your members set salaries for workers according to CBA regulations where they exist or at regional average wages or at official minimum wages for similar occupations whichever is the highest. You specify wages for all employee functions and employment terms, such as piecework.	None	3.3.5.01	Salaries ≥legal minimum, CBA or regional average.	RANK 3 AND all legal provisions and agreed benefits are respected for all workers.
	Core All grades			3.3.5.02	Organisation informs verbally OR refers to external sources of information (CBA, legal regulations) AND all interviewed workers know roughly how much they will earn.	Salary categories (including all additional benefits) are specified in writing and made known to all workers in a way that is easy to understand.
0	Major All grades	3.3.19 For work based on production, quotas and piecework, during normal working hours, you and your members pay the proportionate minimum wage or the relevant industry average, whichever is higher. Information about this pay rate is available for all workers and worker organisations. For pay based on piecework, you and your members make the method of calculation transparent and accessible to the worker. You and your members do not use production, quotas and piecework employment as a means to avoid time-bound contracts.	None	3.3.5.03	On average, pieceworkers earn at least the equivalent salary on a monthly average.	All pieceworkers earn at least the equivalent hourly salary every day.
	Core All grades			3.3.5.04	There is no piece work OR the concerned workers prefer this type of employment.	Rank 3 AND some benefits are paid to workers employed on piece work AND all statutory benefits are paid in line with permanent employment.
				3.3.5.05	Organisation informs verbally AND all interviewed workers are able to calculate roughly how much they will earn.	Rates and an explanation of the method used to reach that rate are specified in writing and made known to all workers in a way that is easy to understand, and workers agree that this is fair.
0	Core All grades	3.3.20 You and your members make payments to workers at regularly scheduled intervals and document the payments with a pay slip containing all necessary information. Payments are made in legal tender. Only if the worker explicitly agrees may you make the payment in kind.	None	3.3.5.06	Payment is usually made within one week of the end of the paid working period, although some occasional delays happen.	Payment is always made on the same day that the paid working period ends or before.
				3.3.5.07	Workers receive a physical payslip with full information together with each payment.	Workers receive a physical payslip together with each payment and a consolidated payslip every year.
				3.3.5.08	Payment is made in the way chosen by the organisation, but in legal tender (bank transfer, check, cash, etc.) OR otherwise explicitly agreed by workers.	Payment is made in the way chosen by workers but when payment is made in cash the organisation took measures to prevent assaults.
0	Core All grades	3.3.21 If you or your members employ migrant or seasonal workers through a contracting agency or person, you put effective measures in place to ensure that their hiring and working conditions also comply with this Standard.	The Standard cover all workers whether they are local, migrant, directly contracted or subcontracted. As subcontracted migrant or seasonal workers are in an especially vulnerable position, the organisation needs to ensure that the requirements are equally applied to them. Effective measures may include referring to guidelines to select contracting agencies or persons, and procedures to monitor the working conditions of migrant or seasonal subcontracted workers.	3.3.5.15	Measures have been implemented and hiring and working conditions are in line with the standard.	RANK 3 AND interviewed workers declare it is always followed and adhered to AND interviewed workers declare it is always followed and adhered to and monitoring is done regularly.

3	Development All grades	3.3.22 You and your members ensure that all permanent workers have a legally binding contract and are aware of their rights and duties, responsibilities, salaries, and work schedules as part of the legal labour contract. You ensure that workers have a signed copy of their employment contract and that they understand the content by providing it in a format and language they understand.	If national legislation accepts oral contracts, then this is also accepted as long as the oral contracts provide the same benefits of a written contract.	3.3.5.10	All permanent workers have signed contracts that include at least job title, wages, working hours and identical notice periods and which comply with labour law.	All permanent workers have signed contracts that include job description, wages and other benefits, working hours, rest and lunch hours, overtime compensation, holidays and identical notice period, and comply with labour law AND contracts are verbally explained and in a language understood by the worker.
3	Development All grades			3.3.5.11	Provided in writing to all permanent workers.	Provided in writing to all permanent workers AND verbally explained AND there are written contracts for temporary workers.
1	Core All grades			3.3.5.16	All permanent workers have signed contracts that include at least job title, wages, working hours and identical notice periods and which comply with labour law.	All permanent workers have signed contracts that include job description, wages and other benefits, working hours, rest and lunch hours, overtime compensation, holidays and identical notice period, and comply with labour law AND contracts are explained verbally and in a language that the worker understands.
				3.3.5.17	Provided in writing to all permanent workers AND workers understand the content.	Provided in writing to all permanent workers AND verbally explained AND there are written contracts for temporary workers.
3	Development All grades	3.3.23 You and your members gradually increase salaries above the regional average and the official minimum wage.	None	3.3.5.12	Organisation pays below regional average for most positions but has a detailed plan for increases and can show evidence that increases happened in the last year(s).	Organisation already pays substantially above regional average in all positions.
3	Development All grades	3.3.24 Where possible you and your members assign all regular work to permanent workers.	Regular work excludes all seasonal work i.e. work that is added to usual work levels during peak periods, and special tasks. The intention of this requirement is that you do not avoid legal obligations by using continuous fixed-term employment contracts.	3.3.5.13	All workers performing tasks all year have consecutive limited contracts as permitted in national law and later issued permanent/ unlimited contracts.	All workers performing tasks all year have permanent/ unlimited contracts and workers performing seasonal work have discontinued unlimited contracts (if they exist) or similar commitments by the organisation.
6	Development All grades	3.3.25 You and your members set maternity leave, social security provisions and non-mandatory benefits according to national laws or according to CBA regulations where they exist, or according to the agreement signed between the workers' organisation and the employer, whichever is the most favourable for the worker.	None	3.3.5.09	The organisation fulfils all legal/ agreed provisions.	The organisation complements benefits beyond legal/ agreed provisions.
6	Development All grades	3.3.26 You and your members give local, migrant, seasonal and permanent workers the same benefits and employment conditions for the same work performed. In cases where equivalent benefits, such as a pension scheme or social security, cannot be made available to a set of workers, e.g. migrant or temporary/seasonal workers, your organisation provides an alternative and equivalent benefit through other means.	None	3.3.5.14	Salaries, paid rest days, sickness/ disability coverage are the same or equivalent.	RANK 3 AND maternity leave, pension scheme and non-mandatory benefits are the same or equivalent AND workers have been consulted on how to choose equivalent benefits when needed.

Guidelines for the Trainer

Materials needed: ☑ Flip-sheets and markers

Time needed: Appr 1 hour, maybe longer, depending on what is already in place.

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ Check what the minimum wage is in your country.

☑ Check the national law on maternity leave in your country.

Target group: This session is only applicable for members that:

- employ more than 10 workers AND
- at least 10 of the workers work for more than 30 hours per week for at least one month during one year or equivalent (for example during harvest season).

Note for the trainer: This topic is very similar to topic 3.3.3 on Guaranteeing conditions of employment to train the SPO.

Session in Short

- **Set up:** Appr 2 min
- **Delivery:**
  - Appr 2 min: introduction to all requirements on conditions of employment
  - Appr 50 min: application of requirements on conditions of employment
- **Finish:** Appr 2 min

Set up – Appr 2 minutes

Attention: We have just discussed how we can protect the rights of employees and workers. There are also conditions of employment to take into consideration.

Title: Tell the title of the session: *Guaranteeing conditions of employment.*

Objectives: During this session, we will discuss how you can comply with the requirements concerning conditions of employment including salaries, contract, mode of payment and other conditions.

Benefits: This topic will help you to comply with all requirements concerning conditions of employment. It will also ensure that employees and workers are treated well.

Direction: The requirements we will discuss in this session only applies to farms that employ more than 10 workers AND at least 10 of the workers work for more than 30 hours per week for at least one month during one year or equivalent (for example during harvest season).

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to all requirements on conditions of employment – Appr 2 minutes

1. Say that there are a total of **9 requirements** concerning conditions of employment. **Read** all requirements out loud. Say that we are going to look at all requirements one by one. For every requirement, we are going to see **what is means** and **how they as member** can comply with the requirement.

Application of requirements on conditions of employment – Appr 50 minutes

Note for the trainer:

- You are going to discuss all requirement 3.3.18 to 3.3.26 one by one. There are some **general questions** you should ask for every requirement. In addition, there are some **specific questions** for some requirements. Under point 2 you will find the general questions you can ask, while under point 3 you will find the specific questions.
- Make sure to focus your discussion on **HOW to implement the requirement**. At the end every member needs to know exactly what he/she needs to do.

2. **General questions** for every requirement:

   a. *How can you **implement this requirement**? Is there anything specific you **need** to be able to comply? What is the first step you need to take?*

   b. *Would you be willing to apply this requirement? What would be reasons for not applying this requirement? What needs to change to make you willing to apply this requirement?*

   c. *What will be the **main challenge** for members you to apply this requirement? Do you need any support?*

3. **Specific questions** to ask:

   a. **Requirement 3.3.18.** Salaries are paid according to Collective Bargaining Agreement regulations where they exist or at regional average wages or at official minimum wages for similar occupation.

      - Say that it means that you need to pay wages to your workers that are the same as or higher than national laws and official agreements on minimum wages.
      - *What are the minimum wages at this moment? Where can we check if wages have changed?* Each country has its own minimum wages and Collective Bargaining Agreement regulations. You can find information at the labour department.

   b. **Requirement 3.3.19.** For work based on production, quotas and piecework equivalent payment is paid.

      - *If someone is paid based on production, quotas and piecework, how can you calculate the equivalent hourly salary?* Very simplistic: It all depends on the speed of production. In case it takes you one hour to produce one piece, the fee for that piece should be equivalent to the hourly salary. If you can do 2 pieces in one hour, the fees for one piece should be half the hourly salary.

   c. **Requirement 3.3.20.** Payments are made regularly, documented and in legal tender.

      - *What does regularly mean?* Regular payments mean that payments are made on the same day that the paid working period ends, based on definitions by specific countries under the labour laws. Usually, the paid working period is one month but can also be weekly or biweekly, depending on the contract.
      - *What do we mean with legal tender?* That could be a bank transfer, check, mobile money, cash.
      - *It also says that payment cannot be made in-kind, unless explicitly agreed by the worker. What is in-kind?* In-kind is in goods or services. For example, bags or rice or accommodation.

   d. **Requirement 3.3.21.** Effective measure in place for subcontracted workers.

      - *In case workers are hired through a contracting agency or person, their hiring and working conditions need to comply with the Standard. How can you check if the hiring and working conditions of a contracting agency or person are in line with the Fairtrade Standard?* You should check the contracts that workers have with the agency.
      - *What should you do in case the agency does not give contracts to workers?* All workers having a contract is one of the Fairtrade requirements (requirement 3.3.22). In case the agency does not give contracts, another agency should be used.

   e. **Requirement 3.3.22.** Workers have legally binding contracts and are aware of their rights.

      - *What should be in a contract?* Prepare together a list, including job description, wages and other bene-

fits, working hours, rest and lunch hours, overtime compensation, holidays and identical notice period.

- *How can you ensure that all your workers understand the content of the contracts?* Contract should be explained verbally to workers if necessary.

f. **Requirement 3.3.23**. Salaries are gradually increased above the regional average and the official minimum wages. No specific questions.

g. **Requirement 3.3.24**. Regular work is assigned to permanent workers. No specific questions.

h. **Requirement 3.3.25**. Maternity leave, social security and other benefits set according to national laws or according to CBA regulations.

- *Where can you find what the national law says on maternity leave, social security, and other benefits?* Although this is country specific, in general information can be found in the Labour Institutions Act, Employment Act or National Social Security Act.
- *What does the national law say on maternity leave?*
- *And on social benefits and other benefits?*

i. **Requirement 3.3.26**. Local, migrant, seasonal and permanent workers receive same benefits and employment conditions. No specific questions.

4. When all requirements are discussed, ask in general:
   a. *Can you implement all requirements?*
   b. *What will be the most difficult to implement? Why? How can it be made easier?*
   c. *Which requirements are you most reluctant to implement? Why? What needs to change to make you less reluctant?*

Finish – Appr 2-5 minutes

Summary: Repeat the main conditions of employment.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *Mention a few requirements that need to be applied.*

Next step: When you get back to the farm, try to make changes, if necessary, one step at the time.

To ensure that you comply with the **Fairtrade Standard**, you should:
- Requirement 3.3.18: Pay salaries according to Collective Bargaining Agreement regulations where they exist or at regional average wages or at official minimum wages for similar occupation.
- Requirement 3.3.18: Specify wages for all employee functions and employment terms, such as piecework.
- Requirement 3.3.19: Pay equivalent payment for work based on production, quotas and piecework.
- Requirement 3.3.20: Make payments regularly, documented and in legal tender.
- Requirement 3.3.21: Have effective measure in place for subcontracted worker.
- Requirement 3.3.22: Have legally binding contracts for workers and ensure workers are aware of their rights.
- Requirement 3.3.23: Increase salaries gradually above the regional average and the official minimum wage.
- Requirement 3.3.24: Assign regular work to permanent workers.
- Requirement 3.3.25: Set maternity leave, social security and other benefits according to national laws or according to CBA regulations.
- Requirement 3.3.26: Give the same benefits and employment conditions to local, migrant, seasonal and permanent workers.

Topic 3.3.4 Guaranteeing Health and Safety for Workers

Key Information for Members

This topic is only applicable if the members (except requirement 3.3.27):

- employ more than 10 workers AND
- at least 10 of the workers work for more than 30 hours per week for at least one month during one year or equivalent (for example during harvest season).

Workers in every occupation can be faced with a **multitude of hazards** in the workplace which can include the following[1]:

- **Physical hazards**: lifting (of heavy bags), awkward postures, slips and trips, noise, dust, smoke, machinery, sharp equipment (including cutlass), unsafe stacking, (no) use of ladders, etc.
- **Chemical hazards:** handling and use of pesticides, fertilisers, cleaning chemicals, other chemicals, aerosols, etc.
- **Infrastructural hazards:** bad road network, bad status of transport means (vehicles, motorbikes), limited access to clean water and/or toilets, etc.
- **Institutional hazards:** limited awareness among workers about hazards when working, lack of or limited clear guidelines and rules concerning health and safety, etc.
- **Weather hazards:** high temperatures, bright sun, heavy rainfalls, cold, etc.

Accidents and injuries do not only cause **human suffering** but will also results in **huge costs** for the employer resulting from unproductive time of sick workers.

Occupational health and safety address the **broad range of workplace hazards** from accident prevention to the more insidious hazards including toxic fumes, dust, noise, heat, stress, etc. Preventing work-related diseases and accidents must be the goal of occupational health and safety programmes (requirement 3.3.28), rather than attempting to solve problems after they have already developed.

1 Social and mental hazards are not included in this topic.

Members needs to work to **reduce the risk to health and safety of workers** as much as possible. Pregnant or nursing women, employees younger than 18 years and those with serious health problems may not undertake potentially dangerous tasks (requirement 3.3.29). Adequate first aid facilities should be in place (requirement 3.3.30). Staff should be provided with drinkable water (requirement 3.3.27), toilet, handwashing and showering facilities (requirement 3.3.31).

A **workers' representative** needs to be appointed to whom workers can address health and safety issues and who discusses these points with the employer (requirement 3.3.35). **Adequate training** (requirement 3.3.32) as well as **clothing or equipment** should be provided to ensure work is carried out safely (requirement 3.3.34). Members need to ensure that all health and safety related information is **accessible** to workers in **straightforward language** and if possible, with suitable **visuals** to illustrate requirements.

To keep the workplace safe, members need to **display appropriate safety information** (requirement 3.3.33) and improve overall health and safety conditions (requirement 3.3.36). It is also essential that the members **identify the risks** that workers might be exposed to in the particular situation.

For special health and safety measures on **chemical pesticides and fertilisers**, see topic 3.2.2.

First aid boxes

A relatively simple first-aid box would usually include the following items:

- Individually wrapped sterile adhesive dressings
- Bandages (and haemostat bandages, where appropriate)
- A variety of dressings for wounds
- Sterile sheets for burns
- Sterile eye pads
- Triangular bandages
- Safety pins
- Scissors
- Antiseptic solution
- Cotton wool balls
- Disposable gloves for dealing with blood spills
- First-aid instructions

Recognizing Risks

Exposure	Health effect	Specificity to agriculture
Weather, climate	Dehydration, heat cramps, heat exhaustion, heat stroke, skin cancer.	Most agricultural operations are performed outdoors.
Snakes, insects	Fatal or injurious bites and stings.	Close proximity results in high incidence.
Sharp tools, farm equipment	Injuries ranging from cuts to fatalities; hearing impairment from loud machinery.	Most farm situations require a wide variety of skills levels for which workers have little formal training, and there are few hazard controls on tools and equipment.
Physical labour, carrying loads	Numerous types of (largely unreported) musculoskeletal disorders, particularly soft-tissue disorders, e.g. back pain.	Agricultural work involves awkward and uncomfortable conditions and sustained carrying of excessive workload.
Pesticides	Acute poisonings, chronic effect such as neurotoxicity, reproductive effects, and cancer.	More hazardous products are used in developing countries with minimal personal protective equipment (PPE).
Dusts, fumes, gases, particulates	Irritation of the eyes and respiratory tract, allergic reactions, respiratory diseases such as asthma, chronic obstructive pulmonary disease, and hypersensitivity pneumonitis.	Agricultural workers are exposed to a wide range of dusts and gases from decomposition of organic materials in environments with few exposure controls and limited use of PPE use in hot climates.
Biological agents and vectors or diseases	Skin diseases such as fungal infections, allergic reactions, and dermatoses. Parasitic diseases such as schistosomiasis, malaria, sleeping sickness, leishmaniasis, ascariasis, and hookworm. Animal-related diseases or zoonoses such as anthrax, bovine tuberculosis, and rabies (at 40 of the 250 zoonoses occupational diseases in agriculture). Cancers, such as bladder cancer caused by urinary bilharzia contracted through working in flooded areas in North and Sub-Saharan Africa.	Workers are in direct contact with environmental pathogens, fungi, infected animals, and allergenic plants. Workers have intimate contact with parasites in soil, wastewater/ sewage, dirty tools, and rudimentary housing. Workers have ongoing, close contact with animals through raising, sheltering, and slaughtering. Agricultural workers are exposed to a mix of biological agents, pesticides, and diesel fumes, all linked with cancer.

Fairtrade Standards and Compliance Criteria

Year for auditing	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Core All grades	3.2.27 You and your members ensure that all field workers have access to clean drinking water that is available in the region.	This is applicable to all producers regardless of the number of workers. If the practice in the region/product is that workers bring their own water, this is accepted. The quality of the water is similar to the one the members drink themselves.	3.3.6.17	Free clean drinking water provided for field workers in one central, easily reachable point AND the quality of the water is similar to the one the members drink themselves.	Free clean drinking water provided for all field workers at their various sites AND the quality of the water is similar to the one the members drink themselves.
				3.3.6.18	Clean drinking water is provided.	
The following requirements are only applicable for organisations with more than 10 permanent or seasonal/temporary workers that are present for one month or more during a year; or fewer workers where the local law has defined a lower number.						
0	Major All grades	3.2.28 You and your members have made work processes, workplaces, machinery and equipment on your production site safe.	None	3.3.6.01	All machinery has appropriate safety devices and there are at least fire exits and fire fighting equipment in indoor workplaces AND the auditor could not find any important hazard.	The organisation is aware of national regulations on health and safety and proves compliance AND the organisation already complies with all CC on health and safety below.
0	Major All grades	3.3.29 Children under the age of 18 years, pregnant or nursing women, mentally disabled people, people with chronic, hepatic or renal diseases; and people with respiratory diseases do not carry out any potentially hazardous work, such as the application of pesticides. Alternative work is provided for them.	None	3.3.6.02	The organisation has no system but is aware of this rule and auditor found no indications of this happening.	Offences and incidences at member level are recorded and sanctioned as part of an Internal Management System.
	Core All grades			3.3.6.03	Organisation guaranteed a new position elsewhere OR offered compensation to each family (school grants, employment of an adult healthy family member, etc.).	Organisation offered a new position in the organisation with the same salary benefits and conditions.
0	Core All grades	3.3.30 You and your members have accessible first aid boxes and equipment and a sufficient number of people trained in first aid in the workplace at all times.	None	3.3.6.04	Accessible and equipped kit in central workplace AND sufficient people are trained (one person per 30 workers or less).	Accessible and equipped kits in all workplaces, including mobile kits for fields AND at least one person trained in all workplaces AND annual refresher training on first-aid.
0	Core All grades	3.3.31 You and your members provide clean toilets with hand washing facilities close by for workers, and clean showers for workers who handle pesticides. These facilities are separate for women and men and the number is proportional to the number of workers.	None	3.3.6.05	Clean toilets AND at least one hand washing facility at close distance from toilets and place for eating (so workers do use them) AND clean showers provided.	Clean toilets AND at least one hand washing facility at close distance from toilets and place for eating (so workers do use them) AND clean showers provided AND hand washing facilities in the same place as toilets and in place for eating.
				3.3.6.06	Clean stocked toilets (+ showers if applicable) in a proportion 20:1 that can be locked.	Separated clean stocked toilets with bin (+ showers if applicable) in a proportion 20:1 that can be locked.

3	Core All grades	3.3.32 You and your members have trained workers who carry out hazardous work regarding the risks to their health and environment because of this work and on what to do in case of an accident.	None	3.3.6.08	There has been training of workers performing other hazardous work, focusing on preventive measures.	As the result of training, all interviewed workers performing hazardous work are aware of risks, and know how to prevent them.
				3.3.6.09	There has been training of workers performing other hazardous work, focusing on how to act in case of emergencies.	As the result of training, all interviewed workers performing hazardous work know how to act in case of emergencies.
3	Core All grades	3.3.33 When you carry out hazardous work, you and your members display all information, safety instructions, re-entry intervals and hygiene recommendations clearly in a visible place in the workplace in the local language(s) and with pictograms.	None	3.3.6.10	Local language or pictorial safety signs are posted in all areas.	Local language and/or pictorial safety signs are posted in all areas AND verbally explained at induction AND at regular intervals.
3	Core All grades	3.3.34 You and your members provide and pay for personal protective equipment (PPE) for all workers who perform hazardous tasks. You make sure the PPE is used and that replacement equipment is ordered and distributed when the existing equipment wears out.	None	3.3.6.11	Workers are provided with free essential PPE (organisation may penalise for lost/damage due to improper use) AND interviewed workers declare it is used at all times.	RANK 3 AND PPE is adapted to local weather conditions as much as possible in order to increase usability AND IMS that controls this at member level.
				3.3.6.12	Workers indicate when it needs replacement and new equipment is distributed immediately.	There is a system at organisation level to identify when PPE needs replacement that works well AND IMS that controls this at member level.
3	Development All grades	3.3.35 You and your members ensure that workers nominate a representative who knows about health and safety issues and who will raise workers' concerns on health and safety issues with the organisation's management.	None	3.3.6.07	Nominated AND meets with management regarding health and safety issues.	RANK 3 AND receives training to improve skills AND has participated in developing a H&S Policy.
3	Development All grades	3.3.36 You and your members improve health and safety conditions by: ·Putting up warning signs that identify risk areas and potential hazards in local languages and including pictograms if possible; ·Providing information to workers about safety instructions and procedures including accident prevention and response; ·Putting safety devices on all hazardous machinery and equipment, and protective guards over moving parts; ·Providing safety equipment to all workers who perform hazardous tasks and instructing and monitoring workers on its proper use; and ·Storing equipment safely for chemical spraying.	None	3.3.6.13	The organisation follows all H&S practices: Risk signalling, Safety and emergency instructions, Safety devices in machinery, PPE, Safe storage of equipment.	RANK 3 AND these practices are reflected in a written H&S Policy, Work Instructions or similar AND the policy or similar is based on a specific assessment of H&S risks.

Guidelines for the Trainer

Materials needed:
- ☑ Some Personal Protective Equipment.
- ☑ Some tools/items that most workers use on the farm and can form a hazard such as a cutlass, a ladder, pruning equipment (in case of tree crops), harvest tools (in case special tools are used), pesticide bottle, knapsack sprayer, a bag in which crops are transported, etc.
- ☑ The 4 visuals at the end of this session. You can laminate the visuals so you can reuse them again.

Time needed: 2 to 2.5 hours

Preparations:
- ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.
- ☑ You will facilitate this topic on the farm.

Target group: This session is only applicable for members that:
- employ more than 10 workers AND
- at least 10 of the workers work for more than 30 hours per week for at least one month during one year or equivalent (for example during harvest season).

Product specific requirement

Crop	Applicable product requirement	Type of requirement	FLOCERT compliance criteria
Nuts	3.3.1, 3.3.2, 3.3.3	Additional	3.3.6.15

Note for the trainer:
Requirement 3.3.27 is applicable to all member irrespective the number of employees/workers.

Session in Short
- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 15-20 min: identifying hazards on the farm
  - Appr 45-50 min: exercise on complying with health and safety requirements
  - Appr 45-50 min: complying with other health and safety requirements
  - Appr 5-10 min: complying in practice
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Ask the following questions as introduction (do not go into discussion, keep it short): *Was any of your workers ever involved in an accident during work? What type of accident was it? Could it have been prevented?* Say that workers in every occupation can face a multitude of hazards in the workplace.

Title: Tell the title of the session: *Guaranteeing health and safety for workers*.

Objectives: During this session, we will discuss some of the work-related risks workers face and Fairtrade requirements to reduce these risks as much as possible.

Benefits: Accidents and injuries do not only cause human suffering but will also lead to huge costs for you resulting from

unproductive time of sick workers. If health and safety measures are put in place, it will avoid accidents which is better for everyone.

Direction: The requirements we discuss are only applicable for organisations and/or individual members with more than 10 permanent or seasonal/temporary workers that are present for one month or more during a year; or fewer workers where the local law has defined a lower number. We will not discuss hazards related to chemical pesticides and fertilisers; that will be done in another topic.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Identifying hazards on the farm – Appr 15-20 minutes

1. Say that workers face a variety of **work-related hazards** during various steps of the production process. Let people form pairs. Every pair has to **walk around the farm** and identify what on the farm can pose a **hazard** to the health and safety of workers. Let everyone walk around for a few minutes and then ask everyone to come back to discuss the results.
2. **Discuss the results**: let every pair indicate one hazard that they have identified and let them explain **why** it is a hazard for workers and what the negative consequences can be. You can think about branches that can fall from trees, animals (snakes, ticks, other insects), stagnant water (water-borne diseases), the sun (dehydration), etc. You can look at the table in the key information.
3. When all hazards on the farm are mentioned, **show one by one the tools, equipment or items**. Every time you show the tool/item, ask **why** this tool/item can be a hazard to the health and safety of workers, and what the **negative consequences** can be.

Exercise on complying with health and safety requirements – Appr 45-50 minutes

4. Say that the environment in which workers work and the tools and equipment they use **pose several hazards** for the health and safety of workers. It is their responsibility as employee to guarantee the health and safety of their workers. Fairtrade has developed several requirements that will help to do this.
5. We will do an **exercise** covering a few requirements and after that you will explain a few additional requirements. Show the group one by one the 4 visuals and explain what requirements they depict:
    a. The man at the pump depicts requirement 3.3.27 (**access to clean drinking water for field workers**).
    b. The first aid box depicts requirement 3.3.30 (**first aid boxes**).
    c. The shower depicts requirement 3.3.31 (**toilets and showers**).
    d. The group of people depicts requirement 3.3.32 (**training on risks**) and requirement 3.3.34 (**personal protective equipment**).
6. Divide the group into **4 sub-groups** and give each sub-group one visual. Each group needs to discuss for their requirement **HOW** they can implement the requirement. They need to discuss **what they should do and what materials** they need (if any). Let the groups work for a few minutes.
7. **Discuss the results**. Let every group one by one present the results of their discussion. Every time, you read out loud the requirement, after which the group shares their results. Then you can ask questions to get some extra information.
8. Start with requirement 3.3.27 (**access to clean drinking water for field workers**). Say that this requirement **applies to all members**. Ask the following questions:
    a. *What do we mean with clean drinking water?* Clean drinking water refers to waters that meet the minimum criteria for drinking water. The criteria for this are defined by national relevant authorises and benchmarked with WHO drinking water requirements. According to FLOCERT, it means that the quality of the water needs to be similar to the water members drink themselves.
    b. *What are other ideas to implement this requirement?* Adequate water boiling, water treatment with appropriate chemicals e.g. water guards, protecting sources of water from contamination, etc.
9. Continue with requirement 3.3.30 (**first aid boxes**).

a. ***What** should be **in** a first aid box?* See key information for a list of recommended items.

b. ***Where** should this first aid box be placed?* Some place where it is easy to reach for everyone.

c. *How can you ensure that someone **knows how to use** the first aid box?* Workers should be trained on first aid. Add that at least one person per 30 workers or less should be trained.

d. ***Where** can workers follow such training?* Probably at the local health clinic.

10. Continue with requirement 3.3.31 (**toilets and showers**). The requirement is to have at least 1 toilet and shower per 20 workers.

    a. *Do most of you already have toilets and showers?*

    b. *If not, how can you to construct these?* It's on rare occasions to find this amongst members, maybe within the PO set up. This can however be solved by the PO constructing additional toilets sufficient to the number of workers.

11. Continue with requirement 3.3.32 (**training on risks**) and requirement 3.3.34 (**personal protective equipment**).

    a. *How can you organise a training on risks? Can the PO help with this, for example by offering such a training or providing training materials?*

    b. *Who can give an example of personal protective equipment?* Overall, gloves, boots, cap, safety helmet, mask, respirator, face shield, goggles, apron, etc. **Show the protective equipment.**

    c. *Where can you buy protective equipment? Is it easy to buy good personal protective equipment? Can the PO play a role in this?* It is not always easy to buy good protective equipment. The PO could negotiate a deal with a supplier on behalf of their members or create direct linkages between members and suppliers.

Complying with other health and safety requirements – Appr 45-50 minutes

12. The rest of the requirements you will explain **through discussion**. Every time, you mention the requirement (as described in the Standard) and ask several questions. The main focus of the discussion should be on **HOW** to implement the requirement.

13. Start with requirement 3.3.33 (**visible safety instructions**).

    a. *Can most workers read? If not, how can you provide safety instructions?* With visuals.

    b. *What type of visuals do you need?* This depends on the work that is being done. You can think about hazard labels to indicate where hazardous materials are stored and warning signs to place at the entrance of the field when pesticides have been applied.

    c. *Does the PO have any formats or templates that you can use?*

    d. *If not, are there organisations that might have posters with general safety rules that could be used?* Governmental agencies or NGOs might have these posters.

14. Continue with requirement 3.3.28 (**safe work processes, workplaces, machinery and equipment**).

    a. *What type of machinery and equipment are workers using?* Think about cutlass, knapsack sprayers, processing equipment, etc.

    b. *How can the machinery and equipment be made safer?* Ensuring it has **safety devices** (for example on motorised sprayers or other motorised equipment), is in **good condition**, and **checked** regularly.

    c. *Say that a way to make the workplace safer is to having **fire exits** (in case of indoor work) and **firefighting equipment**. What can be used as firefighting equipment?* A simple solution are buckets with sand or small fire extinguishers (although they must be checked regularly).

15. Continue with requirement 3.3.36 (**improving health and safety conditions**). Say that by following all requirements probably the health and safety conditions will already improve. To further improve the situation, it is advised to have a written health and safety policy.

    a. *Does the PO have a template that you can use?*

    b. *Would it possible to ask the PO to develop a template or share an existing policy of one of the members with other members?*

16. Continue with requirement 3.3.35 (**workers need to nominate a Health and Safety representative**).
    a. *What would be the responsibility of this person?* Workers that have a complaint or see a situation that is not safe, can report this to the representative. The representative needs to follow up with management. In addition, the representative can discuss with management how to avoid accidents and make the workplace safer.
    b. *How can you explain to workers what the responsibility is of this person?*
17. Finally mention that and that **vulnerable workers** should **not** carry out potential hazardous work (requirement 3.3.29).

Complying in practice – Appr 5-10 minutes

18. Ask everyone to form a circle and ask the following questions:
    a. *Which requirement will be most difficult for you to follow? Why?*
    b. *Which requirement are you reluctant to implement? Why? What needs to change to have you implement the requirement?*
    c. *What is the first requirement you are going to implement?*

Finish – Appr 2 minutes

Summary: Summarise some of the health and safety requirements.

Questions: Ask if anyone has a question or comment.

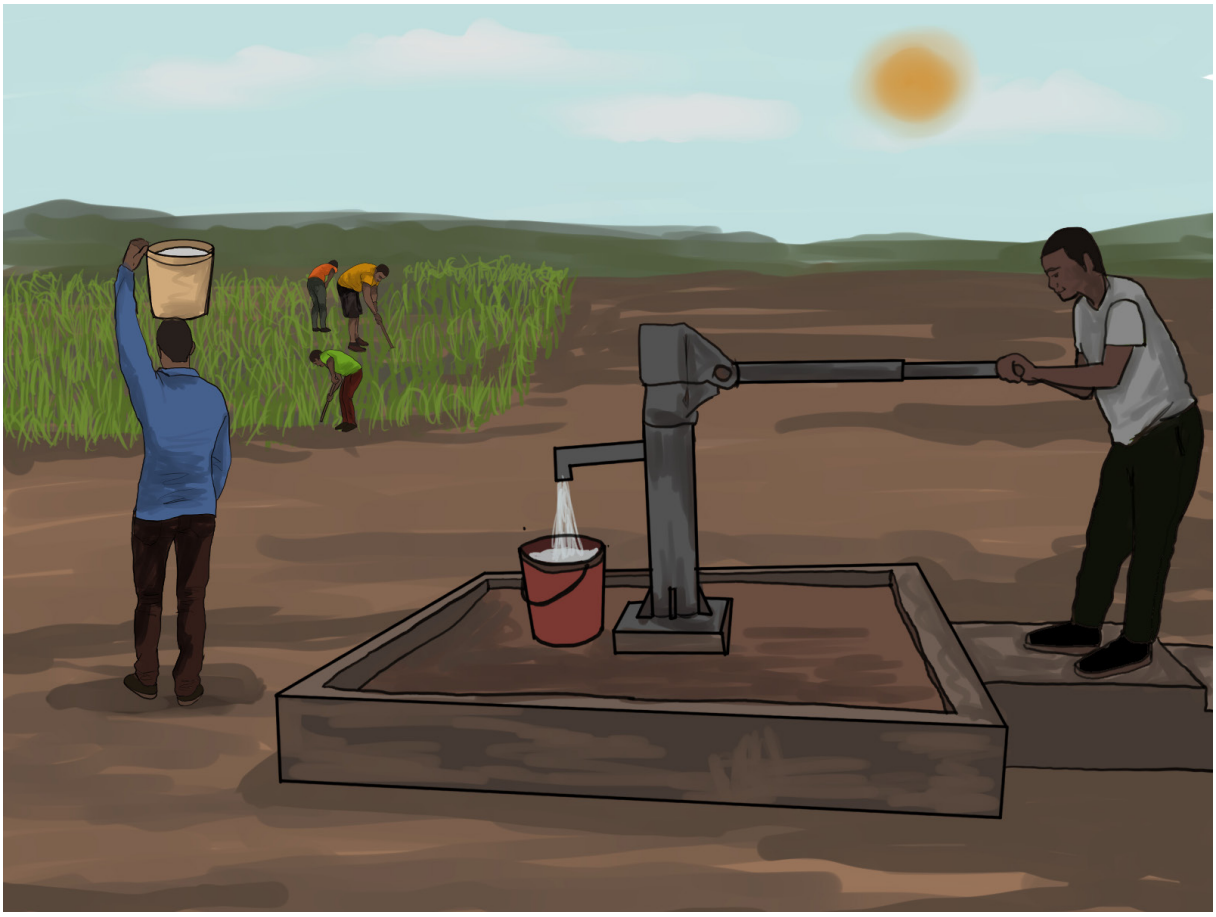
Evaluation: Ask the following questions:
- *What are some of the hazards that workers face?*
- *What is the main purpose of health and safety measures?*
- *What are some of the measures that you have to take?*

Next step: Accidents and injuries do not only cause human suffering but will also lead to huge costs for you resulting from unproductive time of sick workers. If health and safety measures are put in place, it will avoid accidents which is better for everyone.

To ensure that you comply with the **Fairtrade Standard**, you should:

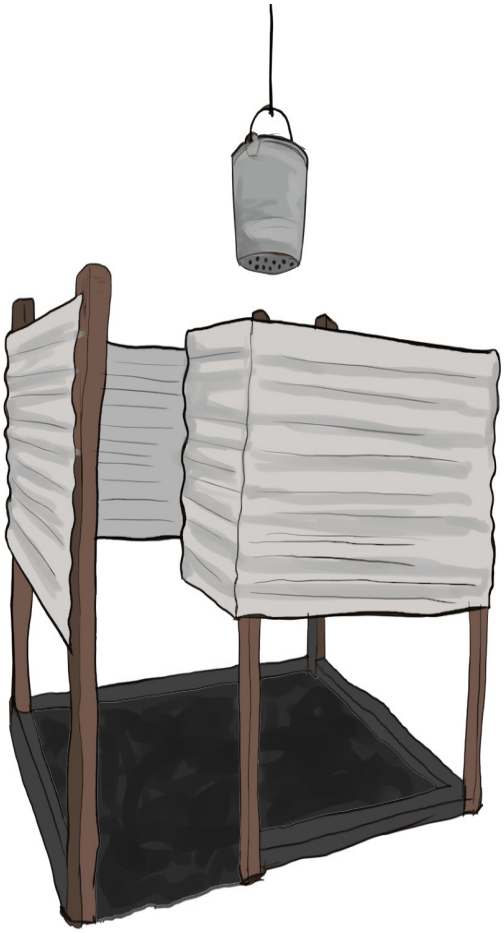
- Requirement 3.3.27: Ensure that all field workers have access to clean drinking water, regardless of the number of workers
- Requirement 3.3.28: Ensure that work processes, workplaces, machinery and equipment on production site are safe.
- Requirement 3.3.29: Ensure that vulnerable workers (children under 18, pregnant women, etc.) do not carry any potentially hazardous work.
- Requirement 3.3.30: Have accessible first aid boxes and equipment.
- Requirement 3.3.31: Ensure that workers have access to clean toilets with hand washing facilities close by and clean showers for workers who handle pesticides.
- Requirement 3.3.32: Ensure that workers that carry hazardous work are trained on the risks to their health, the environment and to manage accidents.
- Requirement 3.3.33: Have visibility of safety instructions when carrying hazardous work.
- Requirement 3.3.34: Provision of personal protective equipment to workers carrying hazardous work.
- Requirement 3.3.35: Workers nominate a representative on health and safety issues.
- Requirement 3.3.36: Measures to improve health and safety conditions.

Requirement 3.3.27 Access to clean drinking water for field workers



Requirement 3.3.30 First aid boxes

Requirement 3.3.31 Toilets and showers



Requirement 3.3.32 Training on risks and requirement 3.3.34 Personal protective equipment

Topic 4.1 Knowing Your Producer Organisation

Key Information for Members

Democracy, Participation and Transparency

The Producer Organisation is a powerful vehicle for small producer empowerment. Therefore, Fairtrade has its unique approach, rooted in people coming together in democratic organisations that enable collective action in order to strengthen their position and take control over their lives. Fairtrade does not certify individual small producers, but certifies their organisations instead. Small producer organisations in the Fairtrade system are democratic organisations controlled by their members who actively participate in setting policies and making decisions. A democratic organisation makes it possible for farmer-led sustainable development to take place.

In a democratic organisation all major decisions are discussed with and decided by its members. The main forum for deliberation and decision-making is by the **General Assembly of Members** which is the Supreme decision making body where all members or their delegates are invited and have **equal voting rights** (one member = one vote). But there may be many other ways of being involved in defining the course of action of your organisation.

The General Assembly elects member representatives to serve on the Executive Board/Council and the Control Committee. Men and women serving as elected representatives in these bodies are accountable to the members.

What should I do?

For your organisation to become certified it has to demonstrate that democratic principles and transparent administration are practised. Your organisation needs to have an **updated member list** and a **binding constitution** (rules) in place. These rules must be followed. To ensure good administration, there needs to be at least one person taking care of the administrative side of the organisation and bookkeeping. This includes that the organisation has a **bank account** and **keeps records and books** in an accessible place, for members to consult them if they wish.

All members can either take part directly or be represented by a delegate in the **General Assembly** which is the principal decision-making body. This way all members can participate, decide on and approve the annual report, budget and accounts. Members can take part in the election and be elected to the organisation's board or control committee.

When members get more involved in administration, they develop a sense of ownership and loyalty to their organisation. You as members can be encouraged to become active participants by establishing proper internal communication flows, allowing you to understand what is happening within the organisation, express concerns or contribute with proposals and take informed decisions. It is therefore of high importance to build knowledge, share information and create awareness among members on all kinds of organisational matters, such as your own values, rules and procedures, plans, projects and results,

challenges and opportunities. This also means explaining the annual report and accounts to members as well as training on the Fairtrade Certification System and relevant Fairtrade Standards so that producers understand the Fairtrade system better and can make better use of their representation within the system. This can be done through regular meetings at base group level, field visits, training programs and other communication mechanisms, depending on the size and capacity of the organisation.

Documents needed to comply

During the audits your organisation will have to show that at least the following documents are in place:

- Updated list of members with basic information of their farms and number of workers hired, if applicable, to verify whether you are really small-scale producers and to guarantee traceability.
- Constitution, by-laws, internal policies, including clear membership rules.
- Signed minutes of the general assembly(s) and board meetings, with the respective lists of participants.
- Bank account details and proper books of accounts.

Why is non-discrimination important?

Fairtrade International follows the Universal Declaration of Human Rights on ending discrimination. The Declaration rejects "distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status" (Article 2). Discrimination is making an unfair distinction in the treatment of one person over another on grounds that are not related to ability or merit.

What should I do?

The statutes of your organisation may not make any distinctions between members regarding participation, voting rights, the right to be elected, access to markets, access to training, technical support or any other benefit of membership and do not restrict membership on any discriminatory grounds. These could be rooted in prejudices against people differing from the given values in race, colour, sex, age, sexual orientation, disability, marital status, religion, political opinion, language, income, nationality, ethnicity or social origin.

As a development requirement, your organisation should identify disadvantaged / minority member groups according to income, land area, age and gender, and establish programs to enhance the position of these groups within the organisation, particularly with respect to recruitment, staff and committee membership, leadership position and participation in decision making. You should be able to show how disadvantaged / minority groups are actively supported to participate and take over more responsibility in the organisation. Means to achieve this could be for example the establishment of a women's committee or a representative of a certain ethnic group or youth on the board.

Source: Explanatory Document for the Fairtrade Standard for small Producers Organisations

Background Information for the Trainer

In the constitution it should be clearly described **who can become a member**. The following should be clear:

- Can individuals or groups become member? (in other words: are you a first grade or a second grade organisation?)
- Is the organisation for a specific crop or is membership open to any type of farmer?
- Is the organisation only for farmers from a specific community, district or region?
- Is the organisation open for spouses or only for the main farmer working on the land?
- What does a farmer need to do to become a member (Pay a fee? Pass a trial period? Sign an agreement with the organisation to comply with internal and external rules? Show they are not a member of another organisation? Etc.)

Also for the **Executive Board/Council** there are rules that need to be described in the constitution. The following needs to be clear:

- What are the requisites to be **elected for the Board**? Do you need to be member for a certain number of years before you can be elected? Can someone who does not comply with all Fairtrade Standards be elected? Can someone who did not pay his/her dues be elected? Can someone with a public function be elected?
- What is the **composition of the Board**: How many people serve on it? What functions are there: chairperson, vice-chairperson, secretary, treasurer, organiser (someone who mobilizes the members at grassroots in case of an event or activity)?
- Is there a special representative for **disadvantaged or minority groups**, such as youth or females?
- What are the **terms of office**: how many years is one term? How many re-elections are allowed?
- How are the **election procedures**? Open or ballot? Are all members elected and does the Board then elect their own chairman, vice, etc. or does the General Assembly elect people for specific functions? Can someone who runs for chairman and is not elected, run again for vice?
- What are the **responsibilities** of the Board and what are the limitations?

Control Committee

The Control Committee ensures that all internal rules (i.e. constitutions and bylaws) and decisions taken by the general assembly are being followed and that malfunctioning or non-fulfilment of duties or complaints from members are taken care of within the organisation. To avoid conflict of interest, the control committee is independent from the Executive Board, which means that executive members cannot be member of the control committee.

The constitution should make provision for the **establishment of additional committees**, such as:

- Premium Committee
- Commercialization Committee
- Environmental Committee
- Child Labour Committee
- Etc.

In the General Assembly, members can either vote directly or through a system of elected delegates if the organisation chooses so. In case of first grade organisations where there is a General Assembly of members, all members have equal voting rights (one member = one vote). When the organisation has many members or is too widely spread to have all members meet, or in case of 2nd or even 3rd grade organisations, members are represented by delegates. A delegate system is based on the principle that each informal group of members (in first grade organisations) or legally constituted and affiliated member organisation (in 2nd or 3rd grade organisations) has an equal or proportional number of delegates, who are democratically elected and controlled by their direct members.

In case of a delegate system, the constitution needs to describe clearly how delegates are elected, who they represent and in which proportion, their role and responsibilities towards the members (i.e. frequency of meetings). In such a system, delegates play a crucial role in securing the information flow between board and members.

Fairtrade Standards and Compliance Criteria

Year of audit	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
0	Major All grades	4.2.1 You ensure that the structure of your organisation has: • 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; • separate roles and responsibilities between the Board and management.	Staff hired by your organisation is controlled by the Board which is in turn controlled by the General Assembly. In the General Assembly members can either vote directly or through a system of elected delegates if you choose so. The system is based on the principle that each member or member organisation has the equal or proportional number of delegates. 2nd or 3rd grade organisations are democratically controlled by their direct members, which are legally constituted and legally affiliated 1st grade or 2nd grade organisations. There is a democratically elected board on the 2nd or 3rd grade level. The role of the Board is to govern and provide strategic direction while the role of management is to ensure that the decisions of the Board are implemented. Lack of clarity between the roles and responsibilities of the Board and management can lead to extreme situations of either power concentration or insufficient room for decision making. If due to the size of the organisation it is not feasible for the organisation to separate the roles of the Board from those of management you demonstrate this to the certification body.	4.2.0.01	The statutes define the General Assembly as the highest decision-making body AND members have equal voting rights.	Rank 3 AND the General Assembly is given plenty of time to discuss all matters AND the General Assembly is very active and participatory.
0	Major All grades			4.2.0.02	Elections were democratic but poorly recorded OR postponed for understandable reasons.	The democratic election procedure is fully regulated in the statutes or other documents and followed up.
0	Core All grades			4.2.0.03	The delegate system is in place with an equal/ proportional number of delegates BUT does not fully follow the statutes or internal regulations.	Statutes or internal regulations are followed correctly and there is an equal/ proportional number of delegates AND all members are fully aware about the statutes and internal regulations.
0	Core 2nd and 3rd grade			4.2.0.05	Elections were democratic but poorly recorded OR postponed for understandable reasons.	The democratic election procedure is fully regulated in the statutes or other documents and followed up.
0	Core All grades			4.2.0.32	The Board and management have separate roles and responsibilities.	
0	Core All grades	4.2.2 It needs to be clear who is a member of your organisation. Therefore, you have written rules to determine who can become a member and you keep a record of your members on an annual basis. At a minimum, member records should include: member name, contact information, gender, date of birth, registration date with the SPO, farm location and farm size.	Keeping records helps to improve your management practices (see requirements 3.1.1 and 3.1.2), to have a better overview of your organisation and to gain understanding of members. If any of your members are also members of any other Fairtrade certified organisation, it is recommended that this practice is endorsed in the status of your organisation. You are encouraged to list all the members that are also members of any other Fairtrade certified organisation and to ensure the traceability of the products coming from those members (see requirement 2.1.1).	4.2.0.07	Clear criteria in statutes or other documents about who and how to become a member but no additional procedures.	Clear criteria in statutes or other documents about who and how to become a member with additional application procedures AND clear specification of the length of time between application and response that is respected.
				4.2.0.08	Member list with required information and no errors.	Complete member list with all required information AND system in place to ensure regular updates.

0	Core	4.2.3 You follow your own rules and regulations (constitution, by-laws and internal policies, including election and membership processes) and a delegate system (if applicable).	In case this requirement conflicts with national legislation, then the national legislation applies. A board term limit of 9 years is recommended as a best practice but is not mandatory.	4.2.0.09	Organisation follows statutes in at least: acceptance of members, mandate of General Assembly, Board, board term limit, surveillance (Control) committee (if exists) and a delegate system committee (if applicable).	Organisation follows statutes in all details.
0	Core 1st grade	4.2.4 You hold a General Assembly at least once a year.	2nd and 3rd grade organisations hold a General Assembly at least once a year. You can establish an assembly of delegates. Member organisations of 2nd/3rd grade organisations hold local General Assemblies at least once a year.	4.2.0.10	The annual General Assembly took place (even if not recorded/ poorly called or recorded) OR postponed for understandable reasons.	The annual General Assemblies took place fully in line with statutes AND the General Assembly is given plenty of time to discuss all matters.
0	Core 2nd and 3rd grade			4.2.0.11	The annual General Assembly (of delegates, if applicable) took place (even if not recorded/ poorly called or recorded) OR postponed for understandable reasons.	The annual General Assembly (of delegates, if applicable) took place fully in line with statutes AND the General Assembly is given plenty of time to discuss all matters.
				4.2.0.12	The annual General Assemblies took place (even if not recorded/ poorly called or recorded) OR postponed for understandable reasons AND there are clear plans to hold it as soon as possible.	The annual General Assemblies took place fully in line with statutes AND the General Assembly is given plenty of time to discuss all matters AND this holds for all member organisations.
0	Core All grades	4.2.5 You must inform your members in good time when the General Assembly will take place.	None	4.2.0.13	General Assembly was properly called in line with statutes even if lacked certain minor formalities OR if call for General Assembly is not regulated members were informed at least 2 weeks in advance.	General Assembly was properly called fully in line with statutes OR if call for General Assembly is not regulated but attendance was very high (>90%) AND the organisation took additional measures to increase attendance of members to the General Assembly OR attendance is very high (>90%).

0	Core All grades	4.2.6 Minutes of General Assembly are taken and signed by the president/chair of the Board and at least one other member and must contain a list of participants of the General Assembly.	None	4.2.0.14	Most minutes can be found, even in loose sheets AND the decisions are recorded, even if not fully clear and signed.	All minutes are found in book(s) and signed, decisions are recorded with total clarity and annexes are included in the book AND minutes are registered before local authorities and/or notary public OR other situation considered best practise.
				4.2.0.15	There are signatures of all attendants in loose sheets.	There are signatures of all attendants in same or separate book (or attachment) AND counting of quorum is reflected in minutes.
0	Core All grades	4.2.7 You present the annual report, budgets and accounts to the General Assembly for approval.	None	4.2.0.16	All reports were formally presented to the General Assembly and approval is documented but minor mistakes are found in reporting.	All reports were formally presented to the General Assembly and approval is documented AND the organisation took some measures to make reporting more understandable.
0	Core All grades	4.2.8 You have an administration in place with at least one person or committee who is responsible for managing the administration and bookkeeping.	None	4.2.0.17	External accountant/ administrator without full availability BUT available during audits and General Assemblies.	One person inside the organisation hired for accounting and administration with sufficient knowledge for the task.
0	Core All grades	4.2.9 You keep records and books. All members have access to these records and books.	None	4.2.0.18	The organisation has reasonable updated records and books. Mistakes may happen but are corrected at year-end AND members have potential access.	The organisation has fully updated records and books (if computer-based there is a working back-up system) AND members have potential access AND organisation proactively makes documents available (for example when calling for the General Assembly).
0	Core 1st grade	4.2.10 You have a bank account with more than one signatory (unless this is not possible).	None	4.2.0.19	There is a bank account registered to organisation's name with more than one signatory.	There is a bank account registered to organisation's name with more than one signatory, AND bank account provides interests and low costs for savings and transactions.
1	Core All grades	4.2.11 You have a surveillance committee to oversee the overall administration of the organisation (including the use of Premium) on behalf of the members.	A surveillance committee enhances transparent administration and the effectiveness of members' control. This body acts on behalf of the members and exercises an effective and continuous control over the Board of directors and the management. For the surveillance committee to fulfil its function, its members need to have a good understanding of their roles and responsibilities. All relevant information, such as meeting records, reports, accounts and contracts needs to be provided to them in a timely manner for examination. If your organisation already has a committee that fulfils this function you do not need to create one. It is recommended to have one worker representative on the surveillance committee This is however not mandatory.	4.2.0.33	There is an active committee in place and they are aware of their duties.	Rank 3 and they perform their role as described in their job description AND there is one worker representative on the surveillance committee.

0	Core All grades	4.2.12 If there are non-members on the board of the SPO, this is approved by the General Assembly in accordance you're your constitution / statutes and national legislation. Non-members on your board only have an advisory role.	None	4.2.0.34	If there are non-members on the board of the SPO, this is approved by the General Assembly. Non-members on your board only have an advisory role.	
3	Core All grades	4.2.13 You share audit results with your members following each audit, in a format and language accessible to them.	The results of the audit mean an explanation or a summary of non-compliances and corrective measures. The results can be shared in the General Assembly, in other meetings or in other ways (e.g. it can be shared verbally, in written form, bulletin or via messenger service applications). This is an opportunity for members to have more awareness of and involvement in the certification process.	4.2.0.35	Audit results basically shared and understand able.	Audit results shared with members in detail, explained to members and understood and meetings conducted in which members can give their feedback and participate in correcting non-conformities identified.
3	Development 1st, 2nd and 3rd grade	4.2.14 You have explained to your members the ways they can participate in the organisation so that they can have more control over it.	Members should be aware of how to ask for information, present a request to the general assembly, make themselves heard within the organisation, etc. This will increase members' understanding and awareness of the ways to participate enabling them to have more control.	4.2.0.22	The organisation only provided explanations to a limited number of members and has not planned the same for the rest.	The organisation provided explanations to all members AND has a trained Surveillance Committee in place.
0	Major All grades	4.3.1 You do 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 do 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.	Where particular forms of discrimination exist within an economic sector or geographical region, you are encouraged to show progress towards removing them and addressing this in your Fairtrade Development Plan.	4.3.1.01	There is no discrimination in practice even if there could be non-applied discriminatory rules.	The organisation has clear and non discriminatory rules and records that show reasons for non-acceptance or suspension of members AND no indications of discriminatory practices.
0	Core All grades	4.3.2 You ensure the rules that determine who can become a member are not discriminatory.	None	4.3.1.02	Membership rules exist and they are not discriminatory.	
0	Core 2nd and 3rd grade			4.3.1.03	Clear internal rules in statutes or other documents about who and how to become a member BUT they have only been applied to the majority of applicants and not to all.	Clear internal rules in statutes or other documents about who and how to become a member AND they have been applied to all applicants AND all member organisations are aware about the rules.
0	Core 2nd and 3rd grade			4.3.1.04	Clear and applied specifications regarding the application procedure though they lack a few details.	Clear and complete specifications about who and how to become a member with additional application procedures AND clear specification of the length of time between application and response that is respected.

3	Development All grades	4.3.4 You develop and implement a gender policy. You ensure members are aware of this policy and its contents. You ensure that women are involved in the development and implementation of the policy.	Gender equality is the concept that all human beings, men and women and boys and girls, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Women's empowerment is an expansion in women's ability to make strategic life choices in a context where this ability was denied to them. The general aim of the policy is to promote women's empowerment and gender equality. In particular, it intends to increase women's active and equal participation in Fairtrade and to empower more women and girls with opportunities to access equitable benefits of Fairtrade. As a best practice the policy includes a statement from the organisation committing to women's empowerment and gender equality, the purpose of the policy, scope, actions to make it known, awareness raising and training activities, implementation and monitoring. Examples of topics that can be included in the policy are: promotion of participation of women in SPOs, Boards, leadership positions and other structures within the organisation; measures against sexual harassment; a grievance mechanism for addressing complaints; a whistleblowing policy; collection and use of gender disaggregated data (members, training and awareness training sessions, management and supervisory positions, board members). It is best practices to invest in projects and programs focusing exclusively on women's needs but also reducing the burden of care and work on women as this enables women to have time to participate in the association meetings. The policy can also be linked to a broader policy against any form of discrimination based on ethnicity, age etc. or covering other relevant groups (e.g. youth, workers, families).	4.3.0.09	There is a gender policy in place and it is implemented.	Rank 3 and the policy is reviewed regularly AND the organisation invests in projects and programs focusing exclusively on women's needs.
				4.3.0.10	At least 50% of members are aware of the gender policy.	RANK 3 AND the organisation carried out awareness activities AND most of the members are committed to women´s empowerment and gender equality.
				4.3.0.11	Women are involved in the development and implementation of the gender policy.	Rank 3 AND women participate in the review of the policy.
6	Development All grades	4.3.5 You have activities in place to improve the social and economic position in your organisation of the disadvantaged/minority groups that you have identified.	You are expected to show how you directly support your members from disadvantaged or minority groups in participating actively in your organisation, for example by delegating organisational responsibilities. You are encouraged to give special attention to the participation of women and youth. You are encouraged to include these activities within the framework of your Fairtrade Development Plan.	4.3.0.06	There is a program/ plan for one disadvantaged group.	There is a program/ plan for all identified disadvantaged groups including the group of female members AND this was developed in consultation with the disadvantaged groups.

Guidelines for the Trainer

Materials needed: ☑ Copy of the constitution

Time needed: 1 to 1.5 hours

Preparations: ☑ Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ Read the constitution of the group before you start the training session and decide how to split the constitution into topics for the exercise described under point 4. Focus only on:

1) purpose (vision, mission, objectives, main activities)
2) membership (definition of description, categories, application, rights and privileges)
3) General Assembly
4) Executive Board/Council
5) Control Committee
6) Secretariat/staff

☑ Prepare a flip-sheet (you probably need 2 flip-sheets) with the checklist with requirements (see at the end of this session for an example).

Note for the trainer:

- The requirements of the Fairtrade Standards that are linked to this topic are mainly for the Producer Organisation to implement. However, members should be aware of these requirements so they can monitor the implementation of the requirements and hold the Board responsible in case this does not happen.
- There is a special training manual on the management of the Producer Organisations which will discuss the organisation of the PO much more in detail. This session is purely focused on Fairtrade requirements.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 15-20 min: requirements on the organisational structure
  - Appr 5 min: introduction to the constitution
  - Appr 60-75 min: checking the constitution
  - Appr 5-10 min: other requirements
  - Appr 5-10 min: involvement of members
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Show the constitution. Ask who of the participants has ever seen the constitution of their producer group. Let people raise their hands. Say that having a constitution is one of the requirements of Fairtrade for a Producer Organisation and members should know the contents of their constitution.

Title: Mention the title of the session: *Knowing your Producer Organisation*.

Objectives: During this session we will discuss the Fairtrade requirements of how the Producer Organisation needs to be organised and why this is important. Together we will check if your Producer Organisation complies with all the requirements.

Benefits: If you know how your organisation functions, together you can build a strong organisation and achieve empowerment of all members.

Direction: During the discussions on the constitution, we will focus on the purpose, membership and organisational bodies. We will not discuss other sections of the constitution.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Requirements on the organisational structure – Appr 15-20 minutes

1. Say that the first requirement is that the PO needs to have a **General Assembly** (requirement 4.2.1). Ask the following questions:
    a. *What is the General Assembly?* It is the **highest decision-making body** of a producer organisation.
    b. *Who is member of the General Assembly?* **All members**. During meetings members can be represented via delegates.
    c. *What does the General Assembly do*? It approves yearly and long-term plans, including the Fairtrade Development Plan, budgets, reports and accounts, and it elects the Executive Board and Control Committee.
    d. *Why is it good for a producer organisation to have a General Assembly?* It **involves** all members in decision-making and allows for **monitoring** of the general course of action of the organisation as well as the performance of the elected Board.
2. Say that you are going to mention a few **requirements** according to the Fairtrade Standards and we will check together **if the requirements are in place**. Paste your flip-sheets with the **checklist of requirements** on the wall. You should mention the requirement and ask the participants if it is in place. If not, ask **what can be done to put it in place** and **who should be responsible for this** (probably the Board or Secretariat). You can ask the following guiding questions:
3. The producer organisation should:
    a. **Requirement 4.2.1:** Have a **General Assembly** as the highest decision-making body.
    b. **Requirement 4.2.1:** Have equal **voting rights** for all members.
        - *What are equal voting rights?* It means that everyone' vote has the same weight and that everyone can vote.
        - *How does that work when delegates attend the General Assembly instead of all members?* In that case, all delegates need to have equal votes.
    c. **Requirement 4.2.1:** Have a democratically **elected Board.**
        - *Who is in your Board at the moment?*
        - *How were they elected in the Board?*
        - *What does "democratically elected" means?* Democratically means that the Board is elected by all representatives of the General Assembly).
    d. **Requirement 4.2.1:** Have **separate roles and responsibilities** between the Board and management.
        - *Who is the management of the PO?* That is the Managing or Executive Director or Secretary, and maybe the IMS coordinator, Training Coordinator or any other type of coordinator or manager.
        - *What is the difference between the Board and management?* The Board consists of members. They are elected and they do not get paid for being a Board member (it is on voluntary basis). The management is paid staff that is hired by the PO.
    e. **Requirement 4.2.9:** Have an **administration** in place that keeps records and books that are accessible to all members.
        - *Do you know where the records and books are kept?* Most probably at the head office.
    f. **Requirement 4.2.8:** Have one person responsible for managing the records and books.
        - *Who is that person within the PO?* In case there is staff, it will be a staff member.
    g. **Requirement 4.2.10:** Have a **bank account**.

Introduction to the constitution – Appr 5 minutes

4. Continue with the **constitution**. Every PO should have a constitution. Ask the following questions:
    a. *What is described in the constitution?* It contains all the **major guiding rules** of the producer organisation.
    b. *Why should a Producer Organisation have a constitution?* As an organisation, you need to have guiding rules.
    c. *Why is it important that all members know the content of the constitution?* It will avoid conflict and discussions because every member will know what to do.
    d. *Can someone give an example of some of these rules?* The constitution contains information on what the organisation is (name, purpose, activities), the organisational bodies (General Assembly,

Executive Board/Council, Control Committee), membership, elections, reporting and accounting, etc.

Checking the constitution – Appr 60-75 minutes

5. Say that of course as member you should **observe the constitution** and therefore you should **know what is written in the constitution**. Say that we are going to look at some parts of the constitution to check what it says and **if it complies** with the Fairtrade requirements. Split participants into 6 groups (or less in case the constitution does not cover all themes that you would like to discuss). Ensure that in every group there is someone who can read. Give every group a specific part/theme of the constitution (see preparations):
   - *Group 1 Purpose*
   - *Group 2 Membership*
   - *Group 3 General Assembly*
   - *Group 4 Executive Board/Council*
   - *Group 5 Control Committee*
   - *Group 6 Secretariat/staff*

6. Tell the groups that one person of their group should **read their part of the constitution out loud** to the other people in their group. After that we will look at the constitution together. Give every group enough time to read their part of the constitution.

7. When all groups are ready, ask them to pay attention. Say that you are going to ask each group some **specific questions** about what is written in their part of the constitution. At the same time, refer to any requirement on your checklist that are applicable to check if the PO complies with that specific requirement.

8. Start with the **Purpose group**. Ask the group the following **questions**. Make sure that all other groups pay attention.
   a. *What does the producer organisation want to achieve (vision, mission, objectives)?*
   b. *What are the main activities?*

9. Continue with the **Membership group.** Ask the group the following **questions**.
   a. *Who can become a member?*
   b. *Is it clearly described who can become a member?* This is linked to requirement 4.2.2.
   c. *Is membership in any way restricted to people based on their race, gender, sexual orientation, disability, etc.?* This is linked to requirement 4.3.1.
   d. *Are the rules that determine who can become a member in any way discriminatory?* This is linked to requirement 4.3.2.
   e. *Are there different membership categories? If yes, what are they?*
   f. *How can you become a member (application process)?*
   g. *What are your rights as a member (voting right, eligibility)?*

10. Continue with the **General Assembly group.** Ask the group the following **questions**.
    a. *How often does the General Assembly meet?*
    b. *How is the representation of members organised during the General Assembly?* (Comment: when there are many members, not all members can attend the General Assembly. In that case, there will be delegates of the groups).

11. Say that there are a few **Fairtrade requirements** concerning the General Assembly (GA). We will check them together (meaning: everyone can answer, not only members of the General Assembly group). Ask the following questions (and tick the boxes on your **checklist** if complied):
    a. Requirement 4.2.4: *Is there a GA at least once a year?*
    b. Requirement 4.2.5: *Are you informed well in time when a GA takes place (at least 2-3 weeks in advance)?*
    c. Requirement 4.2.6: *Are minutes taken and shared with the groups?*
    d. Requirement 4.2.7: *Are the annual report, budgets and accounts presented during the General Assembly for approval?*

12. Continue with the **Executive Board/Council group.** Ask the group the following **questions**.
    a. *What is the role of the Board?*
    b. *How is the Board elected?*
    c. *To whom is the Board accountable?* To the General Assembly.
    d. *Does every member have an equal/fair chance to be elected in the Board?* (Comment: this refers to the discriminatory requirement).
    e. *What functions are there in the Board?*
    f. *How long can one member be in the Board?* (Comment: this refers to the terms of office and how many terms someone can be in the Board.)
    g. Requirement 4.2.12: *Are there any non-members in the Board?* In case there are **non-members** on the Board, describe in the constitution that this is allowed, specify whether they have a voting or advisory role, and get approval from the General Assembly.

13. Continue with the **Control or Surveillance committee group.** Ask the group the following **questions**.
    a. *What is the role of the Committee?*
    b. *How is the Committee elected?*
    c. *To whom is the Committee accountable?*
    d. Requirement 4.2.11: *Is there a functioning control/surveillance committee in place at this moment?*

14. Continue with the **Secretariat/staff group.** Ask the group the following **questions**.
    a. *What is the task of the Secretariat?*
    b. *Who is part of the Secretariat and who appoints them?*
    c. *To whom is the Secretariat accountable?* All staff is accountable to the Executive Manager or Secretary. He/she is accountable to the Board.

Other requirements – Appr 5-10 minutes

15. Say that there are three more requirements on our checklist. Requirement 4.2.13 says that the PO should **share the results of the audit**.
    a. *What is the audit?* Refer to session 1.2 in which was discussed that every year Fairtrade will check of all members and the PO comply with all requirements.
    b. *What would be a good way for your PO to share the results of the audit with you?*

16. Requirement 4.3.4 requires the PO to have a **gender policy**.
    a. *Has a gender policy been developed?*
    b. *In case the group is not sure: where can they check?*
    c. *If yes, does any of you know the content?*

17. Requirement 4.3.5 requires the PO to have **activities** to improve the position of **disadvantaged/minority groups**.
    a. *Who within the PO forms disadvantaged/minority groups?*
    b. *Are there any specific activities for these groups?*
    c. *What activities could be organised for these groups to improve their social and economic position?*

Involvement of members – Appr 5-10 minutes

18. Finally, it is important that members **participate** in the Producer Organisation (requirement 2.1.14). Ask the following questions:
    a. *Why is it important that you as member are involved in your PO?* You can only be a well-functioning PO, when members are involved. Together you can take decisions and come up with solutions for challenges that concern everyone.
    b. *How can you be more involved with your PO?* Let everyone answer this question. You can think about participating in meetings and activities, organising activities, becoming a member of a committee or executive group or the Board, etc.

Finish – Appr 2-5 minutes

Summary: Repeat what the General Assembly and the Board is, and their function. Repeat a few requirements concerning the General Assembly and the Board. Repeat what the constitution is, what type of information we can find in the constitution, and why it is important that members know their constitution.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What is the General Assembly and what is its role?*
- *What is the Board and what is its role?*
- *What is the difference between the General Assembly and the Board?*
- *What is the difference between the Board and the Management?*
- *Why is it important that you as member are involved in your Producer Organisation?*

Next step: If there is anything not in place, your chairman should discuss this with the Board.

To ensure that you comply with the **Fairtrade Standards**, you should:
- Requirement 4.2.3: Follow the rules as described in the constitution.
- Requirement 4.2.14: Know how you can participate in the organisation.

In addition, your producer organisation should:
- Requirement 4.2.1: Have a General Assembly as the highest decision-making body, equal voting rights for all members and a democratic elected Board.

- Requirement 4.2.2: Define clear rules on membership and have an updated list of members.
- Requirement 4.2.4: Organise at least once a year a General Assembly meeting.
- Requirement 4.2.5: Inform members timely when the General Assembly will take place.
- Requirement 4.2.6: Take minutes of the General Assembly and have the Chairperson sign them.
- Requirement 4.2.7: Present the annual report, budgets and accounts during the General Assembly for approval.
- Requirement 4.2.8: One person at least manages the administration and bookkeeping
- Requirement 4.2.9: Have an administration in place that keeps records and books that are accessible to all members.
- Requirement 4.2.10: Have a bank account.
- Requirement 4.2.11: Have a surveillance committee to oversee the administration of the organisation (including the use of Premium) on behalf of the members.
- Requirement 4.2.12: In case there are non-members on the Board, describe in the constitution that this is allowed and it is specified if they have a voting or advisory role.
- Requirement 4.2.13: Share audit results with your members following each audit.
- Requirement 4.3.1: Not discriminate against members or restrict membership.
- Requirement 4.3.2: Not have discriminatory rules that determine who can become a member.
- Requirement 4.3.4: Have a gender policy.
- Requirement 4.3.5: Have activities to improve the position of disadvantaged/minority groups.

Checklist of requirements

Requirement 4.2.1: Have a General Assembly as the highest decision-making body, equal voting rights for all members and a democratic elected Board.

Requirement 4.2.8: At least one person manages the administration and bookkeeping.

Requirement 4.2.9: Have an administration in place that keeps records and books that are accessible to all members.

Requirement 4.2.10: Have a bank account.

Requirement 4.2.2: Define clear rules on membership and have an updated list of members.

Requirement 4.2.4: Organise at least once a year a General Assembly meeting.

Requirement 4.2.5: Inform members timely when the General Assembly will take place.

Requirement 4.2.6: Take minutes of the General Assembly and have the Chairperson sign them.

Requirement 4.2.7: Present the annual report, budgets and accounts during the General Assembly for approval.

Requirement 4.2.11: Have a surveillance committee to oversee the administration of the organisation (including the use of Premium) on behalf of the members.

Requirement 4.2.12: In case there are non-members on the Board, describe in the constitution that this is allowed and it is specified if they have a voting or advisory role.

Requirement 4.2.13: Share audit results with members following each audit.

Requirement 4.3.4: Have a gender policy.

Requirement 4.2.13: Have activities for disadvantaged/minority groups.

Topic 4.2 Understanding the Fairtrade Premium and Minimum Price

Key Information for the Farmers

Fairtrade has put two mechanisms in place to ensure that the sales price of Fairtrade products cover its cost of production and **an additional sum of money is paid to invest** to address other pressing need

1. **Fairtrade Minimum Price**
2. **Fairtrade Premium**

1. Fairtrade Minimum Price

The Fairtrade Minimum Price is the **minimum price** that producers get for their products, irrespective of the market price. The minimum price is paid by the buyer to the producer organisation and is paid by the producer organisation in cash to all members. In case the market price is higher, the market price is being paid.

The Fairtrade Minimum Price aims **to cover producers' average costs of sustainable production**. This acts as a **safety net** for farmers at times when market prices may fall below a sustainable level.

2. Fairtrade Premium

The Fairtrade Premium is an **extra sum** paid to the producer organisation by the buyer **in addition to the price for their products** (either the Fairtrade International minimum price or the market price, whichever is higher). The Premium is used to implement projects, in which a project is a number of planned activities to achieve a specific goal. For example, the construction of a storage facility for crops.

Every year, the producer organisation needs to describe how the Fairtrade Premium is going to be used in the **Fairtrade Development Plan** (requirement 4.1.2, see topic 4.3 on The Fairtrade Development Plan).

It is good practice, especially for larger organisations, to have a **Premium Committee** (requirement 4.1.4). The role of the committee can include:

- Managing the Fairtrade Premium.
- Supporting or organising member consultation and needs assessments.
- Developing proposals and budgets for Premium use based on needs assessments and presenting them to the General Assembly.
- Monitoring the implementation of the Premium use.
- Reporting back to the General Assembly on Premium use.

Cash distributions to members

If you are a 2nd grade organisation (union) or 3rd grade organisation (association), you must have one of the following systems in place to distribute Fairtrade income (Price and Premium) to the different member organisations (requirement 4.1.5):

- **A quota system** means that every member will receive Fairtrade income for every kilogram he/she has produced and sold to the Producer Organisation.
- **An allocation system** typically means distributing the Fairtrade income received by the 2nd or 3rd grade organisation to the different member organisations, irrespective of how much products he/she has produced and sold to the Producer Organisation.

Funds need to be administered responsible, without any favouritism or fraud in the management of the Fairtrade Premium or any activity (requirement 4.1.11). In case the Fairtrade Premium is above 150,000 Euro or USD, a financial audit company has **to audit the Fairtrade Premium accounts** (requirement 4.1.6).

Fairtrade Standards and Compliance Criteria

Year for auditing	Type of requirement and applicable for	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
1	Core All grades	4.1.4 You include all the activities that you plan to fund with the Fairtrade Premium in the Fairtrade Development Plan (FDP) before you implement the activities.	The Fairtrade Premium is an amount paid to your organisation, in addition to the payment for your products, for the realisation of common goals. The Fairtrade Premium will help you implement the objectives in your Fairtrade Development Plan. It is considered best practice, when allocating Premium, to prioritise resources to strengthen your organisation so it can effectively serve its members, workers and communities. Investing in the organisational sustainability can then be followed by investments to improve members' livelihoods and finally investments at community level. Please refer to the Fairtrade Premium guide for more information. Large organisations are encouraged to have a Premium Committee. This is not mandatory but can help to improve member participation in the development of the Fairtrade Development Plan and decision making on Premium use. The role of a Premium committee can include: • Managing the Fairtrade Premium; • Supporting or organizing member consultations and needs assessments; • Developing proposals and budgets for Premium use based on these and presenting them to the General Assembly; • Monitoring the implementing of the Premium use; • Reporting back to the General Assembly on Premium use.	4.1.0.05	The FDP includes all uses of the Premium according to expected income.	The FDP includes all uses of the Premium based on real income AND resources are prioritised to strengthen the organisation so it can effectively serve its members, workers and communities.

1	Core 2nd grade, 3rd grade	4.1.5 You have one of the following systems in place to distribute Fairtrade income (Price and Premium) received to the different member organisations: • a quota system that specifies how much every member organisation delivers under Fairtrade conditions and the distribution of income according to quota proportion; or • an allocation system, defined by the organisation, for distributing the Fairtrade income received by the 2nd or 3rd grade organisation to the different member organisations. The system is part of the agreed written internal regulations of your organisation and monitored by a surveillance committee.	None	4.1.0.02	You have a system in place to distribute Fairtrade income
1	Core All grades	4.1.6 If the Fairtrade Premium in the last year was above 150,000 EURO/ USD (premium currency), you contract a financial audit company to audit your Fairtrade Premium accounts based on the use defined in the Fairtrade Development Plan.	The intention of this requirement is to increase oversight on the use of the Fairtrade Premium. Organisations receiving Premium below 150,000 EURO/USD (premium currency) can also contract a financial company to audit their Fairtrade Premium as best practice. This is however not mandatory.	4.1.0.30	A financial audit company audited the Fairtrade Premium accounts.
1	Major All grades	4.1.11 You and your members administer Premium funds responsibly. There is no evidence of favouritism or fraud in the management of the Fairtrade Premium or any activity that could jeopardize the business or certification of the company or have a demonstrable negative, structural, financial or social impact on the organisation.	Examples of favouritism and fraud (deception intended for personal gain) include: special rewards for particular members, project bids that are prearranged, wasteful or not cost-effective, and favouritism for project selection.	4.1.0.23	Premium funds are administered responsibly.

Guidelines for the Trainer

Materials needed: The crop/product produced by the Producer Organisation (one piece is enough).

☑ A copy of the receipt that members will receive when they receive a cash payment for the Fairtrade Premium and Fairtrade Minimum Price.

Time needed: 45-60 minutes

Preparations: Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ Check what the (average) market price and the Fairtrade Minimum Price was last year for the crop you are discussing.

☑ Prepare two small pieces of paper: one with the (average) market price and one with the Fairtrade Minimum Price.

☑ Check how much the Fairtrade Premium was (or would have been) for the SPO you are training.

☑ Check if the SPO uses a quota or allocation system to distribute the Fairtrade Premium and Minimum Price.

☑ Check how the SPO organises its cash payments of the Fairtrade Premium and Minimum Price. Make sure you know who within the SPO is making the payment, and how, when and where the payment is done.

The Fairtrade Minimum Price can be found via the following link:
http://www.fairtrade.net/price-and-premium-info.html?no_cache=1&tx_zwo3pricing_pi1[productType]=26&tx_zwo3pricing_pi1[country]=42&tx_zwo3pricing_pi1[submit_button]=Go

The premium value for each Fairtrade product is defined in the pricing table, on the Fairtrade website:
http://www.fairtrade.net/price-and-premium-info.html

Product specific requirement

Crop	Applicable product requirement	Type of requirement	FLOCERT compliance criteria
Cocoa	4.6.3	Additional for Cote d'Ivoire and Ghana	4.1.0.31
	4.2.4	Additional for Cote d'Ivoire and Ghana	4.1.0.36
	4.2.6	Additional	4.2.0.30
Coffee	4.1.1	Additional	4.1.0.37
Fibre crops		Additional	4.3.0.07
Fresh fruit	4.2.8	Additional	4.3.0.08

Note for the trainer:
There is a special training manual to train SPOs and HLOs on the Premium Committee and Premium use. This session only covers what is described in the requirements.

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: introduction to the Fairtrade Minimum Price
  - Appr 5-10 min: introduction to the Fairtrade Premium
  - Appr 5-10 min: receiving cash payments
  - Appr 15-20 min: receiving cash payments in practice
  - Appr 5-10 min: the Fairtrade Premium Committee
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Say that in this session we are going to talk about money.

Title: Tell the title of the session: *Understanding the Fairtrade Premium and Minimum Price.*

Objectives: During this session we will discuss what the Fairtrade Premium and Fairtrade Minimum Price is, how you will receive any cash payment and Fairtrade requirements linked to the Fairtrade Premium and Fairtrade Minimum Price.

Benefits: The Fairtrade Premium and Fairtrade Minimum Price will help you to earn a decent income when you sell their products. The Premium and Minimum Price will ensure that the sales price of Fairtrade products cover its cost of production and that you will receive an additional sum of money to address other pressing needs of you, your workers, and your community.

Direction: We will not discuss the projects the producer organisation can implement with the Fairtrade Premium (that is discussed in session 4.3 on the Fairtrade Development Plan).

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to the Fairtrade Minimum Price – Appr 5-10 minutes

1. Say that Fairtrade wants farmers to earn a **decent wage** for the work they do. Therefore, Fairtrade has put two mechanisms in place to ensure a decent income: 1) the Fairtrade Minimum Price, and 2) the Fairtrade Premium.
2. Say we will start with the **Fairtrade Minimum Price.** Explain that the Fairtrade Minimum Price is a **guaranteed price** that you as Fairtrade producer will **always** get for your product, irrespective the market price. It serves as a **safety net** for Fairtrade products (when applicable) in case market prices fall below producers' costs of production.
3. You will **demonstrate** how this works. Show the crop/product. Ask: *What was the (average) **market price** last season for a bag/kg of XX (mention the product)?* Put the paper with the market price in front of the product. Next show the piece of paper with the **Fairtrade Minimum Price**. Say that this was the Fairtrade Minimum Price of last season. Ask which one is higher. Say that **the highest price** will be paid by the buyer.
4. Discuss a few **examples** in which you give different market prices:
   a. The market price is lower than the Fairtrade Minimum Price. *Which price is being paid by the buyer?* The Fairtrade Minimum Price.
   b. The market price is higher than the Fairtrade Minimum Price. *Which price is being paid by the buyer?* The market price.
   c. The market price is equal to the Fairtrade Minimum Price. *Which price is being paid by the buyer?* Either price.
5. Say that the Fairtrade Minimum Price will be transferred **100% to all members**. How this is done exactly, we will discuss a bit later during this session.

Introduction to the Fairtrade Premium – Appr 5-10 minutes

6. Continue with the **Fairtrade Premium**. Explain that the Fairtrade Premium is an **extra sum** paid to the Producer Organ-

isation **in addition to the price for their products**. Tell participants the height of the Fairtrade Premium of last year for their product.

7. Say that the Fairtrade Premium will NOT be paid 100% in cash to all members. The Fairtrade Premium will be used for **development projects** that will benefit the producer organisation, its members, workers, and the communities (we will discuss this in session 4.3 on the Fairtrade Development Plan).

8. Stress that it is important to know that the amount of Fairtrade Premium that a Fairtrade organisation receives will depend on the **quantity of products that have been sold as Fairtrade**. This means that **even when products are produced according to the Fairtrade Standards but not sold as Fairtrade, no Fairtrade Premium will be paid**. This also applies for the Fairtrade Minimum Price.

Receiving cash payments – Appr 5-10 minutes

9. Repeat that the Fairtrade Minimum Price will be paid **100% to all members**. Ask the following questions:
   a. *Will you as member always receive an extra payment for the Fairtrade Minimum Price?* No, only when the market price is lower than the Fairtrade Minimum Price.
   b. *Will you as member always receive an extra payment for the Fairtrade Premium?* No, the producer organisation can only use the available funds for projects.

   That means that depending on the situation, members will either **receive or not receive** a cash payment.

10. Say that both the minimum price and the premium will be paid **by the buyer to the producer organisation**. Ask the following questions to create a better understanding how the payment from the buyer to producer organisation works:
    a. *When does the buyer pay the producer organisation?* Within a certain period after the buyer has received the products.
    b. *In case the SPO only receives the payment from the buyer after the products have been delivered, when will the SPO receive the Fairtrade Premium?* Within a certain period after the buyer has received the products.
    c. *In case the market price is lower than the Fairtrade Minimum Price, when will the PO receive the extra payment for the Fairtrade Minimum Price?* Within a certain period after the buyer has received the products.
    d. *Why can't the buyer pay the Premium and Fairtrade Minimum Price as soon as the PO signs the contract with the SPO?* You will only get paid when you deliver the goods you promised to deliver. In addition, the Premium and Minimum Price will only be paid for products that are sold as Fairtrade and the Minimum Price only when it is above the market price. That means that when the contract is signed, the exact heights of the Premium and Minimum Price are not known yet.

Receiving cash payments in practice – Appr 15-20 minutes

11. Say that this also means that members will **NOT get paid** the Fairtrade Premium or Minimum Price **when they sell their products to the Producer Organisation**; members will only receive any cash payments (in case there IS a cash payment) within 15 days after the SPO has received it from the buyer (it should never exceed 30 days). This means that **it can take a few months** before you as member receive any cash payment after you have sold your products to the producer organisation.

    Note for the trainer: In case the SPO has a fixed date/period of the year when it pays any cash payment, share it with the group.

12. **Explain how members will receive any cash payment in simple steps**. Cover who will do the payment, where the payment will be done, how members will receive the payment, show the receipt that they get when they receive the payment, etc. Ask the following questions:
    a. *How can you check if you have received the correct amount?* The SPO will provide for every member a calculation.
    b. *To whom can you go in case you have questions or if you do not understand the calculation?* Agree who within the SPO they can contact.
    c. *Can you calculate in advance how much you are going to receive at the end of the season?* No. because both payments will only be received by the SPO in case the product is sold as Fairtrade and is based on the actual sales. That depends on the demand in the market and the market can fluctuate.

The Fairtrade Premium Committee – Appr 5-10 minutes

13. Say that the system must be **monitored** by a surveillance committee (requirement 4.1.5). Ask the following questions:
    a. *What do you think is the role of such a committee?* They should monitor if the system is applied as it should be and if every member will get his/her fair share according to the selected system.
    b. *Does your SPO have such committee?*
    c. *If yes, who are its members?*
    d. *Can any of you become member of this committee?* The committee is open to all members.

14. Finally mention that if the Fairtrade Premium in the last year was above 150,000 EURO/USD (premium currency), the SPO needs to have the Fairtrade Premium accounts **audited** by an external auditor (requirement 4.1.6). The audited report needs to be **shared during the General Assembly**.

Finish – Appr 2-5 minutes

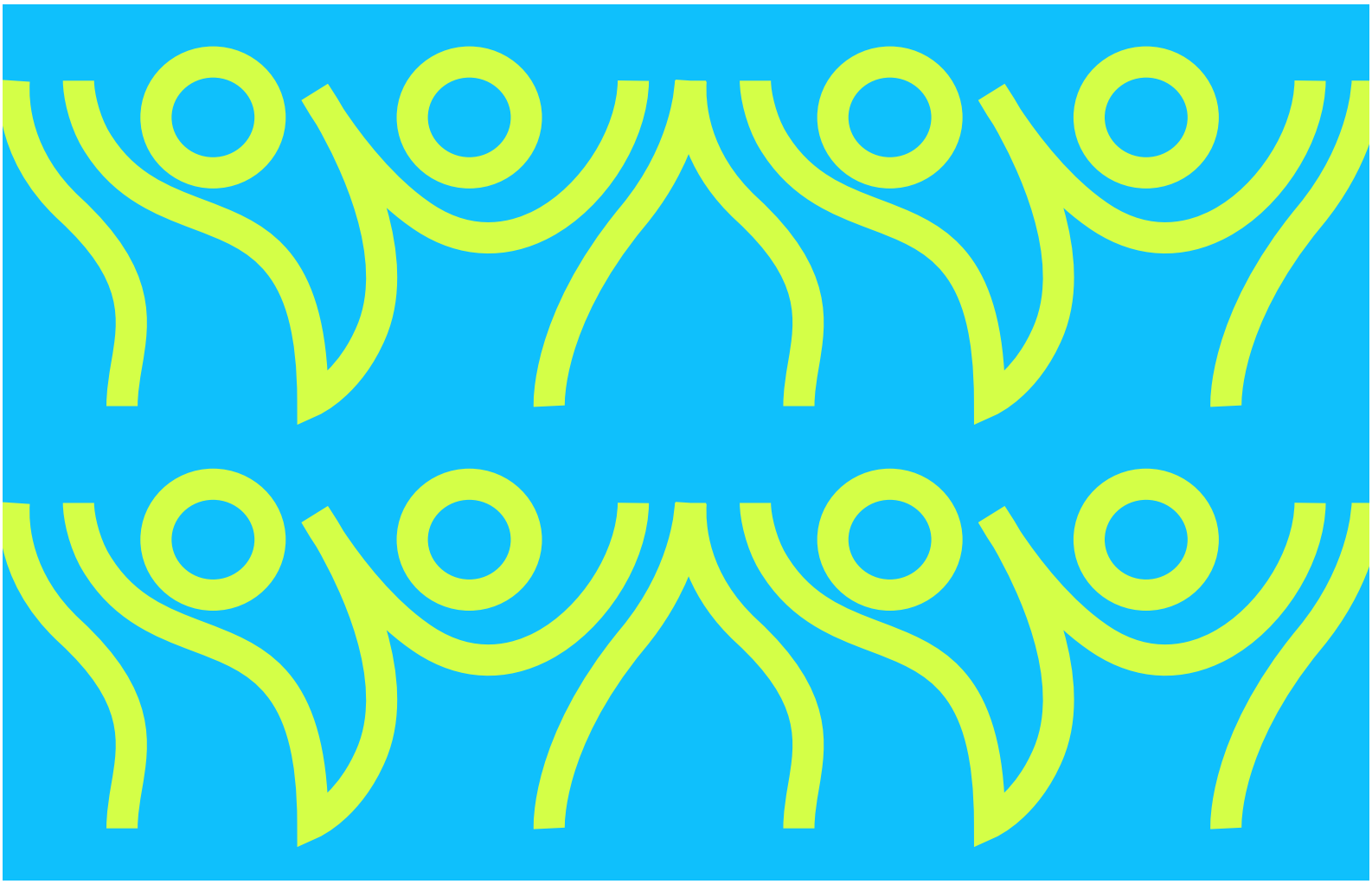
Summary: Repeat what the Fairtrade Minimum Price and the Fairtrade Premium is and how cash payments can be organised.

Questions: Ask if anyone has a question or comment.

Evaluation: Ask the following questions:
- *What is the Fairtrade Minimum Price?*
- *On what does the payment of the Fairtrade Minimum Price depend?*
- *What is the Fairtrade Premium?*
- *How much of the Premium can be paid in cash to members?*

Next step: Repeat that the Fairtrade Premium and Fairtrade Minimum Price will help members to earn a decent income when they sell their products.

To ensure that you comply with the **Fairtrade Standards**, the SPO should:
- Requirement 4.1.4: Have a Premium Committee (for larger SPO).
- Requirement 4.1.5: Have a system in place to distribute Fairtrade income (Price and Premium) to the different member organisations (for 2nd and 3rd grade organisations).
- Requirement 4.1.6: Organise an external financial audit of Fairtrade Premium (if Premium above 150,000 Euros/USD).



Topic 4.3 Understanding the Fairtrade Development Plan

Key Information for Members

The Fairtrade Development Plan is a document that describes how the producer organisation intends to use the Fairtrade Premium or other sources of funds if available (requirement 4.1.2). In case the Fairtrade Premium is transferred directly to 2nd grade organisations (union), also the 2nd grade organisations need to develop its own Fairtrade Development Plan (requirement 4.1.3). The choice of projects should be done based on **consultation with members, workers, and communities**. The needs assessment should be approved by the General Assembly (requirement 4.1.1).

Fairtrade recommends using the Fairtrade Premium for projects (requirement 4.1.4.) that:

1. **Strengthen the producer organisation** so it can effectively serve its members, workers and communities. For example, the premium can be used to set up or maintain a digitised Internal Management System (IMS), purchase tablets or other equipment for field officers, organise leadership training for Executive members, etc.
2. **Improve members' livelihoods**, especially if the farm does not generate enough income to provide a decent standard of living. For example, the premium can be used to set up alternative sources of income (such as beekeeping, rearing grasscutters, pig farming, or any other crop), set up a nursery, purchase equipment that can improve quality and/or quantity of the crop, etc.
3. **Improve community welfare.** Since members and their workers are part of the wider community, addressing the needs of the local community also benefits the members' and workers' families, either directly or indirectly. For example, the premium can be used to protect water sources, to improve access to health facilities and education, etc.

Involvement of workers

At least one activity in the Fairtrade Development Plan should **benefit workers** (requirement 4.1.13). Workers' representatives should participate in the General Assembly to observe and participate in the discussion of topics related to them (requirement 4.1.14). They should also be consulted during needs assessments (requirement 4.1.1).

Fairtrade requirements

There are a few requirements associated with the Fairtrade Development Plan:

- Requirement 4.1.7: The General Assembly needs to approve the plan.
- Requirement 4.1.8: The producer organisation needs to have a system in place to track expenses made for the plan.
- Requirement 4.1.9: When all planned activities are implemented, the plan needs to be updated with at least additional activities that is approved by the General Assembly.
- Requirement 4.1.11: Premium funds need to be administered responsibly without any favouritism or fraud.
- Requirement 4.1.12: Every year, the producer organisation needs to report on the results of the plan to the General Assembly.
- Requirement 4.1.15: At least one activity in the plan is to maintain or improve sustainable production practices.

Background Information for Trainers

Every year, the Producer Organisation needs to develop the **Fairtrade Development Plan**. The Fairtrade Development Plan needs to include as a **minimum** the following elements:

- The objective of the activity (why you plan to do it)
- The description of the activity (what you plan to do)
- The timeline of the activity (by when you will plan to do it)
- The responsibilities (who will be in charge of doing it)
- The budget of the activity (if funds are needed, how much do you plan to spend)

The Fairtrade Development Plan describes the steps to follow to reach a predetermined objective, detailing each task that must be completed to obtain the expected results. To be able to build a plan, it is necessary to have a good understanding of the starting point and the end point, the **current situation that you want to improve** and the **situation that you want to reach**.

The Fairtrade Development Plan needs to include how the **premium** will be used. From the third year onwards the plan needs to include at least one activity for **workers** and after the sixth year one activity that maintains or improves **sustainability production practices**. There is another rule: your organisation must discuss with the members if investing the Fairtrade Premium in activities that **increase quality and productivity** would help you to have more secure incomes. Even if the organisation is free to decide on how to use the Fairtrade Premium, it is strongly **recommended** to prioritise productivity and quality initiatives, and you are encouraged to use at least 25% of the Premium to improve productivity and quality, as this can be an important tool to increase income. A **guidance document** providing more information on productivity and quality improvement is available on the Fairtrade International website at:

http://www.fairtrade.net/fileadmin/user_upload/content/2009/standards/documents/2013-6-1_EN_Guidance_ProductivityQuality_Cocoa.pdf

There are distinct needs at **different levels of the organisation**, and they should all be taken into account, such as the needs of:

- The organisation as an entity
- Its individual members
- Families of the members
- Workers and their families
- The community

To get a better understanding of all those needs, it is necessary that all the different actors **participate** in the assessment and get an opportunity to voice their concern, needs and ideas.

In all cases, it is important for the organisation to establish its **own criteria** to decide which needs are the most urgent or critical and that should be addressed first. The prioritization criteria could be giving priority to:

- Helping the most vulnerable
- Projects that will benefit the largest portion of members
- Strengthening the organisation
- Capacity training
- improving business performance
- Etc.

During the General Assembly the Fairtrade Development Plan will be presented and has to be approved by the members. In addition, a **report** on how the premium of the previous season was spent needs to be presented. This way, members can have control over the execution of the plans. If for some reason parts of the plan could not be accomplished, your organisation will have to clearly explain why.

You report at least once a year on Fairtrade Premium use via FairInsight online platform: https://fairinsight.agunity.com
You send the report on the Premium use from the previous year, three months after the General Assembly.

Fairtrade Standards and Compliance Criteria

Year of audit	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
6	Development All grades	4.1.1 You design and start implementing a process that collects and analyses the development needs in your organisation.	The intention is to ensure there is a process in place that informs your organisation about the development needs. See requirement 4.1.2 on how the needs identification is connected to the Fairtrade Development Plan.	4.1.0.22	Process defined and implemented that captures the needs of members, workers and/or community.	Needs assessment is already carried out based on consultation with members, workers and community and later approved by the General Assembly.
1	Core All grades	(For organisations certified before 1 July 2019 only applicable as of 1 April 2021) 4.1.1 You design and start implementing a process that collects and analyses the development needs in your organisation.	The intention is to ensure there is a process in place that informs your organisation about the development needs. See requirement 4.1.2 on how the needs identification is connected to the Fairtrade Development Plan.	4.1.0.32	Process defined and implemented that captures the needs of members, workers and/or community.	Needs assessment is already carried out based on consultation with members, workers and community and later approved by the General Assembly.
1	Core All grades	4.1.2 You plan and document at least one activity with the intention to promote the progress of your business, organisation, members, workers, community and/or environment. The plan is called the Fairtrade Development Plan. The plan includes: • 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 (such as the Fairtrade Premium as described in requirement 4.1.3 or other sources of funds), the budget of the activity (how much you plan to spend).	Planning, implementing and evaluating the plan will stimulate and increase the participation of members in their own organisation and community. Your organisation has the right to choose any activities that your members agree on and are important for your particular situation, aspirations and priorities. In time you are encouraged to use the needs identification (see requirement 4.1.1) to measure the success or shortcomings of your plan and to guide your organisation's planning in the future. Upon your request, Fairtrade International or Producer Networks can provide the List of Ideas for the Fairtrade Development Plan that includes activities that have been useful in other organisations. The list is only for guidance. You are encouraged to think of your own activities.	4.1.0.01	Written plan with all details.	Written plan with all details AND developed in participatory way (consultation) with members AND plan based on previous assessment of community needs.

Year of audit	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
1	Core 2nd and 3rd grade	4.1.3 You ensure that you have a Fairtrade Development Plan, which benefits all Fairtrade member organisations, and includes the total Fairtrade Premium income, the allocation system to the member organisations (if applicable), and the Fairtrade Premium decisions taken. If Fairtrade Premium is channelled to the member organisations directly, the member organisations need to develop their Fairtrade Development Plans and provide them to you.	This requirement complements requirement 4.1.2.	4.1.0.08	Written plan with all details.	Written plan with all details AND developed in participatory way (consultation) with members/affiliates AND plan based on previous assessment of community needs.
				4.1.0.11	All members have an individual Fairtrade development plan but it lacks some details.	Written plans for all member organisations with all details AND developed in participatory way (consultation) with members/affiliates AND plan based on previous assessment of community needs.
				4.1.0.03	The system is part of the internal regulations and applied AND it is clear BUT lacks a few details.	The system is part of the internal regulations and it is clear and complete and applied AND all affiliates are aware of the system.
				4.1.0.04	Monitoring system is functioning though it lacks some details and the control committee is aware of its duties.	Monitoring system is functioning so that there is full control AND there is a role description for the control committee members.

Year of audit	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
1	Major 1st grade	4.1.7 Before you implement the Fairtrade Development Plan, you present it to the General Assembly for discussion and approval. You document the decisions. If you are a 2nd or 3rd grade organisation, your General Assembly of members (or if delegate system, then of delegates) at the 2nd/3rd grade level decide on the use of the Fairtrade Premium. Delegates need to consult with the members from their respective organisations. If Fairtrade Premium is channelled to the member organisations directly, the General Assemblies of the member organisations decide on the use of the distributed Fairtrade Premium share. You ensure that the Fairtrade Premium received is channelled to the member organisations without delay according to the allocation system agreed.	The intention is to guarantee transparent and democratic decision making. Only the General Assembly is authorised to approve the content and form of the Fairtrade Development Plan. It is possible that the Fairtrade Development Plan may need to be changed in between General Assembly meetings. This might be necessary in situations where, for example, you receive more or less Fairtrade Premium money than planned or where members or the community are affected by an unexpected event and you wish to respond. If this happens, you will need to document the decisions to make the changes, and explain the changes and get ratification from the General Assembly retrospectively.	4.1.0.07	The plan was approved by the General Assembly and documented and later applied without changes or with justified changes that are approved ex-post.	RANK 3 AND plenty of time was given during the General Assembly to discuss all details AND the plan was shared with members prior to the General Assembly.
1	Major 2nd and 3rd grade			4.1.0.07	The Fairtrade Development Plan and decision was approved by the General Assembly and documented and later applied without changes or with justified changes that are approved ex-post.	RANK 3 AND plenty of time was given during the General Assembly to discuss all details AND details were shared with (delegates of the) members prior to the General Assembly.
1	Core 2nd and 3rd grade			4.1.0.09	The decision was taken by all General Assemblies and documented and later applied without changes or with justified changes that are approved ex-post.	RANK 3 AND plenty of time was given during the General Assemblies to discuss all details AND details were shared with members prior to the General Assemblies.
				4.1.0.10	Delegates are in place and the majority has consulted with 1st grade members.	Delegates are in place and have consulted with all 1st grade members AND adequate records exist.
				4.1.0.12	All member organisations receive their Fairtrade Premium shares BUT some are delayed OR some do not follow all details as defined in the distribution key.	All member organisations receive their Fairtrade Premium shares on time and according to the distribution key agreed AND there is a clear procedure that allows for correct channelling of Fairtrade premium shares.
				4.1.0.18	Written report answers all the questions listed BUT there are small mistakes.	Written report answers all the questions listed AND there are no mistakes AND the report makes a detailed analysis of the success of the activities carried out.

Year of audit	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
1	Core All grades	4.1.8 You have an accounting system that accurately tracks the Fairtrade Development Plan expenses, and in particular identifies the Fairtrade Premium transparently. You are able to prove that the Fairtrade Premium is used in line with applicable rules.	None	4.1.0.14	Any system that allows tracking income and expenditure and identify Premium but unintentional mistakes <1% found.	Up to date accounting system, possible to track Premium AND no mistakes.
				4.1.0.15	Any system that allows tracking income and expenditure and identify Premium but unintentional mistakes <1% found AND this holds for all member organisations.	Up to date accounting system, possible to track Premium AND no mistakes AND this holds for all member organisations.
1	Core All grades	4.1.9 When you complete your planned activities you update the Fairtrade Development Plan by planning at least one additional activity to be approved by the General Assembly of members.	Longer term projects are encouraged. Any planned action may be extended over more than one year or may be repeated. Please refer to requirement 4.1.2 for guidance on premium use.	4.1.0.16	The activities in the plan have been finished and the organisation included a new activity in the plan.	The organisation included new activities in the plan AND these are chosen based on learnings from previous activities AND the organisation decided on new activities in advance so the new ones are approved by the General Assembly and ready to be implemented by the time the previous one expires.
1	Major All grades	4.1.11 You and your members administer Premium funds responsibly. There is no evidence of favouritism or fraud in the management of the Fairtrade Premium or any activity that could jeopardize the business or certification of the company or have a demonstrable negative, structural, financial or social impact on the organisation.	Examples of favouritism and fraud (deception intended for personal gain) include: special rewards for particular members, project bids that are prearranged, wasteful or not cost-effective, and favouritism for project selection.	4.1.0.23	Premium funds are administered responsibly.	
3	Development All grades	4.1.13 You ensure that workers also benefit from the Fairtrade Premium through at least one activity in your Fairtrade Development Plan.	The intention is that everyone involved in the production of Fairtrade products can benefit and demonstrate solidarity with their communities. Supporting workers is especially important in achieving this. Benefiting producers, workers and communities can mean any action that is directed at improving their living conditions, welfare or capacities. The actions do not need to be addressed to workers only, but can benefit workers and members alike, such as for example by addressing needs of the communities where members and workers live. Ideally, and if feasible, you would consult workers and communities annually to understand their needs and know their preferences.	4.1.0.19	The plan includes at least one activity where there is an evident and direct benefit for workers.	Rank 3 AND activity defined in consultation with workers or workers' representatives AND the activity takes into consideration and caters for different needs of workers (migrant vs local, permanent vs temporary, etc).

Year of audit	FLOCERT Criteria Type and Applicable For	Fairtrade Standard for Small Producers Organisations	Fairtrade Standard Guidance	FLOCERT Compliance Criteria Number	FLOCERT Rank 3 (Minimum practice needed for compliance)	FLOCERT Rank 5 (Best practice)
3	Development All grades	4.1.14 If there are workers' representatives in your organisation, you invite them to the General Assembly to observe and participate in the discussion of the topics that relate to them.	None	4.1.0.20	Workers' representatives are invited to the General Assembly during the discussion and approval of the FDP and have the right to ask questions.	Workers' representatives are invited to the General Assembly during the discussion and approval of the FDP and have the right to ask questions, suggest their own ideas and give comments AND workers' representatives are reserved a time in the General Assembly agenda to raise their concerns or comments.
6	Development All grades	4.1.15 You have an activity in your Fairtrade Development Plan to maintain or improve sustainable production practices within your eco-system.	The intention is that you are better able to decide on and plan your sustainability goals. You decide on the activities that are a priority for you. Activities do not necessarily need to be new but can focus on maintaining good practises you already carry out. This provides you with the opportunity to identify and maintain these practises and to increase overall awareness on sustainability. Maintaining or improving sustainable production practises can mean any activity that is good for both the farms and your environment. It could for example mean activities that increase soil fertility, promote the sustainable use of water, reduce the use of pesticides and other external inputs, enhance biodiversity, reduce carbon emissions or increase carbon sinks or promote measures to adapt to climate change.	4.1.0.21	The plan includes at least one activity where there is an evident and direct improvement/ maintenance of sustainable production practices.	Rank 3 AND activity defined in consultation with members AND plan based on previous assessment of sustainability needs.

Guidelines for the Trainer

Materials needed: None.

Time needed: 60-75 minutes

Preparations: Carefully read the key information, the table with the Fairtrade Standard and Compliance Criteria, and all steps of this guideline.

☑ At the end of this session, some ideas for projects are listed for different themes. Read the list so you can give appropriate examples to the group.

Product specific requirement

Crop	Applicable product requirement	Type of requirement	FLOCERT compliance criteria
Cane sugar	4.5.1	Additional	4.1.0.28
	4.5.1	Additional	4.1.0.29

Note for the trainer:

- The requirements of the Fairtrade Standards that are linked to this topic are mainly for the producer organisation to implement. However, members should be aware of these requirements so they can monitor the implementation of the requirements and hold the Board accountable in case this does not happen.
- You will not do a needs assessment but merely check the interest of the members. It is up to the SPO to organise a needs assessment (this is described in session 4.1.1 for the SPO on Developing the Fairtrade Development Plan).

Session in Short

- **Set up:** Appr 2-5 min
- **Delivery:**
  - Appr 5-10 min: introduction to the Fairtrade Development Plan
  - Appr 45-50 min: type of projects
  - Appr 5-10 min: selection of projects
  - Appr 5-10 min: additional requirements
- **Finish:** Appr 2-5 min

Set up – Appr 2-5 minutes

Attention: Say that one of the differences between Fairtrade and other certification schemes is that Fairtrade considers the development of the Producer Organisation, its members, and their community a priority. One of the ways to improve development is through the Fairtrade Development Plan.

Title: Mention the title of the session: *Understanding the Fairtrade Development Plan*.

Objectives: During this session, we will discuss what the Fairtrade Development Plan is, the link between the Fairtrade Premium and the Fairtrade Development Plan, and how every member can be involved in deciding for what projects the Fairtrade Premium is going to be used.

Benefits: You as a member of a producer organisation have a say in what the organisation does. The Fairtrade Development Plan gives the opportunity to everyone to give their contributions towards spending the Fairtrade Premium.

Direction: During this session we will not decide how you can spend the Premium.

Delivery

Explanation, **V**isualisation, **E**xercise, and **A**pplication:

Introduction to the Fairtrade Development Plan – Appr 5-10 minutes

1. Remind everyone that the Fairtrade Premium is an **extra sum** paid to the producer organisation by the buyer **in addition to the price for their products**. Explain that the Premium is used to implement projects, in which a project is a number of planned activities to achieve a specific goal. All these projects are described in the **Fairtrade Development Plan** (requirement 4.1.2). That means that the plan is a document that describes how the producer organisation **intends to use the Fairtrade Premium** (or other sources of funds if available).

2. Every year, the plan is developed (or updated) by the management and Executive Board and has to be **approved by the General Assembly** (requirement 4.1.7). In case the PO has developed a plan before, ask the following question to check the awareness on the plan:

   - *Who of you has heard about the Fairtrade Development Plan that your producer organisation has developed?*
   - *What type of projects were described in the plan?*
   - *Did any of the projects benefit you as member, your workers or the community?*

Type of projects – Appr 45-50 minutes

3. The plan should include all activities or projects that you would like to fund with the Fairtrade Premium (requirement 4.1.4). There are different types of projects that can be included. Fairtrade recommends using the Fairtrade Premium for projects that:

   - **Strengthen the producer organisation** so it can effectively serve its members, workers and communities. For example, investing in a digitised Internal Management System (IMS).
   - **Improve members' livelihoods**, especially if the farm does not generate enough income to provide a decent standard of living. For example, setting up a crop nursery.
   - **Improve community welfare.** For example, protecting water sources.
   - **Sustainable production processes**. At least one activity in the plan is to maintain or improve sustainable production practices (requirement 4.1.15).
   - **Benefit workers.** At least one activity in the Fairtrade Development Plan should benefit workers (requirement 4.1.13).

4. Split the group into **5 sub-groups**. Say that although we are not going to decide how to use the Premium, we will look at **possible projects/activities** that can be done for members, workers, and the community. Allocate a type of project to each group:
   - *Group 1: Strengthen the producer organisation*
   - *Group 2: Improve members' livelihoods*
   - *Group 3: Improve community welfare*
   - *Group 4: Sustainable production processes*
   - *Group 5: Benefit workers*

   The group needs to **identify at least 3 activities/projects** that could be done for their type of project. Say that the groups do not have to agree if a project is good or not. They should simply list what **could** be done to get an idea of what type of projects are possible. Give the groups 10-15 minutes to work.

5. **Discuss the results**. Remind people that we will not discuss if the project is good or not. Ask the first group to share the projects they have identified. Ask if any of the other groups has any **additional idea** for a project. Continue with the rest of the groups until all projects are discussed.

6. When the last type of project (Benefit workers) is discussed, ask some additional questions:

   - *Why is it important that at least one project/activity will benefit workers?*
   - *How can workers be consulted about their needs?* Workers' representatives should participate in the General Assembly to observe and participate in the discussion of topics related to them (requirement 4.1.14). They should also be consulted during needs assessments (requirement 4.1.1).

Selection of projects – Appr 10-15 minutes

7. Say that their producer organisation will **consult** with all groups, workers, and communities about what type of projects will be needed (requirement 4.1.1). Of course, it will not be possible to implement all ideas from members because there are always limited funds. Therefore, the Board will **select activities based on certain criteria.**

8. Say that we have just heard a long list of different projects we can implement. We are going to look at **some criteria** that could be used **to select projects**.

   a. One criterion can be **the costs**. *Which of the projects we heard will cost a lot of money? Which projects will cost less money?*

   b. Another criterion can be the **number of people that**

can be reached with a project. *Which of the projects we heard will reach a lot of people (including members, workers, people in the community)? Which projects will reach less people?*

c. Another criterion can be the **number of vulnerable people that can be reached** with a project. *Who within your producer organisation and/or community are vulnerable? Which of the projects we heard will reach a lot of vulnerable people (including members, workers, people in the community)? Which projects will reach less vulnerable people?*

d. Another criterion can be the **difficulty of implementation**. *Which of the projects we heard will be difficult to implement? Which projects will be easy to implement?*

Note for the trainer: You can use other selection criteria that might be more appropriate for your group.

9. Say that the management and Board need to be able to explain **based on which criteria** projects were selected or not. This also needs to be described in the Development Plan.

Additional requirements – Appr 5-10 minutes

10. Say that the final Fairtrade Development Plan will be **presented** during the General Assembly where it will be approved (requirement 4.1.7). Also, any update needs to be approved by the General Assembly (requirement 4.1.9). The Board will **report** on the implementation of the previous plan (requirement 4.1.12). Ask:
    - *In case not all members will participate in the General Assembly (in case the PO works with a delegate system), how can you as group ensure that everyone in your group knows what has been discussed?* The delegates need to pass the message.
    - *How can delegates pass the message?* He/she can organise a meeting with all group members to inform everyone what has been discussed during the General Assembly.
    - *Is this always done: do delegates inform the other members about what has been discussed during the General Assembly? If not, how can you change that?*
11. In addition, the producer organisation needs to have a system in place **to track expenses** made for the plan (requirement 4.1.8) and Premium funds need to be **administered responsibly** without any favouritism or fraud (requirement 4.1.11). Say that the Premium Committee can play a role in this.

Finish – Appr 2-5 minutes

Summary: Summarise what the Fairtrade Development Plan is, how it is linked to the Fairtrade Premium and what type of projects/activities would be possible to implement.

Questions: Ask if anyone has a question or comment.

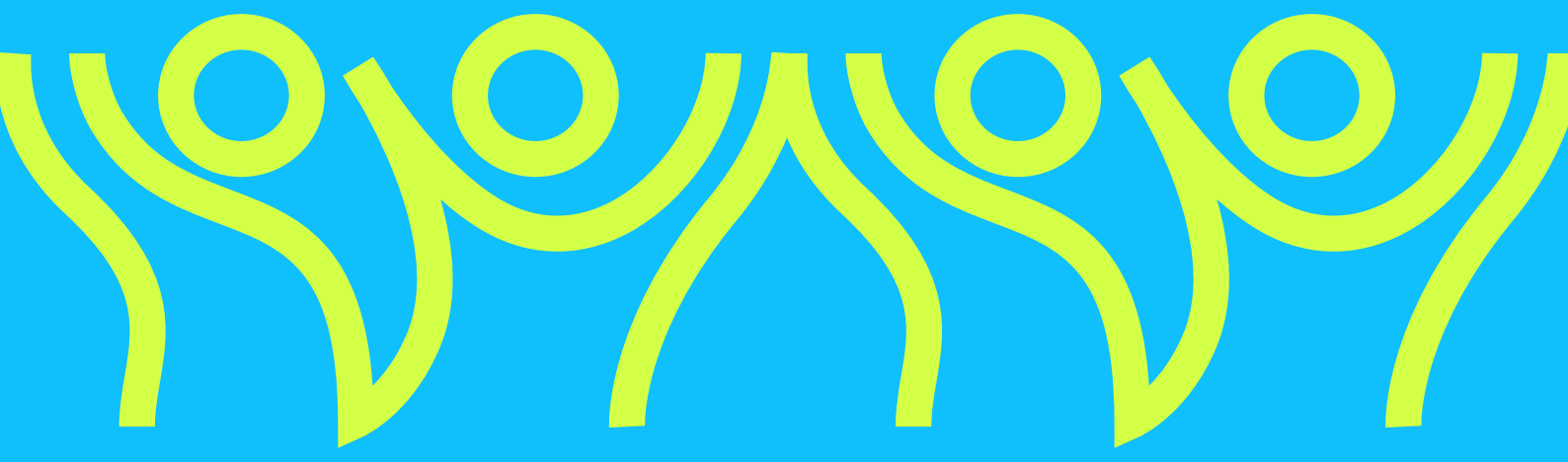
Evaluation: Ask the following questions:
- *What is the Fairtrade Development Plan?*
- *What type of projects/activities are recommended by Fairtrade?*
- *What type of projects/activities are mandatory by Fairtrade?*
- *How can you as group be involved in the development of the plan?*

Next step: The Fairtrade Development Plan gives the opportunity to everyone to give their contributions towards spending the Fairtrade Premium. Make sure you are aware when consultation rounds are organised so you can participate.

To ensure that you comply with the **Fairtrade Standards**, you should:
- Requirement 4.1.1: Participate to decide on how the premium is used.
- Requirement 4.1.11: Administered Premium funds responsibly without any favouritism or fraud.
- Requirement 4.1.13: Invite workers to the discussion on the Premium (needs assessment).

In addition, your producer organisation should:
- Requirement 4.1.2 and 4.1.3: Develop a Fairtrade Development Plan.

- Requirement 4.1.4: Include all activities funded by the Premium in the plan.
- Requirement 4.1.7: Have the General Assembly approve the plan.
- Requirement 4.1.8: Have a system in place to track expenses made for the plan.
- Requirement 4.1.9: Update the plan with at least additional activities that is approved by the General Assembly when all planned activities are implemented.
- Requirement 4.1.11: Administered Premium funds responsibly without any favouritism or fraud.
- Requirement 4.1.12: Report every year on the results of the plan to the General Assembly.
- Requirement 4.1.13: Ensure that at least one activity in the plan will benefit workers.
- Requirement 4.1.14: Invite workers to the General Assembly.
- Requirement 4.1.15: Have at least one activity in the plan to maintain or improve sustainable production practices.



LIST OF IDEAS
FOR THE FAIRTRADE DEVELOPMENT PLAN
FOR
SMALL PRODUCER ORGANIZATIONS

FAIRTRADE INTERNATIONAL

All organizations are different and will have different priorities and strategies for development. Therefore, each organization's **Fairtrade Development Plan** is unique in terms of its chosen actions. The actions listed here are only suggestions; your organization is free to choose any action, even if it is not on this list.

Ideas are organized under three headings: Sustainable Livelihoods, Empowerment and Making Trade Fair.

SUSTAINABLE LIVELIHOODS

Improved income

How to enhance or supplement farmer incomes?

- Increase productivity by incorporating new techniques and /or technology.
- Reduce production costs, and minimize the dependency on off-farm inputs.
- Optimize organization's costs and benefits to maximize returns for members e.g. improve cost benefit ratio of services delivered to members.
- Increase the level of communal purchases of inputs and other goods to lower prices paid.
- Promote other income generating activities.
- Liaise with local and international development bodies for relevant support.
- Play a role in increasing prices for farmers in the local market.
- Improve access to market information and improve negotiation skills.
- Reduce costs of export, processing and distribution as much as possible.

How to increase product quality and farmer's productivity?

- Organize and offer adequate technical assistance to members upon their request, and according to their desired timeline.
- Organize and offer training to members (e.g. farm to farm exchanges, sharing best practises) upon their request, and according to their desired timeline.
- Train farmers on new and efficient agricultural practices to increase productivity.
- Train farmers on quality improvement.
- Provide funds to support producers in quality improvements.
- Offer price incentives to members for improved quality and increased production.
- Offer low-cost loans for replanting, and invest in the production system.
- Centrally monitor and evaluate productivity and quality e.g. via internal training structures, such as promoter farmers.
- Improve farming systems, including agro-biodiversity.

How to make sure farmers can effectively sell to the organization at attractive conditions?

- Offer advance payments to members / pre harvest financing if needed.
- Offer low-cost credits.
- Communicate early to members about purchase conditions and the advantages / services available to members.
- Increase transparency in the pricing chain.

How to support and increase workers' income and economic benefits?
• Offer increased salaries above legal minimums. • Introduce other benefits (e.g. bonuses, maternity or sick pay, etc). • Organize and offer communal purchases of food and other goods at better prices. • Motivate farmers to share the profitability of the farm and Fairtrade related economic benefits with workers.
Decent working conditions
How to ensure safe and fair working conditions for farmers?
• Organize and undertake awareness raising and training of farmers on occupational health and safety (for non-hazardous tasks). • Organize the collective purchase of personal protective equipment and make other collective investments in farm safety. • Seek alliances with public institutions to incorporate producers in health campaigns.
How to ensure safe and fair working conditions for workers?
• Organize and undertake awareness raising and training of workers on occupational health and safety (for non-hazardous tasks). • Organize and raise the awareness of members on the importance of worker's safety and fair working conditions. • Develop and improve regulations on sick leave and working hours / overtime. • Develop and improve management systems to guarantee respect of workers rights at the farm level. • Involve workers representatives in discussions on safe and fair working conditions. • Develop community programmes to combat the root causes of child labour.
Improved living conditions
How to support household food security?
• Provide training, technical assistance and inputs for agricultural diversification. • Consider the diversification of products at the household level, and market collectively where useful. • Develop new activities, economic initiatives and jobs at a local level. • Promote consumption of local crops. • Encourage savings.
How to maintain, strengthen and create public and community services available to members (and workers)?
• Include community leaders and representatives of different local groups in needs assessments. • Evaluate needs and projects considering the whole community: - Education (e.g. books and equipment, grants, investments in schools buildings and teacher's salary, etc.) - Health (e.g. medicine, training, investments in health care centres and doctors) - Transport (e.g. public buses, investments in roads) - Housing (e.g. grants, house consolidation) - Other areas • Cooperate actively with other local stakeholders for the realization of projects. • Attract local, national or international public institutions and private organisations for support. • Introduce food for work programmes for community members in collaboration with local or national institutions.

How to contribute to raise workers' standards of living?
• Involve workers in needs assessments and Fairtrade premium decisions. • Invest in areas that support stable and sustainable employment such as housing, health and education. • Develop and offer collective social security schemes. • Develop and offer a micro-credit scheme for workers to invest in alternative economic activities / have access to land. • Encourage savings and investments in income generating projects.
Sustainable production integrated to ecosystems
How to support members to increase soil fertility?
• Train on composting and the use of organic fertilizers. • Train on potential agro-diversification systems, such as crop rotation, intercropping, ground covers and other techniques, if applicable. • Provide low-cost ground cover seeds, fertilizers and other inputs needed for sustainable production systems. • Encourage the development of small rural enterprises for the production of organic fertilizers. • Support the evaluation of nutrients in the soil in order to guide proper fertilization programs.
How to support members to manage water sustainably?
• Offer support to apply irrigation methods that minimize water consumption (e.g. drip irrigation). • Offer support to make efficient use of water in processing (e.g. recirculation / recycling of water used for washing). • Implement a system to predict water needs (training, methodologies, and instruments). • Monitor the potential lowering of the groundwater level, salinization or the contamination of the water. • Substitute non renewable sources of water (underground water) for more renewable sources (e.g. collecting rainwater).
How to support members to reduce pesticide use?
• Connect farmers to an extension service for implementing an integrated pest management system. • Facilitate the exchange of good practices among members • Support programs to increase the biodiversity of farms. • Offer support for the use of ground covers and other techniques to avoid the use of herbicides. • Support producers in decision making regarding the choice of appropriate plant varieties, and offer those to members. • Train lead farmers who will try out new ideas, and disseminate lessons to the community. • Provide funding support for organic farming. • Promote alternative controls and products which are friendlier to humans and the environment, such as biological, mechanical traps and trap crops. • Promote among producer members information on local suppliers for environmentally friendly pest and weed management products, fertilizers and locally adapted seeds
How to reduce carbon emissions?
• Develop and implement strategies that reduce energy consumption and that use renewable energy. • Support the implementation of regional projects on adaptation to climate change. • Seek programs that reward members for carbon sequestration. • Provide good examples at the organizational level to reduce carbon emissions. • Encourage a payment for environmental services stemming from agro forestry systems applied by members.

EMPOWERMENT

Personal empowerment

How to share benefits among all social categories equitably (e.g. men and women, young and old, ethnic minorities, workers and farmers)?

- Promote membership of women to the organization.
- Promote the employment of women.
- Take into account the different impact for women and men on Fairtrade premium planning (gender approach to planning).
- Promote or reserve quotas on committees or board membership for disadvantaged/minority groups.
- Promote or reserve quotas for employment in the organization for disadvantaged/minority groups.
- Identify minority or disempowered groups amongst workers.
- Consider the particular needs of migrant, casual and temporary workers.
- Raise awareness and organize training on equality (e.g. gender equity).
- Identify the 10% weakest farmer families in a group or in a farmer society and focus on their opportunities and challenges.
- Promote partnerships with public institutions/NGOs working in similar programmes.

How to promote workers knowing and exercising their rights?

- Offer training to workers on how to organize effectively.
- Offer training to workers on how to negotiate effectively.
- Involve migrant, casual and temporary workers in training.
- Facilitate access to independent trade unions.
- Build partnerships with trade unions and other organizations that defend the interests of workers.

Empowering structure – organization effectively controlled by members-

How to strengthen democracy and social control within the producer organization?

- Implement systems of internal control for administration (surveillance committee, internal audits, etc).
- Provide training and support to internal auditors, standardize their performance and assure that their role is respected.
- Offer management training adapted to local situations.
- Enhance the understanding of texts by the members (e.g. also through literacy programs) such as the statutes and rules of the organization, Fairtrade requirements and explanatory documents.
- Promote the integration of young and female leaders within the organization

Empowering relations

How can the organization take more ownership and responsibility within the trade chain?

- Establish contact and work towards negotiating directly with buyers.
- Subcontracting or investing in processing and exporting, including an evaluation of associated opportunities and risks.
- Seek support from stakeholders in Fairtrade for market information, capacity building, technical assistance and other input needed.
- Offer training to managers in commercial practises / regulation and marketing.
- Encourage commercial visits and the exposure of leadership to end markets.

How can the organisation improve their political positioning at local / national level?

- Seek alliances with other organizations to defend the interests of rural populations.
- Develop measures to strengthen/consolidate the legitimacy and credibility of the producer organization

Fairtrade Africa
Westcom Point Block C
Mahiga Mairu Road, Westlands
PO Box 3308-00200
Nairobi, Kenya

+ 254 202 721 930 / + 254 704 180 169
+ 254 202 721 771 / + 254 202 715 325