



Food Explorer's Guide Activity Toolkit



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Introduction

We live in a world in which people's lives are linked across continents and countries. Much of our food and its ingredients travel long distances before we put it on our plate. But what do we know about its impact on people and our planet? Food production today has significant impact on our environment, including climate change and resource depletion, as well as on the lives of all those involved in the different stages of production. Global challenges such as social inequalities and poverty are closely related to the global food system. But are individual actions of ethically minded consumers enough, given the complexity of globalization? Does knowing where our food comes from give us the opportunity to contribute to addressing those challenges rather than reinforcing them? We hope that this toolkit can support you in creating the space to address these and other questions relating to food, sustainability and the future.

The aim of this toolkit is to:

- Explore our own understanding and attitudes towards sustainability in the context of food
- Better understand how we are connected with the world through our food
- Increase our confidence to advocate for more ethical and sustainable food production and consumption by practising critical scrutiny and enquiry
- Engage in meaningful dialogue around concepts related to food production
- Become inspired to start or continue our involvement in creating alternative to current food systems
- Promote positive change
- Enable communities to consider the impact their food choices have on the environment and people
- Support young people to make informed decisions on issues related to food.

The Food Explorer's Guide has been developed within the framework of the EU-funded Map Your Meal project, which, through its various activities and tools, helps young people understand the impact of global food production on people and our planet. The Explorer's Guide aims to engage young people, youth workers, trainers, community educators, as well as teachers, and offers interactive ways to explore the origins, journeys and impact of our food. It can be used independently, or as an addition to the Map Your Meal mobile phone application, which explores how green and how fair our food products are. Both the mobile phone application and the toolkit examine a list of key issues related to Greenness and Fairness, under which we explore respectively the environmental and social impact of our food products.

The Explorer's Guide is structured into three main sections – the Appetizers, the Main Courses and the Desserts. The Appetizers offer general, introductory activities to introduce participants to the process of thinking about food and the interconnectedness of the global food system. The Main Courses allow us to look deeper into issues around food. The activities cover the key themes of Greenness (the impacts our food production and consumption has on the planet) and Fairness (the social impact), as well as the more general concept areas of sustainability, interdependence and ethical consumption. The Desserts offer ways to take action and engage within the local community and beyond; they aim to encourage learners to become involved themselves.

This toolkit is for people who are interested in an approach to learning that is driven by young people and who like to explore and build on young people's existing perceptions about food. Our idea is to support anyone willing to learn more about food in using intuitive thoughts and ideas, stimulate curiosity, facilitate reasoned and reflective dialogue on concepts that underlie most issues related to global food production so that we can move into deeper conclusions.

We would like to thank all the young people we met when working on this resource, who participated in workshops, tried out and tested our activities, and gave us feedback on how to make it moving, engaging and inspiring.

Using Philosophy for Children (P4C) - Session Structure

Philosophy for Children is a way of learning and teaching, where children and young people become more thoughtful and reflective and go beyond information to seek understanding and to create a community of shared learning. Children and young people learn how to participate in meaningful discussions, in which their ideas and those of others are valued and listened to. They ask and discuss philosophical questions in a structured context.

What follows is a brief outline of a basic P4C session to support you when facilitating a P4C session.

Community building activity (5 - 15mins)

Sessions start with a community building activity.

Stimulus (15 - 30 mins)

This can be a story, case study, photograph, artefact or anything else that will engage the participants in philosophical questioning.

Thinking as individuals, discussion in pairs (5 mins)

The Participants are asked to take 30 seconds to think individually about what the stimulus made them think and feel - which might lead them to think of a question they would like to ask. You might ask them to close their eyes. They should then turn to the person next to them and swap their initial thoughts - for about 2 - 3 minutes. This should be a noisy time!

It is important to give participants time to think as individuals, before they hear from others. Speaking in pairs gives even the quietest people the chance to express their thoughts.

Question setting in groups (5 mins)

Participants are asked to form groups (say of 4). The facilitator should ensure that there is a competent writer in each group. In their groups, they discuss and agree on a question arising from the stimulus that the whole group (class) might discuss together. It is to be a philosophical question - one that is interesting and will lead to deep thinking (and perhaps other questions). Over time (and with additional activities) participants learn what is a philosophical question (as opposed to a closed question or one that requires factual research).

Voting for one question (5 mins)

Each group is asked to read out their question and to clarify it where needed. Participants (as individuals) now have to vote for one question. Some dialogue can take place - participants can be asked to volunteer reasons for their choices - differing views (with reasons) can be sought. Sometimes similar questions can be merged (with agreement). If there is a tie (or almost a tie), participants can "sell" their favoured question and see if others will vote for it. One question is chosen. There are lots of ways of voting.

Dialogue (30 mins)

Everyone sits in a circle. To start the dialogue, the chosen question is read out and the group that wrote it is asked to provide some of the thinking behind it. Then the job of the facilitator is to encourage all the participants to contribute thoughts (voluntarily) and seek other ways of looking at the issues, probing for reasons and seeking meaning. Thinking can be stimulated by the development of 'elective questions'. Some of these are provided at the end of this section. Sometimes an interim summary of the dialogue will be useful (and, of course, a summary is useful at the end, with a reflection on how far the question has been answered). The facilitator will try to anticipate where the stimulus might lead, but is also flexible as it might lead into unanticipated areas.

Reflection/Debrief (5 mins)

There are many debrief techniques. For example, each participant is encouraged to give a few words about their impressions of the dialogue – for example something that surprised them, or they learned, or if they changed their mind about something during the session. If struggling, they can say "Pass". The participants and facilitator might discuss concepts that need further exploration, perhaps during the following session. Any concepts, ideas or questions should be 'stored' for follow-up work by writing them down and putting them on the wall as part of a display. This will help keep the questions fresh in the mind and will allow other thoughts and ideas to flow and be discussed outside of the philosophy session.



Using Philosophy for Children (P4C) - Questions to Aid Facilitation

Clarifying

What reasons do you have for saying that?
What do you mean by that?
Can you explain more about that?
Have you an example of that?
What makes you so sure of that?

Probing The Superficial

Why do you think that?
What is the cause of that?
What makes you say that?
Why...Why...Why...?

Seeking Evidence

How do you know that?
What makes you say that?
What is your evidence?
What are your reasons?
What makes you so sure?

Testing Implications

Is that consistent with...?
What would be the consequences of...?
How would we know if that is true?
How can we test that in practice?

Exploring Alternative Views

Is there another point of view?
Can you put it another way?
Are you and she/he contradicting each other?
What is the difference between your view and ...?

Scaffolding

What do you think about...?
What is the reason for...?
If then what do you think about..?
You said... but what about...?

Evaluating

Who can summarise the main points for us?
Can anyone say where our thinking has taken us?
What new ideas have developed?
If...why...?

Activities by Topic

Activity	GREENNESS	FAIRNESS	INTERDEPENDENCIES	SUSTAINABILITY	CONSUMPTION	TRADE	WATER FOOTPRINT	FARMING	PROCESSING	TRANSPORTATION	PACKAGING / WASTE	BIODIVERSITY	HEALTH	LABOUR RIGHTS	CHILD LABOUR	ANIMAL RIGHTS	TRANSPARENCY
1.1 Paradox Pear and Controversial Cauliflower												X					
1.2 Philosophers Cocktail Party				X	X												
1.3 Things We Do			X										X				
1.4 Yes We Can	X	X	X														
1.5 Food is...					X						X		X				
1.6 Invisible Ingredients	X	X															
1.7 Chapatti	X	X		X									X				
1.8 Green and Fair	X	X		X													
2.1 Issues Pizza			X														
2.2 Growing Ideas				X	X			X					X				
2.3 Guess Who's Coming to Dinner							X										
2.4 Biodiversity or Biotechnology				X		X		X	X			X					
2.5 Ice Cream Puzzle			X	X	X	X											
2.6 How Fair is Your Banana?			X			X		X						X	X		X
2.7 What's in the Milk?					X		X	X	X	X	X					X	X
2.8 Mangoes on the Road																	X
2.9 Sharing the Harvest	X	X		X	X			X									
2.10 The Best of Reasons					X						X						
2.11 Food for Thought	X	X	X	X												X	

Appetizers

I.I Paradox Pear and Controversial Cauliflower

Topic: Interconnectedness, Food, Biodiversity

Type of Activity: Ice-breaker

Duration: 10 minutes

Size of Group: Any

Materials: None

Educational Goals:



- ✓ To warm up and get to know each other
- ✓ To practice listening
- ✓ To look into different types of food and how familiar they are

Procedure:

Ask participants to get into circle and say their names and associate them with food products starting with the same letter as their name i.e. Strawberry Sue, Tomato Tom etc. When everyone has said their name, start the second round when a person needs to say their own name and name of a fruit/veg/food product and that of a person before them.

Next ask participants to think of an adjective that starts with the same letter as their name and the food item i.e. Sweet Strawberry Sue, continue same way as at the beginning. You can take notes on types of foods participants mention and spend some time talking about it (i.e. thinking of brands rather than types of food, do participants find it easy to name fruit or veg).

1.2 Philosophers Cocktail Party

Topic:	Food
Type of Activity:	Ice-breaker
Duration:	10 minutes
Size of Group:	Any
Materials:	Set of cards with questions

Educational Goals:



- ✓ To warm up and get to know each other
- ✓ To practice giving arguments
- ✓ To get the dialogue going

Procedure:

Participants are given a card each with a question on it. They then ask each other their questions. Every time a question is answered swap questions and then swap partners. Ask participants to give their reasons for different answers and choices. After all questions have been answered you can get together and share the ones that generated most interest.

Note: you need space big enough for the participants to mill about.

You can continue with a full enquiry now.

Adapted from:
www.philosophyman.com

1.2 Philosophers Cocktail Party Cards



Would you rather be water or fire?	Would you rather be earth or air?	Would you rather be a farmer or a butcher?
Would you rather buy or sell?	Would you rather cook or eat?	If animals could talk, what would be the first question you would ask one?
Would you rather recycle or reduce?	What makes a good meal?	What makes a good farmer?
What makes a good customer?	Is sour better than sweet?	What makes a good diet?
If you had to choose one food item you had to eat for the rest of your life what would it be?	Are all lives worth the same?	What is happiness?
What is justice?	What is fairness?	Is there anything you know for certain?
Are some rules meant to be broken?	Are animals our friends?	Is 'more' better than 'less'?
What would we have to find out about them for them to count as people?	How do you know what you know?	What would we have to find out about plants for them to count as sentient beings?
Which is better: organic or Fairtrade?	Would it be good to know everything?	Is wealth worse than poverty?



I.3 Things We Do

Topic:	Interdependence, Awareness, Health
Type of Activity:	Vote with your feet
Duration:	10 - 45 minutes
Size of Group:	Any
Materials:	A set of laminated cards - YES/NO/I DON'T KNOW

Educational Goals:



- ✓ To get into the topic
- ✓ To elicit a personal response
- ✓ To think about our own food habits and attitudes
- ✓ To experience pre-philosophical enquiry activity

Preparation:

Place the laminated cards in three different places around the room.

Procedure:

Ask participants the following questions/statements and instruct them to position themselves according to their response at the equivalent place with the YES/NO/I DON'T KNOW answers.

- Do you like the food you eat?
- Do you like trying new food?
- Is food an important part of your life?
- Do you know where your food comes from?
- Are you interested in where your food comes from?
- Do you buy your own food?
- Do you cook your own food?
- Do you grow your own food?

Ask if anyone wants to change their position after hearing others speak. Each time participants take their position, ask them more detailed questions trying to unpack some meanings i.e. 'producing food'.

You can continue with a full enquiry now.



YES

NO

I DON'T
KNOW



1.4 Yes We Can

Topic:	Fairness, Greenness, Activism, Social Change
Type of Activity:	Ranking
Duration:	10 - 45 minutes
Size of Group:	Any
Materials:	A pair of A5 laminated impact cards for each group - sufficient sets (for groups of 4) of 11 laminated solution cards, wipe clean marker

Educational Goals:



- ✓ To empower and inspire to take action
- ✓ To practice valuing reasons

Procedure:

Pose the question “What can I do to make my food greener and fairer?” (written large on a laminate sheet, PowerPoint slide or on white board or blackboard).

Give 20 seconds to think about the question individually. You can also ask participants to close their eyes whilst thinking. Ask them to discuss their thoughts in pairs for 60 seconds.

Explain that you have provided 10 possible answers and that these are written on a set of cards - with one extra card in case they wish to add their own extra ideas.

Read out and show them the 10 cards and ask them to agree, as a group, how to rank the ideas.

Explain that they should place cards in order of the action taken in a line with the one that they think will make most impact on the right, and the one they think will make least impact on the left (or top to bottom).

Place the ‘most impact and ‘least impact’ cards on the opposite ends (at top/bottom or right/left).

Demonstrate (with the 10 ideas cards turned over so you don’t influence their choices).

Give out a set of cards to each group, reminding them that they can add ideas on the blank card with the wipe clean marker.

Give participants 5 minutes to rank the cards. Participants need to work cooperatively and to give reasons to others within their group for their individual views.

After about 15 mins discuss the activity as a whole group with each small group explaining what their final layout was and why.

You can continue with a full enquiry now.



LEAST
IMPACT

MOST
IMPACT



1.4 Yes We Can Solution Cards



Persuade your family and friends to buy Fairtrade or Organic products



Grow your own food



Find out more about the food you eat



Sign an online petition against unfair trade rules



Donate food to a local food bank



Become vegan/vegetarian



1.4 Yes We Can Solution Cards



Take part in a demonstration



Donate money to an overseas charity that helps people suffering from hunger or malnutrition



Contact your MP and share your concern



?

?

?



1.5 Food is...

Topic:	Health, Food System, Consumption
Type of Activity:	Photo Gallery
Duration:	20 minutes to 1 hour
Size of Group:	5 - 30 participants
Materials:	Copies of photos depicting different types of food i.e. ready meals, raw food items, junk food, FT food etc., post it notes, pens

Educational Goals:



- ✓ To unpack the notion of food
- ✓ To get a basic understanding of what food is/means to us
- ✓ To practice making simple connections between ideas
- ✓ To practice recognising big ideas

Preparation:

You can use some of the images provided but also collect pictures of food from magazines, the internet etc for discussion. Place the pictures of food in a circle in the middle of the room, and distribute post-it notes and pens.

Procedure:

Ask participants to have a look at the photos and write their associations, things that come to their minds as they look at the photos, it can be anything from adjectives to short sentences saying why they think about that type of food.

After a set time have a look at the ideas generated by the participants and try to cluster them, ask for clarification, ask if they see any patterns emerging, any tensions, topics etc., you can also delve deeper into reasons behind.

You can continue with a full enquiry now.



WORKSHEET

1.5 Food Photos



1.6 Invisible Ingredients

Topic:	Greenness, Ethics in Food, Impacts of Food Production
Type of Activity:	Food Items Line Up
Duration:	45 minutes to 1 hour
Size of Group:	5 - 15 participants
Materials:	Laminated impact cards: 10 food products/product packaging, shopping bag, flipchart paper

Educational Goals:



- ✓ To build an understanding of ethical food
- ✓ To realise the environmental and social impacts of food production
- ✓ To become familiar with food certification schemes
- ✓ To recognise that reasons are important

Preparation:

Place the laminated Invisible Ingredients Impact Cards on the floor in a line

Procedure:

Ask participants to pick an item from the shopping bag, give them 5 mins to look closely at the packaging, look for any features, logos, clues that attract their attention and can help them decide about the impact this item might have on the environment or people.

Ask participants to share their thoughts. Then ask participants to place their item of food somewhere on the line (one by one, each time giving the reason behind their decision).

If anyone wants to move items on the line depending on where the other items are, ask for their rationale and then ask the group opinion about the change. (You could take notes of the arguments raised by participants and then use them to introduce the concept of ethical food, greenness and fairness).

At the end ask participants to group the arguments they used under greenness and fairness. This is an opportunity to go through the labels and certification schemes as a reflection of social and environmental impacts.

Note: If participants are stuck with trying to put an item on the line ask additional questions to prompt thinking:

- What goes into our food? (fossil fuel, water, carbon, labour, etc.)
- Which of these 'invisible ingredients' can be problematic and why?
- How do we make our priorities?

You can continue with a full enquiry now.



POSITIVE
IMPACT

NEGATIVE
IMPACT



1.7 Chapatti

Topic:	Sustainability, Health
Type of Activity:	Venn or Chapatti Diagram
Duration:	20 minutes to 1 hour
Size of Group:	5 - 30 participants
Materials:	Flipcharts with diagram, markers, post it notes

Educational Goals:



- ✓ To understand sustainability in the context of sustainable food production
- ✓ To look into what it takes to produce food
- ✓ To work on definitions and concepts

Procedure:

First reflect in pairs on what we need to make our food healthy/ green/ fair. Ask participants to scribe the ideas onto the post it notes (one idea per post-it).

When everyone is ready introduce the Venn or Chapatti Diagram and the labels healthy, green, fair.

Ask participants to lay their ideas in the appropriate section of the diagram.

Ask participants for their reasons, try to identify the tricky ones and invite participants to have conversations about them in pairs.

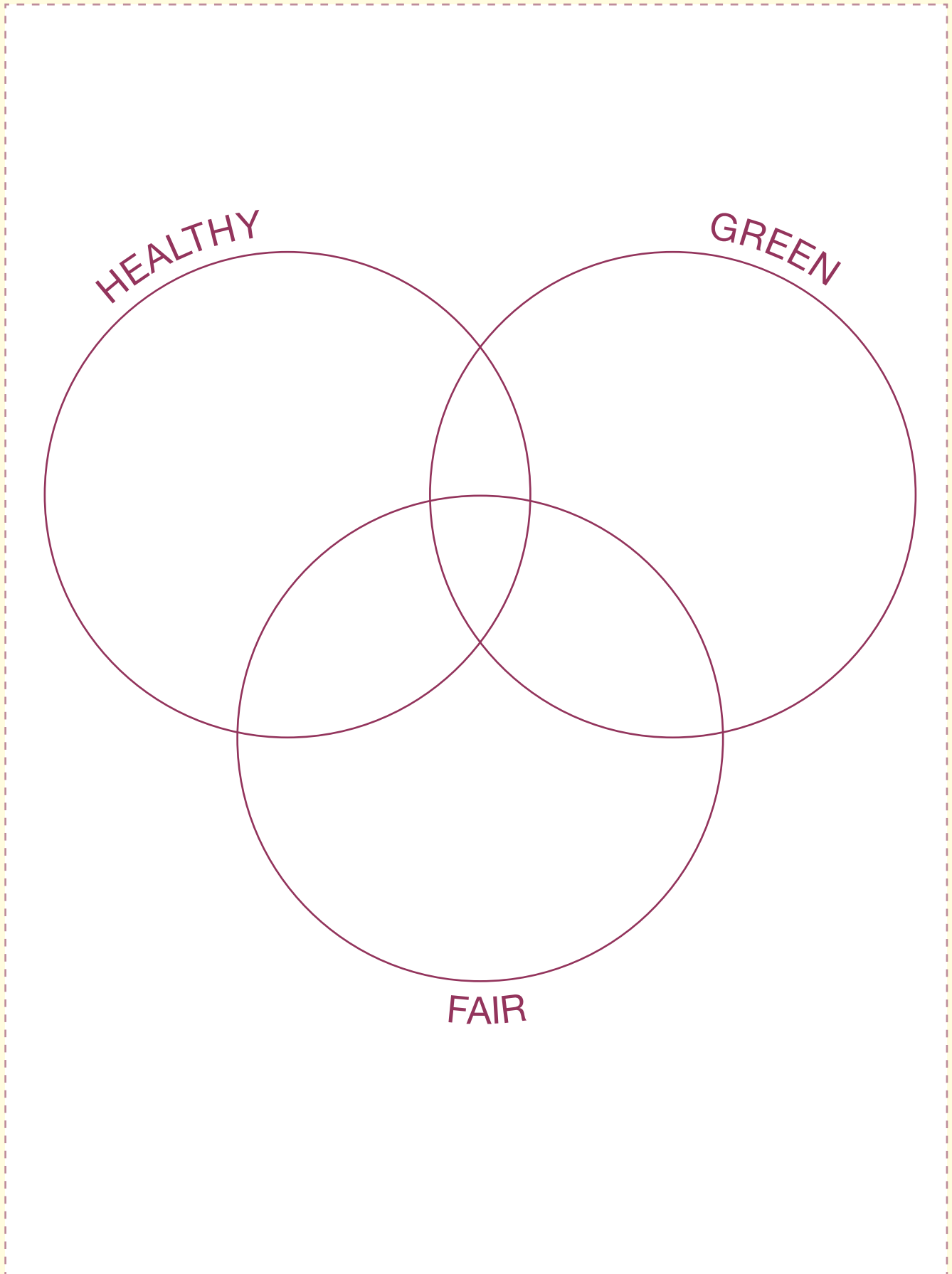
Next, ask participants to think in pairs about their definition of sustainable food.

After their definitions are ready ask pairs to present and compare their work.

You can continue with a full enquiry now.



I.7 Chapatti Diagram



1.8 Green and Fair

Topic:	Sustainability, Greenness, Fairness
Type of Activity:	Concept Specs Diagram
Duration:	20 minutes to 1 hour
Size of Group:	5 - 30 participants
Materials:	Flipcharts with concept SPECS

Educational Goals:



- ✓ To unpack the concept of greenness and fairness
- ✓ To prepare for more in-depth work on the topic of food
- ✓ To explore concepts
- ✓ To get more clarity about meaning of concepts

Procedure:

Divide participants into two groups. Ask them to spend 1 minute thinking about the meaning of words 'green' and 'fair' (each group looks at a different word).

Next ask groups to share their ideas with the whole group.

After this step divide group into pairs and then give away the handout with SPEC diagram on it explaining the idea behind it.

Now ask pairs to look again at the concept of 'fair' and 'green' in a more structured way. If participants struggle with the activity you can give them some examples.

After pairs finish completing their SPEC ask them to join another pair and compare their SPECS in groups of 4.

End the session by asking groups of 4 to present their ideas and putting them on a big SPEC (drawn on a flipchart).

Example of a concept SPECS for fairness:

Synonyms: equal, just, appropriate, reasonable,

Phrases: a fair trial, it's only fair, life's not fair, a fair deal, fair's fair,

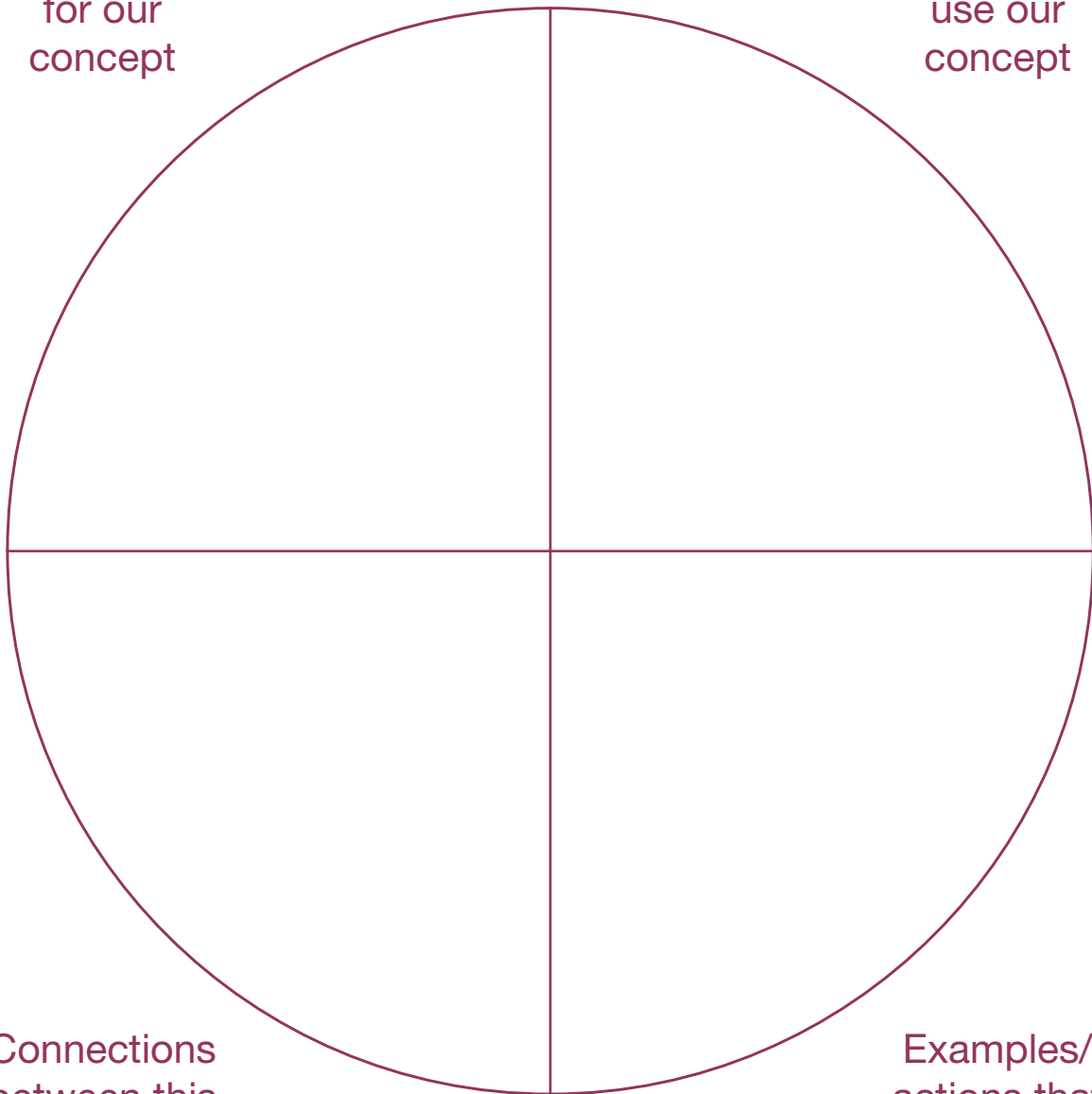
Examples: giving each child the same quantity of sweets, ensuring bias does not influence a trial, agreeing a contract, using many viewpoints to inform a decision,

Connections: fair and true, fair and just, fair and equal, fair and appropriate, fair and unbiased, fair and unprejudiced.

I.8 Green and Fair Concept Specs

Synonyms
for our
concept

Common
phrases that
use our
concept



Connections
between this
concept and
others

Examples/
actions that
involve the
concept

Main Course

2.1 Issues Pizza

Topic:	Complexity of global, food system, Interdependency
Type of Activity:	Small groups work Prioritisation, Discussion
Duration:	45 minutes to 1 hour
Size of Group:	8 - 30 participants
Materials:	Copies of Issues Pizza Template - 1 per small group, Pens/Pencils - 1 per small group

Educational Goals:



- ✓ To understand how food connects with global issues
- ✓ To appreciate how this realisation can be used to think about impact food makes and make informed choices
- ✓ To recognising connections between big ideas and concepts

Procedure:

Introduce definition of a global issue on a flipchart or power point slide:

Global issues are those that have, or hold the potential for, far-reaching impacts on large numbers of people. Global issues are trans-national, or trans-boundary, in that they are beyond the capability of any one nation to resolve (...) global issues are interconnected, which means that a change in one - whether for better or worse - exerts pressure for change in others. (Wheeler, 2009)

Divide participants into small groups of up to 5 people per group.

Give each group a copy of Issues Pizza Template.

Ask participants to read through the list of global issues and pick 8 which they think relate to food production the most. Encourage groups to think of an argument supporting the link. Make sure that all participants understand the terms in the global issue section and give additional explanations if needed.

Ask participants to come together in plenary and present their findings. Put their Issues Pizza Templates next to each other and discuss together similarities and differences between the groups. Ask participants to share arguments from different groups.

Next ask participants to go back to their groups to discuss and see if they changed their mind or not.

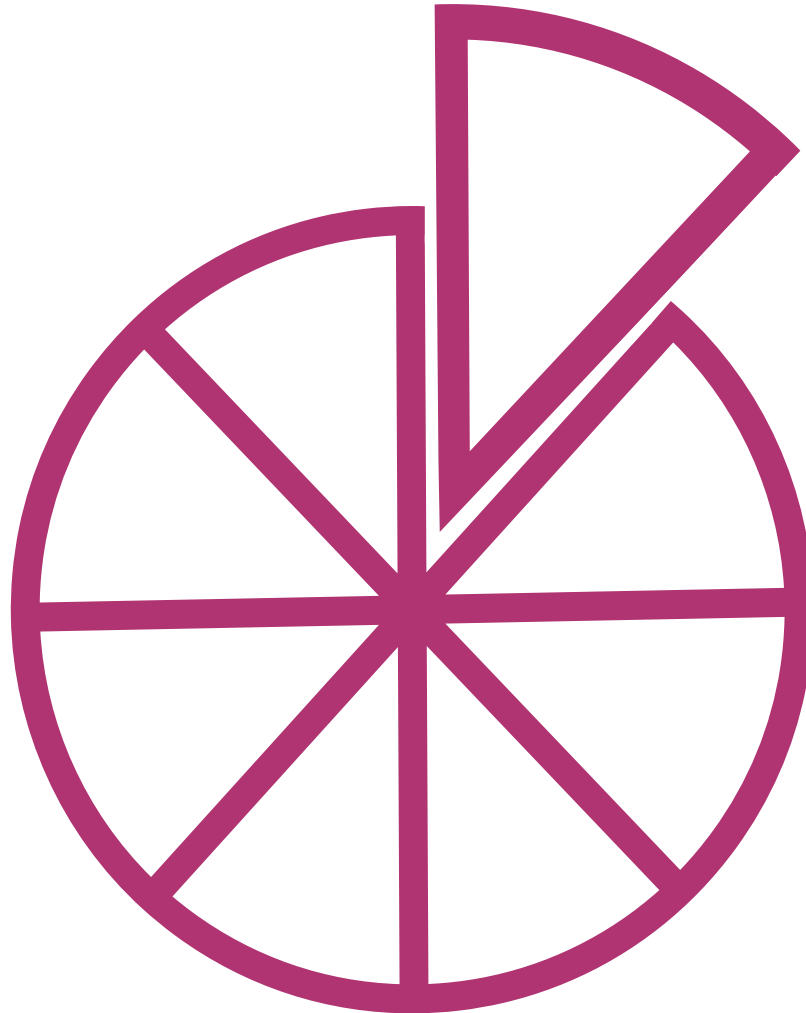
Ask participants to think what was the reasoned argument that convinced them.

After the exchange ask each group to pick 2 issues - with arguments they feel most strongly about/ find most valid and cut them out from their pizza template.

Invite participants to come together in the plenary and present their findings and try to see what issues pizza will be created from all the assembled pieces.

You can continue with a full enquiry now.

2.1 Issues Pizza Template



Global Issues

Pollution

Diminishing
Resources

Sustainability

Development

Biodiversity Loss

Soil

Deforestation

Climate Change

Human Rights

Labour Rights

Animal Rights

Food Security

Poverty

Hunger

Fossil Fuels

Health

Trade

Citizenship

Culture

Justice

Consumerism

Waste

Gender

Equality

Food Sovereignty

Regeneration

Fairness

2.2 Growing Ideas

Topic:	Sustainability, Consumption, Health, Farming
Type of Activity:	Definition Match Human Map
Duration:	45 minutes
Size of Group:	5 - 30 participants
Materials:	Pieces of flipchart paper, markers, copies of definitions of farming, highlighters

Educational Goals:



- ✓ To recognise a multitude of farming practices and their characteristics
- ✓ To reflect on them, to motivate and inspire, practical connection
- ✓ To understand definitions
- ✓ To practice using evidence

Preparation:

Separate definitions and headings, then place definitions in a basket. Keep the readings for later.

Procedure:

Get participants into pairs, ask them to draw from the basket a definition written on a slip of paper which relates to different farming practices (one per pair, or one per person depending on the number of participants).

Encourage participants to unpack the definitions, highlight or underline important parts, think about and share their opinions on the type of farming, outstanding features, highlights etc. You can ask the participants to label the type of farming.

Next ask participants to read out their definitions in the forum so that everyone can see how many varied approaches to farming there are.

Present definition headings and ask participants to match them against the definitions. Ask participants for their thoughts on the issue/variety and number of approaches.

Next ask participants to group/position themselves according to how they perceive the similarities and differences between those approaches to farming. You can prompt them by adding criteria such as: effectiveness, efficiency, impact on people, impact on environment, sustainability etc. and ask them to take positions for each criteria.

Ask participants their final thoughts.

You can continue with a full enquiry now.

Based on:

https://en.wikipedia.org/wiki/Natural_farming

www.curry2night.co.uk/vedicfarming

www.sciencedaily.com/terms/slash_and_burn.htm

<http://regenerativeagriculture.co.uk/index.php/techniques/86-fertility-farming>

<https://www.biodynamics.com/what-is-biodynamics>

https://en.wikipedia.org/wiki/Forest_farming

<https://www.permaculture.org.uk/>

https://en.wikipedia.org/wiki/Regenerative_agriculture

[https://en.wikipedia.org/wiki/Holistic_management_\(agriculture\)](https://en.wikipedia.org/wiki/Holistic_management_(agriculture))

2.2 Growing Ideas Definitions



Natural Farming

is a farming approach established by Masanobu Fukuoka (1913 - 2008), a Japanese farmer and philosopher, introduced in his 1975 book *The One-Straw Revolution*.

This approach minimises human labour and adopts, as closely as practical, nature's production of foods in biodiverse agricultural ecosystems. Without plowing, seeds germinate well on the surface if site conditions meet the needs of the seeds placed there.

The system works along with the natural biodiversity of each farmed area, encouraging the complexity of living organisms - both plant and animal - that shape each particular ecosystem to thrive along with food plants. Fukuoka saw farming both as a means of producing food and as an aesthetic or spiritual approach to life, the ultimate goal of which was, "the cultivation and perfection of human beings". He suggested that farmers could benefit from closely observing local conditions. It is a closed system, one that demands no human-supplied inputs and mimics nature.

Fukuoka's ideas radically challenged conventions that are core to modern agro-industries; instead of promoting importation of nutrients and chemicals, he suggested an approach that takes advantage of the local environment.

Vedic Farming or Spiritual Farming

is a method of producing agricultural products using natural nutrients and insecticides derived from plants without causing any harm to the local ecosystem. No chemical or synthetic pesticides or fertilisers are used in the entire farming process. For over thousands of years, since Vedic times, the farmers from Indian subcontinent inherited these natural farming methods and hence known as 'spiritual farming'. The beauty of this approach is that, it is also very low or zero expense way of doing farming (and hence called 'zero budget natural farming')

A traditional farmer in a village in the interior part of India generally domesticates cows, oxen and other animals for helping his agriculture. The farmer's land naturally contain numerous antibacterial plants. This type of farming involves preparing the nutrients and plant based insecticides using the extracts of neem tree and cow dung and urine. The cost of these ingredients is either free or very low cost for the farmer. And the use of these prepared extracts proven to be excellent for plant growth and maintaining the health of soil for agriculture. On top of that these natural insecticides never cause any harm to the local ecosystem, instead it helps grow or thrive the natural colonies of local species.



2.2 Growing Ideas Definitions



Slash and Burn



is a specific practice that may be part of shifting cultivation is an agricultural procedure widely used in forested areas.

Historically practised in temperate regions, it is most widely associated with tropical agriculture today. This approach is a specific functional element of certain farming practices, often shifting cultivation systems.

In some cases such as parts of Madagascar, slash and burn may have no cyclical aspects (e.g. some activities in this approach can render soils incapable of further yields for generations), or may be practised on its own as a single cycle farming activity with no follow on cropping cycle.

Shifting cultivation normally implies the existence of a cropping cycle component, whereas slash-and-burn actions may or may not be followed by cropping.

This type of agriculture may be workable when practised by small populations in large forests, where fields have sufficient time to recover before again being slashed, burned, and cultivated. Leaving the plots fallow for 15 to 20 years allows considerable regrowth of the forest and good restoration of soil fertility.

Fertility Farming



This way of farming sees farm as a complex living organism (or some would say 'system'), and through these eyes, all the features through which the elements flow form a symbiosis.

It is characterised by a complete reliance on the use of herbs to maintain soil fertility, to feed live-stock and in all prophylactic measures. It allows for gradual build up of fertility of poor light land farms. It is based on a careful observation combined with understanding the characteristics of the underlying geology and of the species present which enables farmers to interact and intervene in the processes in creative ways, enhancing the vitality of the land.

The term was coined by Sir Albert Howard. His 1940 book, *An Agricultural Testament*, is a classic organic farming text. He emphasizes the importance of maintaining humus, keeping water in the soil, and the role of mycorrhiza.



2.2 Growing Ideas Definitions



Biodynamics

is a holistic, ecological, and ethical approach to farming, gardening, food and nutrition. This type of agriculture has been practised for nearly a century, on every continent on Earth. Its principles and practices are based on the spiritual insights and practical suggestions of Rudolf Steiner PhD, and have been developed through the collaboration of many farmers and researchers since the early 1920's.

Farmers strive to create a diversified, balanced farm ecosystem that generates health and fertility as much as possible from within the farm itself. Preparations made from fermented manure, minerals and herbs are used to help restore and harmonize the vital life forces of the farm and to enhance the nutrition, quality and flavour of the food being raised. They also recognize and strive to work in cooperation with the subtle influences of the wider cosmos on soil, plant and animal health.

Most initiatives of this type seek to embody triple bottom line approaches (ecological, social and economic sustainability), taking inspiration from Steiner's insights into social and economic life as well as agriculture.

Forest Farming

is the cultivation of high-value specialty crops under a forest canopy that is intentionally modified or maintained to provide shade levels and habitat that favour growth and enhance production levels. This farming method encompasses a range of cultivated systems from introducing plants into the understory of a timber stand to modifying forest stands to enhance the marketability and sustainable production of existing plants.

It is a type of agroforestry practice characterized by the "four I's": intentional, integrated, intensive and interactive. It combines trees with crops or livestock, or both, on the same piece of land. It focuses on increasing benefits to the landowner as well as maintaining forest integrity and environmental health. The practice involves cultivating non-timber forest products or niche crops, some of which, such as ginseng or shiitake mushrooms, can have high market value.

Non-timber forest products (NTFPs) are plants, parts of plants, fungi, and other biological materials harvested from within and on the edges of natural, manipulated, or disturbed forests. Examples of crops are ginseng, shiitake mushrooms, decorative ferns, and pine straw. Products typically fit into the following categories: edible, medicinal and dietary supplements, floral or decorative, or speciality wood-based products.



2.2 Growing Ideas Definitions



Permaculture



This approach combines three key aspects: an ethical framework, understandings of how nature works, and a design approach. This unique combination provides an ethical framework that is used to design regenerative systems at all scales. It is an integrated approach to designing healthy, productive, wildlife friendly, places.

It is about living lightly on the planet, and making sure that we can sustain human activities for many generations to come, in harmony with nature.

Permanence is not about everything staying the same. It is about stability, about deepening soils and cleaner water, thriving communities in self-reliant regions, biodiverse agriculture, and social justice, peace and abundance.

Regenerative Farming



is an approach to food and farming systems that regenerates topsoil and enhances biodiversity now and long into the future. It improves water cycles, enhances ecosystem services, increases resilience to climate fluctuation and strengthens the health and vitality of farming and ranching communities.

This type of agriculture is guided by a set of principles and practices, such as designing for non-linear, multi-capital reciprocity, connecting the farm to its larger agroecosystem and bioregion or creating context-specific designs and make holistic decisions that express the essence of each farm and makes the land healthier year after year. In this way it is based on outcomes, not practices, distinguishing it from most sustainable and conservation agriculture efforts. The etymology of the word from Latin means “to create again”.



2.2 Growing Ideas Definitions



Holistic Planned Grazing

is a grazing management system that more closely simulates the behaviour of natural herds of wildlife and have been shown to improve riparian habitats [relating to wetlands adjacent to rivers and streams] and water quality over systems that often led to land degradation, and be an effective tool to improve range condition for both livestock and wildlife.

This approach is similar to rotational grazing but differs in that it more explicitly recognizes and provides a framework for adapting to the four basic ecosystem processes: the water cycle, the mineral cycle including the carbon cycle, energy flow, and community dynamics (the relationship between organisms in an ecosystem) as equal in importance to livestock production and social welfare. Thus the holistic context in the planning stage leads to different decisions in dealing with that complexity.

It has been likened to “a permaculture approach to rangeland management”. While originally developed as a tool for range land use and restoring desertified land, the system can be applied to other areas with multiple complex socioeconomic and environmental factors.



2.3 Guess Who's Coming to Dinner

Topic: Water Usage in the production of products, sustainability and consumption

Type of Activity: Individual Work Discussion

Duration: 30 minutes

Size of Group: 5 - 30 participants

Materials: MYM app, article The Water 'Footprint' of Food, cook books, online recipes or from magazines, flipchart

Educational Goals:



- ✓ To raise awareness of the water usage needed for food production
- ✓ To reflect on the role and responsibility of consumers in relation to usage of resources in the food production process
- ✓ To be able to relate real life situations with global statistics
- ✓ Practice giving reasons
- ✓ Practice making connections

Procedure:

Ask participants if they have any particular recipes they like to use often or think of, favourite, easy etc. Invite them to share their recipes and say why they like them.

Next ask participants to imagine they are about to host their friends for an informal dinner.

Ask them what would their choice of recipe be?

Present the recipes and cook books - give participants time to choose one recipe.

Ask them to share their choice and say why they chose a particular recipe. Write down their reasons on the flipchart. Group the reasons to see if there are any links, tensions etc.

Continue saying that it turns out the friend called and postponed the dinner.

Since you have some extra time now you start browsing your magazine and found an article about food. Give participants copies of the article and some time to read it through. When they finish ask participants their initial thoughts, then ask them if this information makes them change their mind about the food they are going to prepare for their friend or not/why? In case the answer is no ask them what would they need to change their mind.

Allow time for dialogue. Then suggest that in the end we decide to make pizza. Distribute Pizza Making Ingredients List and Water Footprint Sheet.

Note: If possible - make a real pizza with real ingredients and MYM app to see how much water is being used to produce them. If time allows you can also see how fair and green the pizza will be depending on your ingredients.

2.3 The Water 'Footprint' of Food

One great accomplishment of the last 50 years is the ability to get more food to more people, but along with that has come a huge increase in the amount of water used.

Climate change induced problems with water has brought the relationship between food production and water supplies into stark relief. Without adequate supplies of clean water, agriculture is impossible. Farmers know this all too well, but the average eater has no idea how much water goes into his or her diet. The hidden water, also called virtual water, behind food production makes up the majority of water that a person uses indirectly every day. The water footprint method provides a sense of how much water is used for a given product or process. It is a total of all the water used to grow edible crops for humans and animals, to process food, and to clean up pollution caused by the food production system. The volume of water that goes into making our food is astonishing. While that water is not lost to the water cycle, it's often lost from the watershed - and sometimes transferred virtually or directly to different locations - where it was used for food production or polluted from unsustainable agricultural practices. Meat and other animal products generally have larger water footprints per unit of weight or nutritional value than grains, vegetables, or beans because livestock and poultry eat large quantities of feed, often made of grain. Their total water footprint is determined by aggregating the water footprint of all the animal feed crops over the lifetime of the food animal, along with the relatively small fraction that goes toward drinking and cleaning. As global population and prosperity grows, more people in rapidly developing countries like China, India, and Brazil will be eating more food - and more water-intensive food - just like Americans. As this trend increases, there is greater demand on water resources from other big water use sectors like energy and public drinking water supplies, not to mention greater variability in precipitation due to climate. By 2030, projections from the National Intelligence Council suggest that a world of approximately 9 billion people will require 35 percent more water, 40 percent more energy, and 50 percent more food. Estimates from another report expect that by 2030 close to half of the world's population will live in water-stressed areas for at least part of the year.

In the end, people of the world will be eating more water, which means watching what we eat, not just for our personal health but for the health of our societies.

Based on:

Eating Water Up: The Water "Footprint" of Food by Kai Olson-Sawyer

<http://theplate.nationalgeographic.com/2014/12/16/eating-water-up-the-water-footprint-of-food/>

2.3 Pizza Making Ingredients List

Make your own pizza! Circle the quantity you would like to include for each product.

Product	Grams	Grams	Grams
Wheat Flour	80	120	160
Tomato Paste	50	100	150
Dried Tomatoes	15	25	35
Ham	50	75	100
Virgin Olive Oil	20	40	60
Olives	15	25	35
Cheese	60	100	140

2.3 Water Footprint Sheet

Products	Grams	Litres in Austria	Litres in Bulgaria	Litres in Cyprus	Litres in Greece	Litres in the UK
Wheat Flour	80	65	148	182	132	45
	120	98	221	273	198	68
	160	130	295	364	264	90
Tomato Paste	50	7	43	10	17	2
	100	13	86	20	35	5
	150	20	128	30	52	7
Dried Tomatoes	15	10	64	15	26	4
	25	16	107	25	43	6
	35	23	150	35	60	9
Ham	50	149	401.5	440	440	230
	75	223	602.25	660	660	345
	100	298	803	880	880	460
Virgin Olive Oil	20	289	289	305	289	289
	40	577	577	610	577	577
	60	866	866	915	866	866
Olives	15	45	45	48	45	45
	25	75	75	80	75	75
	35	106	106	112	106	106
Cheese	60	141	753	436	448	154
	100	235	1255	726	747	256
	140	329	1757	1017	1046	358

2.4 Biodiversity or Biotechnology

Topic: Biodiversity, GMO, environmental and social impacts of food production

Type of Activity: Group work, Reading, Asking Questions

Duration: 1 hour

Size of Group: 10 - 30 participants

Materials: Flipchart paper, article on GMO, markers, coloured pencils/crayons, world contour map, copies of Compass Rose Worksheet

Educational Goals:



- ✓ To distinguish facts from opinion
- ✓ To analyse and clarify information
- ✓ To practice asking questions

Procedure:

Write the word 'rice' in the centre of a flipchart. Ask participants to brainstorm associations, ideas and images that come to them when they think of rice. Ask them to guess how many varieties of rice exist globally, then ask all participants to stand in a line, according to the number of rice varieties they picked. Once the line is formed, ask them all to say their number. Reveal the answer: there are over 40,000 varieties of rice worldwide.

Next ask participants to form groups of four. Hand each group a copy of the world map and a few coloured pencils/crayons. Ask the groups to colour the 10 countries with the highest rice cultivation. With a different colour, ask them to mark the 5 main countries of rice export to the EU. Last, ask them to colour 5 rice producing countries within Europe. This is only to get participants more familiar with the global scale of rice production. Reveal the answers and let participants compare with their maps. Now in the middle of the flipchart write Genetically Modified Organisms and repeat the initial procedure. When the second poster is ready present both posters next to each other and ask participants reflections, questions, connections, associations between the two posters. Work on exploring these links, tensions, questions for a while. Next introduce a short text about GMOs. Give each participant sheet with an article on GMO each. Ask them to quietly read the text and individually decide on what is their opinion on it and whether they find the information objective/credible/biased.

Now introduce the Compass Rose Worksheet. Ask participants to split into groups of four or five per group. Hand each group a flipchart paper, markers and a copy of the Compass Rose Worksheet. Encourage them to write as many questions about GMO as they can think of. Some might fit under 'Nature' or 'Society' etc., others might be more in-between, such as 'North-East', which would be relevant both to nature/the environment and to economy. Give each group 20 minutes to develop their questions. Then present and discuss the results in plenary. Allow time for comments, questions and feedback.

Top 10 Rice cultivation countries (as of 2016):

China	India
Indonesia	Bangladesh
Vietnam	Thailand
Myanmar	Philippines
Brazil	Japan

5 main exporting countries to the EU (as of 2016):

India
Cambodia
Thailand
Pakistan
USA

EU rice producing countries (as of 2016):

Italy	Spain
Greece	Portugal
France	Romania
Bulgaria	Hungary

2.4 Biodiversity or Biotechnology

An introduction to biotech food

Genetic modification, also known as ‘genetic engineering’, is a technologically advanced application of biotechnology that works in conjunction with other modern agricultural practices to select desirable traits in crops. Plants that are genetically engineered (GE) have been selectively bred and enhanced with genes. Genetically modified organisms are the result of a laboratory process where genes from the DNA of one species are extracted and artificially forced into the genes of an unrelated plant or animal. The foreign genes may come from bacteria, viruses, insects, animals or even humans. Genetic engineering allows new traits to be developed much more quickly than utilizing traditional selective breeding.

GMOs have been in our food supply for nearly 20 years. Currently nearly all the commercially released GM crops are produced by three chemical companies - Monsanto, Syngenta, and Bayer. These companies own stringent utility patents for seeds which prohibit the replanting of seeds harvested from a licensed plant. GM crops are also modified to tolerate specially targeted pesticides and herbicides containing glyphosate. Those chemicals are produced by the very same companies. GMO food crops include rice corn (sweet and field), soybean, canola, sugar beet, alfalfa, papaya and squash. Some of the other GM crops and other nonfood plants that are grown in various countries around the world include eggplant, rice, sweet pepper, tomato, common bean. Additional crops that are undergoing development or are under regulatory review within a given country/countries include: apple, eucalyptus, sugarcane, wheat, banana, cassava, cowpea, potato, sorghum and sweet potato.

The global area of biotech crops for 2012 was 170.3 million hectares, grown by 17.3 million farmers in 28 countries. According to the International Service for the Acquisition of Agricultural Biotechnology Applications “of the 28 countries that plant transgenic crops, 20 are developing countries.... (and) 90% of those who grew biotech crops - that is, more than 16 million - were resource-poor smallholder farmers in developing countries.”

Based on:

www.thelugarcenter.org

www.responsibletechnology.org/gmo-education

<http://sitn.hms.harvard.edu/flash/2015/the-patent-landscape-of-genetically-modified-organisms/>

<http://sitn.hms.harvard.edu/flash/2015/gmos-and-pesticides/>

<http://news.nationalgeographic.com/2015/04/150422-glyphosate-roundup-herbicide-weeds/>

2.4 Biodiversity or Biotechnology Compass Rose

N
Questions related to Nature/the environment

E
Questions related to the Economy

S
Questions related to Society

W
Who decides?
Questions related to power

2.5 Ice Cream Puzzle

Topic:	Interdependence, consumption and production, nutrition, agriculture, world economy and trade
Type of Activity:	Jigsaw Puzzle
Duration:	10 minutes
Size of Group:	Max 30 participants
Materials:	Food bowls with raw ingredients that make ice cream, 6 sets of images and text cards, one for each of the small groups, world map, pins or sticker dots

Educational Goals:



- ✓ To see how we depend on the food on people and places around the world
- ✓ To build an appreciation of and feel connection with people and places we rely on for our lives

Preparation:

Prepare food bowls with ingredients such as cocoa, flour, vanilla and cream before the session starts, keep the packaging. Ask participants to smell and taste them and guess what the ingredients are. Ask how they recognize them, how do they know them, do they use them. Can they name any foodstuffs that use these ingredients?

Procedure:

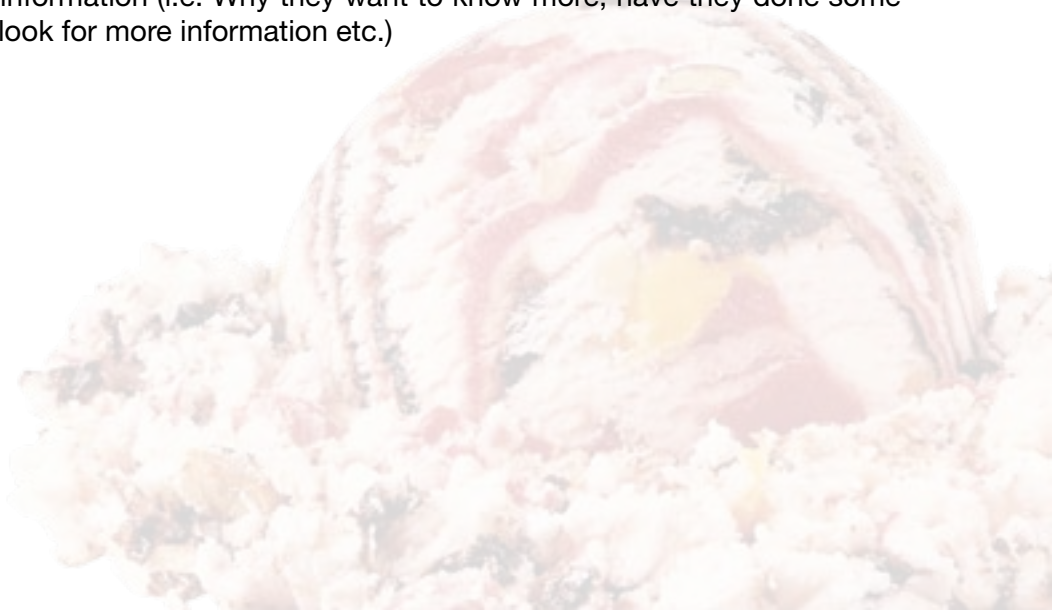
Next present puzzle cards and ask participants to match the ingredient with the photo part of the puzzle.

Produce a world map and ask participants to place bowls and photos on the places that produce these ingredients.

Next you can ask participants to pin down photo puzzle on the map in the relevant places and use string to mark distances they travel from the place they live to where the ingredients come from. Ask participants for any reflections at this stage.

Next, invite participants to get into 6 groups. Each group is given 1 set of text cards. Instruct participants to find and match the 3 cards that belong to each of an ice cream's ingredient in a logical order. [Ingredients: cocoa, vanilla, sugar, cream, wheat].

When it is done check for accuracy. As a last step each groups map the following issues on flipcharts: information that was rather new for the group, information that was already familiar, information that is still missing - something they would like to know. After groups present their ideas spend more time thinking about the missing information (i.e. Why they want to know more, have they done some research on it before? Where to look for more information etc.)





2.5 Ice Cream Puzzle Cards

1



Cocoa is the primary source of income for 5.5 million smallholder farmers. In some countries of West Africa such as Ivory Coast and Ghana, up to 90% of the farmers rely on cocoa for their primary income.



2



The use of child labour is a way to keep costs down. Currently, up to 2 million children are working on cocoa plantations in West Africa, more than 500,000 of them involved in hazardous child labour.



3



When cocoa pods are ripe and cut from the trees by hand, the beans undergo a process of fermentation, drying, cleaning and packing. Farmers sell the sacks to intermediaries who resell them to exporters



4



Not all cows live on green meadows. Many animals are now raised through factory farming, which raises a lot of question for the animals' wellbeing, but also for the environmental impact. Within the European Union, milk is mainly produced through large-scale industrial farming. Producers are not obliged to disclose on the label of their products if the animal feed used for the milk production contains genetically modified organisms.



5



Approximately 150 million households around the globe are engaged in milk production. In most countries in the global south, milk is produced by smallholder farmers, and milk production contributes to household livelihoods, food and nutrition security. India is the world's largest milk producer, with 16 per cent of global production, followed by the United States of America, China, Pakistan and Brazil.



2.5 Ice Cream Puzzle Cards



6



Milk is very much connected to trade on both local and global levels. Big producers disrupt local markets, while import and export of milk in and out the European Union is still a controversial issue. Very limited amount of the milk and dairy products of the global south enter the European Union, because of strict importing policies.



7



Around 80 per cent of the world's sugar is derived from sugar cane, grown in approximately 100 countries and involving millions of small-scale farmers and plantation workers in Global South. The remaining 20 per cent of the world's sugar supply comes from sugar root, grown in the temperate zones in the Global North.



8



There is a high risk that EU sugar market reforms coming into effect in 2017 could push 200,000 small holder farmers into poverty over the next five years.

Cutting sugar cane is a very demanding but at the same time low paid job. Many plantation workers in countries like Brazil are trapped in plantations in a spiral of debts dating centuries back thus working in a slave like status. Sugar is one of the most valuable agricultural commodities in the world.



9



The global sugar industry is vast and complex and, traditionally, the international trade laws that govern sugar imports have made it difficult for smallholder farmers to compete with powerful, wealthy producer countries.



10



Originally from Mexico and imported in the 19th century to Africa and Asia, Vanilla is the only orchid that produces an edible fruit. Each vanilla flower is pollinated by hand.





2.5 Ice Cream Puzzle Cards

11



After harvesting, the pods are dried, fermented, massaged and sorted. This makes vanilla a very labour-intensive crop and consequently, the most expensive spice after saffron. Global vanilla production is estimated to be 2 tonnes per year.



12



The production of vanilla by small-scale farmers is allegedly plagued with problems of unsustainable farm gate prices and child labour. Child labour in vanilla production affects about one-third of all children in Madagascar between the ages of 12 and 17 years.



13



Wheat is the most important crop in the region of Europe and Central Asia. More than 80 million hectares of land are dedicated to growing wheat, of which 240 million tonnes were produced in 2010. Wheat is grown on more hectares than any other food crop, and is of the most important sources of calories and protein for humans in many parts of the world.



14



Wheat is cultivated on the one hand in enormous agribusiness enterprises; on the other hand, there are many small farmers who cultivate wheat on the smallest scale for instance in South Asia, Eritrea or Ethiopia. The demand for quality wheat products in the Global South is rising due to increasing populations and urbanization. However, industrialised farming systems impose major constraints on the environment and the future capacity to produce.



15



The agribusiness destroys the environment with its big plantations and put pressure on small farms. Wheat represents about half of the grain harvested in the EU both in terms of cultivated surface as in terms of quantity produced. Wheat is also one of the first cash crops that has been genetically modified due to its value and prevalence on global commodity markets.



2.6 How Fair is Your Banana?

Topic:	Labour Rights, Child Labour, Transparency, Fairtrade
Type of Activity:	Concept stretching, Case Studies, Reading
Duration:	1 hour
Size of Group:	Max 30 participants
Materials:	Flipchart paper, markers, copies of case studies worksheets, A5 papers, ball of string

Educational Goals:



- ✓ To reflect on the concept of work, whether it is a right, a duty or something else
- ✓ To realise that people work hard for food that they are exporting and not receiving a fair share of the value chain
- ✓ To get to know about the working conditions in the Global South
- ✓ To see what might be the arguments supporting different concepts

Procedure:

Read out the quotation from Fairtrade Foundation: *“Fairtrade is about better prices, decent working conditions and fair terms of trade for farmers and workers”*. Ask participants what they think about the statement. Ask them to make a one-sentence comment. Then ask everyone about what their initial thoughts on the meaning of the word ‘work’ are.

When participants finish sharing their ideas introduce the SPEC worksheet (look at activity 1.8 Green and Fair). Divide participants into groups of 4 and ask each group to fill in their own worksheet. After they finish ask groups to present their worksheets to other groups. Next ask participants to get into pairs and give each pair a case study and excerpt on Fair Trade standards and principles to read.

After 5 mins ask participants to share their first thoughts and comments on the materials they have read in their group. After hearing from them, ask volunteers to share their first thoughts.

When participants finish ask them to think of what questions come to their mind now. Ask participants to write down their questions on the A5 pieces of paper. Then ask them to place their A5 papers on the floor and have a look at the questions. Next ask them to vote on the question they want to focus on during the enquiry.

You can continue with a full enquiry now.

2.6 How Fair is Your Banana? Case Study One

Dorothy Agard, WINFA, St Lucia

Dorothy Agard has been a banana farmer for 10 years and produces 75 cartons (1.4 tonnes) of bananas a week with the help of five full-time workers. Dorothy is a member of her local Fairtrade group, part of the Windward Islands Farmers Association (WINFA), which represents banana farmers from St Lucia, St Vincent & the Grenadines, Dominica and Grenada. WINFA was Fairtrade certified in 2000 and has a membership of 3,500 banana farmers.

More than 85% of bananas grown in the Windward Islands are Fairtrade certified and it is access to Fairtrade market that has enabled its export banana industry to survive in the increasingly hostile global commercial environment.

Fairtrade Standards ensure farmers receive a price per box of bananas that covers their costs of production. In addition, WINFA receives the Fairtrade Premium of \$1.00 per box to fund community improvements and business development, including diversification into other agricultural products and alternative income generation schemes.

Liberalisation of the global banana trade has led to increased global production and put the Windward Island's banana export industry under increasing competition from lower-cost bananas grown on vast plantations in Latin American and western Africa. These bananas are on the frontline of a 10-year supermarket price war in the UK, which has resulted in loose bananas today selling for almost 40% less in 2014 than 10 years ago, while production costs have risen.

As well as devaluing the fruit in the eyes of shoppers, this continuous downward pressure on prices squeezes the incomes and living standards of banana farmers and workers who are caught in the crossfire. This is undermining the industry's ability to invest in a more sustainable and fair banana trade for the future.

Low retail prices mean farmers like Dorothy struggle to cover the costs of running small family farms that use more socially and environmentally friendly methods with fewer agrichemicals than many plantations, but have higher overall costs because of the hilly terrain, lower yields and higher costs of labour, transport and quality control. For many plantation workers, low retail prices mean long hours, low wages, trade union repression, poor health and safety standards and exposure to the intensive use of agrochemicals, which are harmful to both workers and the environment.

Based on:

<http://www.fairtrade.org.uk/en/farmers-and-workers/bananas/dorothy-agard>

2.6 How Fair is Your Banana? Case Study Two

Aimeth Fernadez Angulo, ASOBANARCOOP, Columbia

Aimeth grows bananas on her small farm of 1.3 hectares which produces around 67 boxes (1.2 tonnes) of bananas a week. She has also been employed by ASOBANARCOOP for 26 years, using her skills as a trained economist and extensive experience in business management. Aimeth has risen from head of administration to manager of the co-operative where her role includes ensuring the organisation continues to meet Fairtrade and GlobalGap certification standards. Aimeth is a member of the Education Committee which organises various training programmes funded by the Fairtrade Premium. As a member of her co-operative's education committee, Aimeth works directly with Fairtrade on health issues, environmental workshops and programmes aimed specifically at the elderly and children.

ASOBANARCOOP was set up in 1987 by 17 small-scale farmers who formed an association to collectively export their bananas and improve their livelihoods. The association was formally registered as a co-operative in 2002 and now has 44 members, including 11 women, who farm a total of 135 hectares. The average farm size is three hectares with an average annual yield of 30 tonnes of bananas per hectare, providing 80% of farmers' incomes. The co-operative now has five full-time employees while farmers employ 58 permanent and 673 seasonal and temporary workers for the weekly harvest and associated packing activities.

The banana industry traditionally provides around 80% of employment in Magdalena but large-scale palm oil plantations are now displacing bananas with the loss of many jobs. Farmers are under constant pressure to sell their land to big business and some unscrupulous landowners are grabbing water resources and diverting water from farmers' land to force them to sell.

In recent years banana producers in the region suffered an economic crisis, mainly related to market demands for producers to meet sustainable certification and quality requirements. ASOBANARCOOP has put in place a strategy for the economic and social development of members and their communities. With the support of the Fairtrade Premium, the co-operative has been able to strengthen and support its members in improving farm infrastructure, retaining certifications and marketing their bananas on better terms.

Meeting Fairtrade Standards was reported to have a positive impact on the environment, leading to improvements in farm infrastructure, productivity and banana quality. The decision to end the use of agro-chemicals to protect the environment has increased local employment as more workers are hired to help with manual weeding. Hired workers also benefit from higher wages, provision of personal protective equipment and access to good quality health services.

Based on:

<http://www.fairtrade.org.uk/en/farmers-and-workers/bananas/aimeth-fernandez-angulo>

2.6 How Fair is Your Banana? Fair Trade Labour Criteria

OPPORTUNITIES FOR DISADVANTAGED AND MARGINALISED PRODUCERS

Poverty reduction through trade forms a key part of the organisation's aims. Fair Trade supports marginalised small producers, whether these are independent family businesses, or grouped in associations or co-operatives. It seeks to enable them to move from income insecurity and poverty to economic self-sufficiency and ownership.

Many producers are excluded from mainstream and added-value markets, or only access them via lengthy and inefficient trading chains. Fair Trade helps producers realise the social benefits to their communities of traditional forms of production. By promoting these values (that are not generally recognised in conventional markets) it enables buyers to trade with producers who would otherwise be excluded from these markets. It also helps shorten trade chains so that producers receive more from the final selling price of their goods than is the norm in conventional trade via multiple intermediaries.

CAPACITY BUILDING

Fair Trade seeks to increase positive developmental impacts for small, marginalised producers. Fair Trade organizations develop the skills and capabilities of their own employees or members. Organisations working directly with small producers develop specific activities to help these producers improve their management skills, production capabilities and access to markets - local / regional / international / Fair Trade and mainstream as appropriate. Organisations, which buy Fair Trade products through Fair Trade intermediaries in the South assist these organisations to develop their capacity to support the marginalised producer groups that they work with.

Capacity building & empowerment: Fair Trade relationships assist producer organisations to understand more about market conditions and trends and to develop knowledge, skills and resources to exert more control and influence over their lives.

GENDER EQUALITY & NO DISCRIMINATION

Fair Trade organizations do not discriminate in hiring, remuneration, access to training, promotion, termination or retirement based on race, caste, national origin, religion, disability, gender, sexual orientation, union membership, political affiliation, HIV/Aids status or age.

There is a clear policy and plan to promote gender equality that ensures that women as well as men have the ability to gain access to the resources that they need to be productive and also the ability to influence the wider policy, regulatory, and institutional environment that shapes their livelihoods and lives. Organisational constitutions and by-laws allow for and enable women to become active members of the organisation in their own right (where it is a membership based organisation), and to take up leadership positions in the governance structure regardless of women's status in relation to ownership of assets such as land and property. Where women are employed within the organisation, even where it is an informal employment situation, they receive equal pay for equal work. The organisation recognises women's full employment rights and is committed to ensuring that women receive their full statutory employment benefits. The organisation takes into account the special health and safety needs of pregnant women and breast-feeding mothers.

The organisation respects the right of all employees to form and join trade unions of their choice and to bargain collectively. Where the rights to join trade unions and bargain collectively are restricted by law and/or political environment, the organisation will enable means of independent and free association and bargaining for employees. The organisation ensures that representatives of employees are not subject to discrimination in the workplace.

2.6 How Fair is Your Banana? Fair Trade Labour Criteria

NO CHILD LABOUR

Fair Trade organizations adhere to the UN Convention on the Rights of the Child, and national/ local law on the employment of children. The Fair Trade movement works to ensure that there is no forced labour in its workforce and/or members or homeworkers.

Organisations who buy Fair Trade products from producer groups either directly or through intermediaries ensure that no forced labour is used in production and the producer complies with the UN Convention on the Rights of the Child, and national / local law on the employment of children. Any eventual involvement of minors in the production of Fair Trade products (including learning a traditional art or craft) is always disclosed and monitored and does not adversely affect the children's well-being, security, educational requirements and need for play.

FAIR PAYMENT

A fair price is one that has been mutually agreed by all through dialogue and participation, which provides fair pay to the producers and can also be sustained by the market. Where Fair Trade pricing structures exist, these are used as a minimum. Fair pay means provision of socially acceptable remuneration (in the local context) considered by producers themselves to be fair and which takes into account the principle of equal pay for equal work by women and men.

Fair Trade marketing and importing organisations support capacity building as required to producers, to enable them to set a fair price.

GOOD WORKING CONDITIONS

Fair Trade organisations provide a safe and healthy working environment for employees and/or members. It complies, at a minimum, with national and local laws and ILO conventions on health and safety. Working hours and conditions for employees and/or members (and any homeworkers) comply with conditions established by national and local laws and ILO conventions.

Fair Trade organisations are aware of the health and safety conditions in the producer groups they buy from. They seek, on an ongoing basis, to raise awareness of health and safety issues and improve health and safety practices in producer groups.

2.7 What's in the Milk?

Topic:	Use of GMO, Processing, Packaging & Waste, Animal Rights and Transparency
Type of Activity:	Concept stretching
Duration:	45 minutes
Size of Group:	Max 15 participants
Materials:	Copies of 'Product Labels' worksheet

Educational Goals:



- ✓ To observe and reflect on the relation between our values and actions/ethical living and consumerism
- ✓ To understand better the themes of greenness and fairness
- ✓ To become familiar with particular labels and certification systems and their meaning
- ✓ To discuss whether it is possible to live an ethical lifestyle in the consumerist culture

Procedure:

Ask participants to imagine they are in a supermarket. They are in the dairy products section, on the shelves there are all types of milk but they need to choose only one and continue shopping. Spread the cards on the floor.

They have 1 minute to make a choice. Encourage participants to pick their milk. Ask them to read out information on the product and say why they chose a particular product, what quality of the milk chosen is most important for them and why. Invite them to think of values that informed their choice.

Once all the participants have shared their choices and explanations ask them to randomly swap cards and think again what might be the argument supporting the new choice. Repeat the procedure. Keep noting down arguments shared by participants to support their opinions. If needed, ask participants additional information about how they infer the information from the labels, how do they know about what a label stands for etc.

Next ask participants to group products under greenness or fairness headings. Ask for reasons.

Questions for debriefing and reflection:

- Discuss different categories of arguments/reasons people have for their consumer behaviour
- Do our consumer choices remain the same or change; if yes, then when, how, why, should they change?
- How our values link to our consumer choices? Do they matter when we shop?
- Is it possible to live an ethical lifestyle in the consumerist culture? How? Once the dialogue is getting to an end encourage participants to share their final thoughts at the plenary.

2.7 What's in the Milk? Product Labels



COW MILK
Tetra pack, 1 l,
supermarket brand



COW MILK
Bottled, 1 litre



COW MILK
Tetra pack, 1 litre,
supermarket brand



COW MILK
Bottled, 1 litre,
free range farming



COW MILK
Plastic bottle, 1 litre,
supermarket brand



COW MILK
Tetra pack, 1 litre



COW MILK
Tetra pack, 1 litre,
supermarket brand
product of famers cooperative



COW MILK
Glass bottle, 1 litre, supermarket
brand, product of famers
cooperative, fresh



COW MILK
Plastic bottle, 1 litre,
supermarket brand, product of
famers cooperative, long life UHT



OAT MILK
Tetra pack, 1 litre



SOYA MILK
Tetra pack, 1 litre



COW MILK
Tetra pack, 1 litre



2.7 What's in the Milk? Product Labels



OAT MILK

Tetra pack, 1 litre,
supermarket brand



SOYA MILK

Tetra pack, 1 litre,
supermarket brand



COW MILK

Tetra pack, 1 litre,
supermarket brand



OAT MILK

Tetra pack, 1 litre,
supermarket brand



SOYA MILK

Tetra pack, 1 litre,
supermarket brand



OAT MILK

Tetra pack, 1 litre



COW MILK

Tetra pack, 1 litre



COW MILK

Tetra pack, 1 litre,
supermarket brand



SOYA MILK

Tetra pack, 1 litre

I don't care,
choose the first I see.

I don't buy
any milk at all.



2.8 Mangoes on the Road

Topic:	Sustainability, Consumption, Transportation and Transparency
Type of Activity:	Mind map
Duration:	45 minutes
Size of Group:	Max 15 participants
Materials:	Copies of cartoons worksheet, post-it notes, pens, flipchart and markers

Educational Goals:



- ✓ To have a better understanding of sustainability in the global food system
- ✓ To unpack the concept of food miles and its impact on climate
- ✓ To see how complex global food systems are and discuss the implication

Procedure:

Ask participants to split into 4 groups. Explain that each group will look at 4 sets of 3 cartoons about food and food system. Distribute the sets.

As groups examine their cartoons, ask participants to write down on the post-it notes any comments, questions, associations and thoughts that come to their minds as they see the images and stick the post-it next to each cartoon. Tell them there are no right and wrong answers and that it is their time to use visual clues to think about food and sustainability.

Ask groups to have a walk around the room to see comments from other groups. Then invite groups back to their cartoons and see if they want to make any changes, write extra questions, make new comments or links between ideas. After groups have conferred, ask them to prepare a short (1min) brief about what they think is the issue represented by the cartoons.

Reflection:

After all groups had their presentation, ask participants to write down questions that come to their mind after hearing all presentations. As the facilitator you can also note down your questions, especially if the information and opinions presented are untrue or controversial. Use P4C to challenge these in a dialogue.

2.8 Mangoes on the Road Cartoons



2.9 Sharing the Harvest

Topic:	Sustainability, Fairness and Justice, Consumption, Farming
Type of Activity:	Role Play
Duration:	45 minutes
Size of Group:	Max 15 participants
Materials:	Deck of cards or set of pointers blocks etc., set of artefacts (suggested list: seeds, rake, money, handful of soil in a bag, farming calendar, fertiliser or pesticide container, a vegetable, a syringe, a leaflet on subsidies, an invite to a local food market, a welly, gardening gloves), flipchart and marker

Educational Goals:



- ✓ To have a better understanding of fairness and equality in the context of labour and people involved in the production chain
- ✓ To reflect on sustainability in farming
- ✓ To develop arguments in a dialogue
- ✓ To reflect on the idea of food as commodity, and commercial farming

Procedure:

If possible bring farming related objects and artefacts and place them in a box in the middle of the room. Ask participants to pick an item each and think why in their opinion it links with farming. Scribe their ideas on a flipchart. After listening to participants ideas set the scene by telling a mini tale about a farmer who has won the lottery and is off for a cruise. Before leaving the farmer tells his associates “I shan’t be needing the money from this year’s crops. So I’ll leave it to you to decide what to do with it and how to share it out”.

Form small groups and give each a set of baskets cut out in advance - or you could use any easily counted resource such as blocks, playing cards or post-it notes. This represents the entire harvest for the season. As farmer, you have decided to put them in charge of deciding how the harvest is divided and distributed. If they’re unfamiliar, this could be a good point to explain the tradition of Harvest Festivals, perhaps through a teaching assistant in role as the local vicar.

Each group should divide the harvest as they see fair and necessary.

Next, invite groups to explore how others have shared out the cards, and to exchange reasons. This can be done one at a time, so all can hear, or in smaller groups at once. Some groups may change their decisions in light of what others say. You might find some participants asking to join other groups whose decisions align closer with their values!

There’s a couple of options for concluding the activity: you could put any duplicates/similar plans together, and present a smaller number of different proposals to be voted on.

In the event that all suggestions are largely the same, ask them to test the scope of their decision: will this way always be the best? Could it change in the future? Would someone from a different culture or time period agree? Alternatively, seize upon the reasons participants give and turn them into new, wider questions.

Adapted from:
www.philosophyman.com

2.10 The Best of Reasons

Topic:	Food Waste, Consumption
Type of Activity:	Word Tennis Conceptometer
Duration:	45 minutes
Size of Group:	Max 15 participants
Materials:	Set of coloured cards 5 - 8 sheets each, one per group

Educational Goals:



- ✓ To understand more about food waste
- ✓ To synthesise range of stand alone ideas to form a governing principle
- ✓ To make reasons

Procedure:

Pair participants up to play 'Word Tennis' - on the theme of 'what is a waste?'. In their pairs, they take it in turns to give an example of how we use them. It's a good idea to provide some examples - e.g. things that are past their date, things that are out of fashion etc.

After a couple of minutes, ask pairs to join to create fours and provide each with a pack of 5-8 sheets of the same coloured card/paper. Ideally, have a range of coloured sets so groups can easily tell which is theirs.

Ask the groups of four to write one way we deal with waste and especially food waste (if it already transpires from the first part), in big letters, on each of the cards. After a couple of minutes, they will have all the cards ready to form a 'Conceptometer'. Ask groups to rank their cards from 'Always OK' to 'Never OK' with a space for 'Sometimes OK' in the middle.

Once this is done, ask all groups which of the 'uses' is most juicy and interesting to discuss. Emphasise that the juiciest ones will be those with lots of arguments of either side, and so probably made the group disagree about where it should go on the scale. Ask participants to decide upon the juiciest, and then bring it to the middle of the room.

Ensure that all in the group know what each mean, and perhaps loosen loyalties by asking for links between two or more, or asking for an odd-one-out. Vote on one to talk about, and then begin with a simple question of 'Is it OK to...'. Almost inevitably, questions about the moral acceptability of something become a question of 'When?' If a few answers begin with 'it depends' - push them for examples of when and when not to allow it!

If the group do end up voting for a use that creates a consensus, you can still ask when/not to allow it to see if there are any specific circumstances where an exception can be made. You can also broaden the scope of the question to involve other, similar areas.

Ask participants if it's possible to create a rule(s) to govern how we decide which ways of dealing with waste and food waste are acceptable and which are not. Write down the suggested rules.

2.11 Food for Thought

Topic:	Compassion, Animal Welfare, Ethics, Sustainability
Type of Activity:	Sort Yourself Out
Duration:	45 minutes
Size of Group:	Max 15 participants
Materials:	Food for Thought Statements

Educational Goals:



- ✓ To explore and challenge reasons in arguments on the example of eating meat
- ✓ To make the most contentious examples for discussion

Procedure:

Cut the sheets in half, and give each member of the class one statement to think about.

Emphasise that the question is not “do you agree”, but “is this a reasonable reason?”

So most people will agree that “it’s wrong for animals to suffer” is a reasonable reason (they might not think it’s true that it’s wrong, or that animals do suffer in farming - but it’s a serious reason that requires thought); whereas “sheep are fluffy” seems a very arbitrary, unreasonable reason for not eating lamb.

Others, such as “people have always eaten meat” seem more reasonable, but on closer inspection perhaps they aren’t - is that something has always happened a good reason for it to continue to happen? You could have said the same about slavery, or the cane.

Start with a “Sort Yourself Out” exercise. Get participants to stand with their statements along a line from “reasonable” to “unreasonable”, comparing their statements with one another to reach an ordering. Debrief why people are standing where they are, and then move on to trying to establish criteria for what makes a good reason.

One distinction here will be between personal and universal reasons - reasons for me and reasons for everybody. “Not liking the taste” may be a perfectly good reason for me, but it has no force for anyone else. “It’s natural for people to eat meat” aspires to being a reason for everybody. “Because of my religion” is more problematic - whether it is personal or universal, or just unreasonable, would depend on your views about religion.

*Adapted from:
www.philosophyman.com*



2.11 Food for Thought Statements

There are some kinds of meat I won't eat because... of my religion

I eat beef because... cows don't make me laugh. But sheep do, so I don't eat lamb

I don't eat meat because... cows fart prodigiously and methane is bad for global warming

I eat beef burgers, but I don't eat lamb because... sheep are fluffy

I don't eat meat because... I don't like the taste of it

I eat meat because... animals don't really matter

People shouldn't eat meat because... it's wrong for animals to suffer

I eat meat because... humans are the top of the food chain

I won't buy meat in a supermarket, because... intensive farming is bad for the environment. But I'll collect roadkill because it stops it going to waste

I wouldn't eat a rabbit because... it's wild.
But I'll eat a chicken that's been farmed to be eaten

I won't eat animals that have been farmed, because... it's not natural.
But I'll eat wild rabbits that have just been shot

I'll eat free range meat because... I know the animals have been well looked after.
As long as they've had a good life, I think that's OK.



2.11 Food for Thought Statements



I don't eat meat because... I only eat garlic bread and cheese

I eat meat because... God put animals on the earth for us to use

It's a bad idea to eat meat because... it's fattening

I eat meat because... I like the taste of it

I don't eat meat because... it's expensive

I eat meat because... it's natural for people to eat meat

I don't eat most meat but I eat shellfish because... they don't feel pain

I eat meat because... life is about enjoying yourself,
and so if you are eating meat, go for it

I don't eat pork because... Peppa Pig is a really good cartoon

I eat meat because if I stop farmers will go bankrupt

I eat meat because livestock keeps the soil healthy



Dessert

3.1 Getting Active

Here is a list of ideas for your own activities. This list is not exhaustive and you might know of other already existing initiatives that could be relevant in this context.

- Attending and/or organising local and fair cooking classes
- Writing a story/article about project topic in youth organization's newsletter, blog, social media; school magazine etc.
- Working with local socially engaged artists/musicians
- Creating murals/graffiti/sculptures (upcycling/re-using)
- Introducing food issues during a community event
- Checking own 'slavery footprint' www.slaveryfootprint.org and encourage others to do the same
- Finding out the origin of food products
- Reducing consumption of 'inconvenient' goods
- Organising FT breakfast/lunch/picnic – family, friends, community, intergenerational event
- Joining a network that already exists
- Food sharing
- Producing a Flashmob - public performance
- Making a video promoting local and seasonal food or Fairtrade products
- Creating an exhibition (art/photography) to show to your community
- Engaging with the media (local press, radio, tv, web)
- Creating a Food Explorers' Magazine or a Food Activists' Blog
- Writing letters/petitions to local authorities, local supermarkets etc.
- Arranging meetings (Question Time) with people in power (journalists, MPs, CEOs, Supply Chain Managers of supermarkets)
- Organising a debate in school and with invited guests
- Linking activities to global dates
- Running a food waste audit and management (in university, school, home, shops, supermarkets - reducing, thinking about where it goes, preventing waste, composting etc.)
- Setting up a food cooperative, food growing plot
- Enterprise learning
- Advocating towards having only fresh, local and seasonal food at your university's/school's canteen
- Learning about the Sustainable Development Goals (SDGs)
- Volunteering in an eco village, local permaculture plot

Glossary

Glossary

Agribusiness: Part of economy devoted to the production, processing, and distribution of food, including the financial institutions that fund these activities. Agribusiness agriculture sees food as a commodity.

Animal Rights: Understanding that animals are sentient beings desire: the freedom to live a natural life free from exploitation, unnecessary pain and suffering, and premature death.

Biodiversity: The term refers to the variety of life on Earth at all its levels, from genes to ecosystems, and the ecological and evolutionary processes that sustain it. Biodiversity includes not only species we consider rare, threatened, or endangered, but every living thing - even organisms we still know little about, such as microbes, fungi, and invertebrates. Biodiversity is important everywhere; species and habitats in your area as well as those in distant lands all play a role in maintaining healthy ecosystems.

Certification: A process by which an independent agent assesses and verifies that the claims made by a product, service, etc. are valid, in accordance with established requirements or standards.

Child Labour: Work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

Conventional Agriculture: *see industrial farming

Dumping: Trading by a country or company at a price that is lower in the foreign market than the price charged in the domestic market. As dumping usually involves substantial export volumes of the product, it often has the effect of endangering the financial viability of manufacturers or producers of the product in the importing nation.

FAO - Food and Agriculture Organisation of the United Nations is a specialised agency of the United Nations that leads international efforts to defeat hunger. Serving both developed and developing countries, FAO acts as a forum where all nations meet to negotiate agreements and debate policy.

Fair Trade: The term defines trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. Fair Trade is also certification scheme that evaluates the economic, social and environmental impacts of the production and trade of agricultural products, in particular: coffee, sugar, tea, chocolate, and others. Fair Trade principles include: fair prices, fair labour conditions, direct trade, democratic and transparent organizations, community development and environmental sustainability.

Fair Trade Premium: Amount paid to producers in addition to the payment for their products. The use of the Fairtrade Premium is restricted to investment in the producers' business, livelihood and community (for a small producer organization or contract production set-up) or to the socioeconomic development of the workers and their community (for a hired labour situation). Its specific use is democratically decided by the producers.

Food System: A food system is all the elements (environment, people, inputs, processes, infrastructures, institutions, etc.) and activities that relate to the production, processing, distribution, preparation and consumption of food, and the outputs of these activities, including socio-economic and environmental outcomes.

Fair Wage: A wage that ensures minimum acceptable living with dignity standards/paying workers enough so that they can cover the basic costs required for a dignified, healthy life.

Glossary

FLO: Fairtrade International Organisation (FLO) is a multi-stakeholder, non-profit organization focusing on the empowerment of producers and workers in developing countries through trade. FLO provides leadership, tools and services needed to connect producers and consumers, promote fairer trading conditions and work towards sustainable livelihoods. Fairtrade Labeling Organizations International eV is the legally registered name for 'Fairtrade International'.

Food Security: Means that all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food which meets their dietary needs and food preferences for an active and healthy life (World Food Summit, 1996). The multidimensional nature of food security includes food availability, access, stability and utilization.

Food Waste: Refers to discarding or alternative (non-food) use of food that is safe and nutritious for human consumption along the entire food supply chain, from primary production to end household consumer level. Food waste is recognized as a distinct part of food loss because the drivers that generate it and the solutions to it are different from those of food losses. (FAO, 2014)

Global South: Refers to developing countries, which are located primarily in the Southern Hemisphere.

GMO: A genetically modified/engineered organism means an organism in which the genetic material has been changed through modern biotechnology in a way that does not occur naturally by multiplication and/or natural recombination. For instance, a plant may be given fish genetic material that increases its resistance to frost. Another example would be an animal that has been modified with genes that give it the ability to secrete a human protein.

ILO: The International Labour Organization is an organization responsible for drawing up and overseeing international labour standards. The main aims of ILO are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues. An International Labour Convention has the force of international law. States that ratify the convention are required to incorporate its principles into national law and to ensure the implementation of the law.

Industrial Farming: also called factory farming by opponents of the practice, is a modern form of intensive farming that refers to the keeping of livestock, such as cattle, poultry (including in "battery cages") and fish at higher stocking densities than is usually the case with other forms of animal agriculture - a practice typical in industrial farming by agribusinesses. The main products of this industry are meat, milk and eggs for human consumption. There are issues regarding whether factory farming is sustainable and ethical. It may also refer to systems which include the use of synthetic chemical fertilizers, pesticides, herbicides and other continual inputs, genetically modified organisms.

Intermediaries: In trade, they act as a conduit for goods or services offered by a supplier to a consumer.

International Trade Law: Includes the appropriate rules and customs for handling trade between countries. In 1995, the World Trade Organization, a formal international organization to regulate trade, was established. It is the most important development in the history of international trade law.

Labelling: Provision of information about the content of food products through packaging.

Living Wage: Based on and calculated according to the amount an individual needs to earn to cover the basic costs of living. Because living costs vary in different parts of the world, there is a different rate for each country.

Minimum Wage: A wage, which respects the minimum wage regulations. Some countries have a legal minimum wage, but this does not always reflect either a living or a fair wage

Monopoly: The exclusive possession or control of the supply or trade in a commodity or service. Monopolies are thus characterised by a lack of economic competition, a lack of viable substitute goods, and the possibility of a high monopoly price well above the seller's marginal cost that leads to a high monopoly profit.

Glossary

MSC and ASC Labels: Two complementary fishery certification programs to contribute to the health of the world's oceans. MSC (Marine Stewardship Council) refers to fish, which has been responsibly caught by a certified sustainable fishery. ASC (Aquaculture Stewardship Council) stands for responsibly farmed seafood. The on-package labels demonstrate to consumers that their fish and seafood limit their impacts on the environment and the community.

Oligopoly: A market structure in which a few firms have the large majority of market share and dominate. When a market is shared between a few firms, it is said to be highly concentrated.

Organic Agriculture: Organic agriculture is a holistic production management system which promotes and enhances agroecosystem health, including biodiversity, biological cycles, and soil biological activity. It emphasizes the use of management practices in preference to the use of off-farm inputs, taking into account that regional conditions require locally adapted systems. This is accomplished by using, where possible, cultural, biological and mechanical methods, as opposed to using synthetic materials, to fulfil any specific function within the system.

Organic Farming *see organic agriculture

Smallholder Farmers: Small-scale farmers, pastoralists, forest keepers, fishers who manage areas varying from less than one hectare to 10 hectares. Smallholders are characterized by family-focused motives such as favouring the stability of the farm household system, using mainly family labour for production and using part of the produce for family consumption.

Sustainability: Use of resources, in an environmentally responsible, socially fair and economically viable manner, so that by meeting current usage needs, the possibility of its use by future generations is not compromised.

Sustainable Development: A term which stands for meeting the needs of present generations without jeopardizing the ability of futures generations to meet their own needs - in other words, a better quality of life for everyone, now and for generations to come. It offers a vision of progress that integrates immediate and longer-term objectives, local and global action, and regards social, economic and environmental issues as inseparable and interdependent components of human progress.

Value Chain: The process by which businesses receive raw materials, add value to the raw materials through various processes to create a finished product, and then sell that end product to customers.

Water Footprint: It measures the amount of water used to produce each of the goods and services we use. It can be measured for a single process, such as growing rice, for a product, such as a pair of jeans, for the fuel we put in our car, or for the entire supply chain.

WFTO: The World Fair Trade Organization is a global network of Fair Trade organizations and WFTO associates representing the fair trade supply chain from producer to retailer. It operates in over 70 countries across 5 regions (Africa, Asia, Europe, Latin America, and North America and the Pacific Rim) with elected global and regional boards.



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