

FAIRTRADE AND GENDER EQUALITY GUIDELINE

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

HOW TO PLAY

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

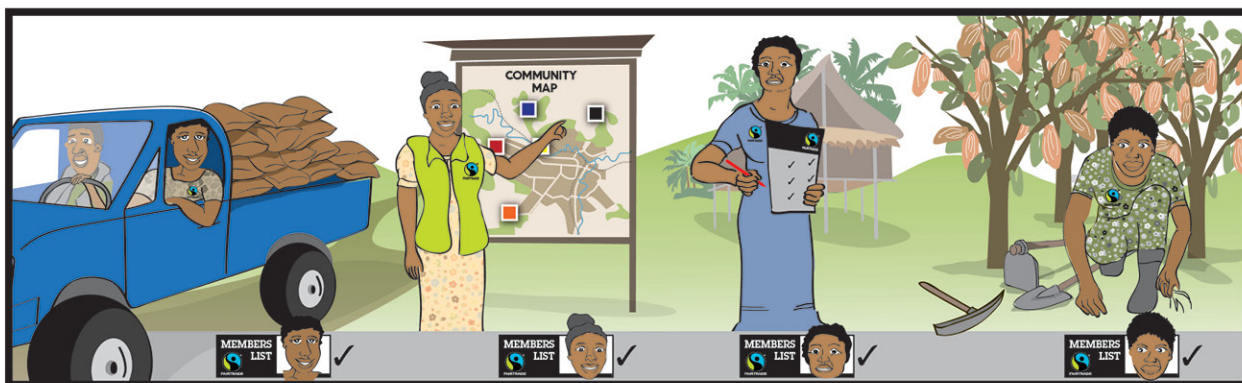
USE

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



GUIDANCE

FAIRTRADE STANDARD



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

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

YEAR 0 CORE

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

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

YEAR 6 DEV

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

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD



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

YEAR 3 DEV

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

ILLUSTRATION

GUIDANCE

FAIRTRADE STANDARD



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

YEAR 3 DEV

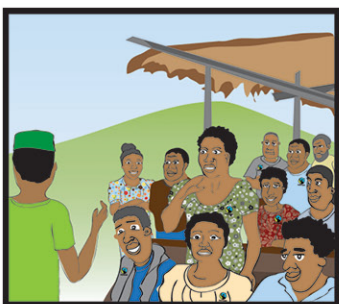
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This image represents a household at dinner time. The character sheet provides the opportunity to acknowledge that women traditionally have the responsibility of providing cooked food for the family, and can also support a discussion about the possibility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

YEAR 3 DEV

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



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

YEAR 3 DEV

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



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

YEAR 3 DEV

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

STRIP
03

ILLUSTRATION



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

FAIRTRADE STANDARD

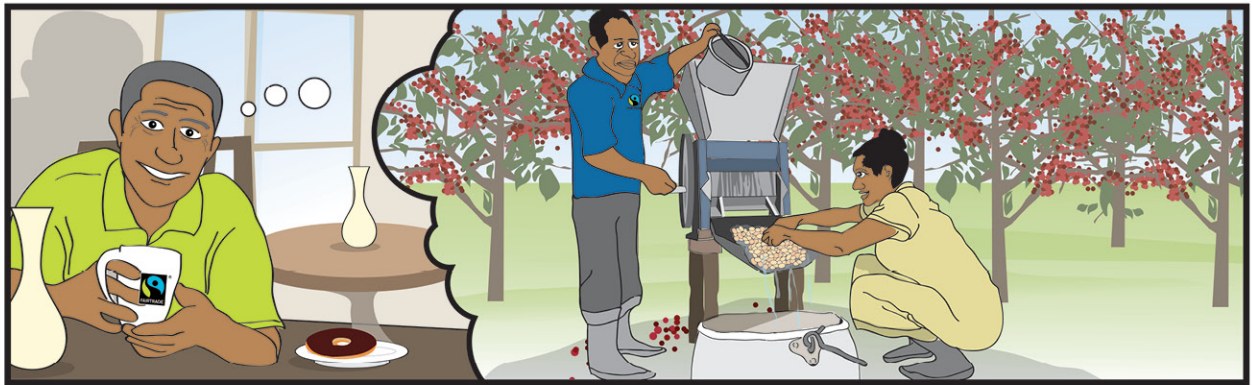
YEAR 3 DEV

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GUIDANCE

FAIRTRADE STANDARD

STRIP
04



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

YEAR 3 DEV

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

ACTIVITY GUIDELINE

METHOD: Group discussion, PowerPoint presentation.

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

DURATION: 120 mins

PROCEEDING:

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

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

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

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

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

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

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

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

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

SUPPORT DOCUMENTS AND WORKSHEETS

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