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FAIRTRADE, LIVING INCOME AND GENDER EMPOWERMENT

This lesson plan focuses on the links between Fairtrade, living income and gender empowerment as part of the wider She Deserves campaign, working to achieve a living income for cocoa farmers. It is appropriate for pupils who are aged 11 or older.

LEARNING OBJECTIVES

- Learners understand more about the difference between a living wage and a living income
- Learners start to think about human rights and how they relate to their lives and the lives of others
- Learners learn more about exploitation in the cocoa industry and the impact of this on women cocoa farmers in particular

CURRICULUM LINKS

These learning resources are designed to link in to the Key Stage 3 and 4 UK Citizenship curriculum through the discussions around human rights and how citizens can work together to improve their communities.

YOU WILL NEED

- These teacher notes
- The supporting PowerPoint presentation
- *The Story of Chocolate: Unwrapping the Bar* film

SUPPORTING LINKS WITH FURTHER INFORMATION

- The Universal Declaration of Human Rights can be found [here](#)
- A Fairtrade blog on '[How much money do you need to live a decent life](#)'
- [The Living Wage Foundation](#)
- Check out the [Campaigner Briefing](#) for more information on the She Deserves campaign
- Read more about Rosine's co-operative CAYAT [here](#).



Slide No.	Notes	Timings
1	<p>Fairtrade, Living Income and Gender Empowerment</p> <p>Introduce the aims of the lesson – to learn more about the need for a living income and how this relates to women cocoa farmers.</p>	
2	<p>The Universal Declaration of Human Rights</p> <p>Start by showing the class Article 23 of the Universal Declaration of Human Rights and ask them to think about and discuss the following questions;</p> <ul style="list-style-type: none"> - What do you notice about this article from the UDHR? What does it mean to you? - Is it still relevant today, 70 years after it was first agreed? - Have we achieved this right for people? Here in the UK? Elsewhere? 	
3	<p>What do you notice about how Article 23 is written?</p> <p>Prompt the class around the way that the article is written</p> <ul style="list-style-type: none"> - Why might some of the language in the Universal Declaration of Human Rights be gender biased to men? - Is this true for all of the articles? <p>Explain that the articles equally apply to women and men. The right that one should not be discriminated against based on gender is addressed in Article 2.</p> <ul style="list-style-type: none"> - Should the articles be rewritten with language that is more inclusive? If you were to rewrite this article, how would you use language that is more inclusive? <p>The freedom and rights expressed in the declaration include the right to equal pay for equal work, the right to education, the right to health and the right to participate and influence the development of society.</p>	10 minutes
4	<p>A living income and a living wage</p> <p>First ask;</p> <ul style="list-style-type: none"> - What do you think is a living wage? And a living income? <p>Clarify definitions;</p> <ul style="list-style-type: none"> - A living wage is a salary paid by an employer to a worker that covers a basic standard of life. - A living income is the same idea but applies to people who do not earn a salary from an employer. It is calculated as the net annual income needed 	10 minutes



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	<p>for a household to afford a decent standard of living for all members of that household.</p> <p>Do you think we have a living wage in the UK?</p> <ul style="list-style-type: none"> - Explain that in the UK we have a National Minimum wage set by the government. Some employers in the UK have opted to pay a living wage as advocated for by the Living Wage Foundation. <p>Discuss the next questions with the class, get them to write down a list in pairs of the basic needs they would like to be covered and highlight which ones of these are likely to be included in estimating a living income for a cocoa farmer.</p>	
5	<p>Living income for a cocoa farmer</p> <p>Compare the answers given by the class with graphic on living income for a cocoa farmer;</p> <p>That means a cocoa farmer needs to earn enough to;</p> <ul style="list-style-type: none"> - Eat nutritiously throughout the year - Drink safe water - Access healthcare - Send your children to school - Live in a decent home - Save for unexpected setbacks - Allow the elderly to retire with dignity. <p>Why do cocoa farmers in West Africa struggle to earn a living income? Watch the film in the next slide to find out more.</p> <p>Summary here;</p> <ul style="list-style-type: none"> - The cocoa prices fluctuate as they follow the world market – this crashed in 2016, pushing many farmers deeper into poverty. - Many of them don't sell enough on Fairtrade terms to give them a chance to benefit from the Fairtrade Minimum Price and Premium - Unequal system in which many farmers do not get a fair share of the profits of what is in the UK alone, a £4 billion industry. - Climate change has meant that crop diseases are more and more frequent and this means more uncertainty of income for the cocoa farmer 	
6	<p><i>The Story of Chocolate: Unwrapping the Bar</i></p> <p>Watch the film. This will explain more about the situation for cocoa farmers in West Africa and the challenges they face.</p>	10 minutes for the film



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	<p>The questions below can give guidance to how you might want to explore some of the issues covered in the film further;</p> <p><i>Chocolate</i> What is your favourite chocolate bar? When you buy it, do you ever consider how much the farmer earns or if child labour is used in the production of cocoa – one of the main ingredients?</p> <p><i>Fairtrade</i> In what ways does Fairtrade benefit the farmers? What are some of the concerns from farmers about the future of cocoa farming?</p> <p><i>Women’s empowerment</i> In what ways does the farmers’ co-operative CAYAT support women? In what ways has the support of Fairtrade made a difference to the women farmers? In what ways might supporting women in particular improve incomes and the development of local communities in Côte d’Ivoire</p> <p><i>Cocoa farmers and living income</i> What are some of the problems facing cocoa farmers? How is Fairtrade trying to address the problems faced by farmers with chocolate companies, supermarkets, traders and governments?</p>	5-10 minutes on questions
7	<p>This is Rosine</p> <p>Rosine Bekoin is a cocoa farmer and member of CAYAT co-operative in Côte d’Ivoire. She is very proud of her role as a cocoa farmer and as secretary of the CAYAT Women’s Society.</p> <p>Fairtrade has helped to empower Rosine through training and the Fairtrade Premium. Women like Rosine can play a special role in achieving living incomes for cocoa farming households, as we know from years of studies that directing more independent income into the hands of women accelerates the rate of development for the whole community.</p>	5 minutes
8	<p>She Deserves</p> <p>Read Rosine’s quote to the class.</p> <p>As a final exercise, ask them to think about why she is so passionate about gender empowerment in cocoa farming.</p>	10 minutes



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Gender empowerment has helped Rosine work towards a living income and with that get closer to achieving this human right, as laid out in Article 23 of the Universal Declaration of Human Rights.

This links to the Sustainable Development Goals as targets set by the UN to help the global community achieve peace and prosperity. In particular, there is a clear link between the experience of Rosine and both SDG 5, which focuses on achieving gender equality as well as SDG 12, which looks at sustainable consumption. This is something that could be explored further in following lessons.