



FAIRTRADE
FINLAND

Teaching material

Fairtrade Risk Map

Teaching material on the Fairtrade Risk Map

Parts of the teaching material: presentation and user manual of the map, 8 exercises for secondary and upper secondary school plus additional exercises

Map on the Fairtrade website:

<https://riskmap.fairtrade.net/>

Map: Authored by Fairtrade International. Published in spring 2023. Language English. The map is a collaborative effort with input from farmer cooperatives, workers and plantations, Fairtrade staff from six continents, and external experts.

Teaching material: Authored by global education expert, geographer Eeva Kempainen. Published in spring 2023 in Finnish and English.

Presentation and user manual of the map

Risk map helps to assess the risks in production in different parts of the world

Different countries and companies produce commodities, such as food and clothes. The manufacturing, sales and consumption of products connect us into a global network, and production has a huge impact on both people and the environment. It is important to research in which countries our everyday products are made and what kind of risks there are in production. When companies and workers identify risks together, they can better prevent problems and act for human rights and environmental protection.

Fairtrade has published a new online tool to support risk assessment. The risk map is an interactive world map that allows you to compare the origin of products and the risks of production in different countries: *What are the risks associated with the daily life of*

tea farmers in Thailand? What environmental

disadvantages must be taken into consideration in the production of cotton in Burkina Faso? How can working conditions be improved in the gold mines of Peru? And what risks have been detected in the Nordic countries?

On the map, you can examine individual Fairtrade products, countries and organisations. Products include coffee, cocoa, tea, banana, grapes, honey, sugar, nuts and oils, fruits and cereals, as well as gold, sports balls and cotton.

User manual of the map

Go to the website

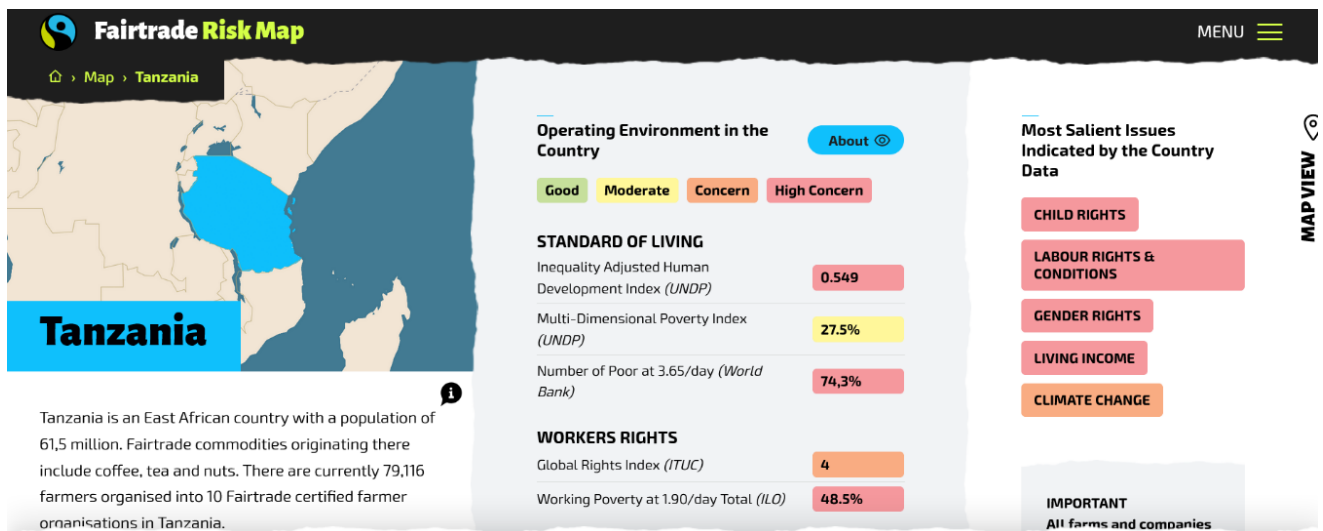
<https://riskmap.fairtrade.net/countries>.

Zoom in and out using the tool at the top left of the map. Move around the map by pressing the left mouse button and dragging the hand symbol. You can examine information related to different countries in two ways:

1. Click on a country on the map, and you will see basic information in a pop-up window.

- Population: How many million people live in the country?
- Status: Which operations of the Fairtrade system are there in the country (is the country for example a producer, a trader or a licensee)?
- Salient issues: What are the most salient issues in production in the country?





Press the green button "Risk assessment" if you want to read more information about different products, risks and development indicators in that particular country.

2. Look at the box on the right side of the map that says "Choose". With this search tool, you can choose which countries or products are shown on the map.

- COUNTRY: select a country by browsing the list of names or search for a country by typing its name in English under "Search country".

- COMMODITY: choose one product and see on the map, in which countries it is produced. Click on a country on the map if you want to read more information about different products, risks and development indicators in that particular country.

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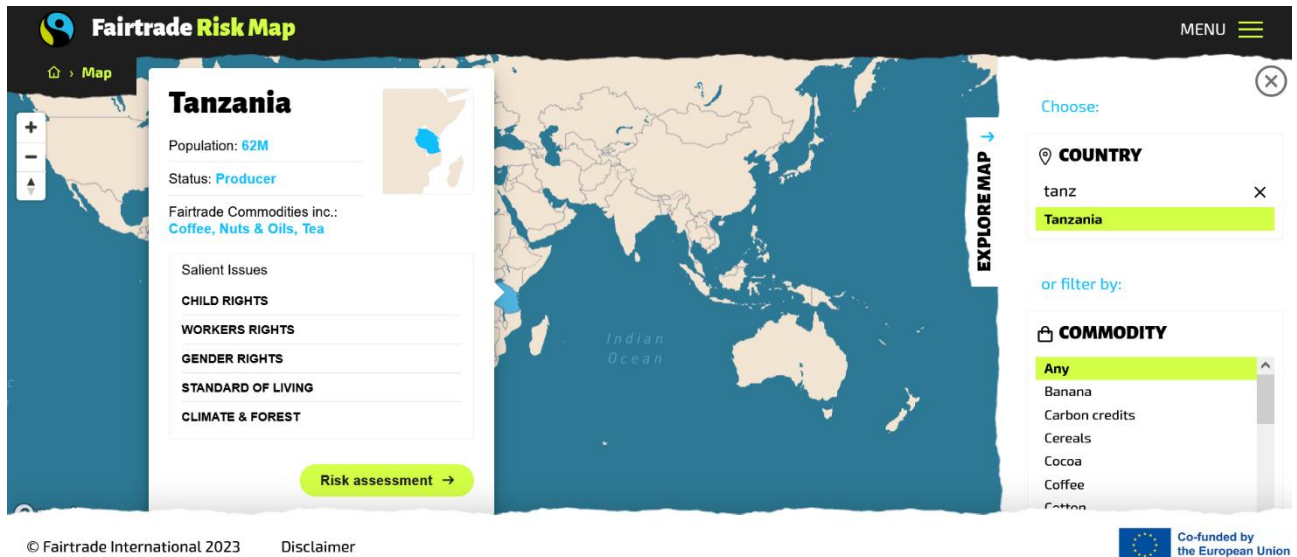
Information about different countries, products and salient risks in production

You can read about different products, risks and development in different countries by opening the country-specific information. On the left side of the page, there is a map and a short description of the country and Fairtrade activities in the country. On the right side, you can see the most salient risks in production. In the middle part, you can see statistical information that is based on the data by the UN and various development indicators.

The title of the statistics is Operating Environment in the Country. The information is divided under 10 themes:

1. Standard of living
2. Workers Rights
3. Gender Rights
4. Child rights
5. Forced Labour
6. Discrimination
7. Self-determination
8. Civil liberties
9. Climate & forest
10. Water & biodiversity

The operating environment and risks are classified into four categories with different colours from green to red: good, moderate,



concern, high concern. The level of development and risks can be interpreted by looking at how the statistical data has been classified in colours (is most of the data

marked in green and yellow or in orange and red?)

You can find more information about different products on the website <https://riskmap.fairtrade.net/commodities/banana>. The products are presented as symbols and words in the navigation bar at the top of the page. Press a symbol if you want to read more information about that particular product.

You can find more information about the salient risks in production and the solutions of Fairtrade on the website <https://riskmap.fairtrade.net/salient-issues>. The risks are presented as symbols and words in the navigation bar at the top of the page. Press the symbol if you want to read more information about that particular risk. You can read about the solutions on the start page under "Fairtrade's response".

Exercises

1. Examine the salient risks in production and make a mind map of them

Open the webpage:

<https://riskmap.fairtrade.net/salient-issues>

- a) Read about the salient risks related to production. The risks are listed on the website as symbols and words on a green background. Press a symbol if you want to read more information about that risk.
- b) Go through the risks one by one and think about each risk separately: What could this risk mean in practice? Is this risk more related to people or the environment?
- c) On paper or an electronic device, make a mind map about the risks that affect people and the environment. First, draw two circles in the middle. Write "people" in one circle and "environment" in the other. Add all the risks to the mind map one at a time. First draw a line away from the circle that you think the risk is related to. Then, at the other end of the line, draw a new circle and write the risk inside this circle.
- d) Choose one risk related to people and one risk related to the environment. Read more information on the website by pressing the symbol of the risk you have chosen. For both risks, write at least 1 or 2 new things on the mind map. First, draw a line away from the circle, in which the risk is written. Then write the new things at the other end of the line. If you want, you can draw a new circle, box or cloud around the text.

Example: If you click on the symbol "Forced labour", you will find more information about this risk on the webpage <https://riskmap.fairtrade.net/salient-issues/forced-labour>. For example, you

could write in the mind map that forced labour may involve intimidation of workers and that excessive overtime is a risk in the production of flowers and sports balls.

2. Examine production and risks in different regions of the world

Open the webpage:

<https://riskmap.fairtrade.net/countries>

Doing the exercise will be easier if you read the user guide of the map in the beginning of this teaching material.

Examine the map and answer the questions.

- a) Does the Fairtrade system operate in all parts of the world?
- b) Which continents of the world have the most countries with a Fairtrade status (some operation)?

Examine countries in different continents and try to form an overview of the operations that Fairtrade has in different parts of the world. Answer the question.

- c) What kind of operations does Fairtrade have in Europe? And what about Asia, Africa and Australia, for example?
- d) In which continents are there more countries that are producers? And in which continents are there countries that are traders and licensees?

Choose one country with Fairtrade activities. Examine the country-specific information and try to form an overview of what kind of information has been collected on the page. Answer the questions.

- e) Look at the left side of the page: What kind of general information is there about the country?
- f) Look at the colours and words at the top and right side of the page: How are the information and risks classified?
- g) Look at the middle part of the page: What kind of themes are there? What kind of development indicators and figures can you see under the 10 subheadings?



3. Examine the origin of food and your favourite products

Find information on the website of Fairtrade International or Fairtrade of your home country and explore Fairtrade food products on the map. Answer the questions.

Open the webpage:

<https://www.fairtrade.net/product>

- a) What is your favourite Fairtrade food product?
- b) How many Fairtrade farmers are there in the world?
- c) What are the most popular Fairtrade food products in your home country?

From the Fairtrade food products, choose either your own favourite or a product that is popular in your home country. Explore the product on the map (select the product under COMMODITY). If necessary, look for more information on the product-specific pages. Answer the questions.

- d) In which countries is the product cultivated or manufactured? Name at least 3 countries.
- e) What are the most salient risks in its production? Are the risks related to people or the environment?

Product-specific pages:

<https://riskmap.fairtrade.net/commodities/banana>, <https://www.fairtrade.net/product>

4. Examine production and risks in Global North: case Europe

On the map, select one European country and explore its country-specific information. Answer the questions.

- a) What is the Fairtrade status of the country (what operations are there)?
- b) Are some Fairtrade products produced in the country? Which products are they?

- c) What is the general level of development in the country? The level can be interpreted by looking at how the statistical data has been classified in colours.
- d) How many salient risks in production are there in the country data? Is the level of risk marked as concern or high concern (orange or red)?
- e) What are the most salient risks in the country? Are the risks related to people or the environment?

5. Examine production and risks in Global South: case Bangladesh

On the map, search Bangladesh and examine its country-specific information. Answer the questions.

- a) What is the Fairtrade status of the country (what operations are there)?
- b) Are some Fairtrade products produced in the country? Which products are they?
- c) What is the general level of development in the country? The level can be interpreted by looking at how the statistical data has been classified in colours.
- d) How many salient risks in production are there in the country data? Is the level of risk marked as concern or high concern (orange or red)?
- e) What are the most salient risks in the country? Are the risks related to people or the environment?

Additional exercise: Do you remember seeing some news about the risks related to the work of farmers and factory workers in Asia? Can you find some news about Bangladesh from recent years? Search for information on the internet with different word combinations, such as Bangladesh + news + agriculture / farmer / trade / factory + workers' rights / labour rights / strike.

6. Examine production and risks in Global North: case Finland

On the map, search Finland and examine its country-specific information. Answer the questions.

- a) What is the Fairtrade status of the country (what operations are there)?
- b) Are some Fairtrade products produced in the country? Which products are they?
- c) What is the general level of development in the country? The level can be interpreted by looking at how the statistical data has been classified in colours.
- d) How many salient risks have been marked in the country data? Is the level of risk marked as concern or high concern (orange or red)?
- e) What are the most salient risks in production in the country? Are the risks related to people or the environment?
- d) What could the risks mean from the point of view of the rights and lifestyle of the only indigenous people living in the territory of the European Union, the Sámi?

Additional exercise: Do you remember seeing some news about the risks related to the work of farmers, factory workers or traders in Nordic countries? Can you find some news about Finland from recent years? Search for information on the internet with different word combinations, such as Finland + news + agriculture / farmer / trade / factory + workers' rights / labour rights / exploitation.

7. Examine production and risks in two different countries

Hitta Finland på kartan och titta på dess landsspecifika uppgifter. Svara på frågorna.

- a) Hurdan verksamhet har Rättvis handel i landet?
- b) Producerar man Rättvis handel-produkter i landet? Vilka produkter handlar det om?

c) Vad är landets allmänna utvecklingsnivå? Du kan försöka dra slutsatser om utvecklingen utifrån hur de statistiska uppgifterna har klassificerats med olika On the map, choose two countries from different parts of the world. Examine country-specific information for both countries and compare them. Answer the questions.

- a) What is the Fairtrade status of each country (what operations are there)?
- b) Are some Fairtrade products produced in the two countries? Which products are they? Which country produces a greater variety of products?
- c) What is the general level of development in the countries? The level can be interpreted by looking at how the statistical data has been classified in colours. Is either of the countries more developed?
- d) How many salient risks in production have been marked in the countries' data? Are there more risks in either of the countries?
- e) Are there the same or different risks in the countries? Is the level of risk marked as concern or high concern (orange or red)?

Additional exercise: How can the problems in production be solved? How can risks be identified, addressed and minimised? Read a summary of the most important solutions in the section "Fairtrade's response" on the website <https://riskmap.fairtrade.net/salient-issues>

Additional exercises

Practice creating your own protest sign for a more sustainable world

In many countries, people defend workers' rights and the environmental well-being by participating in a demonstration, trade union or a strike. An important part of demonstrations are different types of signs, in which people write short sentences and draw symbols. Often signs are used to oppose problems, defend a cause or express feelings.

Imagine that you are participating in a demonstration defending the well-being of people and the environment in banana production. Think about what kind of protest sign you would like to make and practise making it on paper or cardboard:

- Which word or phrase would you like to write on the sign?
- Would you like to draw a symbol or a picture on the sign?
- What kind of style and colours are you going to use to make the sign? Where on the sign do you place the text and/or drawing?

If you need ideas or examples for making the sign, you can search for images on the internet with words such as demonstration, protest sign or climate strike. If you need more information about banana production, you can read more on the website <https://riskmap.fairtrade.net/commodities/banana> and <https://www.fairtrade.net/product/bananas>.

Explore products in your local grocery store

Explore the selection of your local store. Can you find any Fairtrade products? Try to find at least two products. Try to find a product other than a food product, too, for example flowers or cotton pads. Research the origin of the products: In which countries are the products made?



Make an impact by asking for more Fairtrade and responsible products

Giving feedback, thanking and asking about products are easy ways to make an impact for a better world, for example in a cafe, a store or at school.

You can give feedback in your own words or choose one of the following methods:

- 1) Ask the store or cafe to add Fairtrade products or other responsible products to their selection. You can also request a specific Fairtrade product that you like. You can submit a request by sending a message online (for example on their website or by emailing customer service) or by talking to the staff.
- 2) Thank a store or cafe for selling Fairtrade products. You can also ask if more fair products are coming up for sale.
- 3) At school, ask the teachers or the staff of the cafeteria or the canteen if the school could buy or sell more Fairtrade products or other responsible products.